



Pure Community

Thank you for joining us!

Session 9: Six Critical Healing Factors

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Director of Partnerships

Getting Started:

1. If you have any questions, please type them into the Q&A box.
2. At the end of this session, when you leave the meeting, there will be a link that will pop-up asking you to complete the Session Quiz / Feedback Form.
3. You will receive a follow-up email within 24 hours of this session. That email will serve as your confirmation of attendance record for this session.

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Culture of Care Series: Session 9

Six Critical Healing Factors



Introductions

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Director of Partnerships &
National Trainer



Who We Are

Pure Edge, Inc. (PEI) is a private operating foundation that provides direct service to organizations through professional development & strategy thought partnership.

PEI also provides grants to national organizations that advance the work of whole child development & SEL.



Welcoming Activity: Poll

Are you an Early Bird or a Night Owl?



Welcoming Activity: Poll

What happens when your alarm goes off?



Learning Objectives

- ❖ Name the six critical healing factors for ACES.
- ❖ Recognize the impact of each of the six critical healing factors.
- ❖ Illustrate the interconnectedness of SEL and self-care.
- ❖ Practice and implement Breathe, Move, and Rest Strategies for Self-awareness and Self-management.
- ❖ Identify CASEL competencies
- ❖ Acquire Skills to train colleagues in SEL, evidence-based curricula.

We will always practice

1. Self-care 
2. Brain Breaks 
3. Modeling SEL Lesson Structure 

Breathe



Move



Rest





Engaging Activity: Ocean Breath

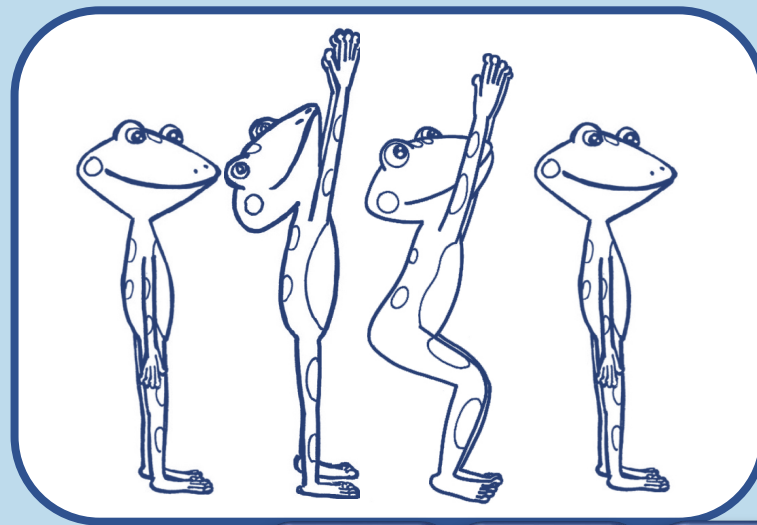




Engaging Activity: Mountain/Chair Strength Sequence

1. Begin in Mountain Pose.
2. Inhale, raise your arms overhead.
3. Exhale, bend your knees and sit back as though you were going to sit in an imaginary chair.
4. Hold for 3 breaths.
5. Inhale, come back to Mountain Pose.
6. Increase hold to 5 breaths as stamina increases.

**This sequence can be used to strengthen the lower back and legs. It's also re-energizing after sitting in a chair for awhile.*



Student Mental Health



60%

of K-12 students are exposed to a traumatic event.



17 million

children have untreated mental health diagnoses.



2nd

most common cause of death among ages 10-24 is suicide.



95%

of teens have smartphones, while 45% are "online constantly."



9

hours is the average amount of media consumed each day, unrelated to school, by teens (13-18). The average for ages 8-12 is 6.

52%

is the rate of increase in major depression among youth ages 12-17, from 2005-2017.

6.1 million

children ages 2-17 have received an ADHD diagnosis.

30-40%

of undergrads at Ivy League institutions seek mental health services, up 20% per year over the last 6 years.

<https://www.cdc.gov/ncbddd/adhd/data.html>

<https://health.usnews.com/wellness/for-parents/articles/2019-04-22/teen-depression-is-on-the-rise>

https://ssir.org/articles/entry/five_ways_to_advance_conservation_entrepreneurship



Compassion Fatigue

Secondary Trauma



- ❖ *1 in 5 adults in America experience a mental illness.*
- ❖ *Nearly 1 in 25 (10 million) adults in America live with a serious mental illness.*
- ❖ *Approximately 10.2 million adults have co-occurring mental health and addiction disorders.*

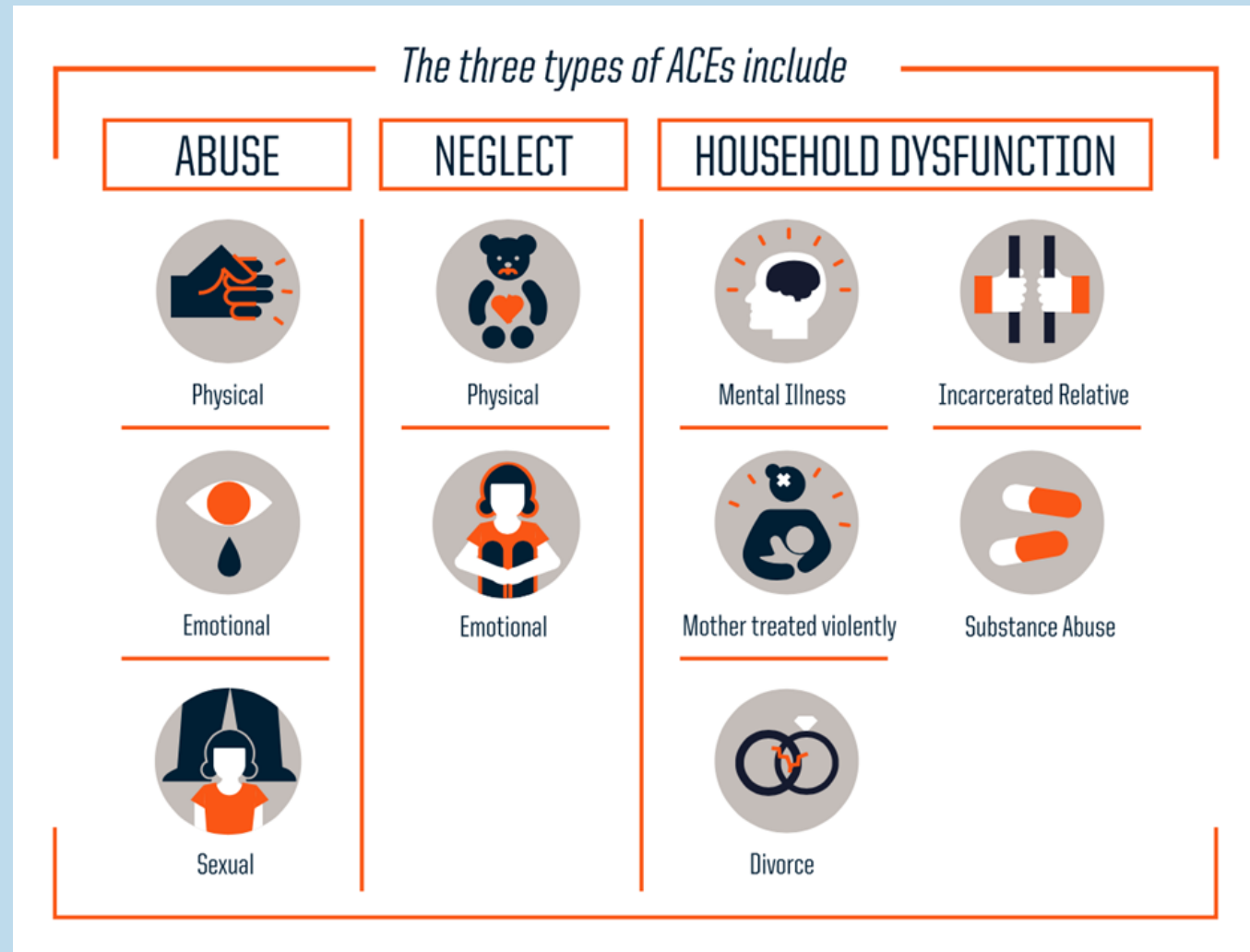


Engaging Activity: Even In – Even Out

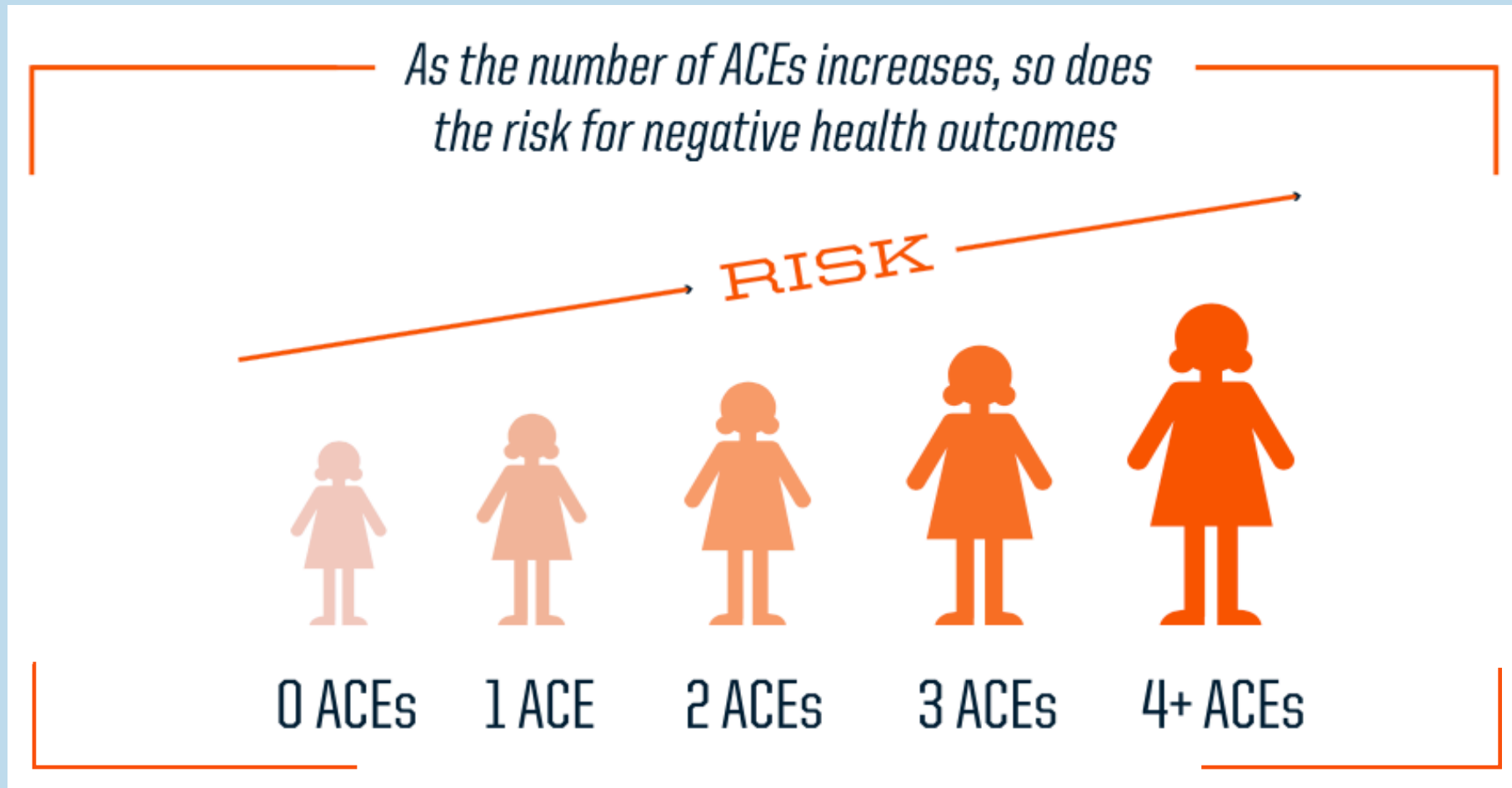
1. Start in Seated Mountain with a tall spine, relaxed shoulders, and eyes gently closed.
2. Breathe naturally through the nose.
3. We are going to focus on making our inhales and exhales even.
4. Inhale deeply through the nose and exhale through the mouth for a count of one.
5. On the next breath, lets count to two on the inhale and the exhale.
6. Repeat, continuing to extend the breath up to a count of five.



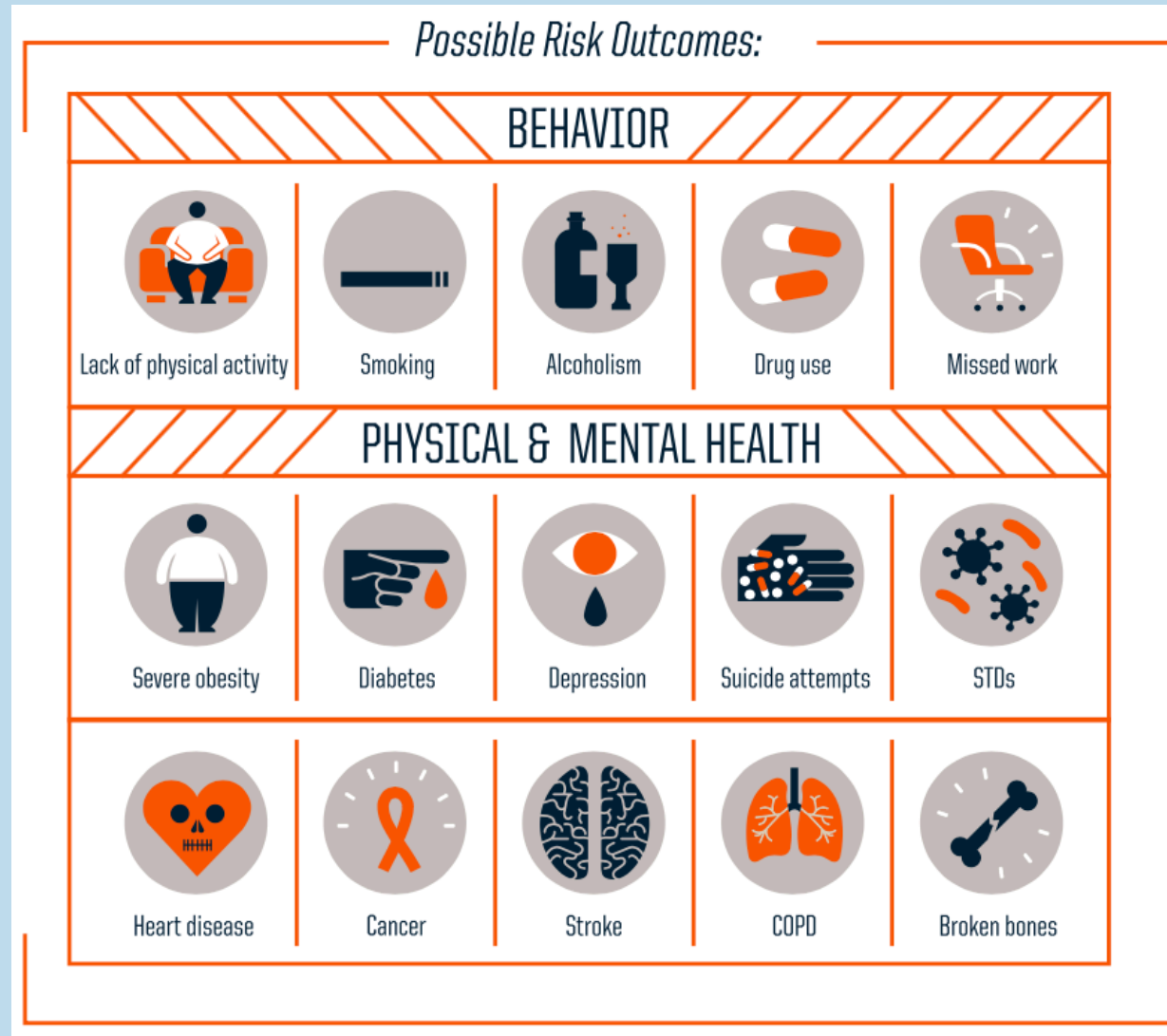
Adverse Childhood Experiences (ACEs)



ACES and Outcome Risk

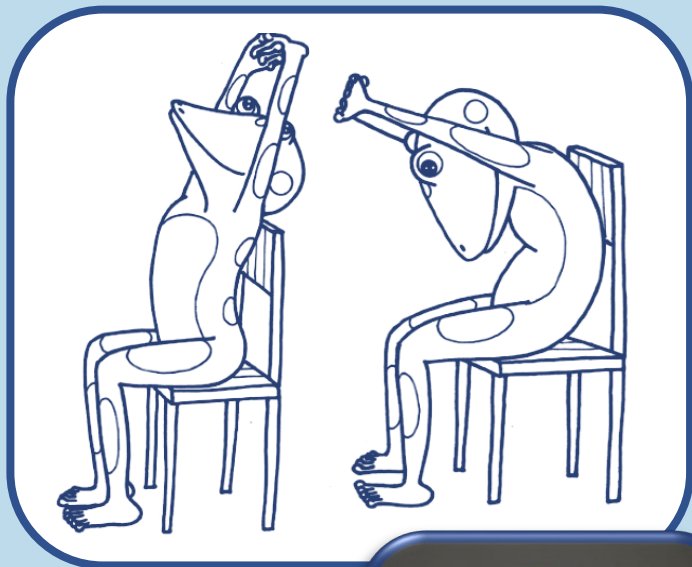


ACES and Health Outcomes





Engaging Activity: Chair Cat/Cow



1. Sit in Seated Mountain with hands on knees.
2. As you inhale, stretch your arms overhead and interlace fingers. Reach the center of your chest up toward the ceiling, and lift your chin so that you are looking at the ceiling. (Cow)
3. As you exhale, in one movement bring your hands forward, round your spine and drop your chin toward your chest. (Cat)
4. Repeat for several breaths: inhale, arms up, gaze lifts, chest up. Exhale round the spine, chin tucks, hands forward.
5. Return to Seated Mountain.

Stress Response



“Gas Pedal”

Sympathetic Nervous System:
Fight or Flight



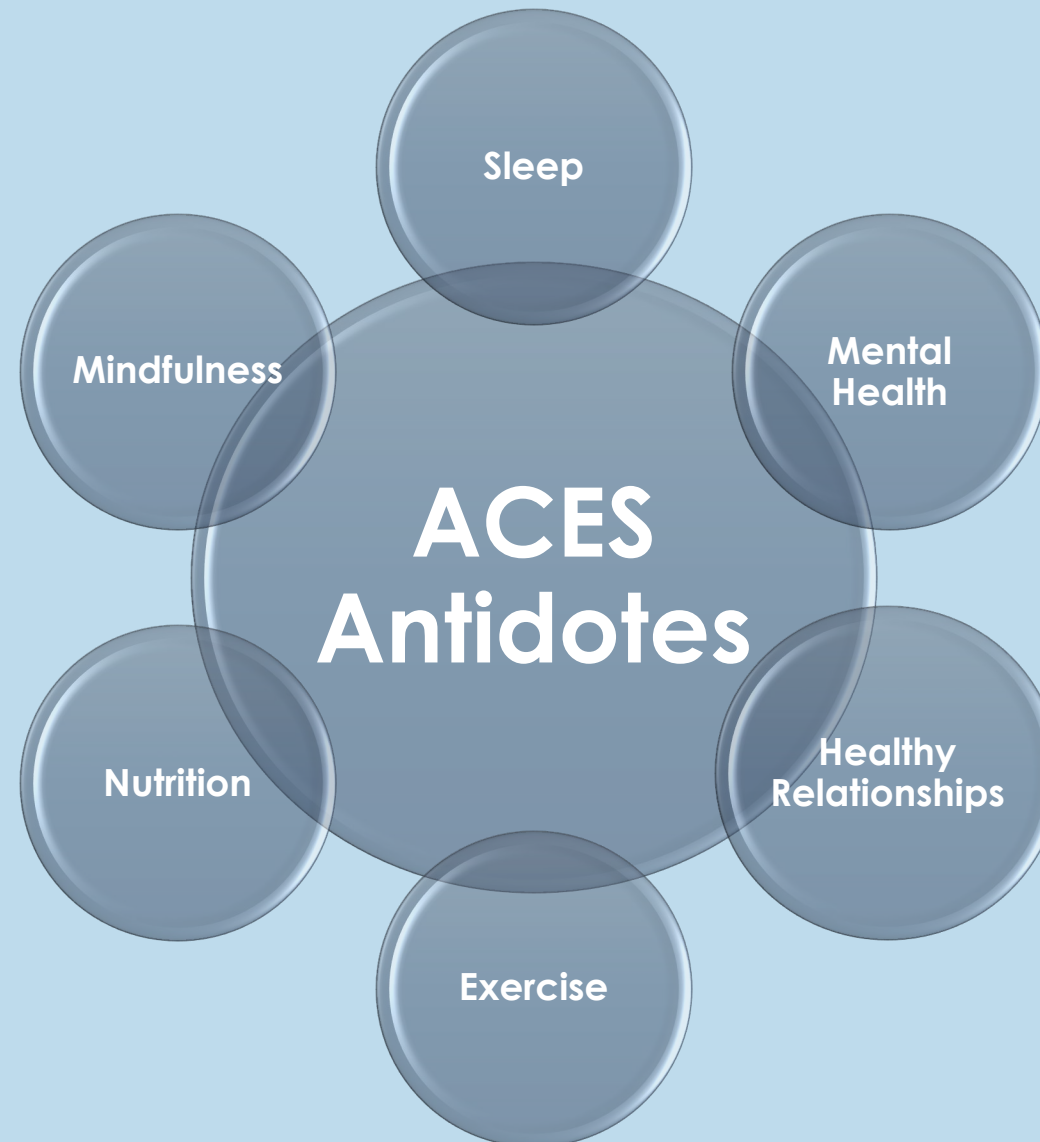
“Brake”

Parasympathetic Nervous System:
Rest and Digest

<https://www.health.harvard.edu/staying-healthy/understanding-the-stress-response>

Image Sources: <https://www.shutterstock.com/video/clip-22377115-tired>, <https://ggia.berkeley.edu/practice>

ACES: Six Critical Healing Factors



Dysregulated Stress Response

“

...the literature provided evidence of why these things were effective. Fundamentally, they all targeted the underlying biological mechanism – a dysregulated stress response system and the neurologic, endocrine, and immune disruptions that ensued.

Dr. Nadine Burke Harris, M.D.
The Deepest Well

”



What is a Dysregulated Stress response...

Stress is the body's normal response to challenging events or environments. *Positive stress* (the first day of school, a big exam, a sports challenge), is part of growing up.

But when events or the environment are threatening or harmful, we go into flight or freeze mode and bypass our thinking brains, which can be way too analytical to save us.

With help from caring adults, children also recover from this tolerable stress.

Too much stress – *toxic stress* – happens when children's brains feel highly stressed for too long. Then a child's brain and body will produce an overload of stress hormones — such as cortisol and adrenaline — that harm the function and structure of the brain.

Human relationships are the essential ingredient that catalyze healthy development and learning.



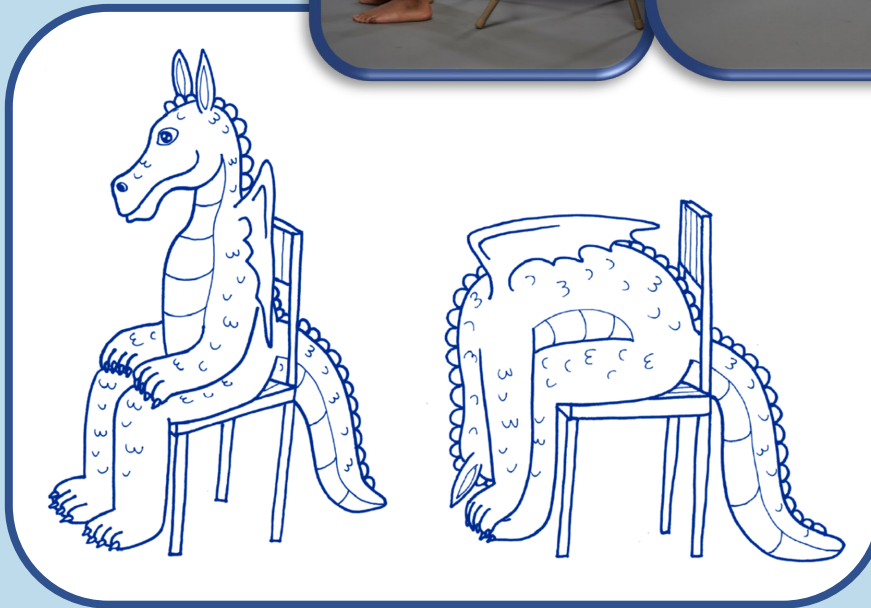
- Sources: Griffiths, P.E., & Hochman, A (2015) Developmental systems theory. eLs 2, 1-7.
- Moore, D.S. (2015) The developing genome: An introduction to behavioral epigenetic.
- Witherington, D.C., & Lickliter, R. (2016) Integrating development and evolution in psychological science; evolutionary developmental psychology, developmental systems an explanatory pluralism. Human development, 59, 200-234.
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Engaging Activity: Seated Forward Bend

1. Sit in Seated Mountain Pose with feet flat on the floor. Inhale and sit tall, making your back as long as possible.
2. Exhale, reach both feet slightly out in front of you and fold over your legs, sliding your hands down your legs towards your shins. Take 2-3 breaths here.
3. Inhale and come back up to Seated Mountain Pose.
4. Repeat as required.



Did You know?

Toxic stress has the potential to change a **child's** brain chemistry and brain anatomy.

Toxic stress weakens the architecture of the developing brain, which **can** lead to lifelong problems in learning, behavior, and physical and mental health.

Are ACEs really that common?

ACEs are incredibly common—two out of three people (67%) of the study population had at least one ACE, more than one in five (20%) reported three or more ACEs and one out of eight people (13%) of the population had four or more ACEs.



What's the key?

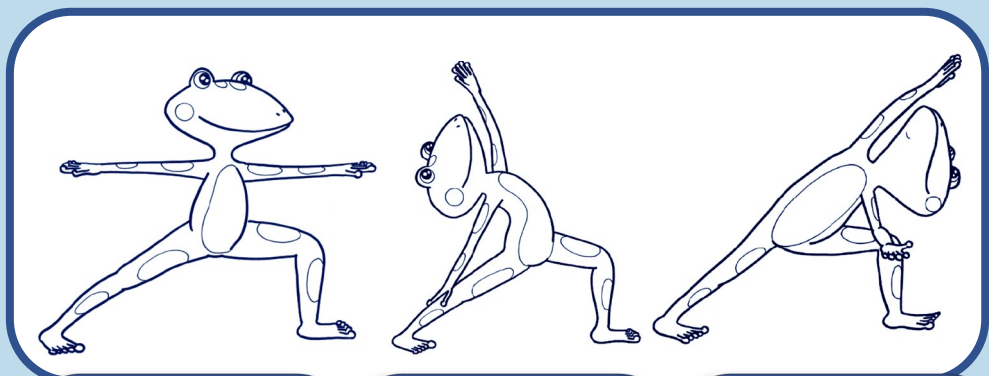
When children overcome these burdens, they have typically been the beneficiaries of exceptional efforts on the part of supportive adults. These findings underscore the importance of prevention and timely intervention in circumstances that put young children at serious psychological risk.



When relationships are reliably responsive and supportive, they can actually buffer young children from the adverse effects of other stressors.



Engaging Activity: Wave Sequence



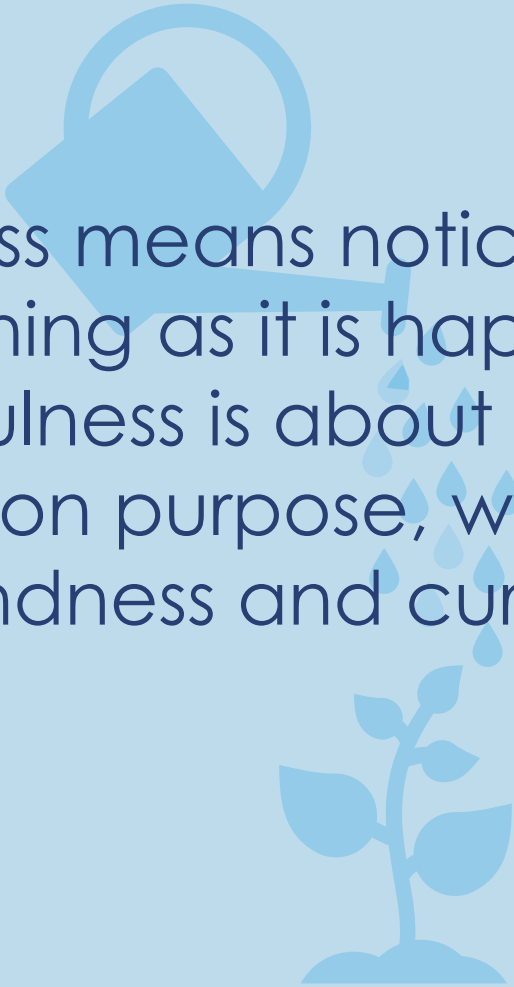
1. Begin in Mountain Pose.
2. Inhale, step your left foot wide to the side, exhale and turn your right foot out and bend the right knee. Inhale, raise both arms to a T-shape at shoulder height. Exhale and hold for 2 breaths. This is Surfer.
3. Inhale, take your left arm back towards your left calf and raise your right arm straight up towards the ceiling, exhale here. Look up at your hand and take 2 breaths.
4. Inhale and return to Surfer.
5. Exhale, place your right arm on your right thigh, and raise your left arm overhead. Look towards your left hand and take 2 breaths. This is Wave.
6. Inhale and return to Surfer.
7. Exhale and step feet together in Mountain Pose.
8. Repeat on the other side.

*This sequence can be used to invigorate when tired or lethargic.

What is mindfulness?

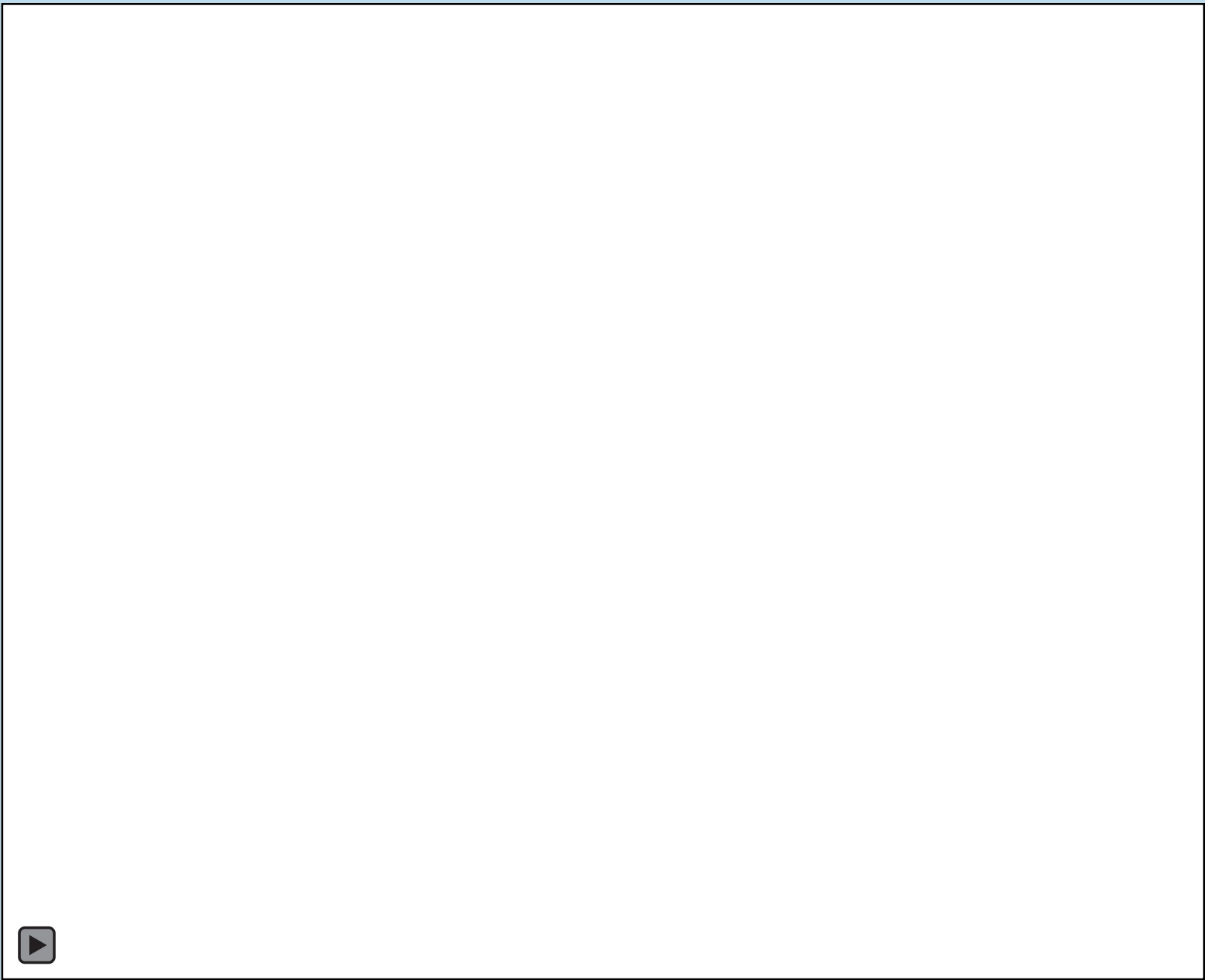


Mindfulness



Mindfulness means noticing what is happening as it is happening.

Mindfulness is about paying attention on purpose, with a sense of kindness and curiosity.



Guiding Questions

**How does it feel to be in balance?
Or, how does it feel to be imbalanced?**

Grades 6-12, Lesson 4.1

**How can being mindful shape
our experiences?**

Grades 3-5, Lesson 4.1



Pure Power

Grades K-5 Unit 4
Power to Grow
and Stretch



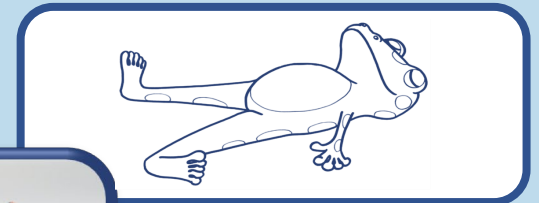
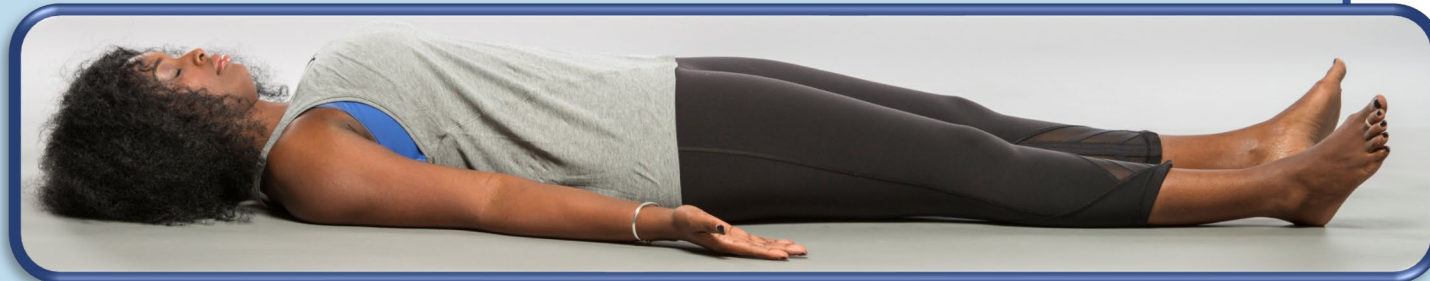
Grades
6-12

Unit 4
Power of a
Balanced Life



Engaging Activity: Guided Rest / Body Scan

1. Lie down on the floor on your back. Spread your feet apart. Turn your palms up to face the ceiling and close your eyes.
2. Put your attention on your forehead. Feel your forehead relax.
3. Put your attention on your eyes. Feel your eyes relax.
4. Put your attention on your cheeks and jaw. Feel your cheeks and jaw relax.
5. Put your attention on your neck. Feel your neck relax.
6. Put your attention on your shoulders. Feel your shoulders relax. (Repeat for arms, wrists, hands, fingers.)
7. Put your attention on your chest. Feel your chest relax.
8. Put your attention on your back. Feel where your back touches the floor (or the chair).
9. Put your attention on your belly. Notice how the breath moves the belly softly up and down.
10. Put your attention on your hips. Feel your hips relax. (Repeat for legs, knees, ankles, feet, toes.)
11. Bring your awareness to your breathing, and notice where you feel the breath in your body. Maybe you notice it in your nostrils. Maybe you feel it in your chest. Maybe you feel it in your belly.
12. See if you can get really quiet. Maybe you will even feel your heart beating inside your body.
13. Let learners rest in silence for a few moments.
14. Ring chime.
15. Slowly start to wiggle your fingers and toes. Take a deep breath in and stretch your arms overhead. As you exhale, relax.
16. Open your eyes and slowly return to a seated position.
17. Notice how you are feeling.



Optimistic Closure: Jeopardy



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Optimistic Closure



The essential ingredient that
catalyzes human
development and learning.

Optimistic Closure



These are just 3 examples: Even
In – Even Out, Ocean Breath,
and Seated Forward Bend

Optimistic Closure



Sleep, Healthy Relationships, Mental Health Support, Exercise, Nutrition, and Mindfulness

Optimistic Closure



The wear and tear on the body
which accumulates as an
individual is exposed to
repeated or chronic stress.

Brain Breaks Review



Breathe

- ❖ Ocean Breath
- ❖ Even In – Even Out



Move

- ❖ Mountain/Chair Strength Sequence
- ❖ Chair Cat/Cow
- ❖ Seated Forward Bend
- ❖ Wave Sequence



Rest

- ❖ Guided Rest/Body Scan

Takeaways

- ❖ The Six Critical Healing Factors are:
 - ❖ Sleep
 - ❖ Mental Health
 - ❖ Healthy Relationships
 - ❖ Exercise
 - ❖ Nutrition
 - ❖ Mindfulness
- ❖ It takes one caring adult to make difference.
- ❖ Being Mindful isn't about sitting alone in a dark room.
- ❖ The brain can change from the impact of Toxic Stress.

Homework

Self:

Identify which of the 6 Critical Healing Factors interests you the most at this time.

Online Class:

Based on the 6 Critical Healing Factors, identify one strategy that you can implement with your students in a virtual classroom that supports either mindfulness practices or healthy relationship building.

Together in Class:

Based on the 6 Critical Healing Factors, identify one strategy that you can implement with your students in the physical classroom setting that supports either mindfulness practices or healthy relationship building.



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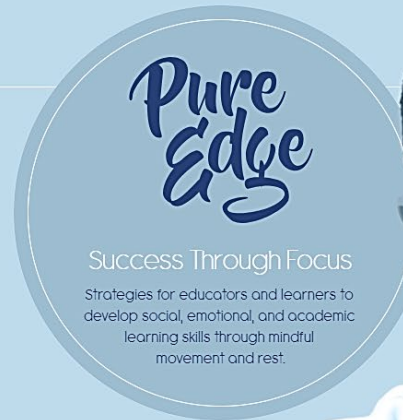
Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training



Online Curriculum

Log Out

+ MENU



●
breathe

●
move

●
rest





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Trainer: Michelle Kelsey Mitchell

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