



# Building Resilience in School Staff

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**STRONG<sup>4</sup>LIFE™**



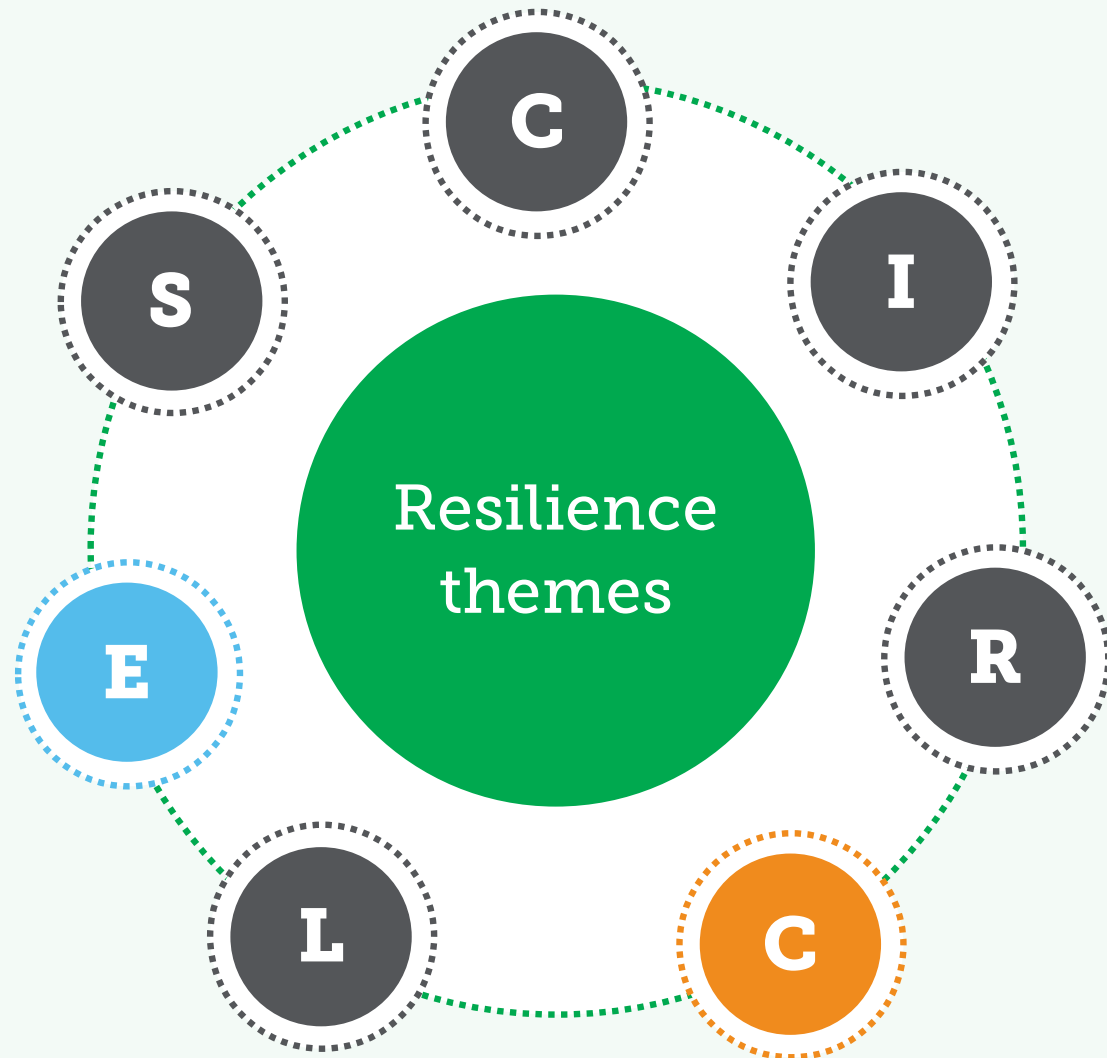
**Children's**  
Healthcare of Atlanta

# Objectives

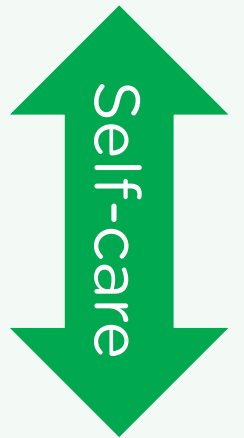
- Increase understanding of the importance of self-care.
- Increase knowledge of opportunities in the classroom to model self-care throughout the day.



# Supporting emotional wellness



1. Awareness
2. Identification and expression
3. Management



# Self-care



# Self-care myths

Self-care is selfish.

People don't need self-care; they should just be able to get by.

Only certain things are considered self-care.

You need to spend money to practice self-care.

Real self-care takes a long time.

Self-care is only for people with poor mental health.

Practicing self-care means making a choice between yourself and others.

Self-care is just about things that make you feel good.



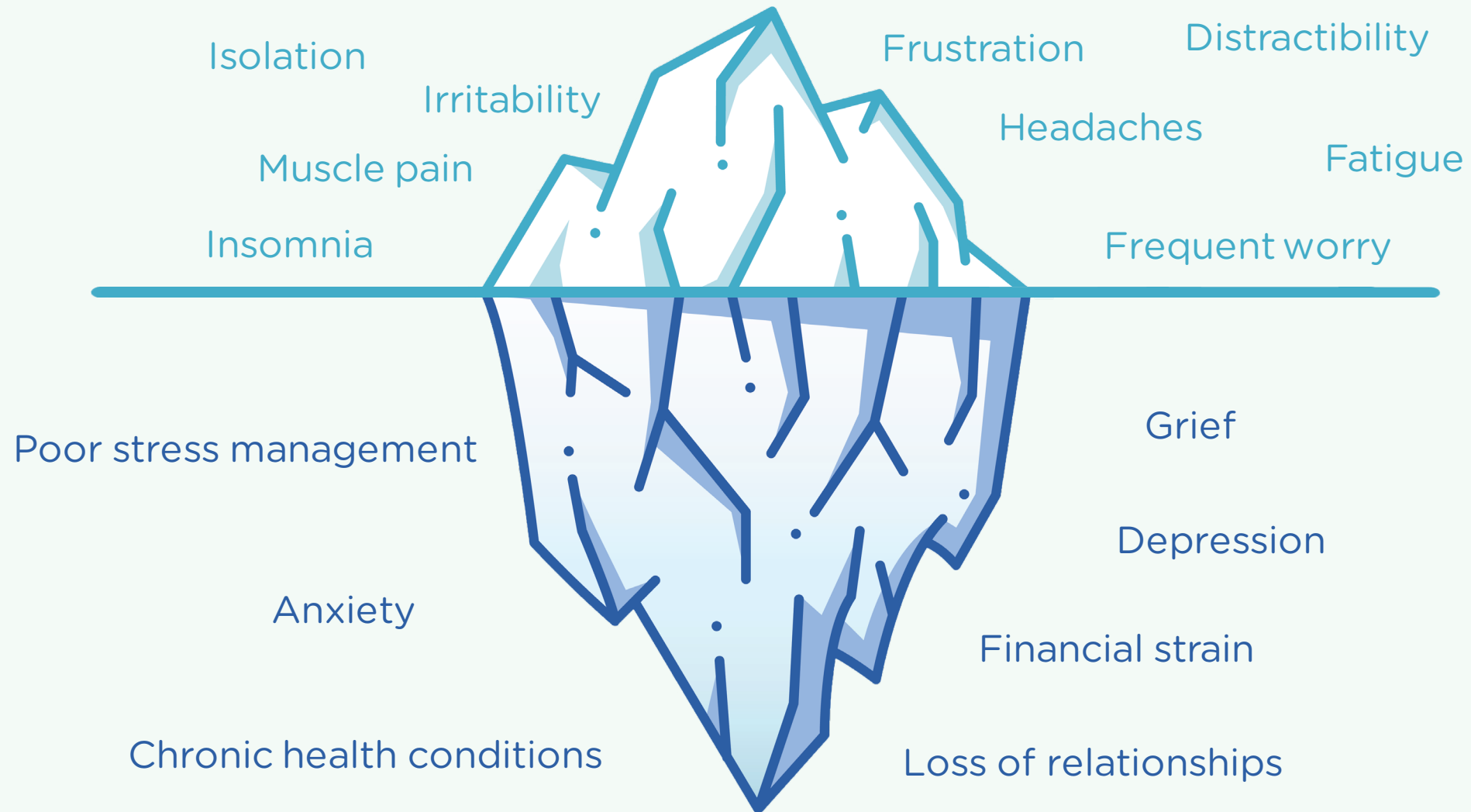
# Slowing down to speed up



# Stress cycle



# Thinking below the surface





# Overall tips

- Allow yourself to feel.
- Avoid comparisons.
- Maintain basic routines.
- Set clear boundaries.
- Focus on what you can control.
- Use healthy coping skills.
- Clean your space.
- Find time for laughter and joy.
- Express gratitude.
- Practice healthy habits.



# That's a W.R.A.P. on self-care

- W** Weave self-care in throughout the day, proactively.
- R** Regularly practice self-care, whether you are stressed or not.
- A** Assess your body cues and timing to determine which self-care tactic would be most helpful.
- P** Plan for challenges and barriers.



# Weave self-care in throughout the day

- What does it look like to engage in self-care before, or on the way to school?
- What does it look like to engage in self-care at school?
- What does it look like to engage in self-care on the way home from, or after, school?



# Regularly practice self-care

What does it look like to engage in **regular self-care**, regardless of how stressed you feel?

- Meditating
- Reading
- Connecting socially
- Doing hobbies
- Practicing religion/spirituality
- Exercising



# Assess your body and timing

- Where do I feel, in my body, I need to engage in self-care?
- Who am I going to engage in self-care with?
- What self-care strategies can I use when I only have:



1 hour



30 minutes



5 minutes



15 seconds



# Plan for barriers

What are some barriers or possible solutions for using self-care strategies?



# Self-care barriers

- “I don’t have time for self care today. I’m too busy.”
- “I’ve already missed the gym 3 times this week. Why go today?”
- “Other people have much more time for self care.”
- “I will have more time for self care next week.”



# Overcoming self-care barriers

**“I don’t have time for self care today. I’m too busy.”**

How can you incorporate self-care into things you’re already doing?



I can listen to my favorite music while I get ready for school in the morning.

What is strategy you can use in the moment?



I can stop for a moment in class to take deep breaths and do positive affirmations.

What can wait?

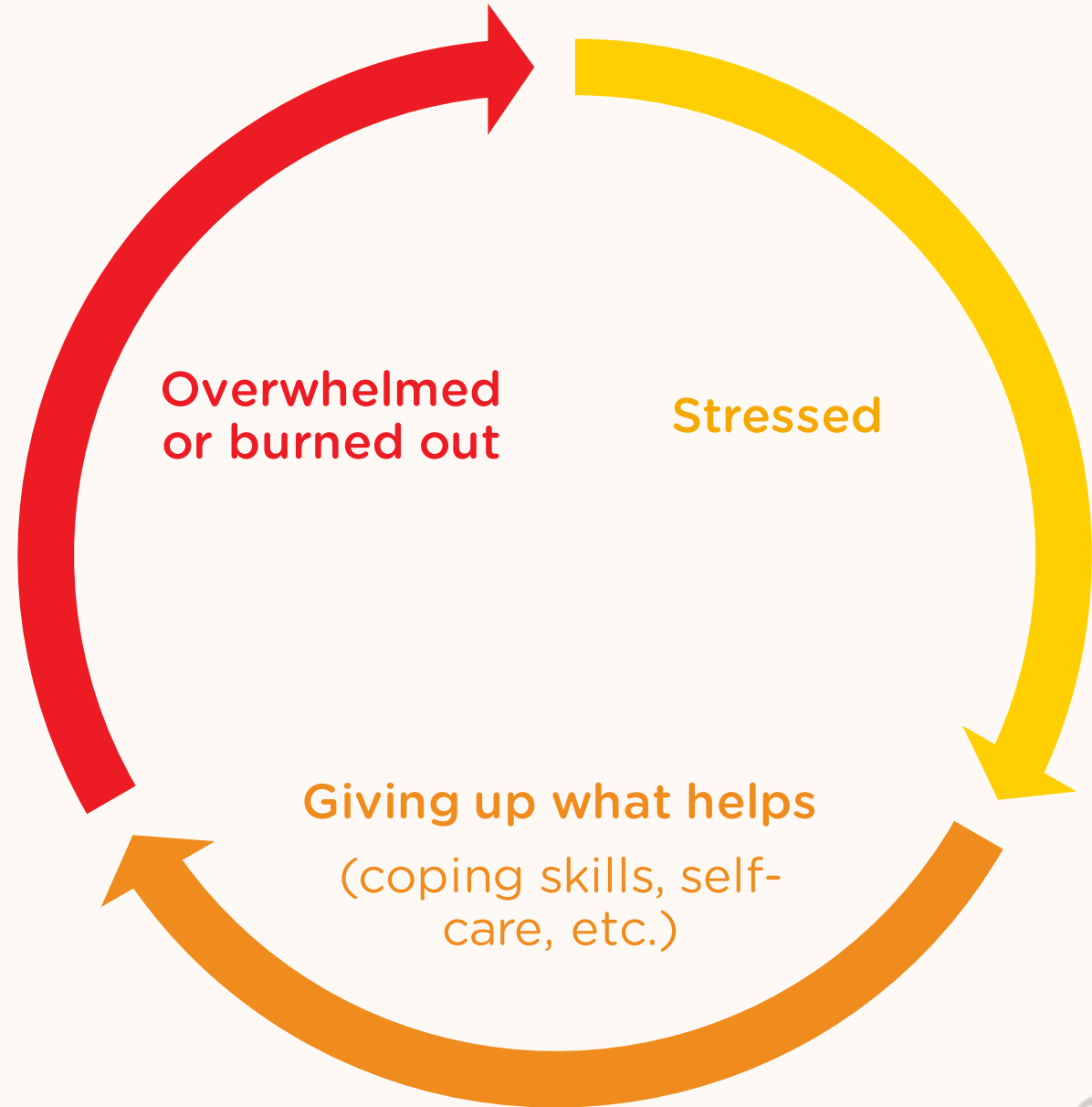


I can fold the pile of laundry tomorrow.

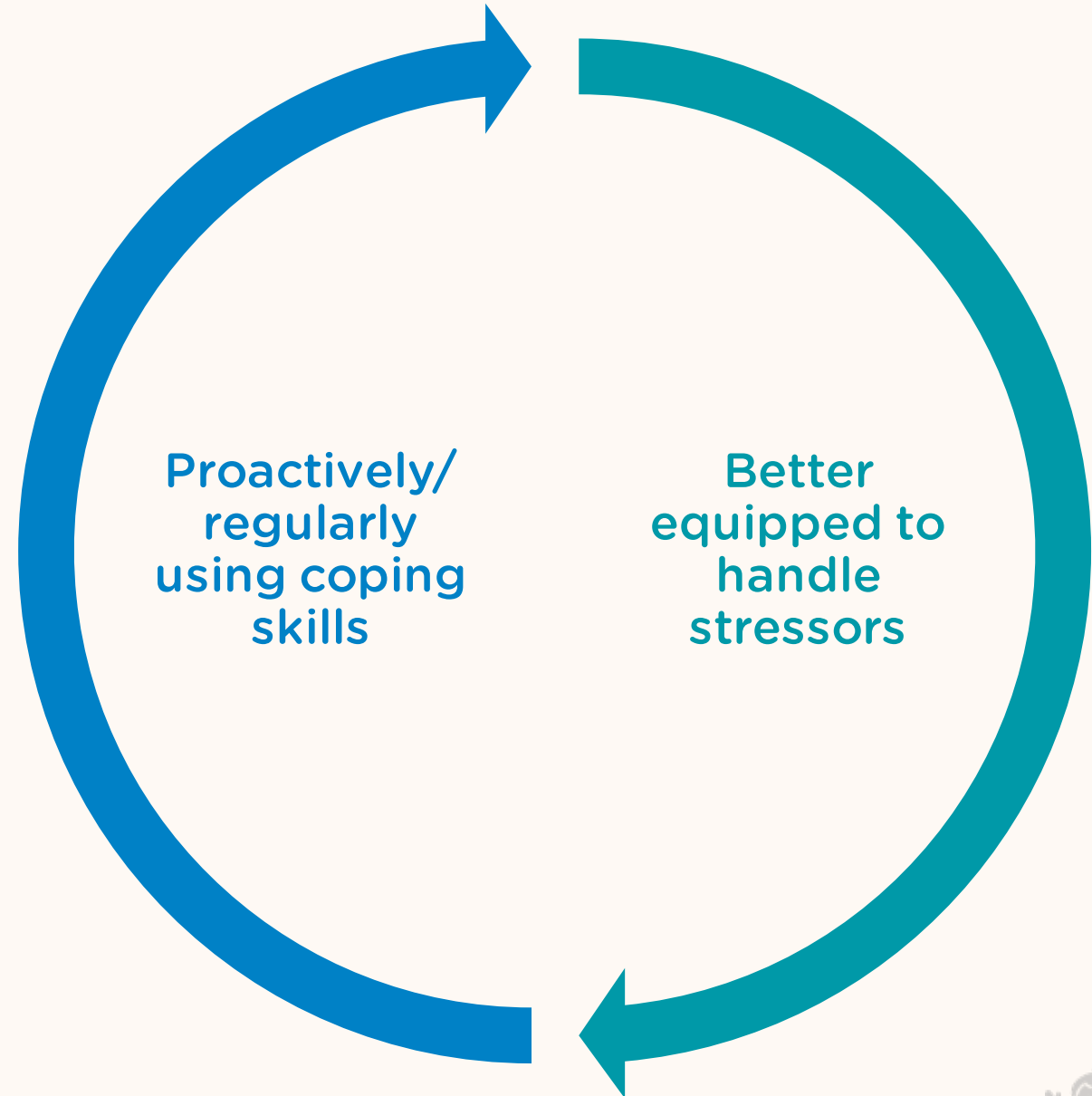




# Stress cycle



# Stress cycle



# Teacher commitments

**Building awareness of feelings**

Commit to building awareness of feelings through classroom activities.

**Building awareness of coping skills**

Commit to building awareness of coping skills through classroom activities.

**Intentional connections**

Commit to explaining why the activity is connected to feelings and emotions.

**Active engagement**

Commit to engaging students during the activity by practicing coping skills with the class.



# Active engagement: Being a coping skills role model

How do these contribute to your own self-care?

Playing music when students are walking in and share with the class how you use music to change/shift your mood.

Participating in the process and sharing when students are journaling or drawing.

Participating in a brain break activity.

Practicing deep breathing with students before a test.

Pointing out throughout the day when using your own coping skills, such as drinking water or stretching.

Modeling asking for help by pointing out when you need assistance from another teacher or an administrator.



# Intentional connections: Helping students understand the why

“Today we’re going to learn about a coping skill called grounding. This will help us refocus.

As a reminder, coping skills are things we can use whenever we need, wherever we are, to help us feel better.”

“Let’s all get up and stretch for a few minutes now that the test has ended.

Did you know stretching can be a coping skill? Coping skills are things we can do to help us feel better.”

If we want students to **believe** this, we must **believe** it ourselves.

**Repetition** is crucial for learning these connections.



# Getting support

- Who is in your support system?
- How do you know you need more support?

If you are concerned about your functioning, or want additional support:

- Talk to your colleagues or supervisor.
- Call your insurance provider about Mental Health supports.
- Reach out to other supports, as needed.

**If in crisis, contact GCAL.**



# Educator and staff wellness

The screenshot shows the Strong4Life website interface. At the top, there is a navigation bar with the Strong4Life logo on the left and a menu on the right containing 'About Strong4Life', 'Clinicians', 'Schools and Community', and 'English'. Below this is a secondary navigation bar with the Children's Healthcare of Atlanta logo and a search icon, and a list of categories: 'Parenting', 'Being Active', 'Feeding and Nutrition', 'Staying Safe', and 'Emotional Wellness'. A green banner below the navigation contains the text: 'Children's Healthcare of Atlanta Strong4Life helps families raise healthy, safe, resilient kids.' The main content area is titled 'Educator And Staff Wellness' and features a grid of eight content cards. The top row contains four cards: 'Educator Self-Care Tips' (with an image of a man at a laptop), 'Self-Screening Tips for School Staff' (with an image of a man using a stethoscope), 'Supporting Staff Wellness' (with an image of a woman walking), and 'Quick Tips for Eating Smarter and Hydrating' (with an image of a healthy meal). The bottom row contains four smaller cards: 'Quick Tips to Feel Physically Energized' (with an image of a woman and children), 'PREPARING for the WORKDAY' (with a purple background), and 'MINDFULNESS during the WORKDAY' (with a green background).

**STRONG4LIFE**  
Children's Healthcare of Atlanta

About Strong4Life Clinicians Schools and Community English

Parenting Being Active Feeding and Nutrition Staying Safe Emotional Wellness

Children's Healthcare of Atlanta Strong4Life helps families raise healthy, safe, resilient kids.

## Educator And Staff Wellness

- Educator Self-Care Tips
- Self-Screening Tips for School Staff
- Supporting Staff Wellness
- Quick Tips for Eating Smarter and Hydrating
- Quick Tips to Feel Physically Energized
- PREPARING for the WORKDAY
- MINDFULNESS during the WORKDAY



# Resources to support staff wellness

## Mindful Minutes

This challenge is meant to give you ideas to incorporate mindfulness into your everyday activities. Transform your daily routines into mindfulness practices. When you experience seemingly mundane activities as mindful moments, you start to transform the way you show up in your life. You shift from moving on autopilot to being present and attentive.

**WAKING UP**  
Beginning your day with intention sets a conscious tone for what's ahead. Before you even get out of bed, consider taking a moment to pause and practicing one or all of these things:

## Mindful Minutes BINGO

Practice the mindfulness activities below, and cross them off as you go.

|   |  |   |                           |   |
|---|--|---|---------------------------|---|
| Close your eyes and mentally scan your body to discover where you might be holding tension. | Practice mindfulness as you make your bed. | Stretch your legs vigorously like you're squeezing an orange. Squeeze for five seconds and then relax. Do this with any part of your body this month's version. | Listen to relaxing music. | Try a guided meditation from an app like Calm or Headspace. |
|---|--|---|---------------------------|---|

## PREPARING for the WORKDAY

- Rest well**  
Try to get a full night's rest before starting a new day. Getting ample sleep will help you feel energized and stay focused.
- Fuel up**  
Nutrition can affect your mood, attitude and energy level, so start your day with a balanced breakfast.
- Quiet your commute**  
Use your commute as a time to refocus and find your center. Listen to calming music, practice deep breathing or listen to an episode of a Podcast.
- Let go of home**  
Establish a daily ritual that signals the start of the workday. Take a deep breath and let go of the things you can't address while at work.
- Take inventory**  
Once you arrive, take note of how you're feeling physically and emotionally. If you're holding any tension in your muscles, take a moment to clench your fists tightly, squeeze for five seconds and relax. Try this exercise with any areas of tension.
- Set an intention**  
Before leaving your car, take three deep breaths (four counts in and four counts out), visualize the day ahead and set an intention, like "I will overcome the challenges I face today with grace." Setting an intention can help you focus and stay grounded in times of stress.

Review this checklist before each workday. Take the time needed to make a smooth transition from home to work.

ion and if there are any pol  
you angry, frustrated, calm  
killing exercise to center  
you worrying about the fut  
if then set an intention for  
head with grace. May I fee  
re are you? Stay grounded  
d. Take a moment to notice  
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etc.

## MINDFULNESS during the WORKDAY

- Check in**  
Check in with yourself every few hours. Notice how you feel and how you respond to stressors. If you notice any warning signs that you're starting to enter into distress, pause and take a quick break.
- Stay grounded**  
Every time you wash your hands, recite a short mantra or phrase to yourself to help you reset and refocus. For example, remind yourself that by doing this one simple thing, you're doing your part to keep yourself and others safe.
- Breathe**  
If you start to feel stressed, take three deep breaths (four counts in and four counts out) and remind yourself of the intention you set at the beginning of the day.
- Connect**  
If you need support, connect with a colleague. Asking for help is a sign of strength, not weakness.
- Change your scenery**  
Go for a short walk, climb a flight of stairs or step outside to clear your mind.
- Be present**  
If your mind starts to wander, take a moment to notice one thing in the room. It could be the warm smile of a colleague or the sunlight filtering in through the windows.

Review this checklist throughout the workday. Remember to give yourself moments to practice mindfulness.

Take a walk and feel the sensation of your feet firmly planted on the ground.

**FREE**

Spend a few moments reflecting on your day. What did you accomplish? What are your greatest joys? Write it down in a journal, share it with your partner or just close your eyes and reflect.

Practice intuitive eating. Before you start your meal, take your hunger on a scale of one to 10.

## LETTING GO of the WORKDAY

Try following this checklist to decompress before heading home from work:

- Take a moment to contemplate today.
- Check on your colleagues before you leave. Are they OK?
- Think about one difficult thing that happened today. Let it go.
- Choose a signal that marks the end of your workday. Commit to stopping here.
- Identify three things that went well. Hold on to them.
- Switch your attention to going home, resting and recharging.

Review this checklist at the end of each workday. Take the time needed to make a smooth transition from work to home.





# Upcoming training events and evaluation plan

|   |   |
|---|---|
| Building Resilience in School Aged Youth<br>Fall 2021 | During Training: Teacher Worksheet<br>Follow up: <a href="#">Post Training Survey</a> |
| Deeper Dive into Emotional Development<br>Fall 2021   | During Training: Teacher Worksheet<br>Follow up: <a href="#">Post Training Survey</a> |
| Building Resilience in School Staff<br>Spring 2022    | During Training: <a href="#">Teacher Worksheet/Post Training Survey</a>               |
|   | <a href="#">End of Year Survey</a><br>Spring 2022                                     |



# Upcoming training events and evaluation plan

|   |  |
|---|--|
| Building Resilience in School Aged Youth<br>Fall 2021 | <u>Commit to Building Awareness of Feelings or Coping Skills Throughout the Day.</u>                 |
| Deeper Dive into Emotional Development<br>Fall 2021   | <u>Commit to Building Awareness of Feelings/Coping Skills Proactively Throughout the Day.</u>        |
| Building Resilience in School Staff<br>Spring 2022    | <u>Incorporating Active Engagement and Intentional Connections + new ways to practice self care.</u> |
|   | <u>End of Year Survey</u><br>Spring 2022   |



# Complete Teacher Training 3 Worksheet/Post Survey with the QR code



- Open the camera app on your phone
- Point your camera at the QR code
- Click the link that appears to be directed to Strong4Life REDCap
- Fill in information, then hit submit



# Questions?

