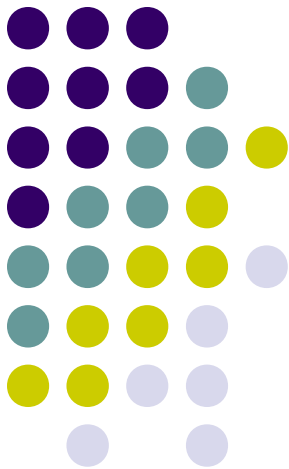


Building Resilience with Teachers



Naomi L. Baum, Ph.D.

Ruth Pat-Horenczyk, Ph.D.

Danny Brom, Ph.D.

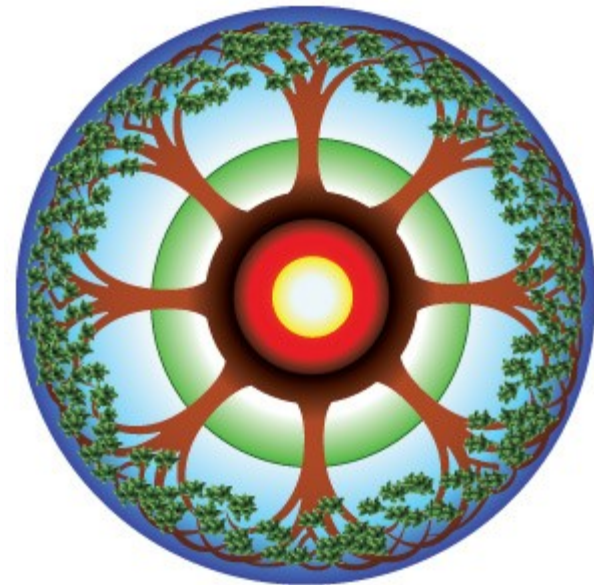
***The Israel Center for the Treatment of
Psychotrauma, Jerusalem***

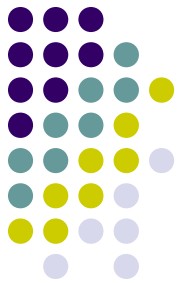
ISTSS-Chicago, 2008



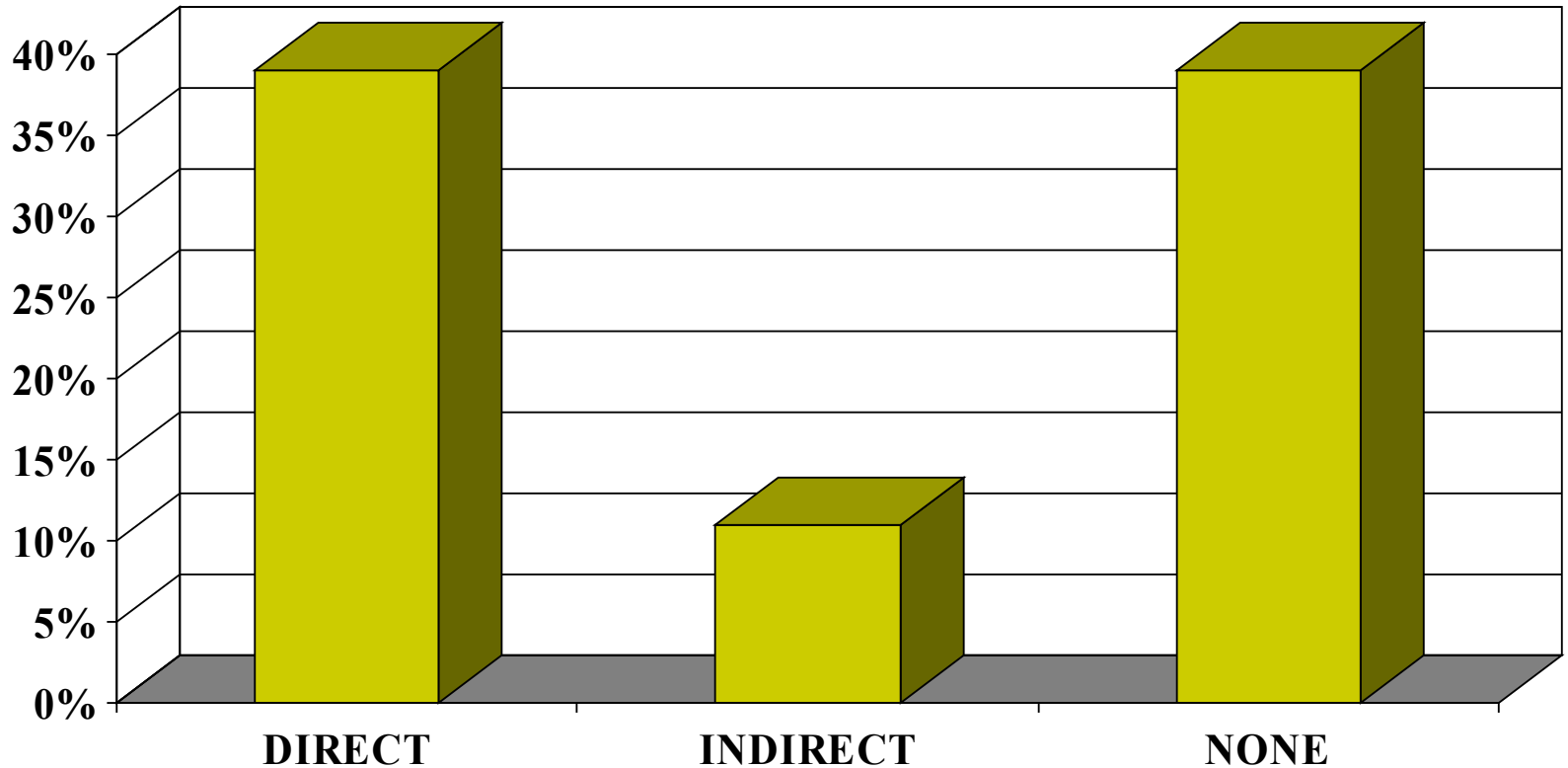
The Context

- Teachers participate in the event (terror, natural disaster) both as victims and caregivers
- Teachers circles of vulnerability include family members, colleagues, students, and community





Jerusalem Teachers Levels of Exposure N=483 Teachers (2003)

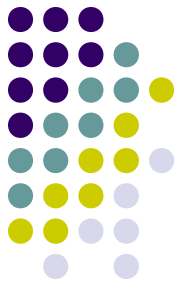




Classroom Dilemmas

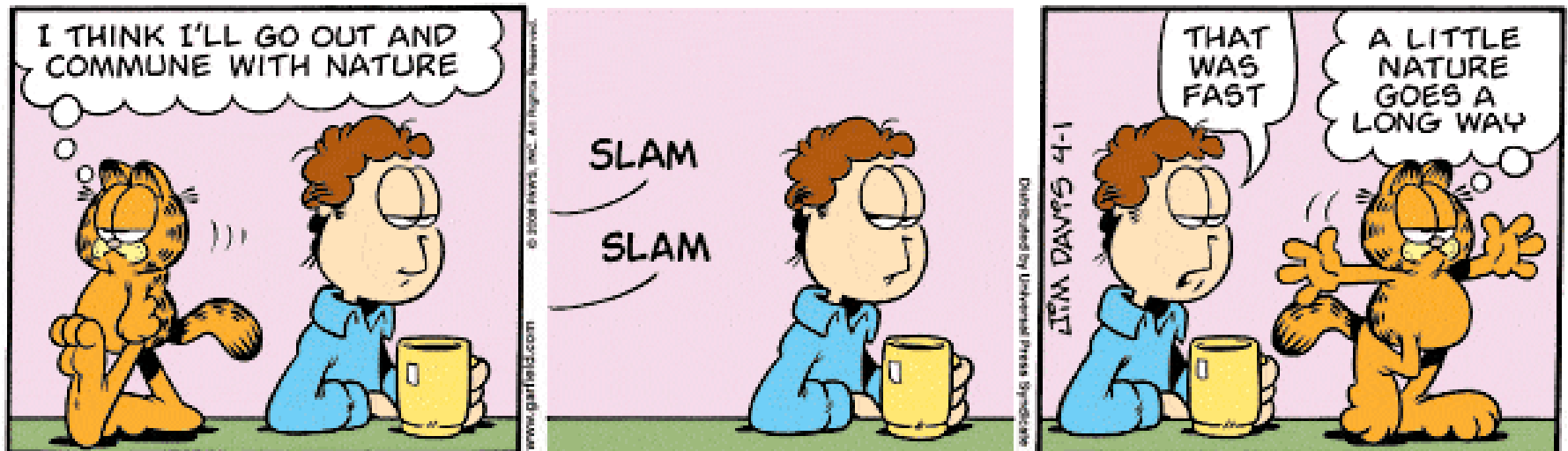
- Shall I talk with the kids about the terror attack last night? How?
- How do I talk to Nurit about her aunt that was killed? Must I?
- What shall I do if I see the children playing “suicide bomber” in the playground?

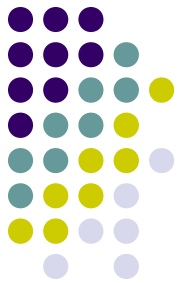




Purpose of Resilience Building with Teachers

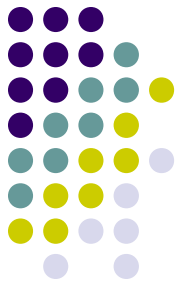
- Provide comprehensive response
 - to the expanded mental health needs of teachers and students
- Teach teachers skills they can take into the classroom in working with students
- Allowing teachers a time and place to reflect on how the trauma has affected them personally and professionally





Challenges of School Resilience Project

- Working simultaneously on trauma at a personal and professional level
- Creating a safe, secure environment while experiencing personal loss of security
- Exploring existential dilemmas that shake the foundations of belief



Part of Ecological Project

- Building Resilience in Teachers and Students-teacher workshops (100%)
- Screening students suffering from post traumatic symptoms (15%)
- School Based Interventions led by guidance staff (10%)
- Referral or treatment of students with PTSD (5%)

Why teachers?

Teachers are uniquely positioned to partner with school mental health professionals:

- Close daily contact with children
- Interactions at both cognitive and emotional levels
- Personal levels of resilience directly impact on entire classroom
- Teachers can serve as **change agents** in the mental health delivery system





Children's Mental Health Needs in the Wake of Trauma

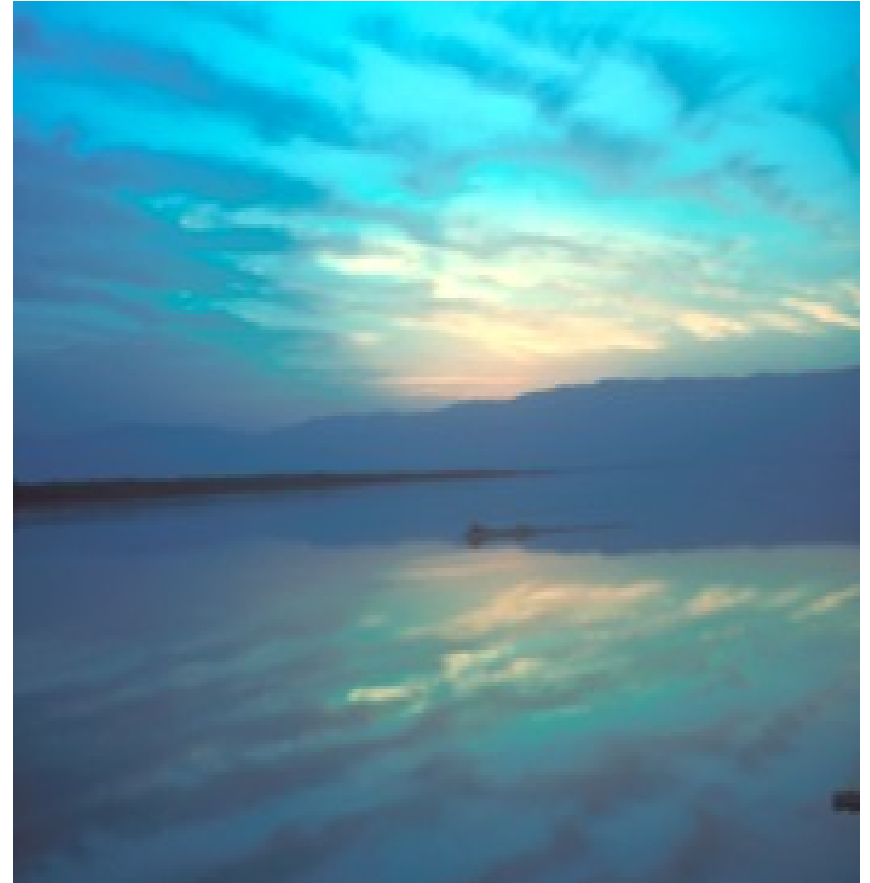
- Social supports
- A place to share strong and conflicting emotions
- Adults that can contain their strong emotions
- Rebuilding a personal sense of safety and security





Teachers' Needs

- **Time and place to explore personal coping and resources**
- **Knowledge about:**
 - Normal range of reactions to trauma and long term stress
 - Recovery process





Teachers' Needs



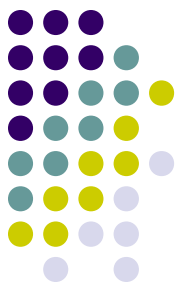
- **Skill Development:**
 - Communicating about difficult events
 - Classroom activities to facilitate resilience building
- **Self Confidence:**
 - To apply the knowledge and skills learned



Resilience – the 5 “S”s:

- **Self**
- **Safety**
- **Strengths**
- **Support**
- **Significance**





Building Resilience – Teacher Inservice

Each session (3 hours) includes

- **Unit on Psycho-Education**
 - Stress and trauma
 - Communication about emotions
 - Resilience and coping
- **Skill-Building Classroom Based Activities**
- **Homework and Follow-Up**

**"ANY IDIOT
CAN
FACE A CRISIS--
IT'S THIS
DAY-TO-DAY
LIVING
THAT WEARS
YOU OUT."**

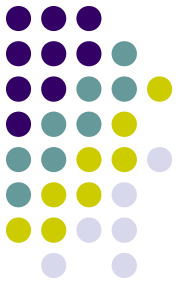
ANTON CHEKHOV



Workshop Content: Four Themes of Resilience

- **Self - Mind-Body Connection**
- **Safety - Expressing Emotions**
- **Strengths and Support - Coping Resources**
- **Significance - Meaning Making and Hope**





Session One: Focus on the Teacher

- Relaxation
- Self awareness of attitudes
- Coping Styles
- Psychoeducation Unit: Normal Reactions to Stress and Trauma





Session Two: Expressing Emotions

- Emphasis on Fear
- Creative Modalities
- Builds Understanding and Empathy
- Psychoeducation: Communicating with Emotions

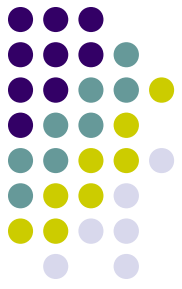


I'm no
longer
afraid
of
storms,



for I am learning
how to sail
my own ship —
L.M. Alcott

Alcott



Session Three: Building Strengths

- **Basic-Ph** Model (Lahad & Ayalon)
 - **B**elief
 - **A**ffect
 - **S**ocial
 - **I**magination
 - **C**ognitive
 - **P**hysical
- Mapping current coping resources
- Expanding resources





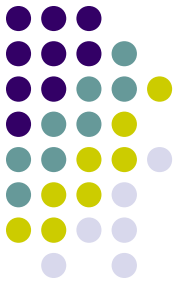
Session Four: Significance

- Meaning Making

We can discover this meaning in life in three different ways: (1) by doing a deed; (2) by experiencing a value; and (3) by suffering.... Victor Frankly

- Hope

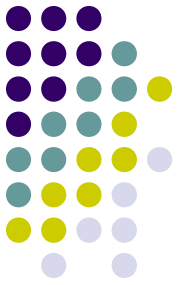




Parents

- Importance of parents in “Building Resilience” Program
- School Based Meeting
- Psycho-Education:
 - Normal reactions to traumatic events
 - Developmental aspects of reactions
 - Indications for seeking professional help and referral sources
 - Principles of school intervention project



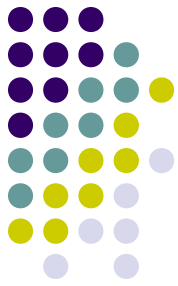


Results of Workshop

Significant Changes in:

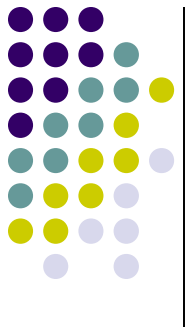
- Knowledge about trauma and stress
- Skill development and self confidence
- Self reported behavioral changes
- Self awareness
- Willingness to relate to trauma in class
- 35,000 children impacted in over 300 preschools and 100 schools





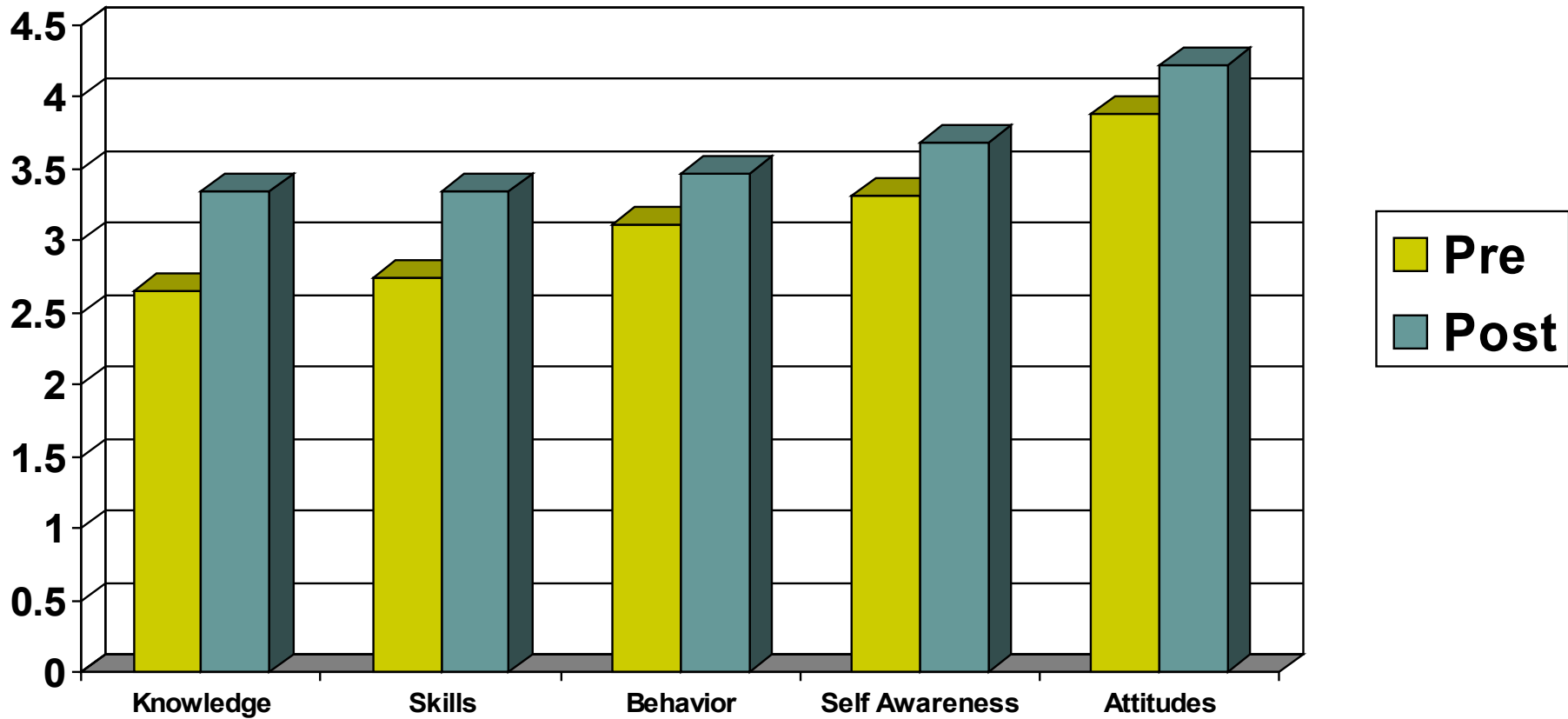
Pre-Post Evaluation Data : Teachers 2007-8 N=368

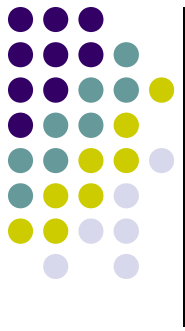
	Pre	Post	Significance
Knowledge	2.65	3.34	P<.001
Skills	2.74	3.34	P<.001
Behavior	3.11	3.47	P<.001
Self Awareness	3.31	3.69	p<.001
Attitudes	3.89	4.23	P<.002



Workshop Evaluations

N=368





Implications

- The importance of multi level intervention in the school setting in dealing with exposure to stress and trauma
- Short term focused interventions with teachers can serve as a springboard for creating change and developing resilience system wide
- Periodic follow-up important to ensure continued application



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