Chapter 2:
Self-Care: An Ethical Obligation for Those Who Care

I. Lesson Plan
   a. Purpose: Define self-care and explain how failure to incorporate self-care can impact students and educators professionally, personally, cognitively, developmentally, behaviorally, and academically.
   b. Objectives:
      i. Introduction to Chapter 2
      ii. Self-Care Definitions and Academic Implications
      iii. Background Knowledge/The Cost of Caring
      iv. Prevention and Self-Care
      v. Building a Self-Care Action Plan
      vi. An Ethical Obligation for Those Who Care
      vii. Summary and Reflection Activity
   c. Time: 60 minutes
   d. Preparation/Materials
      i. PowerPoint Slides, Computer, LCD Projector, Easel, Flip Chart, Markers
      ii. Paper Copies of ProQOL Assessment and building a self-care plan worksheet to be passed out to all participants. (ProQOL Assessments are available to be printed for free from the hyperlink on slide 2-20. Self-care worksheet on training zip drive and slide 30.)

II. Training Session Content
   a. PowerPoint Slides
      Slide 2-1: Introduction to Chapter 2
      Slide 2-2: Overview
      Slide 2-3: Getting Started!
      Slide 2-4: The Language of this Chapter
      Slide 2-5: The Language of this Chapter (cont.)
III. Activities and Directions
   a. Agenda for Participants
      i. Distribute slides to Participants

IV. Reflection and Application
   a. Reflection Questions
      i. What did you learn (or re-learn) about the impact of working with others and the need for self-care?
      ii. As a result of this chapter, what new revelations have you come to about the overall need to pay attention to your self-care?
      iii. What are the benefits to your students by your focus on self-care?
   b. Application Questions
      i. How has this information impacted your own views regarding awareness of vicarious/secondary trauma in your work?
      ii. What supports can be put into place at work or at home to encourage a greater degree of awareness and self-care?
      iii. What can you do in the future to encourage others to become aware of their own need for self-care in working with students?
V. Additional Resources Available
   a. Chapter 1 Resources from page 32-33
   b. Chapter 2 Resources from page 62
   c. Chapter 3 Resources from page 130-131
   d. Chapter 4 Resources from page 175
   e. Chapter 5 Vignettes 177-99
   f. Chapter 6 Resources for text from page 202-218
      i. Printed Matter
      ii. Books and Journal Articles
      iii. Websites
      iv. OSPI Resources
Slide 2-1: Introduction to Chapter 2

Content of this slide adapted from: N/A

Materials Needed: “The Heart of Learning and Teaching” books
PowerPoint
Markers
Adhesive easel pad
Post-it notes

Trainer Tips: Work to set a professional, upbeat, safe, and fun atmosphere.

Please note: The content of this slide coincides with page 37 of the text.

What to Do, What to Say:

Do: Pass-out participant materials/slides.
Review slide content with participants.
Speak with enthusiasm, smile, relax, and open the floor for dialogue!

Say: We now move into Chapter 2 of “The Heart of Learning and Teaching” training. Over the next 90 minutes we are going to talk about the foundation of Self-Care and the ethical implications of Self-Care in the Compassionate School model.
Slide 2-2: Overview

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Trainer Tips: Either ask them to hold questions until the end or be open for questions during the presentation.

Please note: The content of this slide coincides with page 37 of the text.

What to Do, What to Say:

Do: Remind and encourage participants to utilize the ‘Parking Lot’ from Chapter 1 if they have questions.

Say: Here is the overview of the entire contents of Chapter 2.

Do: Review slide content with participants.

Say: Before we get started, does anyone have any questions, comments, or concerns about Chapter 2 or its contents?

Do: Step back and gauge the room for understanding and compliance. Allow time (if necessary) for dialogue.
Slide 2-3: Getting Started!

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

What to Do, What to Say:

Say:  We are getting started with the first section on Chapter 2 and are going to start out looking at the various understandings surrounding the concept of self-care as it relates to the work we are doing.

Do:  Review slide with participants.
Slide 2-4: The Language of this Chapter

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

**Trainer Tips:** Smile, speak slowly, remember to move around the room (when applicable), and make roaming eye contact.

**Please note:** The content of this slide coincides with page 38-39 of the text.

**What to Do, What to Say:**

**Do:** Step back and look at the two pictures on the slide.

**Say:** When we have a group of people from varied backgrounds, it’s helpful to establish some common definitions regarding the content of this chapter. It will help ground us in our use of terms in developing a consistent understanding.

**Do:** Read definitions and ask if people concur with those definitions or if they would like to offer some ideas of their own.
Slide 2-5: The Language of this Chapter (cont.)

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with page 38-40 of the text.

What to Do, What to Say:

Do: Step back and look at the picture on the slide.

Say: The work that we do, whether we are educators, health care workers, therapists, social workers, or any other human services field, is heart related work. It takes courage to allow ourselves to be vulnerable to others. The root of the word courage is "cour" which means heart. What are some ways that you can think of that would make this work courageous?

Do: Allow for participant suggestions and echo their responses clearly to the rest of the room.

Say: However, even courageous people can become weary of the everyday battles that face us day after day. There is a cost to that kind of courage and engagement. It’s called Compassionate Fatigue.
**Do:** Advance the slide words one at a time and read the definition aloud. Feel free to allow examples.
**Slide 2-6: The Language of this Chapter (cont.)**

**Content of this slide adapted from:** Johnson (2015) Compassionate Schools Training

**Trainer Tips:** Allow 5 seconds for attendees to review the slide.

**Please note:** This slide coincides with pages 38 and 40 in the text.

**What to Do, What to Say:**

**Say:**  How many of you own a car? Ok, so the majority. More importantly, when your gas tank is ½ full how many of you look for a gas station? (pause) How many of you start to look for a gas station when the vehicle gage is at a ¼ tank? (pause) Here is where honesty counts folks; how many of you wait until the gauge is on ‘E’ and the gas light is flashing before you look for a gas station?

**Do:**  Advance the definition. Do not read the content with participants.

**Say:**  This simple gauge picture just grew in importance! Self-care can be viewed as your personal tank. It is important everyone working in helping careers is diligently working pro-actively to prevent burn out. Burn out is defined here as the physical and emotional exhaustion potentially including a negative self-concept and job attitudes, a
loss of concern and feeling for others. High levels of compassion fatigue may lead to burnout.
Slide 2-7: The Language of this Chapter (cont.)

Content of this slide adapted from: Hertel (2015) Compassionate Schools Training

Trainer Tips: Allow 5 seconds for attendees to read the slide before speaking.

Please note: The content of this slide coincides with page 38-39 and 42-43 of the text.

What to Do, What to Say:

Say: When we meet children who are in some kind of emotional pain in their lives, it’s easy to think about them when we are not with them. We are wondering how they are doing. We may even recall a time in our lives when we went through something similar and remember, keenly, how we felt during that time. There are times, however, that we feel these feelings so strongly that it begins to interrupt our activities of daily living.

We may not sleep as well, we may be more irritable, we may find ourselves closing ourselves off from others, etc. This represents two effects that working with trauma-impacted individuals may have on us. The former is vicarious trauma and the latter is what is known as secondary trauma. Both very good reasons that self-care should take a front row seat in our plan for a healthy personal and work life.
Do: Advance the slide definitions and review content with participants.
Slide 2-8: The Cost of Caring

Content of this slide adapted from: Hertel (2015) Compassionate Schools Training

Trainer Tips: When giving/asking for similarities, feel free to add or ask for applicable examples. Allow time for participation and remember to have fun! There are no right or wrong answers.

Please note: The content of this slide coincides with page 39-41 of the text.

What to Do, What to Say:

Do: Review slide content and definitions with participants.

Say: *I am going to ask for your participation, but first, please take a moment to look at these professions. What do educators have in common with firefighters, police officers, health care staff, and counselors?*

Do: Take a step back and face the screen, modeling reflection.

Say: *There are no right or wrong answers. Please call out, what commonalities do you see?*
Do:  Face participants and echo their responses. Nod your head and encourage participants to participate!

Say:  We are all first responders; that is, we are among the first ‘outsiders’ to learn that trauma is affecting students and their families. We do receive some training in how to recognize health issues and appropriate reasons to refer students to school counselors.

We also receive some training in reporting abuse to Child Protective Services. However, in comparison to other first responders, many educators may feel ill equipped through their formal education in recognizing the symptoms of primary trauma which we talked about in chapter 1, and virtually no training in self-care necessary to prevent vicarious and secondary trauma we learned about in the previous slide.

Listening to descriptions of the unspeakable does not come without cost. Empathy can be a double-edged sword. It provides healing power, but empathy for the traumatic pain of another can result in a considerable upset to the listener. The distress of a student’s trauma can take the form of PTSD-like symptoms. Although the experience of the trauma is vicarious; the symptoms for the responder are very real.

Teachers who have experienced trauma in our own lives may find they are especially susceptible to vicarious and secondary trauma. Reports of similar incidents from their students may re-activate unresolved feelings which can be a path to secondary trauma.
Slide 2-9: The Ripple Effect

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with page 38-40 of the text

What to Do, What to Say:

Do: Show the slide to participants, but do not read it aloud. Allow 5 seconds for participants to review the slide before speaking.

Say: Think, for a moment, of school communities as ponds. Traumatic events are like rocks thrown into that pond. Each rock causes a series of ripples and sometimes, several rocks are thrown at the same time, compounding the ripples. We can all absorb one or two ripples, but the impact of a series of larger rocks, rippling through the pond of our school communities, left unattended, makes for stormy waters.

How well can we teach when we are seasick? (pause). How well can our students learn? (pause).

After a workday in a stormy sea, what will we be like when we get home? How ready can we get for the next workday?
Slide 2-10: Negative Consequences of Vicarious/Secondary Trauma

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Trainer Tips: Allow 5 seconds for attendees to read the slide before speaking.

What to Do, What to Say:

Do: Review the slide with participants.

Say: Here is what we are going to cover for the next section - a deeper dive into the effects of vicarious and secondary trauma.
Slide 2-11: Negative Consequences of Vicarious/Secondary Trauma (cont.)

Content of this slide adapted from: N/A

Please note: The content of this slide coincides with page 41 of the text.

What to Do, What to Say:

Do: Review slide content with participants.

Say:  As you can see, the idea of self-care is not actually something new. This is good advice!
Slide 2-12: Negative Consequences of Vicarious/Secondary Trauma (cont.)

**Content of this slide adapted from:** Wolpow, et al., “The Heart of Learning and Teaching” (2009)

**Trainer Tips:** Feel free to allow for dialogue, but be mindful of time. Encourage the use of the ‘Parking Lot.’

**Please note:** The content of this slide coincides with page 38 and 42 of the text.

**What to Do, What to Say:**

**Do:** Allow 5 seconds to observe slide. Do not read slide aloud.

**Say:** *Take a second to think back to one of your most challenging years as a school professional - a year full of stress during which you may have experienced some vicarious trauma and compassion fatigue.*

*Perhaps it was the year you had to deal with several students who were extremely challenging or the year that normal or greater school challenges were compounded by family demands. Or perhaps it was the year you had a demanding supervisor who was insensitive to the needs of others or when a series of natural or created events added to stress levels. It could even be a year it was a combination of the above.*
Slide 2-13: Personal Impact of Vicarious/Secondary Trauma

**Content of this slide adapted from:** Wolpow, et al., “The Heart of Learning and Teaching” (2009)

**Please note:** The content of this slide coincides with page 38 and 42 of the text.

**What to Do, What to Say:**

**Say:** The effects of trauma, vicarious or otherwise, can impact our personal and professional lives. Keep your recollections fresh in your mind-let's start with our personal lives.

**Do:** Review slide content with participants.
Slide 2-14: Personal Impact of Vicarious/Secondary Trauma (cont.)

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with page 38 and 43 of the text.

What to Do, What to Say:

Say:  Continuing on with personal impacts of vicarious and secondary trauma...

Do:  Review slide content with participants.
Slide 2-15: Professional Impact of Vicarious/Secondary Trauma

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with page 38 and 43 of the text.

What to Do, What to Say:

Say: If you’ve ever worked in a school where there is a high level of trauma due to abject poverty or a natural or man-made disaster, you know that vicarious trauma when not attended to can lead to problems in workplace performance.

Wise district administrators address this issue because studies have shown that toxic stress is a leading cause of turnover among professionals who advocate, strongly, for children. This turnover leads not only to higher costs for hiring and training but also lowered quality of services delivered.

Do: Review slide content with participants.
Professional Impact of Vicarious/Secondary Trauma (cont.)

- **Interpersonal** – Withdrawal from colleagues, poor communication, staff conflicts, impatience, blaming, cliquish behavior, decreased quality of relationships.

- **Behavioral** – Absenteeism, exhaustion, irritability, overworking, irresponsibility, tardiness, poor judgment, frequent threats to resign or quit.

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with page 38 and 43 of the text.

**What to Do, What to Say:**

Say:  *Once again, I am asking you to keep that difficult year in mind. Can you relate to having experienced any of these symptoms?*

Do:  Review slide content with participants.
Slide 2-17: The Silencing Response

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with page 38 and 44 of the text.

What to Do, What to Say:

Do: Allow participants 5 seconds to review slide. Do not read it aloud.

Say: Are there times when your plate just feels too full? I simply cannot talk to one more person! One sign of compassion fatigue is when we find ways to silence those who are manifesting trauma symptoms. I am not talk about setting boundaries or redirecting inappropriate behavior. Silencing involves shutting down our empathy, verbally and non-verbally and demanding that the survivor keep their problems to themselves. Unfortunately, this form of compassion fatigue is rarely discussed but often experienced.

There are signposts that may help us determine if the silencing response is operating in our work. These include: wishing the student would just get over it, not believing students or blaming them for their problems, using anger or sarcasm toward a student, using humor to change or minimize when a student starts to talk about their problems, fearing a student will start to talk to you or you will not be able to help,
seeing clear signs of student trauma and choosing to ignore them, or the student altogether.

Realizing that we are using the silencing response is not a reason to feel guilt or shame. On the contrary, recognizing it is an indicator of **reflective practice**: the ability to develop an internal understanding of our choices and actions through continual evaluation of the effects of these on those with whom we work. It is also an opportunity to use self-care skills to help us respond more appropriately. Once we realize that we are manifesting symptoms of vicarious or secondary trauma we have an ethical responsibility to address our own needs so as to do no harm.
Slide 2-18: Quote on Self-Care

**Content of this slide adapted from:** Wolpow, et al., “The Heart of Learning and Teaching” (2009)

**Please note:** The content of this slide coincides with page 45 of the text.

**What to Do, What to Say:**

**Do:** Review slide content with participants.

**Say:**

*If students struggling with trauma are to become more resilient, they need compassionate and resilient teachers. Quality teaching requires modeling skills and attitudes. If education professionals themselves are barely coping and cannot bounce back from challenges they face, how are they to sustain the strength needed to promote resiliency among their students?*

*If we want our students to go forward, we must practice what we preach. We cannot expect students to exhibit healthy assertiveness when we ourselves are modeling aggression or passivity around establishing and maintaining boundaries. We cannot expect our students to ‘mellow out’ when we ourselves are anxious from lack of recreation and enjoyment. We cannot expect our students to come to class prepared if we ourselves are irritable from lack of sleep.*
Many students victimized by trauma have been betrayed by adults who say one thing and act out another. If you want to be helpful, start by regularly practicing and modeling your own prevention and self-care.
Slide 2-19: Introduction - Self-Care Planning

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

What to Do, What to Say:

Do: Review slide content with participants.

Say: It’s time to put some planning for ourselves into effect. Please make sure you are using the parking lot if you have questions.
Slide 2-20: Prevention & Self-Care

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Trainer Tips: For this activity, enthusiasm and energy are helpful.

Please note: The content of this slide coincides with page 46-47 of the text.

What to Do, What to Say:

Do: Allow participant 5 seconds to review slide. Do not read slide.

Say: Self-care begins with self-awareness. Without measurement tools, it can be hard to tell how you are doing. It is important to use tools to monitor our distress as we engage in our own self-care. In the past, leadership has utilized the Professional Quality of Life (ProQOL) inventory to gage an employee's response to the climate and culture of the work place. This assessment can be utilized as a professional resource and an excellent management tool. At the website listed on the slide, you can obtain free copies of the inventory. To use this as a management tool, you can use a form that can be completed anonymously and aggregated to the whole group.

Do: If time allows (will vary by training): Hand out paper copy of ProQOL to participants. Instruct participants to use the assessment for their professional life,
personal life or both. Allow adequate time for participants to complete and score their assessment.
Slide 2-21: ProQOL Scores

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Materials Needed: Hardcopy ProQOL Scoring Sheets (handout)

Trainer Tips: You can skip this activity if time does not allow.

Please note: The content of this slide coincides with page 47 of the text.

What to Do, What to Say:

Do: Show slide to participants. Pass out ProQOL scoring sheets.

Say: Okay, so without revealing your personal name or information I am going to collect your scores on a piece of paper that looks like the slide. You are not obligated to share if you do not want to.

Do: Collect Pro-QOL scores and calculate the groups range, mean, median, and mode for the group. Display results on an overhead or board.

Say: Let’s take a look at our self-care scores as a group!
Slide 1-22: An Ethical Obligation for Those Who Care

**Content of this slide adapted from:** Teacher certification standards

**Please note:** The content of this slide coincides with page 60 of the text.

**What to Do, What to Say:**

**Do:** Review slide with participants.

**Say:** *We, who care for others, must make sure we get the care we need. We can do this by: acknowledging the effects of vicarious and secondary trauma on ourselves and our colleagues – and that quality learning and teaching is dependent upon acting on that acknowledgment.*

*Making sure we do not “go it alone”, but instead seek out and create arrangements by which we have regular and open input from other professionals. Recognizing and acting on the ethical duty to provide ourselves with regular self-care.*
Slide 2-23: Self-Care Planning

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with page 46-50 of the text.

What to Do, What to Say:

Do: Review slide with participants

Say: Self-care is a collection of strategies we use to prevent or alleviate the symptoms of vicarious trauma. Self-care is not a luxury to be fulfilled as time permits. There are literally thousands of self-care techniques. One size does not fit all. In other words, any suggestions you see or hear require adaption to your own situation and preferences. Take what you like and leave the rest, but please make sure you take care of yourself.

The importance of moderate and regular exercise in stress reduction is well documented. Take the advice you would give a student who might come to you for advice for dealing with stress: exercise regularly.

Keep track of how much water you drink during your workday. Recommend daily intake of water for men is three liters, and women 2.2 liters. Losing just 2% of your body’s water will result in you feeling tired and weak.
Adequate sleep is essential to well-being. Insufficient sleep affects intelligence, the immune system, and social skills. It leads to irritability and impaired cognitive function. Consider tracking the quality and length of your sleep. How many hours are you averaging per night, compared to what you know your body needs?

Assertiveness may be defined as asking for what we need and expressing our feelings in respectful ways. People who are assertive are able to set and maintain boundaries with reasonable flexibility. Educators who set and maintain boundaries experience less stress and better able to cope with students, parents, and supervisors.
Slide 2-24: Self-Care Planning, Continued

Content of this slide adapted from: Wolpow, et al., “The Heart of Learning and Teaching” (2009)

Please note: The content of this slide coincides with page 46-50 of the text.

What to Do, What to Say:

Do: Read and review slide with participants.

Say: Engaging in creative activities can help us to heal and grow in ways that fulfill and inspire us. When we engage our imagination and put our hearts, hands, and minds to work creating art, composing music, writing poetry we tap into the same kind of energy that is awakened during the healing process. We begin to think in new ways and are rejuvenated. We channel emotions that we may not be able to verbalize. This can allow us to express our experiences and connect to others across the boundaries of culture or language.

When we are having fun we are ‘in the joy’ of life. Not only is enjoyment pleasurable it is good for you! It also helps to create new neural "play" pathways in your brain.

It is important to ask for help when you need it. It is also important to help others. School professionals have been formally prepared and socialized to operate in
isolation. Most of the planning, teaching, and evaluation is done in isolation. How and when do we ask for help without becoming vulnerable? This is a hard question to answer and one that is rarely a component of a teacher preparation program.

So let’s Brain Storm! How can we ask for help?

**Do:** Allow time to gather ideas and feel free to collect them on the board or poster. Make sure The Employee Assistance Program (EAP) is mentioned.

**Say:** These are all great ideas. I encourage you to explore or try any that look appealing or applicable to you. Don’t be afraid to try new things and adapt them to fit your lifestyle.
### Slide 1-25: Self-Care Activity

**Content of this slide adapted from:** Wolpow, et al., “The Heart of Learning and Teaching” (2009)

**Materials Needed:** Paper copies of Self-care worksheet for participants (handout)

**Trainer Tips:** Skip this activity if time does not allow. Suggest participants utilize the Self-Care Plan independently.

**Please note:** The content of this slide coincides with page 58-59 of the text.

**What to Do, What to Say:**

**Do:** Review slide with participants. Have the following forms available for participants to work on during training.

**Say:** We are going to spend 15 minutes on this activity. Please take that time to fill in your self-care worksheet. Remember this is your personal plan - there is no right or wrong answer! After this, I would like you to turn to the person next to you to share some parts of your plan.
Slide 1-26: Building a Self-Care Plan

Content of this slide adapted from: N/A

**Trainer Tips:** Do not do this activity in training if time does not allow. Suggest participants complete the Self-Care Plan in the evening and check-in with their trainer with questions.

**Please note:** The content of this slide coincides with page 59 of the text.

**What to Do, What to Say:**

**Do:** Review slide with participants.

**Say:** *Let’s take a minute to turn to the person sitting next to you and share some of the ideas you came up that you are willing to try to improve your self-care.*
Slide 1-27: Chapter 2

**Content of this slide adapted from:** N/A

**Trainer Tips:** Reference additional resources located at the end of chapter two on page 62 of the text.

**Please note:** The content of this slide coincides with page 61 of the text

**What to Do, What to Say:**

**Do:** Do not read slide aloud.

**Say:** Let's take a moment to review what we have covered in this chapter.
Slide 2-28: Chapter 2- Summary

Content of this slide adapted from: N/A

What to Do, What to Say:

Do: Review slide with participants
Chapter 2 – Summary (cont.)

• Teachers often feel overworked and often feel under-appreciated due to the challenging nature of the work

• We can begin by assessing our current quality of life by utilizing tools like the ProQOL

• Once we assess the six areas of Self-Care we can build a plan to take better care of ourselves

• Taking care of ourselves is our ethical duty not only to ourselves, but to our school and students

Slide 2-29: Chapter 2- Summary (cont.)

Content of this slide adapted from: N/A

Please note: The content of this slide coincides with page 61 of the text

What to Do, What to Say:

Do: Review slide with participants
Slide 2-30: Chapter 2- Activity

Content of this slide adapted from: N/A

Please note: The content of this slide is intended for reflection and discussion.

What to Do, What to Say:

Do: Review slide with participants. Provide time for reflection and discussion, if appropriate.

Say: Thank you so much for your time. I have enjoyed learning and talking about self-care with you all!
The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success

Contact
Office Superintendent of Public Instruction
Phone: 360-725-6050
Email: Ron.Hertel@k12.wa.us

Slide 2-31: Compassionate Schools Contact and Closing Slide

Content of this slide adapted from: N/A

What to Do, What to Say:

Do: Review slide with participants

Say: Here is the contact information for Compassionate Schools. Are there any final comments or questions from this chapter?