

Created and Presented by:

### The SILA Skills Group

# **Transforming Classrooms: Building Emotional Resilience** Week 4 of 6



■ workshop@SILAskills.org

■ f X @SilaSkills





# Welcome back!

# 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



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What's been going on?



# 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

# 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

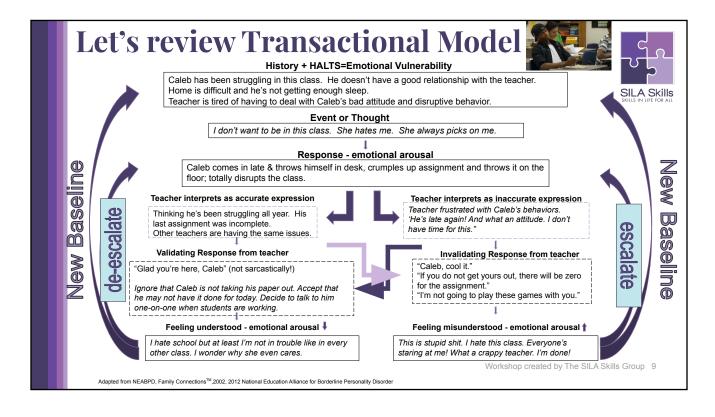
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# **Transactional Model Review**









### 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.





### 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!



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### 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?



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# **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

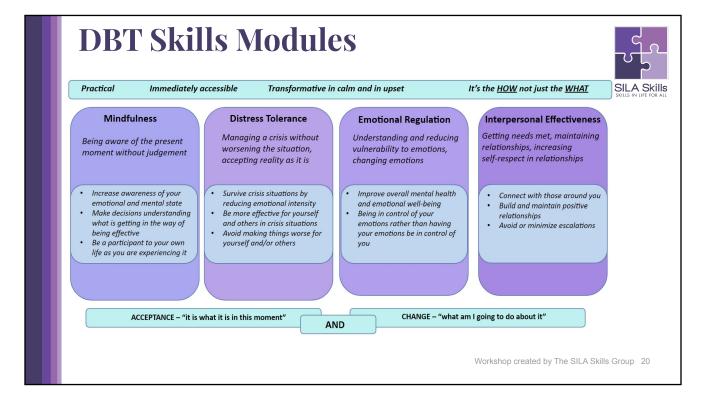
- Mindfulness
- Basic Assumptions
- Validation

### Our own mental health

**Distress Tolerance** 

Emotion Regulation Skills for Self-Care and Mental Wellness

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# **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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# STOP Exercise



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# The TIP Skill Tipping the temperature of your face with very cold water Linethan M. M. (2015). EBTE side training manual (2nd et.). New York. NY. US. Cultival Press Watch this at: <a href="https://www.youtube.com/watch?yeo]mar/JCXWMY">https://www.youtube.com/watch?yeo]mar/JCXWMY</a> By: Psychotherapy Academy (2018, November 14). DBT Distress Tolerance Skills (Video file). Workshop created by The SILA Skills Group 24



# 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 Pres



# 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.

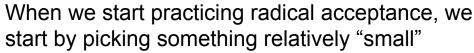
Our suffering is reduced. Pain is inevitable. Suffering is optional

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





- 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?
- 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.



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# Thoughts/Questions

# Questions between sessions:



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