



Northwest Regional
Social, Emotional, and Mental Health

The “We” in Well-Being



OAESD 2021-22 Conference

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This is us:

The Northwest Regional ESD
Social, Emotional and Mental Health Team



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Honoring where we gather



“We want to acknowledge that we gather here on the traditional lands of the Confederate Tribes of Warm Springs including the Wasco and Paiute peoples, past and present and honor with gratitude the land itself and the peoples who have stewarded it throughout the generations.”

~Adapted from Delilah Friedler



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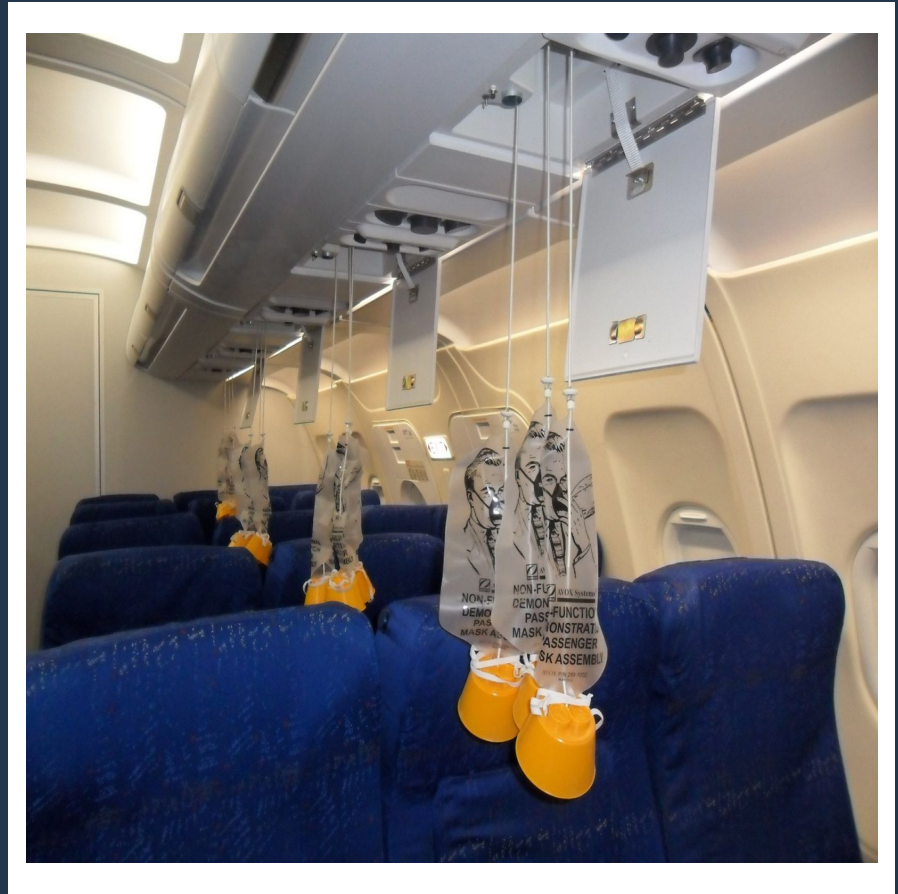
MY GOALS for YOU

- ❑ Hear and see information about well-being, trauma, a culture of care, and resilience
- ❑ Understand how these things support staff and student well-being
- ❑ Identify factors that mitigate the negative effects of trauma, help build effective skills of resilience, and support maintaining personal as well as community well-being





And what if . . . ?





Understanding Wellness



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“the state of being comfortable, healthy, or/and happy”

Well-being defined by Oxford Languages

“In general, well-being is dependent upon good health, positive social relationships, and availability and access to basic resources such as shelter, income, food.”

Center for Disease Control



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Well-being

What people think and feel about their lives, such as the quality of their relationships, their positive emotions and resilience, the realization of their potential, or their overall satisfaction with life.

Life satisfaction is more correlated on the availability of basic needs being met of food, shelter, income as well as access to modern conveniences like electricity.

Pleasant emotions are more closely associated with having supportive relationships.

Resource: CDC.gov



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Well-being Facts

1. **Connect with other people.** Healthy and strong relationships are important for mental wellbeing.
2. **Be physically active.** Being active is not only great for physical health and fitness. It also improves mental wellbeing by raising self-esteem, setting & achieving goals, and changing brain chemistry to improve mood.
3. **Learn new skills** to improve mental wellbeing by boosting self-confidence, a sense of purpose, and helping to connect with others.
4. **Give to others.** The acts of giving and kindness can improve mental wellbeing by creating positive feelings, a sense of reward, purpose, and self-worth.
5. **Pay attention** to the present moment (mindfulness). Mindfulness helps with deeper life enjoyment. It helps in understanding yourself better including your thoughts, feelings, your body and the world around you.



Self reflection:
How are you doing
with your own
practices of
wellness?

4 minutes



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What is Trauma?



“

“Trauma is the response to a deeply distressing or disturbing event that overwhelms an individual’s ability to cope, causes feelings of helplessness, diminishes their sense of self and their ability to feel a full range of emotions and experiences.”

Definitions from Substance Abuse Mental Health Service Administration (SAMHSA)



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ADVERSE CHILDHOOD EXPERIENCES STUDY (ACES)

Kaiser Permanente and CDC, 1998

THE STUDY:

- 17,000 mostly white, college-educated, employed adults were screened for 10 prominent childhood traumatic experiences as part of their routine health care at Kaiser. Each type of trauma was awarded one point.

THE RESULTS:

- 70% of participants experienced at least one type of trauma.
- ACE scores of 4 or more resulted in four times the risk of emphysema or chronic bronchitis; over four times the likelihood of depression; and 12 times the risk of suicide.
- ACE scores were directly related with early initiation of smoking and sexual activity, adolescent pregnancy, and risk for intimate partner violence.



The three types of ACEs include

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Mother treated violently



Divorce



Incarcerated Relative



Substance Abuse

**The
Original 10**

WHAT IMPACT DO ACEs HAVE?



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The Pair of ACEs

Adverse Childhood Experiences

Maternal
Depression

Physical &
Emotional Neglect

Emotional &
Sexual Abuse

Divorce

Substance
Abuse

Mental Illness

Domestic Violence

Homelessness

Incarceration

Adverse Community Environments

Poverty

Violence

Discrimination

Poor Housing
Quality &
Affordability

Community
Disruption

Lack of Opportunity, Economic
Mobility & Social Capital

Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*. 17 (2017) pp. S86-S93. DOI information: 10.1016/j.acap.2016.12.011

The Updated 15

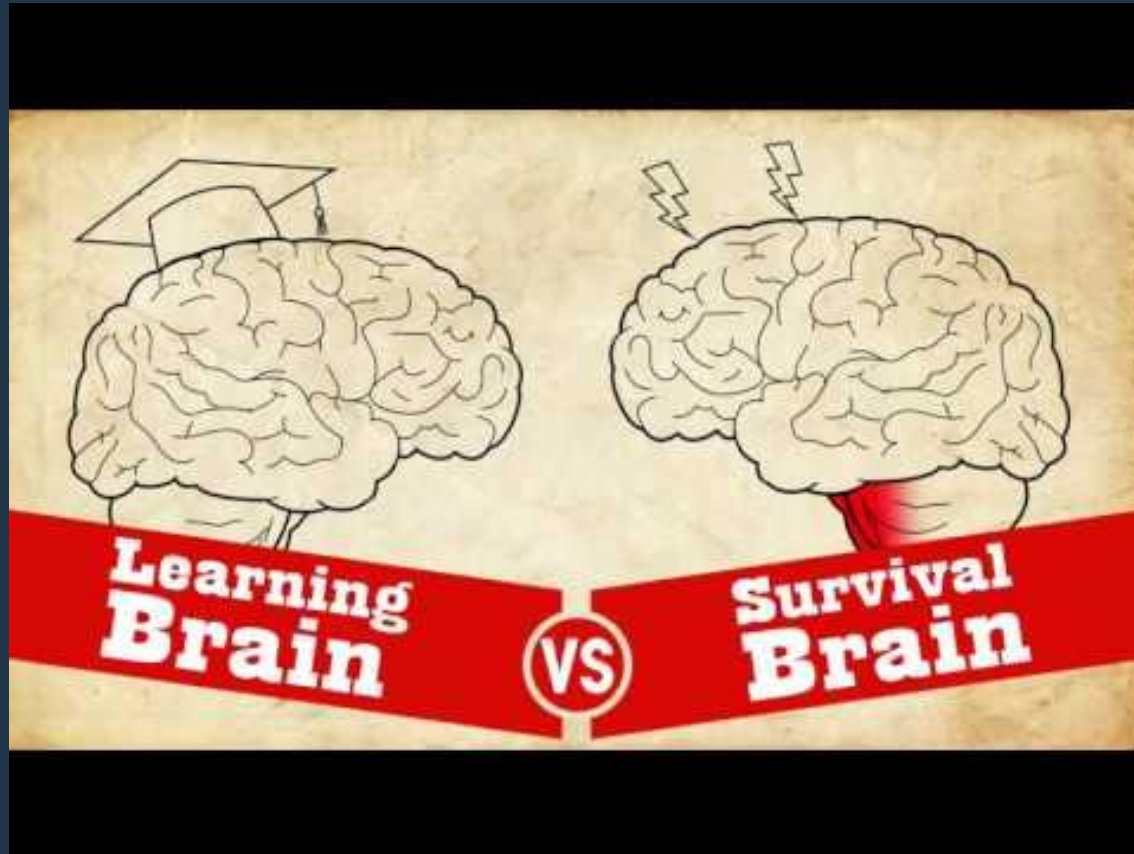


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Trauma Facts

1. Traumatic circumstances typically involve the **loss of control, betrayal, abuse of power, helplessness, pain, confusion and or loss.**
2. A trauma event need **not** rise to the level of war, natural disaster, nor personal assault to affect a person profoundly and alter their experiences.
3. Historical trauma is **multigenerational trauma experienced by a specific cultural, racial or ethnic group.** It is related to major events that oppressed a particular group of people because of their status as oppressed, such as slavery, the Holocaust, forced migration, and the violent colonization of Native Americans.
4. How an event **affects an individual depends on many factors:** characteristics of individual, the type/characteristics of event(s), developmental processes, meaning of the trauma, and sociocultural factors.
5. Trauma can be a **toxic influence** on young, developing brains and healthy growth and learning. It also impacts adult lenses and responses.



1. **Realize** the widespread impact of trauma and understands potential paths for recovery
2. **Recognize** the signs and symptoms of trauma in students, families, staff, and others involved with the system
3. **Respond** by fully integrating knowledge about trauma into policies, procedures, practices
4. Strive to actively **resist** re-traumatization.

Trauma Informed Organizations & Systems





**CULTURE
OF CARE**



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Student Care

Build, maintain, and restore relationship with students.

Create spaces where students feel as safe as possible psychologically, emotionally and physically.

Self Care

Take intentional care of yourself. Learn, know and share what you need and how you need it.

“We” or Community Care

Build and maintain community so it's an expectation and is supportive of genuine care for yourselves and each other!





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Culture of Community Care:

Making a Culture of Care Work

- C. Commit** to supporting a culture of care
- A. Attract** and promote diversity in our institution
- R. Retain** and value human relationships with inclusive organizations
- E. Empower** every employee to live and work in a culture of care

**WE ARE NOT
A TEAM
BECAUSE WE
WORK TOGETHER
WE ARE
A TEAM BECAUSE
WE RESPECT
TRUST AND CARE
FOR EACH OTHER**





CULTURE OF CARE

People will usually go the extra mile for others when they are treated well with understanding, compassion, and respect.

- **Social get-togethers** create casual connection opportunities to learn more about each other. These times offer effective and meaningful relationship building.
- **Cooperation, support, and collaboration** builds staff sense of camaraderie and empowerment.
- **Kindness and understanding** prevail when staff face challenges such as accidents, illnesses, personal tragedies, and natural disasters.





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Well-being facts for Individuals: help students understand

1. General health: Bodies need to **move**. True benefit = 40 mins 3x week
Sleep: GOAL: 8 hrs. YES . . . EIGHT!
2. Love and care: Social connections = Workout/running mates, friends, church attendance, book clubs, sports teams, parent groups, etc.
3. Competence: One's own **happiness** counts: be kind to yourself. Do what you like to do. Life-long learners need models. Take a risk to learn a new thing.
Learning new things can increase a sense of competence and confidence.
4. Gratitude: Look for it. Find it. **Express it**. Accept it. The more sincerely expressed the happier we feel. Andy Stanley says, "Unexpressed gratitude feels like ingratitude to the ones for whom you are grateful."





Resilience



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How to Build Resilience

Resilience is not just about ‘bouncing back’; it is also concerned with **‘bouncing forward’**; being able to navigate life in a way that brings greatest reward. Resilience can be thought of as an essential component of well-being. Well-being and resilience share common causes.



1. **Learning is an option:** Find redeeming potential or value in your challenges.
2. **Have a growth mindset:** Leverage challenges as opportunities to grow and evolve.
3. **Acts of Kindness:** Intentional actions or expressions of kindness impact our own happiness, create emotional warmth (heart healthy!), strengthens relationships, and it's contagious.
4. **Gratitude** is one of the top components of resilience. Find it and express it every day.
5. **Take Care of Yourself** : our physical resilience also depends heavily on our baseline mental and emotional well-being and vice versa.



Hang on to your humor

Laughing reduces tension and can be profoundly helpful in relieving pain, for both the body and the mind.

This is not true for sarcasm.





How does my
Northwest ESD
support these things?



Northwest ESD



We share a mission and values.

We support each other's growth as positively as possible.

We create and build structures that use and maintain these things.

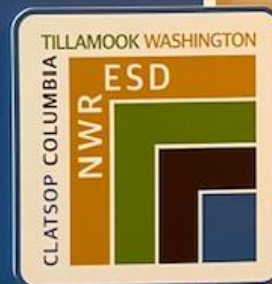
We make plans with actions to accomplish them.

Our Mission:

In partnership with the communities we serve, Northwest Regional ESD improves student learning by providing equitable access to high quality services and support.

Our Values:

Student Success, Partnership, Equity, and Innovative Service





The Social, Emotional and Mental Health Team

The SEMH Team strives to connect with regional staff to help, support, and provide resources that serve their educational goals and grow their awareness and practices of their own well-being in these times of pandemic.

Virtual togetherness

- On-demand professional learning courses
- Full courses covering subjects/topics in depth
- One hour, live, connection courses: 2 - 3 times a month
- SEMH Region Network meetings: quarterly, all day PD sessions





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Questions?



Comments?



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Thank you!
Take good care.
Be well.



Ann Hargraves

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