

Transforming Classrooms: Building Emotional Resilience

Week 5 of 6

 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**
- **States of Mind**
- **Basic Assumptions**
- **Transactional Model**
- **Validation and *cheerleading**

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S**

Let's review



➤ **Distress Tolerance Skills** (8 - 10 level of intensity of emotion)

STOP

- **S**top, **T**ake a step back, **O**bserve, **P**roceed

TIP

- **T**emperature, **I**ntense Exercise, **P**aced Breathing/**P**aired muscle relaxation

Half Smile Willing Hands

- Mona Lisa smile, palms up, fingers extended

Radical Acceptance

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

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Share your Practice



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.
 - Pick one missed opportunity for validation. What you could have done differently?
 - How did validation opportunities change outcomes?
1. Choose 2 of the previous weeks' practice exercises to share with the group.
 2. Practice Distress Tolerance Skills - STOP, TIP, Half Smile, Willing Hands, Radical Acceptance. Notice your level of distress before and after your skills practice.

What to expect - Week 5



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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Goal of Emotion Management



Goal is to reduce **emotional** suffering/vulnerability by understanding and being able to **control or influence** which emotions you have, when you have them, and how you experience and express them.

NOT to eliminate them

We can regulate emotions by:

- Understanding and labelling our emotions
- Decreasing the frequency of unwanted emotions
- Decreasing vulnerability to emotion mind
- Decreasing emotional suffering

Goal is to stay out of Emotion Mind

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Emotion Regulation Skills – What do they do?



- Regulate our physiology, experience and actions associated with emotions
- Reduce emotional vulnerability: HALTSSSS
- Decrease impulsive and ineffective behaviours related to strong emotions
- Reduce emotional suffering
- Increase positive emotions

Keep you out of Emotion Mind!

Emotion Management - How



1. Be aware of rising emotional arousal: using mindfulness
2. Accurately label emotion: What emotion am I really feeling?
3. Ask yourself: Do I need to do something about it?
 - ☐ No: accept of the emotion, situation and its consequences
 - ☐ Yes: Change the situation, or your reaction to it by using:
 - › mindfulness skills
 - › distress tolerance skills
 - › emotion regulation skills

Remember: Open your mind before you open your mouth!

Either avoid saying anything, go on with other activities, or engage the other person constructively on a different topic

Emotion Regulation Skills – What are they?



- Self Soothe
- PLEASE Skills
- Check the Facts
- The WAVE Skill
- Opposite Action
- Accumulate Positive Emotions

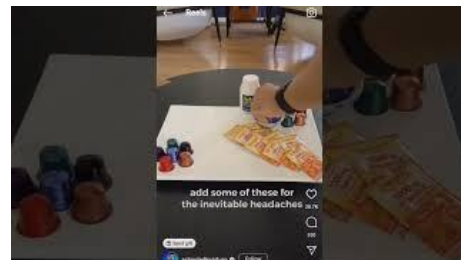


<https://hbr.org/2016/11/3-ways-to-better-understand-your-emotions>

We take control of our emotions

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Self-Soothe – Using the Five Senses



Schooled By Arturo (@schooledbyarturo) on TikTok

Make your own version of the Teacher Charcuterie Board when you are feeling stressed, when emotions feel overwhelming, or simply as a way to be good to yourself! 😊

In the classroom:
Create a wellness kit for yourself and your students!

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5 Things



SILA Skills
SKILLS IN LIFE FOR ALL

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Self-care PLEASE Skills

- Treat **Physical** illness
- Balance **Eating** Habits
- Avoid** Mood Altering Drugs
- Balance **Sleep**
- Get **Exercise** Regularly



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SKILLS IN LIFE FOR ALL

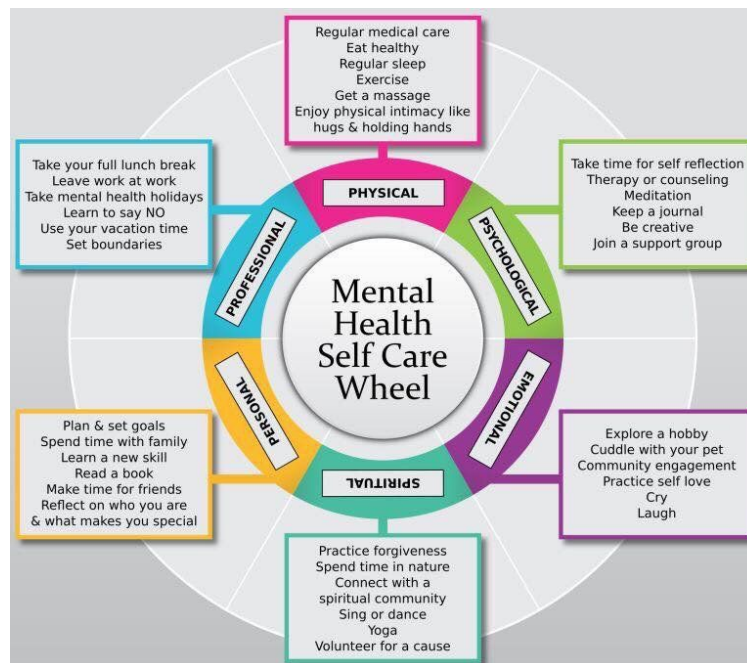


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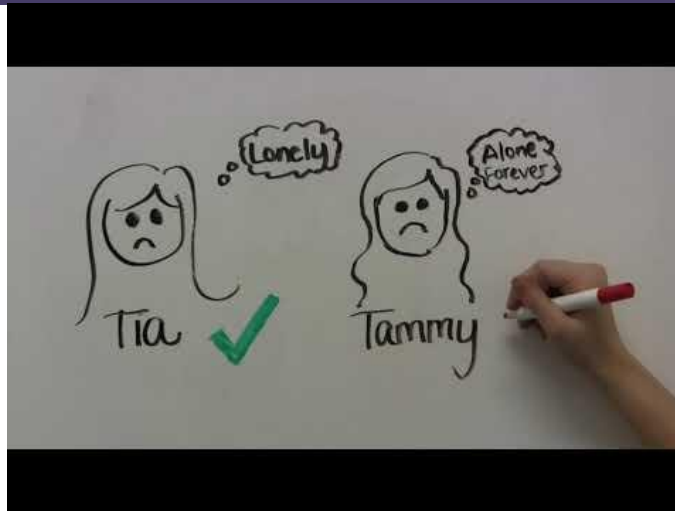
Self-care Decreasing Emotional Vulnerability



- How many have heard self-care is important?
- How many of you practice self-care?
- For those who do not practice self-care – what gets in the way?
- For those who do practice – what does self-care look like to you and how do you fit it in?



Check the Facts



SILA Skills
SKILLS IN LIFE FOR ALL

Watch this at <https://www.youtube.com/watch?v=1B0k6nQaeE4>
By: Benuto, Lorraine (2018, February 20). *Check the Facts* [Video file].

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Check the FACTS and Problem Solving



1. **DESCRIBE** the problem situation
Be sure you have the right problem

2. Check all the **FACTS**

- ✓ *Are you interpreting the situation correctly?*
- ✓ *Are you thinking in extremes?*
- ✓ *ARE they facts or are they judgements?*
- ✓ *What is the probability of the worst happening?*
 - *Even if that were to happen, could you imagine coping well with it?*
 - *If you are still faced with a big problem, then...*

3. **IDENTIFY** the GOAL in solving the problem
What needs to happen or change to feel ok?
4. **BRAINSTORM** solutions
List all, don't discard any solutions
5. **CHOOSE** a solution most likely to work
Maybe even a couple
6. Put the solution into **ACTION**
Try it out!
7. **EVALUATE** the outcomes
If it worked - Reward yourself
If not, reward yourself for trying and try something else



Created by Laurel L. Johnson, Kinark Child and Family services. Adapted from Marsha M. Linehan's Skills Training Manual for Treating Borderline Personality Disorder. Guilford Press, 1993, and Alec L. Miller's Multi-Family Skills Training Group, 2008

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For any problem: **SCREW IT!**

There are 5 ways you can address a problem you face:

- You can **SOLVE** it
- You can **C**hange your relationship to the problem
- You can **R**adically accept the problem
- You can **E**ntertain staying miserable
- You can **W**orsen the problem by doing things that make the situation even more complicated.



Dr. Blaise Aguirre, McLean Hospital (Boston) - youth group

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SCREW it Example

Problem: No internet at school

Solve the Problem

change the situation - call tech support

Change your relationship to the problem

change your emotions in reaction to it - tech issues happen, it will be fixed at some

Radically accept

accept both the problem and your response - the internet is going to go down and I will be frustrated.

Entertain staying miserable

continue to grumble and complain about the internet being unstable

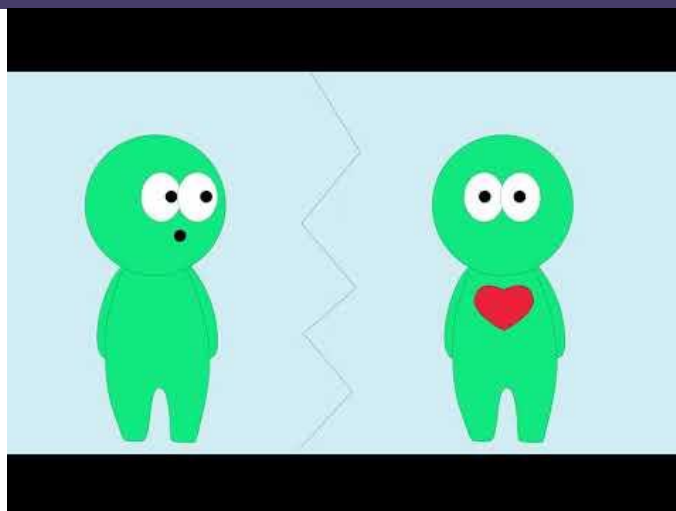
Make things worse

yell and scream at everyone around you, yank cable from the wall

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Mindfulness of Current Emotions



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SKILLS IN LIFE FOR ALL

Watch this at: https://www.youtube.com/watch?v=NECs97k_8Z4&ab_channel=DBT-RU
By: DBT-RU (2020, December 8). *Mindfulness of Current Emotions* [Video file].

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The **WAVE** Skill

- **OBSERVE** your Emotion
 - Note its presence in your mind & body
 - Identify your emotion if you can
 - Visually take a step back from it in your mind
- **EXPERIENCE** your Emotion
 - Feel your emotion coming & going, like a **WAVE** on a beach
 - Try not to **BLOCK** or **SHUT OFF** your emotion
 - Don't try to **GET RID** of it or **PUSH** it away
 - Don't try to make the emotion feel more or less intense,
JUST ALLOW IT TO BE

Letting go of
suffering through
MINDFULNESS

Created by Laurel L. Johnson, Kinark Child and Family services. Adapted from Marsha M. Linehan's Skills Training Manual for Treating Borderline Personality Disorder. Guilford Press, 1993, and Alec L. Miller's Multi-Family Skills Training Group, 2008

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The **WAVE** Skill

REMEMBER: you are not your emotion!

DON'T JUDGE your Emotion

emotions are not good or bad, they just are

Practice WILLINGNESS!

Radically ACCEPT your emotion.



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You can't stop the waves
but you can learn to surf

- Jon Kabat-Zinn

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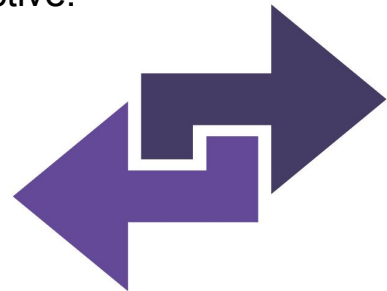
Opposite Action



Opposite Action - When to use...



1. The emotion doesn't fit the facts; it is not justified.
2. Your emotion is too intense, it's lasted too long or acting on that emotion will not be effective.
3. You **WANT** to change that emotion.

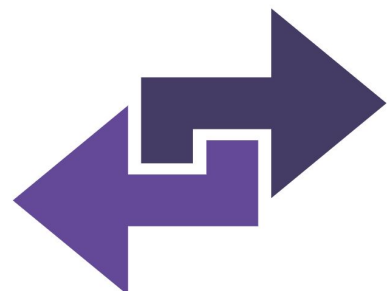


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Opposite Action - How



- Change your current emotional state by acting in an opposite and more effective way
- Every emotion has an action urge, change the emotion by acting opposite to its action urge
- Have to do it all the way!



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Opposite Action Practice



EMOTION	URGE	OPPOSITE ACTION
FEAR	Escape or avoid	APPROACH
ANGER	Attack	GENTLY AVOID
SADNESS	Withdraw, be passive	GET ACTIVE
SHAME	Avoid or hide	*MAKE PUBLIC, TELL
GUILT	Disclaim all responsibility, hide	*MAKE PUBLIC,
JEALOUSY	Attempt to control	LET GO
LOVE	Giving affection	STOP EXPRESSING LOVE

* Make public or tell who people who won't reject you, you feel safe with.

Remember: ALL THE WAY!



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Accumulate Positive Emotions



Goal: Increase the positive or pleasant events and emotions experienced by *intentionally* building them into your life.

Short Term: What can you do now? ENGAGE

Long Term: What can you do to so pleasant events happen more often? What's important to you? PLAN and EXECUTE

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Accumulating Pleasant Activities - Short Term



Thinking about end of school year

Listening to music

Singing

Working out

Soaking in a tub

Looking at photos

Connecting with a friend

Getting a mani/pedi

Writing

Cooking

Other?

Let's brainstorm....

Accumulating Pleasant Activities - Long Term



What's important to you? What's dragging you down?

Consider:

What's an important goal you want to achieve?

Identify 1 action you can take to achieve your goal.

Is there a relationship you've been taking for granted or neglecting?

Identify 1 action you can take to pay attention to this relationship.

Are you avoiding?

What is it? Commit to getting it done. "I will...by....date/time".

Week 5 Practice Exercises

1. Continue to practice the all skills shared in previous weeks' exercises. Choose any 3 practice exercises to share with the group.

Previous weeks:

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- Practice Distress Tolerance Skills - STOP, TIP, Half Smile, Willing Hands, Radical Acceptance. Notice your level of distress before and after your skills practice.

Week 5 Practice Exercises

2. Practice Emotion Regulation Skills. Notice how you were feeling before your practice. How did you feel afterward?

Choose 2 to share with the group.

3. Identify 1 pleasant activity or event you would like to add in your life. List 3 steps you will take to make this happen.

What will it take? What will get in the way?

Skills In Action registration open:



FREE: Skills in Action - virtual Real-time Coaching and Refresher session (open to all past participants)

Each month you will receive an email invitation to register for a Skills In Action session, register for any/all that appear.

*A Zoom link will be included in your confirmation email after you register. Be sure to check spam folder and accept emails from us.

This Coaching/refresher session is intended to provide an opportunity for past participants of Transforming Classrooms workshops to receive coaching on:

- scenarios where skills:
 - didn't quite work
 - how and what skills could have been used in specific situations
- refresher on specific skills of interest to you
- share how you have used skills to transform your relationships with clients and co-workers and/or personal life

Click this button to

[Register Here](#)



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Thoughts/Questions

Questions between sessions:

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