

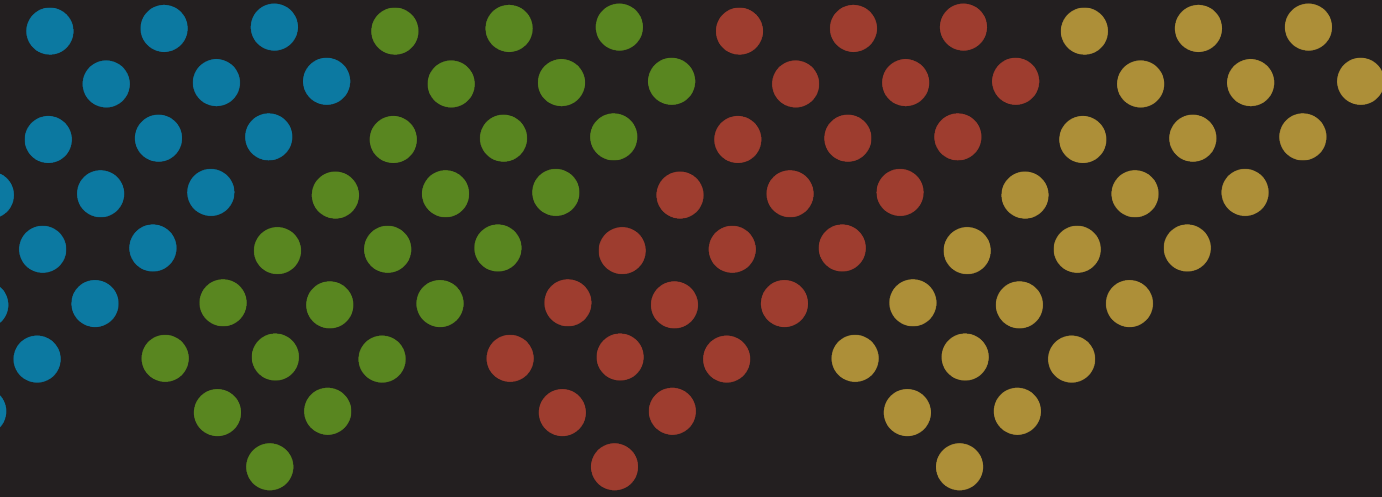


**DC EARLY EDX**

# ZONE 3: ADMINIS TRATORS

Breakout Sessions





## Content Expert Session

Level-Up!  
High-Impact  
Teaching Practices  
for Early Childhood  
Educators

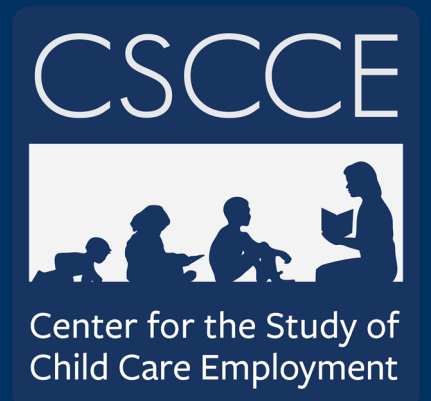
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# Enhancing Work Environments and Promoting Quality for Center-Based Educators

**Elizabeth Pufall Jones, Ph.D.**

**April 5th, 2024**

**Center for the Study of  
Child Care Employment**  
University of California, Berkeley  
epj@berkeley.edu | cscce.berkeley.edu



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# About the Center

Established in 1999, the Center for the Study of Child Care Employment (CSCCE) is the national leader in ECE workforce research and policy. We focus on the **preparation, working conditions, and compensation** of the early care and education workforce. CSCCE develops policy solutions and create spaces for teaching, learning, and educator activism. Our vision is an effective public early care and education system that secures racial, gender, and economic justice for the women whose labor is the linchpin of stable, quality services.



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# Session Goals

- **Develop a deeper understanding of...**
  - Work environments;
  - Research and policy needs to better understand work environments and their impact;
  - The tools and strategies CSCCE uses to explore work environments; and
  - How to develop next steps and recommendations by listening to Educator Voices and Recommendations.



— “ —

What aspect of YOUR work  
environment supports  
your work the BEST?

slido



**What aspect of YOUR work environment supports your work the BEST?**

① Click **Present with Slido** or install our [Chrome extension](#) to activate this poll while presenting.



What aspects of your work  
environment support your practice?



slido



**What aspects of your work environment support your practice?**

① Click **Present with Slido** or install our [Chrome extension](#) to activate this poll while presenting.

— “ —

What aspects of your work  
environment hinder your practice?

slido



**What aspects of your work environment hinder your practice?**

① Click **Present with Slido** or install our [Chrome extension](#) to activate this poll while presenting.

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# Large Group Share Out

- What do work environments that meet your needs look like?
- What do work environments that do not meet your needs look like?
- Which do you feel are the most important to address? Why?
- How might you group these topics discussed...what buckets could you put them in?

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# Background

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# Work Environments

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*Why are educators' work environments important?*

*How does the work environment impact an educator's practice and well-being?*

# Background

## Early educator work environments are children's learning environments

- **Work Environments:** Linked to children's outcomes and program quality (Dennis & O'Connor, 2015; Cassidy et al., 2016; Leana et al., 2009).
- **Economic Security/ Wages:** Linked to educator well-being and children's outcomes (Cassidy et al., 2016; Hamre & Pianta, 2004; King et al., 2015).
- **COVID-19 Pandemic:** Exacerbated turnover; programmatic impacts, work environments (Bassock et al., 2020; Kim et al., 2021; NAEYC, 2020)



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# What's Needed in Research & Policy

1	Comprehensive Data across the whole system	<ul style="list-style-type: none"><li>• Demographics &amp; workforce characteristics, Work Environments</li><li>• Roles; Program settings, types</li></ul>
2	Strategies & Policies	<ul style="list-style-type: none"><li>• Standards focused on work environments</li><li>• Funding towards work environment supports</li></ul>
3	Engaging educators & centering their experiences	<ul style="list-style-type: none"><li>• Understanding educator experiences &amp; engaging them as experts</li></ul>



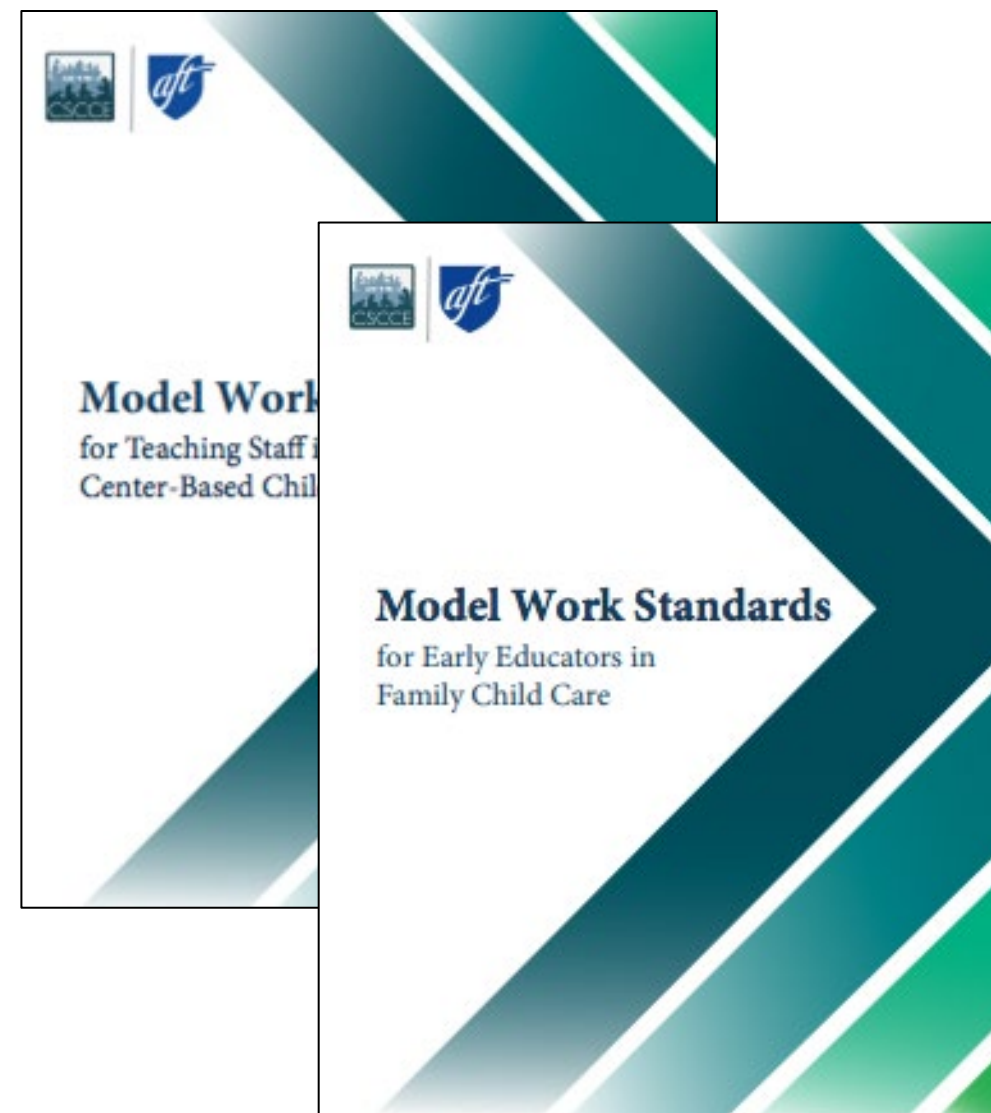
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# CSCCE Tools

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# The Model Work Standards

Developed by engaging educators in process of envisioning a high-quality work environment



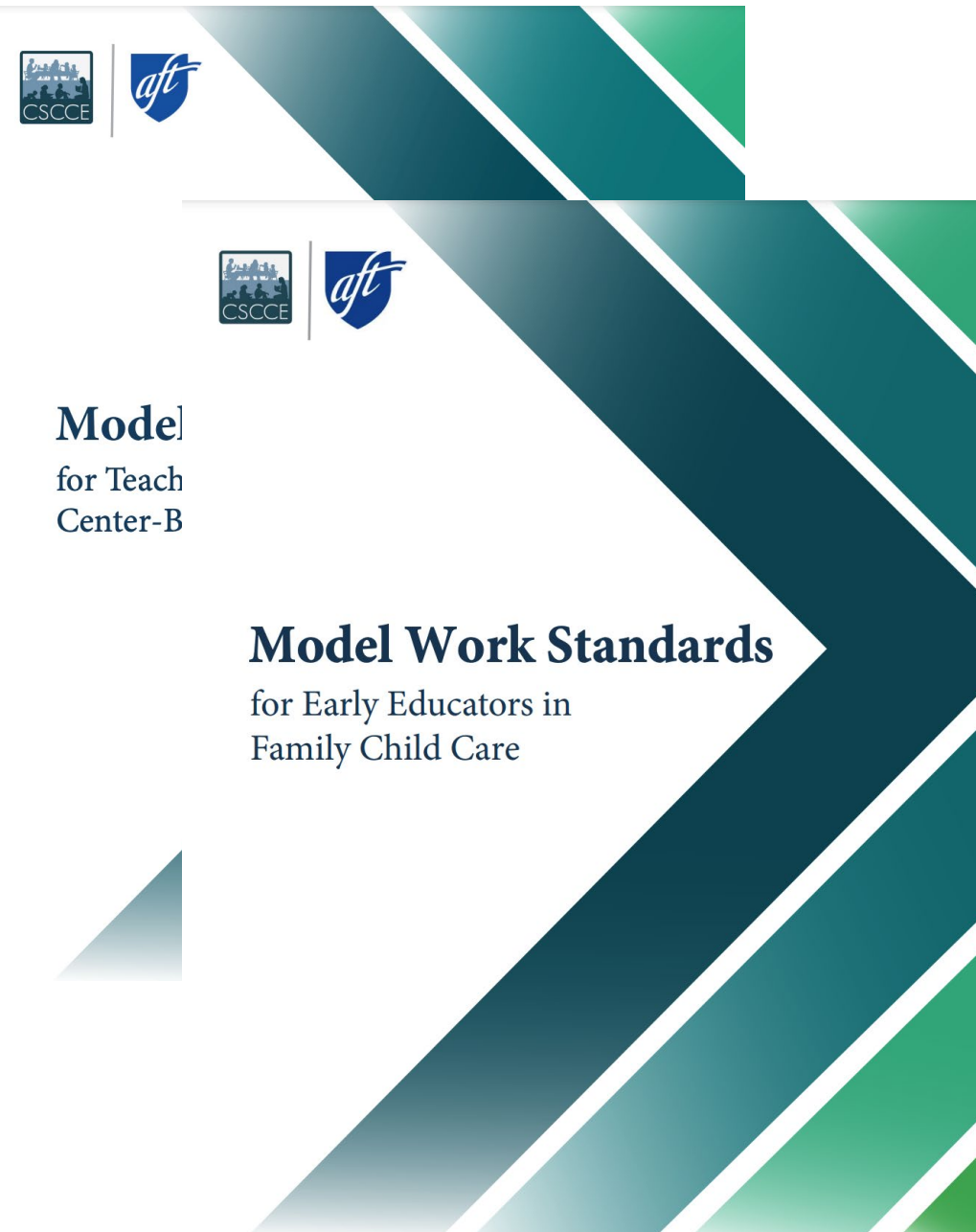
"Rights, Raises, and Respect"

- Self-assessment
- Planning
- Educational
- Organizing & Advocacy

**Good Child Care Jobs = Good Care for Children**

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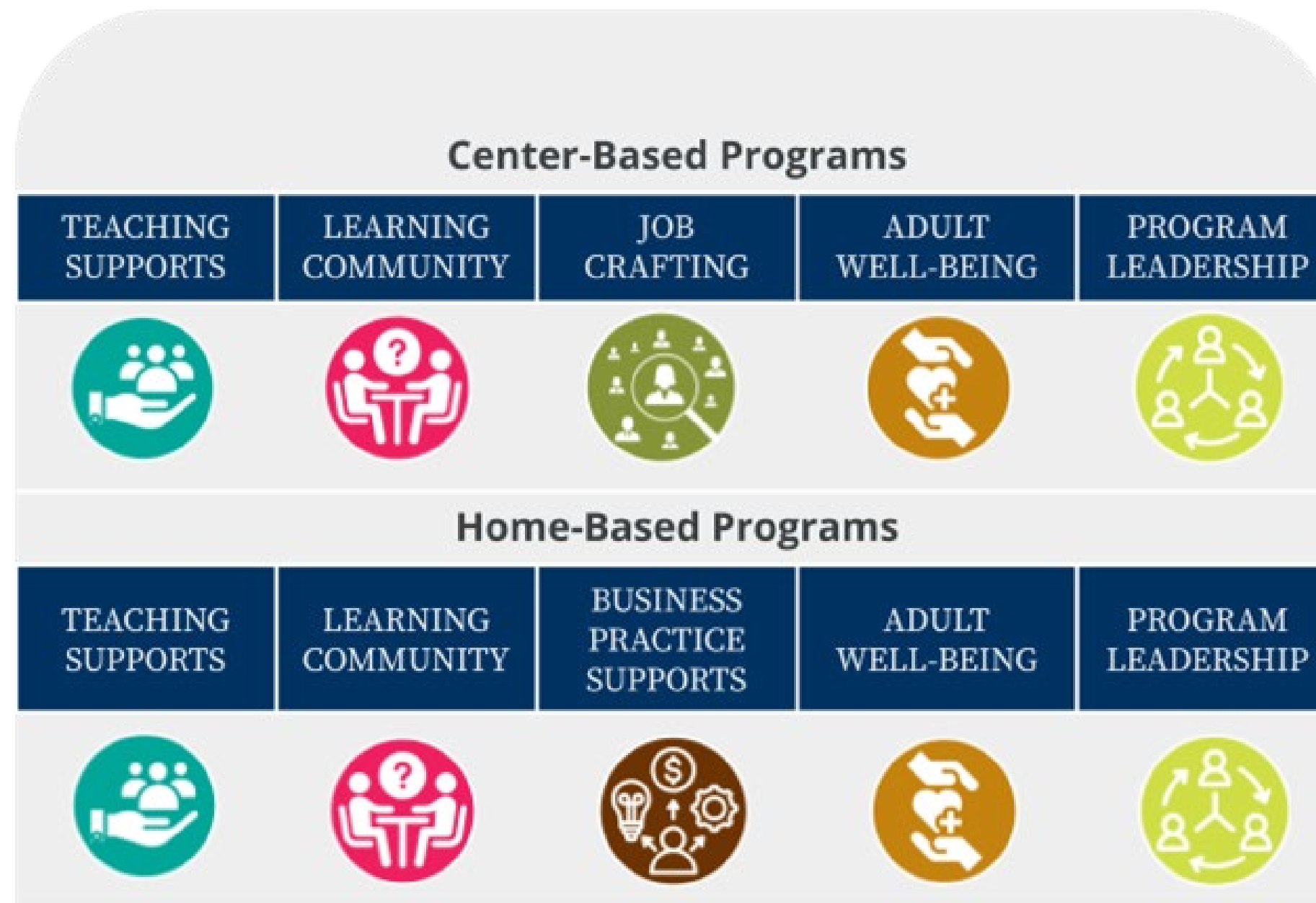
# The Model Work Standards



- Wages
- Benefits
- Employment Policies & Practices
- Professional Development
- Staffing & Teaching Supports
- Communication & Team Building
- Decision Making & Problem Solving
- Health, Safety, & Physical Setting

# SEQUAL Survey

The Supportive Environmental Quality Underlying Adult Learning Survey



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# Key Findings

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# Staffing

## Center-Based Educators

- **41%** agreed that during the week, there were enough trained staff for them to give children individualized attention
- **26%** agreed that if turnover occurs in their program, new staff will be hired quickly

## FCC Educators

- **68%** did not have a backup plan if their assistant was sick
- **16%** agreed that there were no available substitutes or respite providers

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# Input and Collaboration

## Center-Based Educators

- 82% agreed that teaching staff in their classroom consider themselves a team
- 45% agreed that there is a clear process to have a say in their work

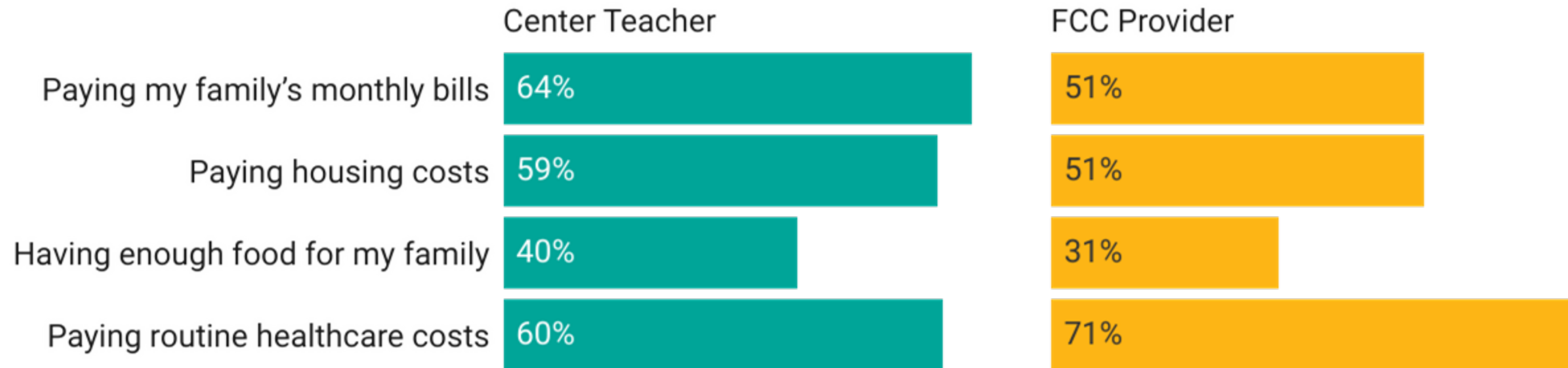
## FCC Educators

- 55% agreed that they have sufficient contact with other adults during the week so that they don't feel isolated
- 27% agreed that they have a voice in licensing regulations

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# Economic Insecurity

## Educators worried over...





# Supported Educators Want to Stay

- Educators who plan to stay at their center had higher assessments of their work environment
- Program Climate and an educator's perceived level of Agency and Autonomy influence their career intentions

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# Educator Voice



I'm constantly stressed, knowing I can make more money doing other work, but my heart is in teaching and supporting families and children. It's hard to focus when you are worried about if you'll have gas for your drive home, or sacrifice feeding myself to feed my dog healthy food. We need more money

- Center-Based Educator

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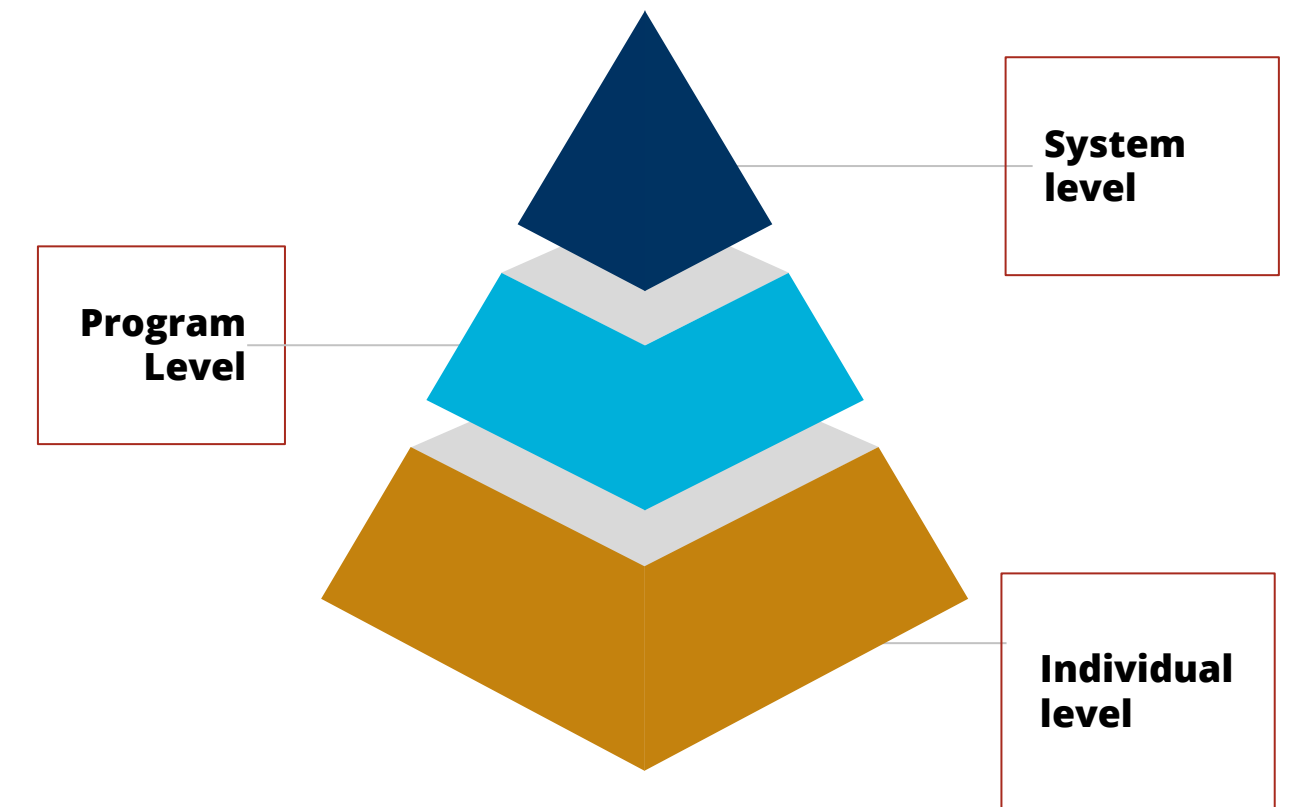
# **Educators' in their own Voices: Pair and Share**

- ❖ Pair up with the person sitting in the row behind you
- ❖ Please read over the quotes on the paper together:
  - What resonates with you?
  - How do these quotes make you feel?

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# Large Group Activity

- What could be some **system level** policies or regulations?
  - How could this impact their/your work?
- What can your **program or organization** do?
  - How could this impact their/your work?
- What strategies can be implemented at the **individual level**, in the classroom, to support the educator?
  - How could this impact their work?



*“We have children so aggressive they kick, bite, and scratch teachers to drawing blood, throw chairs across the room, etc. There is no support from the administrative team. Now that we are mere weeks away from these children going to kindergarten and leaving our program, they are only now being observed by appropriate outside facilities. They should have gotten help a long time ago.”*

**Center Based Educator**

*“I am always stressed if I get sick. They offer PTO but you only 'earn' 4 hours a pay period. So often times, you either never have enough PTO for a sick day OR they only get used for sick days and you never get to have any actual vacation or family time. The hourly rate is poor in my opinion for the level of difficulty of students we have here as well. It can be hard making 14.50-15.00 an hour [...], when you see almost every fast food restaurant paying more for a lot less work.”*

**Center Based Educator**

*“My program helps me integrate what I learn into daily practice by giving me the space to experiment with new ideas. One challenge I face is that lack of time to reflect with other teachers in how they may have previously implemented any particular changes.”*

**Center Based Educator**



*“I have been frustrated with the lack of leadership involvement and feedback. I feel like the only input I receive is surface criticism and/or praise that doesn't push me to think more deeply about my practice, or allow me an opportunity to talk through decisions I've made or thoughts I have.”*

**Center Based Educator**

*“It would be nice if upper management would come to the actual school sites and discuss plans that make changes to programs before changes are made. Sometimes plans that look good on paper don't work out as well logistically.”*

**Center Based Educator**

*“It has been very difficult to get fingerprint clearance for people new to the field or from out of state. It took six months for fingerprints to clear for a Montessori teacher I hired from another state. This is due to staff shortage at the state level at the office of childcare.”*

**Large FCC**

*“We chronically have not enough food for the children. Teachers, even on their crap pay, regularly buy the basic materials needed for the classroom. Things like paper and glue sticks. When we ask for them, we are told there is no budget. Yet the CEO drives fancy cars and takes international vacations.”*

**Center Based Educator**

*“I have learned on my own. Found my own resources. My coordinator does not provide training I find useful. Mostly free trainings aimed at new/inexperienced teachers. Most of my training I find and do on my own time and money.”*

**Center Based Educator**

*“We use Creative Curriculum( not my favorite) units and observation/assessment books to track progress. The challenge at times, is getting uninterrupted time to record observations/assessments in the book.”*

**Center Based Educator**

*“I sometimes struggle in my classroom with issues with my co teacher. When I go to my leadership person they do not help me solve the problem they wait for me to solve the issue myself. It sometimes hinders my teaching practice. I do not get all the support I need”*

**Center Based Educator**

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# Recommendations & Strategies

## Program Level

- Reflection opportunities among staff
- Fairness
- Communication about program policies
- Input into classroom and program decisions
- ....

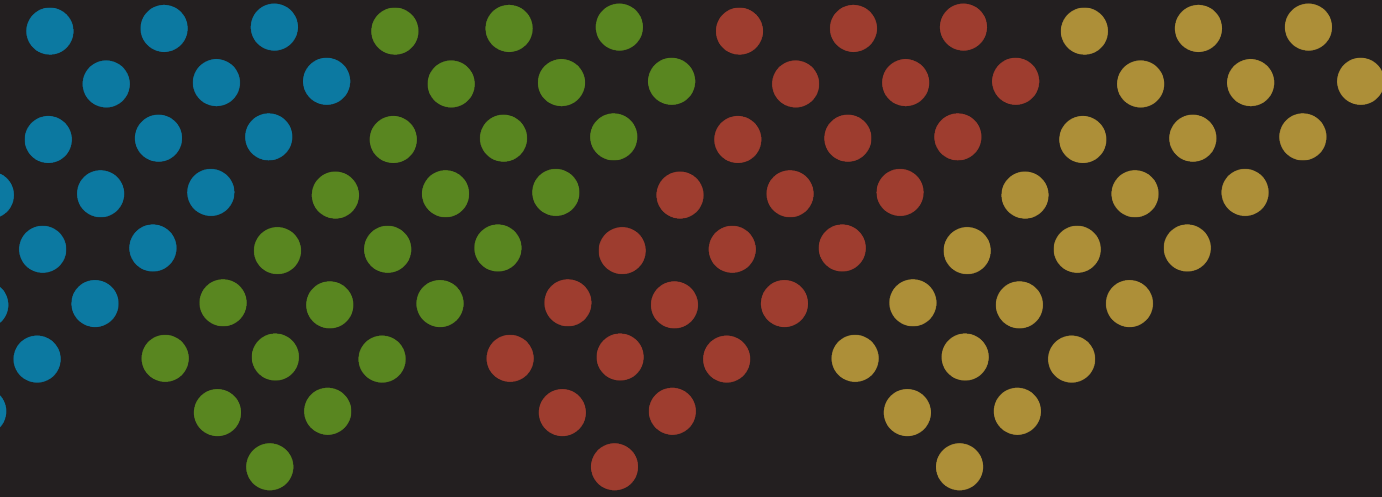
## Systems Level

- Targeted, ongoing training in key areas
- Compensation (wages/ benefits)
- Regularly collecting data to assess early educator work environments
- Work with programs by conducting a workforce study
- ....



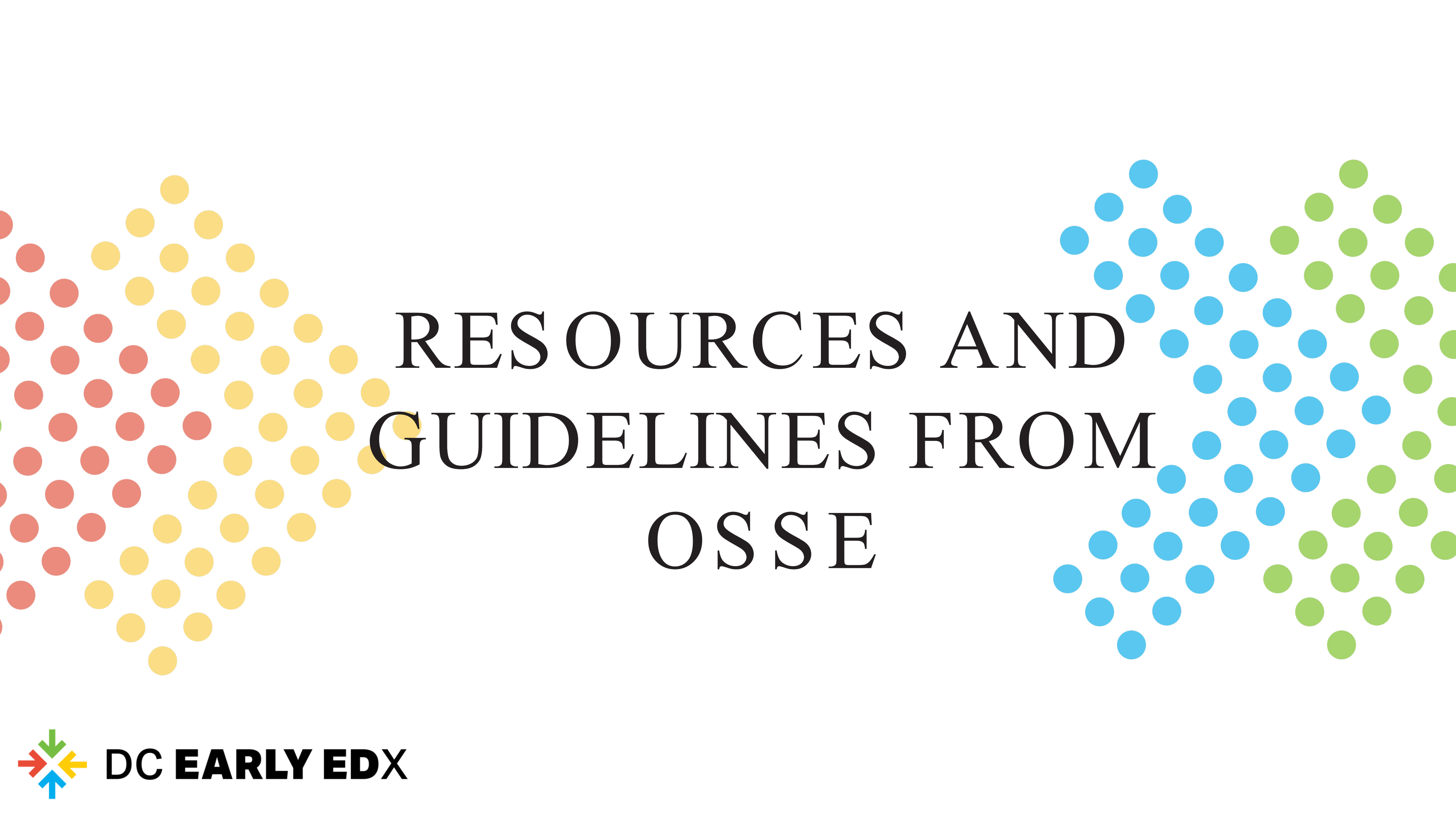
# Questions? Please get in touch.

Elizabeth Pufall Jones | [epj@berkeley.edu](mailto:epj@berkeley.edu)



# Educators as Experts Session

Level-Up!  
High-Impact  
Teaching Practices  
for Early Childhood  
Educators



RESOURCES AND  
GUIDELINES FROM  
OSSE



# EARLY CHILDHOOD EDUCATOR PAY EQUITY FUND

## Fiscal Year 2024 (FY24) Early Childhood Educator Pay Equity Fund

April 2024

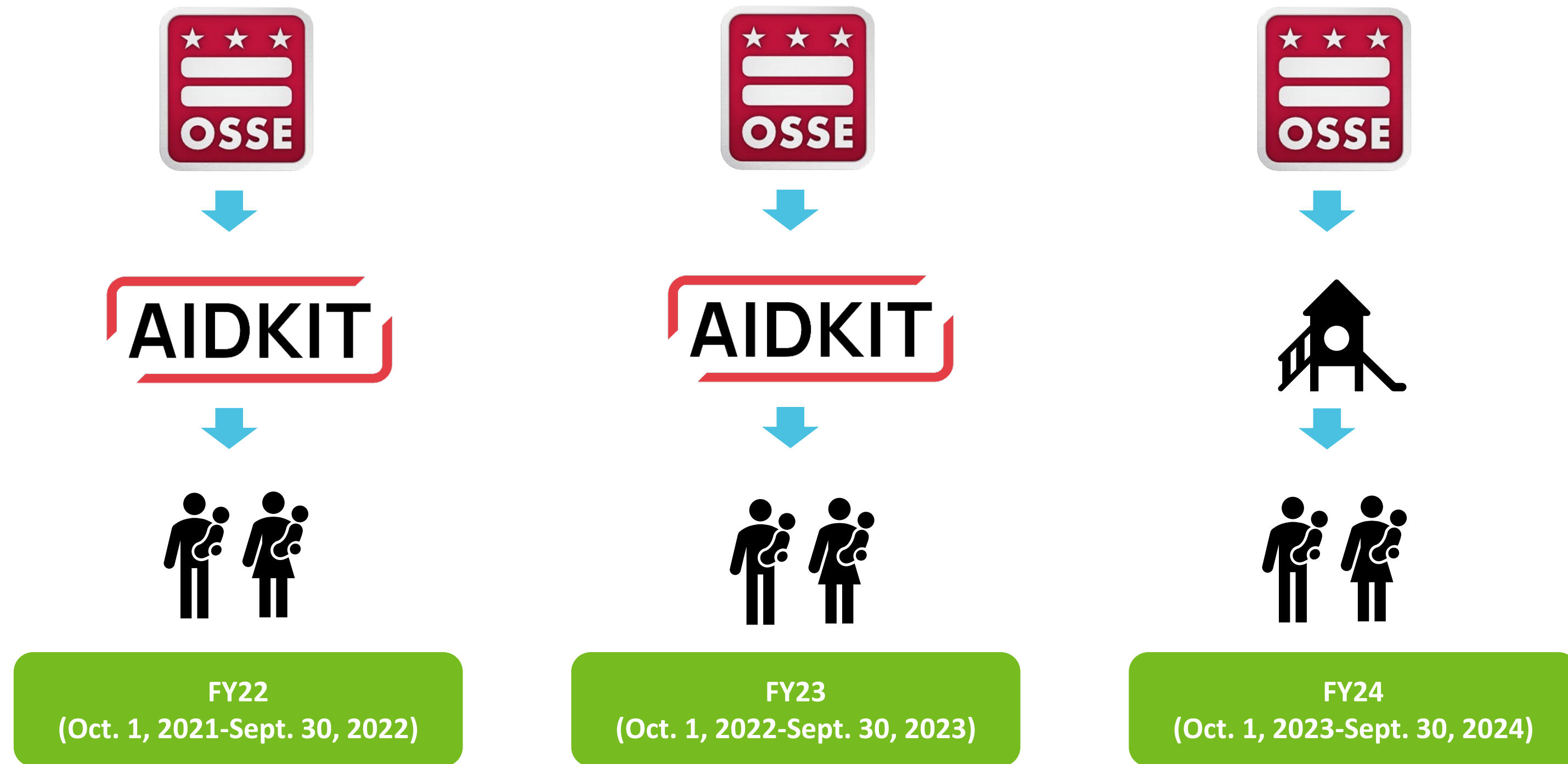


 WE ARE  
WASHINGTON  
DC GOVERNMENT OF THE  
DISTRICT OF COLUMBIA  
MURIEL BOWSER, MAYOR



# Overview of FY24 Early Childhood Educator Pay Equity Fund

Following Task Force recommendations, the Office of the State Superintendent of Education (OSSE) distributed funds directly to educators in FY22 and FY23, and through child care providers starting in FY24



# FY24 Early Childhood Educator Pay Equity Fund

- OSSE is distributing Early Childhood Educator Pay Equity Funds to child development facilities to help them increase compensation for early childhood educators.
  - Direct payments from AidKit ended in September 2023.
- To receive funds, a child development facility must be licensed by OSSE and agree to pay eligible staff, by role and highest credential, salaries that meet or exceed the [minimum salaries](#) established by OSSE.
  - Note: Providers that are approved for a waiver are not required to pay the minimum salaries
- Providers must opt-in to the Early Childhood Educator Pay Equity Fund and complete a provider agreement by deadlines established by OSSE to receive funds.



# What does it mean for me if my employer is participating in the Early Childhood Educator Pay Equity Fund?

- If you are employed at a facility participating in the Early Childhood Educator Pay Equity Fund, your employer is required to pay eligible staff at least the FY24 minimum salaries, unless they have been approved for a waiver.
- Your employer will include the funds in your regular paycheck if you are employed in an eligible staff type.
- Employers are not required to pay eligible staff the minimum salaries until after they receive their first award payment from OSSE.
  - Providers that started participating in the Early Childhood Educator Pay Equity Fund in quarter one received their first award payment in December 2023 and were required to pay the minimum salaries starting in the next feasible payroll cycle. For many providers, that payroll cycle was in January 2024.
  - Providers that started participating in the Early Childhood Educator Pay Equity Fund in quarter two received their first award payment in March 2024 and are required to pay the minimum salaries starting in the next feasible payroll cycle. In many cases, that payroll cycle will occur in April 2024.





# Facilities with Waivers

- If OSSE approves a provider for a waiver, the provider is **not** required to pay eligible staff the minimum salaries established by OSSE for the Early Childhood Educator Pay Equity Fund in FY24.
- However, the facility **must** pay eligible teachers and assistant teachers salaries or wages that are higher than those paid on Sept. 30, 2023.
- The facility must use all funds received from the Early Childhood Educator Pay Equity Fund to:
  - Increase salaries or wages for eligible staff;
  - Cover taxes and mandatory benefits associated with higher salaries or wages; and/or
  - Provide health or other discretionary benefits for staff.



# What if my employer has chosen not to participate?

- If you are employed at a facility that is not participating in the Early Childhood Educator Pay Equity Fund, your employer does not receive any funds from the program and is not required to pay staff the minimum salaries.
- Employers can choose to opt-in to the Early Childhood Educator Pay Equity Fund at any time and receive the next quarterly payment.
- All facilities must comply with [other District and/or federal laws and requirements](#) regarding worker wages and hours that apply to all employers, including the Fair Shot Minimum Wage Act of 2016, and for child care providers participating in the District's child care subsidy program, the Living Wage Act of 2006.





# Wage Supplements and Minimum Salaries

# Educator Credentials

- The required minimum salary and corresponding wage supplement are based on the highest credential or degree held by an educator as documented, reviewed and approved in OSSE's Division of Early Learning Licensing Tool (DELLT).
- For **lead teachers**:
  - To qualify for the “BA or higher” wage supplement, have a bachelor’s degree (or higher) in early childhood education (ECE) *or* a bachelor’s degree in any field (or higher) with at least 24 credit hours in ECE.
  - To qualify for the “AA” wage supplement, have an associate degree in ECE *or* an associate degree in any field with at least 24 credit hours in ECE.
  - To qualify for the “CDA” wage supplement, have a Child Development Associate (CDA) or 48 credit hours with at least 15 hours in ECE.
- For **assistant teachers**:
  - To qualify for the “AA or higher” wage supplement, have an associate degree (or higher).
  - To qualify for the “CDA” wage supplement, have a CDA or 48 credit hours with at least 15 hours in ECE.
  - To qualify for the “less than CDA” wage supplement, have less than a CDA.



# Educator Staff Types

- Child development facilities that receive funds from OSSE must pay eligible lead teachers and assistant teachers, in the following staff types in DELLT, salaries that [meet or exceed the minimum salaries](#).

The following staff types in DELLT qualify as an **assistant teacher**:

- Assistant teacher
- Montessori assistant teacher
- Pre-K Enhancement and Expansion Program (PKEEP) assistant teacher
- Associate home caregiver

The following staff types in DELLT qualify as a **lead teacher**:

- Teacher
- Montessori teacher
- Expanded home caregiver
- Home caregiver



# Staff Wages and Salaries

- After receiving the first quarterly CDF payroll funding formula payment, providers must pay all eligible teachers and assistant teachers salaries or wages that meet or exceed minimum salary requirements by role and credential, unless the facility has an approved waiver.

Staff Type	Credentials	Minimum Salaries for FY24 (annual salary)	Minimum Salaries for FY24 (hourly wage)
Assistant Teacher	Less than a CDA	\$43,865	\$21.09/hour
	CDA	\$51,006	\$24.52/hour
	Associate degree or higher	\$54,262	\$26.09/hour
Lead Teacher	CDA <u>or</u> 48 credit hours with at least 15 hours in ECE	\$54,262	\$26.09/hour
	Associate degree in ECE <u>or</u> an associate degree with at least 24 credit hours in ECE	\$63,838	\$30.69/hour
	Bachelor's degree (or higher) in ECE <u>or</u> a bachelor's degree (or higher) with at least 24 credit hours in ECE	\$75,103	\$36.11/hour



# Staffing Changes

- Newly hired lead teachers and assistant teachers must be paid salaries or wages that meet or exceed the minimum salary requirements following OSSE approval of staff record in DELLT, unless the facility has an approved waiver.
- Educators who are assigned a new staff type (e.g., from assistant teacher to teacher) or obtain a higher credential or degree (e.g., a teacher with an associate degree completes a bachelor's degree in ECE) should be paid the appropriate minimum salary following OSSE approval of the record change in DELLT.
- If a lead teacher or assistant teacher changes jobs:
  - New employer that is participating in the Early Childhood Educator Pay Equity Fund must pay the teacher or assistant teacher salaries or wages that meet or exceed the minimum salary requirements following OSSE approval of staff record in DELLT.
  - New employer that is participating in the Early Childhood Educator Pay Equity Fund and has an **approved waiver** is not required to pay the minimum salaries established by OSSE; early educators should speak with employers that have an approved waiver about the salary or wages they can expect prior to accepting an offer of employment.
  - New employer that is **not** participating in the Early Childhood Educator Pay Equity Fund is not required to pay the minimum salary (but must follow other applicable federal and local laws).



# Revised Licensing Regulations: Education Requirements

- On Dec. 20, 2023, State Superintendent Dr. Christina Grant signed a [Notice of Emergency and Proposed Rulemaking \(NEPRM\)](#) for the Licensing of Child Development Facilities, which updated the licensing regulations set at 5A DCMR Chapter 1.
  - [Summary of Changes](#) ([Español](#) | [Amharic](#))
- The updated regulations maintain the District's commitment to high standards for early educators while providing additional pathways and flexibility in how early childhood educators can meet education requirements.
- The proposed changes took effect the day the NEPRM was signed (Dec. 20, 2023).





# Revised Licensing Regulations: Education Requirements

- The licensing changes provide additional pathways and flexibilities for some early childhood educators to meet the education requirements for a staff role that they otherwise would not be qualified for.
- In most cases, the revised regulations do not change the minimum salary that an individual early childhood educator qualifies for under the Early Childhood Educator Pay Equity Fund, nor do they alter the amount of funding a provider receives through the CDF payroll funding formula for that staff member.



# Pay Examples

Individual	Pay Equity Role and Credential	Employer Status	Minimum Salary
<p>Example 1. Debbie has an associate degree in accounting. Debbie's staff type is an assistant teacher.</p>	<p>Debbie qualifies as an <b>assistant teacher</b> with the <b>"AA or higher" wage supplement</b> (and minimum salary).</p>	<p>Debbie's employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Debbie's minimum salary is \$54,262. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 2. Tommy has a CDA. Tommy's staff type is associate home caregiver.</p>	<p>Tommy qualifies as <b>assistant teacher</b> with the <b>"CDA" wage supplement</b> (and minimum salary).</p>	<p>Tommy's employer opted in to the Pay Equity Fund starting in Q1 and has been approved for a waiver starting in Q1.</p>	<p>Tommy's employer must pay him a higher salary than he was receiving on Sept. 30, 2023. His employer is required to pay him the increased salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 3. Veronica has a high school diploma and is enrolled in a CDA program. Veronica's staff type is associate home caregiver.</p>	<p>Veronica qualifies as an <b>assistant teacher</b> for the <b>"Less than a CDA" wage supplement</b> (and minimum salary).</p>	<p>Veronica's employer opted in to the Pay Equity Fund starting Q2. The employer does not have a waiver.</p>	<p>Veronica's minimum salary is \$43,865. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q2 payment in March 2024.</p>

*\*Examples assume individuals have staff records in DELLT that are approved and include all required supporting documentation.*



# Pay Examples

Individual	Pay Equity Role and Credential	Employer Status	Minimum Salary
<p>Example 4. Julia is a home provider with a CDA.</p>	<p>Julia qualifies as a <b>teacher</b> with the <b>“CDA” wage supplement</b>.</p>	<p>Julia is self-employed and does not have any employees.</p>	<p>Julia will receive the CDA teacher wage supplement from OSSE. Since she is self-employed with no employees, she does not need to report on use of funds to OSSE and can choose how to spend the funds.</p>
<p>Example 5. Sandra has a CDA and 25 years of experience as an early childhood teacher. Sandra's staff type is teacher, with a continuous service certification.</p>	<p>Sandra qualifies as a <b>teacher</b> with the <b>“CDA” wage supplement</b> (and minimum salary).</p>	<p>Sandra's employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Sandra's minimum salary is \$54,262. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 6. Maria has a CDA and is currently enrolled in a degree program to earn an associate degree in ECE. She has an enrollment-based certification and her staff type is teacher.</p>	<p>Maria qualifies as a <b>teacher</b> with the <b>“CDA” wage supplement</b> (and minimum salary).</p>	<p>Maria’s employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Maria’s minimum salary is \$54,262. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023. After Maria earns her associates in ECE, she should provide proof of her new credential to her employer. After her staff record is updated by her employer and approved by OSSE, her employer is required to by her \$63,838.</p>

*\*Examples assume individuals have staff records in DELLT that are approved and include all required supporting documentation.*



# Pay Examples

Individual	Pay Equity Role and Credential	Employer Status	Minimum Salary
<p>Example 7.</p> <p>Rachel has an associate degree in accounting. Rachel's staff type is teacher.</p>	<p>Rachel qualifies as a <b>teacher</b> with the <b>“CDA” wage supplement (and minimum salary)</b>.</p>	<p>Maria’s employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Rachel’s minimum salary is \$54,262. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 8.</p> <p>Roberta has an associate degree in accounting and 12 hours of credit in ECE. Roberta's staff type is teacher.</p>	<p>Roberta qualifies as a <b>teacher</b> with the <b>“CDA” wage supplement (and minimum salary)</b>.</p>	<p>Roberta's employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Roberta's minimum salary is \$54,262. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 9.</p> <p>Naomi has an associate degree in accounting and 24 hours of credit in ECE. Naomi's staff type is teacher.</p>	<p>Naomi qualifies as a <b>teacher</b> with the <b>“AA” wage supplement (and minimum salary)</b>.</p>	<p>Naomi's employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Naomi's minimum salary is \$63,838. Her employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>
<p>Example 9.</p> <p>Charles has an associate degree in early childhood. Charles' staff type is teacher.</p>	<p>Charles qualifies as a <b>teacher</b> with the <b>“AA” wage supplement (and minimum salary)</b>.</p>	<p>Charles' employer opted in to the Pay Equity Fund starting in Q1.</p>	<p>Charles' minimum salary is \$63,838. His employer is required to pay the minimum salary starting the first feasible payroll cycle following receipt of the Q1 payment in December 2023.</p>

*\*Examples assume individuals have staff records in DELLT that are approved and include all required supporting documentation.*



# Questions?

For more information on FY24 Early Childhood Educator Pay Equity Fund, please visit:  
[osse.dc.gov/fy24ecepayequity](https://osse.dc.gov/fy24ecepayequity).

Questions:

- [OSSE.ECEPayEquity@dc.gov](mailto:OSSE.ECEPayEquity@dc.gov)

# Additional Resources

[Frequently Asked Questions for Early Childhood Educators](#)



[Guide for Determining an Educator's Minimum Salary](#)



[How Staffing Changes Impact CDF Payroll Funding Formula Awards](#)

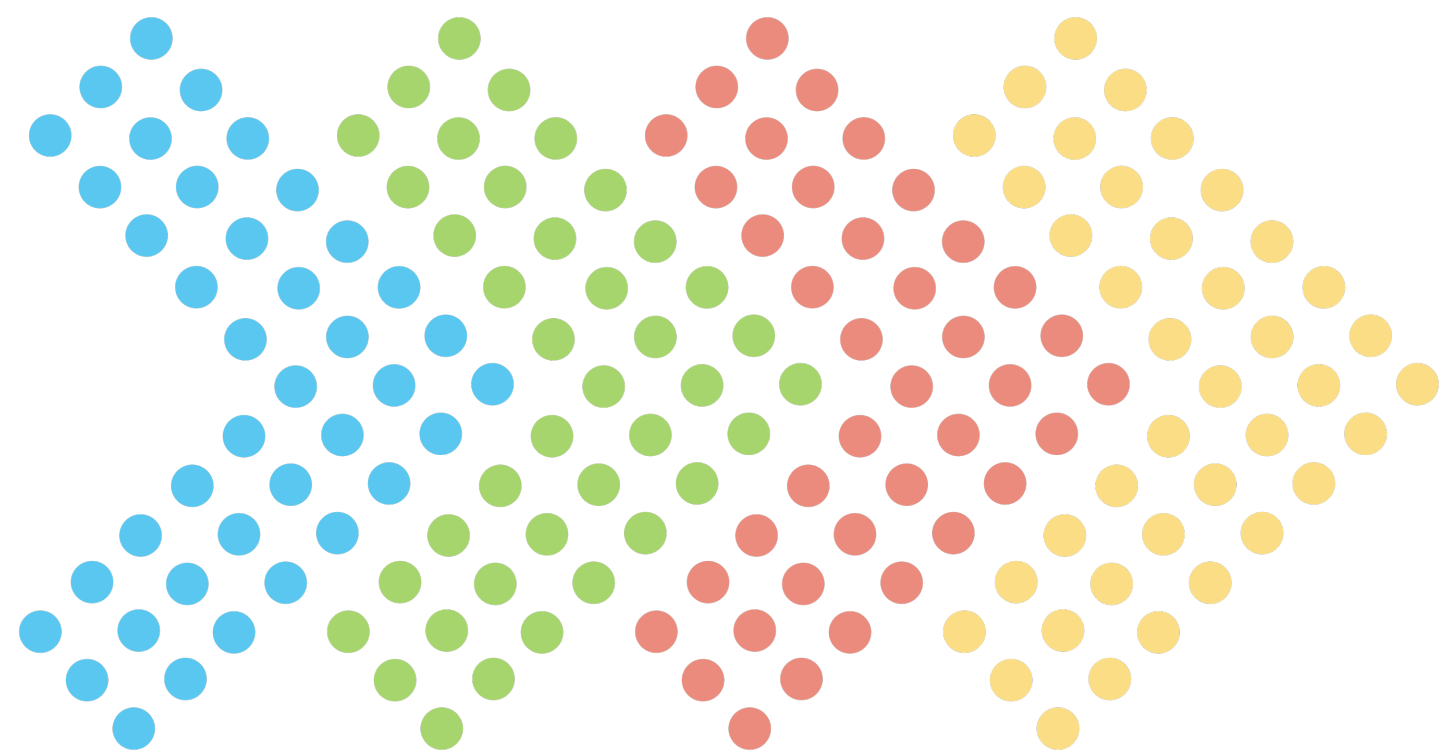


[FY24 Waivers: What Early Childhood Educators Need to Know](#)



# CLOSING THOUGHTS

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THANK YOU



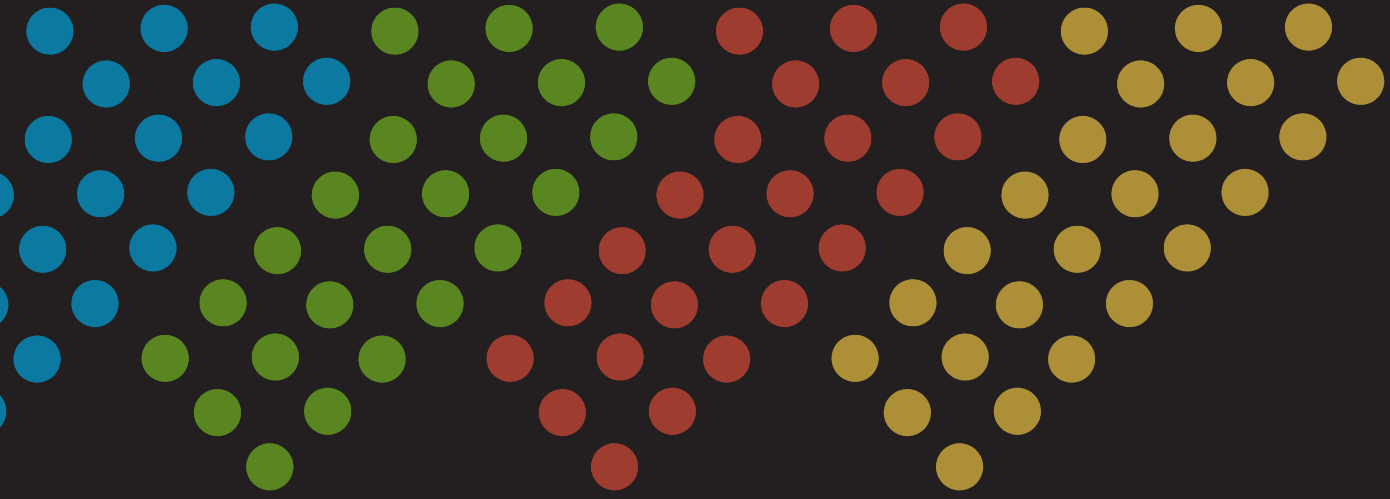


**DC EARLY EDX**

# ZONE 3: ADMINIS TRATORS

Breakout Sessions





Level-Up!  
High-Impact Mental Wellbeing  
Practices for Early Childhood  
Educators

DC EARLY EDX 2024  
LEVEL-UP HIGH IMPACT MENTAL WELL-  
BEING PRACTICES FOR ADMINISTRATORS OF  
EARLY CHILDHOOD PROGRAMS

**Self-Care to Collective Care: Strategies of  
Resistance for Building Resilience**

**Presenter: Dr. Cynthia Greer**

# LEARNING OUTCOMES

## Administrators will be able to:

- To identify how they have been impacted by collective, Secondary/vicarious trauma and compassion fatigue
- To define self-care and collective care as strategies of resistance and determine how their organization can be more trauma-informed and responsive
- To identify barriers to self-care and collective care
- To identify specific realistic self-care strategies, and as an administrator identify strategies that promote collective care

“Self-care is fundamentally about the interconnectedness of bodies, minds and spirits, and the interconnectedness of health, well-being, and work.” (Wong, Norma, 2022)

## AFFIRMATIONS

Stand and turn to the person to your right  
and say...

# State of Mental Health in the U.S.

- Pre-Post COVID–19
- Pandemic Grief
- 1.2 Million deaths in the U.S.
- Essential Workers – paychecks not reflective of this designation
- People leaving their jobs and changing careers, especially in Education

# Elmo, the Muppet Character Asked: "How is Everyone Doing?"

20 million views and Thousands of Responses later

Elmo and CNN Interview

[https://www.youtube.com/watch?v=fJOdj\\_f71U](https://www.youtube.com/watch?v=fJOdj_f71U)

# Brain Science - "The Body Keeps the Score"

The Physical and mental health impact of Trauma  
(Trauma is the body's protective response to an event or a series of events that is perceived as potentially dangerous. Trauma can "get stuck in the body" until the trauma is addressed. "Trauma always happens *in the body*".)

- Collective
- Secondary/vicarious/Compassion Fatigue
- Racial and other 'isms'



# Definitions of Forms of Trauma

- **Collective Trauma** :A shared experience of helplessness, disorientation, and loss among a group of people. The threatening event gives rise to a shared identity despite the victimized individuals having different personalities and family backgrounds, different coping mechanisms, and capacities for resilience (Dr. Molly Castelloe)
- ***Vicarious Trauma*** ▪ The emotional residue of exposure to traumatic stories and experiences of others through work; witnessing fear, pain, and terror that others have experienced; a pre-occupation with horrific stories told to the professional (American Counseling Association, 2016) ▪ Sometimes referred to as “secondary traumatization, secondary stress disorder, or insidious trauma” (ACA, 2016) ▪ Included in the DSM-5 as part of the cluster of “trauma and stressor-related disorders” ▪ Vicarious Trauma is not the same as “burnout”.

# Definitions of Forms of Trauma Cont.

- **Compassion Fatigue** ▪ Beyond empathy, it is also known as secondary traumatic stress (STS), a condition characterized by a gradual lessening of compassion over time. ▪ Can happen quite quickly (as opposed to vicarious trauma or burnout) and is responsive to evidence-based treatment interventions.
- **Racial Trauma:** refers to the emotional impact of stress related to racism, racial discrimination, and race-related stressors. Racial trauma can refer to a specific incident of racial discrimination or the ongoing, harmful emotional impact of racial discrimination that builds up over time (National Institute of Mental Health)

# Trauma Informed and Responsive:

A framework for how services are delivered. It is based on knowledge and understanding of how trauma can affect people's lives. Trauma-informed care means that systems/organizations are aware and sensitive to a person's history of trauma and how this might affect their behavior and the services they need **and** the needs of the people working in these systems.

Trauma-informed care should involve all staff in an organization. All administrators and staff members need to have the skills and sensitivity to provide safety and support for those in the organization as well as the people who are being served.

# Creating a Safe and Healthy Environment – Collective Care: Examples

## Administrators:

- Must set the example and serve as an example of self-care
- Facilitate a healthy lifestyle in the workplace
- Remind staff and colleagues of psycho-social support that is available for physical and mental health
- Ensure as much as possible that workloads are equitable
- Ensure that staff and colleagues have reasonable work hours and that non-work hours are respected
- Provide acceptance and permission to take time for lunch and rest

# Self-care as a Strategy of Resistance and as a Political Act

“Resilience is a form of protection that consists of preparing yourself to overcome threats and Trauma.” (Chamberlain, L. 2020)

In understanding systems, and working within systems that are difficult to change, self-care and collective care become political acts of resistance.

“Self-care forms habits that build resilience.”

# Lack of Self-Care – A Form of Repression

“Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.”  
(Audre Lorde)

## Obstacles to Self-Care:

- Guilt – a belief that self-care is selfish
- Belief in self-sacrifice for the good of the mission
- Super woman, “man up” and the “push through”

# What We Can Learn About Self-Care from Children

Bring forth the inner child:

- Be authentic
- Lean into joy, practice joy, enjoy the simple things
- Avoid toxic people – trust your instincts
- Laugh out loud, find a safe space to have a good cry
- Stop when tired
- PLAY! Play by yourself and with others

# Specific Self-Care Strategies for Administrators

- Find a mentor that you can trust and can be available, and who will tell you the truth – check in regularly – “ find a soft place to land”
- Find professional collections away from your school
- Build routines – identify and define roles and responsibilities. Is there anything you can give up
- Reflect and Reframe – journaling, taking time for gratitude
- Be mindful – take a breath
- Be the example of taking care of your mental and physical health with your staff and colleagues



# Specific Self-Care/Well-Being Strategies

- Establish a realistic self-care plan
- Breathe from the diaphragm
- Rest as Resistance!
- Sleep
- Find and connect with true friends. Establish healthy support systems
- Evaluate family relationships
- Set boundaries about the use of technology/define the relationship with technology

# Additional Self-Care Strategies

- Ask for a hug when needed from your tribe. Ask first, whether you can give a hug.
- Find time to reflect on what brings joy and happiness to your life
- Write a mission statement, and live with purpose
- Set boundaries around work hours
- Enjoy the mocktail – just chill
- Engage in mindfulness, religious/spiritual activities
- Relax using the arts and/or nature

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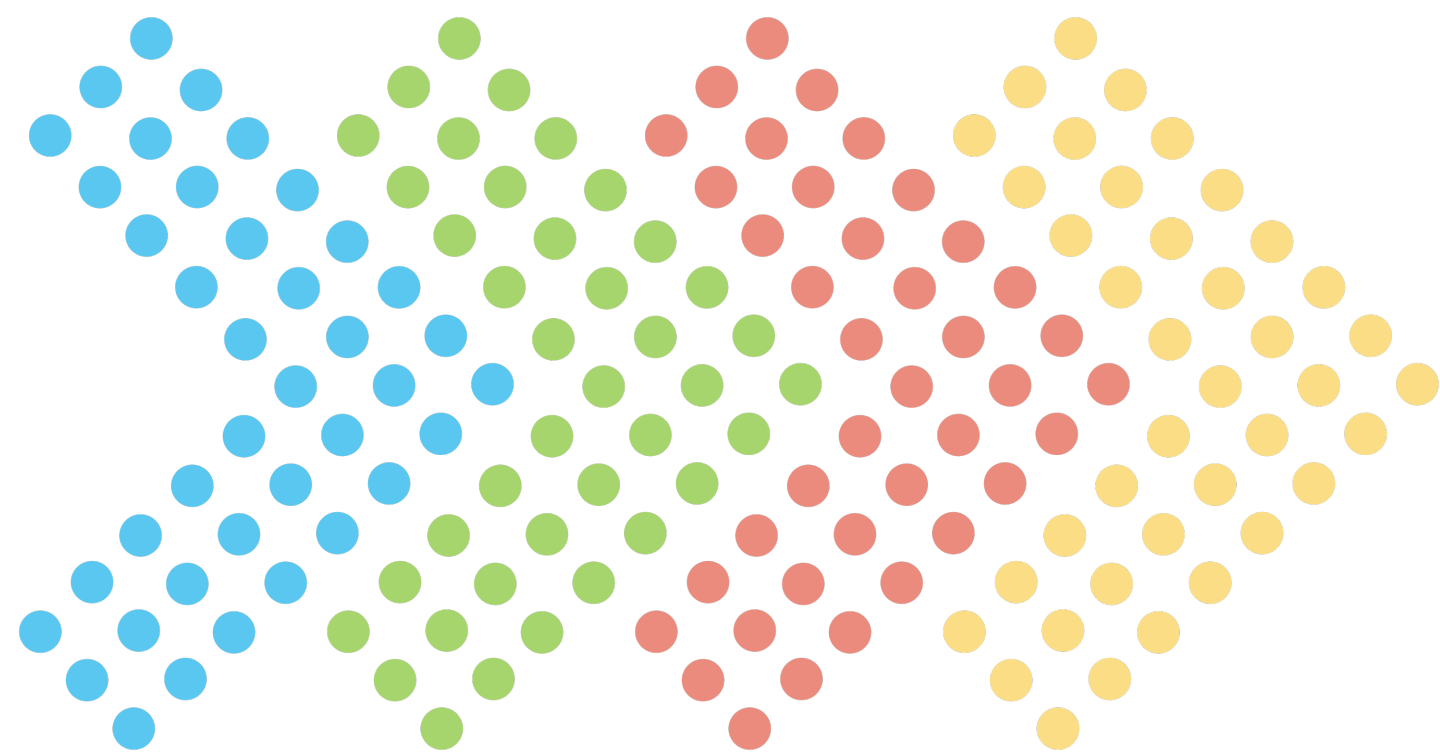
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# CLOSING THOUGHTS

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THANK YOU