REDUCING THE *COST OF CARING* BY ENHANCING SOCIAL AND EMOTIONAL WELL BEING AND NURTURING SCHOOL CLIMATES

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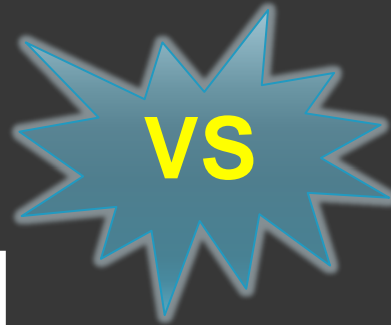November 4, 2014

Benefits of Sports Involvement

Normative Psychosocial Tasks

- Autonomy/Individuation
- Identity
- Intimacy
- Achievement
- Sexuality

Environmental and Social Context

VS

Stressful Life Conditions and Youth

"…the probability of encountering 1 or more student-athletes with psychological concerns within an athletic department is a certainty."

Adverse Childhood Experiences (ACES)

According to parental report, has the child ever:

- Lived with a parent/guardian who was divorced/separated

- Lived with a parent/guardian who died

- Lived with a parent/guardian who served time in jail/prison

- Lived with anyone who was mentally ill or suicidal, or severely depressed for more than a couple of weeks

- Lived with anyone who had a problem with alcohol or drugs

- Witnessed a parent, guardian, or other adult in the household behaving violently toward another

- Been the victim of or witnessed violence in neighborhood

- Experienced economic hardship "somewhat often" or "very often" (i.e., family found it hard to cover costs of food and housing)

More than half of adolescents had at least 1 ACE
Almost 1 in 10 had 4 or more ACES

Prevalence of indicators of negative well-being, by number of adverse childhood experiences (teens 12-17)				
Measure of well-being	**0 ACEs**	**1 ACE**	**2 ACEs**	**3+ ACEs**
High externalizing behavior	18%	26%	33%	41%
Low engagement in school	25%	33%	44%	48%
Household contacted due to problems at school	13%	23%	31%	38%
Grade repetition	6%	12%	14%	21%
Does not stay calm and controlled	24%	34%	40%	44%
Does not finish tasks started	27%	36%	44%	49%
Diagnosed with a learning disability	9%	13%	16%	23%
Fair or poor physical health	2%	4%	4%	6%

Prevalence of ACEs by Age

ACE	National Prevalence (Percentage)
Lived with someone who was mentally ill	
All children	9
0 to 5	6
6 to 11	8
12 to 17	12
Victim or witness to violence in neighborhood	
All children	9
0 to 5	3
6 to 11	8
12 to 17	14
Witness to domestic violence	
All children	7
0 to 5	4
6 to 11	8
12 to 17	10
Lived with parent/guardian who served time in jail	
All children	7
0 to 5	5
6 to 11	8
12 to 17	8
Lived with parent/guardian who died	
All children	3
0 to 5	1
6 to 11	3
12 to 17	5

STRESS REACTIONS

Positive
Brief increases in heart rate,
mild elevations in stress hormone levels.

Tolerable
Serious, temporary stress responses,
buffered by supportive relationships.

Toxic
Prolonged activation of stress response systems
in the absence of protective relationships.

Source: Center on the Developing Child, 2014

Research shows that, even under stressful conditions...

supportive, responsive relationships with caring adults can **prevent** or **reverse** the damaging effects of toxic stress response
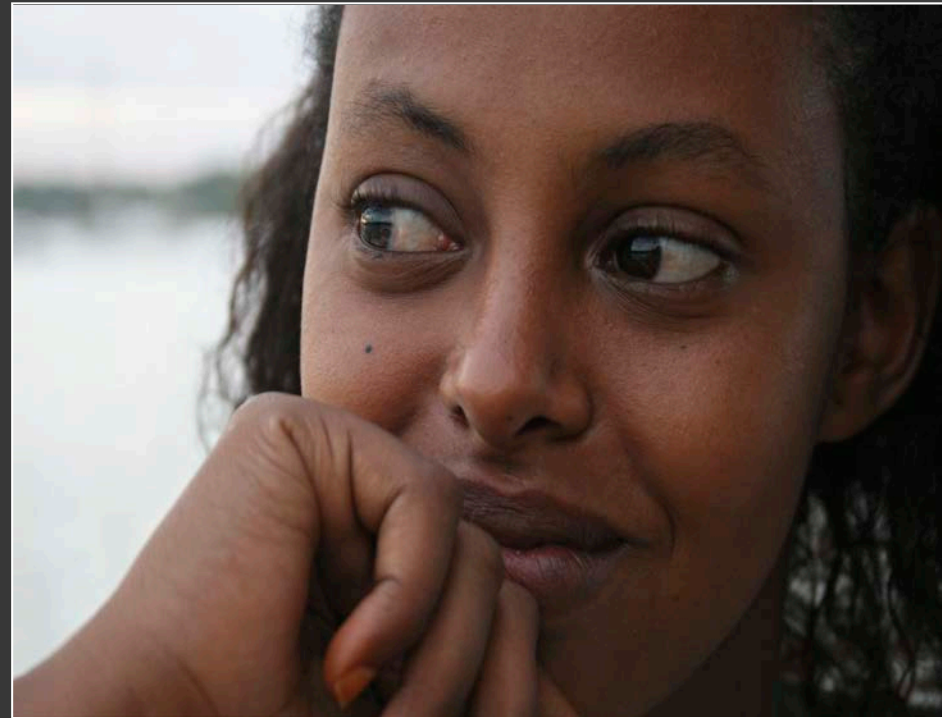
You don't just provide **physical** support, you provide **emotional** support

Charles R. Figley, *Compassion Fatigue: Coping With Secondary Traumatic Stress Disorder in Those Who Treat the Traumatized (1995)*

"THERE IS A COST TO CARING"

Defining Our Terms:
COMPASSION FATIGUE

A condition characterized by a gradual lessening of compassion over time. Symptoms include hopelessness, decreased pleasure, stress/anxiety, sleeplessness, decrease in productivity, inability to focus, and feelings of incompetency and self-doubt

Source: Charles R. Figley, *Compassion Fatigue: Coping With Secondary Traumatic Stress Disorder in Those Who Treat the Traumatized (1995)*

Defining Our Terms:
COMPASSION SATISFACTION

The sense of reward, efficacy, pleasure, and competence one feels in one's role as a helping professional

Source: Figley, C. (2002). Treating compassion fatigue. New York: Brunner-Routledge.

Defining Our Terms:
WORK LIFE CONDITIONS

- Workload
- Control
- Rewards
- Community
- Fairness
- Values

Ray et al. (2013). Compassion Satisfaction, Compassion Fatigue, Work Life Conditions, and Burnout Among Frontline Mental Health Care Professionals, *Traumatology*, 19(4) 255–267

Defining Our Terms: BURNOUT

A syndrome characterized by emotional exhaustion, detachment and social distancing, cynicism about one's work and low sense of personal accomplishment

Maslach, G., & Jackson, S. (1981). The measurement of experienced burnout. Journal of Occupational Behavior, 2, 99-113

Source: Ray et al. (2013). Compassion Satisfaction, Compassion Fatigue, Work Life Conditions, and Burnout Among Frontline Mental Health Care Professionals, *Traumatology*, 19(4) 255–267.

Recommendations for Addressing Mental Health Concerns for WHOM?

- Education
- Early Recognition of Potential Problem
- Effective Referral into Mental Health Care System

Source: Inter-Association Recommendations for Developing a Plan to Recognize and Refer Student-Athletes With Psychological Concerns at the Collegiate Level, 2013
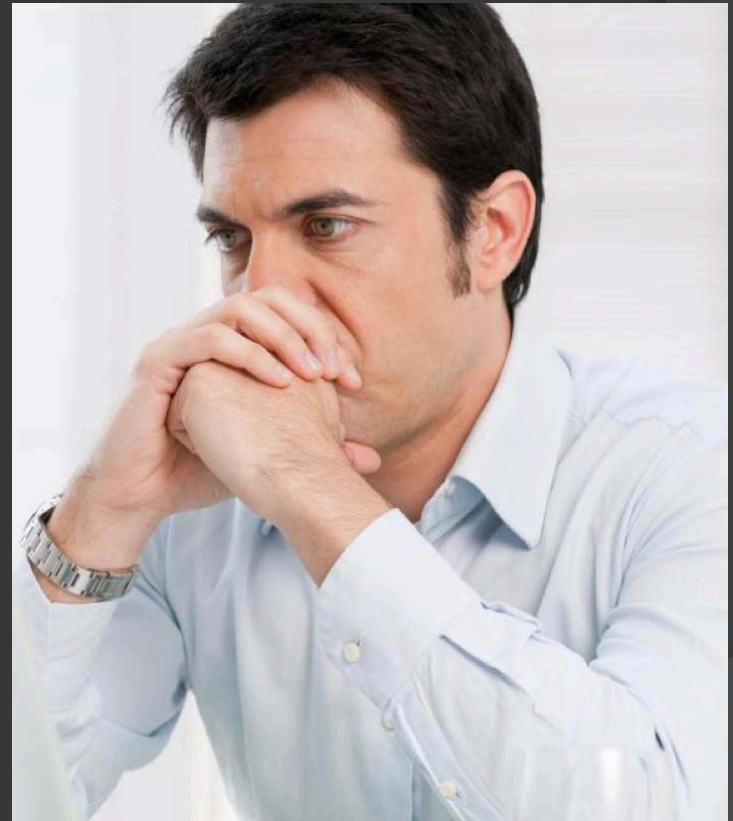
Social and Emotional Skills

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Source: www.casel.org

Self-Awareness

- Professional Quality of Life (ProQol) Self-Test

- Compassion Fatigue Self-Test: An Assessment

- Life Stress Self-Test

Source: www.compassionfatigue.org/pages/selftest.html

Self Care Begins With YOU

- Be kind to yourself.

- Enhance your awareness with education.

- Exchange information and feelings with people who can validate you.

- Clarify your personal boundaries and express your needs.

- Ask for help when you need it.

- Take positive action to change your environment.

Coping Strategies

Personal Well-Being ➡Student Success

Your ability to be emotionally present and to forge a **relationship** with students impacts how **connected** they feel to school, how they behave, and how well they perform in school

School Connectedness

Strongly associated with adolescent heath, academic outcomes, violence prevention, and is protective against risky sexual behavior and drug/alcohol use.

SCHOOL CLIMATE:
Quality & Character of School Life

Four Essential Dimensions:

- Physical & Social-Emotional Safety

- Teaching and Learning Practices

- Interpersonal Relationships & Connectedness

- Environmental/Organizational Structures

Source: Cohen, J., et al. (2009). School climate: Research, policy, practice, and teacher education. The Teachers College Record, 111, 180–213

School-wide Policies & Programs

- Remember the person behind the policy
- Share your ideas for ways to create a safer, healthier environment
- Become an active collaborator, find allies

Teaming as a Vehicle for Prevention

- ◉ What are they called?
  - Student Support Team
  - Child Study Team
  - Early Intervention Team
  - Care Team

- ◉ What do they do?
  - Appropriate Referral
  - Social Support
  - Debriefing
  - Shared Case Management

Lead by Example

Being A Caring Adult is **PROTECTIVE,** and therefore requires **NURTURING**

1 Birth
Form question in your mind

2 Evaluate
Is it a reasonable question?

3 Remember
Until you can ask the question

4 Courage
To ask the question out loud