

Stress First Aid For School Leadership: Cultivating Resilience for Educators and Students Together

Supporting Trauma Recovery in Youth with
Developmental Disabilities

STRYDD Center

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NADCO

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Treatment Adaptation and
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Traumatic Stress Network

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Our Discussion Today



History of Disaster Recovery: what we have learned from working in schools after crisis

What is Trauma Informed Care ?

Introduction to Stress First Aid 101 for Educators

How We Use the Five Pillars to Support Resilience

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History of Disaster and Crisis Response





Trauma

What is Trauma?

- Exposure to actual or threatened death, serious injury, or sexual violence
- Direct experience
- Witnessing the event
- Learning that the event happened to a family member
- Repeated or extreme exposure to aversive details of the event
- Both episodic and/or chronic forms of harm

Examples of Traumatic Events

- Car accident or other serious accident
- Natural disaster (flood, hurricane, earthquake, etc)
- War, Terrorism, Community Violence
- Sexual abuse
- Physical assault
- Abandonment or neglect by a caregiver
- Loss of a loved one by death, divorce, or separation
- Teasing or bullying
- Witnessing harm to others
- Societal racism, chronic deprivation

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Impact of Trauma

Disconnected not feeling seen, heard, known

Blocked access to intuition and trusting oneself

Shut down or hypervigilant

Narrows our ability to see new possibilities

Irritability anxiety frustration or anger

Decrease empathy

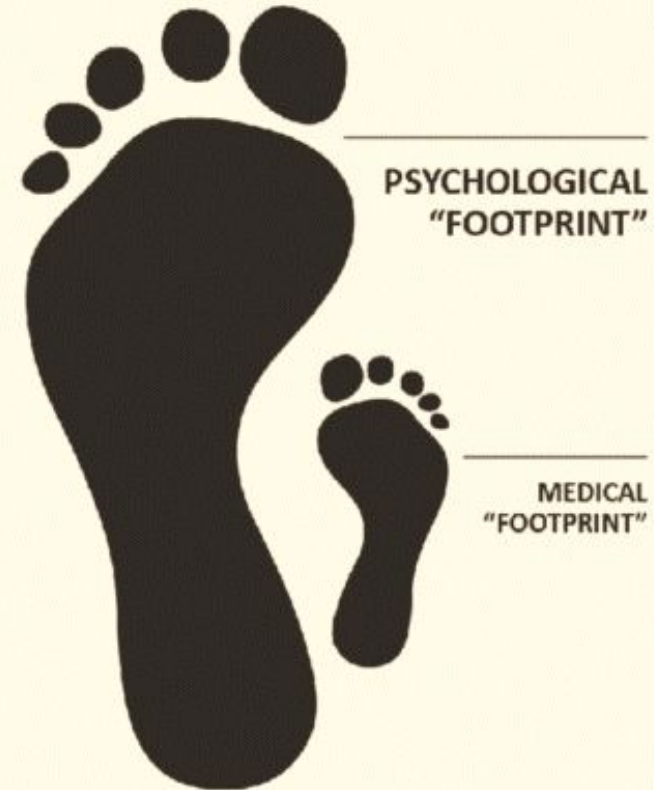
Isolation

Michelle Seijas, Ed.D., trauma informed coach 2023

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**In a disaster,
the size of the
psychological
“footprint”
greatly
exceeds the
size of the
medical
“footprint.”**



Respecting the Trauma Membrane

Minimize Harm, Maximize Bond, Manage Personal Reactivity
Increased Attention to Self-Care



Trauma Membrane

After trauma, people begin to form a membrane around themselves that insulates them from additional trauma. Over time it may block out appropriate help as well. Early intervention is highly recommended.



- Resilience is the Norm



“Resilience is the capacity of a dynamic system to adapt successfully to disturbances that threaten the viability, the function, or the development of that system”

Ann Masten, 2014

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Trauma Informed Practices for Schools



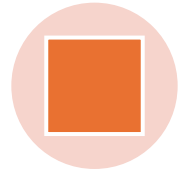
All school members recognize and understand student response to trauma and stress



Practices that support resilience and healing schoolwide



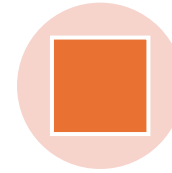
Supports positivity and people's strengths



Encourage partnership and communication



Looks at historical and cultural events



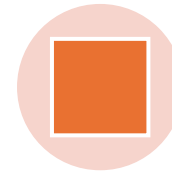
Being culturally responsive



Understands that individuals have their own way of healing



Attempts to understand student's life experiences including those with more intensive needs



May require change to mission, vision, practices, policies and culture

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Trauma Impacts Our Schools and Communities

- We all undergo stress and if we don't attend to stress it can lead to more extreme responses
- Acknowledge the way that stressful events show up in our schools
- Stress drains us if we don't learn to metabolize our experiences



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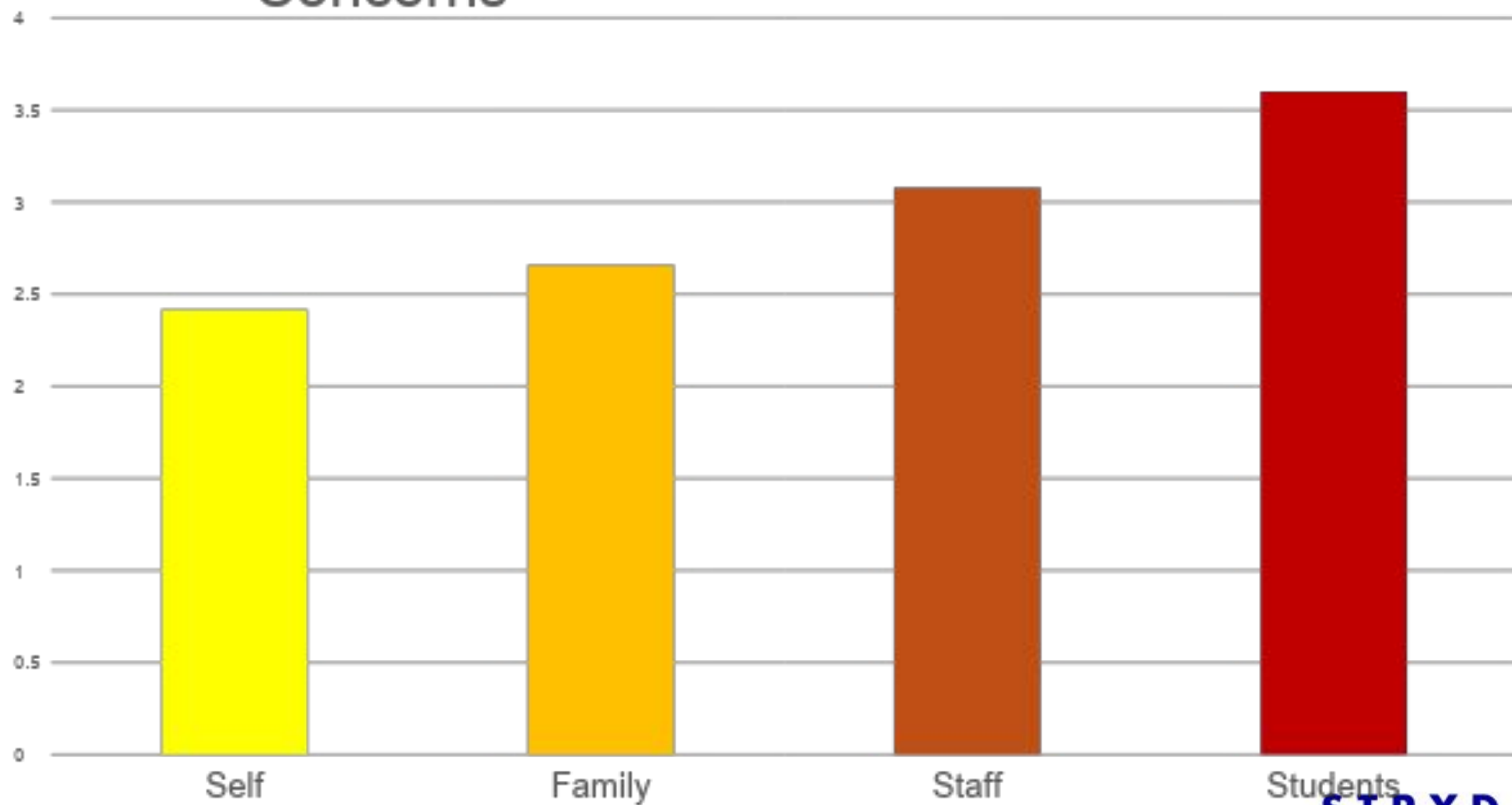
How Do We Metabolize Stress ?

- Connect to oneself – recenter oneself for healing
- Connect to others – healing is connection
- Learn to care for myself so I can metabolize energy and then I can connect to the communities to which I belong
- Goal is to change our relationship to triggers, not to make them disappear
- We will never be fully able to have a world without stress or triggers but how we react to them will serve as a lesson for how emotionally healthy we are or how healthy are our communities and schools

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Survey of Educators Emotional Health Concerns



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Time for reflection and connection

- What are ways that you have been able to get through stressful situations ?
- What do you have in place at your district to manage stress ?
- What have you done in this academic year to deal with stress? What tools can you implement next year to manage stress ?

Stress First Aid 101 for Educators



Reasons for Addressing School Staff Stress

Teacher and school staff **burnout** has been a concern even prior to pandemic. In a study of 26 occupations, **teaching** was identified as one of the six most stressful professions (Johnson, Cooper, Cartwright, Donald, Taylor & Millet; 2005)

Survey during pandemic teachers reported that they feel “somewhat” or extremely” **uncertain** (81%), **stressed** (77%), **anxious** (75%), **overwhelmed** (74%), **sad** (60%) and **lonely** (54%)

School climate surveys indicate that staff endorse **not having enough time** to use resources and **worry about stigma**. The challenge is intensified for **teachers of color**, who often face stressors caused by **racism, bias, and structural inequity**

2021 State of the U.S. Teacher Survey: 1 in 4 considering leaving their jobs

Much higher proportion of teachers reporting frequent **job-related stress** and **symptoms of depression** than the general adult population

A double-edged sword ... Administrators and Educators

- Positive attributes

- Thoroughness
- Commitment to students
- Maintain current best practices
- High Standards
- Recognition of responsibility

- Potential negative implications

- Difficulty relaxing
- Hard to find time for family and friends
- Feeling like “not doing enough”
- Difficulty setting limits
- Difficulty taking time off



What Is Stress First Aid (SFA)?

- The Stress First Aid (SFA) model is a self-care, leadership, and peer support model developed for those in high-risk occupations like military, fire and rescue, and health care
- Adapted for school setting and used with educators
- Will help you to identify and address early signs of stress reactions in yourself and others in an ongoing way



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Stress First Aid (SFA)

An Organizational Peer Support and Self Care Model

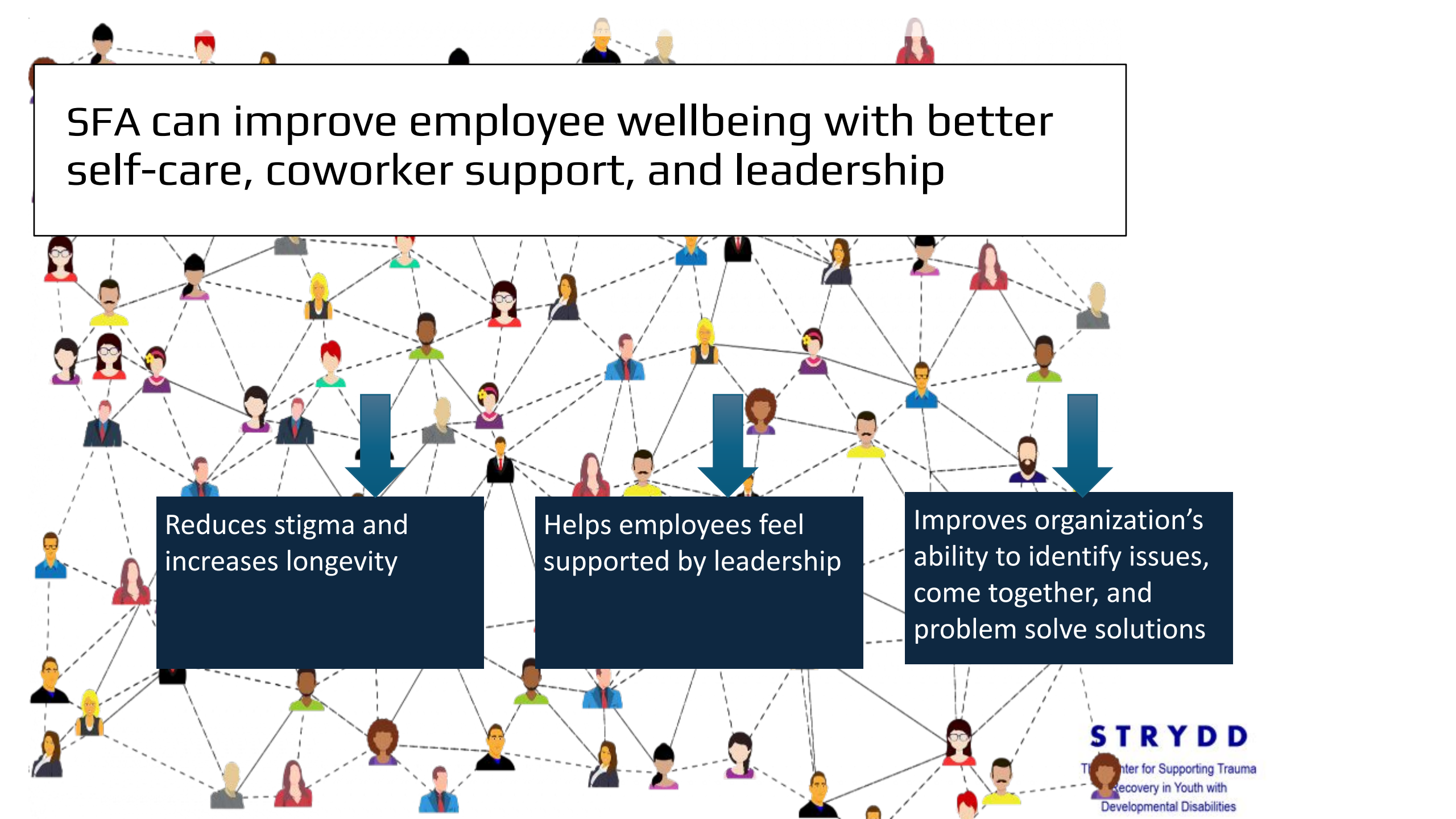
SFA is a program to train individuals to help each other and oneself improve recovery from stress reactions with 3 core competencies



Recognize	Act	Know
Recognize when you or a coworker has a stress injury	If you see something, do or say something	Know at least 2 trusted resources you would access or offer to a coworker in distress

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SFA can improve employee wellbeing with better self-care, coworker support, and leadership

Reduces stigma and increases longevity

Helps employees feel supported by leadership

Improves organization's ability to identify issues, come together, and problem solve solutions

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The Stress Continuum

READY

Definition

- Rested
- Restored
- Relaxed

Features

- Calm and Steady
- Time for self care
- Motivated

Your Role

- Maintain self care and stay connected
- Able to help others

REACTING

Definition

- Strained
- Normal daily stress
- Able to recover

Features

- Feeling irritable, anxious or down
- Loss of focus, motivation
- Difficulty sleeping

Your Role

- Monitor your own well-being
- Alternate exertion with rest

STRAINED

Definition

- Becoming harmed by stress
- Persistent strain

Features

- Not feeling like oneself
- Loss of control, panic
- Excessive worry, guilt, anger, hopelessness

Your Role

- Recognize stress injuries early
- Remember to use the STRIDE approach

SEVERELY DISTRESSED

Definition

- Impairment in functioning
- Impact on quality of life

Features

- Unaddressed stress injuries
- Persistent and severe symptoms of distress

Your Role

- Accepting support
- Link into care
- Recovery mindset
- Gradual return

The Stress Continuum Helps Leaders Address the Impact of Stress

Green Zone Examples

Regularly send out messages such as:

"I want to let everyone know that we know you're working **hard**."

"**You** guys are doing a wonderful job."

Yellow Zone Examples

Leaders give the message, "I know your workload has gone up. The stress has been high .

What impact has that had? Help me understand. What would help?"

Orange Zone Example

Continued leader focus on communication, regular praise, asking about needs.

Attend trainings on skills & strategies helpful in navigating escalating work stress:

- * breathing/calming,
- * assertiveness,
- * conflict resolution

Consider additional supports/consultation

Red Zone Example

Highlight that if someone is concerned about more serious manifestations of stress like anxiety and depressive disorders, or substance use, **seek support** through with other trained behavioral health professionals.

Communication could include these messages:

- The earlier someone gets connected to these resources, the better.
- Going to behavioral health professionals or the EAP does not cause career harm.

Buddy Up!!!

SFA as A Peer Support Intervention



- **IMPORTANCE OF HAVING AN SFA BUDDY**
- Educators are often focused on other's welfare before their own
- Peer support allows school staff to normalize stress in the community and look out for each other
- Co-workers can give informal support to prevent more significant problems and be a bridge to more formal treatment
- Early treatment for significant stress is effective
- Connection is a critical ingredient in managing stress

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Check and Connect

Foundational, ongoing, continuous processes for Practicing with your SFA BUDDY

Check

- Becoming more aware of changes in behavior that result from stress.
- Those who are stressed may not be aware of their reactions or risk, or not willing or able to reach out.

Connect

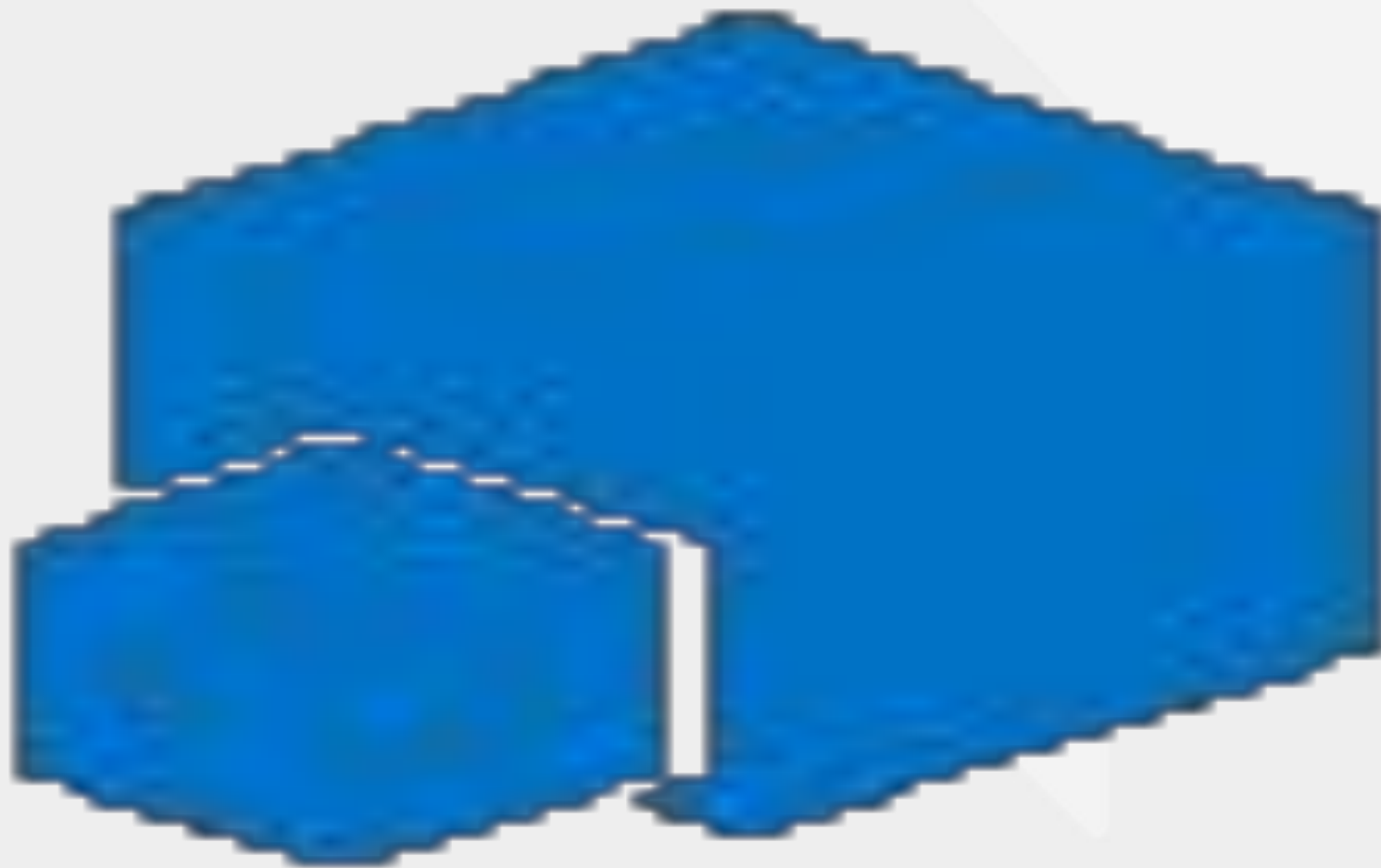
- Collaborating with others who can help, or who need to know.
- SFA is not meant to address all ranges of issues.

1 GREEN	2 YELLOW	3 ORANGE	4 RED
(Rested and Ready to Support Others)	(Feeling Some Stress)	(The Strain and Drain is Taking a Toll)	(Severity of Stress is Harming My Functioning)

Self-assessment

Please consider your level of current stress with the corresponding colors of green, yellow, orange, and red

- **Green** Rested and ready to support others
- **Yellow** Feeling some stress
- **Orange** The strain and drain is taking a toll
- **Red** Not sure how much more I can handle





Potential Self-Check Actions

- Give yourself permission to take care of yourself
- Make a conscious effort to keep tabs on yourself
- Become aware of personal red flags
- Pay attention to red flags sooner rather than later



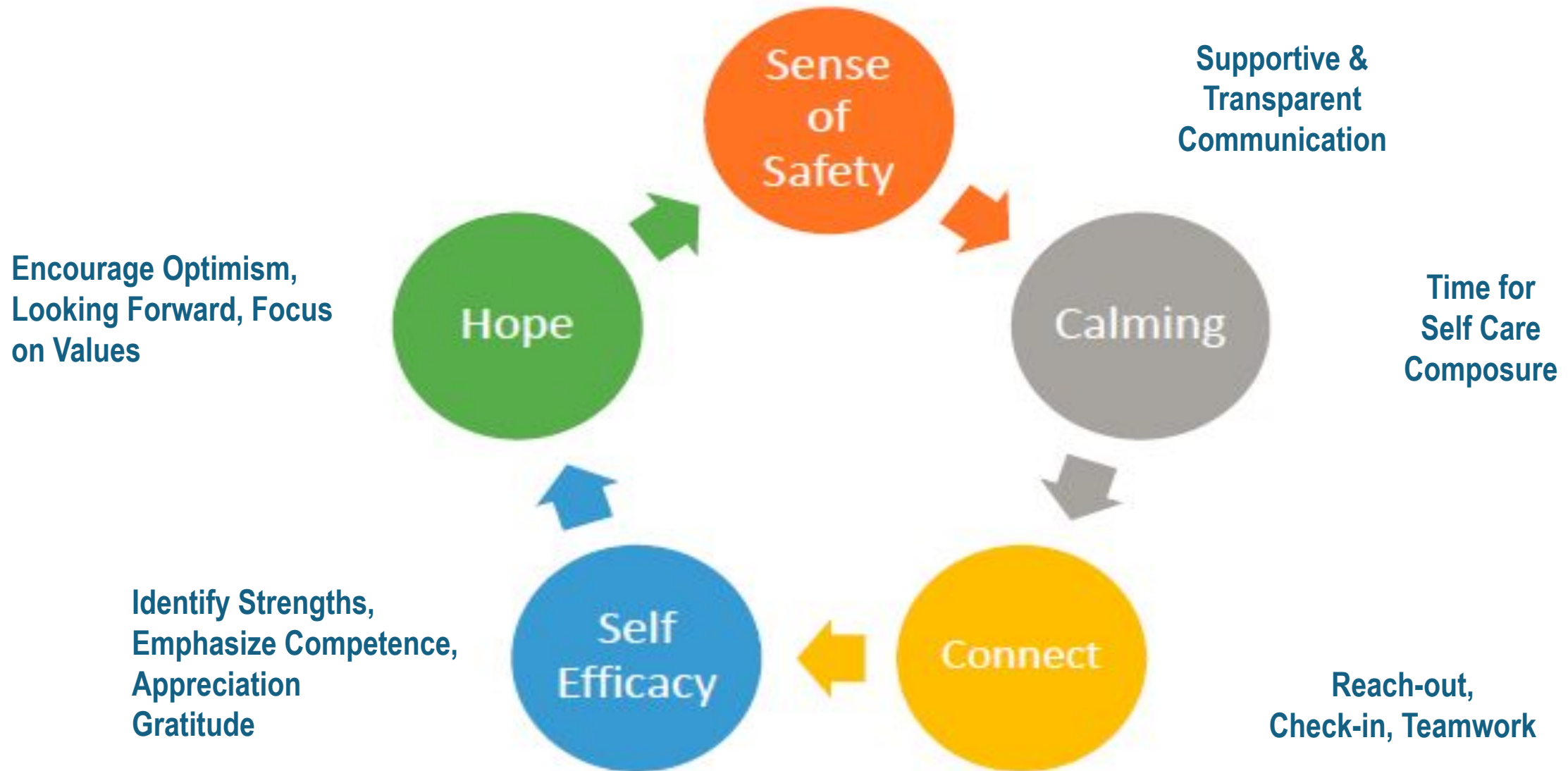
Potential Coworker Check Actions

- ▶ Offer basic resources like food, water, etc.
- ▶ Begin with a casual two-way communication to get someone talking.
- ▶ Find the right way to check on someone without annoying them (e.g., email/texting versus calling).
- ▶ Check in more than once, especially on anniversaries.
- ▶ Be approachable and authentic.
- ▶ Monitor / check on staff needs regularly.

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Stress First Aid Adapted for School Staff: 5 Pillars of Building Resilience



STRIDE to Green

How's Your Five?

Time for
Calm

Support for
Safety

IDentifying
Strengths

Reaching
out

Encouraging
Optimism



First Pillar: Sense of Safety



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Support for Safety

Definition

- Clear, calming presence and emotional safety
- Ensure safety protocols for physical safety
- Transparent and respectful communications
- Develop a flexible and adaptable attitude

Examples/Actions

- Stand by ready to assist, communicate availability
- Reassure by emphasizing safe aspects in the moment
- Reduce anything that makes the person feel unsafe
- Counsel the person about how to be or feel safer
- Plan for future safety

Actions for Supporting Safety – Mindfulness



- What is the physical environment ?
- Do teachers and faculty feel that they have a forum for voicing their concerns ?
- Are they heard, are less "vocal" groups seen
- Do they have mechanisms for taking a pause and self-care



Coworker Actions to Support Safety

- Stand by ready to assist
- Reduce anything that makes the person feel unsafe
- Reassure that they are safe in the moment
- Educate the person about how to be or feel safer
- Make others safe
- Focus the person on what to do rather than what not to do
- Work to make situations safer by focusing on lessons learned, preparing and training personnel, and reducing threatening situations
- Slowly implement SFA actions into the organization so it is normal to check in and discuss things well in advance of anything happening

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Second Pillar: Calming



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Time for Calm

Definition

- Exercise mindfulness
- Take breaks and build in time for wellbeing
- Take a **pause** and get grounded

Examples/Actions

- **Quiet** by stopping exertion and slowing down
- **Compose** by drawing attention inwards, refocusing, and distracting
- **Foster Rest** with a break, time out or sleep
- **Soothe** with an empathic caring ear

Tools for supporting yourself and others

Identify Values

- what matters to you most?
- integrate professional and personal
- deconstruct delayed gratification

Optimize Meaning in Work

- flow
- work environment

Nurture Personal Wellness Activities

- relationships (connection with colleagues, personal relationships)
- self care (exercise, sleep, regular medical care)
- personal interests (hobbies)

(adapted from Tait Shanafelt, MD, Stanford Medicine WELL MD WELL PhD,
Grand Rounds, Northwell Health, November 2024)



Potential Calm/Self-Care Actions

- Whatever helps you keep focused on the present moment
- What you're grateful for
- Prioritizing simple strategies for calm
- Quiet by stopping exertion and slowing down
- Compose by drawing attention outwards, refocusing, and distracting
- Foster rest with a break, time out, or sleep
- Soothe with an empathic caring ear
- Get regular physical activity
- Breathing more slowly and evenly
- Meditation, mindfulness



S.T.O.P.

“Between stimulus and response there is a space” - *Viktor Frankl*

Stop: *pause for a moment*

Take a Breath: *to calm*

Observe:

- *What am I feeling?*
- *What are my goals?*
- *What are my choices?*

Proceed with awareness



PAUSE

3-2-1 Grounding

3. See



2. Hear



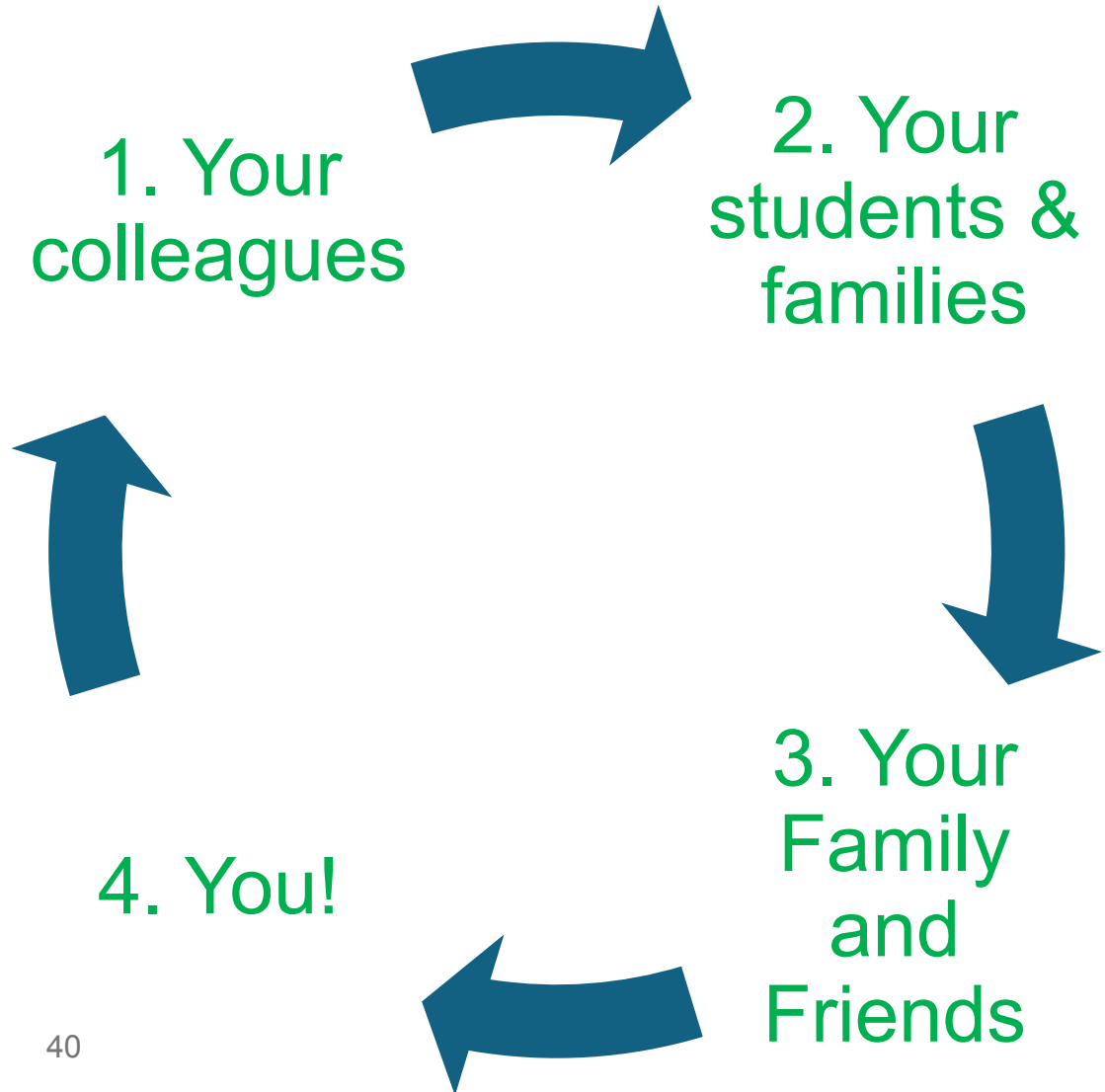
1. Touch



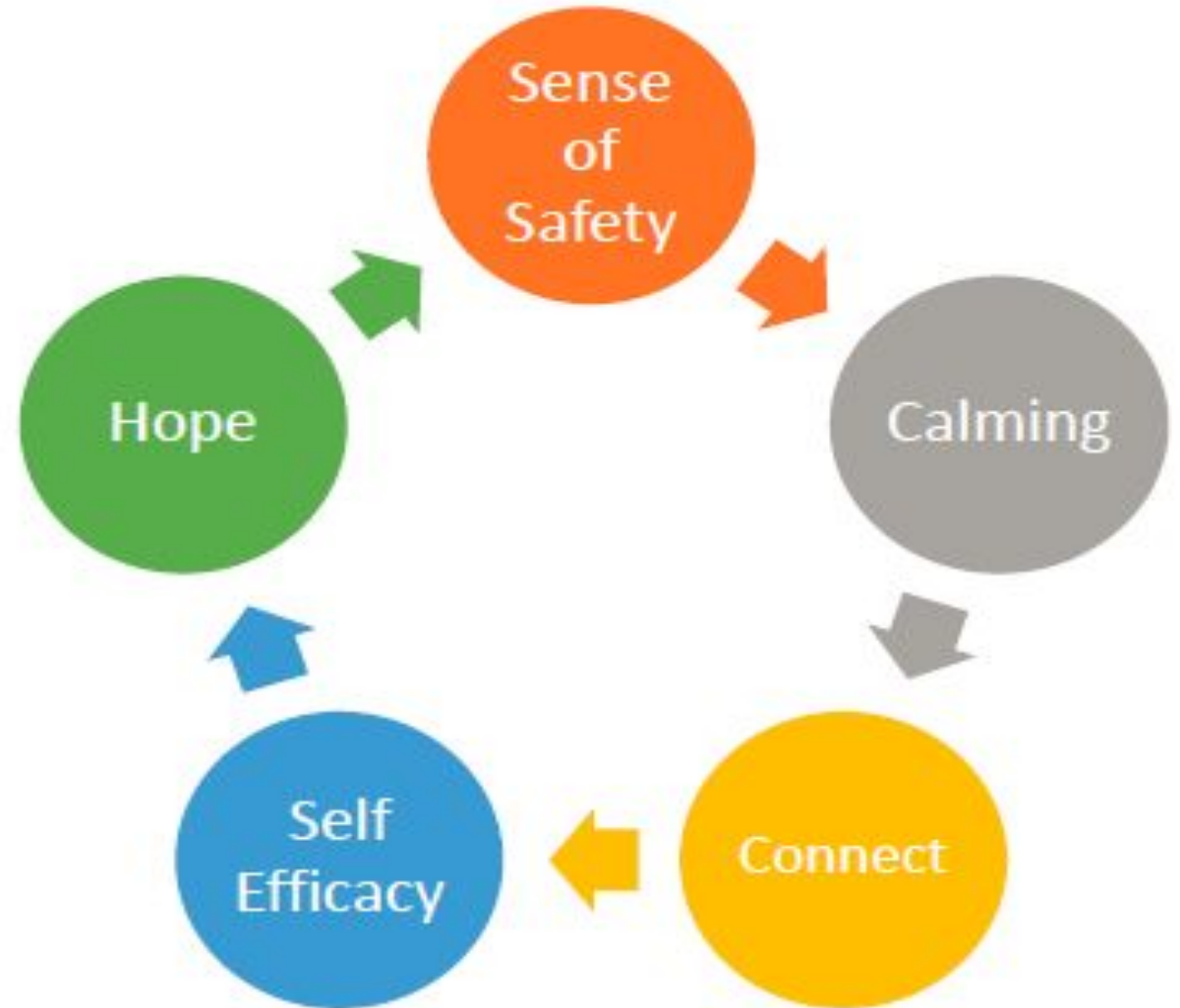
Finding Calm with Mindful Breathing: Slow, Low, & Deep

Four Breaths

- Breathe In (4 seconds)
- Hold (4 seconds)
- Breathe Out (4 seconds)
- Hold (4 seconds)



Third Pillar: Connectio n



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Connection Reaching Out

Definition

- **Check-in** and huddle with your team/individual members to **connect** throughout the day
- Introduce language and **tools of SFA** throughout school culture, communication forums, meetings/events, classroom
- **Build networks**: personal & professional support
- **Peer Support**: linking junior and senior staff

Actions/Examples

- **Observe** for signs and symptoms
- **Keep track** of stress and validate experiences
- **Examine** by talking with your colleague, listening w/o judgement
- **Decide** on the best course

Connect

- One of our life skills teachers came to work after accidentally puncturing her tire with a nail while driving on the highway. She brought her car in for a new tire and took an uber to work, arriving late.
- Upon noticing that she seemed overwhelmed, her co-worker took the teacher aside and asked how she was doing. The co-worker offered to teach her classes that morning, while the teacher had a chance to make some necessary calls and catch up from her delayed morning.



Belonging

Connection is also belonging to groups

Affiliation is important for healing

Community organizations, clubs, school-based activities

Children feel this deeply as well



Fourth Pillar: Self-Efficacy



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Identify Strengths

Definition

- Positively reframe challenges
- Emphasize what is working, how you are being effective
- Offer patience, appreciation
- Have clear short term goals

Actions/Examples

- Mentor or increase training/supervision
- Reassign or temporarily suspend key job duties if necessary
- Reintegrate back into duties when possible

Strengths Example: Coworker Support



•“If someone is second-guessing how they balance home and work life, I will share how I’ve been in a similar dilemma. I think when we can share our experience, how it affected us and how we dealt with something, it probably helps the person to understand, 'all right, I'm going to be okay.' It's a normalizing thing, and it's part of the process.”



Actions for IDentifying Strengths

- Emphasize what is working by striving to recognize the effectiveness in yourself and in others
- Bolster **competence** to reduce risk of stress reactions in inexperienced staff
 - Give extra training or mentoring
- Improve **well-being skills** to deal with stress-reactions
 - calming, patience, problem-solving, health habits, managing reminders
- Improve **social skills** to deal with stress-reactions
 - offering appreciation, requesting support, conflict resolution, assertiveness, seeking mentoring

Fifth Pillar: Hope



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Encourage Hope

Definition

- Remember why we're here: connect to our purpose
- Share stories of resilience & recovery
- Increase gratitude communication
- Identify values and meaning that guide your profession

Actions/Examples

- Respect individual values/differences
- Show appreciation and look to the future
- Validate and normalize stress reactions
- Reduce guilt about actions
- Facilitate **meaning-making**, making sense of life, and improved perspective, purpose or faith.
- Identify one action that you can use in the immediate future that will strengthen optimism

Resilience Requires a Flexibility Mindset



- *What is happening?*
- *What do I need to do?*
- *What am I able to do?*
- ***What is working?***

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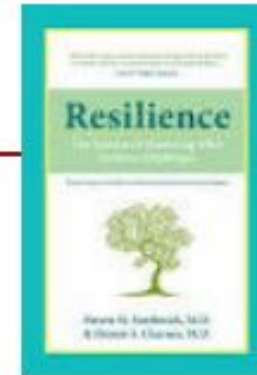
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*“Resilience is the process of adapting well in the face of adversity, tragedy, threats or significant sources of stress....It is neither lucky nor passive....**It takes deliberate effort**....and can be strengthened with practice.”*



Rosenberg (2020). Cultivating Deliberate Resilience during the Coronavirus 2019 Pandemic. JAMA Peds

10 Keys to Resilience



Optimism: belief in brighter future

Facing fear: adaptive response

Moral compass/ethics/altruism

Religion & spirituality: drawing on faith

Social support

Resilient role models

Training: physical fitness

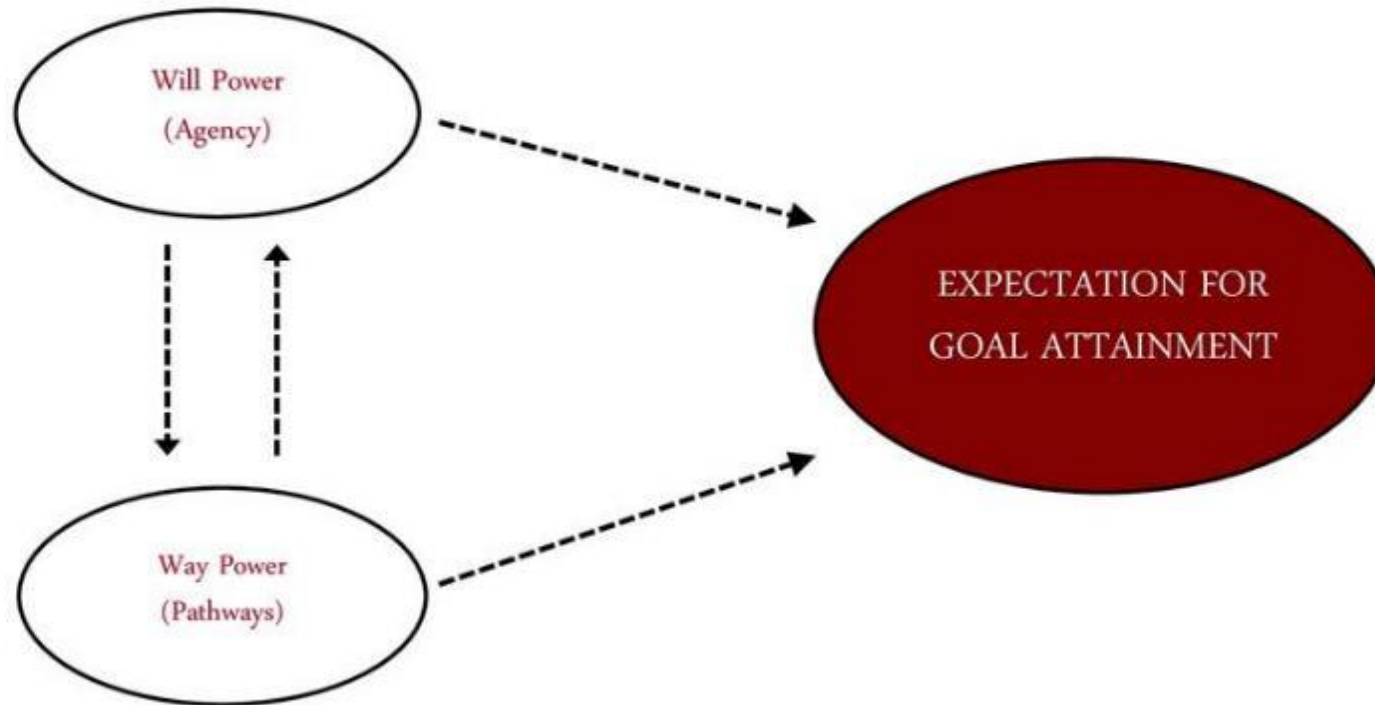
Brain fitness: challenge your mind & heart

Cognitive and emotional flexibility

Meaning, purpose, growth

Charles Snyder's Hope Theory (2002)

HOPE THEORY



...agency without pathways is a wish!

Hope-Action Theory

Dr. Spencer Niles, Dr. Hyung Joon Yoon, and Dr. Norm Amundson



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Applying the 5 Pillars: S-T-R-ID-E

Support for Safety

- Clear, calming presence and emotional safety
- Create safe space for learning & for teaching
- Develop a flexible and adaptable attitude

Time for Calm

- Take a pause and then get grounded
- Exercise mindfulness
- Take detachment breaks and build in time for wellbeing

Reaching Out

- Connect with team, touch base, have check-ins, huddles
- Build networks: personal & professional support
- Peer Support: linking junior and senior staff

IDentify Strengths

- Positively reframe challenges
- Emphasize what is working, how you are being effective
- Offer patience
- Have clear short term goals

Encourage Optimism

- Remember why we're here: connect to our purpose
- Share stories of recovery
- Increase gratitude communication
- Identify one action that you can do now that will support hope

Implemented with School Districts

Exposed educators to the model and used Brief SFA 101 to check and connect weekly. Topics of discussion included stress management, self-regulation, calming techniques

Guided teachers how to regulate themselves and be of assistance to others, promoted a culture of de-escalation

Make a plan to manage stressful events and help others. Pause, calming, check and connect, belonging



Brief Stress First Aid for Educators

- Short Version of SFA
- Useful for 30 minutes check in and discussion
- Can be used weekly or regularly with behavioral health professionals
- Helpful for use with educators, mental health specialists, behavioral health educators
- Professionals on the "front lines" with children



Teen Adaptation: Designed by High School Students with guidance from Educators and STRYDD professionals

- Important to use the ideas of the teens who were creating and implementing SFA for students
- Obtain feedback but remain true to the evidence-based model
- Fidelity and flexibility
- Highlights include:
 - New continuum- simplicity, softer colors
 - Pillars of resilience to become clouds of resilience, muted colors "spa tones"
 - New pillars to become steps
 - Revised language



Time for reflection and connection

- Imagine, you had unlimited support and were in an environment with no restrictions, what might SFA look like in your school?



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What have we learned from working in school communities and adaptations



Stress First Aid in Schools: Exploring Stress, Burnout, and Protective Factors

Michelle Senra^{1,2,3}, Rebecca Schwartz^{1,2,3}, Peter D'Amico^{1,2,3}, Janine Primacio^{1,2}, Daniel L. Hoffman^{1,2,3}, Wendy Paisner^{1,2}, and Julio Gonzalez^{1,2}

¹Northwell Health, New Hyde Park, NY, USA

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³Department of Psychiatry, Zucker Hillside Hospital at Northwell Health, Glen Oaks, NY 11004, USA

BACKGROUND

Stress First Aid (SFA) is a workplace model designed to promote self-care and peer support based on five pillars (Hobfoll et al., 2007):



RESULTS

A moderate positive correlation was found between stress and burnout

$r(177) = .61, p < .01$.

Resilience, self-efficacy, and organizational support were significantly associated with **stress**
($R^2 = 0.204, F(3, 172) = 14.735, p < .01$).

Higher levels of resilience ($\beta = -0.304, t(172) = -4.181, p < .01$) & organizational support ($\beta = -0.235, t(172) = -3.289, p < .01$) were each related to lower stress

Resilience, self-efficacy, and organizational support were significantly associated with **burnout**
($R^2 = 0.250, F(3, 169) = 18.747, p < .01$)

Higher levels of resilience ($\beta = -0.263, t(169) = -3.674, p < .01$) & organizational support ($\beta = -0.321, t(169) = -4.584, p < .01$) were each related to lower levels of burnout

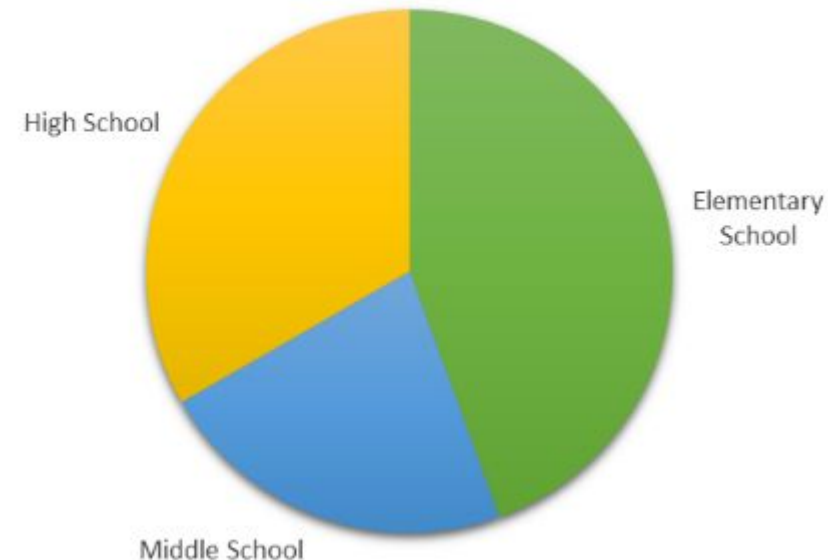
DISCUSSION

- Stress and burnout are closely linked in schools.
- Resilience and organizational support serve as protective factors against stress and burnout.
- Findings underscore the importance of SFA in reducing educator stress and burnout.

Stress First Aid Series Evaluations from Educators

Reflection Questions:

- ▶ What are the main ideas and/or skills learned in this course that are applicable to your teaching practice?
- ▶ Demonstrate how these skills are or will be implemented into your teaching practice and instruction.
- ▶ What is the impact of these on student performance in your classroom?



Reflection Responses

Sense of Safety: The main takeaway for me is the importance of recognizing the impact of trauma in myself and well as my students.

Calming: I will use the calming techniques such as breathing exercises to decrease stress and anxiety in my classroom. I will let my students know my classroom is a safe space for them and be open to them talking to me.

Connect: The skills I learned from this course is the power of connection. Making time to check in with colleagues and students alike. People need people there for them. Learning and teaching can't take place when all other feelings are far too big.

Self Efficacy: I can incorporate the stress management techniques when working with students to foster their own resilience,, as well understand their struggles from a broader perspective.

Hope: This course has given me alternative strategies and assisting students as well as a new outlook on seeing and identifying behaviors, which may be a result of trauma and stress. It was incredibly informative.

Reflection Answers

- **Main Ideas/Skills:**

- We discussed the pillars of Stress First Aid. We learned about trauma and informed teaching and how to connect.
- The skills that I learned from this course are the power of connection. Time to check in with colleagues and students alike. People need people there for them. Learning and teaching can't take place when all other feelings are far too big.

- **Implementation:**

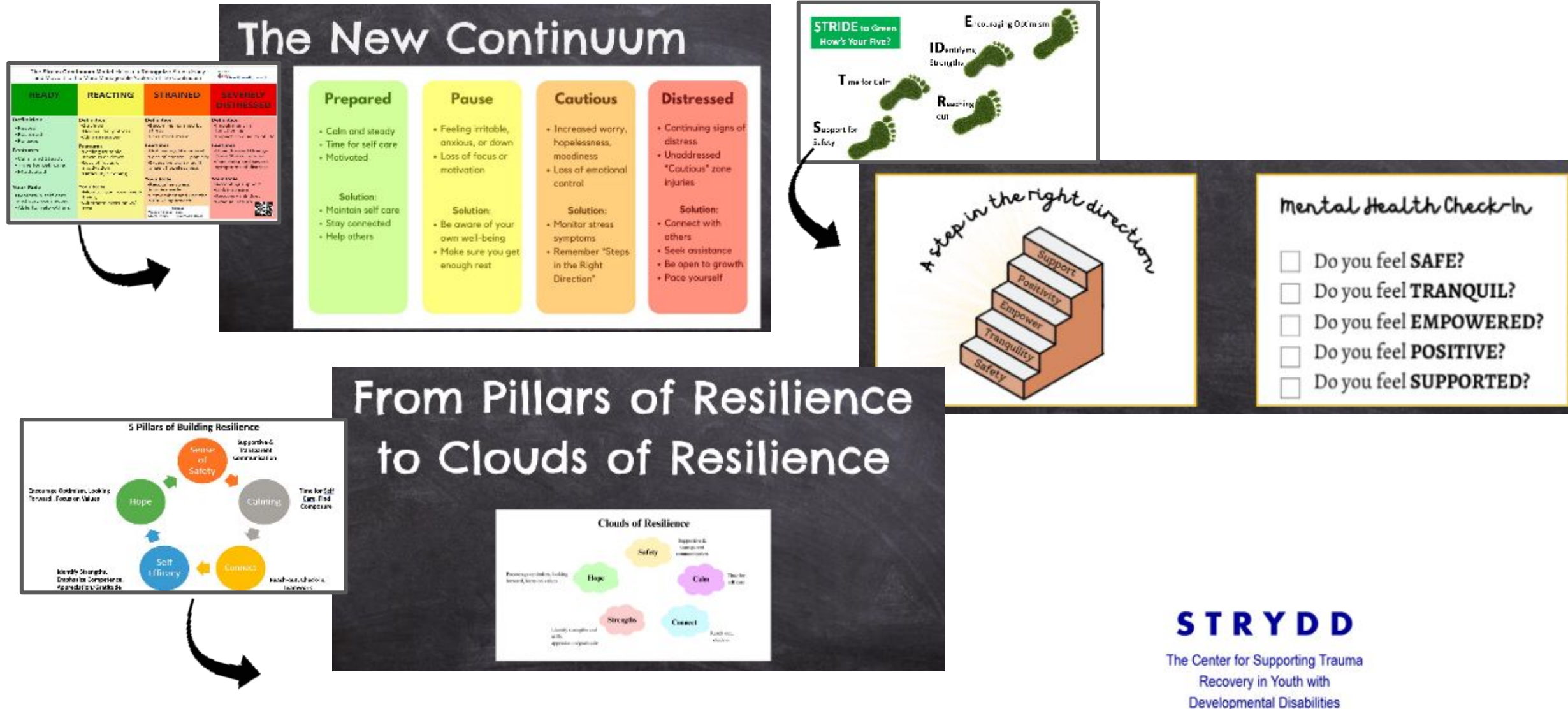
- One specific strategy I have implemented is connecting with co-workers to get outside and take a short walk each day during my lunch time. It's a great re-set.

- **Impact on Students:**

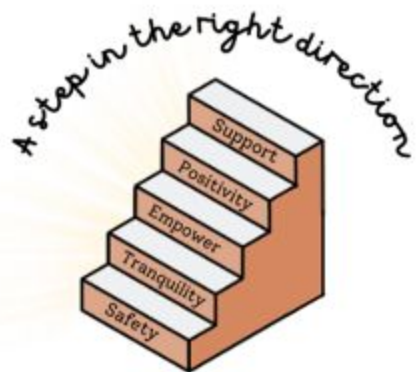
- I will be more informed of what situations student may be experiencing at home or at school that impact their emotions and learning.
- Cultivate check in with students and others and create safe spaces with them to share their feelings and work on ways to manage stress and anxiety.

A School-Community Collaborative Introduction to Stress First Aid

STRYDD in consultation with Oceanside



Clouds of Resilience



Mental Health Check-In

- ☐ Do you feel **SAFE**?
- ☐ Do you feel **TRANQUIL**?
- ☐ Do you feel **EMPOWERED**?
- ☐ Do you feel **POSITIVE**?
- ☐ Do you feel **SUPPORTED**?

Prepared

- Calm and steady
- Time for self care
- Motivated

Solution:

- Maintain self care
- Stay connected
- Help others

Pause

- Feeling irritable, anxious, or down
- Loss of focus or motivation

Solution:

- Be aware of your own well-being
- Make sure you get enough rest

Cautious

- Increased worry, hopelessness, moodiness
- Loss of emotional control

Solution:

- Monitor stress symptoms
- Remember "Steps in the Right Direction"

Distressed

- Continuing signs of distress
- Unaddressed "Cautious" zone injuries

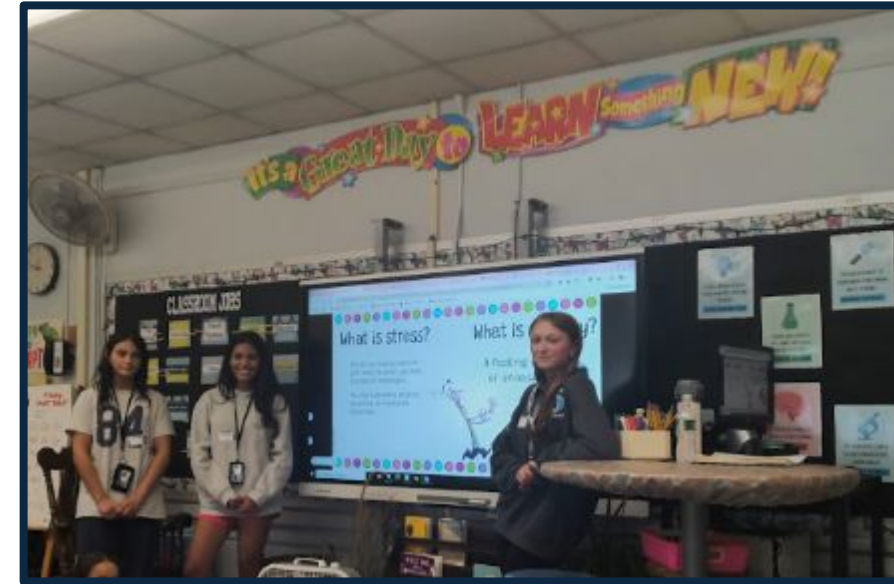
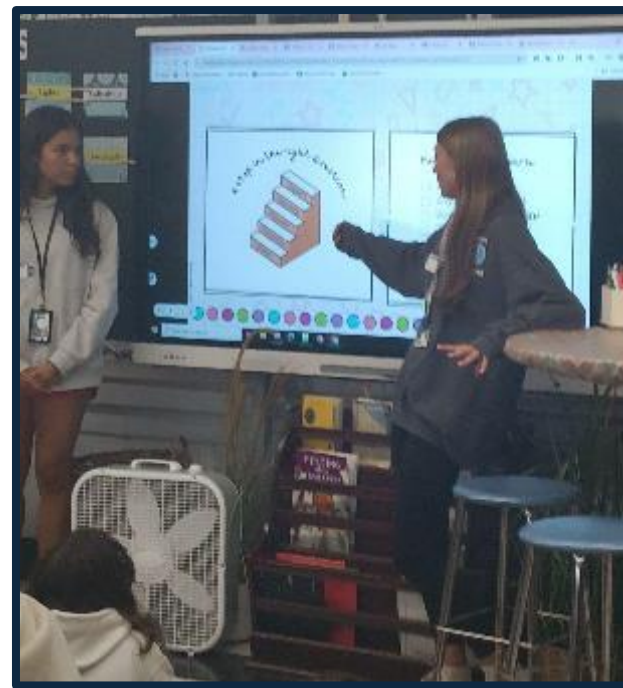
Solution:

- Connect with others
- Seek assistance
- Be open to growth
- Pace yourself

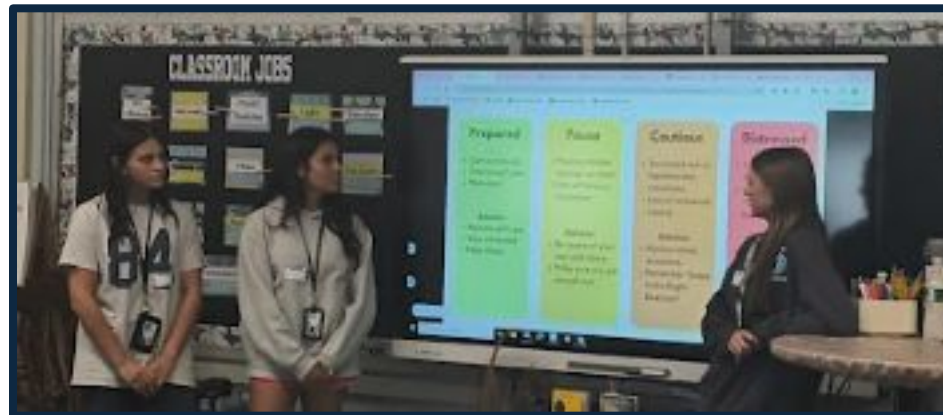
Connecting Teens to the SFA Model to Help them Learn about Managing their Mental Health

- Shared stress about time management, exams, college, social media
- Eager to connect to younger children, guidance with introducing the model at the elementary level, providing mentorship
- Creativity, App design, website development, redesign of model to suit teen experience
- Learned that majority (75 – 80 %) had a person in school and outside of school for support

Student-led workshop for students in our Life Skills program



Student-led workshop/lesson for two 5th-grade classes



Developmental Disabilities

Breakout Session

- We have learned about SFA and have an introduction to activities and to techniques
- What aspects of this intervention and training can you apply now ?
- What do you think you can apply over time ?

The Stress Continuum Model helps us recognize stress early and move it to the more manageable colors of the continuum

READY	REACTING	STRAINED	SEVERELY DISTRESSED
Definition •Rested •Restored •Relaxed Features •Calm and Steady •Time for self care •Motivated Your Role •Maintain self care and stay connected •Able to help others	Definition •Strained •Normal daily stress •Able to recover Features •Feeling irritable, anxious or down •Loss of focus or motivation •Difficulty sleeping Your Role •Monitor your own well-being •Alternate exertion w/ rest	Definition •Becoming harmed by stress •Persistent strain Features •Not feeling like oneself •Loss of control - panicky •Excessive worry, guilt, anger, hopelessness Your Role •Recognize stress injuries early •Remember and use the STRIDE approach Causes Wear and tear Moral Injury Loss Traumatic stress	Definition •Impairment in functioning •Impact on quality of life Features •Unaddressed Orange Zone Stress injuries •Persistent and severe symptoms of distress Your Role •Accepting support •Link into care •Recovery mindset •Gradual return 

POSTER

STRESS FIRST AID

STRIDE to Green
How's Your Five?

Encouraging Optimism

IDentifying
Strengths

Time for Calm

Reaching
out

Support for
Safety



CHECK

1 GREEN (Rested and Ready to Support Others)	2 YELLOW (Feeling Some Stress)	3 ORANGE (The Strain and Drain is Taking a Toll)	4 RED (Severity of Stress is Harming My Functioning)
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&



CONNECT

Recognize

- Recognize when a coworker is in serious distress



Act

- If you see something, do or say something



Know

- Know at least 2 trusted resources you would access or offer to a coworker in distress

Resources:

National Suicide Prevention Lifeline: 1-800-273-TALK (8255)

Center for Traumatic Stress, Resilience & Recovery : CTSR@northwell.edu, 833-327-1001

NY Project Hope Emotional Support Helpline: 1-844-863-9314

Adult Behavioral Health Crisis Center (Walk-in clinic): 718-470-8300

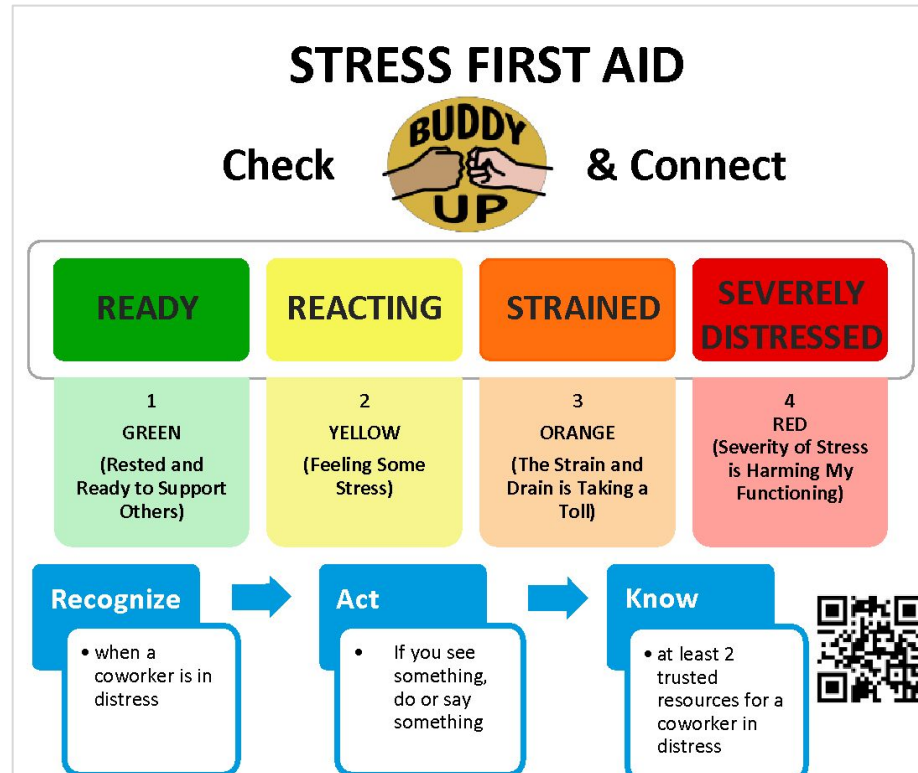
Long Island Crisis Center: 516-679-1111



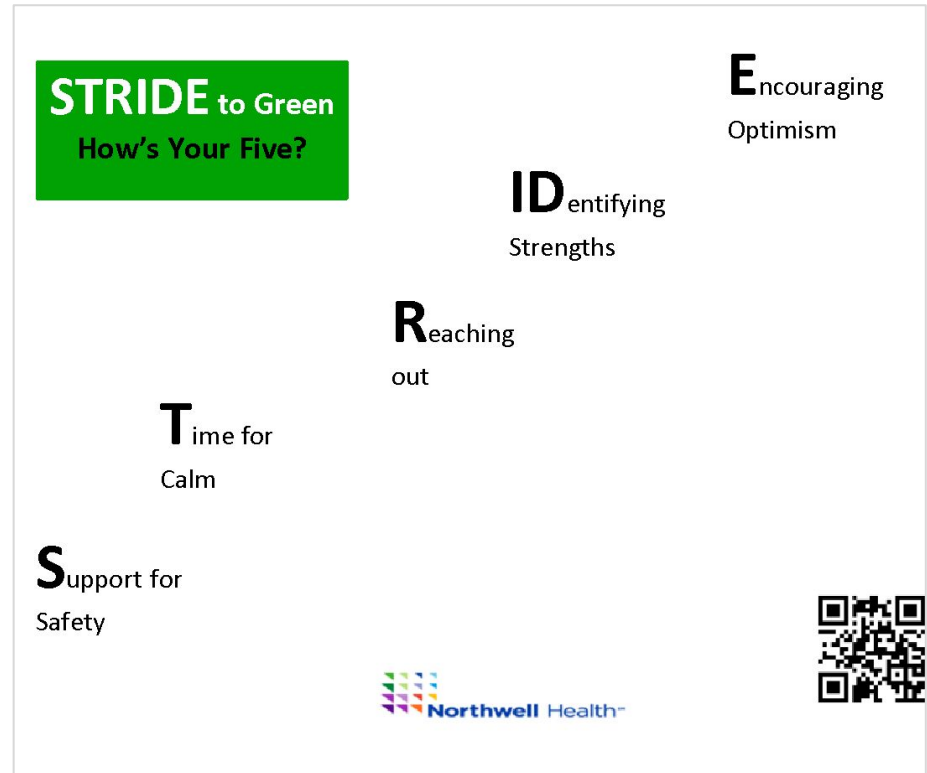
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The Center for Supporting Trauma
Recovery in Youth with
Developmental Disabilities

CARD FRONT



CARD BACK



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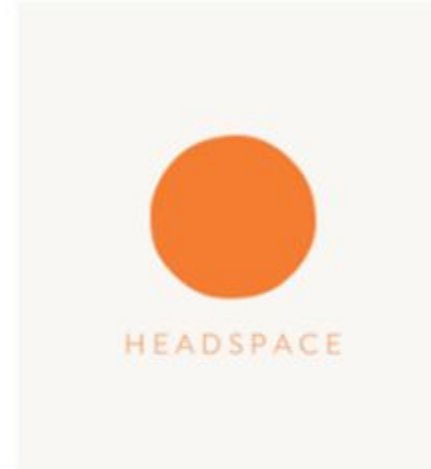
Additional Resources



Provider Resilience App



Calm Schools Initiative



Teach for America



COVID Coach
LEARN MORE

Mental Health Support Groups

- **HappyTeacherRevolution.com**: Network of teachers promoting wellness in their communities with online virtual training and support groups
- **NCTE Member Gathering**: weekly groups (ncte.org)
- **Teaching with Mental Health in Mind** (Facebook support group)



Coordinate Care – Resources

- ▶ National Suicide Prevention Lifeline: 988
- ▶ Center for Traumatic Stress, Resilience & Recovery : CTSRR@northwell.edu, 833-327-1001
- ▶ NY Project Hope Emotional Support Helpline: 1-844-863-9314
- ▶ Northwell Adult Behavioral Health Crisis Center (Walk-in clinic): 718-470-8300
- ▶ Northwell Pediatric Behavioral Health Urgent Care Center: 718-470-3148 Long Island Crisis Center: 516-679-1111
- ▶ SUPPORTING CHILDREN AND TEENS <https://www.nctsn.org/resources/supporting-children-and-teens-during-this-holiday-season>

STRYDD

The Center for Supporting Trauma
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Developmental Disabilities

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In Partnership for the Long Haul





Thank you