

# Creating Trauma Sensitive Schools

April 17, 2013

Co-sponsored by:

The Qualitative and Evidence Based Practice Group of the  
National Community of Practice on Collaborative School  
Behavioral Health and the IDEA Partnership at NASDSE

# The National Community of Practice (CoP) on Collaborative School Behavioral Health

- Co-led by the IDEA Partnership at NASDSE and the Center for School Mental Health at the University of Maryland
- The focus of the CoP is to collaboratively work to create a shared agenda across education, mental health and families.

# The National Community of Practice (CoP) on Collaborative School Behavioral Health

- The CoP affiliates with cross-stakeholder teams that have created 16 state CoPs modeled on the national exemplar.
- The CoP affiliates with 22 national organizations and 9 technical assistance centers and coalesces them around the issues they share.
- Together the states, organizations and TA centers lead 12 issue-based Practice Groups that develop the content and design the interaction for of the Annual Conference on Advancing School Mental Health
  - 18<sup>th</sup> Annual Conference – October 3-5, 2013 in Crystal City-Arlington, Virginia

# QEBP Practice Group Mission and Priorities

- **Co-facilitators:**
  - Nicole Evangelista Brandt, PhD, Center for School Mental Health
  - Mark Sander, PsyD, LP, Hennepin County/Minneapolis Public Schools
  - Sharon Stephan, PhD, Center for School Mental Health
- **Mission:**
  - To provide resources and promote sharing of information across individuals/groups interested in improving the quality of school mental health (SMH)
  - To discuss, promote, and disseminate evidence based practices in SMH
- **Priority areas include:**
  - Improving dissemination and sharing of evidence-based practices in SMH
  - Bridging the research-practice and practice-research gaps in the field
  - Understanding and promoting the use of the best student-, program-, and school-level evaluation strategies.
- <http://www.sharedwork.org/>

# The Heart of Learning & Teaching: Compassion, Resilience, & Academic Success

- Webinar on March 20, 2013
- Presenters: Mona Johnson and Ron Hertel
- Archived recording of webinar and PowerPoint slides
  - Wiki page
    - [http://www.sharedwork.org/web/school-behavioral-health/wiki/-/wiki/19863/3-20-2013+Webinar+Followup+-+Heart+of+Learning+and+Teaching+-+Compassion+Resilience+and+Academic+Success?p\\_p\\_lifecycle=1](http://www.sharedwork.org/web/school-behavioral-health/wiki/-/wiki/19863/3-20-2013+Webinar+Followup+-+Heart+of+Learning+and+Teaching+-+Compassion+Resilience+and+Academic+Success?p_p_lifecycle=1)
  - Center for School Mental Health
    - <http://csmh.umaryland.edu/Resources/ArchivedWebinars/index.html>

# Using an Rtl Framework to Support Students Affected by Trauma

Nic Dibble, LSSW, CISW

Education Consultant, School Social Work

Wisconsin Department of Public Instruction

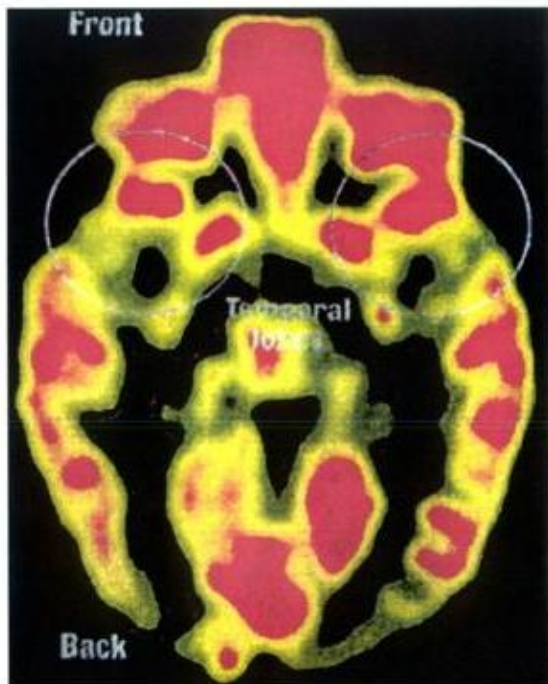
# What is trauma?

- Trauma is an individual's response to a highly stressful event or ongoing series of events
  - Trauma is not the event itself
- Children growing up in dangerous environments may be in a constant state of “yellow alert” (i.e., survival mode) emphasizing lower brain functions
  - Flight – leave or hide
  - Fight – verbal & physical aggression
  - Freeze – shut down, withdraw or dissociate

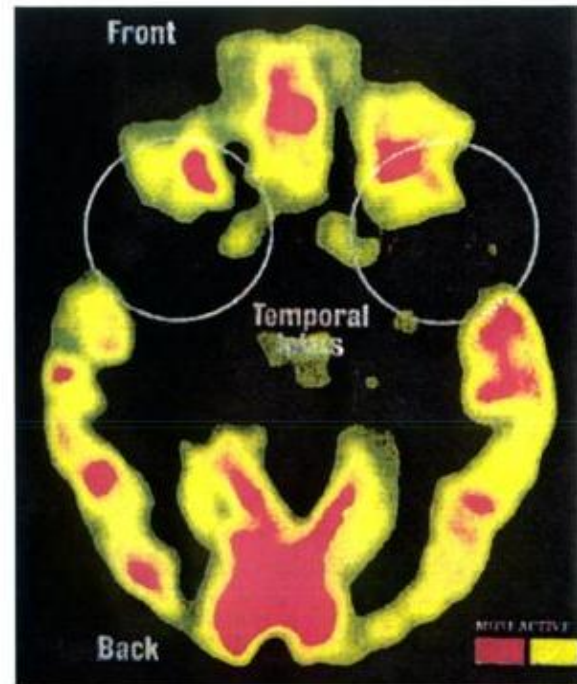
# Trauma may alter brain biology

- Brain chemistry – exposure to strong, frequent, prolonged adversity (“toxic stress”) results in an ongoing release of cortisol
- Brain structure

Healthy



Neglected/Abused





# Experiences that can result in trauma

- Does your school have students who ...
  - witness domestic violence?
  - are physically, emotionally or sexually abused?
  - are neglected?
  - are homeless?
  - have been physically or sexually assaulted?
  - live in homes with family members with untreated mental illness or substance abuse?
  - have been in a serious accident?
  - have experienced disasters (e.g., tornado, house fire)?
  - have parents or other family members serving overseas in the military?

# Trauma affects school performance

- Lower scores on standardized achievement tests  
(Goodman et al, 2011)
- Substantial decrements in IQ, reading achievement & language (Delaney-Black et al, 2002)
- 2.5x more likely to be retained  
(Grevstad, 2007; Sanger et al, 2000; Shonk et al, 2001)

# Trauma affects learning

- Adversely affects ability to ...
  - Organize narrative material
  - Understand cause & effect
  - Take another person's perspective
  - Attend to classroom instruction
  - Regulate emotions
  - Engage the curriculum
  - Utilize executive functions
    - Make plans
    - Organize work
    - Follow classroom rules

# Trauma affects behavior

- May manifest in the classroom by increased ...
  - Reactivity
  - Impulsivity
  - Aggression
  - Defiance
  - Withdrawal
  - Perfectionism

The Heart of Learning & Teaching Compassion, Resiliency & Academic Success (Wolpow et al, 2009)

- **Suspended & expelled more**

(Grevstad, 2007; Sanger et al, 2000; Shonk et al, 2001)

# How do we see these students?

## Uninformed view

- Anger management problems
- May have ADHD
- Student is choosing to act out (e.g., disrespectful or manipulative)
- Uncontrollable, destructive
- Non-responsive
  
- Uninformed response: Student needs consequences or maybe an ADHD evaluation

Adapted from Daniel & Zarling (2012)

## Trauma-informed view

- Maladaptive responses (in school setting)
- Seeking to get needs met
- Difficulty regulating emotions
- Lacking necessary skills
- Negative view of world (e.g., adults cannot be trusted)
- Trauma response was triggered
  
- Trauma-informed response: Student needs to learn skills to regulate emotions & we need to provide support

# Wisconsin's Journey

- Cross-system work group formed in 2010
  - K-12 education
  - Higher education
  - Mental health
  - Parent peer specialist
  - State education & health departments
- Work group's charge
  1. Create an on-line toolkit of resources that schools could use to support students affected by trauma
  2. Provide professional development opportunities for educators

# Wisconsin's Journey

- Started by examining work done by others
  - Massachusetts Advocates for Children  
<http://www.massadvocates.org/>
  - Washington State Compassionate Schools  
<http://www.k12.wa.us/CompassionateSchools/>
  - National Child Traumatic Stress Network  
<http://www.nctsnet.org/>
- Decided to build on existing, complementary Wisconsin initiatives
  - Trauma-Informed Care (TIC)
  - Adverse Childhood Experiences (ACEs)
  - Positive Behavioral Interventions & Supports (PBIS)

# Trauma-Informed Care (TIC)

- Trauma-informed care is an approach to engaging people with histories of trauma that recognizes the presence of trauma symptoms & acknowledges the role that trauma has played in their lives

SAMHSA - <http://www.samhsa.gov/nctic/>

- Wisconsin Educational & Media Campaign  
[http://www.dhs.wisconsin.gov/mh\\_bcmh/tic/index.htm](http://www.dhs.wisconsin.gov/mh_bcmh/tic/index.htm)

- Connection between TIC & schools

- Over the last several years, what we know from the literature about TIC has been applied effectively to school settings



# Best Resources

- Calmer Classrooms

[http://www.ccyp.vic.gov.au/childsafetycommissioner/downloads/calmer\\_classrooms.pdf](http://www.ccyp.vic.gov.au/childsafetycommissioner/downloads/calmer_classrooms.pdf)

- Child Trauma Toolkit for Educators

[http://www.nctsn.org/nctsn\\_assets/pdfs/Child Trauma Toolkit Final.pdf](http://www.nctsn.org/nctsn_assets/pdfs/Child_Trauma_Toolkit_Final.pdf)

- Creating Sanctuary in the School

<http://www.sanctuaryweb.com/Documents/Sanctuary%20in%20the%20School.pdf>

- Helping Traumatized Children Learn

<http://www.massadvocates.org/download-book.php>

- The Heart of Learning & Teaching Compassion, Resiliency & Academic Success

<http://k12.wa.us/CompassionateSchools/HeartofLearning.aspx>

# Adverse Childhood Experiences

- Adverse Childhood Experiences (ACEs) include
  - child maltreatment
  - parent with untreated mental illness or substance abuse
  - incarcerated parent
  - separation or divorce of parents
  - witnessing domestic violence

<http://www.cdc.gov/ace/index.htm>

# Adverse Childhood Experiences

- Critical findings from landmark CDC study
  - ACEs are prevalent
    - 64% reported at least 1 ACE
    - 12% reported 4 or more ACEs
  - 4 or more ACEs are associated with significantly more adverse health outcomes in adulthood
    - Heart disease
    - Cancer
    - Diabetes
    - Depression & suicide
    - Substance abuse
- ACEs having a major impact on health care costs

# Adverse Childhood Experiences

- Wisconsin replicated this study through the Behavioral Risk Factor Survey & found parallel results

[http://acesconnection.com/group/state\\_ace\\_response\\_project/page/wisconsin](http://acesconnection.com/group/state_ace_response_project/page/wisconsin)

- Connection to Schools & TIC
  - Children who have experienced ACEs may be affected by trauma
  - ACEs can adversely impact students' ability to learn
  - ACEs & TIC are not part of pre-service education for teachers & school administrators

# Positive Behavioral Interventions & Supports

- Wisconsin PBIS Network started in 2009
  - Funded by Wisconsin DPI
  - PBIS in over half of Wisconsin schools in 3 years

<http://www.wisconsinpbisnetwork.org/>
- Connection to TIC & ACEs
  - 3-tier PBIS framework works well to organize trauma-sensitive practices into a school setting
  - Wisconsin uses the 3-tier framework to describe comprehensive, school-based mental health services, as well, including suicide prevention

[http://sspw.dpi.wi.gov/sspw\\_mentalhealth](http://sspw.dpi.wi.gov/sspw_mentalhealth)

[http://sspw.dpi.wi.gov/sspw\\_suicideprev](http://sspw.dpi.wi.gov/sspw_suicideprev)

# Why did Wisconsin select PBIS as a framework to support students affected by trauma?

- Many of the strategies & programs used in PBIS work for students affected by trauma
- Schools have multiple improvement initiatives going on simultaneously & reduced capacity to take on more
  - Educators are being asked to do more with less
- Presenting TIC as connected to existing school improvement initiatives focused on behavior & mental health increases likelihood of ...
  - Buy-in
  - Success

# Using the PBIS Framework to Better Support Students Affected by Trauma

## Tier 3 (for students impacted by trauma)

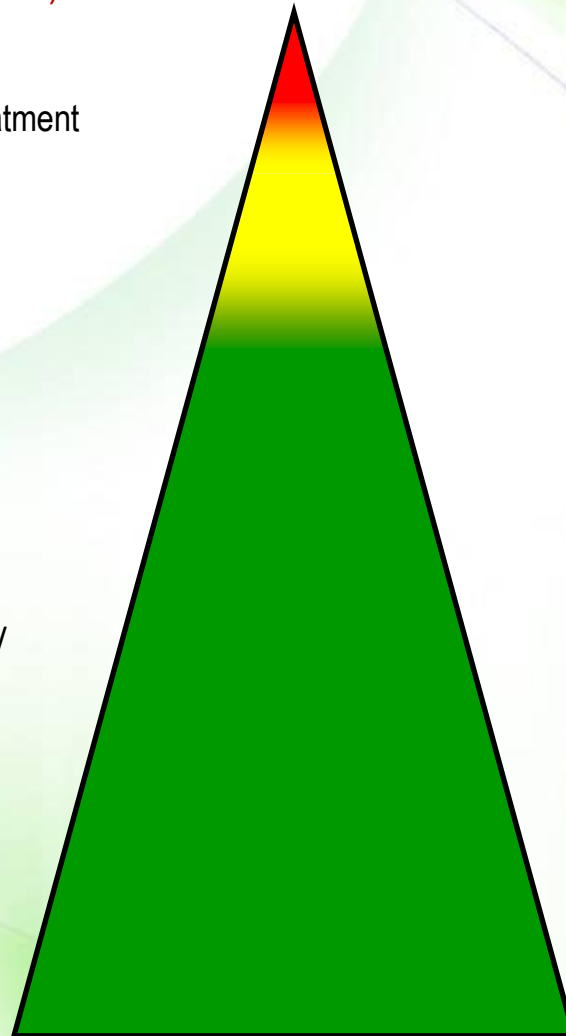
- Case management
- Monitoring (e.g., Check & Connect)
- Coordination with community-based treatment
- Wrap-around programs
- Parent & caregiver training & support

## Tier 2 (for students with symptoms)

- Differentiated instruction
- Adult mentors
- Small groups for SEL
- Community referrals
- Parent & caregiver education
- Monitoring (e.g., Check In – Check Out)
- Sensory opportunities to manage anxiety

## Tier 1 (for all students)

- SEL instruction
- Predictable routines
- Choices
- Physical activity breaks
- “Calm zones”
- Adults model emotional regulation



## Tier 3

- Individualized services
- Comprehensive FBA & BIP
- 504 plans & IEPs
- Staff avoid “trauma triggers”

## Tier 2

- Brief FBA & BIP
- Building Consultation Team
- Classroom supports
- Pupil services accessible & approachable
- Staff awareness of higher-risk groups

## Tier 1

- School policies promote safe climate
- Proactive behavior management
- Discipline system minimizes exclusion
- School builds environmental assets
- Opportunities for students to help others
- Professional development
- Classroom consultation

# What's in our toolkit?

- Webcasts
  - Understanding childhood trauma
  - Steps to implementing trauma-sensitive practice into the school environment
- PowerPoint presentation with detailed speaker notes to use for a school building in-service
- Trauma-sensitive school checklist
  - Massachusetts Advocates for Children & partners
  - May be re-administered over time to assess progress

[http://sspw.dpi.wi.gov/sspw\\_mhtrauma](http://sspw.dpi.wi.gov/sspw_mhtrauma)



# What's in our toolkit?

- Annotated list of resources
  - Resources every school should have
  - Websites
    - For educators
    - With clinical information
  - Selected articles
  - Additional publications
  - Books

[http://sspw.dpi.wi.gov/sspw\\_mhtrauma](http://sspw.dpi.wi.gov/sspw_mhtrauma)

# What's in our toolkit?

- Common questions & answers
- Links to articles
- Explanation of connection between PBIS & TIC
- Contact information for training & technical assistance
- Links to national & Wisconsin ACEs studies

[http://sspw.dpi.wi.gov/sspw\\_mhtrauma](http://sspw.dpi.wi.gov/sspw_mhtrauma)

# Professional development

- Brought in Joel Ristuccia from Massachusetts Advocates for Children in 11/10 for a large state conference
- Training offered
  - Regional day-long trainings in Spring 2011
  - Half-day trainings provided on request
  - Workshops & extended trainings in existing conferences
- Sponsoring ongoing training & TA for a regional team over last several months
  - PLC using The Heart of Learning & Teaching Compassion, Resiliency & Academic Success as a text/guide
  - Beginning to do presentations to other educators

# What's next for Wisconsin?

- Our dilemma: Building in-services & day-long trainings won't transform schools, but we have little capacity to do intensive, transformational training
- Our critical question: What do we have the capacity to do that can help schools better meet the needs of students affected by trauma?

# What's next for Wisconsin?

- Currently expanding our work group to represent more parts of the state & include more trainers
- Governor Walker has proposed the creation of an Office of Children's Mental Health
- Our present "list of things to do" includes creating ...
  - Trauma-sensitive tools & protocols to expand toolkit
    - e.g., functional behavioral assessment
  - Materials that can be used in pre-service training
    - Teachers
    - School administrators
  - A list of trauma-informed practices that schools can implement without intensive, trauma-specific training

# Using the PBIS Framework to Better Support Students Affected by Trauma

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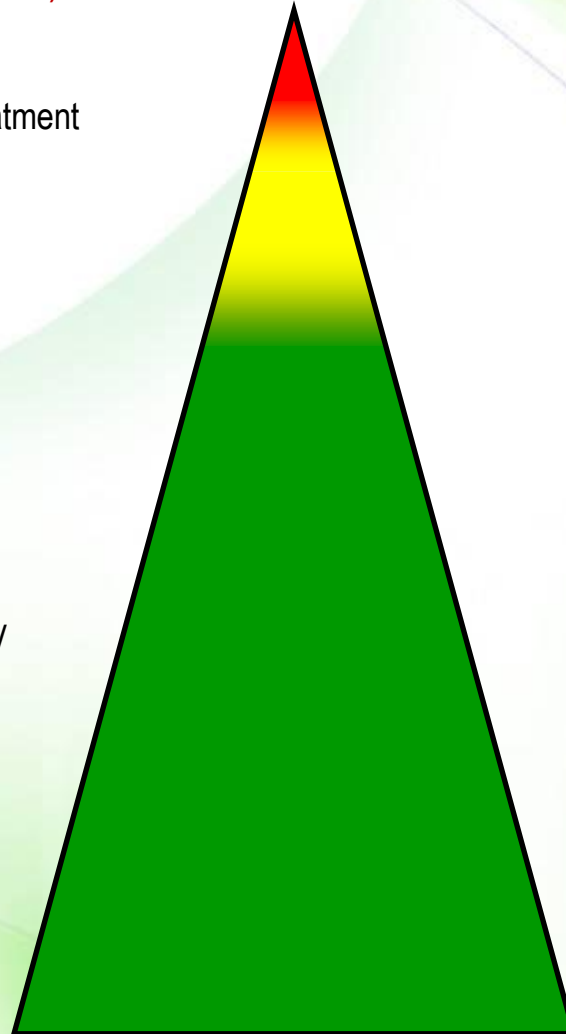
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# Websites 1 more time ...

## Wisconsin Department of Public Instruction

- Wisconsin Toolkit on Trauma-Sensitive Schools

[http://sspw.dpi.wi.gov/sspw\\_mhtrauma](http://sspw.dpi.wi.gov/sspw_mhtrauma)

- School-Based Mental Health

[http://sspw.dpi.wi.gov/sspw\\_mentalhealth](http://sspw.dpi.wi.gov/sspw_mentalhealth)

- School-Based Suicide Prevention

[http://sspw.dpi.wi.gov/sspw\\_suicideprev](http://sspw.dpi.wi.gov/sspw_suicideprev)

# The websites 1 more time ...

3 major Wisconsin initiatives complementing our work to create trauma-informed schools

- Wisconsin PBIS Network

<http://www.wisconsinpbisnetwork.org/>

- Adverse Childhood Experiences (ACEs)

<http://www.cdc.gov/ace/index.htm>

- Wisconsin TIC Educational & Media Campaign

[http://www.dhs.wisconsin.gov/mh\\_bcmh/tic/index.htm](http://www.dhs.wisconsin.gov/mh_bcmh/tic/index.htm)



# The websites 1 more time ...

## National Resources

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<http://www.massadvocates.org/>

- Washington State Compassionate Schools

<http://www.k12.wa.us/CompassionateSchools/>

- National Child Traumatic Stress Network

<http://www.nctsnet.org/>

- Trauma-Informed Care (TIC)

<http://www.samhsa.gov/nctic/>

# Contact Information

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Consultant, School Social Work Services  
Wisconsin Department of Public Instruction

[nic.dibble@dpi.wi.gov](mailto:nic.dibble@dpi.wi.gov)

(608) 266-0963

[http://sspw.dpi.wi.gov/sspw\\_socialwork](http://sspw.dpi.wi.gov/sspw_socialwork)

# Secondary Traumatic Stress, Burn-out and Self-Care

**Quality and Evidence Based Community of  
Practice**

**April 17, 2013**

**Erin Butts, MSW**

This work was supported in part by OJJDP Grants #2009-TY-FX-0010 and 2007-JL-FX-0041, SAMHSA Grant #1U79SMo58145, and COPS grant #2010CKWX0434. However, no university or sponsor endorsement should be inferred.

# SECONDARY TRAUMATIC STRESS, BURN-OUT AND SELF-CARE

## Quality and Evidence Based Community of Practice

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- Center for School Mental Health
  - Dr. Nicole Brandt
  - Dr. Jim Caringi
  - Dr. Mark Sander
  - IDEA Partnership
  - Many other colleagues
- 
- Montana Office of Public Instruction
  - National Child Traumatic Stress Network





# Institute for Educational Research and Service

*Strengthening Schools and Communities Since 1957*



The University of  
**Montana**

As a program of The University of Montana's College of Education & Human Sciences  
IERS houses these major centers:

Director and Principal Investigator  
Dr. Rick van den Pol



**Co-Teach  
Preschool**



**National  
Native Children's  
Trauma Center**



**Montana  
Safe Schools  
Center**

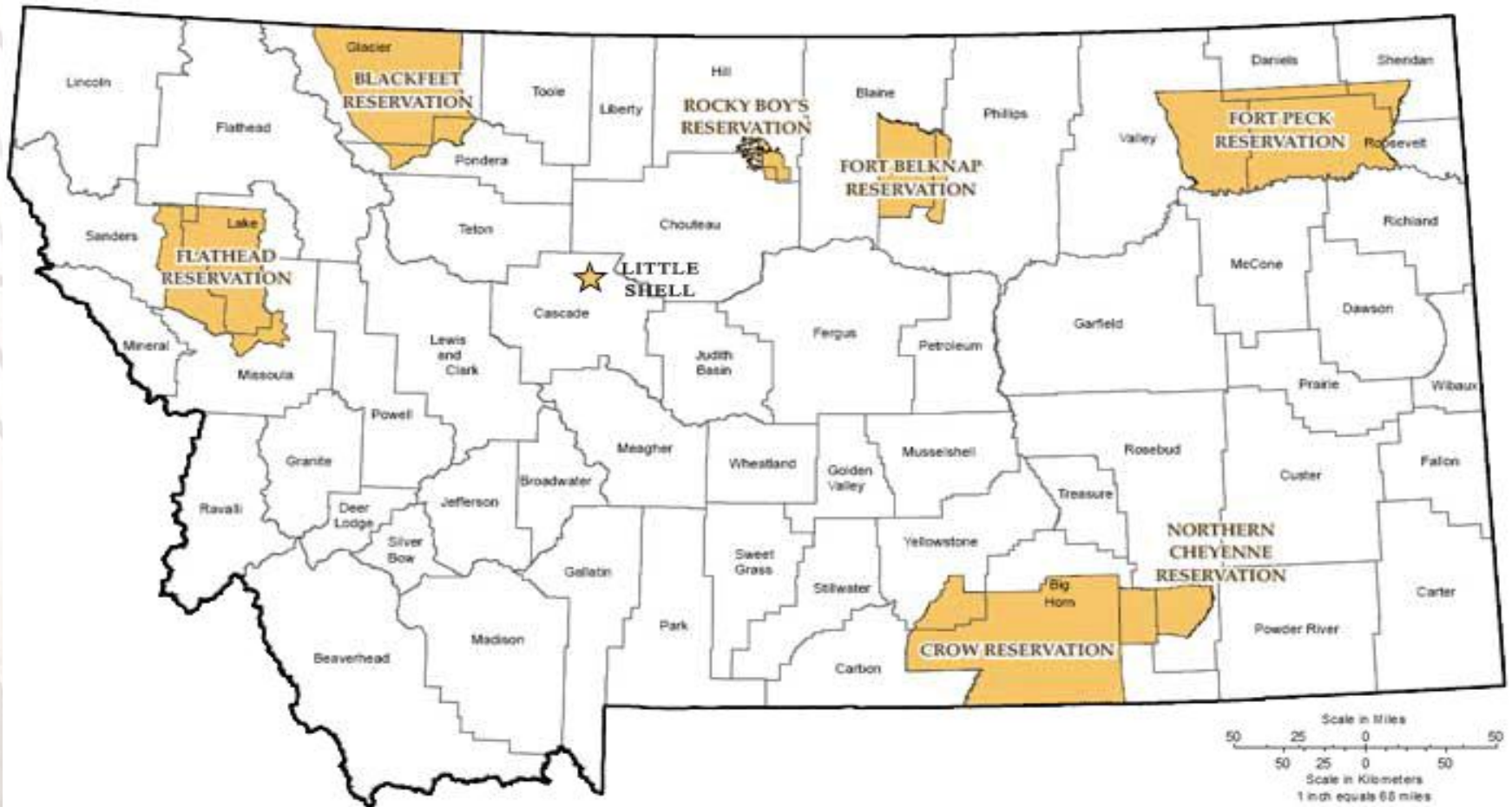


National  
Native Children's  
Trauma Center



Division of  
Educational  
Research  
and Service

# Statewide Partners



# National Partners



NCTSN

The National Child Traumatic Stress Network



www.samhsa.gov • 1-877-SAMHSA-7 (1-877-726-4727)





# Participant Check-In

I am familiar with secondary traumatic stress (STS) language, research and identification:

- Very familiar
- Familiar
- Mildly familiar
- Not at all familiar

# Interest in STS



# Trauma Examples in Populations We Work With

## Acute



# Trauma Examples Continued...

## Complex



# And All of This Exposure Impacts Us Direct Contact



Everyone agreed that the morale and team-building session was a roaring success.



# And All of This Exposure Impacts Us Indirect Contact

Hearing about others  
Stories

Reading Case Files

Records



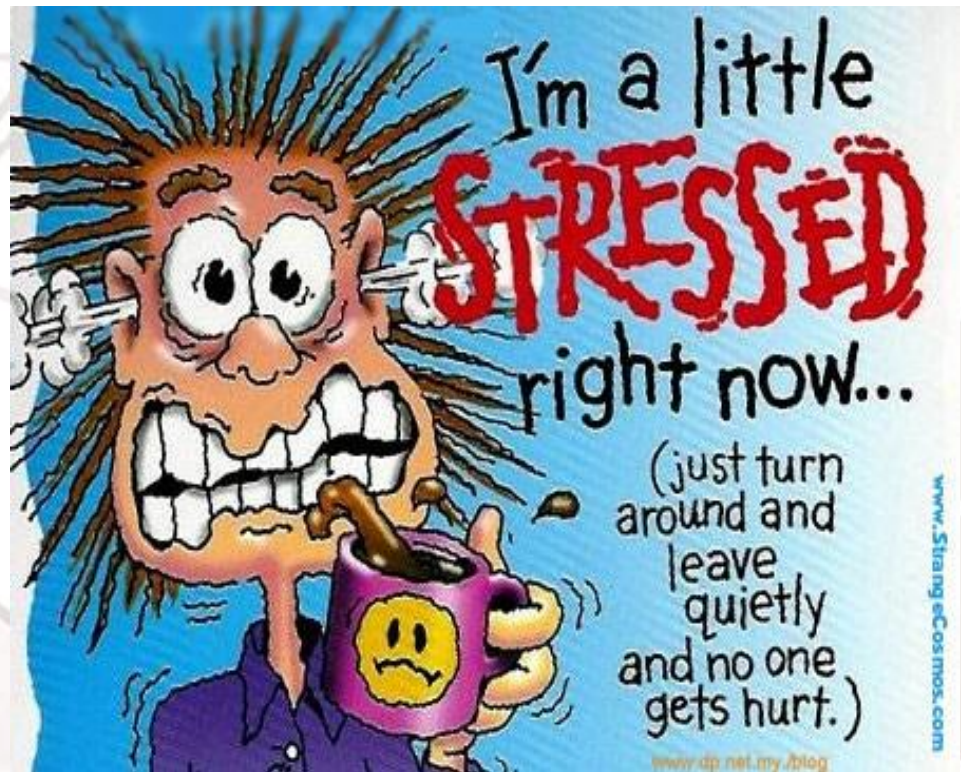
# What About You?

Your stress? Personally?  
Professionally?

THERE ARE ONLY  
TWO TIMES  
I FEEL STRESS:



DAY AND NIGHT.



# General “Stress”

- Stress is your body's way of responding to any kind of demand.
  - It can be caused by both good and bad experiences.
  - When people feel stressed by something going on around them, their bodies react by releasing chemicals into the blood.
  - These chemicals give people more energy and strength, which can be a good thing if their stress is caused by physical danger.
  - Fight or Flight (limbic)
    - Implications
- Many factors influence how we respond to stress





# SECONDARY TRAUMATIC STRESS

# STS Defined

Figley defines secondary traumatic stress as “the natural and consequent behaviors and emotions resulting from knowing about a traumatizing event experienced by a significant other, the stress resulting from helping or wanting to help a traumatized or suffering person”, (Figley, 1995a)

# Impacts of Stress on Our Emotional Well-Being

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search ID: sden989

## Anger

## Anxiety

## Feelings of Hopelessness

"I've been under a lot of pressure lately. It's like I'm drowning, no air, you know?"

**and i have become  
comfortably numb.**

## Sadness

# Impacts of Stress on Our Physical Well-Being

Headaches Hyper-arousal Stomachaches



Lethargy

Increase Fatigue or Illness

# Impacts of Stress on Our Personal Well-being



Self-Isolation

Cynicism

Irritability with Partner,  
Family, Friends,

Social Withdrawal

# Impacts of STS in Our Workplace

## Job Dissatisfaction & Turnover



"We offer competitive pay, good benefits and an attractive severance package."

## Tardiness

off the mark.com by Mark Parisi



© Mark Parisi, Permission required for use.

Avoidance

Productivity

Tardiness

Missed Appointments

# Self Check-In

When I am stressed cognitively, physically, emotionally, in my work place and/or in my personal life, I am self-aware of how stress impacts my body, mind and spirit:

- Very aware
- Aware
- Somewhat aware
- Could be more aware
- Do not feel aware at all



# Secondary Trauma Signs

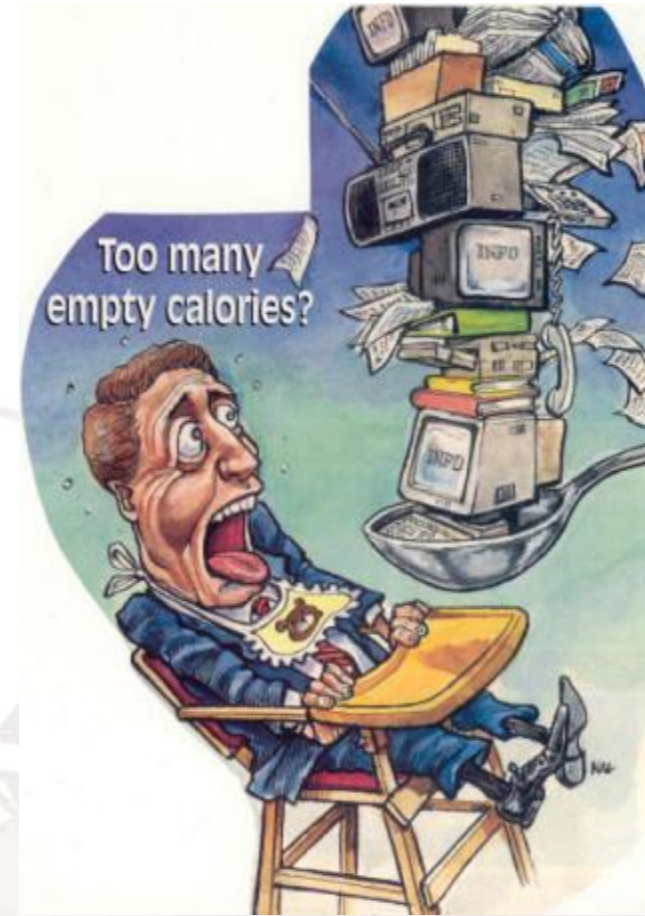
- Intrusive thoughts or images,
- Avoidance (of significant others, clients, students)
- Nightmares
- Flashbacks
- Exaggerated startle response
- Increased startle response
- Difficulty concentrating
- Difficulty sleeping
- Changes in the way one views the work & the world
- Anxiety





# What Increase Secondary Trauma Risk?

- Being overwhelmed
- Being isolated
- Feeling disorganized
- Feeling helpless
- Personal history of trauma and/or depression



# The Impact?      The Significance?

High levels of STS Symptoms.....



# Important!!

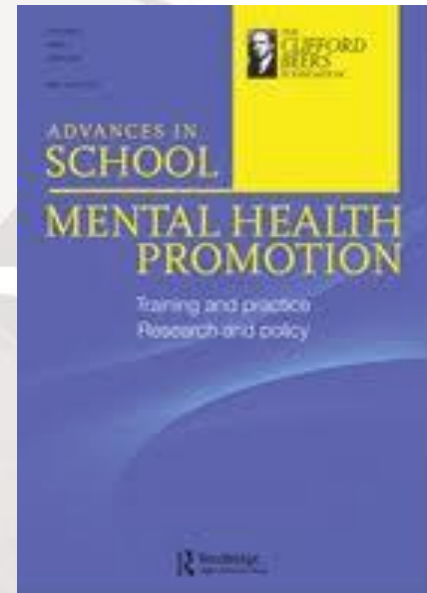
- Secondary traumatic stress is a NORMAL reaction to ABNORMAL circumstances.....
- Secondary traumatic stress is a NORMAL reaction to ABNORMAL circumstances.....
- Secondary traumatic stress is a NORMAL reaction to ABNORMAL circumstances.....

# STS Research in Schools

Journal: Advances in School Mental Health Promotion

Title: Secondary traumatic stress in school personnel

Authors: Borntrager, et al



# Burnout

Stressed Eric



Burnt out Eric

(Eric was too tired to pose for this cartoon, apologies)

©Hills www.myburnoutthing.com



# Burnout

- **Maslach & Leiter define burnout as:**
- "the index of the dislocation between what people are and what they have to do. It represents an erosion in values, dignity, spirit and will--an erosion of the human soul. It is a malady that spreads gradually and continuously over time, putting people into a downward spiral ..."

# “The Truth About Burnout”

## Maslach & Leiter

Below are some of what their research has revealed:

- **Overloaded work schedule:** Too little time and too few resources to accomplish the job.
- **Lack of control:** Reducing costs is primary over needs of students or employees.
- **Breakdown of community:** Faster paced work destroys the sense of community among coworkers, which further disrupts our job performance.
- **Unfair treatment of workers:** If evaluations, promotions, and benefits are not applied fairly, the organization cannot be trusted by the employee.
- **Conflict of values:** Performing tasks we feel are unethical or which go against our personal values undermines our ability to believe in the worth of the work we do.

# The “ABC’s”

- Awareness
- Balance
- Connection
- Discharge what is harmful
- Embrace what is helpful





# Positive Institutional Factors

**DON'T WORRY.  
EVERYTHING  
IS GOING  
TO BE  
AMAZING.**

# Self-Care



Saakvitne and Pearlman (1996) assert, “Self-care is an ethical imperative. We have an obligation to our clients-as well as to ourselves, our colleagues, and our loved ones-not to be damaged by the work we do.”

# Self-care Not Enough?



How about “Radical Self-care?”

“Intentionally & frequently  
creating opportunities  
for respite &  
replenishment”



# Let's Practice Together

(Resiliency Manual)

# Exercise Feedback

1) This is the first time I have participated in this type of exercise during my work day?

- Yes
- No

2) After participating in this exercise, I feel more relaxed:

- Yes
- No
- No noted difference in how I feel

3) After participating in this exercise I can identify a physical, emotional or psychology reduction in stress at this moment:

- Yes
- No
- No area(s) of reduction in stress is self-identified

# What Else Might Work for Me?

Celebrations

Gratitude

Mindfulness

Positive Thinking

Spirituality and Religion

Team building

Use of Vacation/Leave

Wellness activities

Working Protectively



# Additional Examples:

- Adequate rest
- Exercise
- Healthy work environment
- Nutrition
- Peer support
- Policies
- Reasonable workload
- Recognition for good work
- Self-reflection and Self-recognition
- Supervision



# Take Away Exercise

- Identify a partner that you will check in with at next week's early out. Develop a self-care plan that identifies how you will take care of yourself:
  - Personal
  - Professional
  - Organizational
- Make a personal list and CIRCLE the ones you will do this week.



# Personal

- Making personal life a priority
- Personal psychotherapy
- Leisure activities: physical, creative, spontaneous, relaxation
- Spiritual well-being
- Nurture all aspects of yourself: emotional, physical, spiritual, interpersonal, creative, artistic
- Attention to health

# Professional

- Supervision / consultation
- Scheduling: client or student load and distribution
- Balance a variety of tasks
- Education: giving and receiving
- Work space

# Organizational

- Collegial support
- Forums to address STS
- Supervision availability
- Respect for workers and clients
- Resources: mental health benefits, space, time

# In All Realms

- Mindfulness, spirituality and self-awareness
- Self-nurturance
- Balance: work, play, rest
- Meaning and connection

# Other ideas for dealing with STS

- EMDR
- Energy psych
- Body work
- Culturally specific approaches

# Self-Care Exercise

	Daily	Weekly	Monthly
Personal			
Professional			
Organizational			
In All Realms			

# Thank You!

Erin Butts: 406-243-5572 (office) or  
406-493-2724 (mobile)  
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