

# Transforming Classrooms

## Building Emotional Resilience

### Week 3 of 6

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

   @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.

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

Dailyzenhaiku.com

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# Mindfulness Practice



# 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
- Importance of accurately identifying and labelling our emotions:  
*Is there another emotion I'm missing?*

# Let's review



## 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



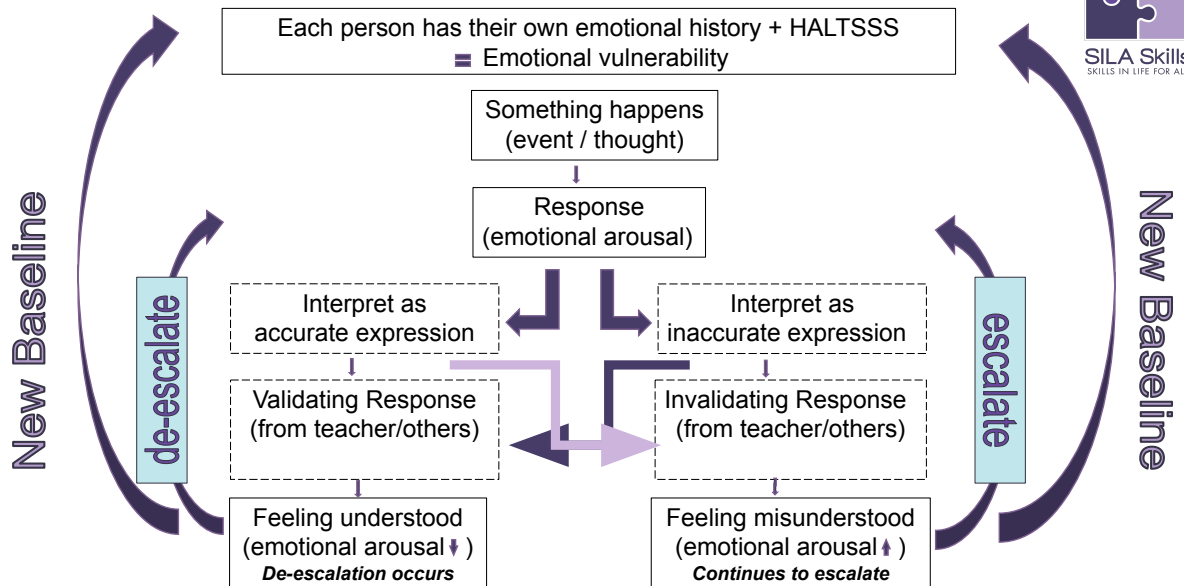
www.quora.com

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



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# Let's review the Transactional Model



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

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# Let's review:

- Importance of Empathy
- 6 levels of validation
  1. Being present
  2. Accurate Reflection
  3. Mind Reading
  4. Past History or biology
  5. Normalizing
  6. Radical Genuineness



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# Let's review

- Validation \*Cheerleading
  - \* 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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# Share your Practice



## Continue to:

- 1 in 1: do 1 thing mindfully for 1 min each day.
- Basic assumptions: how did outcomes change?
- Notice transactions and your thoughts.

## Build on your skills practice:




1. Notice empathy. Notice sympathy.
2. Notice when you felt validated AND when you didn't
3. Notice cues/habits, mental/physical, you have to help you be present with your student/co-worker/family.



# What to expect - Week 3



## Our superhero powers

-  Mindfulness
-  Basic Assumptions
-  Validation

## Our own mental health

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

# Validation Tips

## HALTSSS

Be empathetic

Mindful of the other's emotions, desires, goals

Be in Wise Mind

Express understanding and acceptance

Replace "BUT" with "AND"

It's ok to get it wrong

3 validating statements in row will change conversation for the better or will stop from escalating

Match level of intensity minus 1

***Look for the kernel of truth!***

Why  
Am  
I  
Talking



# What gets in the way of validation?

Not accepting what we hear

Trivializing the problem

Justifying ourselves

Quick to problem solve

Wanting to be right

Focusing on the secondary emotion or behaviour

Thinking "They are just looking for attention."

"It's not fair"

Thinking we are approving



## Self-validation - How

Use mindfulness skills to *perceive* and *label* your own feelings, thoughts and actions as *accurate*

Accept our own internal experience, thoughts, feelings without judgement - It's OK!

Respond to yourself as you would if another felt this way

Encourage and accept validation from others

## Self-validation - Why

Helps reduce emotional and physical arousal. It's calming!

Reduces vulnerability to Emotion Mind

Moves you closer to Wise Mind

Positions us for more effective problem solving



## Self-invalidation happens when we ...

Don't know what we are feeling

Ignore what we are feeling

Judge our feelings

Discount what we are feeling

Have negative self-talk

## Self-invalidation will ...

Increase vulnerability to Emotion Mind

Move you further away from Wise Mind

Increase emotional reactivity

Decrease possibility for effective problem solving





# Keep in mind:



## When Validating:

Less is more  
Address the emotion  
Verbal and Non verbal  
Be Mindful/present

## Non Validating if:

Addressing the situation or problem solving  
Stating facts/explaining/justifying  
It's about you

## **AND ALWAYS:**

Safety first  
Follow school protocols

Teacher



Student

***The purpose of validation is just to VALIDATE!! To CONNECT!***

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# Validation Case



Think of a situation where you found it extremely difficult to validate - in fact - maybe even impossible:

1. Describe the situation (provide context)
2. What was going on for you
3. What was going on for the other person

# Week 3 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 - share 1 transaction 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.
2. Pick one missed opportunity for validation. Share what you could have done differently.
3. How did validation opportunities change?

# Thoughts/Questions

Questions between sessions:

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