

Trauma Informed Care



Modules 1–4 Workbook

Produced by
Cultivate Learning



Funded by
Ballmer Group



Table of Contents

<u>Self-Care Practice Log</u>	<u>3</u>	Well-Being Activities _____	22
<u>Self-Care Practice List</u>	<u>4</u>	Learning More About Families _____	24
<u>Module 1</u>	<u>5</u>	<u>Module 3</u>	<u>25</u>
Frames of Mind _____	5	Vocabulary _____	25
Vocabulary _____	6	Reflection: Challenging Behaviors _____	26
Bioecological Model: What is Your Developmental Story? _____	7	Reflect on Your Program _____	28
Temperament Reflection _____	8	The Trauma-Sensitive Classroom	
Practicing Reflective Function _____	9	Trauma-Sensitive School Checklist _____	28
Self-Regulated Learning _____	10	Storytelling _____	30
<u>Module 2</u>	<u>11</u>	Resilience Self-Reflection Assessment	31
A Quiet Place Reflection _____	11	Responding to the Resilience Self-Reflection Assessment _____	33
Vocabulary _____	12	Burnout Self-Assessment _____	34
Regulation Check-In 1 _____	13	Well-Being Plan _____	37
Trauma Across the Bioecological Model _____	14	<u>Module 4</u>	<u>39</u>
Regulation Check-In 2 _____	16	Vocabulary _____	39
Mandala _____	17	Practice Reflective Function _____	40
Intersectionality Reflection _____	18	Reflection Exercise _____	41
Regulation Check-In 3 _____	19	SMART Goal for Classroom Strategies	42
Self-Regulation Strategy List _____	20	SMART Goal _____	43
Coloring Page _____	21	Who Do You Usually Reach Out to for Support? _____	44
		My Community Resource List _____	45



Self-Care Practice Log

Use this sheet to keep track of your self-care practices.

Date	Practice	Reflection



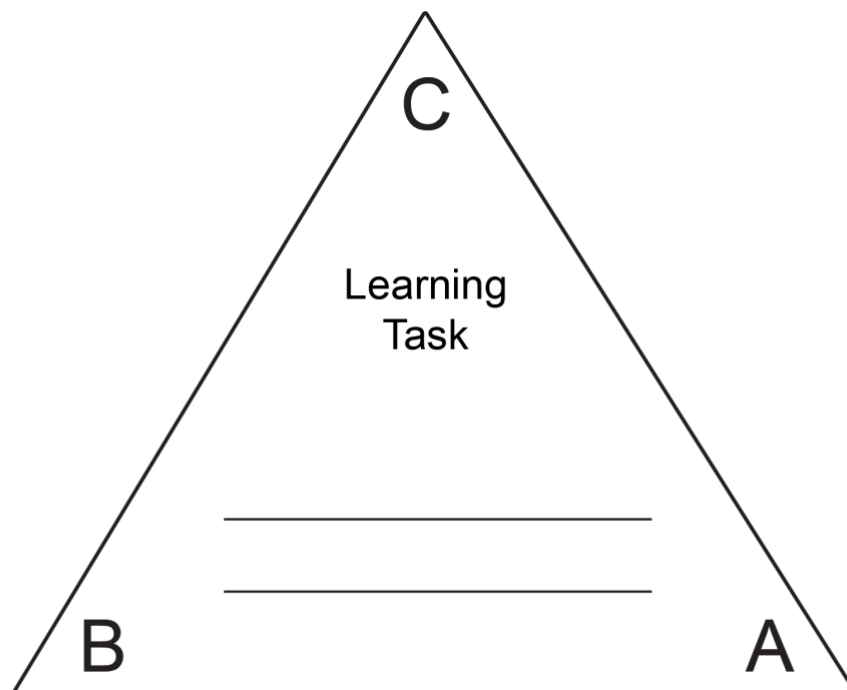
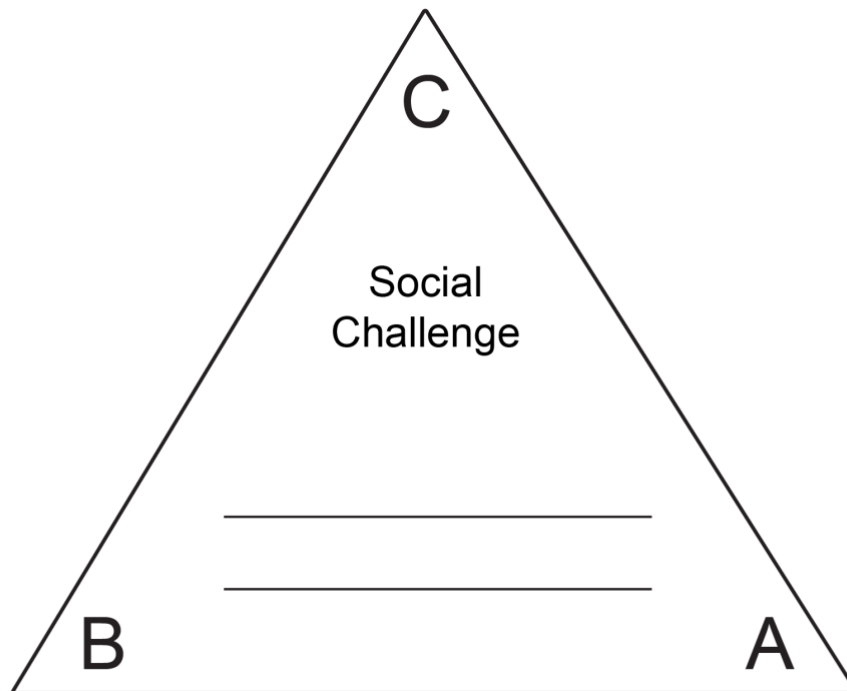
Self-Care Practice List

Write down your current self-care practices and the new ones you are introduced to through the modules. You will then have an easy reference list for the future.

[illegible]

Module 1

Frames of Mind



Vocabulary

Affect, body, and cognition

Proximal processes (serve and return)

Mental states

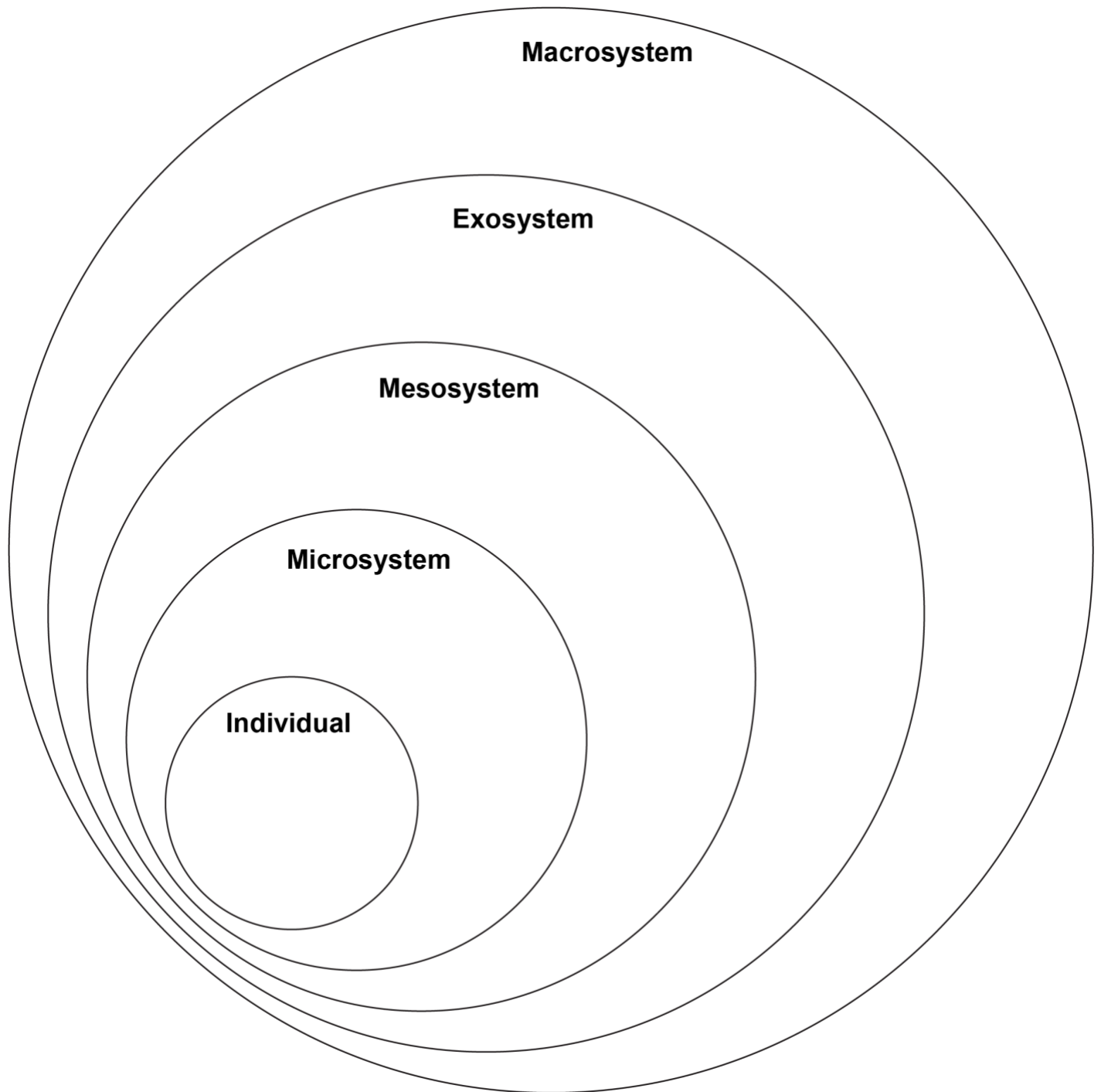
Reflective function

Mutual regulation (or co-regulation)

Implicit bias



Bioecological Model: What is Your Developmental Story?



Temperament Reflection

Temperament Continuum

HANDOUT 23



Place the initials of each of the children in your care on the continuum for each trait based on your observations and discussions with the child's family. Then, write your initials where you feel you fall on each trait in the continuum. Use this tool to analyze where your temperament is similar and different to the children you care for. Then, knowing that it is the adult who must adjust to make the "fit" good, use the suggestions above to create care strategies that provide the best possible experience for each child.

Activity Level:

Very Active

wiggle and squirm, difficulty sitting still

Not Active

sit back quietly, prefer quiet sedentary activities

Distractibility:

Very Distractible

Difficulty concentrating

Difficulty paying attention when engaged in an activity

Easily distracted by sounds or sights during activities

Not Distractible

High degree of concentration

Pays attention when engaged in an activity

Not easily distracted by sounds or sights during activities

Intensity:

Very Intense

Intense positive and negative emotions

Strong reactions

Not Intense

Muted emotional reactions

Regularity:

Very Regular

Predictable appetite, sleep patterns, elimination

Not Regular

Unpredictable appetite, sleep patterns, elimination

Sensory Threshold:

High Threshold

Not sensitive to physical stimuli including sounds, tastes, touch, temperature changes

Falls asleep anywhere, tries new foods, wears new clothing easily

Low Threshold

Sensitive to physical stimuli including sounds, tastes, touch, temperature changes

Picky eater, difficulty sleeping in strange crib/bed

Approach/Withdrawal:

Tendency to Approach

Eagerly approaches new situations or people

Tendency to Withdraw

Hesitant and resistant when faced with new situations, people, or things.

Adaptability:

Very Adaptable

Transitions easily to new activities and situations

Difficulty Adapting

Has difficulty transitioning to new activities or situations

Persistence:

Persistent

Continues with a task or activity in the face of obstacles

Doesn't become frustrated easily

Easily Frustrated

Moves on to a new task or activity when

faced with obstacles. Gets frustrated easily

Mood:

Positive Mood

Reacts to the world in a positive way, generally cheerful

Serious Mood

Reacts to situations negatively, mood is generally serious

¹ ZERO TO THREE. Retrieved from worldwideweb http://www.zerotothree.org/site/PageServer?pagename=key_temp June 11, 2009

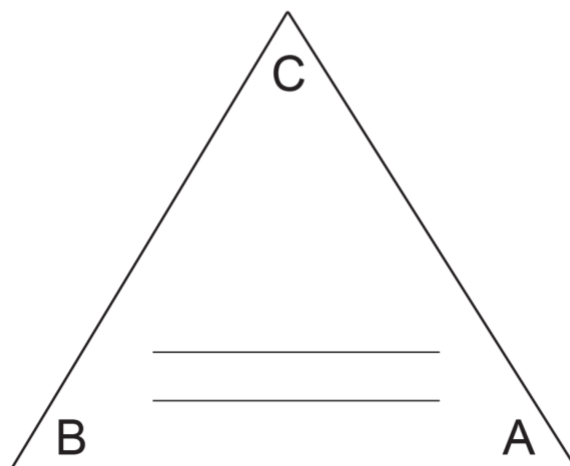
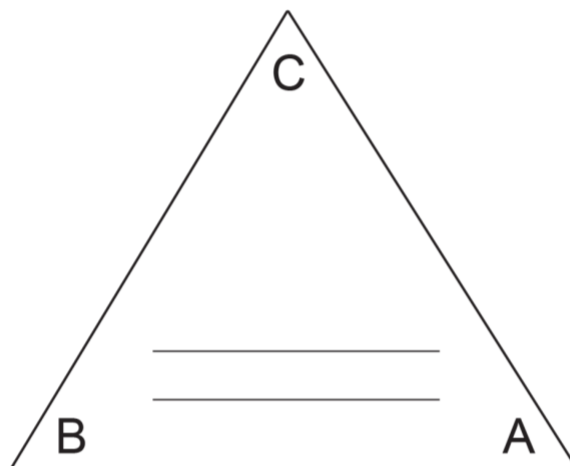
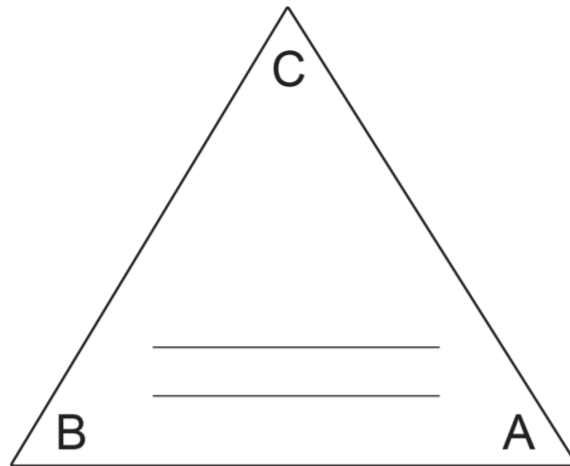
² Dimensions of temperament (found in several places and merged/adapted)

³ WestEd. (1995). The Program for Infant/Toddler Caregivers' (PITC) Trainers Manual, module 1: Social-emotional growth and socialization (p. 21). Sacramento, CA: California Department of Education.

⁴ Thomas, Chess, Birch, Hertzog, & Korn, 1963.



Practicing Reflective Function



Self-Regulated Learning

What are your learning goals for completing these modules? Write down your goals for completing the modules (e.g. get through them, find out more about how to work with a specific child, discover 3 things I can do with families)

Affect: What do you want to gain? How do you feel about the work ahead? Do you have any “negative” feelings of anxiety or fear? Are you excited?

Body: What environment works best to support your learning? What behavioral strategies do you use to help you get your work done and work well? What do you typically do if you have the negative feelings listed above? What can you do to help realize your goals and make you feel good?

Cognition: What do you believe about your ability to achieve your learning goals? How do you—or how can you—use your thoughts to help you stay regulated toward learning? (e.g. “I can spend 20 minutes working on this,” versus “I will never get this done.”)



Module 2

A Quiet Place Reflection



Where are you on the scale after the activity?

How was that activity for you? Was it helpful?

[illegible]

Vocabulary

Adverse experiences

Positive stress

Tolerable stress

Toxic stress

Trauma

Epigenetics

Historical trauma

Systemic racism

Intersectionality

Well-being

Resilience



Regulation Check-In 1



Check-in: Go back to the 1–5 scale we learned about earlier. Where are you right now?

Now practice mindfulness by watching the video [Notice Five Things](#) (3 min. 29 s.).

Where are you on the scale after the video?

How was this activity? What did you notice? Was this a helpful self-regulation strategy for you?



Reflection 1: Trauma Across the Bioecological Model

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.



Reflection 2: Bias in Schools

Please watch the video [Bias Isn't Just a Police Problem, It's a Preschool Problem](#) (2 min.) and take notes in your workbook about things that stood out to you. After watching it, think about other ways our education system benefits particular students and how schools might perpetuate systems that cause stress to children and families. Be prepared to discuss your thoughts during the next in-person session.

[illegible]

Regulation Check-In 2



Check-in: Where are you on that scale from 1–5?

Do you need to use a self-regulation strategy? Do you need any support? You can add on to your bioecological model or color the mandala provided. If you are adding on to your bioecological model, what has had an impact?

Where are you on the scale after the activity? How was it? Was it a helpful strategy?



Mandala



Mandala: Deep Waters by Angela R. From Monday Mandala.



Intersectionality Reflection

“Identity isn’t simply a self-contained unit, it is a relationship between people and history, people and communities, [and] people and institutions.”—Kimberlé Crenshaw

Reflection Questions: You can write your answers to the following questions in the workbook, draw relevant pictures on the back of the page, or do whatever else makes sense to you to illustrate your own intersectionality.

What does this quote mean to you?

Looking at the graphic of the areas of identity, reflect on how you identify within each area.

Thinking about systemic racism and structural oppression and intersectionality, what identities, privileges, and positions of power do you hold?

If you belong to a dominant culture (e.g. White, cis-gendered, able-bodied, heterosexual), think about people you know who have multiple intersectionalities, or the children you have worked with. If you can’t think of anyone, why do you think that is?

Consider the families you work with. How does this help you understand their experiences and your relationship with them?



Regulation Check-In 3



Check-in: Where are you on that scale from 1–5?

Do you need to do a mindfulness or other self-regulation activity to return to your most calm and present self? **Pick a strategy from the self-regulation list on the next page and try it out.**

Reflection: How are you feeling afterward? How did it go? Was it helpful?



Self-Regulation Strategy List

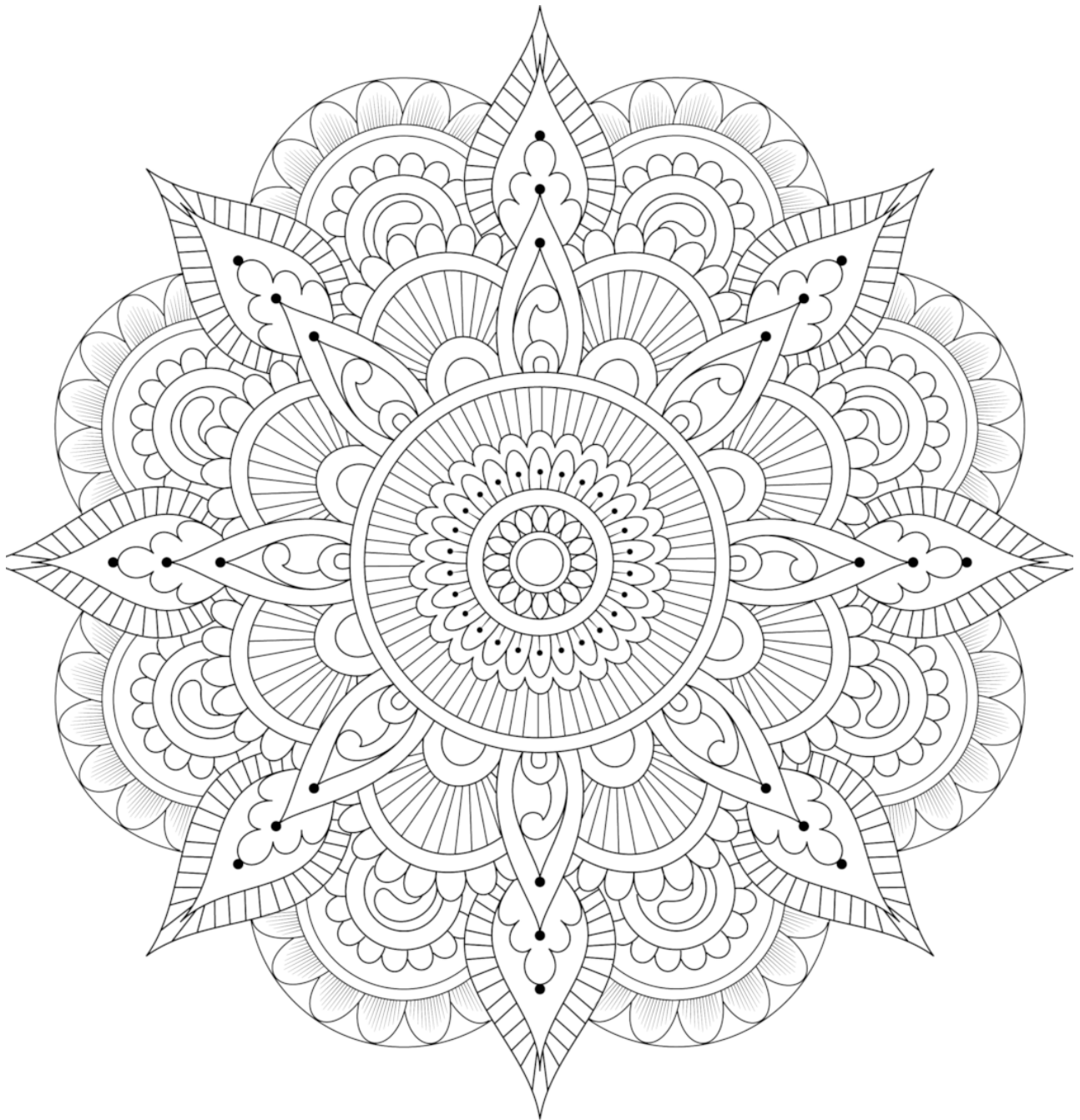
Here are some self-regulation strategies you can choose from:

- **Notice Five Things**
- **A Quiet place**
 - Take a deep belly breath for 5 seconds. Imagine a calm, peaceful space. Maybe it's sitting with a special person, like a friend or family member, or maybe it's watching your children sleep. Maybe it's a place like a favorite park bench or a vacation memory. Maybe it's a space that is all yours, like driving home listening to your favorite song, or sipping a cup of coffee on your patio. Your quiet place is yours, and yours alone. Imagine yourself there. Take another deep breath for 5 seconds. What makes it calming? What does it sound like? Look like? Smell like? How does your body feel in this space? What emotions come up? What thoughts run through your head? In times of big sadness, stress, or anger, this place is available to you within your mind, even if you can't go there. It's a place that can offer you relief—a calm space when you are experiencing big emotions. Taking the time each day to still your body and bring your mind into this quiet place will help you find it in times of stress. It will also help build the brain connections of a calm and integrated mind.
- Mandala coloring page
- Additional ideas:
 - **Body scan:** Take a few minutes to check in with your body. Let's start with your head and neck. Does your jaw feel stiff? Try opening your mouth really wide or make different facial expressions to move your face. Maybe massage your own neck to release some tension. Now bring your awareness to your back and shoulders—do you need to do a quick stretch? You can do some shoulder rolls to get your body moving a little. What about your arms? And your hands? If you need to, roll your wrist around a few times or do a couple of arm swings. Next, move down to your legs. How do they feel? Do you hold any tension there? Do you need to stretch your legs or your hips? Lastly, bring your awareness to your feet. How do they feel? Do you need to stretch them out or move your feet a bit? Is there any tension anywhere else on your body that needs a second look? How are you feeling now?
 - **Belly breaths:** Take a moment to do 10 slow belly breaths. Breathing in while counting to 6 in your head and breathing out for 6 counts.
 - **Rainbow walk:** Go for a quick walk, or try a rainbow walk. While you are on your walk, see if you can notice something red, something orange, something yellow, something green, something blue, and something purple. If you've walked here before, did you notice anything new about your surroundings?
 - **Gratitude journaling:** In your journal, or on a piece of paper, write down and describe 3–5 things you are grateful for today.



Coloring Page

Directions: Find some markers or your favorite pens or crayons. Set a timer for 5 –10 minutes and start coloring. Let the thoughts flow by. Include a line at the top of the paper describing how you feel before you start and a line at the bottom describing how you feel after.



Mandala: Only Dreaming by Varda K. From Monday Mandala.



Well-Being Activities

Self-Soothing	Self-Care
• Enjoy entertainment • Take bubble baths, get massages, etc. • Spend time in nature • Engage in creative expression • Have a food or beverage treat • Spend time doing things you enjoy • Use a mantra or do a breathing exercise • Talk to a friend • Take a nap	• Embrace “no” • Schedule self-check-ins • Know your warning signs • Balance your priorities and your time • Set appropriate boundaries • Work within your scope • Eat, move, and sleep to promote physical health • Do a relaxation technique or meditation • Seek therapy, if needed • Access medical care • Seek education, supervision, and peer support • Build an altar with loved objects, photos, and other items of personal importance

Organizational Care	Community Care
• Take trainings on trauma informed care and self-care • Foster connection throughout your organization • Develop policies and procedures that check staff bias • Diversify and balance workloads • Reduce the stigma of mental health needs and challenges • Offer staff mental health resources, wellness programs, and/or activities • Encourage reflections and debriefing • Address boundary issues • Engage in reflective supervision • Survey staff and respond to feedback • Take part in advocacy work	• Participate in peace making circles, community ceremonies • Offer to provide childcare • Build intimate relationships outside of romantic relationships • Offer your skills, knowledge, and networks to others • Foster intergenerational relationships • Engage with the communities you serve • Volunteer and/or financially support a need in your community • Get involved in local politics and advocacy • Buy from and support local businesses • Engage in events with others from your culture • Introduce yourself to your neighbor • Ask for help • Be open to receiving support from others



[illegible][illegible]

Learning More About Families

Below is set of questions we can use to gather information from families we serve, throughout our relationship with them. Keep these questions in mind as you spend time with families in formal settings like parent conferences, or in more informal gatherings, and consider them talking points. Learning more about families allows us to be more culturally responsive by honoring families' cultural and historical contexts.

Tell us about your family and your family's background. For example: siblings, who lives in your home, where you may have lived previously, etc.

Tell us about the holidays, traditions, and/or customs that your family observes and explain how you observe them—what activities you do, what food you eat, what music you listen to, what clothing you wear, or what artifacts you use that represent your culture, etc.

Tell us about some of the different occupations and professions represented in your family.

What kind of things do you do as a family? How do you spend your free time? For example: sports participation, TV watching, pets in the home, games, etc.

Here is a list of some qualities that families view as desirable for their children to recognize and value. Which, if any, do you consider to be especially important?

Independence

Hard work

Feeling of responsibility

Imagination

Tolerance and respect for other people

Determination, perseverance

Religious faith

Unselfishness

Obedience

Self-expression

Are there any other areas that your family values?

Adapted from Young Start. Wisconsin's Child Care Quality Rating and Improvement System.



Module 3

Vocabulary

Attunement

Hypervigilance

Hypoarousal

Secondary trauma

Compassion fatigue



Reflection: Challenging Behaviors

What do you think about this information? Do a 2-minute free write about it.

Did it remind you of any children you've worked with in the past?

Write down a short story of the child you are reminded of. What did they do? What did you do? How did you feel? How did they feel? What did they think?



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Reflect on Your Program

Select one of the categories and complete the Trauma-Sensitive School Checklist to assess your program or school. Below are the categories.

- Schoolwide policies and practices
- Classroom strategies and techniques
- Collaboration and linkages with mental health support
- Family partnership
- Community linkages

The Trauma-Sensitive Classroom Trauma-Sensitive School Checklist

[The Trauma-Sensitive Classroom Trauma-Sensitive School Checklist](#)

Schoolwide Policies and Practices

- School contains a predictable and safe environment (including classrooms, hallways, playground, and school buses) that is attentive to transitions and sensory needs.
- Leadership (including the principal and/or superintendent) develops and implements a trauma-sensitive action plan, identifies barriers to progress, and evaluates success.
- General and special educators consider the role that trauma (both individual and collective) may be playing in students' learning difficulties at school.
- Discipline policies balance accountability with an understanding of trauma and the history of disproportionality of discipline among children of color.
- Support for staff is available on a regular basis, including supervision and/or consultation with a trauma expert, classroom observation, and opportunities for teamwork.
- Opportunities exist for confidential discussion about students.
- School participates in safety planning, including enforcement of court orders, transferring records safely, restricting access to student record information, and sensitive handling of reports of suspected incidents of abuse or neglect.
- Ongoing professional development opportunities occur as determined by staff needs assessments.
- School leadership and the school community recognize and respect cultural differences and the impact structural inequality has on children, individuals, and the community the school serves.



Classroom Strategies and Techniques

- Expectations are communicated in clear, concise, and positive ways, and goals for achievement of students affected by traumatic experiences are consistent with the rest of the class.
- Students' strengths and interests are encouraged and incorporated.
- Activities are structured in predictable and emotionally safe ways.
- Opportunities exist for students to learn and practice regulation of emotions and modulation of behaviors.
- Classroom employs positive supports for behavior.
- Information is presented and learning is assessed using multiple modes.
- Opportunities exist for learning how to interact effectively with others.
- Opportunities exist for learning how to plan and follow through on assignments.

Collaboration and Linkages with Mental Health Support

- Policies describe how, when, and where to refer families for mental health supports.
- Staff actively facilitate and follow through in supporting families and helping them find access to trauma-competent mental health services.
- Access exists to trauma-competent services for prevention, early intervention, treatment, and crisis intervention.
- Protocols exist for helping students transition back to school from other placements.
- Mental health services are linguistically appropriate and culturally competent.
- Staff has regular opportunities for assistance from mental health providers in responding appropriately and confidentially to families.

Family Partnership

- Staff uses a repertoire of skills to actively engage and build positive relationships with families, taking into account family cultures, languages, race, and ethnicity.
- Strategies to involve parents are tailored to meet individual family needs and include flexibility in selecting times and places for meetings, availability of interpreters, and availability of translated materials.
- All communication with and regarding families respects the bounds of confidentiality.

Community Linkages

- Schools develop and maintain ongoing partnerships with state human service agencies and with community-based agencies to facilitate access to resources.
- When possible, schools and community agencies leverage funding to increase the array of supports available.



Storytelling

Think about the relationships you have with the children you serve, and choose one where you have used relationships to buffer, heal, or repair a negative experience a child was going through.

Tell us a story illustrating these connections. You may choose to tell the story using any of the following modalities:

- Write a short story
- Song
- Poem
- Drawing
- Record voice memo
- Other

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

We'll be sharing these stories, songs, poems, drawings, voice memos, etc. during our next live session.



Resilience Self-Reflection Assessment

Resilience is the ability to navigate and recover from adversity with awareness, intention, and skill. Resilience develops naturally through healthy connections to others, balanced self-care, and an open, engaged mind.

Rate yourself on the items below, using the following scale:

In the past 3 months, how often has this statement been true for you?

1 = Never or rarely 2 = Sometimes 3 = Often 4 = Always or almost always

1. **Connections:** I have close, supportive people in my life, whom I trust AND who know each other.
1 2 3 4
2. **Benefiting Others:** I strive to benefit others without depleting myself or imposing unwelcome efforts.
1 2 3 4
3. **Physical Self-Care:** I am physically active for 30-60 minutes daily, sleep consistently and adequately, spend at least an hour in outdoor daylight, and eat a balanced and moderate diet mostly of wholesome, minimally processed foods.
1 2 3 4
4. **Stress Reduction Practice:** I participate in at least one practice to quiet my mind and body. (Examples: deep breathing, time in nature, prayer, journaling, sensory grounding, meditation, yoga, tai chi, qigong, progressive muscle relaxation, autogenic training, biofeedback, imagery work.) Other practice/s:
1 2 3 4
5. **Flexibility:** Thinking When I am going through a difficult time, I consider multiple perspectives on it as well as multiple options for responding to it.
1 2 3 4
6. **Self-Confidence:** I trust myself, my intuition, and my abilities.
1 2 3 4
7. **Openness to Experience:** I seek and enjoy experiences new to me.
1 2 3 4
8. **Workability:** I approach challenges as though I can work through them somehow.
1 2 3 4
9. **Awareness:** I notice the world around me, and I anticipate opportunities and challenges because of what I notice.
1 2 3 4



10. **History of Adaptivity, Coping w/ Adversity:** When I have faced adversities, I have found healthy and adaptive ways to work through them.
1 2 3 4
11. **Willingness:** When challenges arise, I face them and I do not deny them, ignore them, or use alcohol, other drugs, or self-harming behaviors to avoid or cope with them.
1 2 3 4
12. **Engagement:** I engage earnestly in one or more activities that offer a positive challenge, focus my attention, and deeply reward me. (Examples: meaningful work, playing a musical instrument, dance, artistic expression, volunteering, sports, deep learning.) Other activity/s:
1 2 3 4
13. **Big Picture:** I keep perspective on my challenges by considering the bigger picture. (Examples: Looking beyond my challenges to consider my strengths, supports, resources, opportunities, and privilege. Considering my challenges in the context of the adversity that others face. Considering the humor in life's challenges and absurdities. Looking for what I can learn from current and past challenges.)
1 2 3 4

Revised, Aug. 2017 – Andrew C. Weis, Ph.D., LP, Carleton College, Student Health and Counseling Interpret Your Score • Sum Score

Reviewing Your Overall Resilience Score Assessment

36 or higher

You are likely to view yourself as resilient. Assuming your view is accurate, you are likely to thrive in the face of challenges and could serve as a strong support and role model for others.

21 – 35

You are likely to view yourself as having adequate resilience, and you will likely do fine with most challenges. Unless you are selling yourself short on your assessment, you have some room for enhancing your resilience. Read below to learn more.

20 or lower

You are likely to view yourself as struggling or having limited options in the face of difficult challenges. Lower scores sometimes reflect having some strengths but limited options. Low scores across items are common among people who have had few challenges early in life or have been overwhelmed by challenges early in life. History is not destiny! Read below for ways to enhance your resilience.



Responding to the Resilience Self-Reflection Assessment

Once you have completed the Resilience Self-Reflection Assessment, answer the following questions.

Share one area the tool suggested that you might want to enhance.

How was this assessment helpful (or not) in understanding your current practices?

What was your biggest takeaway?



Burnout Self-Assessment

Complete this burnout self-assessment handout. Just fill out the form and don't worry about the scoring. Bring the answers to the next live session.

Be prepared to share what you feel comfortable to share during our next live session.

PROFESSIONAL QUALITY OF LIFE SCALE (PROQOL)					
COMPASSION SATISFACTION AND COMPASSION FATIGUE (PROQOL) VERSION 5 (2009)					
When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some-questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the <u>last 30 days</u>.					
1=Never	2=Rarely	3=Sometimes	4=Often	5=Very Often	
					1. I am happy.
					2. I am preoccupied with more than one person I [help].
					3. I get satisfaction from being able to [help] people.
					4. I feel connected to others.
					5. I jump or am startled by unexpected sounds.
					6. I feel invigorated after working with those I [help].
					7. I find it difficult to separate my personal life from my life as a [helper].
					8. I am not as productive at work because I am losing sleep over traumatic experiences of a person I [help].
					9. I think that I might have been affected by the traumatic stress of those I [help].
					10. I feel trapped by my job as a [helper].
					11. Because of my [helping], I have felt "on edge" about various things.
					12. I like my work as a [helper].
					13. I feel depressed because of the traumatic experiences of the people I [help].
					14. I feel as though I am experiencing the trauma of someone I have [helped].
					15. I have beliefs that sustain me.
					16. I am pleased with how I am able to keep up with [helping] techniques and protocols.
					17. I am the person I always wanted to be.
					18. My work makes me feel satisfied.
					19. I feel worn out because of my work as a [helper].
					20. I have happy thoughts and feelings about those I [help] and how I could help them.
					21. I feel overwhelmed because my case [work] load seems endless.
					22. I believe I can make a difference through my work.
					23. I avoid certain activities or situations because they remind me of frightening experiences of the people I [help].
					24. I am proud of what I can do to [help].
					25. As a result of my [helping], I have intrusive, frightening thoughts.
					26. I feel "bogged down" by the system.
					27. I have thoughts that I am a "success" as a [helper].
					28. I can't recall important parts of my work with trauma victims.
					29. I am a very caring person.
					30. I am happy that I chose to do this work.

YOUR SCORES ON THE PROQOL: PROFESSIONAL QUALITY OF LIFE SCREENING

Based on your responses, place your personal scores below. If you have any concerns, you should discuss them with a physical or mental health care professional.

Compassion Satisfaction _____

Compassion satisfaction is about the pleasure you derive from being able to do your work well. For example, you may feel like it is a pleasure to help others through your work. You may feel positively about your colleagues or your ability to contribute to the work setting or even the greater good of society. Higher scores on this scale represent a greater satisfaction related to your ability to be an effective caregiver in your job.

If you are in the higher range, you probably derive a good deal of professional satisfaction from your position. If your scores are below 23, you may either find problems with your job, or there may be some other reason—for example, you might derive your satisfaction from activities other than your job. (Alpha scale reliability 0.88)

Burnout _____

Most people have an intuitive idea of what burnout is. From the research perspective, burnout is one of the elements of Compassion Fatigue (CF). It is associated with feelings of hopelessness and difficulties in dealing with work or in doing your job effectively. These negative feelings usually have a gradual onset. They can reflect the feeling that your efforts make no difference, or they can be associated with a very high workload or a non-supportive work environment. Higher scores on this scale mean that you are at higher risk for burnout.

If your score is below 23, this probably reflects positive feelings about your ability to be effective in your work. If you score above 41, you may wish to think about what at work makes you feel like you are not effective in your position. Your score may reflect your mood; perhaps you were having a “bad day” or are in need of some time off. If the high score persists or if it is reflective of other worries, it may be a cause for concern. (Alpha scale reliability 0.75)

Secondary Traumatic Stress _____

The second component of Compassion Fatigue (CF) is secondary traumatic stress (STS). It is about your work related, secondary exposure to extremely or traumatically stressful events. Developing problems due to exposure to other's trauma is somewhat rare but does happen to many people who care for those who have experienced extremely or traumatically stressful events. For example, you may repeatedly hear stories about the traumatic things that happen to other people, commonly called Vicarious Traumatization. If your work puts you directly in the path of danger, for example, field work in a war or area of civil violence, this is not secondary exposure; your exposure is primary. However, if you are exposed to others' traumatic events as a result of your work, for example, as a therapist or an emergency worker, this is secondary exposure. The symptoms of STS are usually rapid in onset and associated with a particular event. They may include being afraid, having difficulty sleeping, having images of the upsetting event pop into your mind, or avoiding things that remind you of the event.

If your score is above 41, you may want to take some time to think about what at work may be frightening to you or if there is some other reason for the elevated score. While higher scores do not mean that you do have a problem, they are an indication that you may want to examine how you feel about your work and your work environment. You may wish to discuss this with your supervisor, a colleague, or a health care professional. (Alpha scale reliability 0.81)



WHAT IS MY SCORE AND WHAT DOES IT MEAN?

In this section, you will score your test so you understand the interpretation for you. To find your score on **each section**, total the questions listed on the left and then find your score in the table on the right of the section.

Compassion Satisfaction Scale

Copy your rating on each of these questions on to this table and add them up. When you have added then up you can find your score on the table to the right.

3. _____
6. _____
12. _____
16. _____
18. _____
20. _____
22. _____
24. _____
27. _____
30. _____

Total: _____

The sum of my Compassion Satisfaction questions is	And my Compassion Satisfaction level is
22 or less	Low
Between 23 and 41	Moderate
42 or more	High

Burnout Scale

On the burnout scale you will need to take an extra step. Starred items are “reverse scored.” If you scored the item 1, write a 5 beside it. The reason we ask you to reverse the scores is because scientifically the measure works better when these questions are asked in a positive way though they can tell us more about their negative form. For example, question 1. “I am happy” tells us more about

- *1. _____ = _____
*4. _____ = _____
8. _____
10. _____
*15. _____ = _____
*17. _____ = _____
19. _____
21. _____
26. _____
*29. _____ = _____

Total: _____

The sum of my Burnout Questions is	And my Burnout level is
22 or less	Low
Between 23 and 41	Moderate
42 or more	High

You Wrote	Change to
	5
2	4
3	3
4	2
5	1

the effects of helping when you are *not* happy so you reverse the score

Secondary Traumatic Stress Scale

Just like you did on Compassion Satisfaction, copy your rating on each of these questions on to this table and add them up. When you have added then up you can find your score on the table to the right.

2. _____
5. _____
7. _____
9. _____
11. _____
13. _____
14. _____
23. _____
25. _____
28. _____

Total: _____

The sum of my Secondary Trauma questions is	And my Secondary Traumatic Stress level is
22 or less	Low
Between 23 and 41	Moderate
42 or more	High

© B. Hudnall Stamm, 2009-2012. Professional Quality of Life: Compassion Satisfaction and Fatigue Version 5 (ProQOL). www.proqol.org. This test may be freely copied as long as (a) author is credited, (b) no changes are made, and (c) it is not sold. Those interested in using the test should visit www.proqol.org to verify that the copy they are using is the most current version of the test.



Well-Being Plan

Please select a few strategies that are Specific, Measurable, Achievable, Relevant, and time bound (SMART). Remember that SMART goals or strategies are:

- **Specific:** The strategy is simple and focused on one particular behavior or need.
- **Measurable:** The strategy can be quantified, or you can keep track of its progress.
- **Achievable:** The strategy is feasible to implement given your time and the supports available in your program.
- **Relevant:** The strategy is reasonable and based on your program's needs or children's needs.
- **Time bound:** The strategy can be implemented within a reasonable amount of time

1. Well-Being Component: Self-Soothing

SMART goal/strategy

Action/steps

By when?

How will I measure success?

2. Well-Being Component: Self-Care

SMART goal/strategy

Action/steps

By when?

How will I measure success?



3. Well-Being Component: Organizational Care

SMART goal/strategy

Action/steps

By when?

How will I measure success?

4. Well-Being Component: Community Care

SMART goal/strategy

Action/steps

By when?

How will I measure success?



Module 4

Vocabulary

Please write down a few ideas on the following concepts. What do you think these concepts are? No need to be right, just give it a shot! We will be reviewing these concepts throughout this module.

Coherence of story or narrative

Universal strategies

Targeted strategies

Intensive strategies

Protective factors



Practice Reflective Function

Similar to one of the activities in Module 1, let's practice reflective function again by looking at the following pictures and writing down some ideas. Observe the children's behavior and body language.

What do you think the child's mental state is in each picture?

What do you see that tells you that?

[illegible][illegible]

Reflection Exercise

Case Study

Sam is a 4-year-old child in a preschool program. He likes to play with puppets and toys, especially during pretend time. Sam also has a history of trauma and has been placed in two different foster homes during the past couple of years. His teacher, Ms. Nancy, is aware of Sam's background and has been intentional in putting together a visual schedule for Sam, as he tends to get anxious during transitions. One day, though, Sam is very engaged in pretend play with his puppets and the bell rings to signal that it is time for circle time. All children start to clean up and transition to sitting on the rug, but Sam keeps playing with his puppets. The teacher assistant approaches him and tells him that pretend play is over, but he refuses to stop and starts yelling and crying and throws himself to the floor. The teacher assistant gets very anxious and she doesn't know what to do.

Reflection Prompts

Based on the strategies we have discussed so far:

- How can we use reflective function and storytelling to help the child make sense of how he is feeling and help him get back to a calm state of regulation?
- What kind of visuals or other tools can we use to help the child feel safe?
- What might be done differently to prevent the distress in this situation?

[illegible]

SMART Goal for Classroom Strategies

First, please spend some time reviewing the strategies we have discussed for supporting children, including universal and targeted strategies. Next, please select a few strategies that are Specific, Measurable, Achievable, Relevant, and time bound (SMART). Remember that SMART goals or strategies are:

- **Specific:** The strategy is simple and focused on one particular behavior or need.
- **Measurable:** The strategy can be quantified, or you can keep track of its progress.
- **Achievable:** The strategy is feasible to implement given your time and the supports available in your program.
- **Relevant:** The strategy is reasonable and based on your program's needs or children's needs.
- **Time bound:** The strategy can be implemented within a reasonable amount of time

Write down a few of these strategies.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings visible.

SMART Goal

Now, select one strategy from the list above that you think would be the most feasible to implement or that is a priority based on your program's or children's needs. Next, please describe how you will implement and keep track of progress for this strategy.

Strategy

Action/Steps

Who

By When

How will I measure success?



[illegible]

My Community Resource List

Child and Family Mental Health

Organization Name: _____
Address: _____
Phone: _____
Email: _____
Person to contact: _____
Website: _____

Early Intervention/Special Education

Organization Name: _____
Address: _____
Phone: _____
Email: _____
Person to contact: _____
Website: _____

Organization Name: _____
Address: _____
Phone: _____
Email: _____
Person to contact: _____
Website: _____

Domestic Violence

Organization Name: _____
Address: _____
Phone: _____
Email: _____
Person to contact: _____
Website: _____

Organization Name: _____
Address: _____
Phone: _____
Email: _____
Person to contact: _____
Website: _____

Shelters

Organization Name: _____
Address: _____
Phone: _____
Email: _____
Person to contact: _____
Website: _____



Organization Name: _____
Address: _____
Phone: _____
Email: _____
Person to contact: _____
Website: _____

Food Banks/Pantries

Organization Name: _____
Address: _____
Phone: _____
Email: _____
Person to contact: _____
Website: _____

Organization Name: _____
Address: _____
Phone: _____
Email: _____
Person to contact: _____
Website: _____

Immigration Services

Organization Name: _____
Address: _____
Phone: _____
Email: _____
Person to contact: _____
Website: _____

Organization Name: _____
Address: _____
Phone: _____
Email: _____
Person to contact: _____
Website: _____

Recreation Resources (e.g. libraries, museums, family centers, etc.)

Organization Name: _____
Address: _____
Phone: _____
Email: _____
Person to contact: _____
Website: _____

Organization Name: _____
Address: _____
Phone: _____
Email: _____
Person to contact: _____
Website: _____

