

Crisis Team Training Local District Central

2017-2018



Crisis Preparedness

Threat Assessment

Staff Wellness and Professional Self-Care

Crisis Team Training Local District Central

2017-2018

Eugene L. Hernandez
Administrator of Operations



LD Central Operations Team

School Mental Health and Wellness Programs



Objectives for Today

- **Engage** in learning about BUL-5800.0 Crisis Preparedness, Response, and Recovery
- **Gain** awareness and knowledge of the Importance of staff wellness and self-care
- **Increase** knowledge on school site responsibilities pertaining to threat assessment





INCLUSION ACTIVITY





Crisis Preparedness, Response and Recovery BUL 5800.0





Objectives for Today

- **Engage** in learning about BUL-5800.0 Crisis Preparedness, Response, and Recovery
- **Reflect** on ways that we can be effective while working within the Multi-tiered Crisis Response Team Model
- **Help Link** those students needing additional supports to campus and/or community resources





What is a School Crisis?

- A sudden, unexpected, or unanticipated critical incident that disrupts the school day
- May interfere with teaching, learning, attendance, and/or behavior
- Students, parents/guardians, staff, or other community members may experience crisis differently
- Can affect a single family, school site, and/or an entire district





Why is it Important to Respond to a School Crisis?

Providing effective crisis management and interventions can:

- mitigate negative social-emotional consequences
- reduce the period of school disruption
- restore safety and security to the school community to promote attendance, academic achievement, and wellness

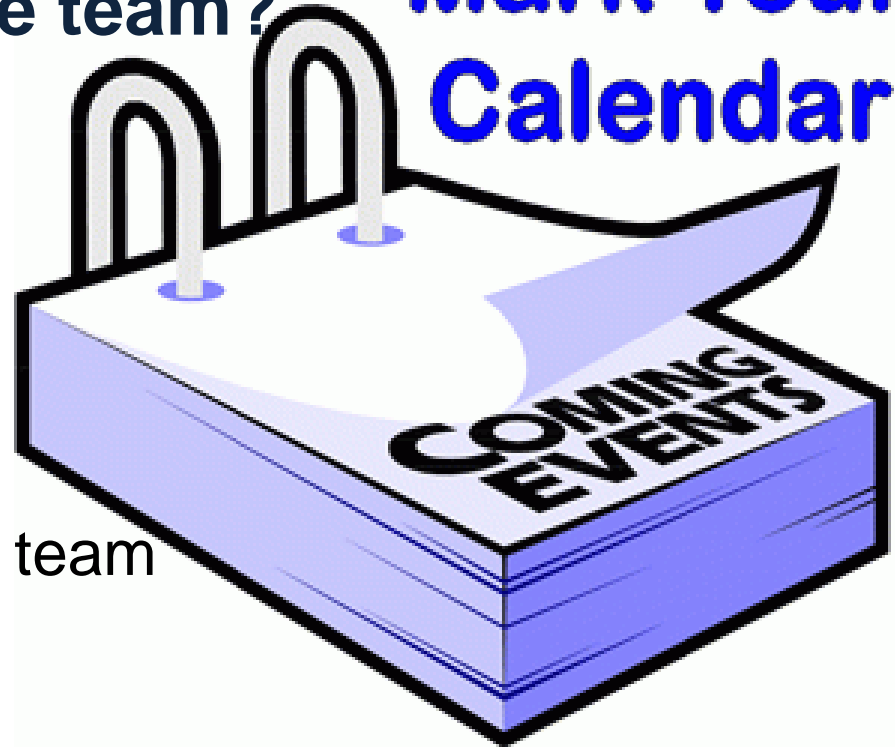


Preparedness

Establish a school site crisis team.

Who should comprise the team?

**Mark Your
Calendar**



Schedule regular school site crisis team meetings.

How often?

What should happen?



Multi-Tiered Crisis Response



Flow Chart (A)

ATTACHMENT A

CRISIS COUNSELING & INTERVENTION SERVICES

MULTI-TIERED CRISIS RESPONSE FLOW CHART



Tier I: School Site Crisis Response

- School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services.
- The school site crisis team determines if there is a need for additional assistance from the local district crisis team. The school site crisis team may be activated as part of the Incident Command System (ICS) Team or may be activated as a stand-alone team.

Tier II: Local District Crisis Response

- The school site administrator/designee contacts the LD Operations administration for support and assistance if the crisis response required is beyond the scope of what the school site crisis team can provide.
- Assistance from the LD crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

Tier III: District Office Crisis Response

- In collaboration with the LD Operations administration, the school site administrator/designee determines if there is a need for support from the District crisis response team.
- Assistance from the central office crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

School Site Crisis Team Chart (B)



LOS ANGELES UNIFIED SCHOOL DISTRICT STUDENT HEALTH AND HUMAN SERVICES SCHOOL MENTAL HEALTH

ATTACHMENT B

CRISIS COUNSELING & INTERVENTION SERVICES

SCHOOL SITE CRISIS TEAM CHART

This chart should be completed using the online Safe School Plan Creator by the deadline, as indicated in REF-5511.0 Safe School Plans Update, Revised Annually. "Backup" staff should be identified for each team member in the event of an absence. A copy should be provided to team members, along with a revision of roles and responsibilities.

POSITION	ROLES & RESPONSIBILITIES	PRIMARY NAME	BACKUP NAME
Incident Commander* (Principal or designee)	Takes charge of crisis incident, verifies facts, contacts ESC, and coordinates all crisis response & intervention services.		
Crisis Team Leader*	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.		
Public Information Officer (PIO)* (Administrator and/or designees)	In charge of communications. Prepares scripts for in-coming calls, Blackboard Connect messages, memos & letters to parents & staff. Identifies locations for media and provides updates.		
Psychological First Aid (Psychiatric Social Workers, PSA Counselors, School Psychologists, Academic Counselors)	Provides triage and crisis counseling for students, staff, & parents, as needed. Encourages students to return and remain at school.		
First Aid/Medical (School Nurse and assistants)	Triages and handles medical emergencies.		
Security (Los Angeles School Police resident or patrol officer, School Safety Officer, Campus Aid, or other staff)	Secures campus and crime scene. Identifies witnesses for police interviews. Secures entrance, requires IDs and determines who enters.		
Plant Manager (Plant Manager & Custodial staff)	Secures school site.		
Reunion Gate (assign administrator/designee)	Organizes and inform parents of reunification procedures.		
Logistics (may include cafeteria manager, food services staff, & other staff)	Adjusts schedules and menus, as necessary.		
Communications (Administrator/Designee, School Secretary or clerical staff)	Monitors phone calls, utilizes scripted message for incoming phone calls & receives calls from district personnel.		

*The designated Crisis Team Leader and PIO should maintain ongoing communication and collaboration with the Incident Commander throughout the crisis response.

School Site Crisis Response Action Plan Checklist (C)



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH
CRISIS COUNSELING & INTERVENTION SERVICES

ATTACHMENT C

SCHOOL SITE CRISIS RESPONSE ACTION PLAN CHECKLIST

The following is a summary checklist of general procedures for the administrator/designee to respond to a crisis situation at the school site, at District and school-related activities and in all areas within the District's jurisdiction. The urgency of the situation will dictate the order in which the subsequent steps are followed.

For a complete description of each procedure, refer directly to the Bulletin 5800.0, Section IV. Tier I: School Site Crisis Response, Part B. Response.

1. ☐ **SECURE CAMPUS/OFFICE SAFETY** (This may include calling law enforcement, securing the site, or consulting with LD Administration or Crisis Counseling and Intervention Services (213) 241-3841.)
2. ☐ **DETERMINE THE FACTS**
3. ☐ **NOTIFY** (LD Administration, Co-Located Schools, other offices, document on iSTAR)
4. ☐ **ASSESS** (School Site Crisis Team meets to assess the impact and severity of the incident and determine the level of crisis response needed. The assessment of the situation will drive the response and recovery.)
5. ☐ **DEVELOP ACTION PLAN** (see Table 1 in BUL-5800.0 for detailed descriptions of each checklist item)
 - ☐ **COMMUNICATION**

For a detailed checklist of communication protocols to consider see:

 - Attachment D, Communication with Staff, Students, Parents/Guardians.
 - Attachment E, Collaborating with Law Enforcement
 - Attachment F, Collaborating with Office of Communications
 - ☐ **LOGISTICS/OPERATIONS**
 - ☐ Determine the number of crisis responders needed.
 - ☐ Assess operational functions of the impacted school and implement temporary changes, as needed, such as bell schedule, transportation, food services, substitutes, safety, etc.
 - ☐ Determine locations of crisis response activities, as needed, and establish procedures.
 - ☐ Identify separate locations for triage and crisis counseling.
 - ☐ Follow reunification procedures.
 - ☐ Limit student/staff exposure to trauma, injury and/or death, including crime scenes, media and conversations.

ATTACHMENT C

- ☐ Identify students and/or staff who may have special needs.
- ☐ **TRIAGE/CRISIS COUNSELING**
 - ☐ Triage students, staff and other school community members.
 - ☐ Determine individual needs.
 - ☐ Provide individual and group crisis counseling services.
 - ☐ Make referrals to District and/or community based resources, as needed.
 - ☐ Document students receiving crisis counseling services to ensure appropriate follow-up, as needed.
- ☐ **INCIDENT DEBRIEFING**
 - ☐ Review actions of the day.
 - ☐ Review the status of students.
 - ☐ Identify effective components, areas of improvement, and need for training in crisis response.
 - ☐ Plan for follow-up actions, as needed.
 - ☐ Develop prevention/mitigation strategies for future incidents.
- ☐ **IMPORTANT CONSIDERATIONS**
 - ☐ Social Networking
 - ☐ School Culture and Events
 - ☐ The Deceased Student's Classrooms and Work
 - ☐ Memorialization
 - ☐ Fundraising



Pre-Planning Response

Participation in the initial school site crisis team briefing:



- School site crisis team convenes to determine steps



Communications with Staff, Students, Parents/Guardians

- Contact Family to Offer Support and Obtain Consent
- Know the Facts
- Share Information (Crisis Team, Staff, Students, and Families)
- Develop a Script
- Collaboration with Office of Communications
- Document on iStar



Communications with Staff, Students, Parents/Guardians

- **Talking to Staff in Preparation for Addressing Students**
(Share the Facts and Control Rumors, Educate Staff about Psychological First Aid Model, Script for Teacher)
- **Sharing with Students in the Classroom** (Read the Script, Help Support Students in the Classroom, Visit Specific Classrooms-as needed, Refer Students)
- **Sharing with Parents/Guardians** (Blackboard Connect, Letter home, Parent Meeting)
- **Collaboration with Office of Communications** (213.241.6766)

Crisis Counseling Referral Form (G)



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH
CRISIS COUNSELING & INTERVENTION SERVICES

ATTACHMENT G

CRISIS COUNSELING REFERRAL FORM

After a critical incident, some students may need extra support and crisis counseling services. To maintain order, crisis counselors will summons students from this list.

Complete the form below and provide as much information as possible in the Comments section, such as:

- They have witnessed community violence involving a death or serious injury
- They had a close relationship to the teacher/staff member
- They have experienced a recent loss of family/friend
- Any other relevant information

Please return this form to _____ (designated staff/office).

Thank you for your support and cooperation.

PERSON MAKING THE REFERRAL: _____

Room/Office: _____ Date: _____

Name & DOB (optional)	Grade/ Room #	Comments



ATTACHMENT H

School: _____ Date: _____ Room: _____

[illegible]

October 12, 2015

ATTACHMENT J

CRISIS TEAM MEMBERS/RESPONDERS SIGN-IN SHEET

DATE: _____

[illegible]

October 12, 2015

Confidential Crisis Counseling Log (I)



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH
CRISIS COUNSELING & INTERVENTION SERVICES

ATTACHMENT I

CONFIDENTIAL CRISIS COUNSELING LOG

School: _____ Date: _____

Crisis Counselor: _____ Contact Number: _____

STUDENT NAME	DOB	GRADE	REFERRED BY
COMMENTS/REASON SEEN			

NEEDS FOLLOW-UP? (CHECK ONE) ☐ YES ☐ NO

STUDENT NAME	DOB	GRADE	REFERRED BY
COMMENTS/REASON SEEN			

NEEDS FOLLOW-UP? (CHECK ONE) ☐ YES ☐ NO

ATTACHMENT I

STUDENT NAME	DOB	GRADE	REFERRED BY
COMMENTS/REASON SEEN			
NEEDS FOLLOW-UP? (CHECK ONE) <input type="checkbox"/> YES <input type="checkbox"/> NO			

STUDENT NAME	DOB	GRADE	REFERRED BY
COMMENTS/REASON SEEN			
NEEDS FOLLOW-UP? (CHECK ONE) <input type="checkbox"/> YES <input type="checkbox"/> NO			

STUDENT NAME	DOB	GRADE	REFERRED BY
COMMENTS/REASON SEEN			
NEEDS FOLLOW-UP? (CHECK ONE) <input type="checkbox"/> YES <input type="checkbox"/> NO			

Crisis Management Spreadsheet Template (L)

[illegible]

Response: Debriefing

Participation in the school site crisis team debriefing:



- Assess effectiveness of interventions provided
- Determine the need for follow up with identified students and/or staff
- Address any issues requiring support/assistance



Recovery

- In the **short-term (days to weeks)**, the school may focus on restoring regular school functions and routines as efficiently and promptly as possible.
- In the **long-term (weeks to months)**, the school may focus on individuals who require more intensive services and on systemic changes to restore the school's safe and healthy learning environment.



Resiliency



“Resilience” is the ability to bounce back from, or to successfully adapt to, adverse conditions such as:

Personal issues

Community problem

Loss or Adversity

Psychological First Aid (PFA)

General Guidelines for Addressing Mental Health Needs in the School Environment
PFA is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, or terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.



Responding to Crisis Incidents

1 LISTEN to what they say and how they act.

- Address the feeling(s)/behavior(s) as soon as possible.
- If a student wants to talk, be prepared to listen and focus on what s/he says and how you can be of help.
- Observe nonverbal communication. Remember that student(s) may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
- Express compassion and calmness in your statements as well as nonverbal behaviors.

2 PROTECT by maintaining structure, stability, and consistency.

- Maintain daily routines, activities, and structure with clear expectations and consistent rules.
- Provide supervision and consistency to encourage successful outcomes.
- Monitor conversations that students may engage in or hear.
- Give information that is accurate and age-appropriate.
- Keep the environment free of anything that could re-traumatize the student.
- Validate the student's life experience.
- Maintain confidentiality as appropriate.

3 CONNECT through interaction, activities and resources.

- "Check in" with student(s) on a regular basis.
- Become familiar with learning support staff at your school (e.g. Psychiatric Social Worker, PSA Counselor, School Psychologist,



Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student(s).

- Encourage interactions, activities, and team projects with friends and teachers.
- Keep communication open with others involved in the student(s) lives (e.g. parents, other teachers, coaches, etc.).
- *Note: Consult with DCFS if you suspect child abuse and/or neglect.*

4 MODEL calm and optimistic behavior.

- Model healthy responses by remaining calm, courteous, organized, and helpful.
- Pay attention to your thoughts, feelings and reactions about the event. In the midst of a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
- Take constructive actions to assure safety.
- Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event.
- Practice self-care.

5 TEACH about normal changes that can occur when traumatized.

- Students may have different reactions even to the same event.
- Encourage students to identify and use positive coping strategies to help them after the event.
- Help your students to problem solve to get through each day successfully.
- Help students set small "doable" goals and share in these achievements as "wins."
- *Note: With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.*

Psychological First Aid (PFA)

Stabilize emotions and behaviors

Return in an improved mental and emotional state to engage in teaching and work



Protective Factors



Risk Factors
are not
Predictive Factors
because of
Protective Factors

Community Resource



LOS ANGELES UNIFIED SCHOOL DISTRICT
STUDENT HEALTH AND HUMAN SERVICES
SCHOOL MENTAL HEALTH / UNIDAD DE SALUD MENTAL

Community Resources

The community resources listed below are provided to assist parents or guardians in finding community services. The Los Angeles Unified School District does not assume responsibility for the services provided by the agencies nor for fees that may be charged to the parent or guardian.

Agency	Address	Telephone Number
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Recursos de la Comunidad

Los recursos de la comunidad que se describen en la lista que sigue, son proporcionados para ayudar a los padres o tutores a localizar los servicios disponibles en la comunidad. El Distrito Escolar Unificado de Los Angeles no se hace responsable por los servicios proporcionados por las agencias, ni por las cuotas que pudieran cobrar a los padres o tutores.

Agencia	Dirección	Telefóno
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Practice: Elementary Vignette

A well-liked 6th grade female student “Jeannette” died over the weekend. Cause of death is unclear. Mother of student suspects that Jeannette has history of substance use but was vague about details. Jeannette has three siblings; one is a 12th grade sister in high school and twin 2nd grade brothers at the same elementary school. Mother and father are divorced and do not communicate with each other. At this time, siblings have not been informed that their sister has died. There have been rumors on social media about the cause of death.

In your specific role (administrator, counselor, PSW, Nurse, School Psychologist, LASP Officer, PSA, etc.) on the school site crisis team, what steps would you take?



Practice: Secondary Vignette

A well-liked 12th grade female student “Jeannette” died over the weekend. Cause of death is unclear. Mother of student suspects that Jeannette has history of substance use but was vague about details. Jeannette has three siblings; one is a 7th grade sister in middle school and twin 2nd grade brothers in elementary school. Mother and father are divorced and do not communicate with each other. At this time, siblings have not been informed that their sister has died. There have been rumors on social media about the cause of death.

In your specific role (administrator, counselor, PSW, Nurse, School Psychologist, LASP Officer, PSA, etc.) on the school site crisis team, what steps would you take?

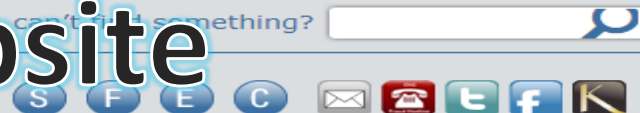


Crisis Counseling & Intervention



Los Angeles Unified School District
Investing in LAUSD

Services Website



Home About LAUSD Employment Find a School Offices Quick Links

Home About Us Centers/Clinics Staff Attendance Resources Publications Newsletter Media LAUSD



Student Health & Human Services

School Mental Health

We promote the mental health, well-being and academic achievement of all LAUSD students.



Community Partnerships and Medi-Cal Programs

District Nursing Services

Pupil Services

School Mental Health

Student Medical Services

[Crisis Response](#) | [Suicide Prevention, Intervention & Postvention](#) | [Threat and Workplace Violence Assessment & Management](#)
[Grief & Loss](#) | [Disaster Services](#) | [Letters, Templates & Handouts](#) | [LD & Central CCIS Staff](#)

Crisis Counseling and Interventions Services

Crisis Counseling and Intervention Services (CCIS), from the Office of Student Health & Human Services, School Mental Health, is dedicated to restoring and maintaining a safe and healthy learning environment for the students and staff of the Los Angeles Unified School District (LAUSD). CCIS staff provides crisis response and recovery services in collaboration with School Police, Educational Service Centers, and community resources.

For support and consultation, contact School Mental Health Crisis Counseling and Intervention Services at 213.241.3841, Monday through Friday, 8:00am-4:30am.

About us

Services

Trauma Informed Schools

Parents & Caregivers

Staff

A Big
THANK
you!

A large, stylized red heart outline is positioned to the left of the text "THANK you!". The text "A Big" is in a small, black, sans-serif font above "THANK". "THANK" is in a large, bold, white, sans-serif font with a black outline. "you!" is in a smaller, white, cursive font with a black outline.



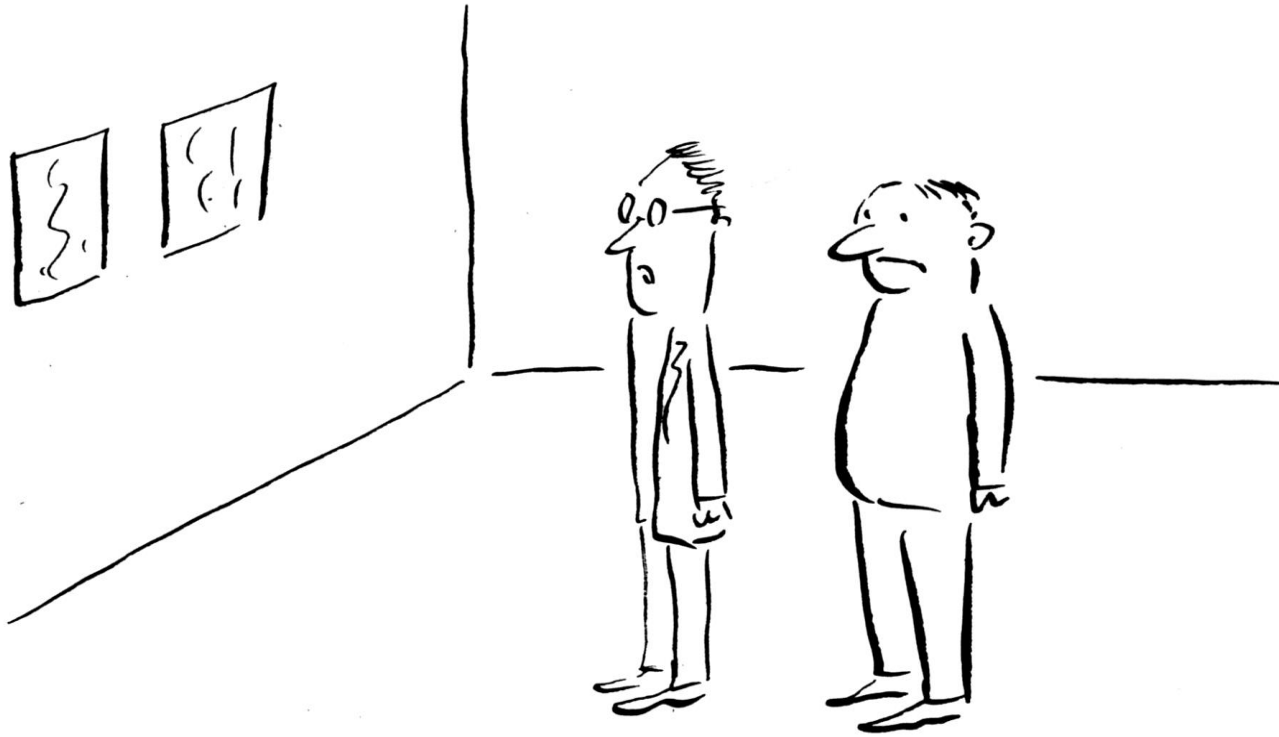
Threat Assessment and Management BUL 5799.0





Staff Wellness and Professional Self-Care





"Normally I would say something mildly encouraging, but right now I am having a bit of compassion fatigue."



*“Frank just up and exploded.
I hope I never get that burned
out.”*



Objectives for Today

- **Engage** in learning about and recognizing compassion fatigue, vicarious trauma and burnout
- **Reflect** on finding a balance between life and work
- **Assessing** your own Wellness Plan and Self-Care strategies
- **Learn** about resources for staff in need of mental health support
- **Reflect** on ways we can cope by incorporating self-care strategies that promote resiliency, and how to create a positive & safe school environment





Grounding

Take a moment to think about something you have done to take care of yourself in the last 24 hours.



Compassion Fatigue

- The experience of short-term exhaustion and traumatic stress reactions associated with exposure to the suffering of one's clients. (Boscarino, Figley, & Adams, 2004)
- The weariness that comes from caring. (Johnson, 1997)



Burnout/Compassion Fatigue

Burnout is a state of emotional, mental, and physical exhaustion...

Often with feelings of hopelessness and difficulty in dealing with work or doing your job effectively.





Knowing, Engaging, Vulnerability

➤ Secondary Traumatic Stress

- “The **natural** and consequent behaviors and **emotions resulting** from **knowing about** a traumatized event from another person, the **stress from helping** or wanting to help a traumatized or stressed person.”
(Charles Figley, 1995)

➤ Vicarious Traumatization

- – “. . .refers to the **cumulative effect** of working with survivors of traumatic life events. Anyone who **engages empathically** with victims or survivors is **vulnerable**.”
(Pearlman & Saakvitne, 1995)



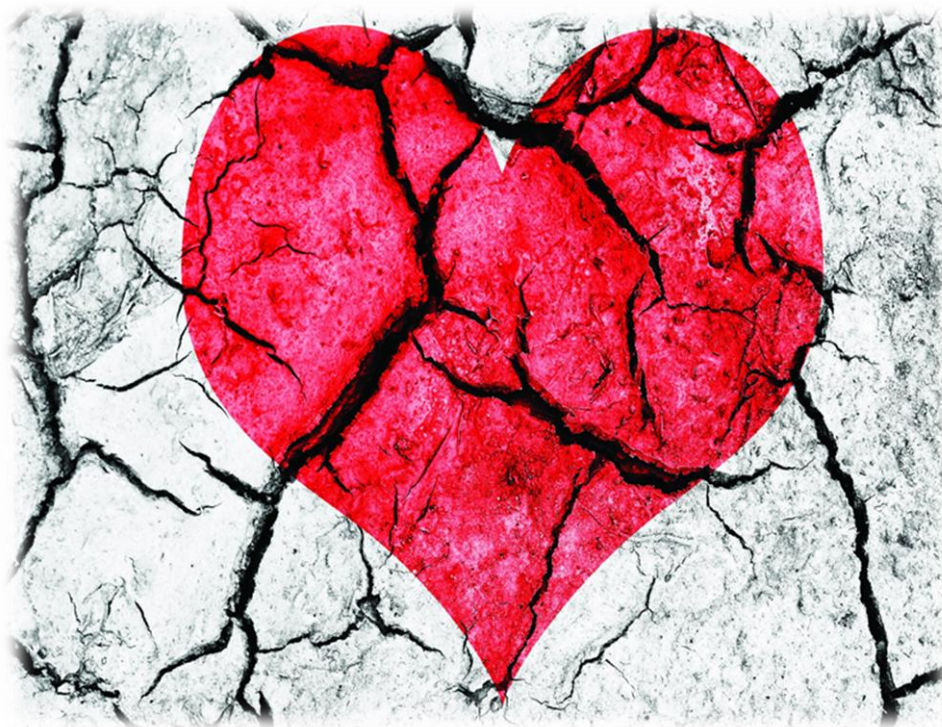
Who is Most Vulnerable to Compassion Fatigue?

Those

- who work in emergency/crisis settings
- new to the field
- new to trauma work
- who work in agency settings
- who have more than 50% trauma clients
- work with children or in situations involving children
- who in addition to working with traumatized children work in distressed systems



Compassion Fatigue as an Occupational Hazard



- When we approach individuals with an open heart and a listening ear, Compassion Fatigue can develop.
- Compassion Fatigue is not a sign of weakness or incompetence; it can be thought of as the cost of caring.



Compassion Fatigue Signs and Symptoms



Physical

- Low energy, fatigue
- Upset stomach
- Rapid heartbeat
- Breathing difficulties
- Sleeping difficulties
- Dizziness
- Impaired immune system
- Physical illness (absence from work)



Emotional

- Numb, detached
- Emotional roller coaster
- Denial
- Fear, anxiety
- Guilt
- Hopelessness
- Sadness, depression, grief
- Hypersensitivity
- Minimization
- Irritability, anger, rage



Behavioral

- Changes in routine
- Changes in appetite
- Withdrawal, isolation
- Sleep disturbances, nightmares
- Emotional outbursts
- Elevated startle response
- Maladaptive coping behaviors
- Accident prone/absent mindedness
- Self-injury/suicidal behaviors



Compassion Fatigue Signs and Symptoms



Cognitive

- Confusion
- Difficulty concentrating, decision-making
- Decreased self-esteem
- Rigidity
- Self-doubt
- Thoughts of harm
- Hyper-vigilance/alertness
- Memory loss
- Trauma imagery (seeing events repeatedly)



Interpersonal

- Physically withdrawn
- Emotionally unavailable
- Decreased interest in intimacy or physical touch
- Mistrust
- Social isolation (friends, family, supports); loneliness
- Impact on parenting (protectiveness, abandonment, shame)
- Impatience
- Cynicism



Spiritual

- Questioning the meaning of life
- Loss of purpose
- Lack of self-satisfaction
- Hopelessness
- Anger at Higher Power or God
- Questioning prior religious or spiritual beliefs

Self-Care Inventory

Self-Care Inventory

Rate the following areas in frequency:

- 5** = Frequently
4 = Occasionally
3 = Rarely
2 = Never
1 = It never occurred to me

Physical Self-Care

<input type="checkbox"/>	Eat regularly (e.g. breakfast, lunch and dinner)
<input type="checkbox"/>	Eat healthy
<input type="checkbox"/>	Exercise consistently
<input type="checkbox"/>	Get regular medical care for prevention
<input type="checkbox"/>	Get medical care when necessary
<input type="checkbox"/>	Take time off when sick
<input type="checkbox"/>	Dance, swim, walk, run, play sports, sing or do some other physical activity that is enjoyable to self
<input type="checkbox"/>	Take time to be sexual
<input type="checkbox"/>	Get enough sleep
<input type="checkbox"/>	Take vacations
<input type="checkbox"/>	Wear clothes you like
<input type="checkbox"/>	Take day trips or mini-vacations
<input type="checkbox"/>	Make time away from telephones
<input type="checkbox"/>	Other _____

Psychological Self-Care

<input type="checkbox"/>	Make time for self-reflection
<input type="checkbox"/>	Engage in personal psychotherapy
<input type="checkbox"/>	Write in a journal
<input type="checkbox"/>	Read literature that is unrelated to work
<input type="checkbox"/>	Do something in which you are not an expert or in charge
<input type="checkbox"/>	Cope with stress in personal and/or work life

Child Welfare Trauma Training Toolkit: Self-Care Inventory | January 2013
 The National Child Traumatic Stress Network
www.NCTSN.org

13-1

<input type="checkbox"/>	Notice inner experience (e.g., listen to and recognize thoughts, judgments, attitudes and feelings)
<input type="checkbox"/>	Communicate with others with different aspects of self (e.g., communicate needs and wants)
<input type="checkbox"/>	Express your feelings
<input type="checkbox"/>	Receive support from others
<input type="checkbox"/>	Have the ability to say "no" to extra responsibilities

Self-Care

<input type="checkbox"/>	Spend time for quality time with others whose company you enjoy
<input type="checkbox"/>	Maintain contact with valued others
<input type="checkbox"/>	Give yourself affirmations and praise
<input type="checkbox"/>	Read your favorite book or review favorite movies
<input type="checkbox"/>	Engage in comforting activities, objects, people, relationships and places
<input type="checkbox"/>	Express your feelings (laugh, cry, etc...)

Self-Care

<input type="checkbox"/>	Take time for reflection
<input type="checkbox"/>	Spend time with nature
<input type="checkbox"/>	Participate in a spiritual community
<input type="checkbox"/>	Seek inspiration
<input type="checkbox"/>	Have your own optimism and hope
<input type="checkbox"/>	Be aware of nonmaterial aspects of life
<input type="checkbox"/>	Have the ability to identify what is meaningful and its place in personal life
<input type="checkbox"/>	Meditate/pray
<input type="checkbox"/>	Believe in causes in which you believe
<input type="checkbox"/>	Read inspirational literature (lectures, music etc...)

Child Welfare Trauma Training Toolkit: Self-Care Inventory | January 2013
 The National Child Traumatic Stress Network
www.NCTSN.org

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Workplace or Professional Self-Care

Allow for breaks during the workday

Complete tasks that are exciting and rewarding
 Interact with colleagues
 Take time for consultation
 Address issues, raise, etc...
 Set up

Identify areas of strengths while making positive changes in
 Improve balance in life.

Copyright © 2013, by the Messianic Persons, Inc. (MHS), Cleveland, OH. Used with

Toolkit: Self-Care Inventory | January 2013
 Child Traumatic Stress Network
www.NCTSN.org

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Physical

Recognizing the need for physical activity, diet, sleep, nutrition



Psychological

Recognizing the need for engaging in activities that contribute to mental wellness, such as meditation, self-reflection, boundary setting



Emotional

Developing skills and strategies to cope with stress



Financial

Satisfaction with current and future financial situations



Social

Developing a sense of connection and a well-developed support system



Spiritual

Search for meaning and purpose in the human experience



Occupational

Personal satisfaction and enrichment derived from one's work

A large, light blue arrow pointing from left to right, spanning the width of the diagram. The word "Continuum" is written in bold black text across the center of the arrow.

Continuum



What is our Professional Protective Gear? (Protective Factors)

- Self-Care
- Competent consultation and mentorship
- Training
- Sense of control
- Spirituality
- Exercise
- Humor
- Satisfying personal relationships





Put your oxygen mask on first. If you run out of oxygen how will you be able to help anyone else?



Maintaining



SMH LD Central
Individual Self-Care Plan
2017-2018



Actions I will take this year individually to make improvements for my own professional quality of life, morale, and wellness.					
Action	What success looks like in Dec/Jun	By when or frequency I will do this	Anticipated challenges	Support I need from my school team	Support I need from my coordinator





Developing a Wellness Plan





Challenges to Practicing Self-Care

- Making time when those around you need your help
- Feeling guilt and shame for taking time to yourself
- Believing those around you are doing fine, so you should be fine too
- Lack of modeling or support from supervisors for self-care activities



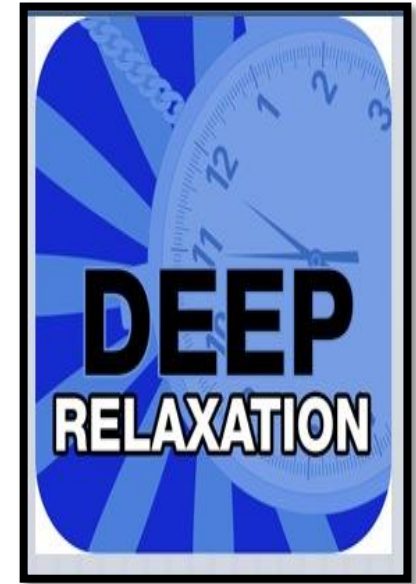
APPS



GPS4Soul



**iChill
Trauma
Resource
Institute**



**“Deep Relaxation
Hypnosis, Guided
Meditation &
Subliminal” from
Erick Brown**

What are some ways you can maintain your commitment to Self-Care?

- Make it part of your daily routine
- Find a self-care buddy
- Advocate for self-care as part of your professional development
- Encourage sharing of self-care ideas
- Continue to monitor your compassion fatigue
- Recognize commitment to self-care actions





Benefits Navigation

For more information or to make a health/mental health appointment through your health provider:

Provider	Telephone Number
Anthem Blue Cross: Customer Service 24/7/ Nurseline	800-700-3739 800-597-0156
Health Net	888-654-9821
Kaiser Permanente	800-464-4000
CVS Caremark	888-752-7229

“Rest and self-care
are so important.
When you take time
to replenish your spirit,
it allows you to serve
others from the overflow.
You cannot serve from
an empty vessel.”

~ Eleanor Brownn





Reflections & Evaluations

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