

# Transforming Classrooms Building Emotional Resilience

Week 1 of 6

 [workshop@SILAskills.org](mailto:workshop@SILAskills.org)

   @SILAskills

Before we begin today, please fill out this pre-workshop survey at  
<https://bit.ly/SILApr-survey> (CASE SENSITIVE)

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## NOTE:

1. The content of this workshop is directed *solely* to the skill development of the teachers and is *in no way intended* to represent appropriate training to teach the skills to students within or outside the classroom setting.
2. SILA and SILA facilitators are not therapists. This workshop is in no way intended to supplement or replace any personal and/or professional therapy.
3. This workshop is in no way intended to supplement or replace any school safety procedures and protocols. Participants are expected to follow and prioritize their school's procedures and protocols.

## How is this workshop different?



- This is for ***you!***
- We show you how to ***apply*** skills not just give you information about them.
- Simple, Effective, ***Immediate***
- It ***won't add to*** or replace your workload.

***More skills to use anywhere, anytime with anyone.***

## Workshop Guidelines



Confidentiality

No judgement

No blame

Safe zone




Share the space

Participation + Practice = Results

# What to expect



## Our superhero powers

-  Relationship Mindfulness
-  Basic Assumptions
-  Validation

## Our own mental health

- Distress Tolerance Skills
- Emotion Regulation Skills for Self-Care and Mental Wellness

## Format:

Mindfulness practice, review weekly practice exercises, new skills, break about mid way through the workshop, assign new practice exercises

## Feel free to:

Stretch, walk around, eat, take a break...

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# The SILA Skills Group



Formed in April 2019

Not-for-profit organization in August 2020

Workshops are delivered virtually in Canada

Our long term objective is to help people be more emotionally resilient

Teach emotion regulation skills based on DBT (Dialectical Behaviour Therapy) developed by Dr. Marsha Linehan

We also run workshops for first responders, police, social workers, etc - ***Transforming Connections***

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**SKILLS** are transformational

useful **IN** everyday situations

for any relationship in your **LIFE**

**ALL** can realize the benefits

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# How we are feeling about things today?



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# Mindfulness Practice

## DBT Skills Modules

*Practical*      *Immediately accessible*      *Transformative in calm and in upset*      *It's the **HOW** not just the **WHAT***

### Mindfulness

*Being aware of the present moment without judgement*

- Increase awareness of your emotional and mental state
- Make decisions understanding what is getting in the way of being effective
- Be a participant to your own life as you are experiencing it

### Distress Tolerance

*Managing a crisis without worsening the situation, accepting reality as it is*

- Survive crisis situations by reducing emotional intensity
- Be more effective for yourself and others in crisis situations
- Avoid making things worse for yourself and/or others

### Emotional Regulation

*Understanding and reducing vulnerability to emotions, changing emotions*

- Improve overall mental health and emotional well-being
- Being in control of your emotions rather than having your emotions be in control of you

### Interpersonal Effectiveness

*Getting needs met, maintaining relationships, increasing self-respect in relationships*

- Connect with those around you and emotional well-being
- Build and maintain positive relationships
- Avoid or minimize escalations

ACCEPTANCE – “it is what it is in this moment”

AND

CHANGE – “what am I going to do about it”

## Learn practical skills which will help you to:

- Recognize your own emotional vulnerability and reactivity in any given situation to position yourself to interact effectively.
- Reframe how you interpret a student's behaviour by approaching with curiosity, removing judgement and being in the moment to respond effectively to the current situation.
- Build trust, reduce intensity of emotions and open the door for problem solving.
- Find the path to bridge communication between teacher and student, student and student, teacher and parent, teacher and teacher.

***...Best of all, you can use these skills right away!***

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Blank beginner's mind;  
Never "I already know"  
Always "more to learn"

Dailyzenhaiku.com

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We want it to look like this!



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And sometimes it looks like this!



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# What educators have shared that makes it difficult ...



What is a challenging thing you had a student say or do?	What has been challenging for you this year?
<p><b>Refusing to:</b> acknowledge, comply, complete assignments, come to school, shutting down; "defiant", not showing up; why try?/giving up; listen; get help, waiting to be told the answers</p>	<p><b>Time:</b> extra time needed for prep, working all the time, no time for self-care; new curriculum expectations, fewer subs, less prep time</p>
<p><b>Using hurtful language to others:</b> hate you, yelling, "thanks for nothing", threatening</p> <p><b>And to themselves:</b> I want to hurt myself; I'm stupid, I'm going to try and just not get it anyway, I want to die, I don't care if I get bad marks</p>	<p><b>Emotional/Mental Health needs:</b> my own and my students, extra stress and flexibility needed, parents who require a lot of support; mediating between parents and teachers; mediating between Head of School and teachers; trying not to get visually emotional when overwhelmed/tired/stressed &amp; unable to speak</p>
<p><b>Being physical:</b> biting, pinching, throwing, kicking, flipping desks, stabbing with a pencil, scissors</p>	<p><b>Other:</b> New to teaching, recovering after the last few years, lack of impulse control, attitude, defiance, disrupting others' learning; changing roles, catching up on missed lessons, social media comments about teachers, extreme amount of staff turnover, interviewing, and hiring processes</p>
<p><b>Feelings:</b> isolation, lonely, frustration, severest anger, fear, anxiety, deepest sadness, feeling scattered, unhappiness (&amp; will always be unhappy); helplessness; no one loves me, I don't want to be here; crying all afternoon, afraid parents will die while they are at school; can't live up to parent expectations</p>	<p><b>Feelings:</b> frustration, anger, fear, anxiety, lack of control over the situation, can't teach curriculum and help those needing emotional support, expectations continue to be very high, not doing enough, overwhelmed, unwanted and difficult classroom assignment, under-prepared coming out of university;</p>
<p><b>Behaviour:</b> disruptive, unpredictable, yelling, screaming, running out of room/school, breaking rules, over-reacting to "simple requests"; complex behaviours and needs; getting louder when asked to stop, continue to escalate</p>	<p><b>Managing Expectations:</b> parent, kids, district testing, government, my own, doing it all; multiple needs in the classroom, extreme diversity, learning new ways to teach all subjects</p>

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# HALTS

**H**ungry/hormones/hydration

**A**ngry

**L**onely or loss

**T**ired

**S**tressed/sick/substances/screen time



Watch this at: <https://youtu.be/GkAnLtoWDhc> By: Snickers - Betty White (Super Bowl 2010 Commercial) -[HD] [Video file].

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# When our HALTS are off ...

## HOME

- More irritable
- More reactive
- Quick to anger
- Disconnected
- Strained relationships
- Run down
- Substance use
- Low energy

## WORK

- More sick days
- Feel more pressure
- Less connected
- “What’s the point”
- Decreased job satisfaction
- Less alert, running on empty
- Less motivated
- Less productive



← **Less: effective, empathetic, patient**    **More: burnout** →

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# Mindfulness - A Superpower



# What is Mindfulness?



“Purposely paying attention, in the present moment, without judgment.” (Kabat-Zinn, 1994)

## The Practice:

Noticing your attention/thoughts wandering and bringing it back to the present moment/task/relationship at hand



## Relationship Mindfulness:

Being present in the relationship with awareness, empathy, and without **judgement**



*Relationship mindfulness fosters connection.*

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# Mind Full, or Mindful?



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# 10 Mechanisms of How Mindfulness Works



<b>Shift in Perception</b>	Enables us to relate to thoughts, feelings and sensations as simply as observations.
<b>Body and Situational Awareness</b>	Helps us feel more in touch with our bodies and our physical environment which can help with posture, balance, decision making, risk evaluation and task performance.
<b>Non-attachment</b>	Helps us to detach from concepts, situations, experiences, etc. which can improve satisfaction with life and improve life effectiveness.
<b>Changes in Brain Functioning</b>	Brain imaging shows neurological changes in the brain - how we process new information as well keeping our emotions in balance.
<b>Acceptance</b>	Improve ability to be content with our circumstances AND may still need to improve our situations.
<b>Increase in Spirituality</b>	Increase levels of spiritual awareness decreasing feelings of loneliness and fostering resilience.
<b>Emotion Regulation</b>	Accurately label and identify negative emotions and thinking patterns, making it easier to attend to unhelpful thought processes and help with interpersonal and relationship skills.
<b>Reduced Biological and Psychological Arousal</b>	Breath awareness helps reduce heart and breathing rate which helps foster calm, relaxation and ability to cope with stressful situations.
<b>Attention Regulation</b>	Better task performance and stopping ruminating thought patterns
<b>Letting go</b>	Noticing the <i>coming and going</i> of thoughts and physical sensations, helps focus on their temporary nature. "This will pass."

<https://www.psychologytoday.com/us/blog/contemplative-psychology/202102/10-mechanisms-how-mindfulness-works>

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# Mindfulness Practice



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# What other activities can you do mindfully?

## Goal of Mindfulness Practice



***Is just to PRACTICE!***

1. Identify what you will focus on
2. Bring your attention to the object of focus
3. If your attention wanders away:
  - Notice this has happened
  - Don't judge
  - Gently bring your attention back



# Wise Mind



## WISE MIND

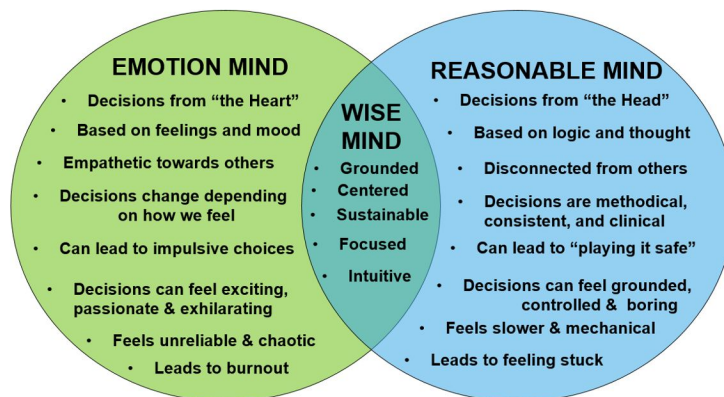


**SILA Skills**  
SKILLS IN LIFE FOR ALL

Watch this at: <https://www.youtube.com/watch?v=xnwIDk5rKUB>  
By: Benuto, Lorraine (2017, October 19). *Wise Mind Video 2* [Video file].

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# DBT States of Mind



Emotion Mind	Wise Mind	Reasonable Mind
<i>Ruled by your moods, feelings and urges Emotions are in control at expense of reason</i>	<i>Synthesis of Emotion and Reasonable mind Inner wisdom The Middle Path</i>	<i>Ruled by facts, reason, logic Values and feelings are not important</i>

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# A look at our minds

Using our Mindfulness skills:

1. Think of a regular day at work or at home.
2. Think of a stressful day at work or at home

For each: What state of mind do you primarily function in?

**Per our workshop guidelines:**

**NO BLAME ZONE**

**NO JUDGEMENT ZONE**



# DBT Mindfulness What & How Skills



# How to Practice Mindfulness



What	How
<b>Observe:</b> <i>Just notice how you feel, what you see/hear/etc.</i>	<b>Non-judgmentally:</b> <i>Let go of 'shoulds' and right/wrong                      Don't evaluate, criticize, label</i>
<b>Describe:</b> <i>Attach words to the experience; just the facts; don't explain or solve</i>	<b>One-mindfully:</b> <i>Only pay attention to the task at hand or to the current relationship; with all your attention</i>
<b>Participate:</b> <i>Involve yourself fully in the moment; get lost in the experience</i>	<b>Effectively:</b> <i>Keep in mind your goals. Do what works.</i>

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# Relationship Mindfulness



Watch this at: <https://youtu.be/n6fS73AFnnk>  
 By: Cathie Stenhouse (2019, September 19. *Disruptive Classroom 1* [Video file].

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# Accurately Identifying Emotions

## Primary Emotions



**Anger**  
To fight against problems



**Fear**  
To protect us from danger



**Anticipation**  
To look forward and plan



**Surprise**  
To focus us on new situations



**Joy**  
To remind us what's important



**Sadness**  
To connect us with those we love



**Trust**  
To connect with people who help



**Disgust**  
To reject what is unhealthy



## Secondary Emotions

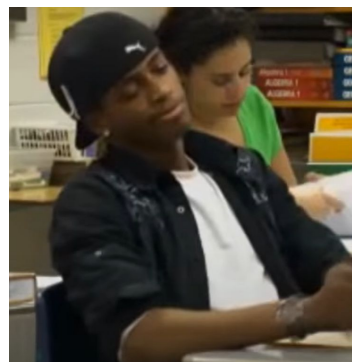
- Feeling **ANGRY** when **FEARFUL**
- Feeling **SAD** when **SHAMEFUL**
- Feeling **FEARFUL** when **ANGRY**

The **KEY** is to figure out what the **PRIMARY EMOTION** is!

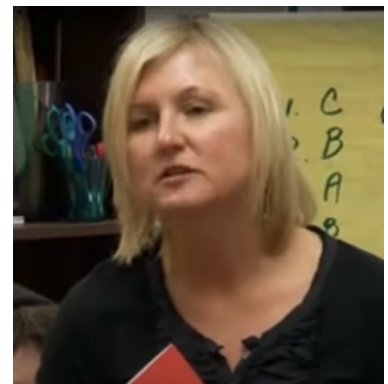
<https://www.verywellmind.com/an-overview-of-the-types-of-emotions-4163976>

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## WHAT I SHOW... IS THE TIP OF THE ICEBERG

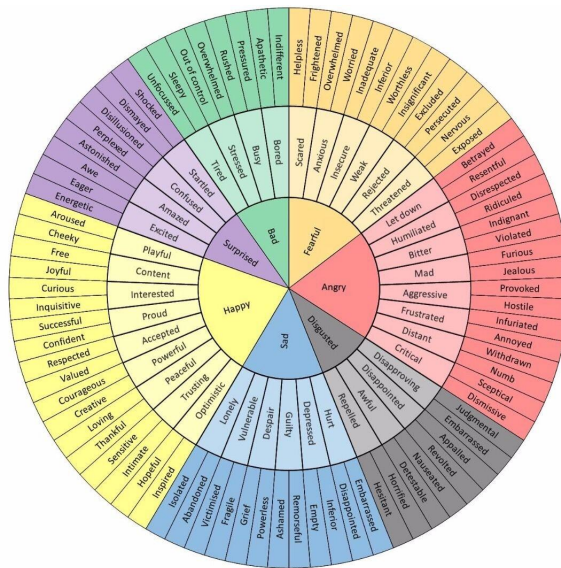


*What is their story?*





# Be Descriptive



## Emotion Wheel

<https://www.jennielien.com/blog/the-wheel-of-emotions>

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## To be effective...

We need  
to be at  
our best

**H**ungry, Hormones, Hydration

**A**ngry

**L**oss, Lonely

**T**ired

**S**tressed, Sick, Substances, Screentime

# The Foundation



## Basic Assumptions Transactional Model



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## Basic Assumptions

1. There is no one or any absolute truth
2. Benign Interpretation
3. Everyone is doing the best they can in this moment
4. Keep trying, try differently



SILA Skills  
SKILLS IN LIFE FOR ALL

AND “do you want to be right or effective?”



Source: adaptation from NEABPD Family Connections™

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# Basic Assumptions Practice

## Basic Assumptions Practice



**A teacher sits with a child in the hall, to discuss how they were behaving in class. “I hate gym! Everybody laughs at me and thinks I’m such a loser!”**

1. There is no one or any absolute truth.
2. Benign interpretation.
3. Everyone is doing the best they can, in this moment.
4. Keep trying, try differently.

**An EA is working with a student in the hall on missed assignments. They ask why the student is not getting their work done in class or at home. The student looks at them with tears, “I’m trying. It’s just so noisy in class and my sister is always yelling at me at home!”**

1. There is no one or any absolute truth.
2. Benign interpretation.
3. Everyone is doing the best they can, in this moment.
4. Keep trying, try differently.

# Basic Assumptions Practice

**Teacher hands out an assignment to the class. When he gives it to the student, the student looks at it, says “Forget this shit! This is stupid!” and throws it on the floor.**



1. There is no one or any absolute truth.
2. Benign interpretation.
3. Everyone is doing the best they can, in this moment.
4. Keep trying, try differently.

**The EA is assigned her students and classroom in September. The classroom teacher looks at her with exhaustion, “Oh, this is going to be a tough year! I taught her older brother and he was a handful and I hear she is worse!”**

1. There is no one or any absolute truth.
2. Benign Interpretation.
3. Everyone is doing the best they can, in this moment.
4. Keep trying, try differently.

# Basic Assumptions Practice

**A teacher and administrator have been emailing and calling a parent about how their child is doing at school. Neither of them have had any response. They meet together after school to discuss their next move.**



1. There is no one or any absolute truth.
2. Benign interpretation.
3. Everyone is doing the best they can, in this moment.
4. Keep trying, try differently.

**It's the end of the school year and you have just found out who is in your class next year. One of the students has a reputation of being a challenging student. The current teacher smiles at you and says, “Tag, you're it.”**

1. There is no one or any absolute truth.
2. Benign interpretation.
3. Everyone is doing the best they can, in this moment.
4. Keep trying, try differently.

# Basic Assumptions Practice



**A colleague down the hall always comes to your classroom before school to ‘talk’ about their students and parents. They are complaining and rehashing issues that happened months before. They just can’t seem to say anything positive.**

1. There is no one or any absolute truth.
2. Benign interpretation.
3. Everyone is doing the best they can, in this moment.
4. Keep trying, try differently.

**A parent calls your principal and complains that you favor other children and that their child is doing poorly because of it. They demand that their child be moved from your class and placed in another teacher’s class.**

1. There is no one or any absolute truth.
2. Benign interpretation.
3. Everyone is doing the best they can, in this moment.
4. Keep trying, try differently.



## TRANSACTIONAL MODEL

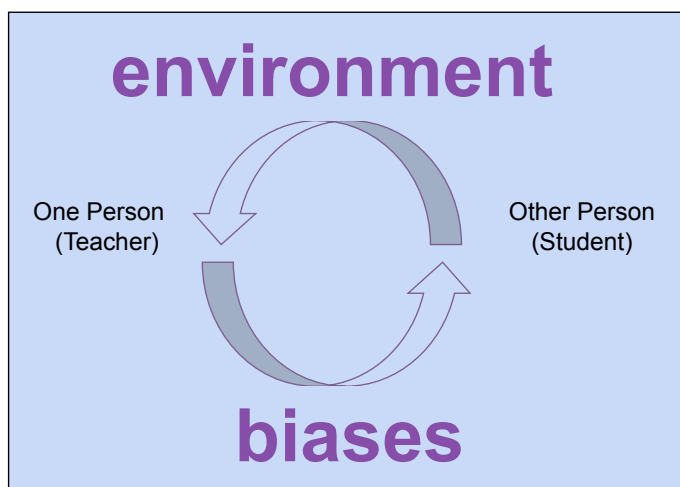
Responses are reciprocal

Each initiating

Each responding

Each influencing the other

All in the context of the environment and our own biases

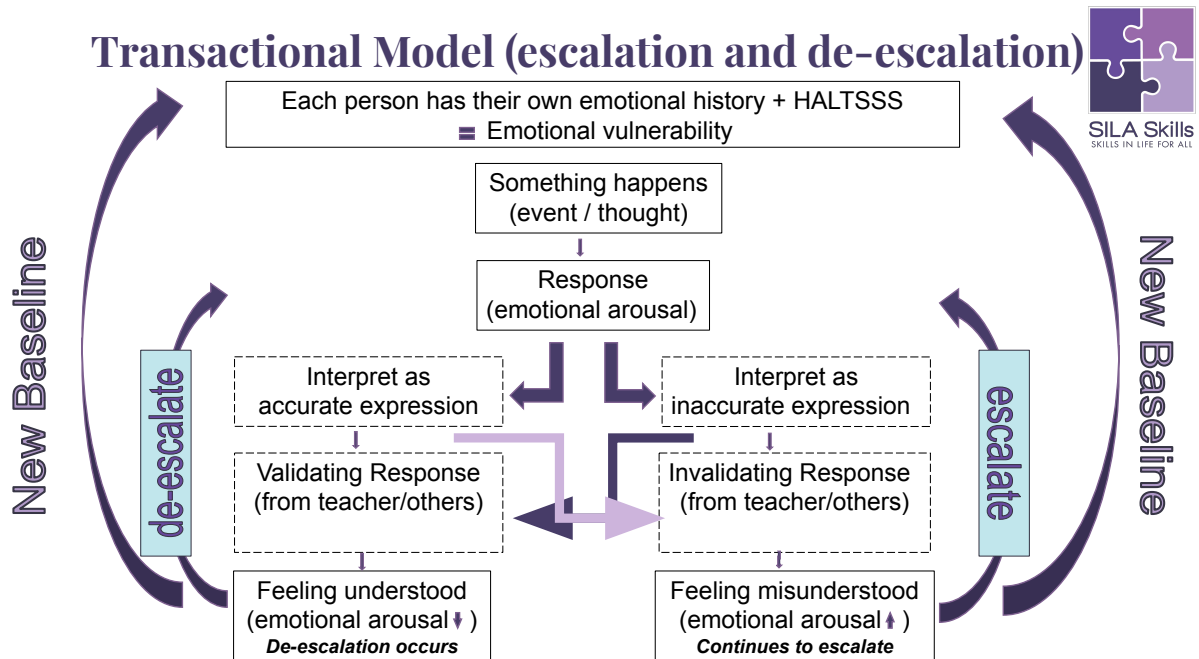


# Myles and The Ninja Umbrella



<https://www.walmart.com/ip/Umbrella-TMNT-Blue-Team-Kids-New-028465/890405976>

## Transactional Model (escalation and de-escalation)



“ When the **STORIES** about a student are saturated with negativity, have the **COURAGE** to not join in. Tell a **NEW STORY** - of their unique abilities & moments of kindness, **TELL THE STORY OF HOPE.**

- Trauma-Sensitive Teachers

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## Week 1 Practice Exercises

1. One in one: Do 1 thing mindfully for 1 min each day.
2. Practice basic assumptions: how did outcomes change?
3. During the week notice transactions - share 1 transaction which could have had a different outcome?
4. Notice cues/habits, mental/physical, you have to help you be present with your student/co-worker/family.

# Thoughts/Questions

Questions between sessions:

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