

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

TRAININGS BY REQUEST

Resilience Strategies for Educators: Techniques for Self-Care and Peer Support Train-the-Educator (TtE)

A learning opportunity for caregivers in schools and school districts to better understand and teach others resilience strategies following emergency events

The **REMS TA Center**, in partnership with the **U.S. Department of Education's (ED) Office of Safe and Supportive Schools (OSSS)**, is pleased to offer a day-long training designed to help caregivers in schools and school districts better understand resilience strategies following natural disasters and other emergency events. **The minimum number of participants for this training is 25, and the maximum number of participants is 40.**

TRAINING DESCRIPTION

The curriculum was developed by OSSS and the REMS TA Center in collaboration with the U.S. Department of Health and Human Services' Substance Abuse and Mental Health Services Administration. It was designed to assist caregivers in the Gulf Coast region whose schools and communities were impacted by the environmental and economic effects of the Gulf Coast oil spill and by prior tragedies such as Hurricane Katrina. Grief, loss, and change from recurring disasters and their aftermath can leave school communities feeling anxious, confused, and insecure.

As part of a [comprehensive school emergency operations plan](#), it is important for schools and school districts to understand how to prevent, protect against, mitigate, respond to, and recover from critical incidents, including social, emotional, and behavioral recovery. The training is designed to provide educators and school staff with a better understanding of resilience strategies that can be used to increase their ability to work more effectively with students impacted by stress, loss, and trauma brought on by community or family violence, natural and man-made disasters, and economic hardship.

Participants will leave the training with the knowledge and hands-on skills needed to implement steps to prevent compassion fatigue. They will also leave with a detailed action plan that includes specific steps and timelines for implementation and application at the school district or school-site level.

Each host site is required to include at least one attendee from its mental health partner. This will help ensure that the mental health partner is trained on content delivered and can facilitate support during and after the training.

Training Objectives

The aim of this training is to help participants be able to:

- ☑ Increase awareness and understanding of the impact of stress, burnout, and compassion fatigue on the comprehensive education/academic environment;
- ☑ Identify signs and symptoms of compassion fatigue, both professionally and personally;
- ☑ Create a professional self-care plan to support and improve effectiveness of current and future work with students impacted by stress, loss, and trauma;
- ☑ Outline action steps to implement Psychological First Aid—Listen, Protect, Connect; and
- ☑ Facilitate the creation of a practical action plan to be implemented within 60 days of training.

WHO SHOULD ATTEND?

This training is applicable in areas that have been impacted by traumatic events and/or natural disasters, as well as those that have not recently experienced a traumatic event or events. The intended audiences for this training include, but are not limited to:

- School counselors, school psychologists, school social workers, school district and school administrators, educators, and support staff; and
- Community partners such as local mental/behavioral health practitioners.