



**IT'S MORE THAN
SELF CARE:**

**BECOMING A
HEALTHIER HUMAN**

**A SELF REFLECTION
JOURNEY**

OUTCOMES

- Adults will:

- Analyze & Reflect on how their lived experiences have impacted who they are today.
- Identify one action step that will support in becoming healthier.

So those we serve:

- Can grow socially, emotionally and academically thus improving life outcomes.

INCLUSION ACTIVITY

MIX & MINGLE

Directions:

1. Think about this prompt:

What is a positive characteristic you have as a human being that you bring to work and model.

2. Next:

When I say: “Mix & Mingle” Stand up and find someone not at your table.

Pair up and partners share their responses, actively listen and ask any follow up questions. 2 mins

RECLAIM/ RYAR CONFERENCE 2014



2018 2019

**LEAVING AN IMPRINT:
ONE STUDENT,
ONE FAMILY AT A TIME**

As experienced by Susan R.K. Jones



Why am I here?



THINK ABOUT IT...



Love you
Love you BITCH
Love my DICK.
Love mis Jones
Love my Dad
Dear Javon,



Get to know their story



“ You have to know that young person and understand his heart. You have to discover what combination of needs is not being met. Then you can give him the means to meet those needs and the power to interact in a way that will bring more joy in his life.”

(Chambers, Freado 2015 pg 51)



LEAVING AN IMPRINT:

**ONE EDUCATOR, ONE
STUDENT, ONE FAMILY AT A
TIME...**

**A SELF REFLECTION
JOURNEY TOWARD
SYSTEMIC CHANGE**

STRATEGIC PLANNING

01

Addressing
students' social
emotional mental
health well being

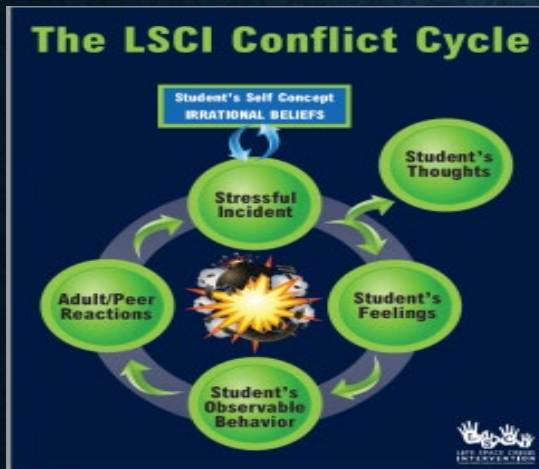
02

On going
professional
development for
all staff.

03

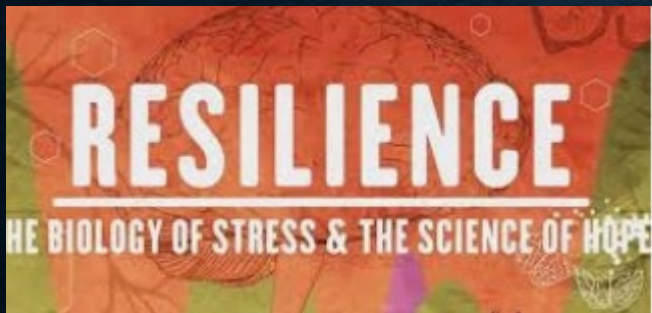
Positive
classroom
management
strategies.

AS TRAUMA COACHES & LSCI TRAINERS



50% of coaching tickets:

Supporting the SEL needs of Adults & Students



PEOPLE DO BASED ON WHAT THEY KNOW.

When they know better, they do better.



“All professionals working with traumatized children can learn approaches and strategies to protect themselves from being emotionally overwhelmed by this work. In the end, the ability to help traumatized children depends upon ***our ability to stay emotionally healthy and motivated in difficult and often very frustrating situations.***”



https://ovc.ojp.gov/sites/g/files/xyckuh226/files/media/document/sts_impact_on_child_advocates-508.pdf

SO NOW WHY AM I HERE?

“... kids in pain, take their problems forward into **adulthood**. To survive, they need to develop resilience now.

(Brendtro, Larson, 2006 pg. 33)



We have a lot of hurting adults in a system whose purpose is to

“support **all students** with educational achievement, thereby preparing young people to be successful adults.”

We have adults with unmet needs.





“Trauma and its associated symptoms of mental and psychological illness are more prevalent in the U S than in most other countries in the world.”

<https://www.preventioninstitute.org/sites/default/files/publications/Adverse%20Community%20Experiences%20and%20Resilience.pdf>

PREVALENCE OF ADVERSE CHILDHOOD EXPERIENCES AMONG U.S. ADULTS — BEHAVIORAL RISK FACTOR SURVEILLANCE SYSTEM, 2011–2020

According to the CDC, adverse childhood experiences (ACEs) are defined as preventable, potentially traumatic events that occur among persons aged <18 years and are associated with numerous negative outcomes.

63.9% of US adults reported 1 ACE

23.1% reported 1 ACE

23.5% reported 2-3

17.3% reported 4 or more





GETTING BACK TO WHAT IT MEANS TO BE A HUMAN

- The True Self in everyone is Good, Wise & Powerful.
- The World is Profoundly Interconnected.
- All Human Beings have a Deep Desire to be in a good Relationship.
- All Humans have Gifts & Everyone is Needed for what They Bring.
- Everything We Need to make Positive Changes is Already Here.
- Human Beings Are Holistic.
- We Need Practices to Build Habits of Living from the Core Self.

Boyes-Watson, C., & Pranis, Kay. (2015). *Circle Forward: Building a Restorative School Community*. St. Paul, MN: Living Justice Press

One's sense of separation
—that I'm separate from you
and the rest of the world, so
my well-being is separate
from yours—is the
fundamental delusion that
needs to be overcome.

• - David Loy



Paula Jones - <http://paulajonesart.com/>

“If the capacity to educate students well depends heavily on relational trust, on what does relational trust depend? Clearly, it depends on an educator’s capacity to “explore the inner landscape” of his or her own life, learning how to negotiate that tricky terrain in a way that keeps **trust** alive.”

Palmer, 2017 pg. xxv

IT'S MORE THAN SELF CARE – EXPLORING OUR INNER LANDSCAPE

And the day came when the
risk to remain tight in a bud
was more painful than the
risk it took to blossom.

Anaïs Nin

#DAILYCALM

Calm

“Who is the self
that teaches?”

Palmer, 2017 pg.7

“These professional struggles were amplified by personal loss, and as I insist [in this book], the personal can never be divorced from the professional. “We teach who we are” in times of darkness as well as light.”

Palmer, 2017 pg. xix

THE SECRET POWER OF STRESS



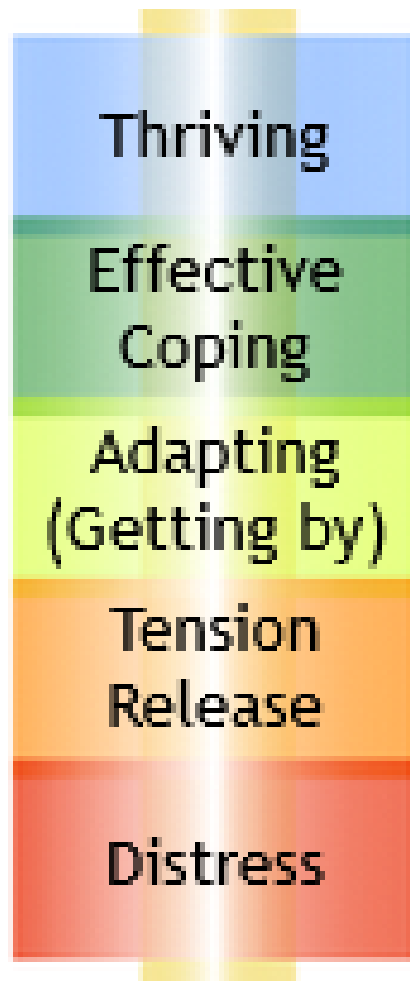
- What are your values? Things in your life that you feel are important in the way that you live and work.

“When the things that you do and the way you behave match your values, life is usually good – you’re satisfied and content. But when these don’t align with your personal values, that’s when things feel... wrong. This can be a real source of unhappiness.”

<https://www.mindtools.com/a5eygum/what-are-your-values>

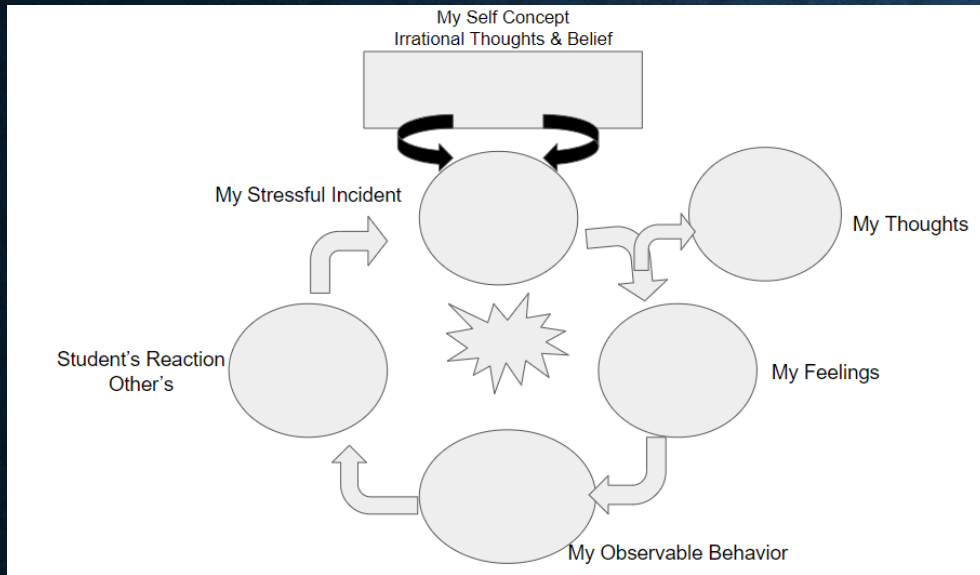


<https://nationalwellness.org/education/resilience-and-thriving/>



WHAT IS YOUR SET POINT?

OUR BASELINE FOR EXPECTED HAPPINESS OR RETURN POINT AFTER POSITIVE OR NEGATIVE EXPERIENCES



“True spirituality frees us to live joyfully in the present. It requires, however, going back in order to go forward.”

Scazzero, 2017 pg. 71



WHERE IS THE UNMET NEED?

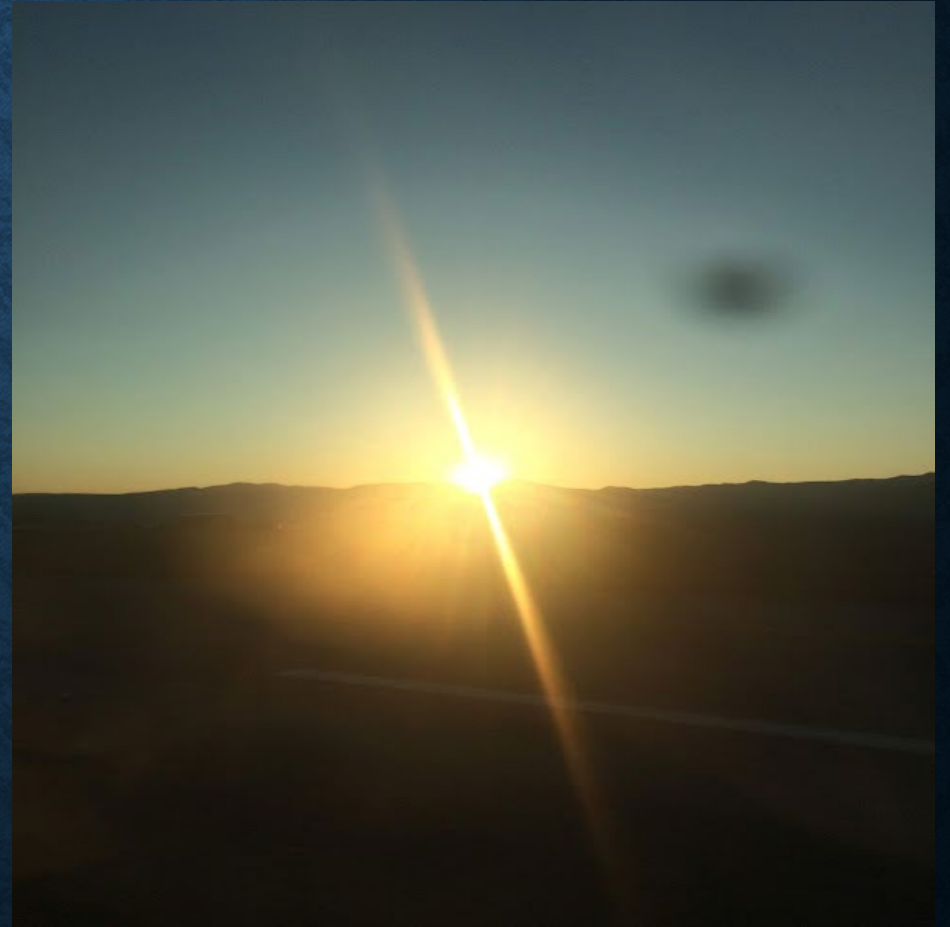


PEACEMAKING

TRUE PEACEMAKING DISRUPTS FALSE PEACE

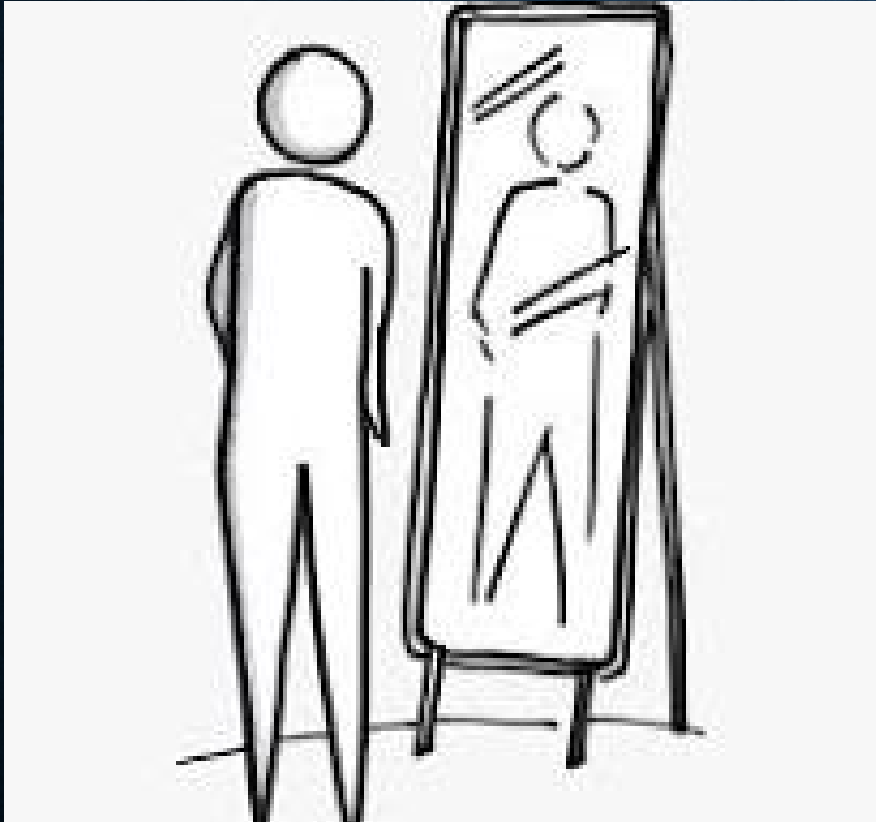
“We want to move people from defensiveness, reactivity & fear to openness, empathy and vulnerability”

Scazzero, 2017 pg. 71



“Teaching, like any truly human activity, emerges from one’s inwardness, for better or worse. As I teach, I project the conditions of my soul onto my students, my subject and our way of being together. The entanglement I experience in the classroom are often no more or less than the convolutions of my inner life. Viewed from this angle teaching holds a mirror to the soul. If I am willing to look into that mirror and not run from what I see, I have a chance to gain self-knowledge – and knowing myself is as crucial to good teaching as knowing my students and my subjects.”

AM I WILLING TO LOOK INTO THE MIRROR?



Quiet Reflection:

Consider one action step that will help you know yourself, allowing grace and compassion, while becoming a healthier human.

REFERENCES:

- Brendtro, L., Brokenleg, M., & Van Bockern, S. (1990). *Reclaiming Youth at Risk: Our Hope for the Future*. Bloomington, IN: Solution Tree Press.
- Brendtro, L. & Larson, S. (2006). *The Resilience Revolution*. Bloomington, IN: Solution Tree Press.
- Chambers, J. & Freado, M. (2015). *The Art of Kidwhispering. Reaching the Kid Inside*. San Bernardino, CA: Chambers & Freado.
- Freser, F., Long, N., & Wood, M. (2001). *Life Space Crisis Intervention. Talking with Students in Crisis*. Austin, TX: Pro-Ed Publishing.
- [Rising Appalachia]. (2018, May 16). *Rising Appalachia – Resilient (Official Music Video)* [Video]. YouTube. <https://www.youtube.com/watch?v=tx17RvPMaQ8&t=1s>
- Palmer, P. (2017). *The Courage to Teach; Exploring the inner landscape of a Teacher's Life*. San Francisco, Calif.: Jossey-Bass Publishing.
- Scazzero, P. (2017). *Emotionally Healthy Spirituality*. Grand Rapids, Mich.: HarperCollins Publishing.