



The Struggle is Real, People! Toxic Stress, Well-Being, and Implications for Educators

The TASN School Mental Health Initiative (SMHI) is funded through a grant from the U.S. Department of Education (H2020-2020) and is administered by the Kansas Department of Education. Content does not necessarily represent the policy of the U.S. Department of Education or endorsement by the U.S. Office of Education Programs and should not be construed. The views are not necessarily those of the U.S. Dept. of Education, its staff, or any of its programs and activities. Complaint regarding non-discrimination policies should be sent to: Equity Director, Kansas Learning Services, 101 S. Southwestern Blvd., Topeka, KS 66609, 785-676-2338.

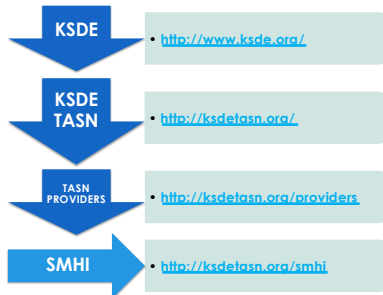


About Us



TASN School Mental Health Initiative



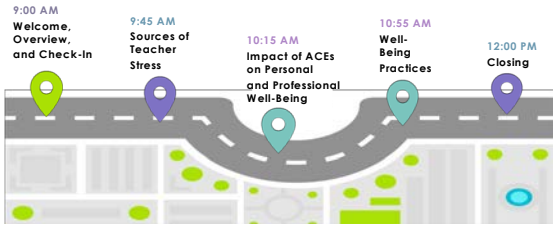


Learning Objectives

- ❑ List four main sources of teacher stress that can lead to burnout.
- ❑ Describe the impact that ACEs can have on personal and professional well-being.
- ❑ Identify strategies for enhancing personal well-being and impacting classroom and school climate.



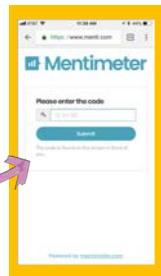
Agenda



Tech Check – Mentimeter

- Step 1: Visit www.menti.com on your device
- Step 2: Enter the code **14 73 39**
- Step 3: Enter your first name, nickname, initials, etc.

Questions will be shown on the screen and you can select your answer or follow additional instructions.



Check In: How Are You Feeling?

JOY	SADNESS	SURPRISED	ANGER	DISGUST	FEAR
JOYFUL INTERESTED PLAYFUL CONFIDENT LOVING SENSITIVE COURAGEOUS HOPEFUL	SAD BORED SLEEPY UNHAPPY IGNORED GUILTY LONELY ALONE	STARTLED CONFUSED AMAZED EXCITED SHOCKED ASTONISHED EAGER DISMAYED	MAD JEALOUS EMBARRASSED FURIOUS IRRITATED WITHDRAWN FRUSTRATED SKEPTICAL	AWFUL DISAPPOINTED HESITANT REVOLTED LOATHING JUDGEMENTAL	HUMILIATED REJECTED WORTHLESS INSECURE ANXIOUS SCARED

Graphics designed by TASN

Check In: Where Are You At In Your Body?

Image from Nutritional, L., Glenn, E., Hall, R., and Hesterman, J. Found via Stockbyte, M. (2015, December 15). Mapping emotions on the Body-Lear model at work all over. Retrieved via <http://www.123rf.com/photo/27013172/123RF-Vector-illustration-Body-Lear-model-at-work-all-over.html>

TASN

Emotional Intelligence

RECOGNITION Who I Am	Self-Awareness The ability to recognize and understand your moods, and emotions, and drives, as well as their effect on others.	Social Awareness The ability to understand the emotional makeup of other people, skill in treating people according to their emotional reactions (empathy).
	REGULATION What I Do	Self-Management The ability to control or redirect disruptive impulses and moods, the propensity to suspend judgement – to think before acting.
	How we manage ourselves	How we handle relationships

Salovey, D. (2015, April 20). How emotionally intelligent are you? [Webpage print]. Retrieved October 2, 2017 from <http://www.123rf.com/photo/27013172/123RF-Vector-illustration-Body-Lear-model-at-work-all-over.html>

TASN

Emotional Intelligence – Mentimeter

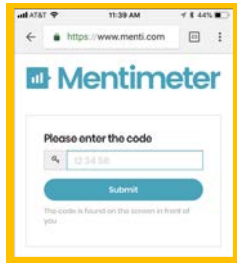


Image retrieved via Mentimeter 

Emotional Intelligence and Well-Being





Be the Change



KULTURECITY (2015, September 12). *Be the change - inspirational video* [Video file]. Retrieved from <https://www.youtube.com/watch?v=7b10b10b10b> 

Intention-Setting

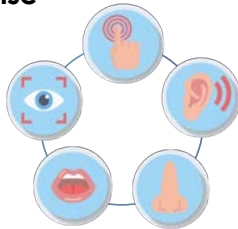
A gift I can give to others is _____.

- Perseverance
- Courage
- Responsibility
- Loyalty
- Self-control
- Creativity
- Enthusiasm
- Optimism
- Resilience
- Risk-taking
- Emotional balance
- Mindful awareness
- Integrity
- Fairness
- Care
- Empathy
- Teamwork
- Love
- Playfulness
- Gratitude
- Openness
- Sense of humor
- Respect
- Kindness
- Compassion
- Humility
- Spirituality
- Patience
- Wonder
- Forgiveness
- Self-compassion

Adapted from Greater Good Science Center (G.G.S.C.) Cultivating our personal competencies, University of California, Berkeley, CA. 

Invitation to Participate: Five Senses Mindfulness Exercise

Tip: Use this practice for yourself and with your students!



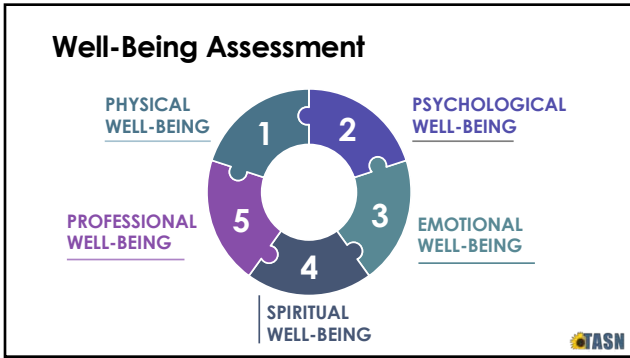
Graphics designed by 

Sharing Your Intention




1. Find someone sitting near you and share your gift to others.
2. Share with us!

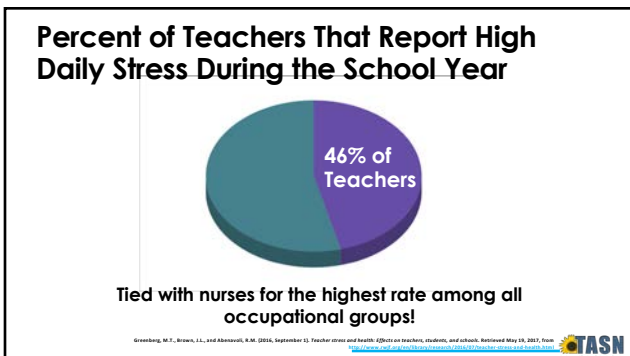




Learning Objectives

- List four main sources of teacher stress that can lead to burnout.
- Describe the impact that ACEs can have on personal and professional well-being.
- Identify practices for enhancing personal well-being and impacting classroom and school climate.



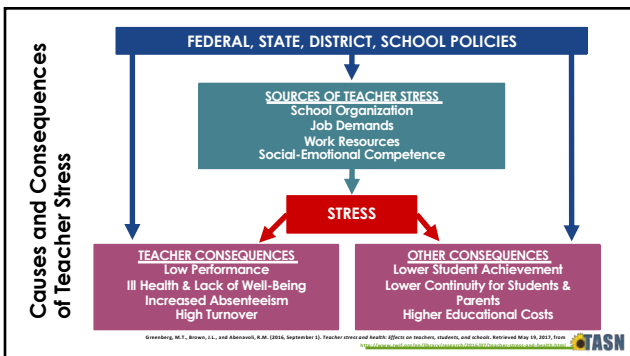


Causes of Teacher Stress Mentimeter



1. School Organization
2. Job Demands
3. Work Resources
4. Teacher Social and Emotional Competence

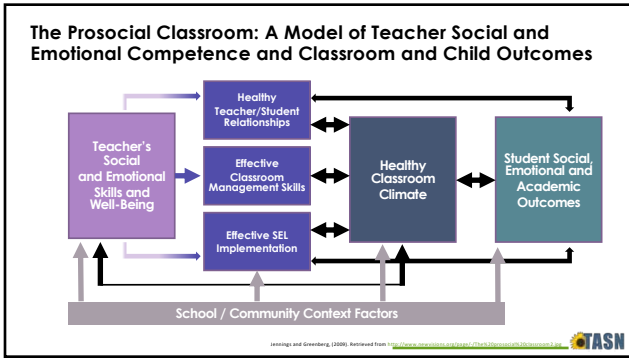
Greenberg, M.T., Brown, J.L., and Abma, K.M. (2016, September 1). Teacher stress and health: Effects on teachers, students, and schools. Retrieved May 18, 2017, from www.tasn.org/wordpress/wp-content/uploads/2017/05/Teacher-Stress-and-Health-2016.pdf **TASN**

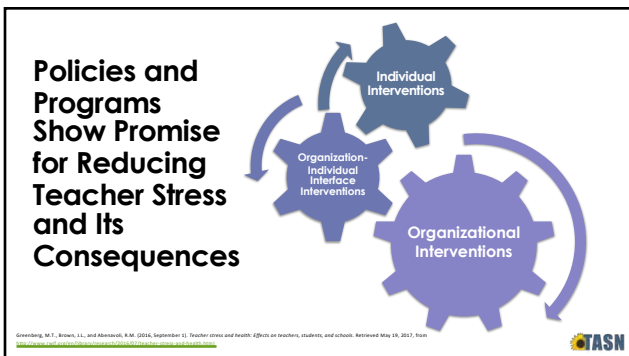


Mindful Breathing



Mindful Schools. (2015, January 26). "Just breathe" by Julie Meyer Salmer & Josh Salzman [Unrecorded Film] [Video File]. Retrieved from www.tasn.org/wordpress/wp-content/uploads/2017/05/Teacher-Stress-and-Health-2016.pdf **TASN**





Building Adult Capabilities to Improve Child Outcomes: A Theory of Change

The image shows a video player with a black screen, a play button, and a progress bar indicating 0:00 / 0:18.

Center on the Developing Child at Harvard University (2015, May 16). Building adult capabilities to improve child outcomes: A theory of change [Video file]. Retrieved from <https://www.youtube.com/watch?v=3D8e8D8e8D8>

TASN

Learning Objectives

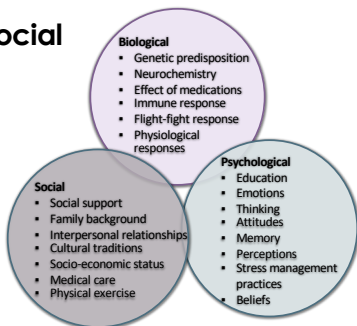
- ✓ List four main sources of teacher stress that can lead to burnout.
- Describe the impact that ACEs can have on personal and professional well-being.
- Identify practices for enhancing personal well-being and impacting classroom and school climate.

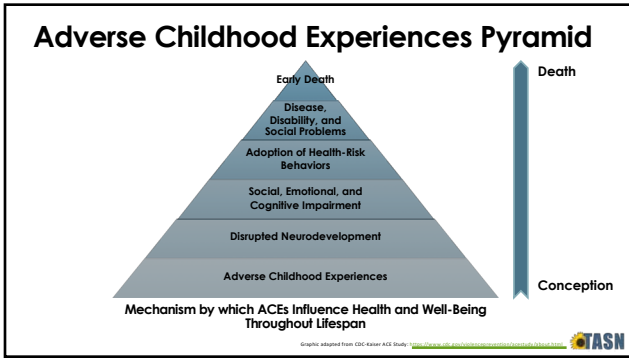


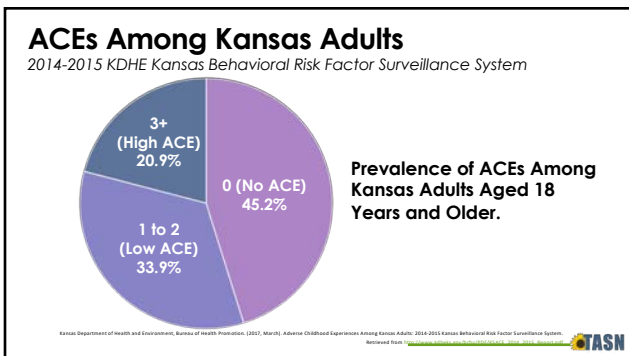
Mental Health and Mental Illness



Biopsychosocial Framework







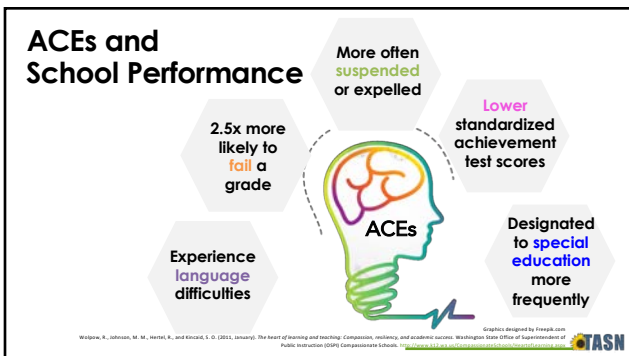
Category	Definition	Trauma Type
Acute	Single, isolated incident	<ul style="list-style-type: none"> Accident Natural disaster Single act of violence or terrorism Sudden unexpected loss
Chronic	Traumatic experiences that are repeated and prolonged	<ul style="list-style-type: none"> Prolonged family or community violence Long-term illness Chronic bullying Chronic poverty and related stressors Exposure to war, torture, or forced displacement
Complex	Exposure to multiple traumatic events from an early age, often within the caregiving system or without adequate adult support that has short- and long-term effects in many areas	<ul style="list-style-type: none"> Physical, emotional, and sexual abuse within caregiving systems. Ongoing neglect by caregivers Witnessing domestic violence Other forms of chronic violence without support
Historical & Racial	Collective and cumulative trauma experienced by a group across generations that are still suffering the effects and current experiences of race-based trauma	<ul style="list-style-type: none"> Systematic oppression of particular groups across generations Racism Discrimination Harassment

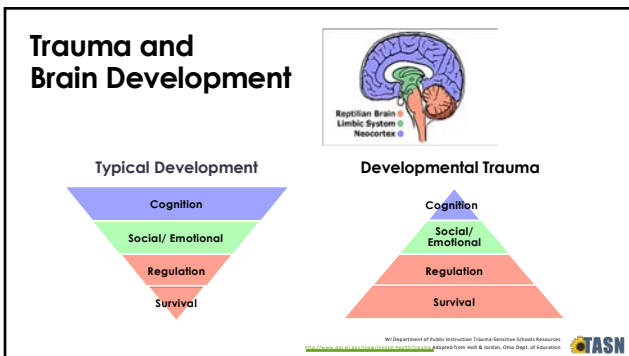
Adapted from Widom, K., Johnson, M. M., Veroff, J., and Kinoshita, S. O. (2011, January). The Effect of witnessing and teaching: Compassion, violence, and abusive excites. Washington State Office of Superintendent of Public Instruction (OSPI) Comprehensive School. http://www.wa.gov/OSPI/Comprehensive_Schools

Gurman, K. & Changpin, L. (2016). Trauma sensitive school learning settings. Washington, DC: National Center on Safe Supportive Learning Environments.

Mentimeter	
Category	Definition
Post-Traumatic Stress Disorder	Psychological symptoms of a distressing event "outside the range of human experience" persisting longer than one month
Sanctuary	When traumatized individuals turn to those they hope will provide them sanctuary (law enforcement, family, favorite teacher) only to encounter a reception that is not as supportive as anticipated or needed.

Adapted from Walshaw, K., Johnson, M. M., Herrel, R., and Erickson, S. O. (2015, January). The heart of learning and teaching: Compassion, empathy, and academic success. Washington State Office of Superintendent of Public Instruction (OSPI) Comprehensive Schools. <https://www.wa.gov/education/ospi/2015-01-01-the-heart-of-learning-and-teaching-compassion-empathy-and-academic-success>
 Guthrie, K. & O'Keefe, E. (2018). Trauma-sensitive school building practice. Washington, DC: National Center on Safe Supportive Learning Environments.



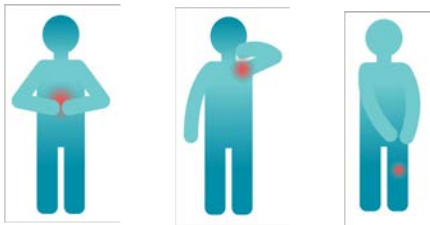


Hand Model of the Brain and Co-Regulation



©Marci Barbaree, 2012, February 20, Dr. Dan Siegel presenting a hand model of the brain (video file). Retrieved from <http://www.youtube.com/watch?v=...> TASN

What Are Our Bodies Telling Us?



Graphics created by TASN



Widome, B., Johnson, M. M., Merritt, A., and Kincaid, S. O. (2011, January). The heart of learning and teaching: Compassion, resilience, and academic success. Washington State Office of Superintendent of Public Instruction (OSPI) Compassionate Schools. http://www.k12.wa.gov/OSPI/Compassionate_Schools/ Center on the Developing Child. In U.S. State stress (Strategy). Retrieved from <http://www.compassionatelearning.com/compassionate-learning/> TASN

"We are not referring to the most difficult story you have ever heard, we are talking about the thousands of stories you don't even remember hearing."
 - Françoise Mathieu

Psychological	Physical	Behavioral	At Work	Cognitive
<ul style="list-style-type: none"> Isolation Sadness Negativity Detachment Guilt Reduced empathy Anger 	<ul style="list-style-type: none"> Headaches Stomach complaints Muscle tension Increased blood pressure Elevated blood sugar Sleep problems Increased susceptibility to illness 	<ul style="list-style-type: none"> Restless Nervous Trouble making decisions Exaggerated sense of responsibility Change in response to trauma: numb or increased sensitivity 	<ul style="list-style-type: none"> Feeling overwhelmed Decreased commitment Increased absences Poor boundaries Poor work life balance Less compassion towards others 	<ul style="list-style-type: none"> Feeling more vulnerable to danger Feeling helpless Loss of control or freedom Being bitter or cynical Alienation Blaming the victim

Tedesco, M., Ludwig, J. (2014). https://doi.org/10.1007/978-1-4939-9846-6_10. In: Chiu, W. (Ed.) Publishing & Media, Wellness and Health in Schools: Wellness in Education: A Framework for Understanding the Psychological Effects of Working with Victims. Journal of Forensic Issues, 6, 233-249.



How Stress Affects Your Brain



108164, November 19, How stress affects your brain - Healthline Medical Group, Inc. Retrieved from <https://www.healthline.com/health/brain-108164>



Learning Objectives

- ✓ List four main sources of teacher stress that can lead to burnout.
- ✓ Describe the impact that ACEs can have on personal and professional well-being.
- Identify practices for enhancing personal well-being and impacting classroom and school climate.



Well-Being Practices: A Personal and Professional Obligation



"Given the potential personal and professional consequences of vicarious trauma, educators and human service providers have a professional and ethical responsibility to learn more about how to prevent or lessen the impacts of vicarious trauma on professional performance."

Wagner, R., Johnson, M. M., Wernke, R., and Knack, C. D. (2011, January). The heart of learning and teaching: Compassion, resilience, and academic success. Washington State Office of Superintendent of Public Instruction (OSPI) Comprehensive Schools. <http://www.k12.wa.gov/OSPI/ComprehensiveSchools/>



Personal leadership has been identified time and again as a critically important factor in program success. It is more important to success than IQ and content expertise.



Compassion Satisfaction



Compassion Satisfaction: <http://www.compassion.org/compassion-satisfaction/>



Resilience-Building Practices

Yoga and Physical Well-Being
Engaging the lower brain.

Mindfulness
Staying present and self-regulating.

Self-Compassion
Paying attention to our inner dialogue.

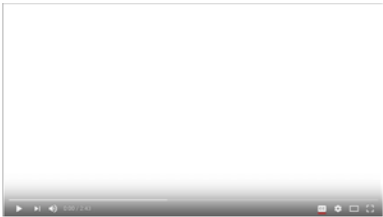
Adapted from Barkett, 2017. <https://www.tasnhq.com.au/2017/07/27/mental-health-impacts-on-physical-well-being/>
 Image designed by [Shutterstock](https://www.shutterstock.com)

Yoga

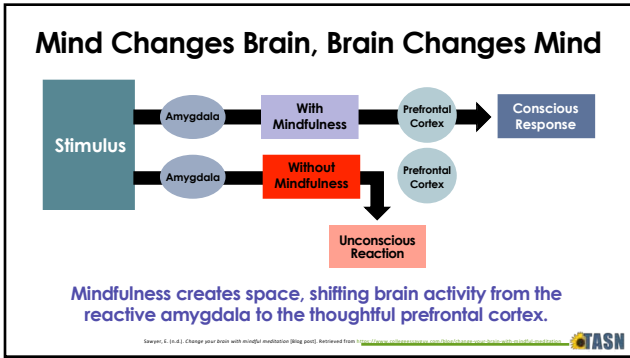


Image designed by [Shutterstock](https://www.shutterstock.com)

Why Mindfulness is a Superpower



Hoodly, 2015, December 7). Why mindfulness is a superpower: An animation [Online film]. Retrieved from <https://www.youtube.com/watch?v=3D9u3000000>



Self-Compassion

What It Is Not

- Self-pity
- Self-indulgence

What It Is

- Self-kindness vs. self-judgement
- Common humanity vs. isolation
- Mindfulness vs. over-identification

Holt, K. (n.d.). Self-compassion (Infographic). Retrieved from <http://www.heartmind.org.au/2014/03/self-compassion-infographic/>

TASN

The Power of Vulnerability

TED. (2010, June). The power of vulnerability (video file). https://www.ted.com/talks/brene_brown_the_power_of_vulnerability

TASN

Intention Setting Revisited

- Perseverance
- Courage
- Responsibility
- Loyalty
- Self-control
- Creativity
- Growth mindset
- Curiosity
- Enthusiasm
- Optimism
- Resilience
- Risk-taking
- Compassion
- Asking for help
- Emotional balance
- Mindful awareness
- Integrity
- Fairness
- Care
- Empathy
- Teamwork
- Love
- Playfulness
- Wonder
- Forgiveness
- Gratitude
- Openness
- Sense of humor
- Respect
- Kindness
- Humility
- Spirituality
- Patience
- Self-compassion
- Following your intuition
- Making time for nature, exercise, adventure



Add one gift you can give yourself to your rock. Share with someone seated next to you.

Adapted from Greater Good Science Center. (n.d.). Cultivating our personal competencies. University of California, Berkeley, CA. Image designed by TASN

Well-Being Plan



TASN

Reflection Activity

- Share with your face partner:
 - What are your plans to implement the learning?
 - What is your accountability factor?



TASN

There is simply no pill that can replace human connection. There is no pharmacy that can fill the need for compassionate interaction with others. The answer to human suffering is both within us and between us.

~ Joanne Cacciatore



Be the Change

I have come to the frightening conclusion that I am the decisive element.
It is my personal approach that creates the climate.
It is my daily mood that makes the weather.
I possess tremendous power to make life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humor, hurt or heal.
In all situations, it is my response that decides whether a crisis is escalated or de-escalated, and a person is humanized or de-humanized.
If we treat people through negative perceptions, we are reinforcing those perceptions.
If we treat people as they are in their essence, we help them realize their potential...and in turn, our own.

Adapted from Haim G. Ginott



Where to Find Us


Find our Resources:
<http://ksdetasn.org/smhi>


Follow us on Facebook:
<http://facebook.com/TASNSMHI>


Tweet with Us:
<http://twitter.com/TASNSMHI>
@TASNSMHI