

## SCEER Framework

SELF-CARE	CONSISTENCY	EMPATHY	ENVIRONMENT	RESILIENCE
<p><b>MOST IMPORTANT PRINCIPLE OF TRAUMA INFORMED PEDAGOGY</b></p> <p>Frequently overlooked/ underrepresented in literature &amp; material</p> <p>You must take care of yourself before you can take care of others!</p> <p>Airplane oxygen mask principle</p> <p>Models self-care for students &amp; others</p> <p>Involves</p> <ul style="list-style-type: none"> <li>• Nurturing, nourishing &amp; restoring yourself</li> <li>• Processing your own trauma</li> <li>• Acknowledging your experience of/ reaction to other people's trauma</li> </ul>	<p>Create rituals &amp; routines</p> <p>Establish predictability</p> <p>But be flexible &amp; responsive to individual needs</p> <p>Inform people of unexpected changes</p> <p>Give people control over routines</p> <p>Maintain boundaries</p>	<p>Give people control &amp; offer choices</p> <p>Support self-regulation of emotions &amp; body</p> <p>Check assumptions, observe &amp; questions</p> <p>Be nurturing, supportive, &amp; <i>sensitive to individual triggers</i></p> <p>Change mindset to "<b>What has happened to this person ?</b>"... instead of "What is wrong with this person?"</p> <p>Reduce possibilities for re-traumatization</p> <ul style="list-style-type: none"> <li>• Provide trigger warnings</li> </ul>	<p>Reflect on the messages from:</p> <ul style="list-style-type: none"> <li>• Physical space</li> <li>• Emotional climate</li> </ul> <p>Embed culture of care</p> <p>Intentionally create community</p> <p>Facilitate expression &amp; discussion of:</p> <ul style="list-style-type: none"> <li>• Emotions</li> <li>• Coping strategies</li> <li>• Use vocabulary, anger management &amp; relaxation strategies</li> </ul> <p>Actively listen</p> <p>Connect to resources</p> <p>Use strategies that recognize cognitive impact of trauma:</p> <ul style="list-style-type: none"> <li>• Chunk info</li> <li>• Provide graphic organizers</li> <li>• Present info in multiple modalities</li> </ul> <p>Foster trust</p> <p>Share info about impacts of trauma</p>	<p>Is the capacity that allows a person to prevent, minimize, &amp; overcome the damaging effects of hardships or adversity</p> <p>Is a dynamic process of adaptation involving multiple interactions among:</p> <ul style="list-style-type: none"> <li>• Risk &amp; protective factors</li> <li>• Inner-personality resources</li> <li>• External energizing factors</li> </ul> <p>Factors can support or hinder resilience:</p> <ul style="list-style-type: none"> <li>• Support/ social network</li> <li>• Stress (Home, school, work, etc.)</li> <li>• Self-awareness</li> <li>• Social-emotional competence</li> </ul> <p>Internal Characteristics of Resilience</p> <ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Feel in control</li> <li>• Optimistic</li> <li>• Motivated to succeed</li> <li>• Self-aware</li> <li>• Reflective</li> </ul> <p>External Characteristics of Resilience</p> <ul style="list-style-type: none"> <li>• Problem solving skills</li> <li>• Clear goals &amp; hopes</li> <li>• Make plans</li> <li>• Independent &amp; autonomous</li> <li>• Appropriate                             <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Interpersonal skills</li> </ul> </li> <li>• Seek mentoring</li> </ul>





Attribute to Jennifer M. Longley, Ed.D, Associate Professor, Department of Teacher Education, Borough of Manhattan Community College (BMCC) - CUNY