

# Transforming Classrooms

## Building Emotional Resilience

### Week 2 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

Workshop created by The SILA Skills Group 3



# Mindfulness Practice

# 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?*

Workshop created by The SILA Skills Group 5

# 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

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

Workshop created by The SILA Skills Group 6

# Transactional Model Review



**SILA Skills**  
SKILLS IN LIFE FOR ALL

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

Workshop created by The SILA Skills Group 7

## 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




Workshop created by The SILA Skills Group 8

# Share your Practice

1. 1 in 1: 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.

## What to expect - Week 2

### Our superhero powers

-  Mindfulness
-  Basic Assumptions
-  Validation

### Our own mental health

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

# Empathy vs Sympathy



SILA Skills  
SKILLS IN LIFE FOR ALL

Watch this at: <https://www.youtube.com/watch?v=1Ewqu369Jw&t=11s>  
By: The RSA (2013, December 10). *Brené Brown on Empathy* [Video file]

Workshop created by The SILA Skills Group 11

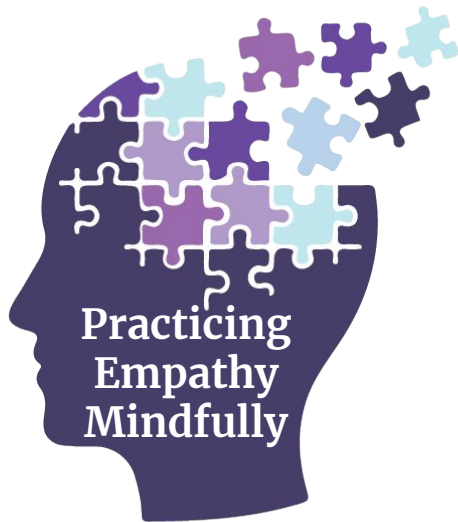
“ EMPATHY is walking a mile in somebody else’s moccasins.  
SYMPATHY is being sorry their feet hurt.

- Rebecca O'Donnell



SILA Skills  
SKILLS IN LIFE FOR ALL

Workshop created by The SILA Skills Group 12



**Without Judgement**

**Listen patiently,  
without interrupting**

**Be interested  
“Tell me more ...”**

**Express warmth with  
your body language**

**Approach with  
Compassionate Curiosity**



***Fuels Connection!***

Workshop created by The SILA Skills Group 13



**What makes it difficult to  
be a student these days?**

# It's not easy!



	HALTS	
<ul style="list-style-type: none"> <li>• Time restraints</li> <li>• Expectations</li> <li>• Developing/lacking social skills</li> <li>• Lack of control</li> <li>• Inconsistent rules (school/home)</li> <li>• Learning disabilities</li> <li>• Chaotic/unstable family</li> <li>• Family illness</li> <li>• Malnutrition</li> <li>• Developmental age</li> </ul>	<ul style="list-style-type: none"> <li><b>H</b>ungry</li> <li><b>H</b>ormones</li> <li><b>H</b>ydration</li> <li><b>A</b>ngry</li> <li><b>L</b>onely</li> <li><b>T</b>ired</li> <li><b>S</b>tressed</li> <li><b>S</b>ick</li> <li><b>S</b>ubstance</li> <li><b>S</b>creen time</li> </ul>	<ul style="list-style-type: none"> <li>• Hormones</li> <li>• Feeling like misfit</li> <li>• Anxiety/mental health</li> <li>• Peer pressure</li> <li>• Unstable sense of self</li> <li>• Developing identity</li> <li>• Increased independence</li> <li>• Social media</li> <li>• Transitions</li> <li>• Relationships</li> <li>• Pressure to succeed</li> </ul>

Workshop created by The SILA Skills Group 15

# Dandelion and Orchid

THE CENTRE FOR RELATIONSHIP-BASED EDUCATION

RETHINKING RESILIENCE:

Ten Tips for Teaching  
Dandelion and Orchids



[www.relationshipbasedschools.com](http://www.relationshipbasedschools.com)



Dr. David Tranter, PhD



SILA Skills  
SKILLS IN LIFE FOR ALL

Watch this at:  
[https://www.youtube.com/watch?v=kLNdwSxi0Os&ab\\_channel=Dr.DavidTranter%2CPhD](https://www.youtube.com/watch?v=kLNdwSxi0Os&ab_channel=Dr.DavidTranter%2CPhD)  
By: Dr. David Tranter, PhD (2019, April 19). Rethinking Resilience: Ten Tips for Teaching Orchids and Dandelions [Video file].

Workshop created by The SILA Skills Group 16





# Validation

*The power of feeling understood!*



## What is Validation?

- Finding the **kernel of truth** in another person's perspective or situation
- Recognizing the emotion behind the words and behaviours being expressed.
- **Acknowledging** and **communicating** that the other person's **feelings** and **perspective** makes sense, are understandable in their current situation or their past
- Validation is only validating if it's **validating to the other person!** You will know because the intensity of the emotion will start to decrease, or stops from escalating.
- Can be **verbal** and **non verbal**.

***The power of feeling understood. Connection.***

# What Validation is NOT



Approving

Agreeing

Liking

Condoning

Problem solving/trying to fix

Giving up

Justifying

Accepting

Being right

Complimenting

Coddling

Being soft

Admitting I'm wrong

Giving a "free pass"

Eliminating accountability

Workshop created by The SILA Skills Group 19

# Why Validate?



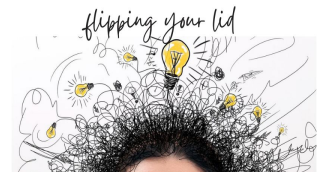
Preserves or improves relationships

Builds trust

Slows negative emotional reactivity, de-escalates situations

Decreases anger

Makes problem solving and support possible



<https://write.as/mommaleelee/flipping-your-lid>

*When done well, it's a superhero power!*



Workshop created by The SILA Skills Group 20

# What to Validate?

- Feelings or emotions
- True values
- Efforts made
- How difficult something is
- Suffering
- Things done for others or themselves



*The kernel of truth!*

Workshop created by The SILA Skills Group 21



# Let's share our validation experiences



Workshop created by The SILA Skills Group 22

# We feel validated when ...

what we get from the outside



aligns with what we feel on the inside

Workshop created by The SILA Skills Group 23

# How to Validate: 6 levels of Validation



1. Being present
2. Accurate Reflection
3. Mind Reading
4. Past History or biology
5. Normalizing
6. Radical Genuineness



<https://executivesupportmagazine.com/wp-content/uploads/2021/02/xv-id1092018588.jpg>

Workshop created by The SILA Skills Group 24

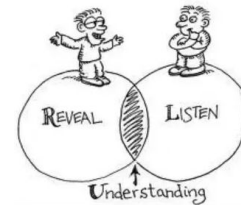
# 1. Be present:

Listening and attending with interest  
Stay focused

Example:

Non-verbal – making eye contact, respond with facial expressions, nodding, staying awake, not multitasking, acts of service

Verbal – making acknowledging sounds like “ah ha” “oh”  
“of course”



Workshop created by The SILA Skills Group 25

# 2. Accurate Reflection:

Showing that you understand through paraphrasing,  
summarizing the other’s feelings or thoughts

No judgement, with an open mind

Use a tone of voice that allows the person to correct you

“Sounds like you are pretty upset  
about your performance on the  
test.”



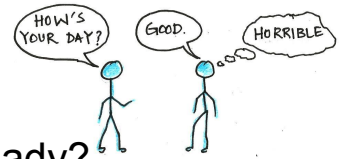
<https://www.justinyaros.com/mirroring-effective-couples-communication/>

Workshop created by The SILA Skills Group 26



### 3. Mind Read

Reading facial expression, body language, and articulating their thoughts or feelings that have not directly been expressed in words



What is happening?

What do you know about the person already?

Be open to correction

“I’m guessing you must have felt pretty hurt by his comment.”

### 4. Past History or biology:

Acknowledging that the other’s experience makes sense given their past history, current events or state of mind



“Given how chaotic it is at home right now, I can see how difficult it is for you to get to school on time.”



Sometimes when I say  
*“I’m okay!”*,  
I need someone  
to look at me in the eyes,  
hug me tight and say  
*“I know you are not!”*.



## 5. Normalize:

Communicating that the other's feelings makes sense given the current situation.

“Of course you're anxious.  
Speaking before an audience for the  
first time is scary for anyone.”



Workshop created by The SILA Skills Group 29

## 6. Radical Genuineness:

By speaking in a way that conveys your view of the other as an equal and capable of handling direct and honest feedback

Do not fragilize

“Wow, so hard. I've had similar feelings myself, it's not easy.”



Let's connect what we've learned  
with Caleb and his teacher.

Workshop created by The SILA Skills Group 30



# Cheerleading

...*CAN* be **hopeful** and **encouraging** ...



...*AND* sometimes it just doesn't seem to work.

Let's take a moment to think about the last time you had to cheerlead a student who was struggling with school or an activity:

What did you say?

How did that go?



Workshop created by The SILA Skills Group 31

# Cheerleading

...*IS* **hopeful** and **encouraging** ...



...*WHEN* we use our  **VALIDATION**

**AND** we **acknowledge** and **ARTICULATE** what we *believe* is different than what they are feeling inside



"I know you can do this even though ...

...you may not feel that way right now

...you don't believe you can



Workshop created by The SILA Skills Group 32



# Sound familiar?

Yes, BUT ...

Oh don't worry about it

It's not such a big deal

Cool off, you're way too sensitive!

You shouldn't feel this way

Calm down, it's not so bad

You'll do better next time

If you JUST...

\*I'm sorry...

\*I know...



Workshop created by The SILA Skills Group 33

# Invalidation happens when we....

Blame: *"If you would just.... you could..."*

Minimize: *"Don't worry, it's not a big deal"*

Judge: *"You are overreacting"*

Deny: *"You're not angry"*

Try to fix: *"I'll give you a make up test"*

Tell them how they should feel: *"You should be happy"*

Make it about us: *"I hated it when that happened to me."*

Non verbal: *roll eyes, huff, drum fingers, cut eye, check our watch, multi-task, tone, sarcasm!*



Workshop created by The SILA Skills Group 34

# How about these?



One-up the person.

*"Oh, you think you have it bad..."*

Give advice.

*"What you really should do is..."*

Make "life" statements.

*"Well, life's not fair..."*

Make "revisionist" statements.

*"If you had only..."*

Make it about you.

*"How do you think that makes me feel?"*

Make "character" statements.

*"You're too sensitive..."*

Make "character" statements.

*"You're too sensitive..."*

Rationalize behavior.

*"I bet they were just..."*

Use reason or the "facts."

*"That's not what happened..."*

Use "always" or "never".

*"You always get yourself into these situations..."*

Distract: *"Come on, let's go play"*

Call names. *"Don't be a baby."*

Workshop created by The SILA Skills Group 35

# Validating Statements



So frustrating to go from winning to losing, no one likes to lose.

I noticed how hard you were working.

It's so difficult to... *[then articulate what is difficult]*...not have the toy you want. I know how much you like ...

It's so sad when... our friend doesn't want to play with us.

It must be so frustrating to stop doing an activity you love doing.

I can see how important it is to you.

It sounds like you feel that it's really unfair!

**Remember:** These statements are validating only if they resonate or land with the person!

Workshop created by The SILA Skills Group 36

# Don't know what to say....

Say nothing .....engage, be present

“Wow, I don't even know what to say” ...be genuine

“That sucks”

“Of course”

“What happened”

“Makes sense”

“Mmmm, tell me more...”

“That must have been so hard to share.”



Workshop created by The SILA Skills Group 37



Workshop created by The SILA Skills Group 38

# Week 2 Practice Exercises

Continue to:

- 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 cues/habits, mental/physical, you have to help you be present with your student/co-worker/family.

Build on your skills practice:

1. Notice empathy. Notice sympathy.
2. Notice when you felt validated AND when you didn't.



Workshop created by The SILA Skills Group 39

# Thoughts/Questions?

Questions between sessions:

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

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

Follow us:



Workshop created by The SILA Skills Group 40