

STRESS MANAGEMENT Part 2

The time to relax is when you don't have time for it."
- Sydney J. HPartarris

Respond to self with Compassion

Here is a powerful strategy for reframing and building capacity within your window of tolerance by extending a little self-compassion.

- **Step One:** Extend self-compassion to yourself as you think back to when you were triggered and operated outside of your window of tolerance. By simply putting your hand on your heart as you think back to this time, you are releasing oxytocin in your body. Oxytocin is a hormone linked to safety & belonging.
- **Step Two:** Take a few deep breaths through your nose, allowing the exhale to be twice as long as the inhale.

Respond to self with Compassion

- **Step Three:** If you could hit a big reset button and do it all over again, what is one thing that you would want to do differently?
- **Step Four:** Is there someone you need to apologize to or something you need to do to repair the relationship? We can also apologize to ourselves for being self-critical and self-judgmental.

Respond to self with Compassion

Self-compassion doesn't always come easy but when we frequently practice extending it to ourselves, we acknowledge our common humanity. Trusting and secure relationships are built around compassion, not perfection.

And remember, showing up for ourselves is showing up for our students.

Mindful Self-Compassion

- **Mindful Self-Compassion combines the skills of mindfulness and self-compassion, providing a powerful tool for emotional resilience.**
- **Randomized controlled trials have demonstrated that MSC significantly increases self-compassion, compassion for others, mindfulness, and life satisfaction, as well as decreasing depression, anxiety and stress.**

Kristin Neff

Self Kindness vs Self Judgement

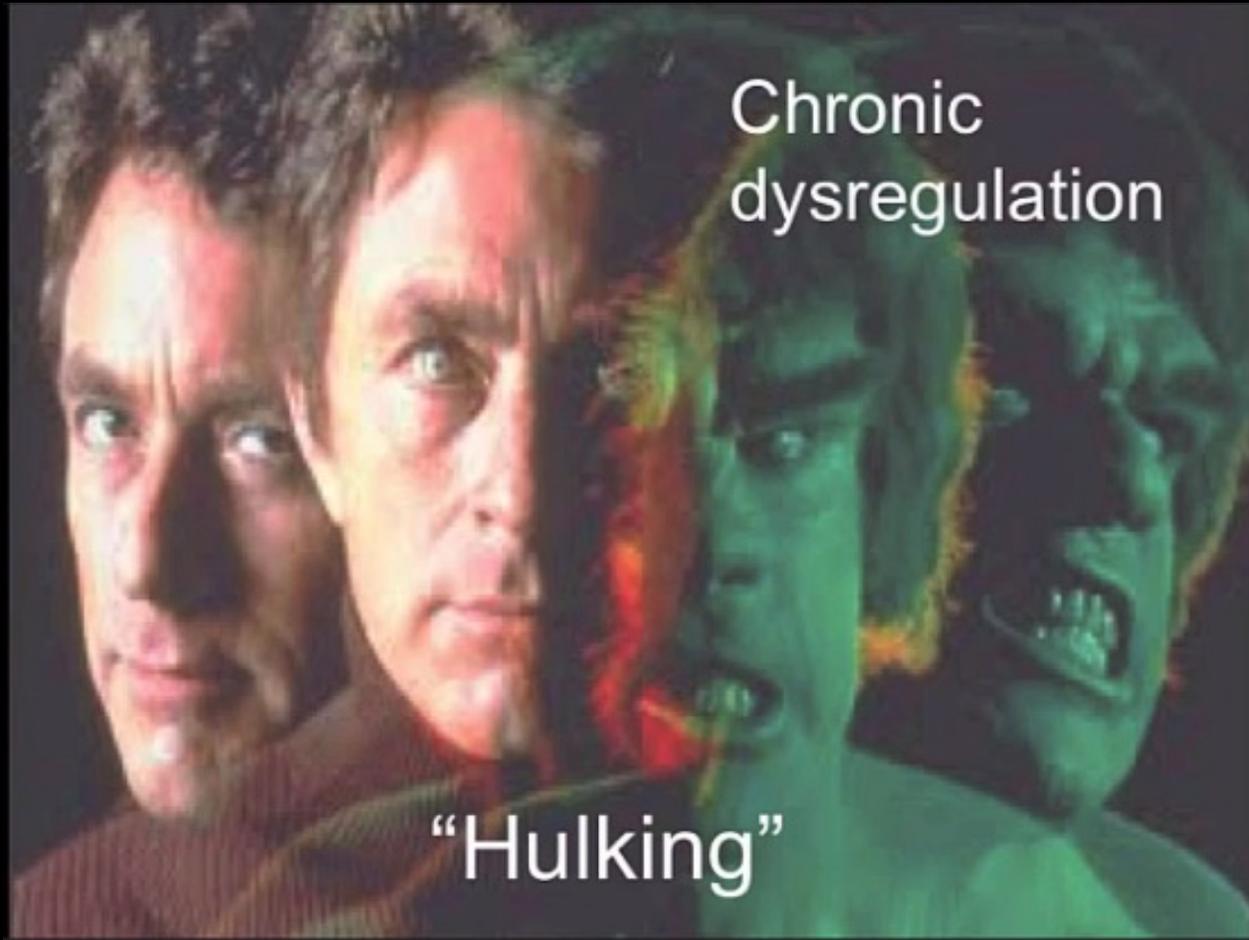
- Treating self with care and understanding rather than harsh judgement
- Actively soothing, comforting, supporting and protecting oneself in times of struggle (same you would to a close friend)
- Desire to alleviate suffering (any pain or discomfort- large or small) Not always touchy feely, sometimes boundaries

Kristin Neff

Superhero have limits

- What's your kryptonite?





Chronic
dysregulation

“Hulking”

Compassion

- Compassion for children who have been impacted by trauma
- Significant disadvantage that stress has had on brain development
- Trauma responses are like a fever to an illness
- A normal reaction to abnormal things that happened in the developing body and brain

Thermostat

- Child Crying- What do you do to regulate?
- Toddler temper tantrum- What do you do to regulate?
- You are not born knowing how to regulate- It must be learned and modeled



STAGES OF EMOTIONAL REGULATION



co-regulation

Children rely heavily on caregivers to co-regulate due to the gradual development of the Pre-Frontal Cortex. They need us to help them attain a state of calm (homeostasis) and return internal balance. During interactions adults take the lead role and support children using containment of emotions and states, empathy and reflective functioning, and modelling how to return to a state of calm.



social-shared regulation

As children gain experience they can work together with an adult to identify and problem solve difficult feelings or experiences. A child may recognise signs, such as butterflies in their tummy, can tell an adult and then share problem solving with the adult. Children also become more aware of others emotional states and can learn to recognise feelings in others.



self-regulation

Children will have learnt to recognise their own feelings and those of other's, they will have some strategies to manage their feelings and also have gained social responsibility and understand their actions impact on other's feelings.

Throughout life we all need co-regulation, particularly in times of crisis or an accumulation of stress.

Consideration of stressors should be revisited during the development of emotional regulation. These can include; environmental stressors, biological stressors, social stressors, emotional stressors, and cognitive stressors.



Many students who are labeled as manipulation and wanting attention are students who are seeking connection.” Avis Smith



There is a story behind every
behavior....two common factors:
Feeling Unsafe
Fear of Failure



The Behavior is not about
you....it's about the student and
what is going on in their lives” Jim
Sporleder



“When working with trauma-
impacted students, we must reach
their hearts before we can reach
their heads”

Dr. Ken Ginsburg

OTHER STRATEGIES

- Shorten time committed to any activities
- Limit news and social media exposure and to sites/organizations you trust
- Build comforting rituals into your day
- Take moments to practice and express gratitude
- Eliminate unnecessary stressors that may make your day more complicated
- Adjust your expectations
- Find time and ways to experience laughter
- Know that whatever you are doing now is enough. Making a difference is enough, not making *the* difference

AN IMPORTANT REMINDER ON SELF CARE: Be Smart



Make your goal a SMART goal. If it feels like a burden, unachievable, or you simply don't enjoy it, it's not going to help you. We want it to support you!



maddie holden 

@winningprotocol

Follow

thinking about camomile tea: oh yeah i love it, the calming drink

actually drinking camomile tea: the hot hay water has not relaxed me

5:37 PM - 15 Apr 2018



alex

@lexandrameyer

Follow



does anyone else write things they already did in their planner just so u can cross it out and feel accomplished

3:07 PM - 27 Aug 2018

Conversely, sometimes a self care act might seem small but can make a big difference



BUT YOU CAN'T
JUST PUT A SELF
CARE BAND-AID
ON EVERYTHING

Ways to improve the
system at work

SCHOOL DAY SUPPORT SUGGESTIONS



Have dedicated time

- Protected lunch and planning time
- Self care opportunities on institute days



Integrate support systems

- Organized self care groups and dedicated meeting time
- Colleagues with shared interests and shared activities
- Tap in, tap out systems and co-teaching models



Leave work at work

- Protect time at home by not taking home work
- Flexible expectations of certain timelines to reflect not working from home culture

Commitment

*One way you will
support your self-care
this month.*

- 
- “Self-care is a deliberate choice to gift yourself with people, places, things, events, and opportunities that recharge our personal battery and promote whole health - body, mind, and spirit.”

-Laurie Buchanan



You have permission to rest.

You are not responsible for fixing everything that is broken.

You do not have to try and make everyone happy.

For now, take time for you.

It's time to replenish.

UNKNOWN



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RESOURCES AND REFERENCES

- [ASCA and NASP's School Reentry Considerations Guidance Report](#)
- [Edutopia Community Building Activities](#)
- [NCTSN's Trauma-Informed School Strategies for COVID-19](#)
- [Positive Discipline's Self Care for Teachers](#)
- [Second Step COVID-19 Resources](#) including:
 - Free Second Step Community Rebuilding Lessons
 - Imagine Neighborhood Episodes
 - Free Online Professional Development and Webinars/Trainings
- [Support for Teachers Affected by Trauma Free Online Curriculum for Individuals](#)
- [University of Buffalo School of Social Work Self Care Activities and Exercises](#)