



**MENTAL
HEALTH**
ACTION WEEK



California
Community
Colleges



**METTA Meditation:
For ourselves, our colleagues,
our students**



Welcome & Introductions

Jacqueline Alvarez, Mental Health & Health Services Specialist at jalvarez@cccco.edu

Mia Keeley, Dean, Equitable Student Learning, Experience, and Impact Office at mkeeley@cccco.edu

Gerilyn Walcott, Project Manager for CCC Health & Wellness at cccmh@cars-rp.org

Housekeeping



Chat and Q&A: Please utilize the chat or Q&A function to ask questions throughout.



Closed Captioning (CC): Closed captions are available. Click on the (CC) button to read live captions.



Meeting Materials: Slides and any follow up materials will be provided following the presentation.



Recording: We are recording today's session, and the recording will be made available on the website in the coming weeks.

Meet our Speaker



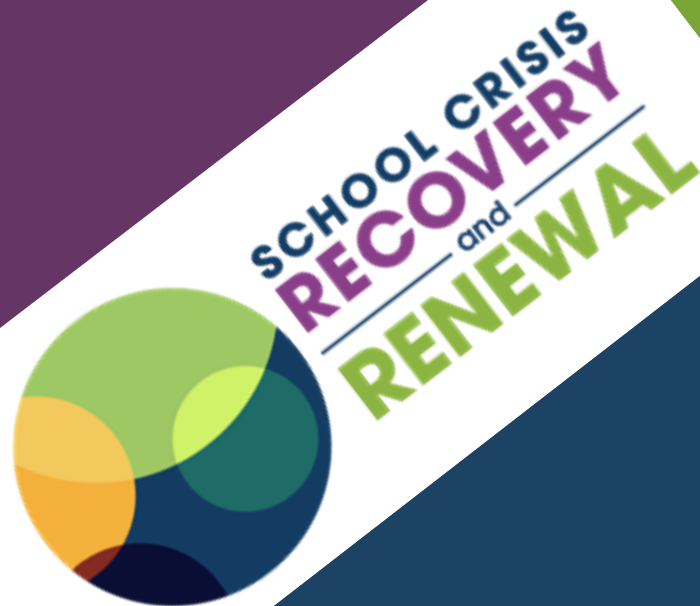
May 7 – Trauma-Informed School Systems

Brianna Young, M.Ed., will explore the nuanced distinctions between stress, trauma, and grief, and discover practical strategies for addressing them amidst ongoing uncertainties like the pandemic. Gain insights into leveraging socio-cultural relationships for holistic, healing-centered approaches and applying principles of recovery and renewal to enhance pedagogical practices, classroom environments, and overall school culture.



Trauma Informed School Systems

May 7, 2024



STRESS, TRAUMA, GRIEF & CRISIS IMPACT PEOPLE AND SYSTEMS



Classroom and
School Systems



Teacher

Students

Principles of A Trauma-Informed School



Social Justice



Collaboration, Peer Support & Mutuality



Safety & Stability



Trustworthiness & Transparency



Empowerment, Voice & Choice



Resilience, Growth, & Change

Chat + Consider...

- Of these principles, which feels most resonate to your work at the moment? Why?
- Which one might you need to grow your capacity for?



Tell us what you think!

Add your response to the chat.

What happens to us in a crisis?



STRESS

Stress is the feeling of being overwhelmed or unable to cope with mental or emotional pressure.

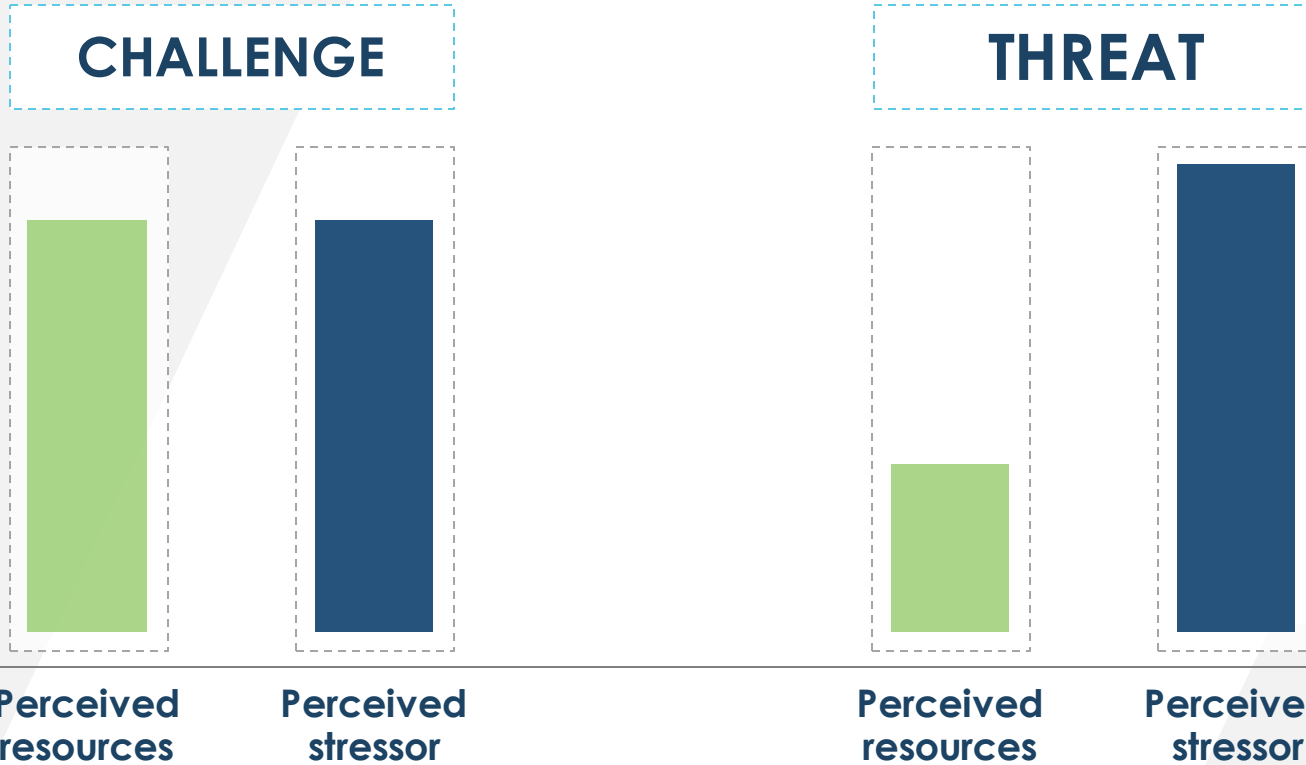
TRAUMA

Overwhelming demands placed upon the physiological/psychological system that lead to a profound sense of loss of control and helplessness

GRIEF

Grief is a strong, sometimes overwhelming emotion for people, stemming from a sense of loss

STRESS: Manageable Challenge or Overwhelming Threat?



TRAUMA is an Event, Experience, & Effect



Event



Actual danger or extreme **threat** of **harm**

Experience



“**Fight, flight or freeze**”

+

Helpless to escape

Overwhelms brain and body

Effect



Dis-integration



Dysregulation

Lasting **adverse** effects

GRIEF: Experiencing a Sense of Loss



Loss is relative, loss is complex.

- Death of a meaningful person
- Ritual/routine/habit
- Life transitions
- Perception/feelings

Not all grief involves trauma, but all trauma involves grief.

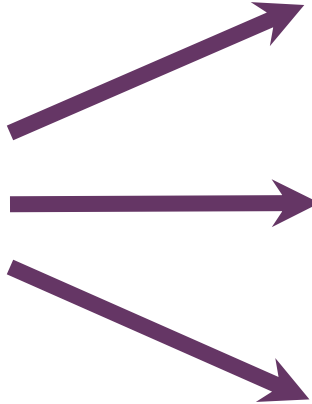
Grief really is that feeling that you have, the sort of intensity that just overwhelms you, and that sort of momentary experience. Grieving, on the other hand, is the way that grief changes over time without ever actually going away.

-Mary Frances O'Connor, PhD

SHIFT YOUR PERSPECTIVE



What's **wrong** with you?



What is **happening** here?

What is this behavior **communicating**?

What **need** is yet unmet?



FIGHT

Labels: "The Bully" or "Noncompliant"

It might show up like:

- Verbal confrontation
- Throwing objects
- Physical aggression
- Feel unpredictable or reactive
- Active refusal
- Asks "why" questions

FLIGHT

Labels: "Overachiever" or "Hyperactive"

It might show up like:

- Elopement
- Always moving/busy
- Avoids down time
- Perfectionism
- Obsessive over topic/performance
- Escape into thought/daydream
- Asks "how" questions

FREEZE

Labels: "Disengaged" or "The Dropout"

It might show up like:

- Passive refusal
- Numbness
- Head down
- Avoid conversation
- Binging TV/media
- Often confused/unaware
- Avoids asking questions

FAWN

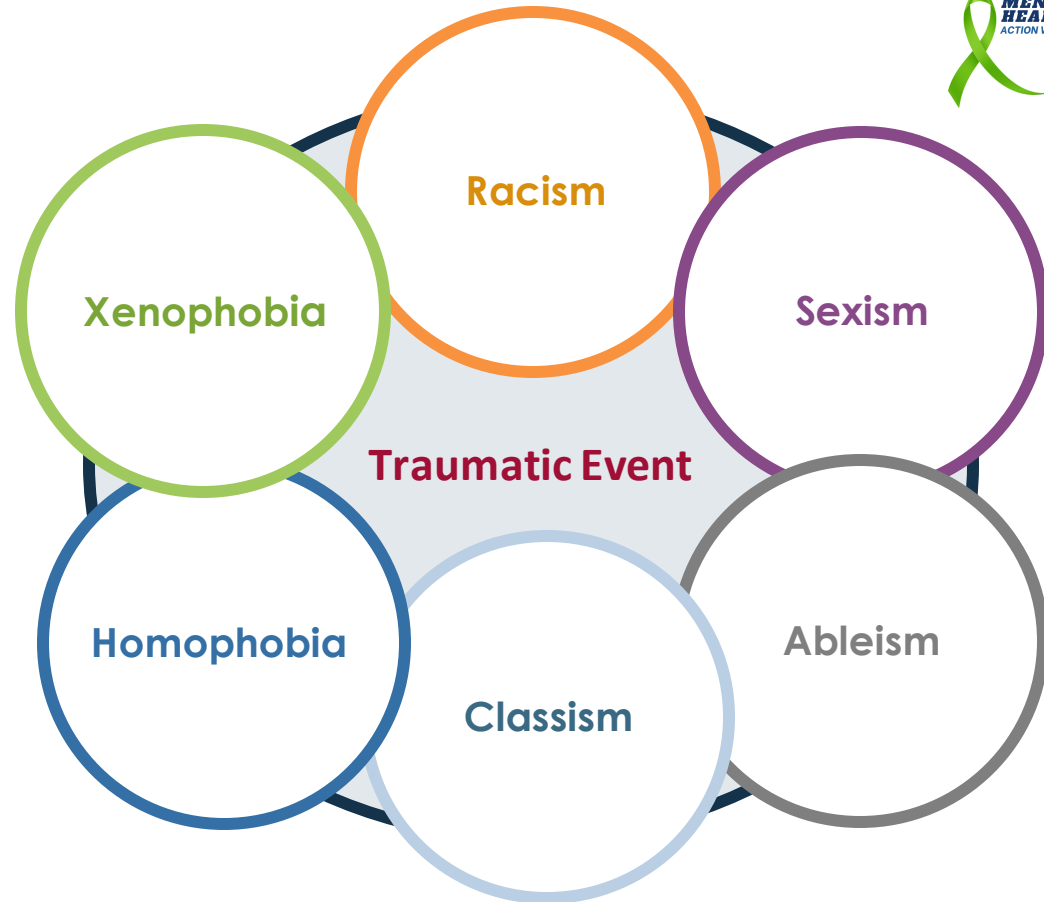
Labels: "Teacher's Pet" or "People Pleaser"

It might show up like:

- Caves into peer pressure
- Rule follower to please teacher
- Fears saying "no"
- Hyper aware of the moods of others
- Asks lots of "what" questions



Traumatic events often occur in the context of other oppressions:



BIAS AFFECTS US ALL



Chat + Consider...

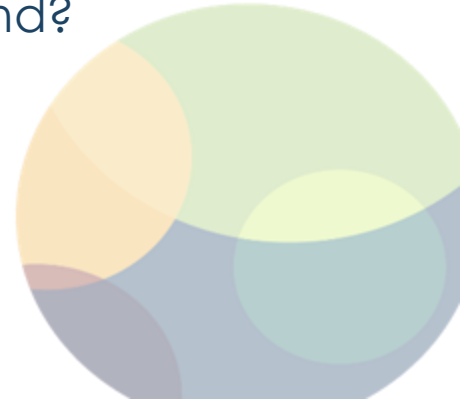


Reflecting on **what is happening** and the behaviors that communicate the feelings of our students, we have seen that some traumas and responses are socially validated, while others are not.

- In the face of a crisis, **what do you see/hear/feel in students, colleagues and yourself** that aligns with these trauma responses?
- What experiences draw up greater empathy, and which experiences are more challenging for you to understand?
- How does this learning compel us differently?



Add in your response to the chat.



READINESS

Ongoing

Trauma informed training, systems of communication; family engagement

RESPONSE

Immediate

Responses to events that exceed our threshold of harm; initial stabilization and attention to safety

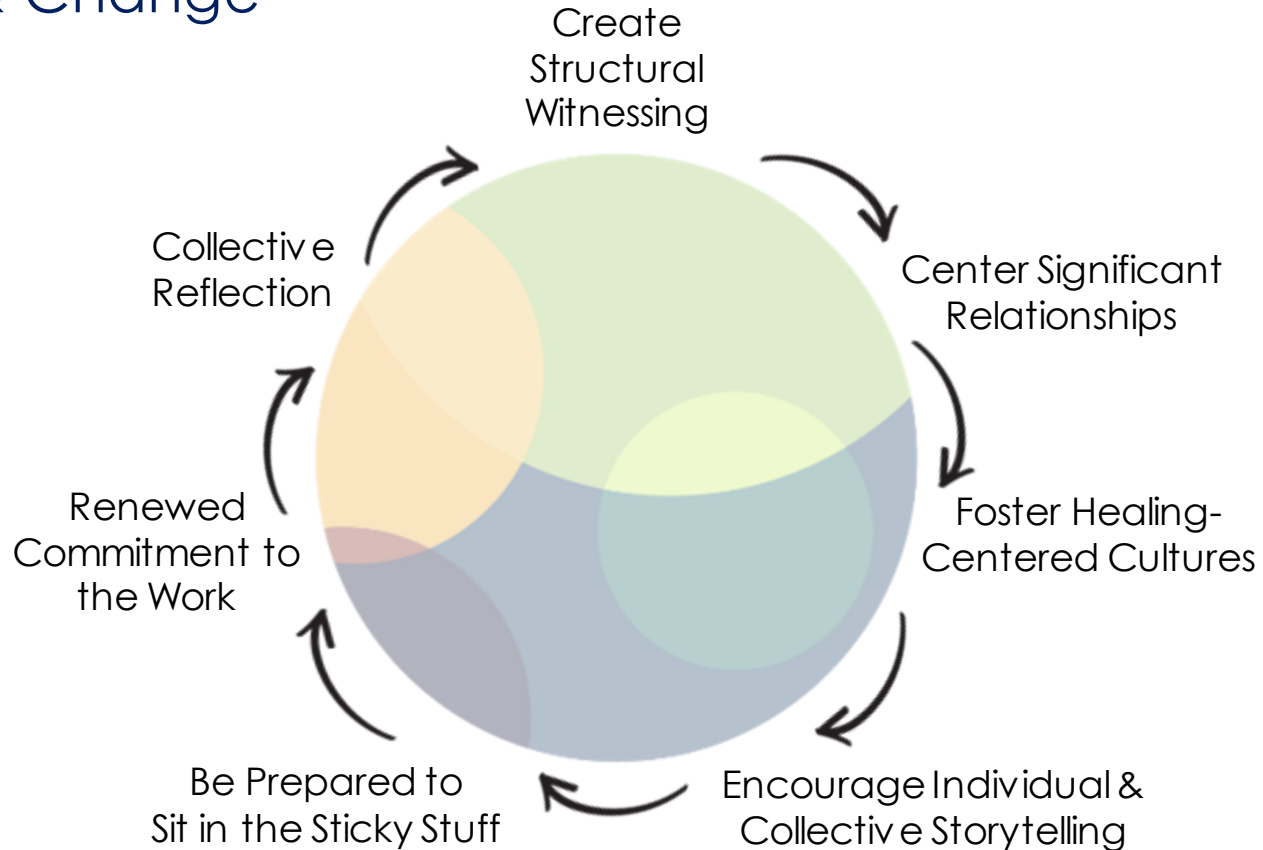
How do we know when we are individually and collectively moving toward recovery and renewal?

- How activated are our nervous systems?
- Are we still attending to immediate safety needs?
- What is our capacity for reflection?
- How safe do we feel - physically, emotionally, etc.?
- How connected do we feel to those around us? How easy or challenging is it for us to trust others?
- What kind of story are we telling ourselves and others about what has happened?

RECOVERY: Three Observable Phases



RENEWAL: Toward Meaning-Making, Healing & Change



Resilience by Definition



The APA defines resilience as, “the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress” (2014).



In the context of exposure to significant adversity, resilience is **both the capacity of individuals** to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being, and **their capacity individually and collectively** to negotiation for these resources to be provided in culturally meaningful ways,” (Ungar, 2015)



Community resilience: the ability of a community to adapt to and even thrive in the face of adversity and traumatic events, thus reinforcing community healing and reducing trauma-inducing conditions. (Pinderhughes, 2016)

Healing



Root Cause Focus

- What underlying issues impacted the crisis? What ways would wholistic supports address that root cause?
- Where is there need for deeper reflection?



Meaning Making

- Who is defining the storytelling?
- What outcomes do we see from the stories being told?
- Whose stories are being centered and uplifted? Why?



Restoration and Identity Shifts

- What does it look like to move forward without moving on?
- How are we redefining ourselves and our organizations?



Repairing

- Where might harm have been caused during response and recovery? How do we make it right?
- How do people define healing as individuals? How do we create a collective acknowledgement or affirmation of that healing?

Chat + Consider...



Root Cause Focus



Meaning Making



Identity Shifts



Repair

Of these elements of healing, which feels most resonant for you right now? Why?



Relational Focused Culture



Skills, Capacities & Actions:

- Attend to humanity not just academic responsibilities.
- Be willing to attend to and stay open to others, even under stress.
- Use frequent and intentional appreciation
- Grow capacity to express emotion and vulnerability
- Give and accept challenging feedback openly and gracefully, especially under stress
- Focus on building a sense of team. Each of us holds a piece of the puzzle.
- Consider ways to support connection institutionally (measure connectedness in climate surveys; embed relational skills into performance reviews; offer modes for repairing ruptures in relationships)

TRY: Daily circle check-ins, Presence in spaces where students are, Student-led shout outs, Community-focused project-based learning



Trauma-Sensitive Communication



Skills, Capacities & Actions: (scalable for micro and macro crises)

- Start and end with connecting words (e.g., a feeling, "we," language that signals relationship)
- Right-size information (how much to give, timing/when)
- Consider multi-modal delivery (e.g., virtual connection, written communication, and when it is safe, to do so in person in smaller gatherings) and accessible (e.g., with ASL, interpretation, with cultural brokers)
- Offer stabilization (anticipate predictable stressors; provide "whys," likely impacts, what's next)
- Consider using storytelling to shape the meaning of communication.
- Consider and offer meaningful places and opportunities to receive reactions.

WATCH: Tone (written and verbal), Body Language, and Volume



Mindful & Reflective Practice



Skills, Capacities & Actions:

- **Presence.** Being with what is in the here and now.
- **Space.** Capacity to see, feel, or tolerate distress without reacting.
- **Respond.** Can exercise choice over habit and comfort; able to move from autopilot to aware.
- **Inquiry.** An orientation toward open inquiry and curiosity; able to maintain open mind, open heart, open will.
- **Eagle eye.** Able to step back and look at the whole system rather than be caught up in the system.
- **Contemplative.** Values building spaces and opportunities to slow down and contemplate even as the culture/system demands continuous and immediate attention.

CONSIDER: Doing this with and modeling for students how to engage this way.



Self-Inquiry and Critical Inquiry



Skills, Capacities & Actions:

- Capacity for critical self-awareness and humility
- Willingness to challenge assumptions and unpack cherished beliefs
- Interrogate the degree of internalization and embodiment of one's values & principles
- Commitment to learn by staying in relationship in spite of discomfort or tension (including pushing self and organization to collaborate with important people who are hard to collaborate with)
- Critical examination of school curricula, pedagogy, interventions, performance measurements, and problem (and success) formulations



WHAT IS SCRR?

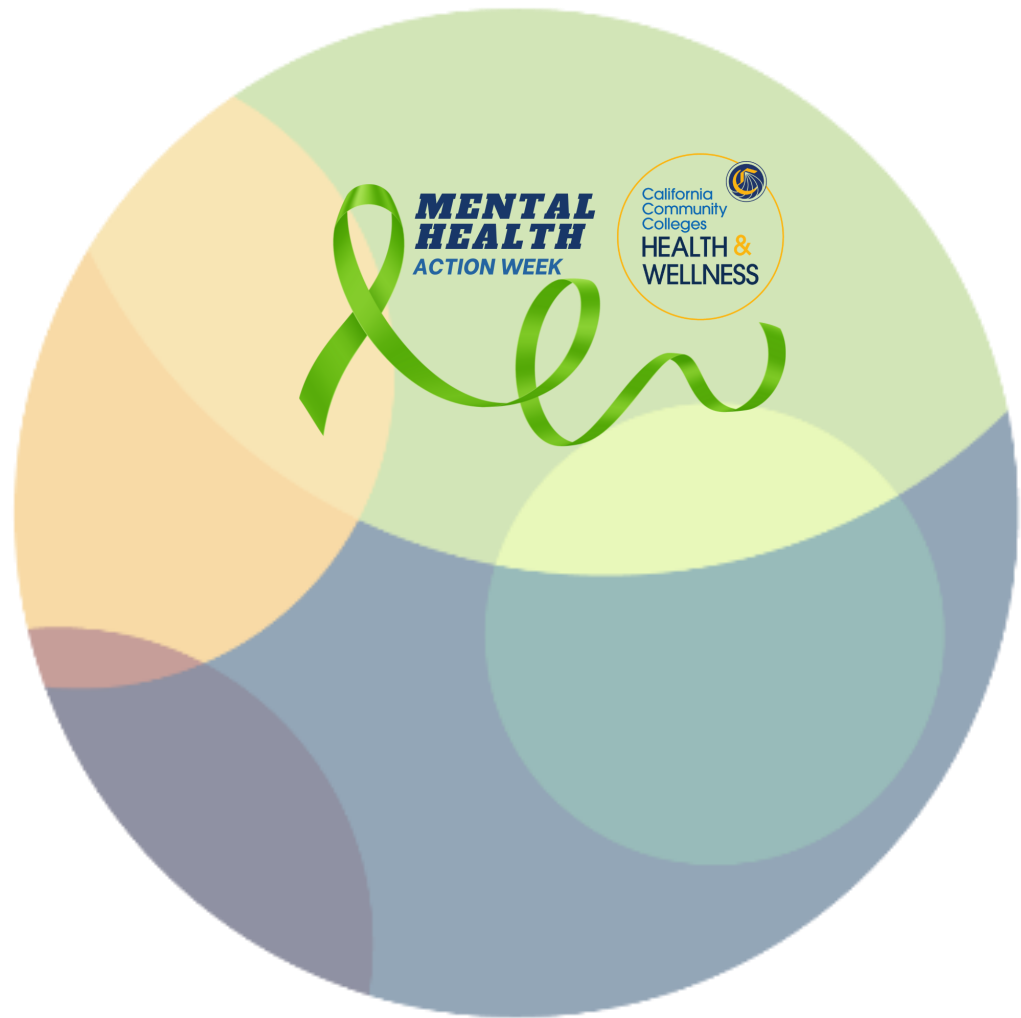
Promoting effective and sustainable change in the ways school communities and school leadership builds the skills, knowledge, and attributes necessary to recover and renew after a crisis.

www.schoolcrisishealing.org

School crisis readiness is essential. Response is critical.
And: what happens after matters, too.



THANK YOU!





Upcoming Sessions

Wednesday, May 8, 2024 – 10:00 a.m. – 11:30 a.m.

Promoting Pedagogical Wellness with Dr. Theresa Huong

Thursday, May 9, 2024 – 10:00 a.m. – 11:30 a.m.

Crisis De-Escalation Strategies: The Next Level of Support with Dr. Monique Mendoza & Dr. Patrick Savaiano





California Community Colleges

Thank you!

For any questions, please email Jackie at
jalvarez@cccco.edu

www.cccco.edu