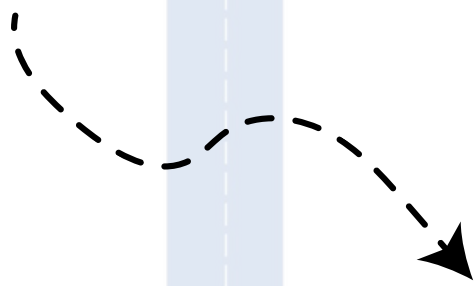CAMPWELL

Made By **Camp** People For **Camp** People

Level Two Curriculum: CampWell

begin your journey of well-being

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H.E. BUTT FOUNDATION

TABLE OF CONTENTS

WHAT IS MESH (+)

Mental Health
how we think and act

Emotional Health
ability to manage and express feelings

Social Health
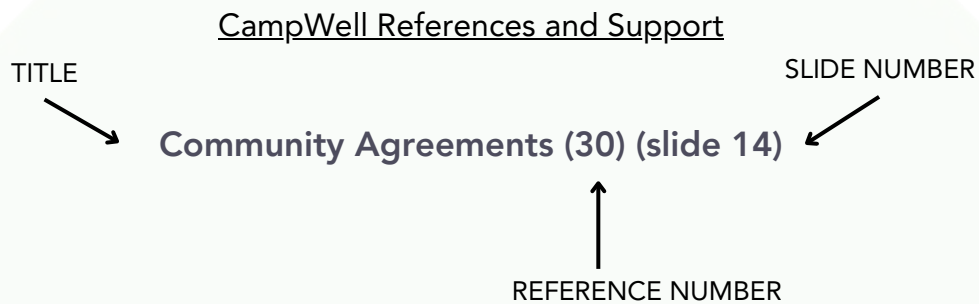ability to interact and form meaningful relationships

MESH (+) is a conceptual theory building upon the **mental**, **emotional**, **social** health framework, with practical implications for creating a safe environment for individuals and communities. It offers a palette of care to integrate the mind, nature, and spirituality with individual character development and communal engagement. The intersection of play and presence, gratitude and hope, offers a creative approach to awaken and challenge growth with self and others. The destination for MESH (+) care is a holistic understanding of our collective experiences and the opportunities for development in an intentionally cultivated setting.

mesh
ALLIANCE FOR CAMP HEALTH

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CAMPWELL LEVEL TWO CURRICULUM:

This document provides a written narrative of the key points for each respective CampWell slide within each module and upholds the outline of the content and citations training roadmap.

- A breakdown of written content for ease of learning
- Align curriculum with evidence based citations and resources provided within both curricula
- Uphold necessary Campwell program outcomes in both curricula

CampWell References and Support

TITLE

SLIDE NUMBER

Community Agreements (30) (slide 14)

REFERENCE NUMBER

SAFE

MODULE ONE

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Community Agreements (30) (slide 14)

- Community Agreements (CAs) are a set of shared norms that are cocreated by all participants and are continually being revisited as part of the community experience. They create proactive, consistent language for implementing, monitoring and repairing relationships and structures. CAs are key to promoting healthy outcomes while addressing social and emotional influences during the experience.

Role of Comfort and Discomfort (21) Uncomfortable vs Unsafe (Slide 15)

- One of the primary roles of the brain is to protect the body from threats. At times, stress can be recognized as a threat and cause the brain to react in protection. The brain's plasticity allows itself to be malleable and adapt to changes based on the environment. However, neurocircuitry can be rewired to create maladaptive behaviors in response to chronic or toxic stress exposure. Despite this, the brain's plasticity can be retaught new adaptive responses over repetition and consistency.
- The brain's malleability can differ between individuals depending on genetics, diet, physical activity, sleep, substance abuse, hormones and other biological and environmental contributions.
- The brain's stress response can be adaptive in the short term, but maladaptive in the long term and interventions continue to evolve as researchers study brain development and effects on holistic and medical supports are reviewed.

Maslow's Hierarchy of Needs (13) (Slide 16)

- Maslow's Hierarchy of Needs is a model of five human needs often depicted within the hierarchy of a pyramid and includes (from bottom to top): safety, love/belonging, esteem and self-actualization.

Understanding the Role of Stress (20, 21, 23) (Slides 18-24)

- The body's stress response system releases hormones that prompt the body to "fight, flight, freeze or fawn." During this response, all body systems focus on protection and survival-which makes reasoning and rationalization difficult for the individual. Physical state includes increased heart rate, increased blood pressure, dilated pupils, and muscles tense.
- In moments of stress, an individual's body is challenged between the balance of the autonomic nervous system (survival/protection-"reacting") and parasympathetic nervous system (stability/homeostasis-"maintaining").

Understanding the Role of Stress (20, 21, 23) (Slides 18-24)

- Dr. Dan Siegel's "Mindsight" approach applies the framework of neurobiology and it's integration with human behavior including developing: kindness, resilience and well-being.
- What is the element that differentiates Tolerable stress from toxic stress - Relationships
- Slide 24 - How to play Zip-Zap-Zap: Stand in circle, hold hands in prayer formation; Goal is speed/accuracy; Point hands at someone in circle and say zip-zap-zap in order. If someone delays, missteps, or errors - they are out.
- This activity represents elements of stress. Ask what was most stressful (i.e. sound, pressure, risk of failure). Add music to the game for additional distraction.

Elements of Safety and Well-being (4, 5, 13, 23) (Slide 24)

- Well-being is a muscle that can intentionally be practiced and strengthened. Well-being includes four components: resilience, outlook, attention and generosity. (@Greater Good Berkley)
- Attribute that promotes well-being: awareness, connection, insight and purpose. (@Center for Healthy Minds)
- A key part of the brain-the amygdala-responds to negative stimuli in a variety of ways to aid in protection of perceived threats and can vary between individuals and connect to well-being.
- Well-being is not "static" and continues to evolve in understanding as researchers learn more about the connection between the mind and body.

Adversity in Lived Experiences/Trauma (18) (Slides 26-30)

- The Adverse Childhood Experiences study compares current adult health status to childhood experiences that occurred earlier in the individual's life. The ACE's study emotional experiences in childhood to adult emotional health, physical health and causes of mortality in the U.S.
- ACE's are more common than previously thought and are categorized under: abuse, neglect and household dysfunction. The study found that health risk factors significantly increase when an individual has been impacted by four or more ACE's.
- When does adversity become trauma? What is the difference? While we all can experience adversity, the anticipation is that we can address through support systems to prevent chronic issues. Trauma can result in the prolonged activation of stress-response systems known as toxic stress. Toxic stress can have detrimental effects on learning, behavior, and health.
- An individual's ability to navigate daily life (behavior, boundaries, flexibility, repetition, introduction) can be affected by these experiences. Offer examples/stories (Holocaust, 9-11)

Typical vs. Atypical Behaviors (Slides 21-23)

- All behavior is a form of communication and unmet need.
- Teach the "good news" that are brains are malleable and can be changed through neuroplasticity with positive experiences and relationships

Safe to Fail (8, 14) (Slide 30)

- When young people have high quality, positive relationships with parents, teachers, mentors, coaches and peers this significantly impacts their resilience and social and emotional skills. The Developmental Relationships Framework outlines how this impacts youth to: discover who they are and develop abilities to shape their own lives, learn how to engage and contribute to the world around them.
- Those in relationships with youth can cultivate these skills by: expressing care, challenging growth, providing support, sharing power and expanding possibilities (Search Institute).
- Self-Determination Theory is an approach to human motivation and personality taking with an emphasis on fostering positive human potential. Self-determination is affected by resources and self regulation

Coping Mechanisms (29) (Slide 31)

- "Coping is defined as the thoughts and behaviors mobilized to manage internal and external stressful situations." (Algorani, A. & Gupta V. (2023). Coping Mechanisms. National Library of Medicine.)
- This is different from "defense mechanisms" which are subconscious or unconscious responses to adapt to stress.
- Coping is generally categorized into these four areas: problem focused, emotion focused, meaning focused, social coping (support seeking).
- Our conscious/presence is impacted by the most distracting thing; Bringing awareness to the distraction helps to redirect our focus.

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MODULE TWO

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Challenge by Choice (20,21) (Slide 5)

- None of us enjoy being forced or coerced to do something we don't want to do.
- Even when these 'things' are good for you, an approach that gives you the power to choose will always be more successful than feeling under pressure to participate because of some threatening external factor
- Create a space within which people can step outside their Comfort Zones into their Stretch Zones

Zoning Out (22,27) (Slide 6)

- We all need a comfort zone. However we do not learn and grow in our comfort zone. Moving out of our comfort zone is not a linear process and requires us to be vulnerable, which challenges the individuals' view of the world.
- Leaving the comfort zone allows the individual to enter the growth zone which may elicit fear/anxiety but provides opportunity for challenge and new learning to occur.
- Therefore in order for individuals to enter growth and learning, we have to help them navigate fear. How do we do that? (Ask for responses from group)

Understanding Our Mindset (19) (Slide 7)

- Mindset is a theory that people hold about themselves (@Carol Dweck) which directly affects our learning, achievements, relationships and over-all success and well-being.
- There is a distinct difference between a "fixed mindset" and a "growth mindset." With a fixed mindset-individual believe that qualities such as talent and intelligence are traits that cannot be changed. On the other hand, with a growth mindset individuals believe that qualities can grow and be learned and improved upon with intentionality, exposure and practice.
- Growth mindset research has found to have a direct correlation to academic and cognitive achievement in students. Studies have also found patterns in socio economic status and how this might affect the mindset of children and families which leads to ways educators and mentors can help cultivate this.
- Orthodoxy (right thinking); Orthopraxy (right doing)

Emotional Intelligence (25, 27) (Slides 8-9)

- "Mental health is a state of mind characterized by emotional well-being, good behavioral adjustment, relative freedom from anxiety and disabling symptoms, and a capacity to establish constructive relationships and cope with the ordinary demands and stresses of life." (@APA Dictionary of Psychology)
- Resilience is the process and outcome of successfully adapting adversity with mental, emotional and behavioral flexibility and adjustment. This varies among individuals in how well they adapt to challenges and can be learned and strengthened.
- Individuals with high emotional intelligence skills can grow social change in community but these skills must be intentionally cultivated and taught starting at a young age.
- Empathy is different than compassion. Give Examples (we have all experienced sadness but for different reasons. We can understand the emotion of sadness even if the sadness was related to different experiences).

Emotional Telephone "What the Message?" (Slide 10)

Wheel of Emotions (17) (Slides 11-12)

- "The Emotion Wheel was created by Robert Plutchik to help organize complex emotions and so that people could more easily gain clarity, identify, and label their emotions." (Berkley Well-Being Institute)
- Emotions have evolved to enhance the survival of humans from our primary ancestors to the present day. There is a difference in perspectives of research that emotions are either innate or a social construct. However, all theories agree that emotions are a powerful self awareness and communication tool.
- "Given the complexity of emotions, Robert Plutchik created the Emotion Wheel to visualize the complexity of emotions and help people identify and label their emotions. The Emotion Wheel uses color to depict discrete emotions and blends of emotion, uses their gradients to express intensity, and uses the geometric shape to reflect polarity (or similarity) of emotions." (Berkley Well-Being Institute)
- Emotions influence our actions in 5 ways: emotion component (simple experiencing the emotion), action tendency component (body moves into action), appraisal component (analyze the emotion and its impact), motor component (how we communicate what we are feeling), physiological component (chemical reaction body experiences.)

SASHET (16) (Slide 13)

- SHASHET stands for seven common emotions: sad, angry, scared, happy, excited, tender and is a communication tool where groups take turns allowing one person to share an emotion they are feeling currently or have recently and the other members simply actively listen. (Jeanne Malnati, The Culture Group)

Pleasant-Good-Meaningful Life (2) (Slide 16)

- Martin Seligman is a leader in the field of "Positive Psychology" in which his research has found strong connections between "happy/content" people with their ability to discover and express their unique strengths including humility, temperance and persistence. He outlines to concept of the "Pleasant Life" (basic pleasures-companionship, natural environment, bodily needs), a step beyond this is the "Good Life" (achieved when discovering our unique interests and strengths-finding value within ourselves), and going even further is the "Meaningful Life" (finding a deep sense of fulfillment, using our strengths for a purpose beyond ourselves.)

Self Disclosure (2, 15) (Slide 17)

- Daniel Pink's extensive focus on three intrinsic motivation elements: autonomy, mastery and purpose determines how internal motivation is cultivated. Pink argues that simply financial reward and/or only cognitive challenge do not determine long term effects on motivation and only serve as external short term rewards.

Personal Impact (7, 31, 32) (Slide 19)

- This occurs because we care about people.
- There is a growing body of research that supports spiritual awareness and awakening as a positive intervention to support mental well being.
- According to the Spirituality Mind Body Institute, a spiritual core shapes development skills such as: self identity awareness, relationships, responses to events and higher sense of purpose to connect to spirituality components including: calling, contribution, blessings and love.
- Childhood trauma can significantly impact physical, social and emotional development in response to triggers within their environment and can increase behavior challenges. Significant trauma and chronic/toxic stress within a child's environment can lead to mental health disorders in need of intensive interventions.

Vulnerability Cycle (6) (Slide 20)

- In her book, Daring Greatly, Brene Brown describes vulnerability as "uncertainty, risk, and emotional exposure." It's that unstable feeling we get when we step out of our comfort zone or do something that forces us to loosen control.
- Vulnerability is strength and is a requirement if we want to experience courage, joy and gratitude. Think of a time that you did something courageous where you did not first have to be vulnerable?
- Dr. Brown's book debunks some myths about vulnerability, the most popular being that vulnerability is a sign of weakness. When we think of times that we have felt vulnerable or emotionally exposed, we are actually recalling times of great courage.
- Responses to leaning into vulnerability include: recognizing that facing it takes courage, let go over the worry about the judgment of others/fear of failure/mistakes and focus attention on the breath and use of mindfulness strategies.
- The queen of emotions is gratitude and can help us navigate stress events or where our brains are able to release dopamine and oxytocin (feel good hormones) and eliminates the release of cortisol (stress hormone). We cannot be grateful and angry/upset/hateful at the same time. Our neurochemicals cannot co-exist in this way in our brains.
- Consider the snowball effect of your thinking. Thinking impacts emotions and emotions determine behaviors. They are directly tied to one another.

Types of Energy (7, 33) (Slide 21)

- Consider a magnet - positive energy, negative energy, and neutral energy.
- Neutron - neutral; Proton - positive; Electron - negative (away).
- There is a growing body of research that supports spiritual awareness and energy as a positive intervention to support mental well being.
- According to the Spirituality Mind Body Institute, self identity awareness, relationships, responses to events and higher sense of purpose connect us to one another. It is a: calling, contribution, blessing and love.
- The Association for Comprehensive Energy Psychology uses energy healing and related methods to hear, clear and transform body wholeness, differentiation and integration (also known as cognitive somatic practices).

CONNECTED

MODULE THREE

Grounding Practices and Exercises (7, 16) {Slides 5-8)

- Grounding practices are a first important step in the Regulate-Relate-Reason process. There is a growing body of research that supports awakening as a positive intervention to support mental well being. By becoming aware (awakening) to our need to regulate emotions, we can develop proficiency in learning our individual skills for self-regulation and self-care.

- You can use SASHET as a tool in grounding practices. even common emotions: sad, angry, scared, happy, excited, tender allowing one person to share an emotion they are feeling currently or have recently . (Jeanne Malnati, The Culture Group)

- We don't have to wait for an emotionally elevated event to practice grounding. For health we can use yoga, Tai Chi, Mindfulness, and other techniques to provide grounding on a regular basis.

- Create opportunity to tap into sensory experience if time allows

- When a person is dysregulated and in their "survival state" of their brain, they rarely are able to rationalize with language as communication either verbally or receptively. Which is why it is imperative that we start by asking internally "WTF" (What's the Function) and supporting them with the three R's

- Regulate (using non-verbals, proximity, touch, environment, tools)

- Relate (building trust, tone, eye contract, pace)

- Reason (initiating conversation, reflection, possible solutions and/or next steps)

Words Matter (8) {Slide 9)

- When young people have high quality, positive relationships with parents, teachers, mentors, coaches and peers this significantly impacts their resilience and social and emotional skills. The Search Institute Developmental Relationships Framework outlines how relationships impacts youth to: discover who they are and develop abilities to shape their own lives, learn how to engage and contribute to the world around them.

- Lexicon of language

- High quality relationships stem from effective use of language. Understanding the nuances of selected words and realizing the need for continuous learning related to language is essential.

- What are some new words that youth or adolescents have shared with you? When you first heard these words, what was your reaction?

Hope Skills (3, 11) {Slides 10-12)

- Dr. Chan M. Hellman has done extensive research on hope .. His work provides a unique perspective on the power of hope and "what is 'right' with people" vs. understanding "what is 'wrong' with them."
- Hope teaches us that the future can be better than the past and we have a role in making it so.
- Hope is always forward thinking; an intentionality, not an emotion.
- Hope involves goal setting which is influenced by waypower and willpower.
- Reference the way in which Camp HOPE America distill the science down to a, "belief in self, others, and their dreams."
- Other key questions include:
- What are the psychological traits that allow individuals, groups, and communities to thrive?
- What makes a life worth living?
- Positive Psychology has identified 24 strengths that enhance our capacity to flourish.
- According to positive psychologist Charles Richard "Rick" Snyder (1944- 2006), hopeful thinkers achieve more, and are physically and psychologically healthier than less hopeful people. His theory: Hope = Pathways (will power) + Agency (way power)
- The opposite of hope is apathy and the ability to have hope is directly influenced by our ability to move toward a goal with consideration that we can actually achieve the goal.
- Our brain breaks down a great sense of purpose and instill hope through establishing a goal, creating a set of routines to achieve the goal and then sustaining the willpower to achieve the goal
- Hope is not fixed but something that can and must be strengthened through willpower (agency) and "way"power (pathways).
- The contrary perspective of when hope is derailed when there has been repeated "failure" in achieving a goal which can cause a spiral of: rage, despair and apathy.

Healing-Centered Engagement (1) {Slides 13-14)

- This provides a different perspective compared to what is traditionally referred to as "Trauma Informed Care" which focuses solely on "fixing" or "treating" the individual and not on the collective contribution of a group and environment. Trauma Informed Care also specifically focuses on the deficits of the individuals' experiences and the behavior that occurs has a result.

- A healing-centered approach is holistic involving culture, spirituality, civic action and collective healing.

- What is strong instead of What is wrong?

- Research has found that positive youth-adult partnerships foster a sense of youth belonging, agency, and reciprocally supportive relationships, which we understand as contributors to mental wellbeing.

- Many youth-focused systems-such as child welfare, education, and juvenile justice-are deficit oriented and rooted in risk reduction approaches to working with young people. These approaches too often perpetuate racist and oppressive beliefs, policies, and practices that harm young people and families.

- Healing centered engagement requires helping others recognize their power they have had all along - not that we are giving them power.

- Healing Centered Engagement is broken down into:

- Empower (giving power to someone else)

- Educate (believing in the knowledge shared)

- Validate (someone else's physiological state helping determine next steps)

- Support (interact and affirm others' emotions)

Brilliant at the Basics (8, 29) {Slide 15)

- According to researchers, Emad B. Algorani; Vikas Gupta, "Coping is defined as the thoughts and behaviors mobilized to manage internal and external stressful situations. [1] It is a term used distinctively for conscious and voluntary mobilization of acts, different from 'defense mechanisms' that are subconscious or unconscious adaptive responses, both of which aim to reduce or tolerate stress."
- Coping can be:
- Reactive: reaction following a stressor
- Proactive: aiming to neutralize future stressors
- An effective tool to help individuals cope in a new environment, new situation is use of the basic relational skills. These skills of eye contact, courtesy, presence, call by name, and seek consent, open the door for more authentic relationships and trust-building. Coping Mechanism are generally categorized into four major categories:
- Problem-focused, which addresses the problem causing the distress: Examples of this style include active coping, planning, restraint coping, and suppression of competing activities.
- Emotion-focused, which aims to reduce the negative emotions associated with the problem: Examples of this style include positive reframing, acceptance, turning to religion, and humor.
- Meaning-focused, in which an individual uses cognitive strategies to derive and manage the meaning of the situation
- Social coping (support-seeking) in which an individual reduces stress by seeking emotional or instrumental support from their community.

Pillars of Belonging {6,9) {Slide 16)

- Pillars of Belonging include members to feel:
- Smiling - "worth a thousand words" Nonverbal expressions are a reflection of your thinking and feeling.
- Name: A name is personal and is key to connecting
- Invite: Many camp participants may feel marginalized and not part of the group; continue to invite into activities, discussions, and laughter
- Listen: Presence and listening are the two most important elements for others to feel supported. Practice being present and being quiet while listening intently.
- Affirm: Provide positive feedback; Throw sunshine not shade; help participants to appreciate diversity in ideas and opinions

Pillars of Belonging {6,9) {Slide 16)

- Seen for our unique contributions
- Connected to our coworkers
- Supported in our daily work and career development
- Proud of our organization's values and purpose
- Dr. Brene Brown also shared Dr. Martin Luther King Jr.'s vision that power is not "over" individuals or a group but done "with/to/within." and this itself creates a strong sense of belonging and shared purpose.

Active Listening Exercise {Slide 17)

- We are not here to FIX anyone - we are here to be present and listen to help individuals regulate- relate-reason.

Role of Nature: Biomimicry {28) {Slides 18-19)

- Hope is cultivated through a shared belief towards something greater than oneself and so much of this purpose is within the natural environment beyond the "human" experiences
- Biomimicry is how we do this: consciously, through emulation, by recognizing "life's genius" and applying lessons from nature
- Biomimicry is a practice that learns from and mimics the strategies found in nature to solve human design challenges and find hope.
- Biomimicry is about valuing nature for what we can learn, not what we can extract, harvest, or domesticate. In the process, we learn about ourselves, our purpose, and our connection to each other and our home on earth.
- The three Essential Elements of Bio mimicry:
- Emulate (learning from and replicating nature's forms, process and ecosystems.)
- Ethos (understanding how life worlds and creating designs that support and create conditions conducive to life.)
- (Re)Connect (concept that we are nature and find value in connecting to our place on Earth as part of life's interconnected systems, encourages us to observe and send time in nature to understand how life works so they may have a better ethos to emulate biological strategies)

Application of Nature {10, 12} {Slide 20}

- The research of Richard Louv and Cheryl Charles is shared in an interview focusing on the decline in outdoor play and the implications of this loss of familiarity with the natural world. They identify alarming physical, social, and psychological costs of alienation from nature but hold out hope that play will help reconnect children and families with their natural surroundings.

- Current literature supports the comprehensive health benefits of exposure to nature and green environments on human systems. The aim of this state-of-the-art review is to elucidate empirical research conducted on the physiological and psychological effects of Shinrin-Yoku (or Forest Bathing) in transcontinental Japan and China.

- How might we practice some form or aspect of Shinrin-Yoku in our camp experiences?

Healthcare professionals are urged to conduct longitudinal research in Western cultures regarding the clinically therapeutic effects of Shinrin-Yoku and for healthcare providers/students to consider practicing Shinrin-Yoku to decrease undue stress and potential burnout.

CONTRIBUTE

MODULE FOUR

Individual Voice and Engagement (8, 14) (Slides 8-10)

- When young people have high quality, positive relationships with parents, teachers, mentors, coaches and peers this significantly impacts their resilience and social and emotional skills. The Search Institute Developmental Relationships Framework outlines how this impacts youth to: discover who they are and develop abilities to shape their own lives, learn how to engage and contribute to the world around them.
- Critical efforts to establish healing centered engagement
- Those in relationships with youth can cultivate these skills by: expressing care, challenging growth, providing support, sharing power and expanding possibilities.

Your Purpose (Slide 10)

- How are you talking about CampWell with your staff?
- Do you have a pitch to share what it is that happened in the past two days?
- How are you going to get buy in from others in order to provide the care needed and desired?

Role of Gratitude (35) (Slide 11-12)

- Queen of all emotions
- Gratitude unshackles toxic emotions; Cannot be grateful and hateful at the same time
- Lasting effects on neurochemistry of the brain
- On fMRI scans, those who felt more grateful had significantly different blood flow in their brains than individuals who did not report feeling grateful.

Understanding Altruism (7) (Slide 14)

- Care beyond ourselves: Commitment to another level of care
- Dr. Lisa Miller identifies that individuals with an awakened brain (through gratitude, belonging, connection) were better able to demonstrate altruism
- Generally speaking, Individuals want others to experience happiness, contentment, and connectedness that they have experienced. Through an altruistic approach we are weaving the fabric of relationships and realizing the worth and value of each individual as sacred and spiritual.
- Share a story of gratitude - that is an act of altruism

Self Authorship (15, 23) (Slide 15)

- Each of us have distinct authorship to our lives which involves the intersection of beliefs (What I think?), relationships(With whom am I connected?) and identity (Who am I?). We are invested in self-determination and making decisions for our lives that are healthy and prosperous. Pink argues that simply financial reward and/or only cognitive challenge do not determine long term effects on motivation for self-authorship and only serve as external short term rewards.
- We are able to make decisions not just based on authority figures but on purpose and values

Purpose of Ikigai (26) (Slide 16)

- Ikigai is a Japanese-inspired mental model that means 'a reason for being' of life value, and can be used to help find your motivation and purpose using these 4 key questions:
- What do you love?
- What are you good at?
- What does the world need?
- What can you be paid for?

Incorporating Play in Training (34) (Slide 17)

- Although it is difficult to pinpoint any ONE definition of play, it is important to note that play is self initiated and freely chosen. It can be planned or spontaneous. Moreover, it is not relegated to children; it can be seen in people of all ages and serves to enhance health, happiness and quality of life.
- Children spend less time playing for a variety of reasons, but the three main threats or concerns linked with the decrease in child's play are:
- Decrease in time allotted
- Some types of play do not cultivate curiosity, free play and creativity
- Safety-both real and perceived
- This can lead to severe adverse effects such as: obesity, AHDH/HD and depression.

Teach Backs (Slide 22)

- In order to practice and learn about how to teach or share content, we are allocating some time to do so. In the next period we are going to encourage you to teach a component of the content in this room to one another. We will place the content outline on the screen to help remind you of the information shared. Please select an area of interest and pull together a quick 2-3 min teaching activity for your staff.
- This is a safe space and brave space to learn together.

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- Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults

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- Growth mindset tempers the effects of poverty on academic achievement

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- Neurobiological and Systemic Effects of Chronic Stress
- Brain on Stress: How the social environment gets under the skin
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