



Southeast (HHS Region 4)

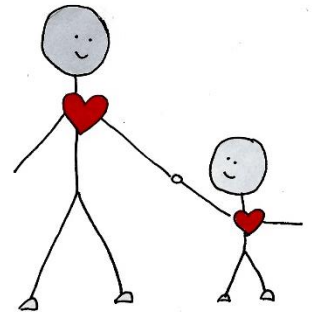
MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

In this Moment: Nudging Ourselves Towards Inner Calm & Connection

Series: Creating Cultures of Staff Wellness & Care
for our Schools & Community Partners



Presented by Christina Borbely, PhD andCarolynn Spezza, MSW, PPS
July 14, 2021



DISCLAIMER

The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).



Southeast (HHS Region 4)

MHTTC

Mental Health Technology Transfer Center Network

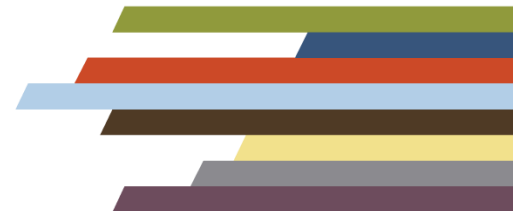
Funded by Substance Abuse and Mental Health Services Administration

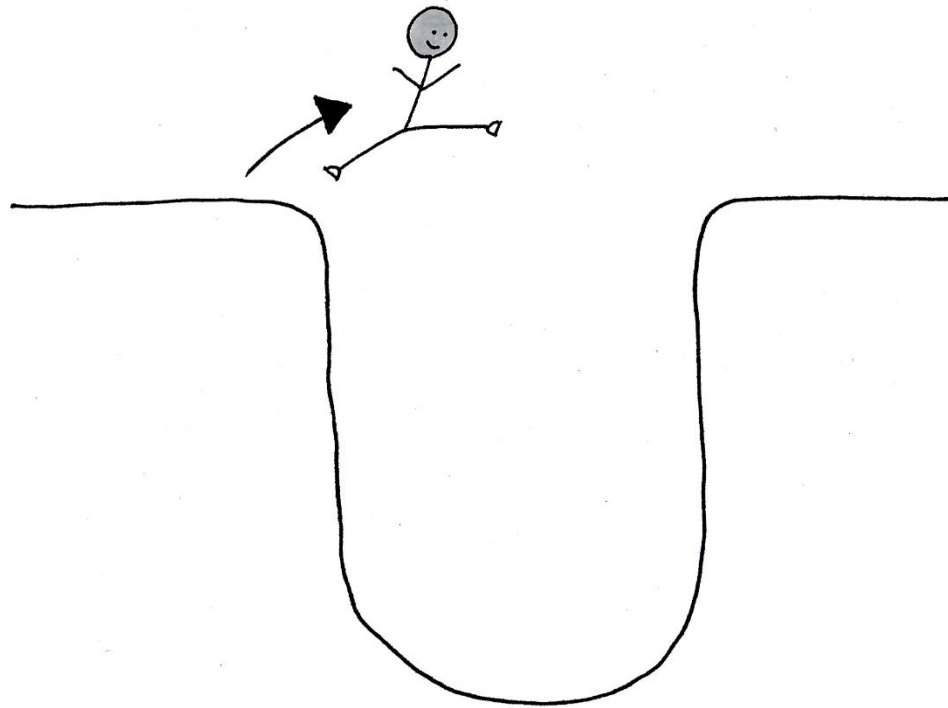
The Southeast MHTTC is located at Emory University in the Rollins School of Public Health.

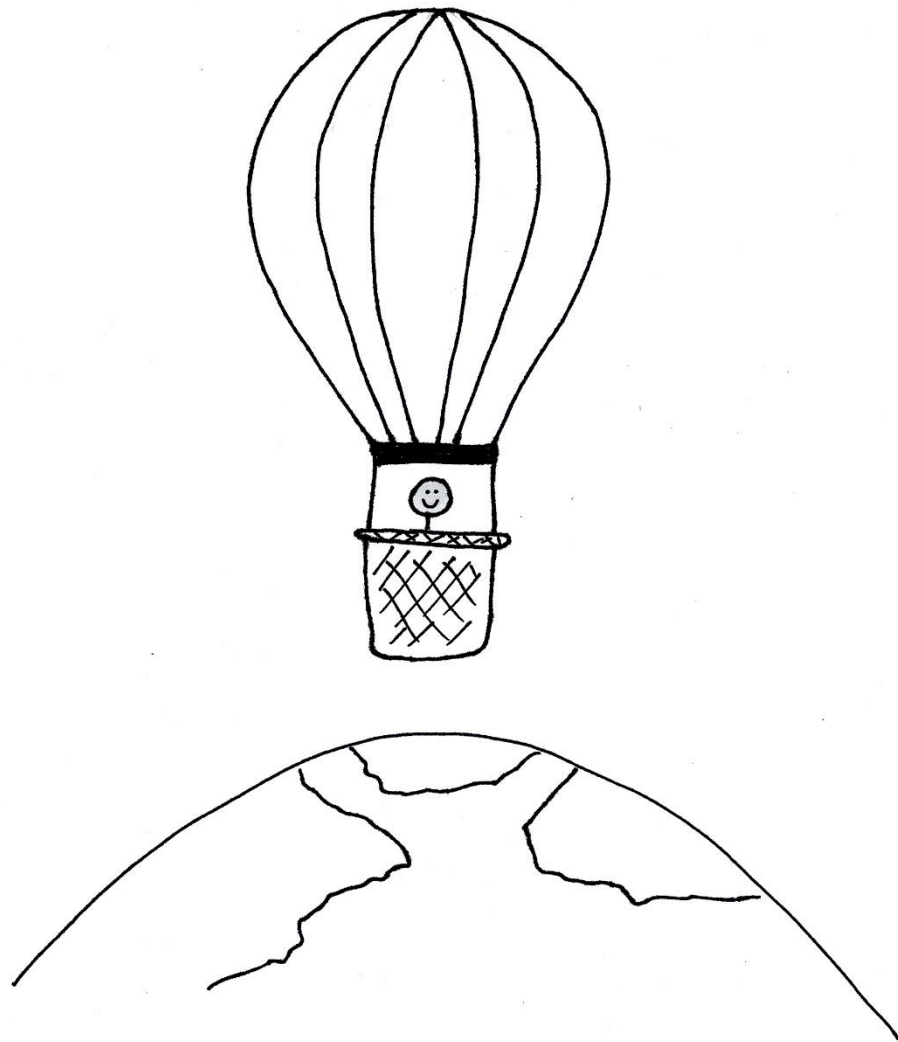
Our Mission: To promote the implementation and sustainability of evidence-based mental health services in the Southeastern United States.

Our Vision: Widespread access to evidence-based mental health services for those in need.

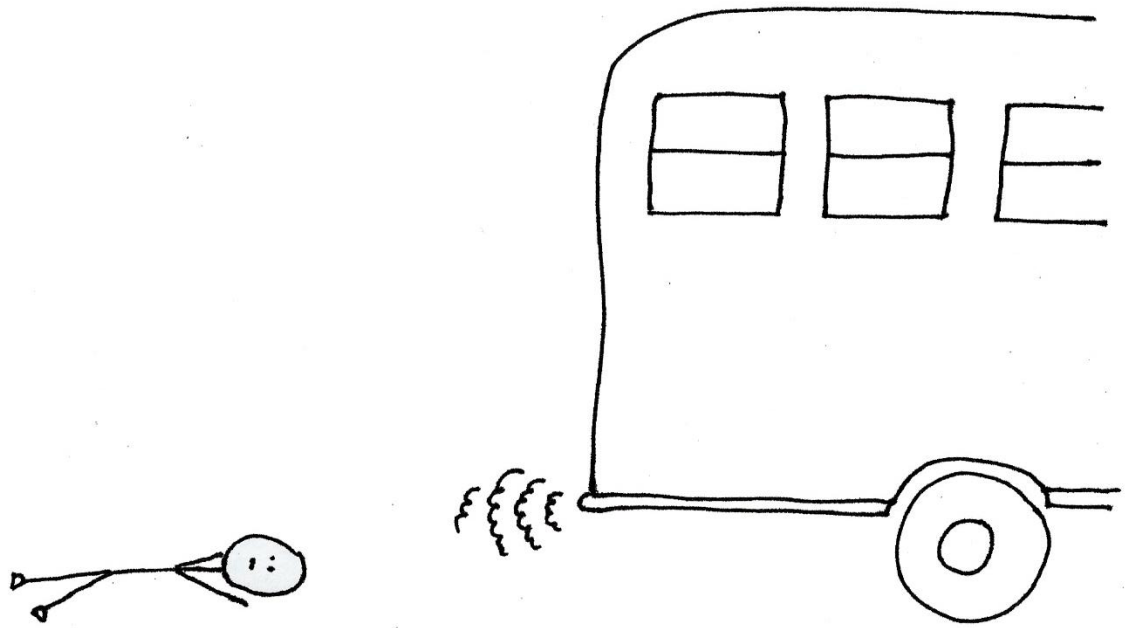
Our Services: We use a public health approach to build leadership capacity and to provide mental health trainings and resources to providers, agencies, and communities across the Southeast.

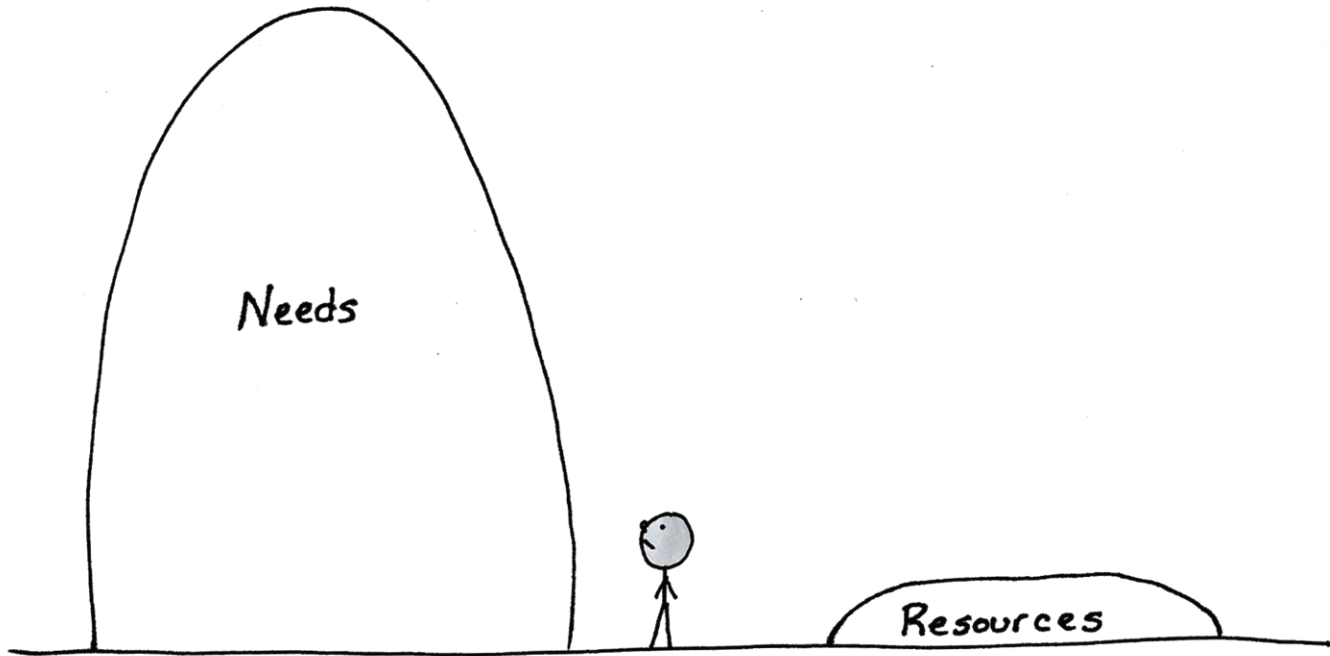


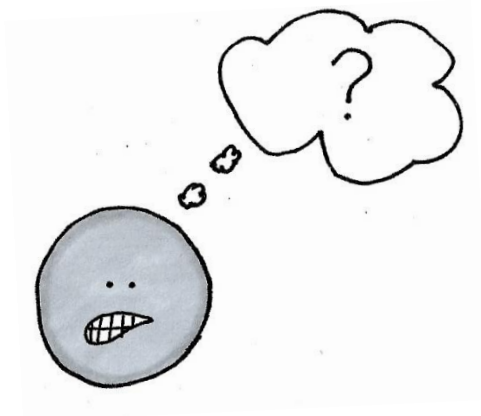






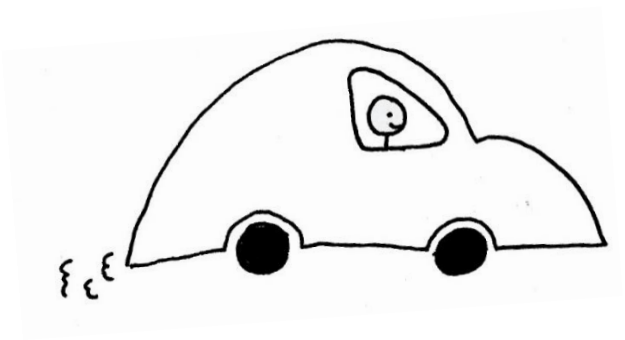


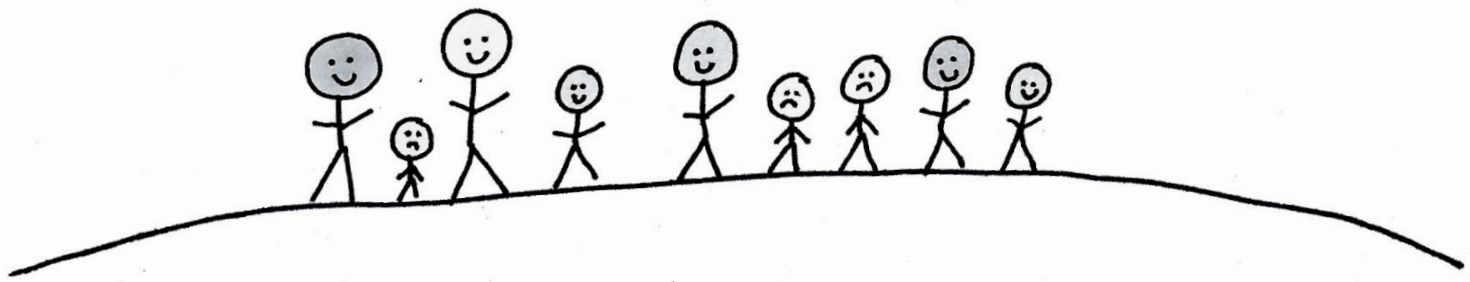


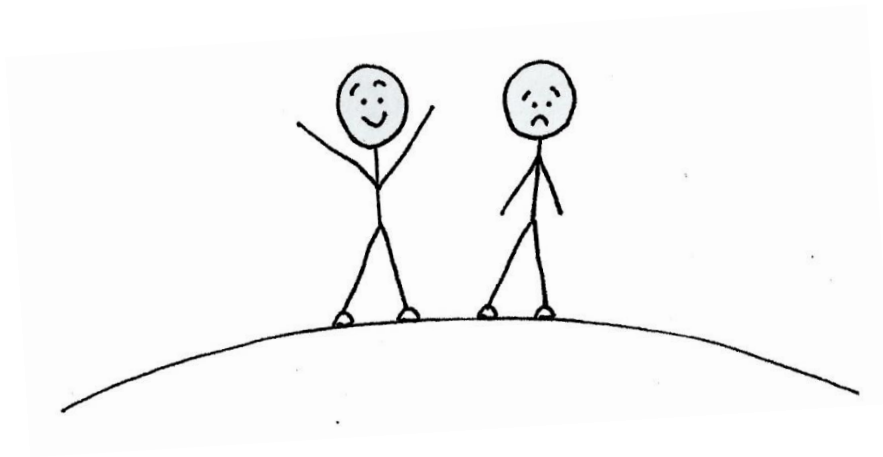


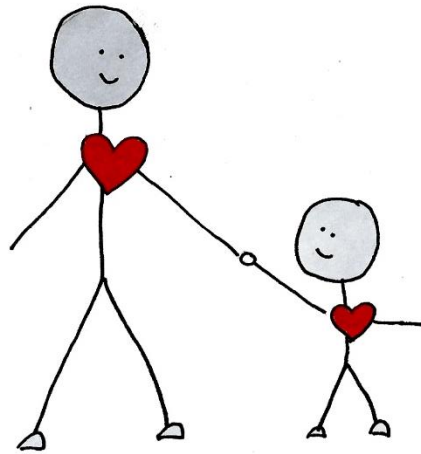


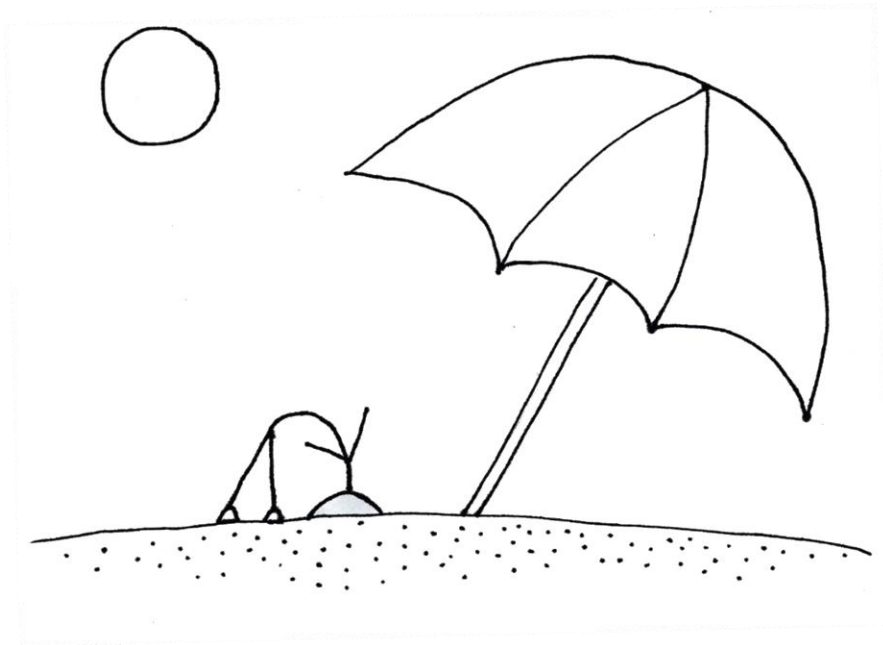






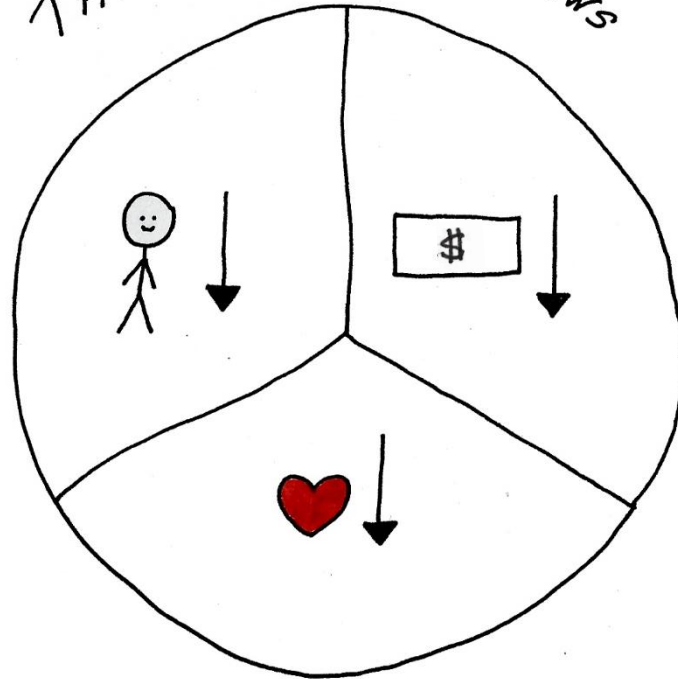


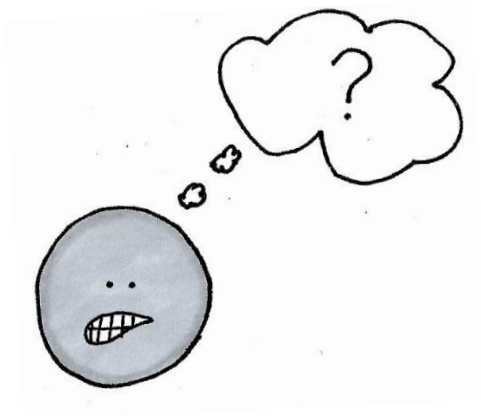


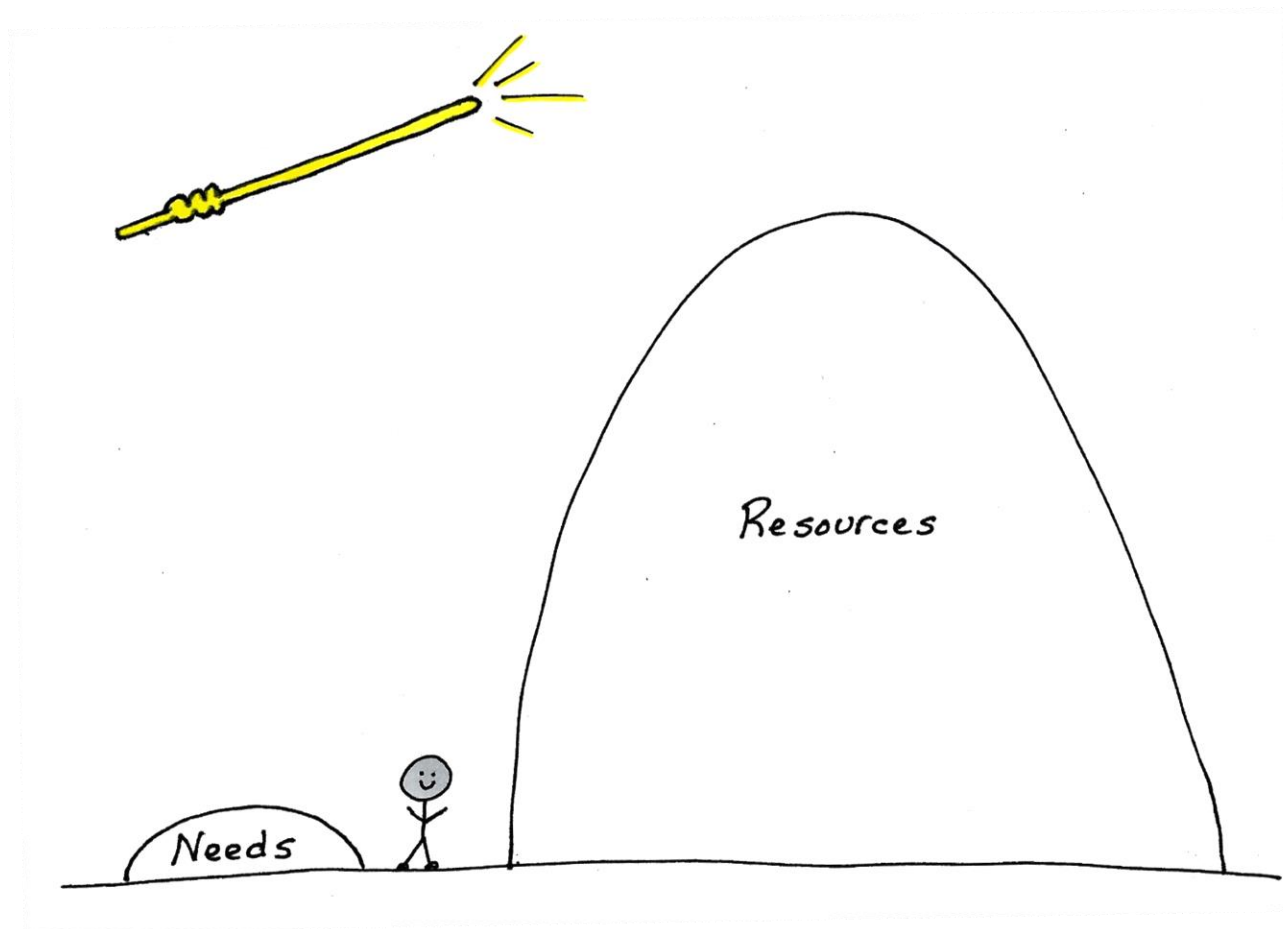


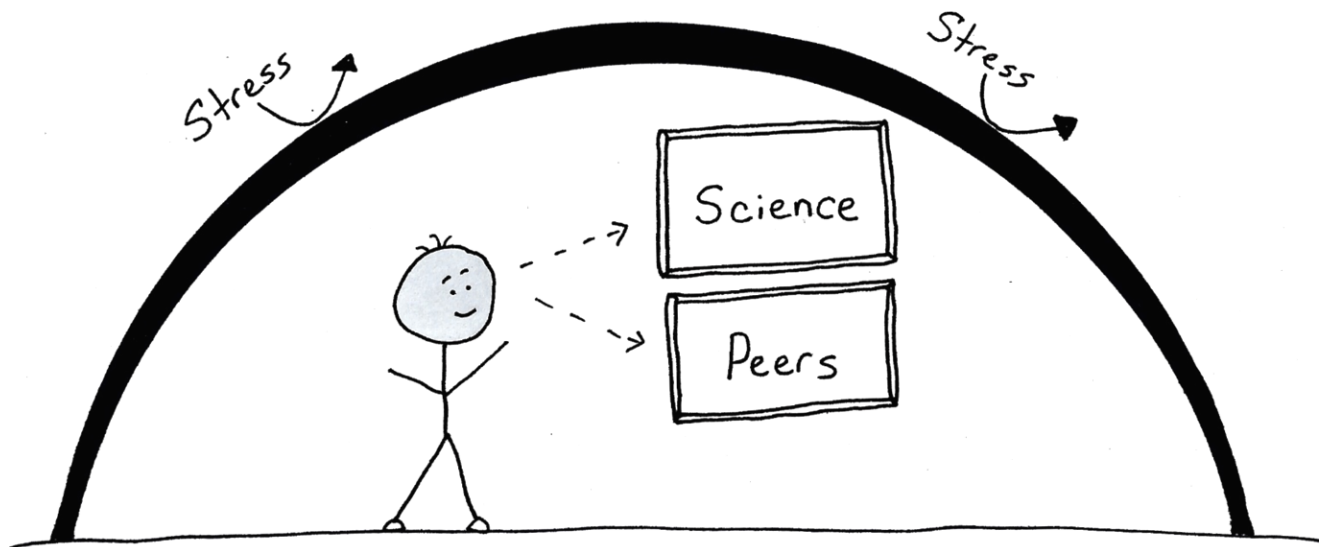
The not so fun news

\$

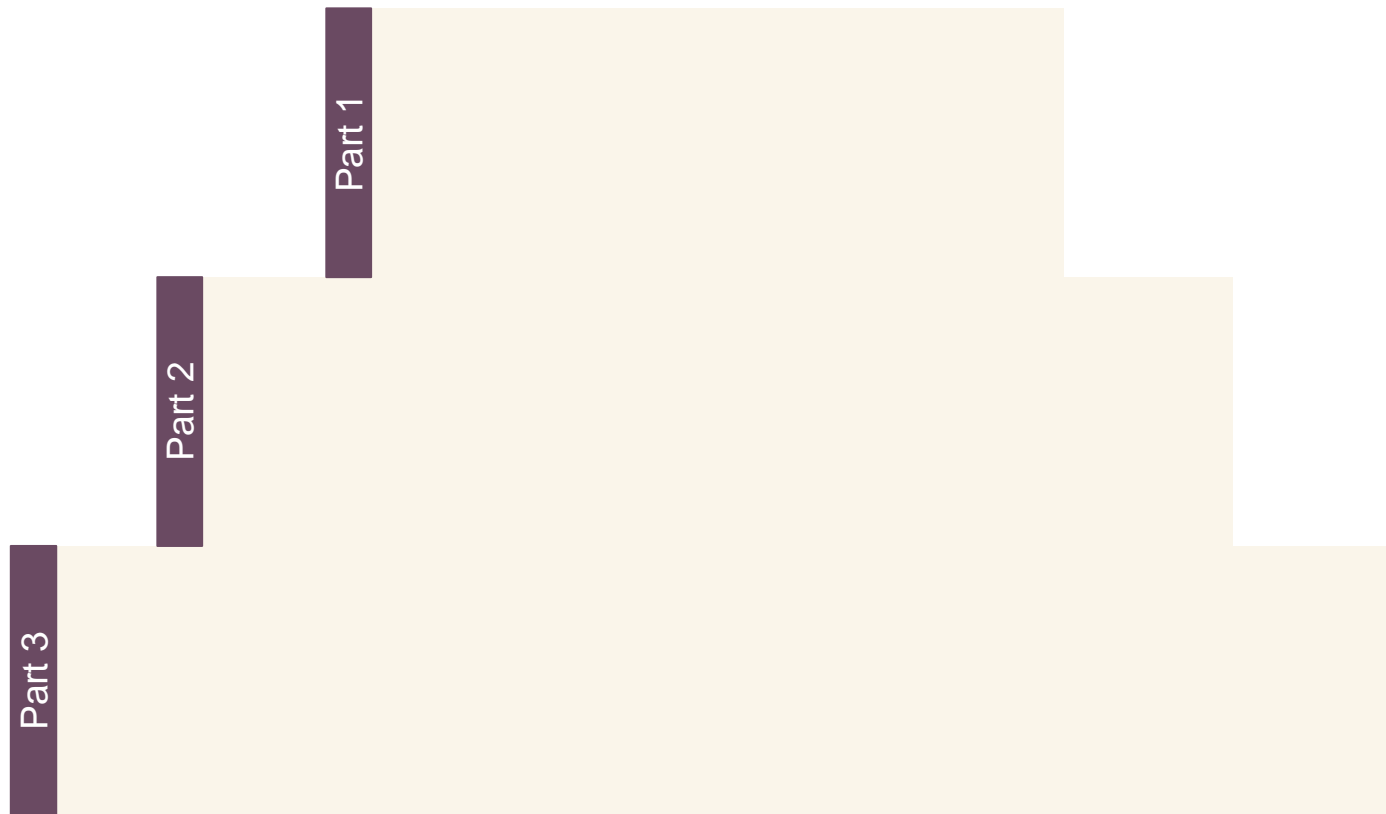




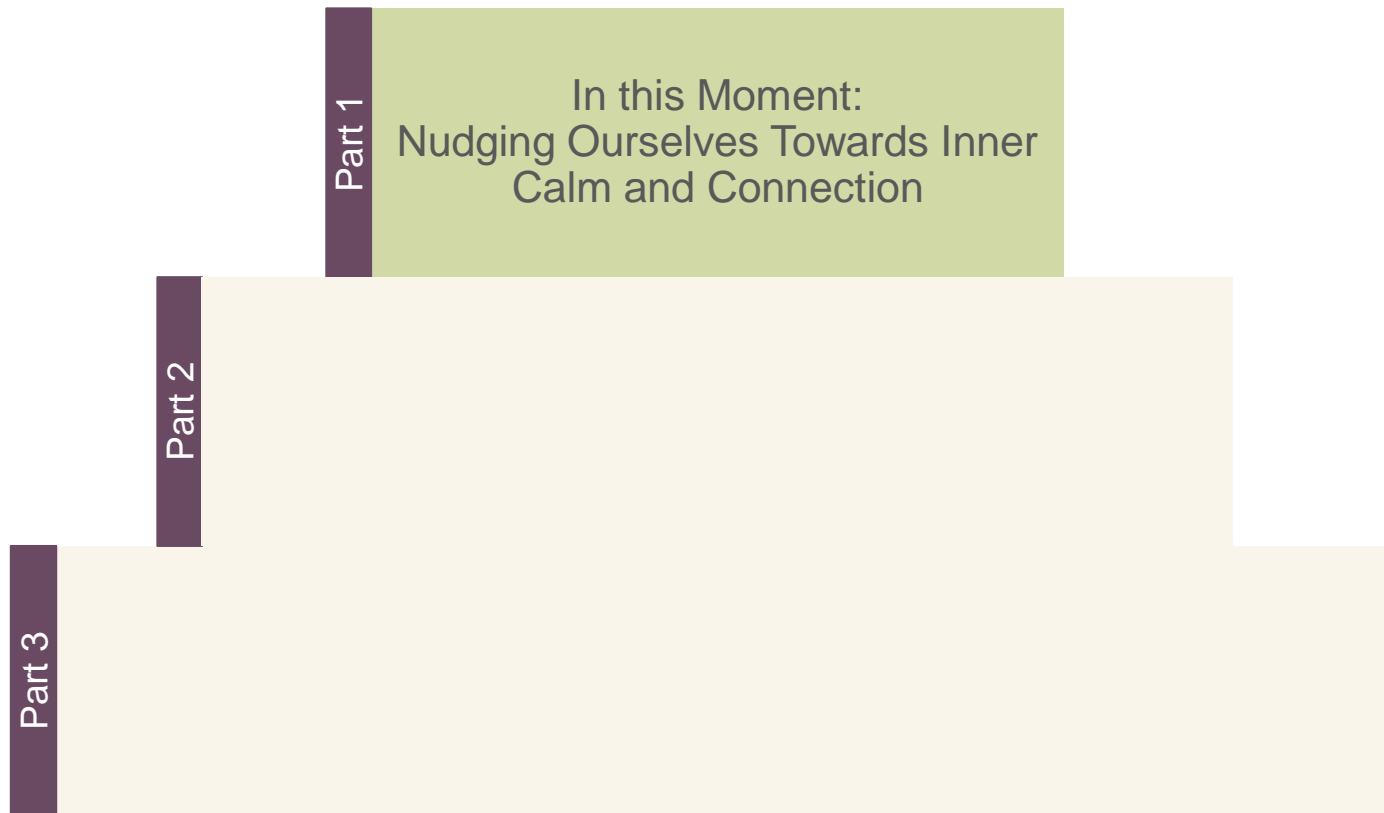




Creating Cultures of Staff Wellness for Schools and Our Community Partners



Creating Cultures of Staff Wellness & Care for our Schools and Community Partners



Creating Cultures of Staff Wellness & Care for our Schools and Community Partners

Part 1

In this Moment:
Nudging Ourselves Towards Inner
Calm and Connection

Part 2

Listening to Scientists and our Grandmothers:
Taking Care of a Human Being

Part 3

Creating Cultures of Staff Wellness for our Schools and Community Partners

Part 1

In this Moment:
Nudging Ourselves Towards Inner
Calm and Connection

Part 2

Listening to Scientists and our Grandmothers:
Taking Care of a Human Being

Part 3

Creating Intentional Cultures of Wellness & Care
Where Staff Can Thrive

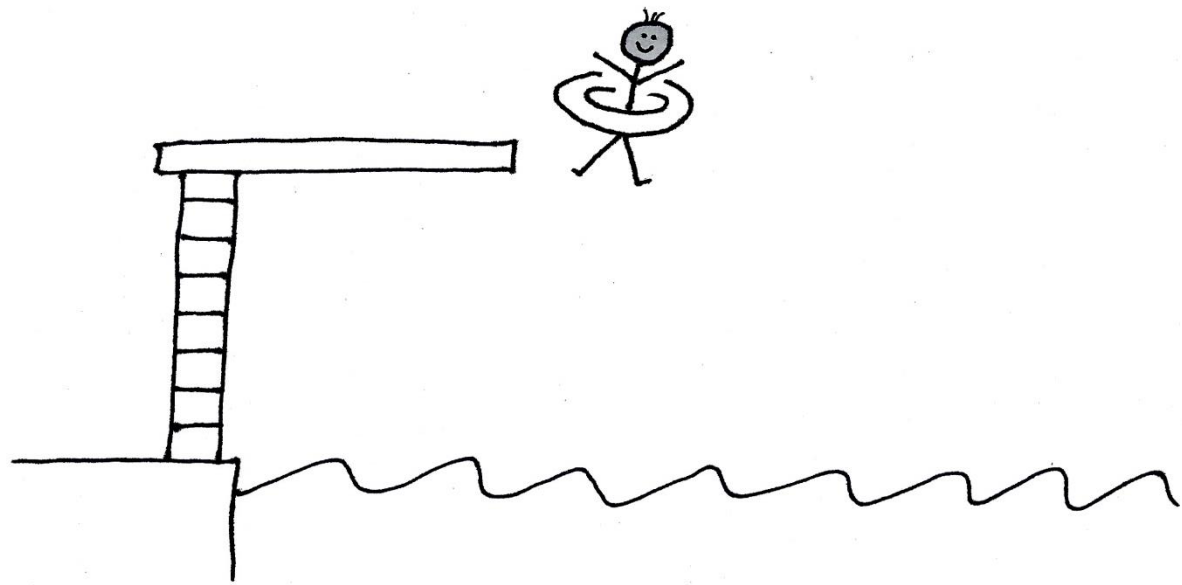
Learning Objectives

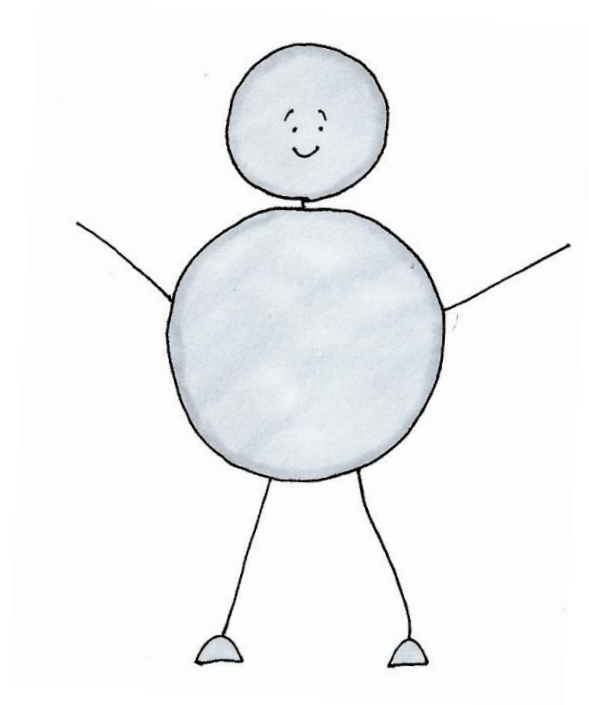
1. Use a trauma-informed framework for noticing and responding to how we react to stress.
2. Gain strategies to support our capacity for maintaining a sense of safety and connection when we need it most.
3. Use a tool to develop awareness and skills to promote our ability to stay balanced, connected, and compassionate (including to ourselves) when feeling overwhelmed or burned out.

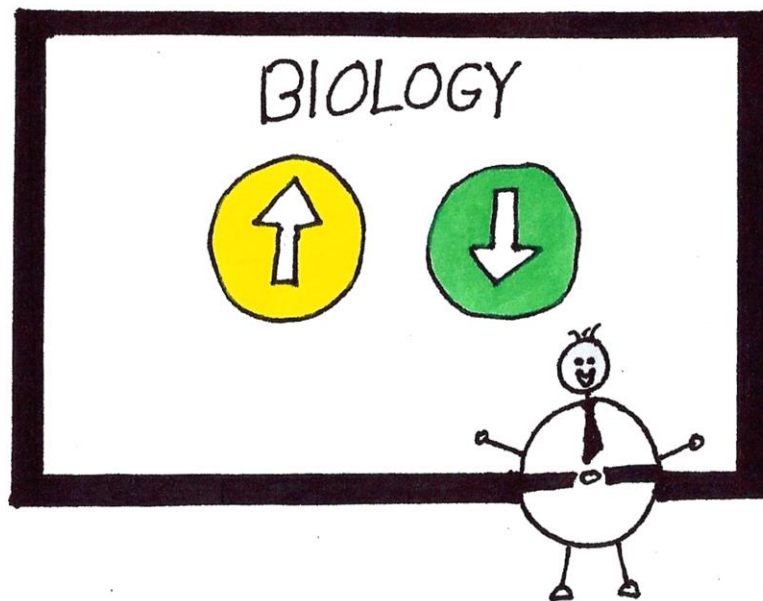


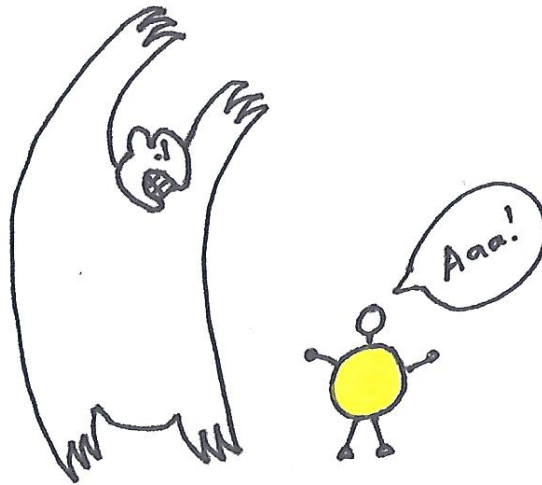
FYI

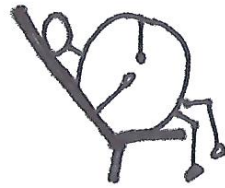
We're going to stick with the drawings, because sometimes science is best presented in visual form. Besides, we figure all of us could use a break from standard slide-deck presentations this year.



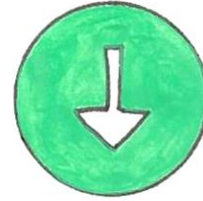






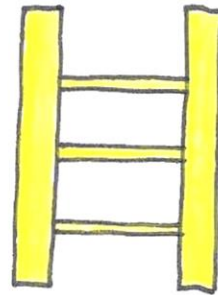
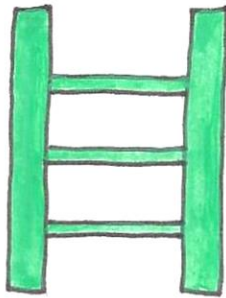
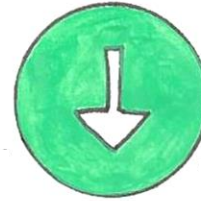


Autonomic Nervous System

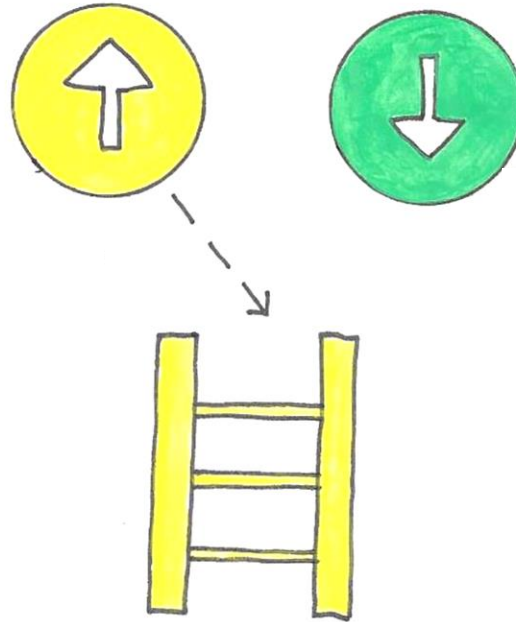


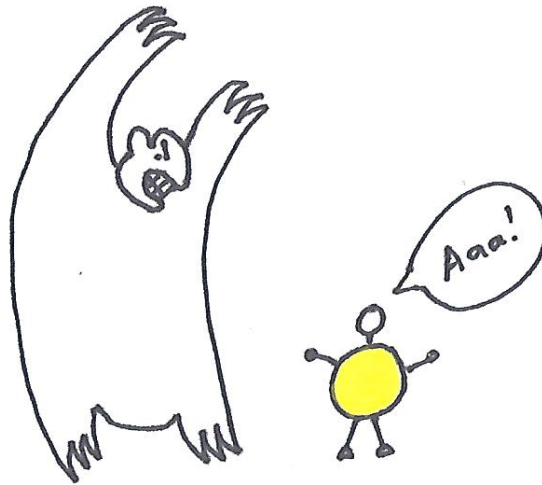


Autonomic Nervous System

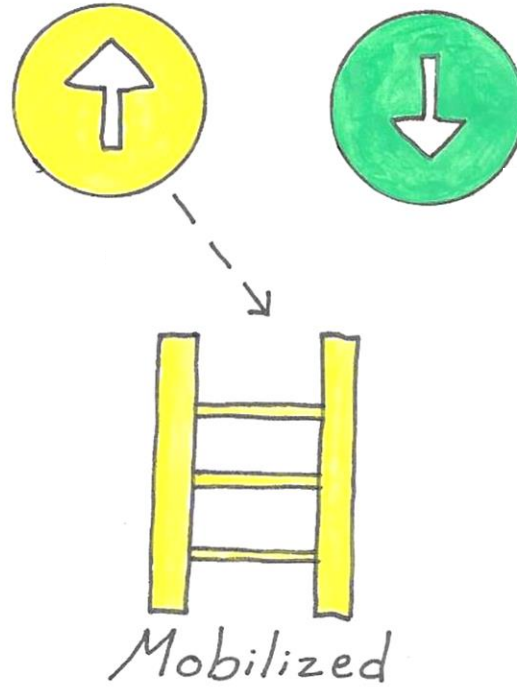


Autonomic Nervous System

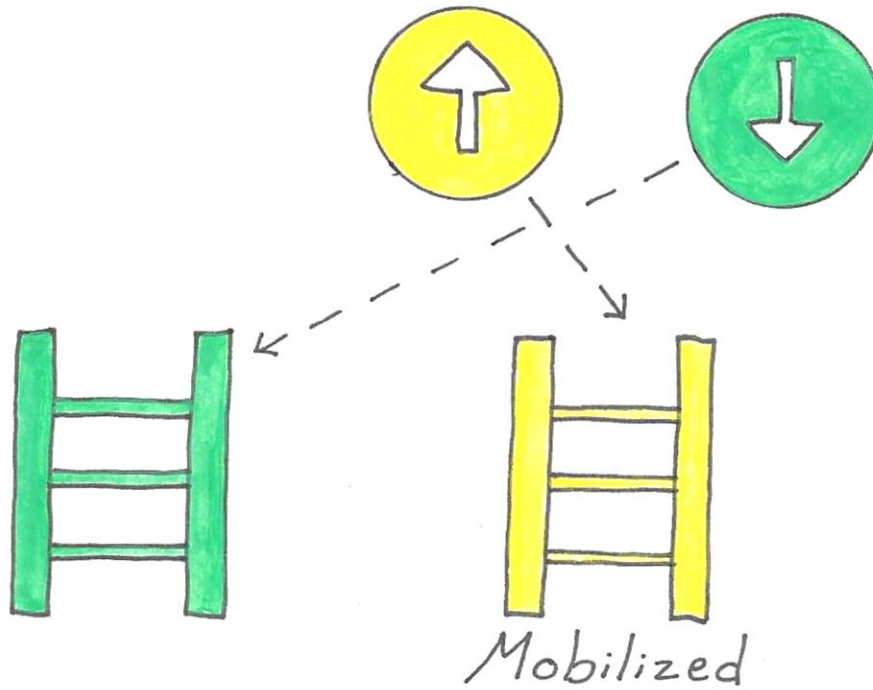


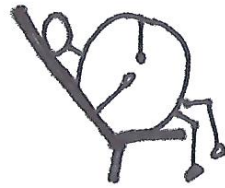


Autonomic Nervous System

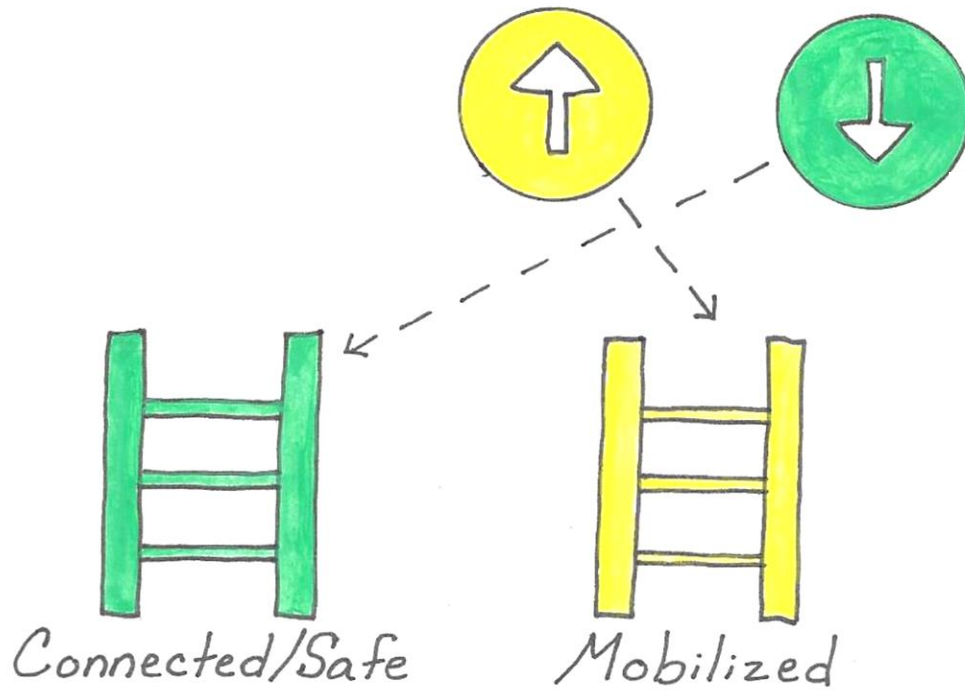


Autonomic Nervous System

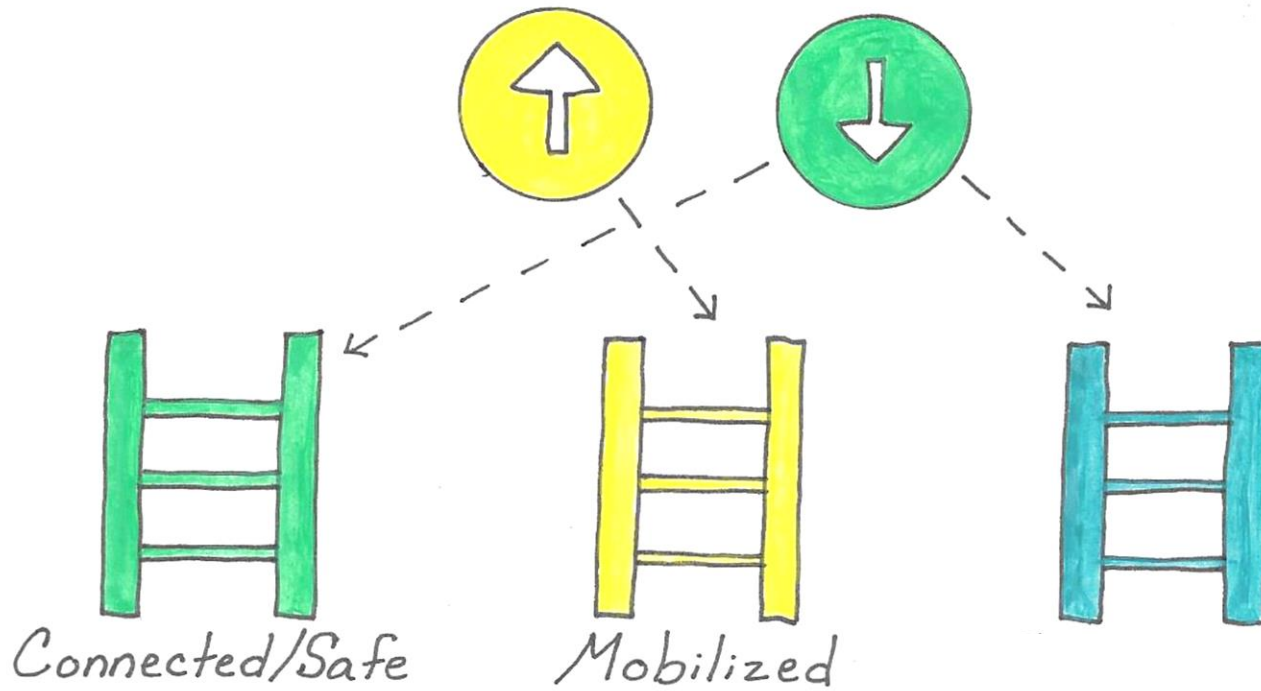


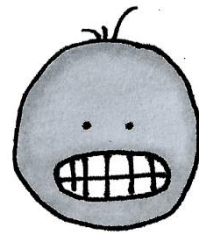


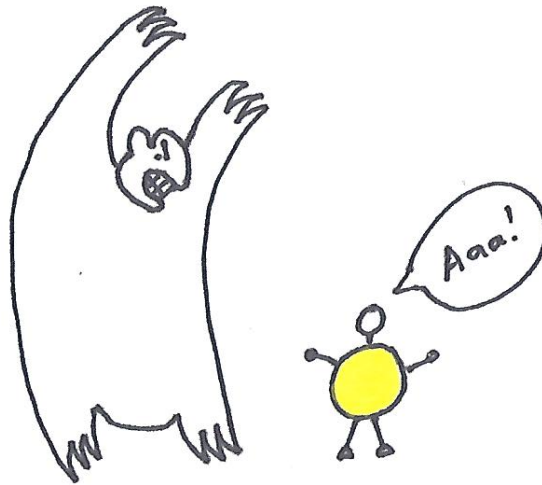
Autonomic Nervous System

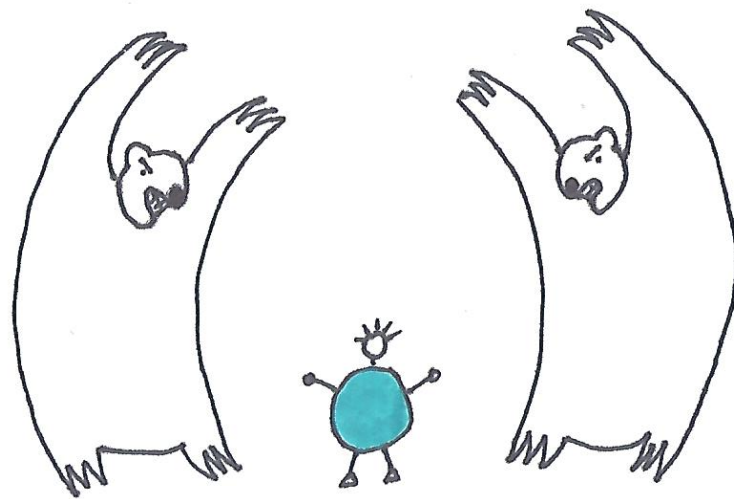


Autonomic Nervous System

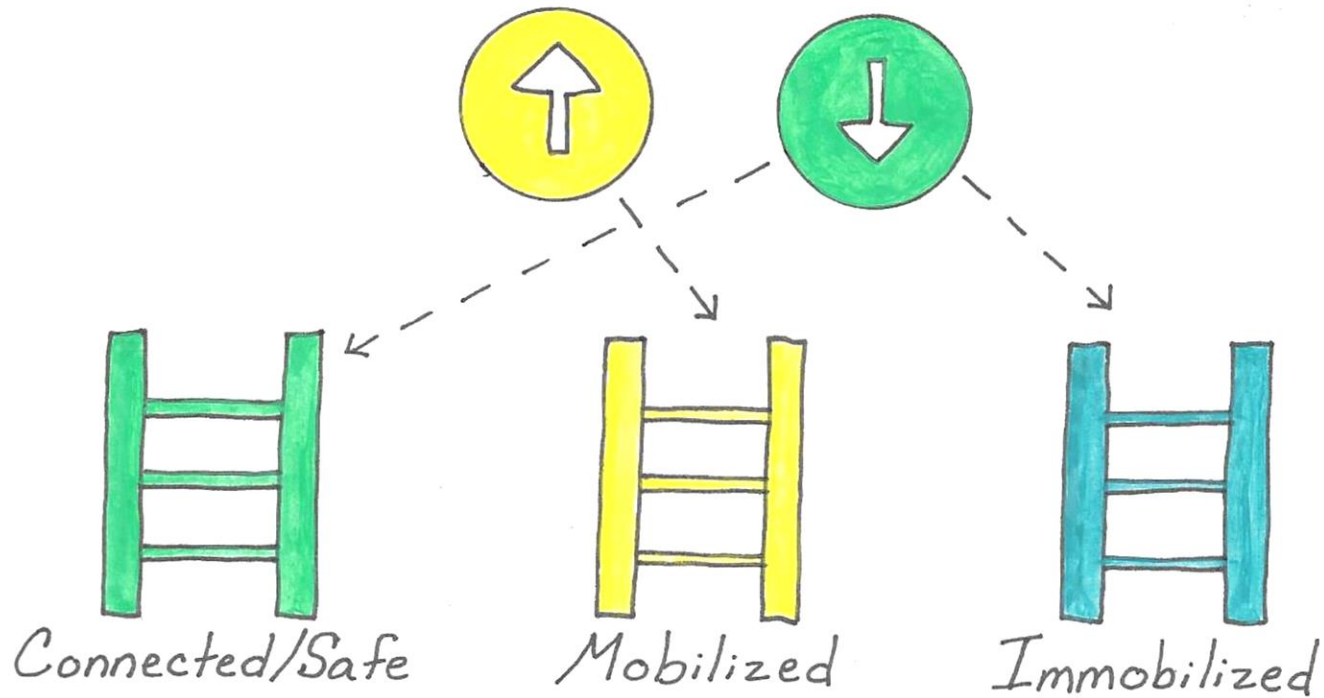


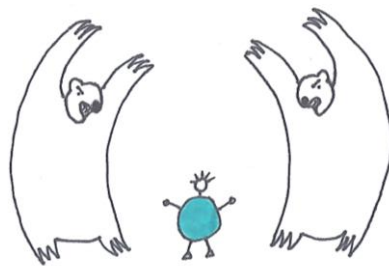
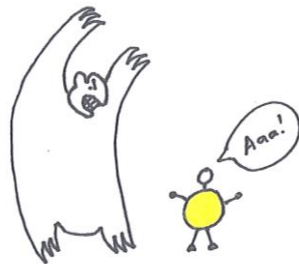
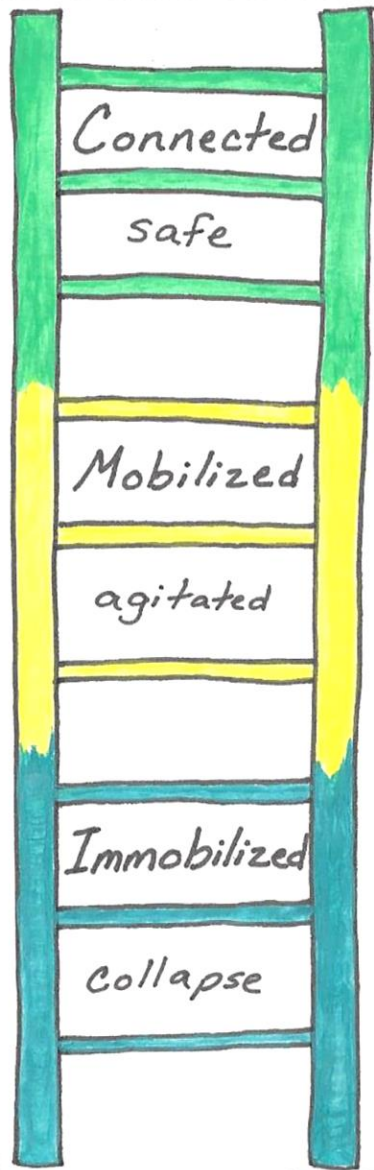


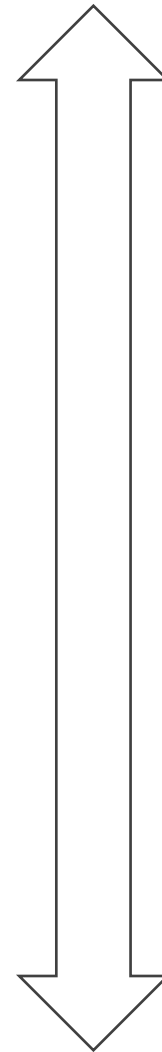
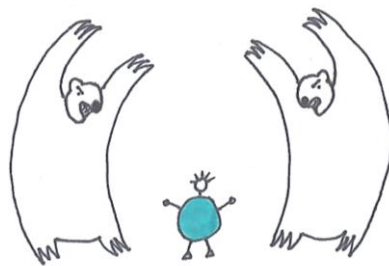
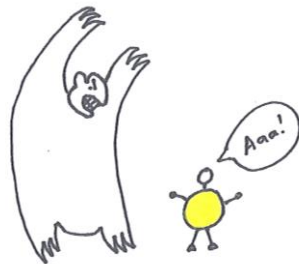
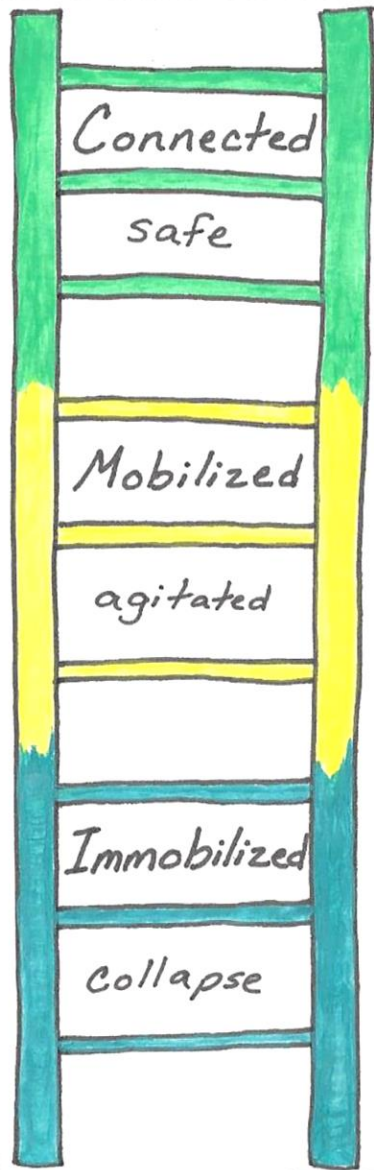


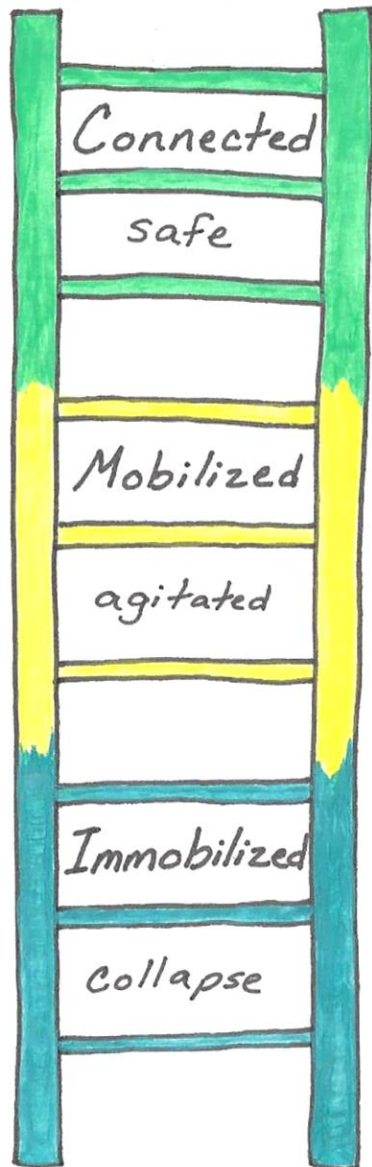


Autonomic Nervous System

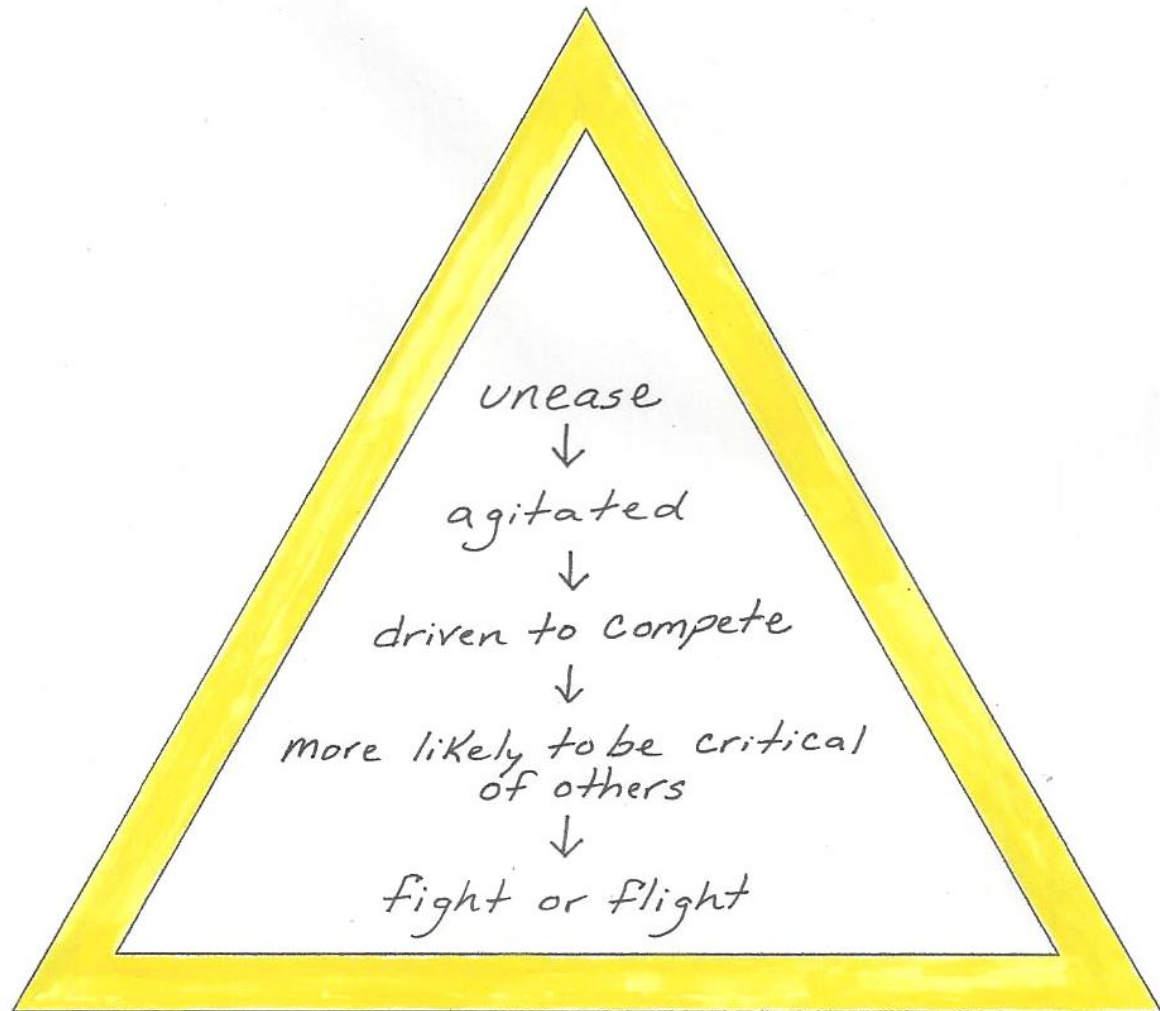
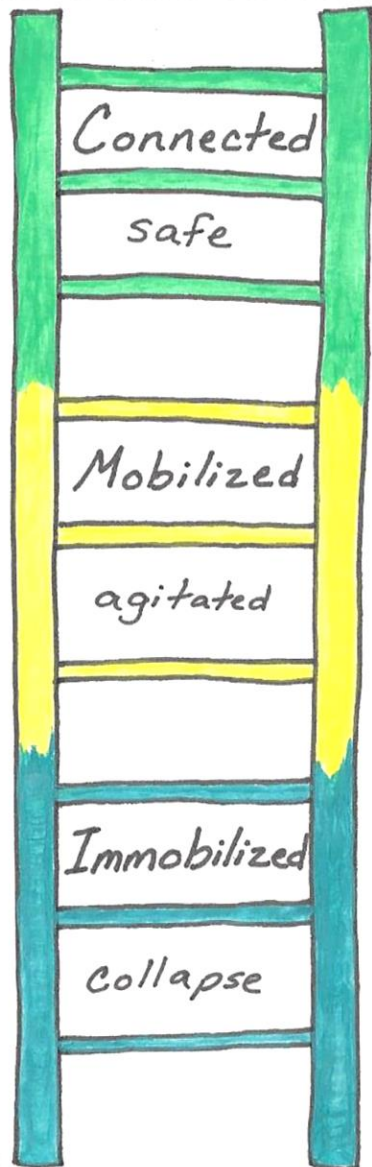




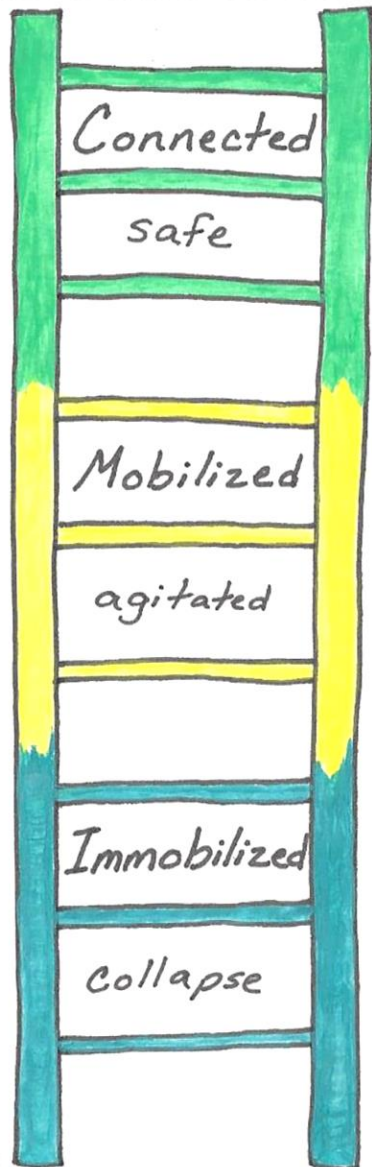




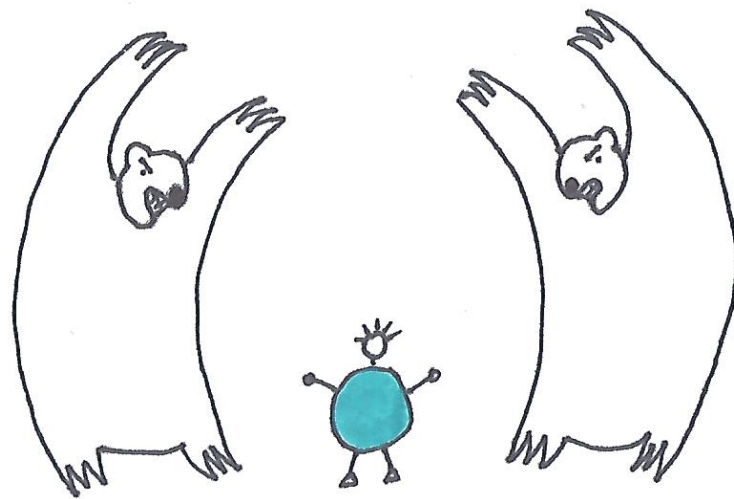
Connected/Safe

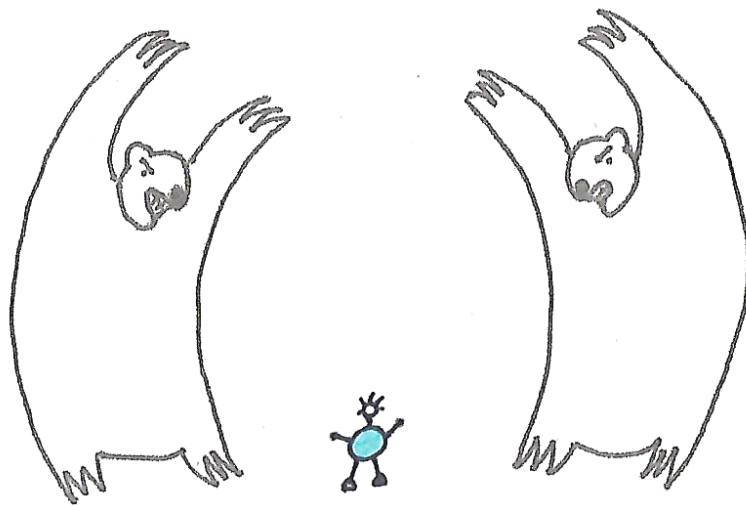


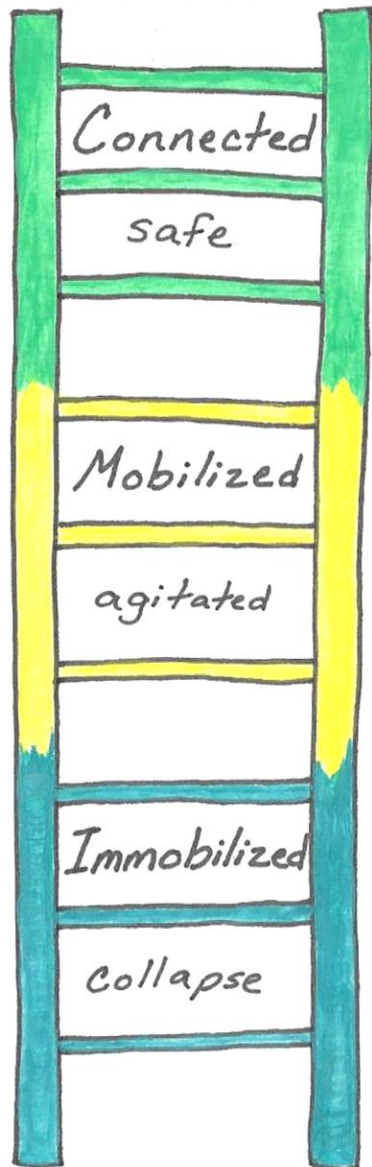
Mobilized



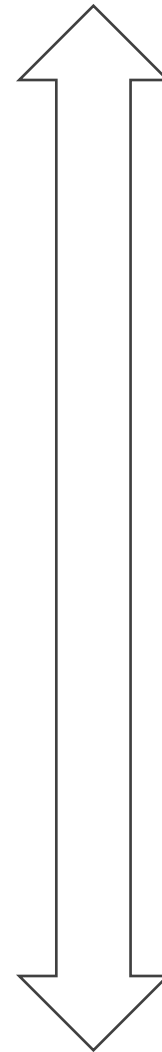
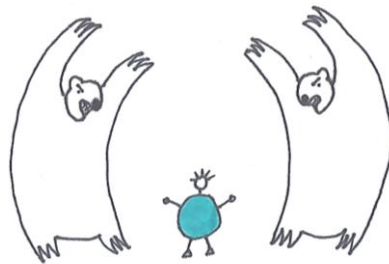
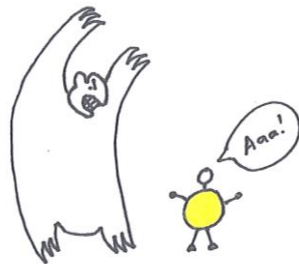
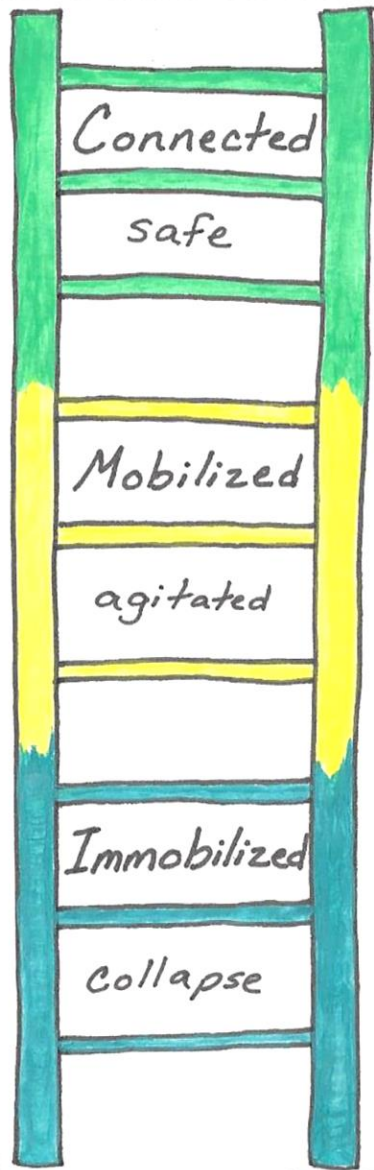
Immobilized

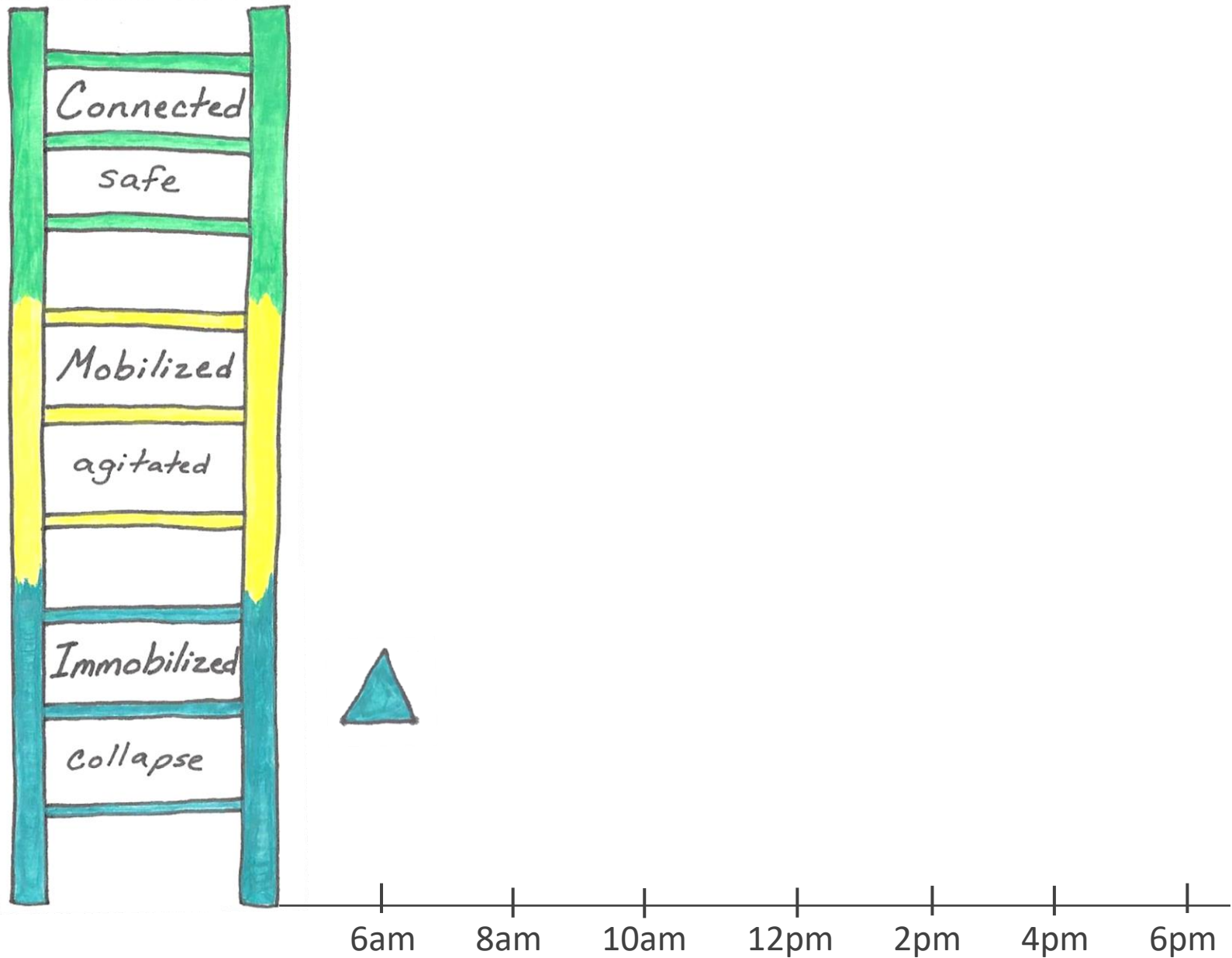


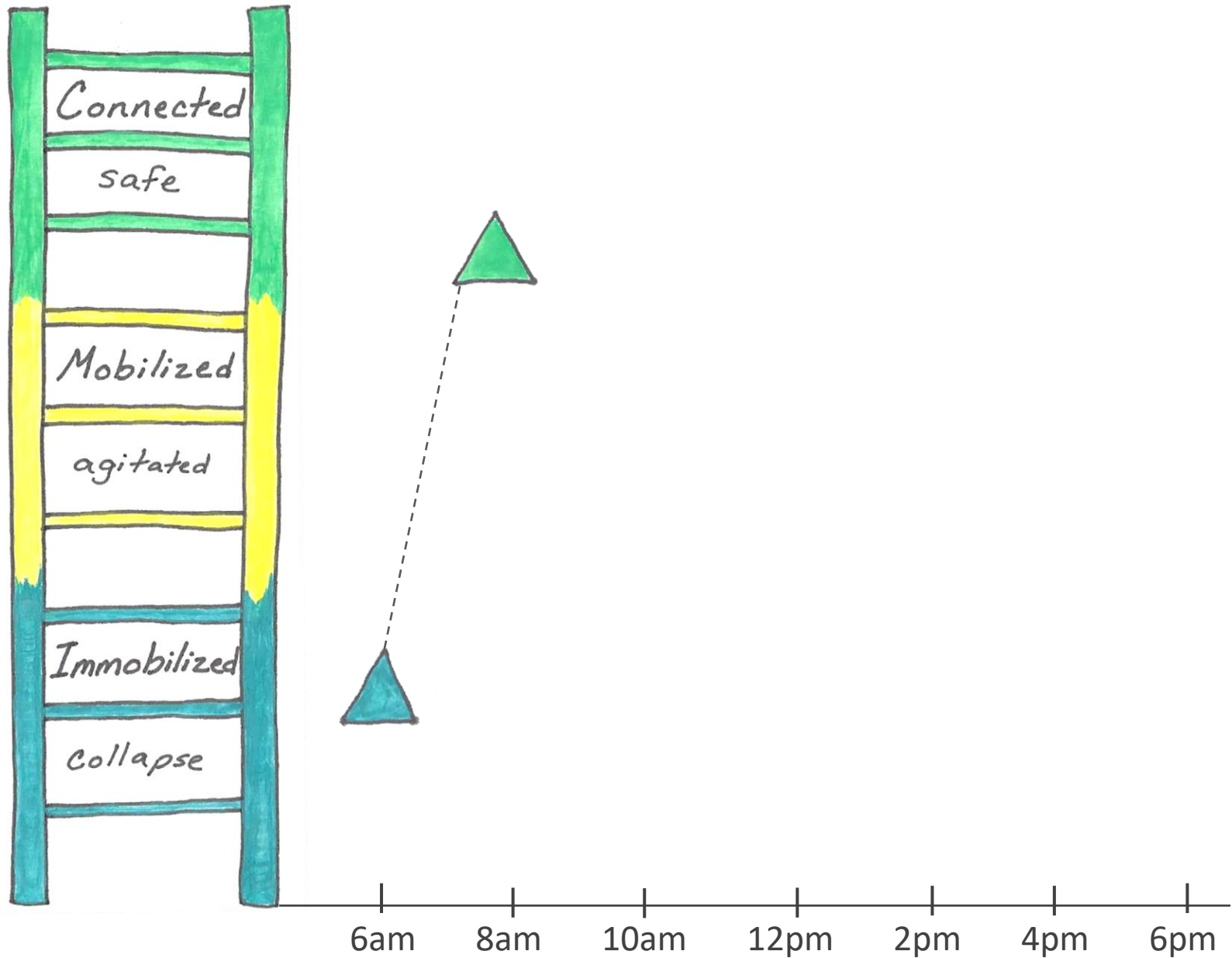


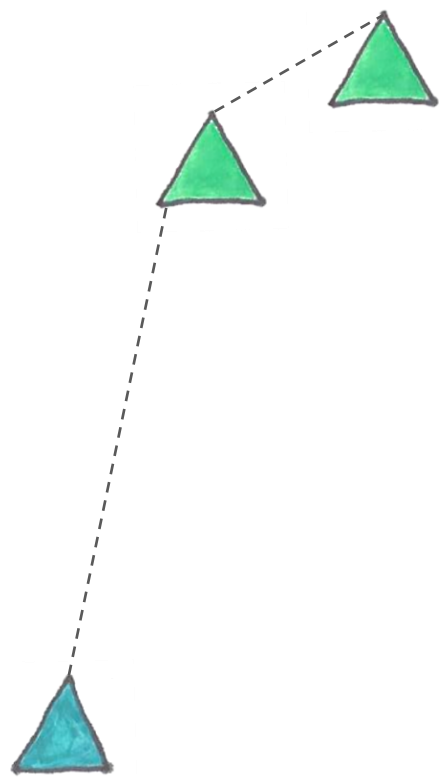
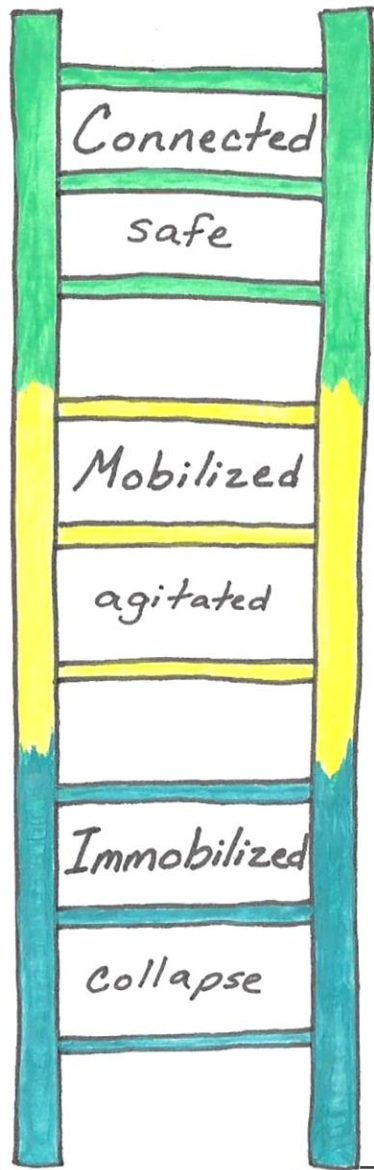


Immobilized

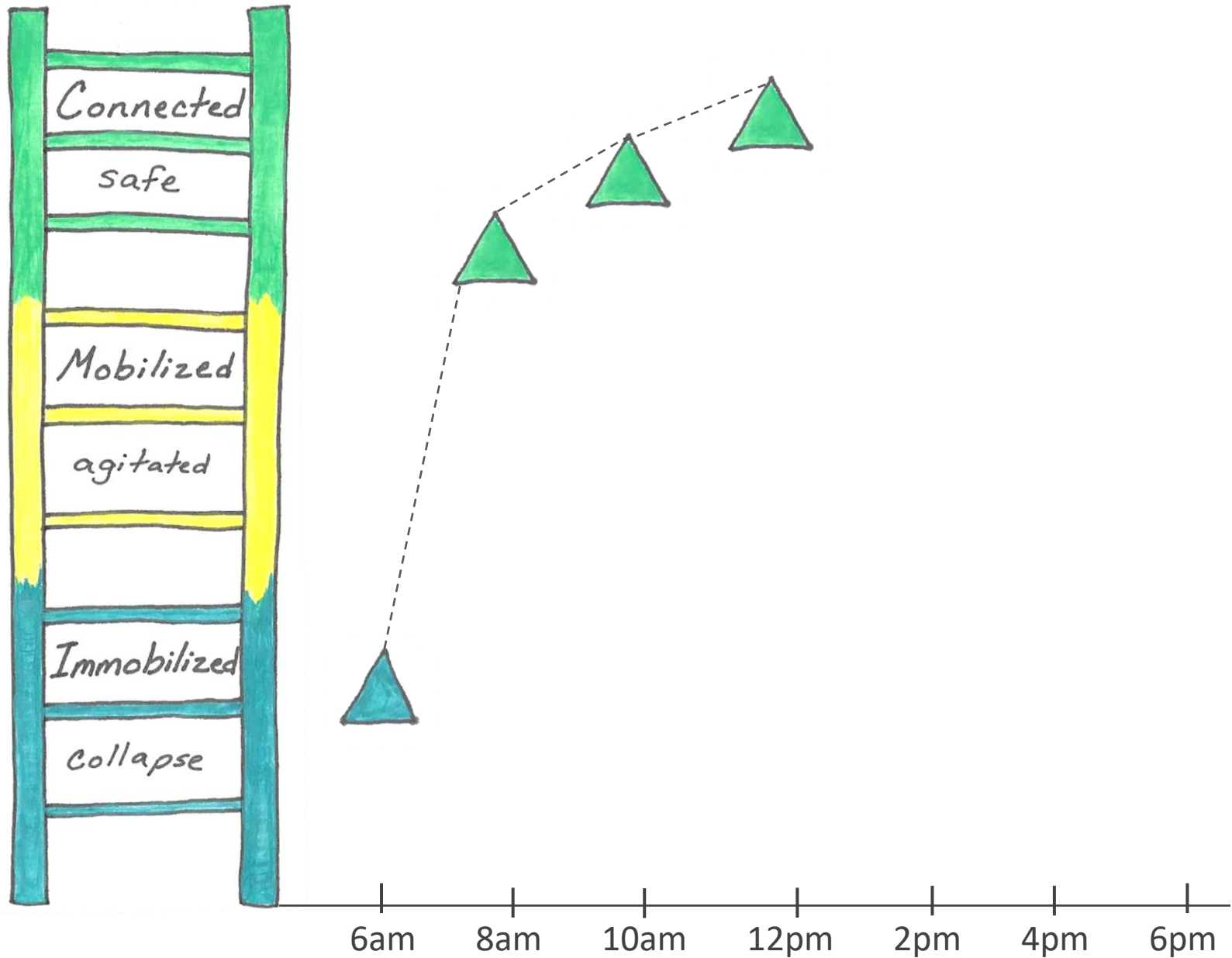


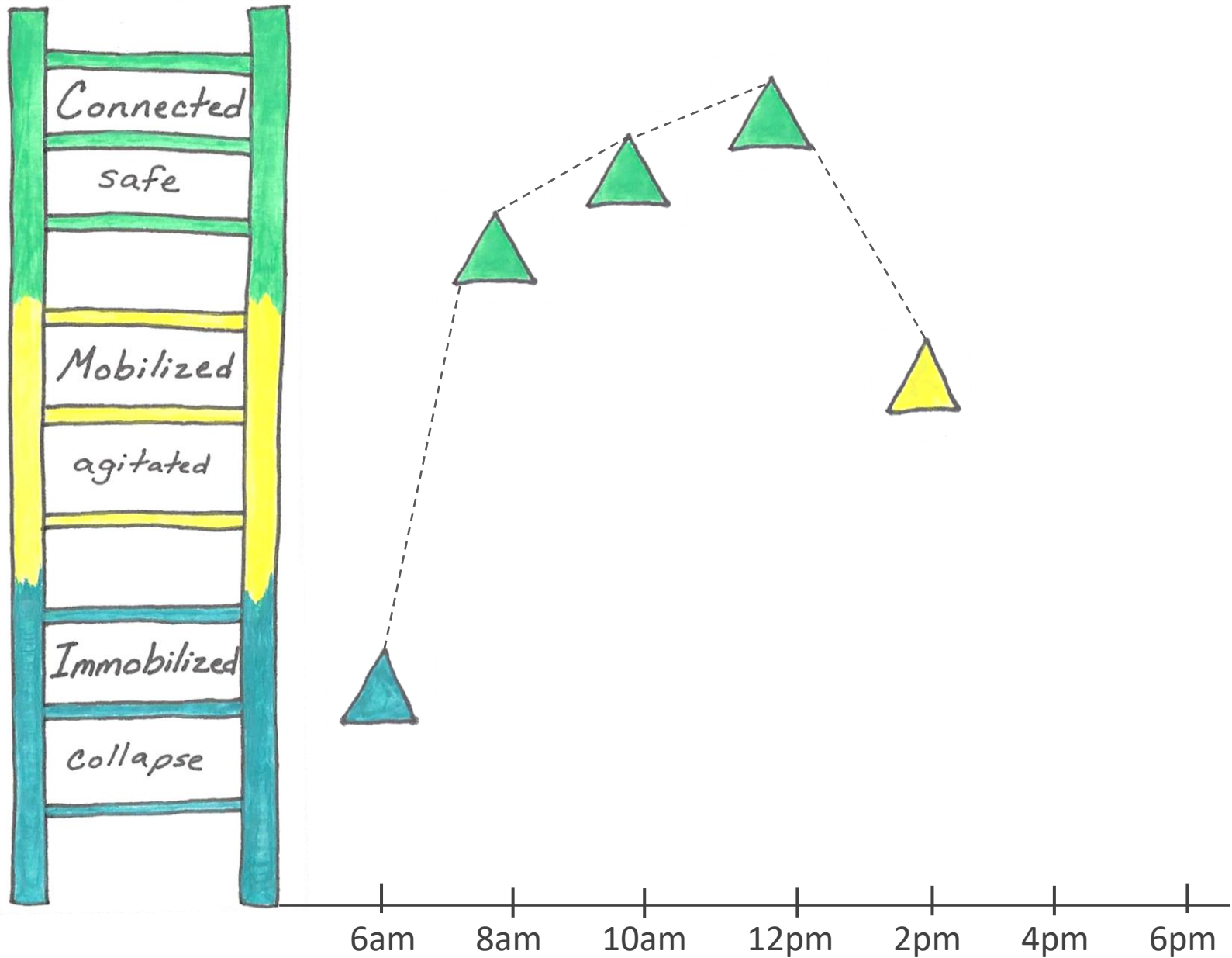




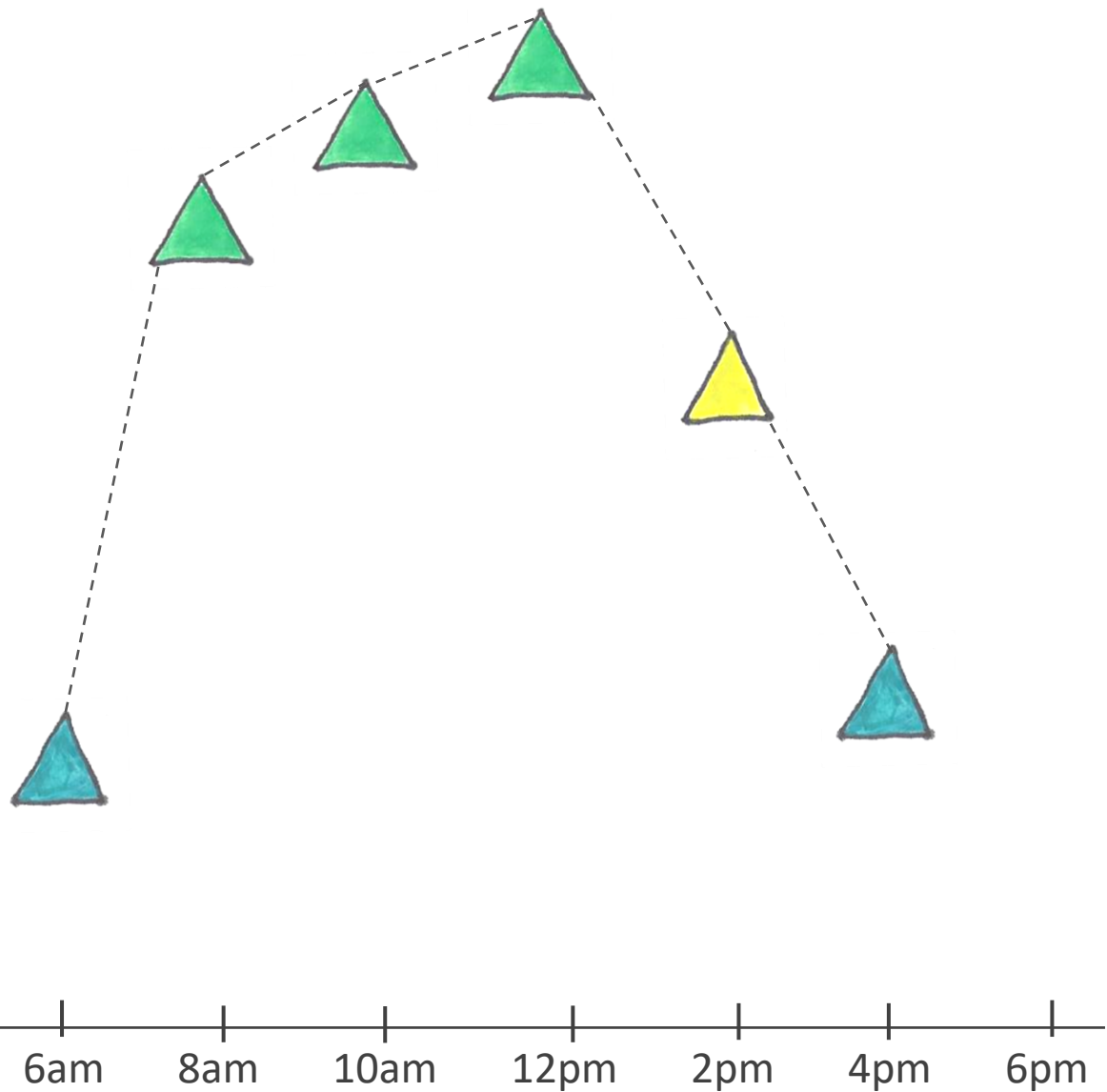
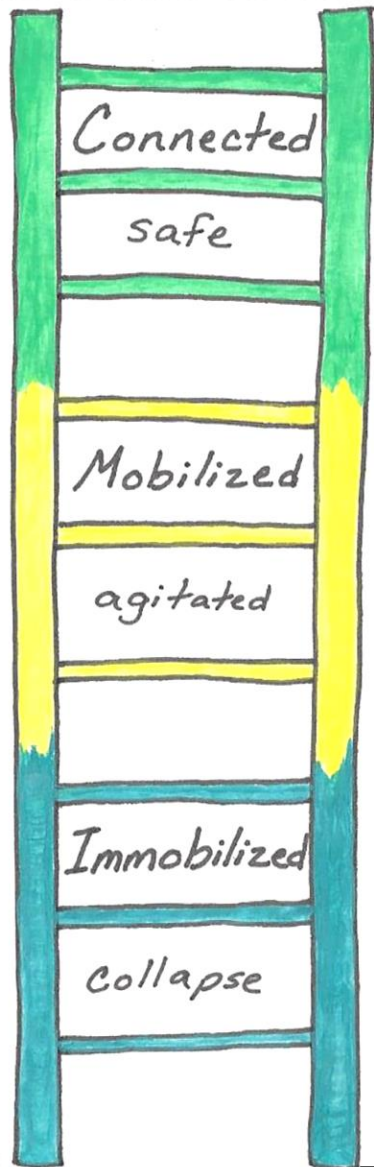


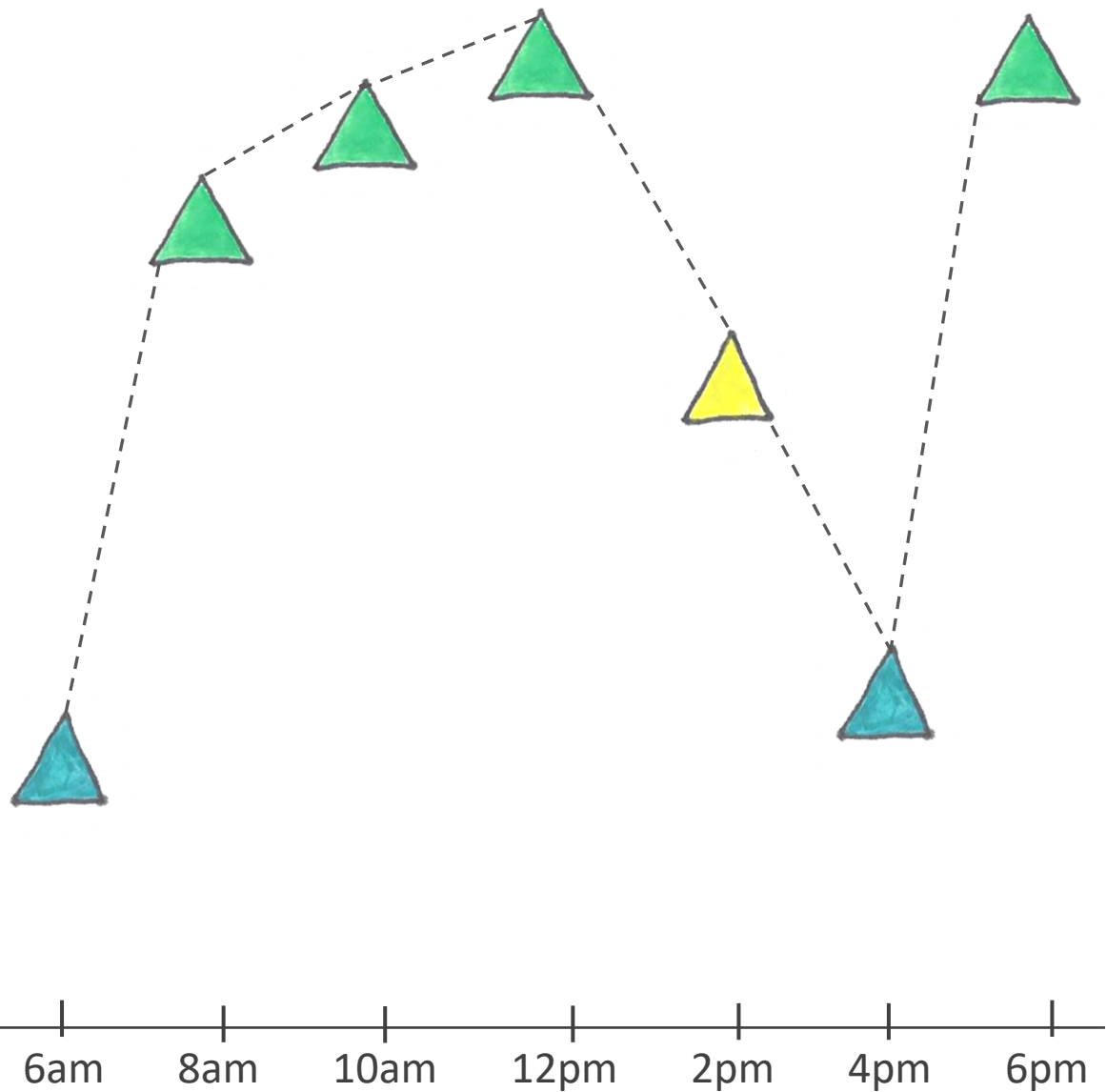
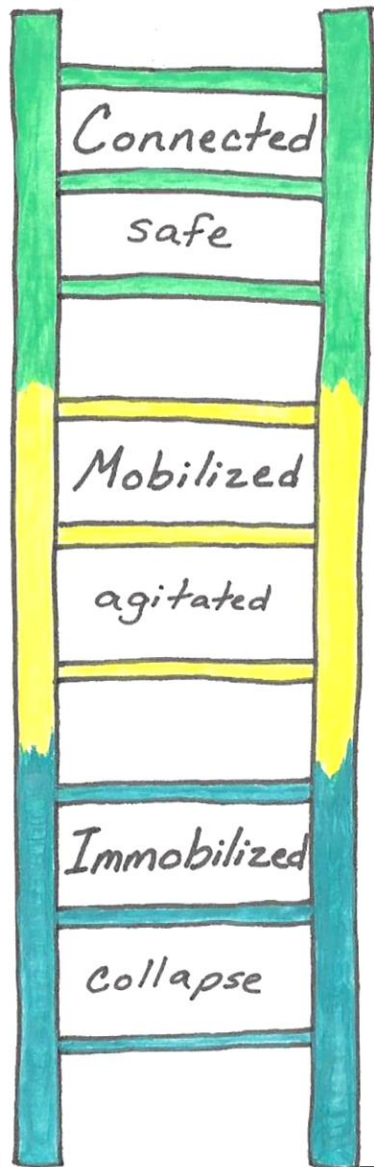
6am 8am 10am 12pm 2pm 4pm 6pm

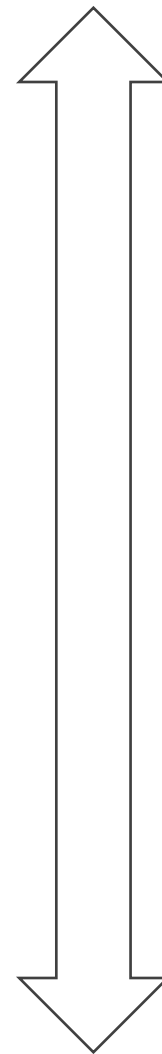
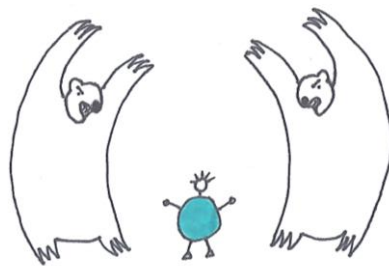
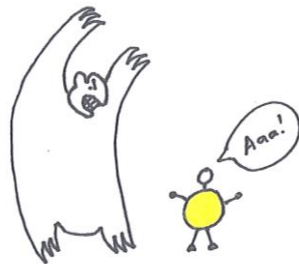
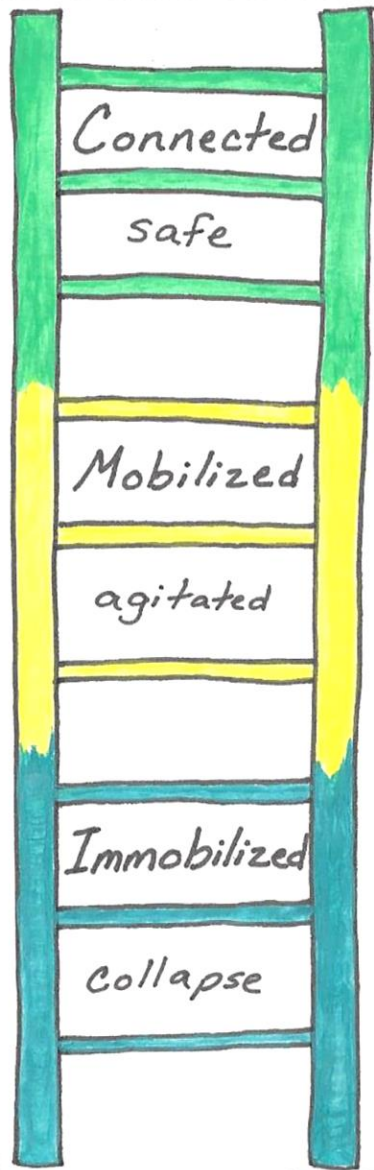




Adapted from Dana, D. (2018). *The polyvagal theory in therapy: Engaging the rhythm of regulation*. W.W. Norton and Company.









How can all this information help us reduce stress on a moment-to-moment basis?

Two things.

When do I?

Instructions: Consider the examples on the following page. Reflect on which resonate with you. On the next page, identify examples from your own experience.

Connected	Feel connected and safe?
safe	
playful	
Mobilized	Feel mobilized?
agitated	
fight/flight	
Immobilized	Feel immobilized?
collapse	
freeze	

When do I?

Instructions: Consider these examples. Reflect on which resonate with you. Use the blank template to identify examples from your own experience.

<p>Connected</p> <p>safe</p> <p>playful</p>	<p>Feel connected and safe?</p> <ul style="list-style-type: none"> • Enjoying early morning quiet time before the day begins • Spending time with colleagues for 10 minutes at the beginning of the day • Exchanging smiles and words of appreciation with a co-worker • Having lunch or dinner with a friend • Listening to my favorite music • Spending time with my dog or cat • Thinking of things I am grateful for
<p>Mobilized</p> <p>agitated</p> <p>fight/flight</p>	<p>Feel mobilized?</p> <ul style="list-style-type: none"> • Facing too much to do, with too little time • Working with a student who is not cooperating • Confronting in-the-moment technology issues • Running late to a meeting • Navigating a conversation with an aggressive parent or colleague • Being accused of making a mistake • Feeling unprepared for a presentation or other important task
<p>Immobilized</p> <p>collapse</p> <p>freeze</p>	<p>Feel immobilized?</p> <ul style="list-style-type: none"> • Feeling powerless to help a student in need • Watching the news • Witnessing budget cuts • Experiencing chronic pain or disability • Being marginalized or left out of conversations • Perceiving a lack of options to resolve a critical issue • Facing too much to do with too little time

What helps me?

Instructions: Identify examples from your own experience. Take care of your self when reflecting on examples from challenging or traumatic experiences.

<p>Connected</p> <p>safe</p> <p>playful</p>	<p>Stay in this space <u>on my own</u>?</p>	<p>Stay in this space <u>with others</u>?</p>
<p>Mobilized</p> <p>agitated</p> <p>fight/flight</p>	<p>Move out of this space on my own?</p>	<p>Move out of this space with others?</p>
<p>Immobilized</p> <p>collapse</p> <p>freeze</p>	<p>Move out of this space on my own?</p>	<p>Move out of this space with others?</p>

What helps me?

Instructions: Consider these examples. Reflect on which resonate with you.

<p>Connected</p>	<p>Stay in this space <u>on my own</u>?</p> <ul style="list-style-type: none"> • Adequate, quality sleep • Listening to music • Prayer or meditation • Reviewing daily successes • Compassionate self-talk • Walking, hiking, or biking in nature • Running, yoga, or other types of exercise • Time alone in the morning • Reading novels • Reading non-fiction • Reading scripture or other resources from spiritual traditions • Cooking, gardening • Taking a drive • Soaking in an awe of nature 	<p>Stay in this space <u>with others</u>?</p> <ul style="list-style-type: none"> • Smiling at people, and seeing their smiles in return (this can activate vitality in the nervous system in an amazing way) • Meeting a friend for coffee • Making a point to eat lunch with a colleague (outside if weather is moderate) • Spending time with spiritual community • Taking a walk with a friend • Giving or getting hugs • Telling people face-to-face something you appreciate about them • Sending a quick thank-you note to a colleague who helped you • Taking time before the rush of the day to connect with colleagues
<p>safe</p>		
<p>collaborative</p>		
<p>curious</p>		
<p>flexible</p>		
<p>self-compassion</p>		
<p></p>		
<p>Mobilized</p>		
<p></p>		

What helps me?

Instructions: Consider these examples. Reflect on which resonate with you.

Connected

Mobilized

judgmental

driven to compete

agitated

fight/flight

Immobilized

Move out of this space on my own?

- Create a to-do list for the day; create a second list of things you will work on/worry about another day
- Get outside for some movement, even if for 10 minutes
- Turn off fluorescent lights (these may subtly increase mobilization or perception of threat)
- Wiggle your toes, barefoot or with shoes on
- Play music that is calming (to support your nervous system in regulating)
- Clean your office or a space in your house
- De-clutter your office or a space in your house
- Take an inventory of cues of safety in your environment (remind yourself there is no bear in building, even if it feels like there is)
- Increase pressure to joints (this can activate the body's calming systems) – press on a wall, do a few pushups, or take a short run

Move out of this space with others?

- Tell someone how you're feeling (this is so simple, but sometimes works wonders because we are social beings)
- Get moving at a gym or yoga class
- Go for walk with a colleague or friend with or without talking
- If not with someone in person, ask a friend to do a "phone walk," with each of you walking/talking with earbuds
- If sharing frustration, ask at beginning of conversation if your colleague or friend can listen without trying to "fix it"

What helps me?

Instructions: Consider these examples. Reflect on which resonate with you.

Connected

Mobilized

Immobilized

feeling trapped

loss of hope

collapse

depressed

freeze

Move out of this space on my own?

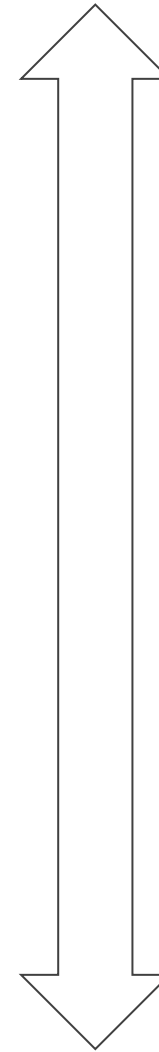
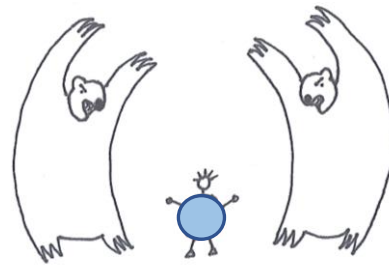
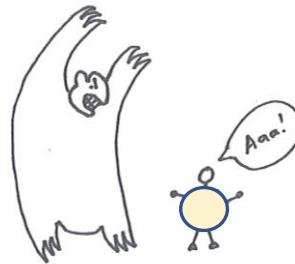
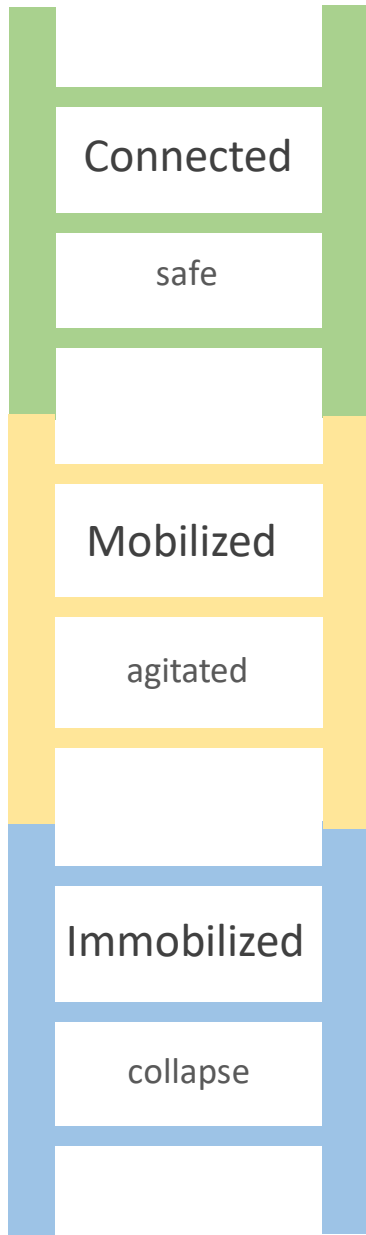
- Take an inventory of cues of safety in your environment, reminding yourself there is no bear in the building, even if it feels like there is
- Put on uplifting music that is moderately-paced
- Take a walk
- Pray or meditate
- Create a list of 5-10 things to be grateful for
- Tell yourself, "This is a moment of suffering. Suffering links me to others and reflects what it means to be human." (see work of Kristin Neff, Ph.D.)
- Think of a person who believes in you
- Remember a positive memory of an encounter with a loved one, pet, or mentor
- Allow yourself to cry with a sense of the compassion and care you would give to a child
- Spend time in nature
- Watch an uplifting TV show or movie
- Take a bath or shower
- Smile (with your whole face); these types of smiles may activate Safe/Connected experiences
- Rinse feet/hands/face with cool, refreshing water

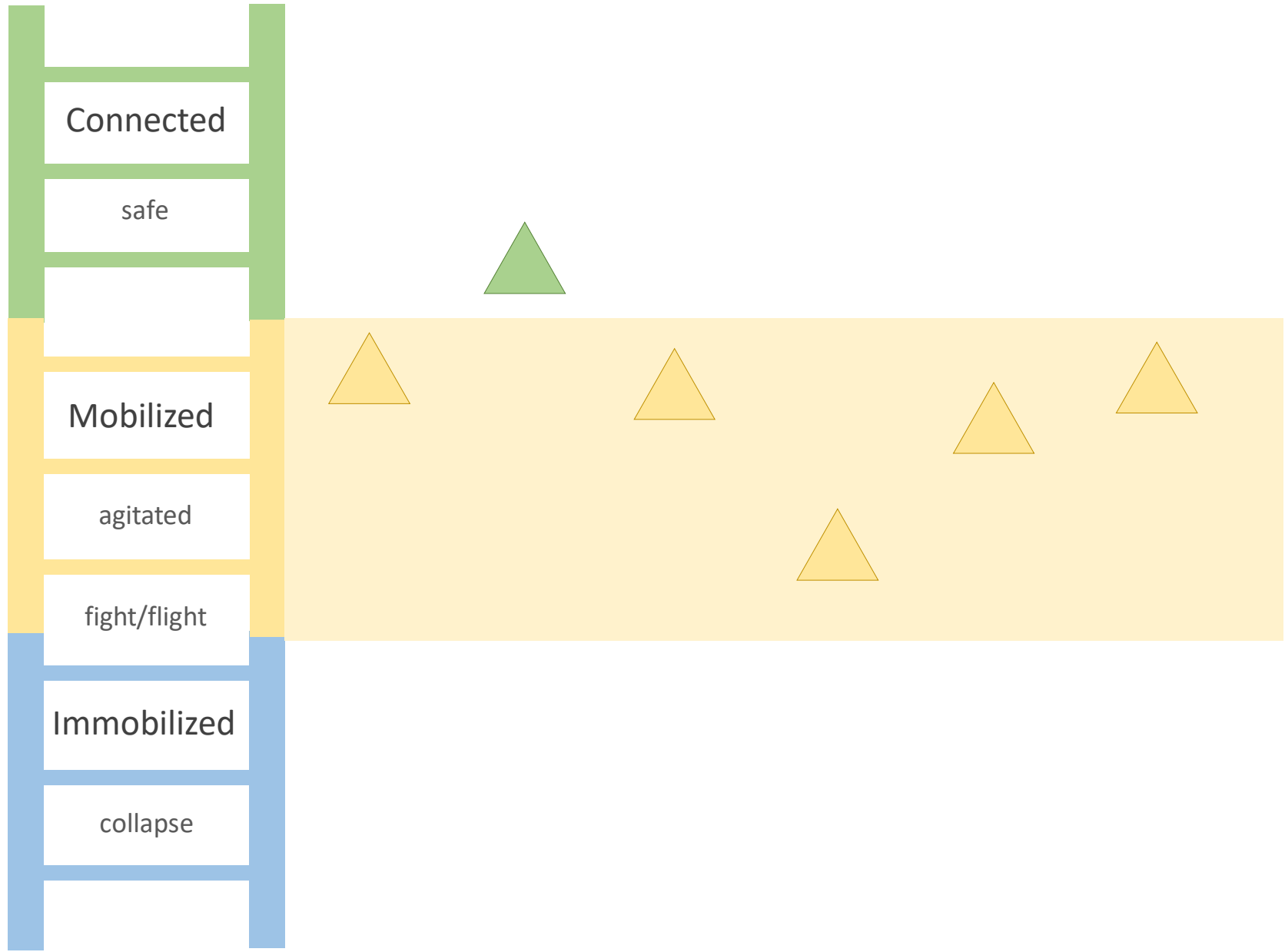
Move out of this space with others?

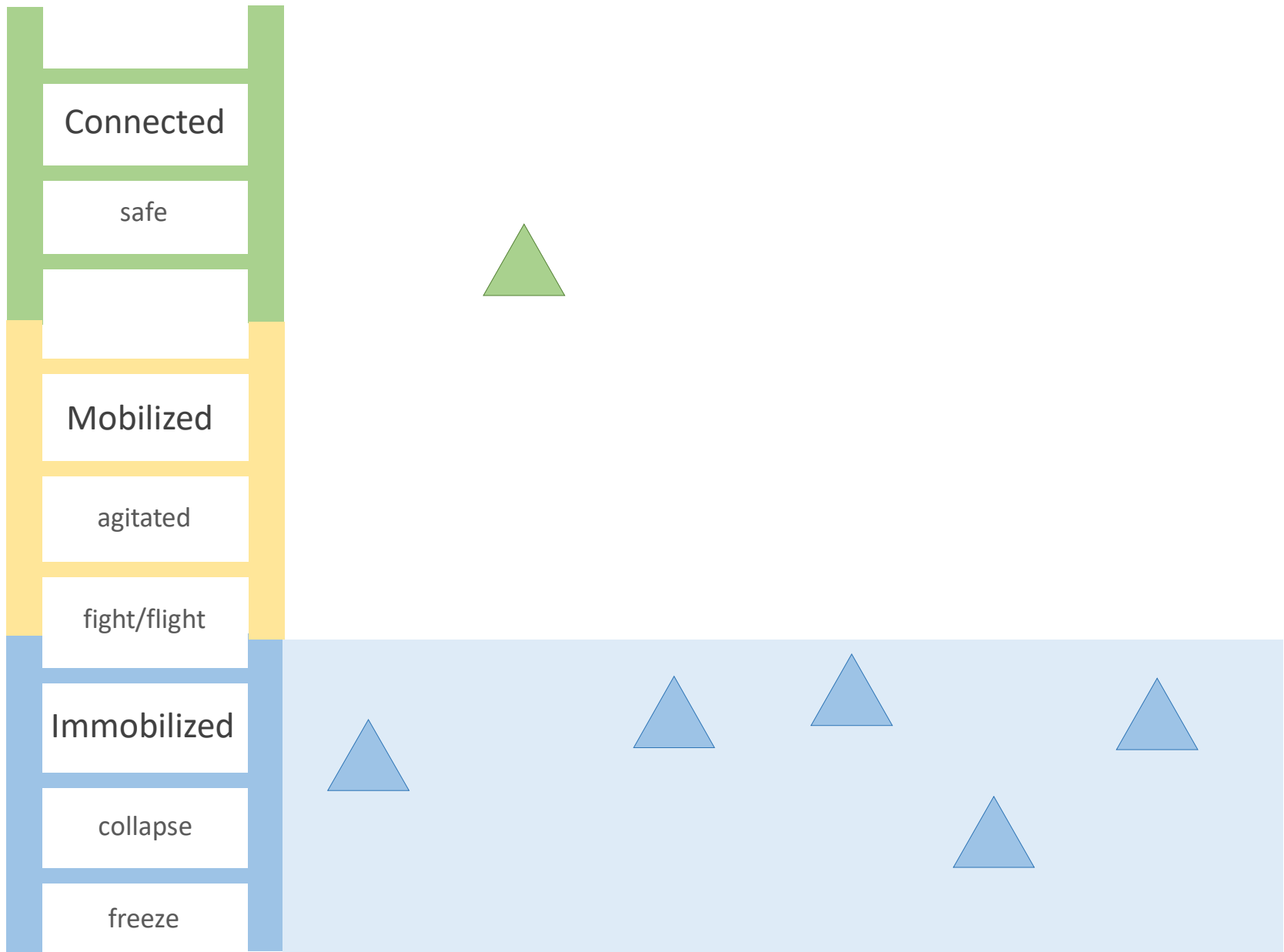
- Share how you're feeling with a colleague or friend
- Accept a hug
- Do one small, random act of kindness (e.g., buy someone a coffee, write someone a quick thank-you note)
- Smile kindly at people in a warm, intentional way
- Send a short video or text to a friend
- Go for walk with a colleague or friend with or without talking
- If not with someone in person, ask a friend to do a "phone walk," with each of you walking/talking with earbuds

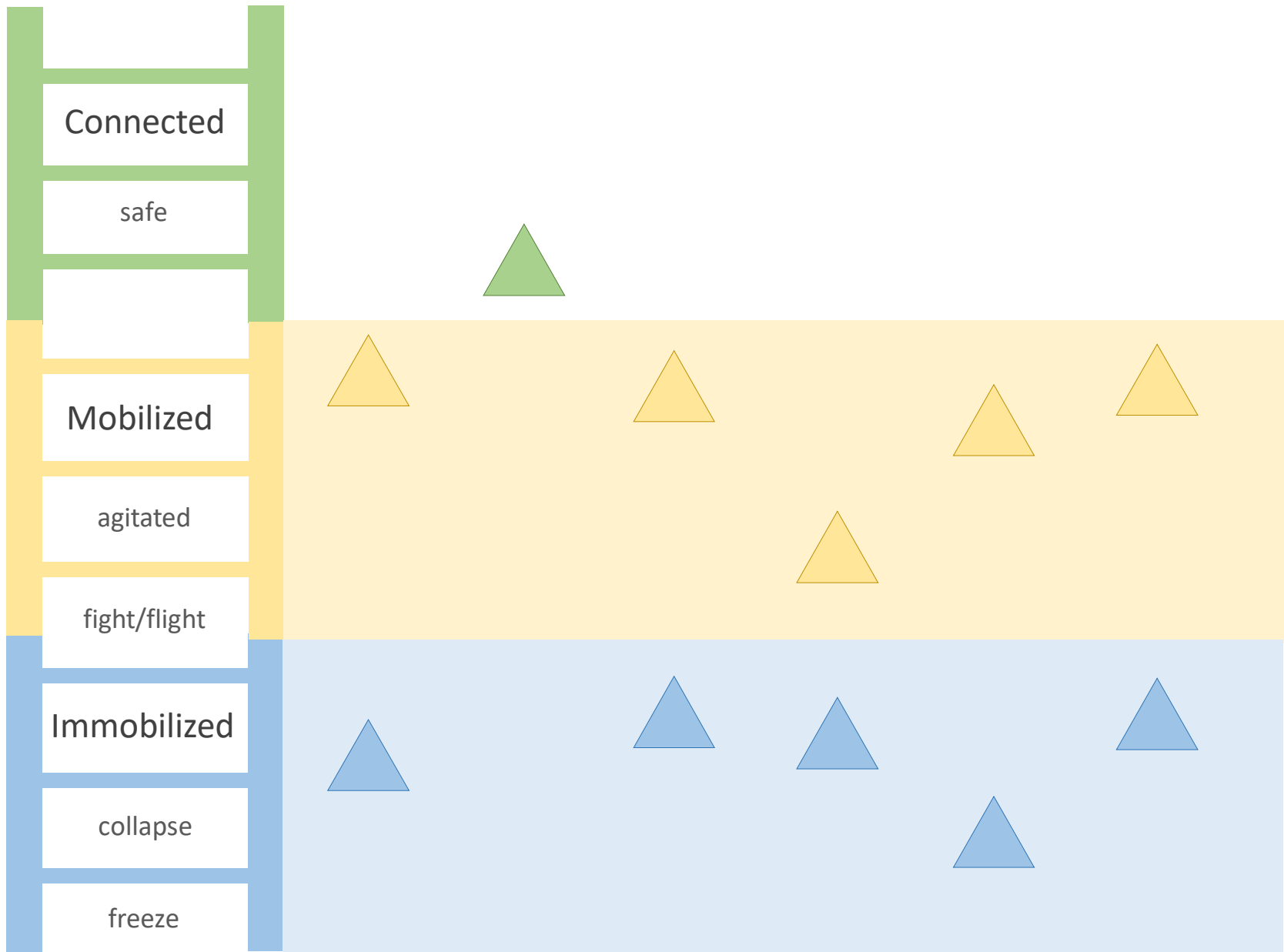


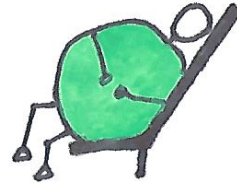
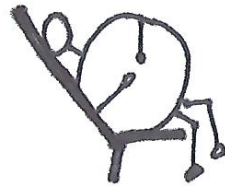
a word on sticky ladders...

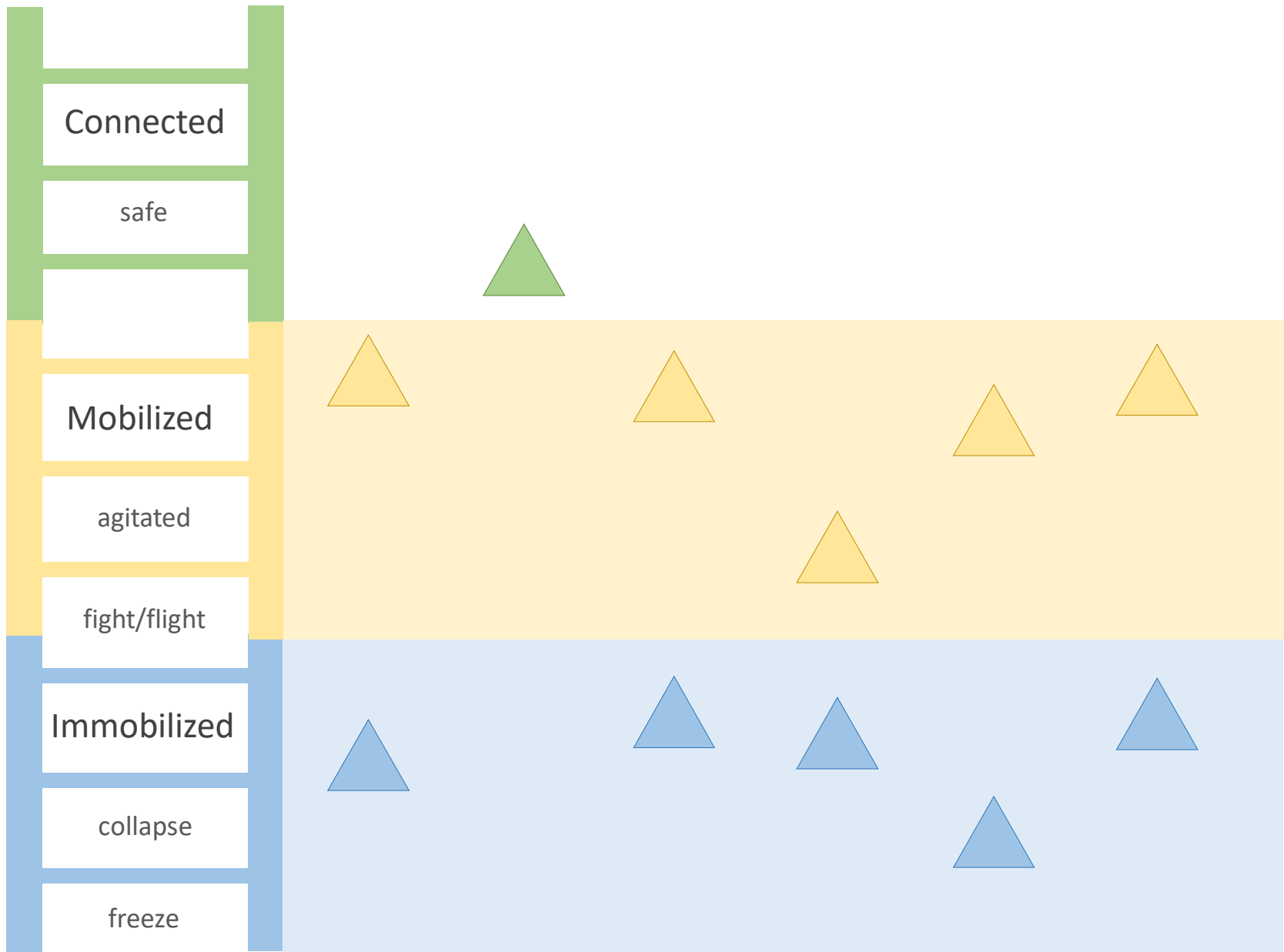


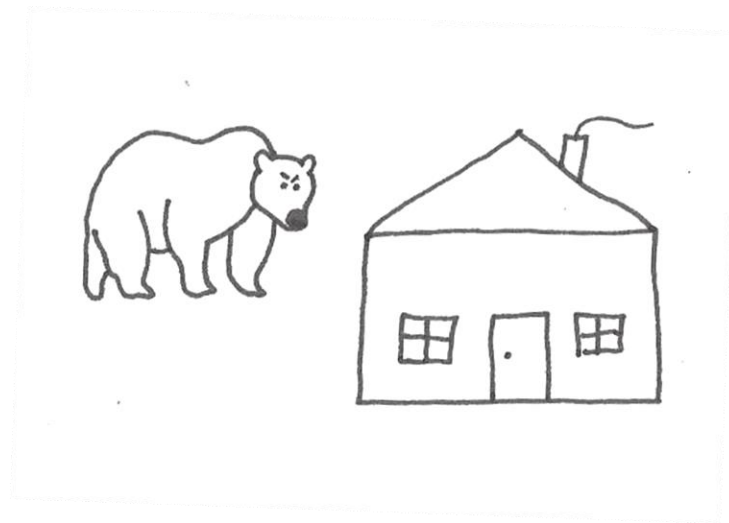






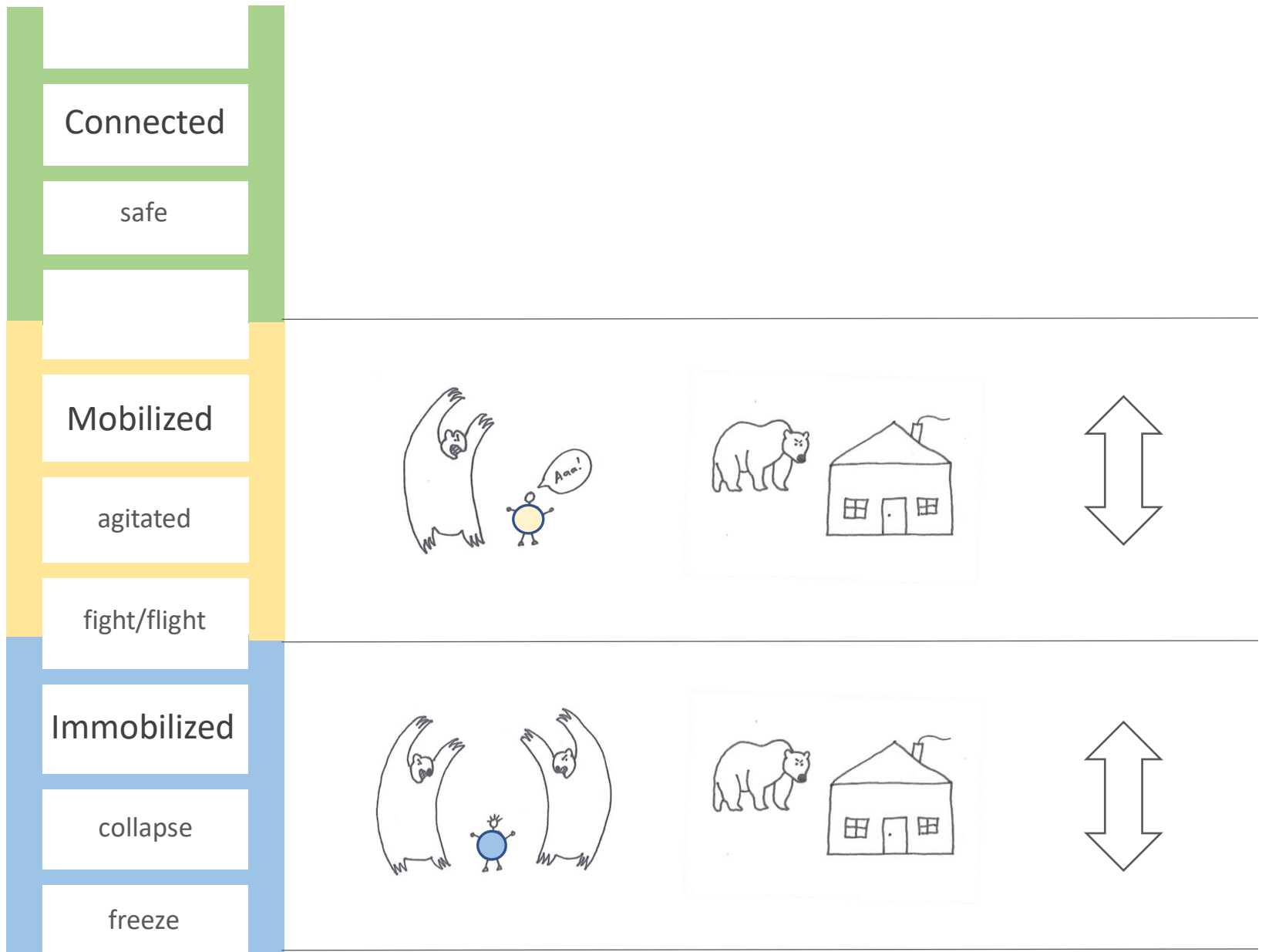


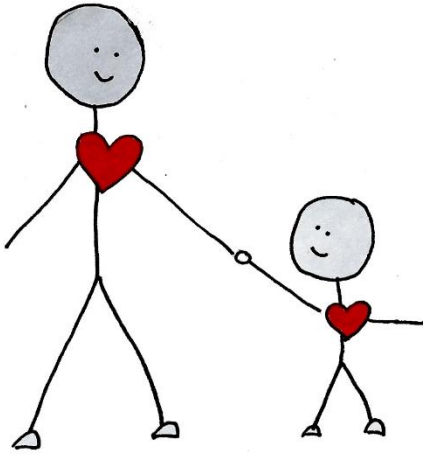












Resources

- The Polyvagal Institute offers online trainings and resources, including the 9-minute video *Trauma and the Nervous System: A Polyvagal Perspective* at <https://www.polyvagalinstitute.org/copy-of-pv-podcasts-videos>
- Dana, D. (2018). *The polyvagal theory in therapy: Engaging the rhythm of regulation*. W W Norton & Co.
- Porges, S. W. (2017). *The pocket guide to the polyvagal theory: The transformative power of feeling safe*. W W Norton & Co.
- Sunseri, J. (2021, April 20). Polyvagal 101: Neuroception, autonomic nervous system, story follow follows state. *Stuck Not Broken* [Podcast]. <https://polyvagalpodcast.libsyn.com/polyvagal-101-neuroception-autonomic-nervous-system-story-follows-state>

References

- Dana, D. (2018). *The polyvagal theory in therapy: Engaging the rhythm of regulation*. W W Norton & Co.
- Porges, S. W. (2017). *The pocket guide to the polyvagal theory: The transformative power of feeling safe*. W W Norton & Co.
- Sunseri, J. (2021, April 20). Polyvagal 101: Neuroception, autonomic nervous system, story follow follows state. *Stuck Not Broken* [Podcast]. <https://polyvagalpodcast.libsyn.com/polyvagal-101-neuroception-autonomic-nervous-system-story-follows-state>
- Bakker, A. & Demerouti, E. (2007, April). The jobs demands-resource model: State of the art. *Journal of Managerial Psychology*, 22(3), 309-328. DOI:[10.1108/02683940710733115](https://doi.org/10.1108/02683940710733115)
- As reviewed in Lever, N., Mathis, E., & Mayworm, A. (2017, Winter). School mental health is not just for students: Why teacher and school staff wellness matters. *Report on Emotional and Behavioral Disorders in Youth*. 17(1), 6-12. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6350815/>
- As reviewed in Hansen, M. & Quintero, D. (2020, January 27). We should be focused on absenteeism among teachers, not just students. *Brown Center Chalkboard*, Brookings Institution. <https://www.brookings.edu/blog/brown-center-chalkboard/2020/01/27/we-should-be-focusing-on-absenteeism-among-teachers-not-just-students/>

Creating Cultures of Staff Wellness for our Schools and Community Partners

Part 1

In this Moment:
Nudging Ourselves Towards Inner
Calm and Connection

Part 2

Listening to Scientists and Grandmothers:
Taking Care of a Human Being

Part 3

Creating Intentional Cultures of Wellness & Care
Where Staff Can Thrive

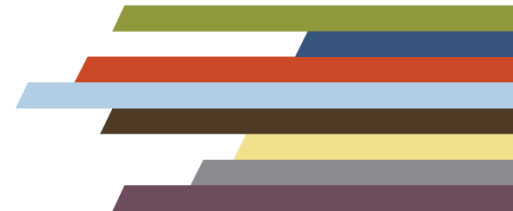


Questions?

THANK YOU!

- Our funding comes from SAMHSA, which requires us to evaluate our services. We appreciate your feedback about this event, which will provide information to SAMHSA and assist us in planning future meetings and programs. Your feedback counts!
- Please click on the link to complete the SAMHSA required survey:

<https://ttc-gpra.org/P?s=829530>



SAMHSA's mission is to reduce
the impact of substance abuse and
mental illness on America's communities.

www.samhsa.gov

1-877-SAMHSA-7 (1-877-726-4727) • 1-800-487-4889 (TDD)