

# Transforming Classrooms: Building Emotional Resilience

## Week 4 of 6

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   @SilaSkills

# Welcome back!

Workshop created by The SILA Skills Group

## 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.



# Mindfulness Practice



**SILA Skills**  
SKILLS IN LIFE FOR ALL

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# What's been going on?



**SILA Skills**  
SKILLS IN LIFE FOR ALL

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# Let's review



## ➤ Relationship Mindfulness

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

What Skills: Observe, Describe, Participate

How Skills: Non-Judgmentally, One-mindfully, Effectively

## ➤ States of Mind → Wise Mind, Emotion Mind, Rational Mind

## ➤ HALTS

## ➤ 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, trying differently

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

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# Let's review



## ➤ Transactional Model

## ➤ Importance of Empathy

## ➤ 6 levels of validation

(Being present, Accurate Reflection, Mind Reading, Past History or Biology, Normalizing, Radical Genuineness)

\* Cheerleading + VALIDATION = winning combination!



We feel validated when ...

what we get from the outside

aligns with what we feel on the inside

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# Let's review



## ➤ Validation

Tips :

Look for the kernel of truth, Less is more, Address the emotion,  
Verbal and Non-Verbal, Empathy, Be Present

Teacher



Student

What gets in the way of validation:

Wanting to be right, Justifying ourselves, Quick to problem solve,  
Thinking - not fair, just trying to get attention, we are approving/condoning behaviour

## ➤ Self Validation and Self Invalidation

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# Transactional Model Review



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

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# Let's review Transactional Model



## History + HALTS=Emotional Vulnerability

Caleb has been struggling in this class. He doesn't have a good relationship with the teacher. Home is difficult and he's not getting enough sleep. Teacher is tired of having to deal with Caleb's bad attitude and disruptive behavior.

### Event or Thought

*I don't want to be in this class. She hates me. She always picks on me.*

### Response - emotional arousal

Caleb comes in late & throws himself in desk, crumples up assignment and throws it on the floor; totally disrupts the class.

#### Teacher interprets as accurate expression

Thinking he's been struggling all year. His last assignment was incomplete. Other teachers are having the same issues.

#### Validating Response from teacher

"Glad you're here, Caleb" (not sarcastically!)  
*Ignore that Caleb is not taking his paper out. Accept that he may not have it done for today. Decide to talk to him one-on-one when students are working.*

#### Feeling understood - emotional arousal ↓

*I hate school but at least I'm not in trouble like in every other class. I wonder why she even cares.*

#### Teacher interprets as inaccurate expression

Teacher frustrated with Caleb's behaviors. "He's late again! And what an attitude. I don't have time for this."

#### Invalidating Response from teacher

"Caleb, cool it."  
 "If you do not get yours out, there will be zero for the assignment."  
 "I'm not going to play these games with you."

#### Feeling misunderstood - emotional arousal ↑

*This is stupid shit. I hate this class. Everyone's staring at me! What a crappy teacher. I'm done!*

New Baseline

de-escalate

escalate

New Baseline

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Adapted from NEABPD, Family Connections™, 2002, 2012 National Education Alliance for Borderline Personality Disorder

## Validation Practice



### Validation 1: I don't want to be here!

1. Well, you just don't have a choice, do you?
2. If you don't want to be here, just leave.
3. I can see you really don't want to be here.

### Validation 2: I'm so stupid. I know I won't be able to pass your class.

1. You aren't stupid. Of course you'll pass!
2. Do you want to set up a weekly time to meet to review the material?
3. It's so frustrating when we feel like we are going to fail.

### Validation 3: My teachers don't like me.

1. What do you mean your teachers don't like you. I like you.
2. It's so hard to feel like none of your teachers like you.
3. Come on, let's go talk to your teachers. You'll see you are wrong.



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# Validation Practice



## **Validation 4: I hate my life! I just want to die.**

1. You don't hate your life. You don't really want to die.
2. What? You have so much going for you!
3. Silence – don't say anything.

## **Validation 5: I don't want to do this work! I don't feel like it!**

1. Please just sit down and do the work.
2. I can see you really don't want to do it.
3. I know you can do it. Pick up your pencil and let's get started.

## **Validation 6: I'm so dumb. I'm never going to get it!**

1. It's so frustrating when we don't understand what to do.
2. Do you want some help with it?
3. You aren't dumb. Just try it!

# Validation Practice



## **Validation 7: No one likes me. I have no friends.**

1. Come on, let's go talk to Adam.
2. What do you mean you don't have any friends? I see you playing with so many at recess.
3. It's so hard to feel like no one likes you and you don't have any friends.

## **Validation 8: Late student (for the 3rd time in 2 weeks).**

1. Let's talk after class about how you can get to school on time.
2. So glad you decided to grace us with your presence today.
3. Great to see you. Glad you could make it.

## **Validation 9: It's your fault I'm failing. You are such a crappy teacher!**

1. I'm not a crappy teacher, you don't study hard enough.
2. What can I do to help you?
3. Oh wow, I had no idea you felt that way.

# Validation Practice



**Validation 10:** You walk by your colleague's classroom. You see them with their head down on their desk. You pop in and ask, "Are you ok?" They say, "I just got a really horrible email from a parent."

What might be validating?

**Validation 11:** You are sitting across from a parent of a student who is struggling. Their arms are crossed and look like they are ready for a fight.

What might be validating?

**Validation 12:** A student is working with you one-on-one and when you try to adapt their work to support them, they just stare at the paper and start to cry.

What might be validating?



# Share Your Practice




1. From Previous weeks:
  - 1 in 1: do 1 thing mindfully for 1 min each day.
  - Practice basic assumptions: how did outcomes change?
  - Notice transactions and your thoughts.
  - Notice empathy. Notice sympathy.
  - Notice when you felt validated AND when you didn't.
  - Notice cues/habits, mental/physical, you have to help you be present with your student/ co-worker/ family.
2. Pick one missed opportunity for validation. Share what you could have done differently.
3. How did validation opportunities change outcomes?



# What to expect - Week 4



## Our superhero powers

-  Mindfulness
-  Basic Assumptions
-  Validation

## Our own mental health

Distress Tolerance

Emotion Regulation Skills for Self-Care and Mental Wellness

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# 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
- 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”

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# Distress Tolerance Skills



- When the emotions are so intense they are unbearable or “out of control” at a 8, 9 or 10 out of 10
- When you cannot make things better right away and want to avoid making them worse by acting impulsively
- Need to be productive but are emotionally overwhelmed

Goal is surviving the crisis ...

short term relief

NOT for problem solving

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## The STOP Skill



S

Stop



T

Take a step back



O

Observe



P

Proceed mindfully



S - STOP  
T - TAKE A STEP BACK  
O - OBSERVE  
P - PROCEED

Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.

Psychotherapy  
Academy

Watch this at: <https://www.youtube.com/watch?v=9lmu7iCxWWY>  
By: Psychotherapy Academy (2018, November 14). *DBT Distress Tolerance Skills* [Video file].

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# STOP Exercise



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## The TIP Skill

**T**

Tipping the temperature of your face with very cold water



**I**

Intense exercise of approximately 20 minutes



**P**

Paced breathing as well as paired muscle relaxation



Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.



Watch this at: <https://www.youtube.com/watch?v=9lmu7iCxWWY>  
By: Psychotherapy Academy (2018, November 14). *DBT Distress Tolerance Skills* [Video file].

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# Paired Muscle Relaxation



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## Half Smile Willing Hands

- Half smile and willing hands: both capitalize on the feedback loop between the body and mind



- Posture of openness when angry



- Soft smile when stressed

- The mind mimics what the body is saying

Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.



Watch this at: <https://www.youtube.com/watch?v=9Imu7iCxWWW>  
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# Half Smile Willing Hands



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## Have you ever found yourself ...

### Thinking or saying:

- “I can’t take it anymore.”
- “This is unbelievable”
- “It shouldn’t be this way.”
- “It’s not fair”
- “I can’t believe it”

### Feeling:

- Bitter, resentful
- Extreme suffering
- Attached to a painful event in the present or past



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# Reality vs Radical Acceptance



## Reality

- Acknowledging the situation as it is
- A solution is available

## Radical

- Accepting the situation when there is no solution to the problem and it's causing suffering
- 100% acceptance of reality as it is. Full and complete

## With acceptance...

There is freedom and the possibility for change.

Our suffering is reduced. Pain is inevitable. Suffering is optional

***Acceptance doesn't mean approval, condoning or giving up.  
Acceptance is ongoing - falling in and out of acceptance***

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# Radical Acceptance

*...Saying yes to life, just as it is*

When we start practicing radical acceptance, we start by picking something relatively "small"



1. Think of something "small" you need to radically accept in your life
2. Describe the emotion(s) the situation invokes
3. What will it take to radically accept the situation
4. Imagine radically accepting the situation
5. Describe your new emotion(s)

# Week 4 Practice Exercises

1. Continue to practice the all skills shared in previous weeks' exercises.

**Previous weeks:**

- One in one: Do 1 thing mindfully for 1 min each day.
- Practice basic assumptions: how did outcomes change?
- During the week notice transactions - which could have had a different outcome?
- Notice empathy. Notice sympathy.
- Notice when you felt validated AND when you didn't.
- Notice cues/habits, mental/physical, you have to help you be present with your student/ co-worker/ family.
- Pick one missed opportunity for validation. What you could have done differently?
- How did validation opportunities change outcomes?

2. Practice Distress Tolerance Skills - STOP, TIP, Half Smile, Willing Hands, Radical Acceptance. Notice your level of distress **before** and **after** your skills practice. Choose 2 to share with the group.

# Thoughts/Questions

Questions between sessions:

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

[www.SILAskills.org](http://www.SILAskills.org)

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