



Thank you for joining us!

Session 3: Self-care for Mental Health Providers

Trainer: Michelle Kelsey Mitchell
Director of Partnerships

Getting Started:

1. If you have any questions, please type them into the Q&A box.
2. You will receive a follow-up email within 24 hours of this session and that will serve as your certificate of completion.



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Welcoming: **Mindful Minute**



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Gill McClean

To enlarge the video of the host, hover your cursor over this spot, and pull the gray line to the left.

Welcoming: **Mindful Minute**



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Who We Are

Pure Edge, Inc. (PEI) is a private operating foundation that provides direct service to organizations through professional development & strategy thought partnership.

PEI also provides grants to national organizations that advance the work of whole child development & SEL.



Welcoming Activity: This or That



Respond to the questions via the poll

Learning Objectives

- ❖ Experience Breathe, Move, and Rest Strategies for Self-care
 - ❖ Apply and Review Body-Breath-Mind connection as it relates to Respond vs. React
 - ❖ Plan for implementation and sharing of strategies with a focus on building safe and supportive relationships
-

Self-care Practice



Breathe



Move



Rest



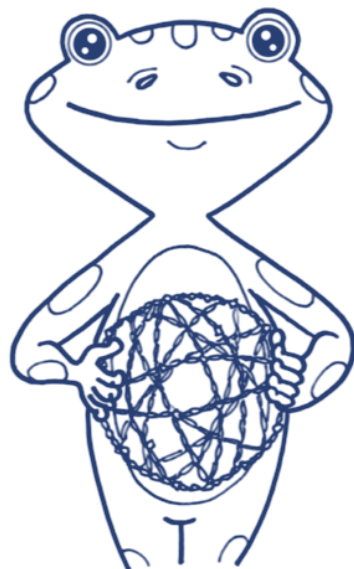


Engaging Activity: Breathing Ball

Inhale

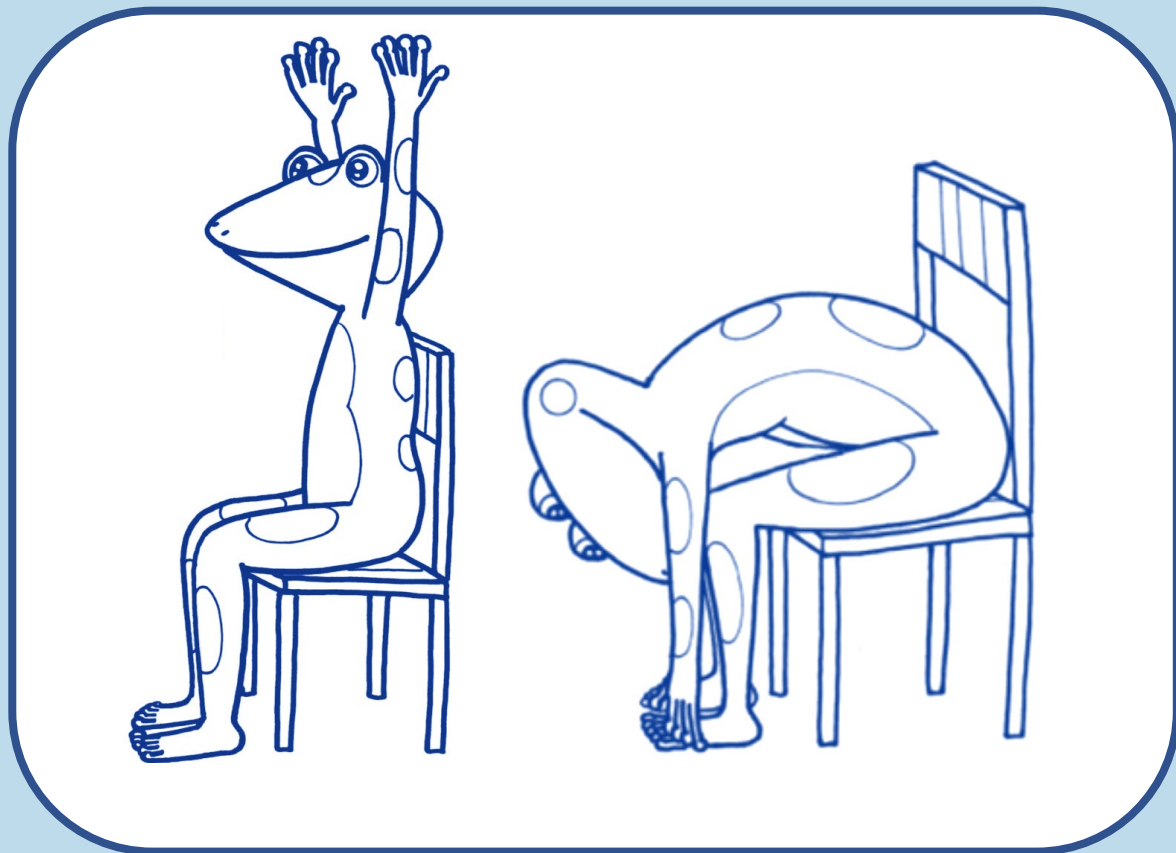


Exhale





Engaging Activity: Chair Sunrise/Sunset





Engaging Activity: STOP



Building Relationships

Respond

Vs.





Reaction

Can be thought of as an unconsidered or abrupt behavior or action.¹

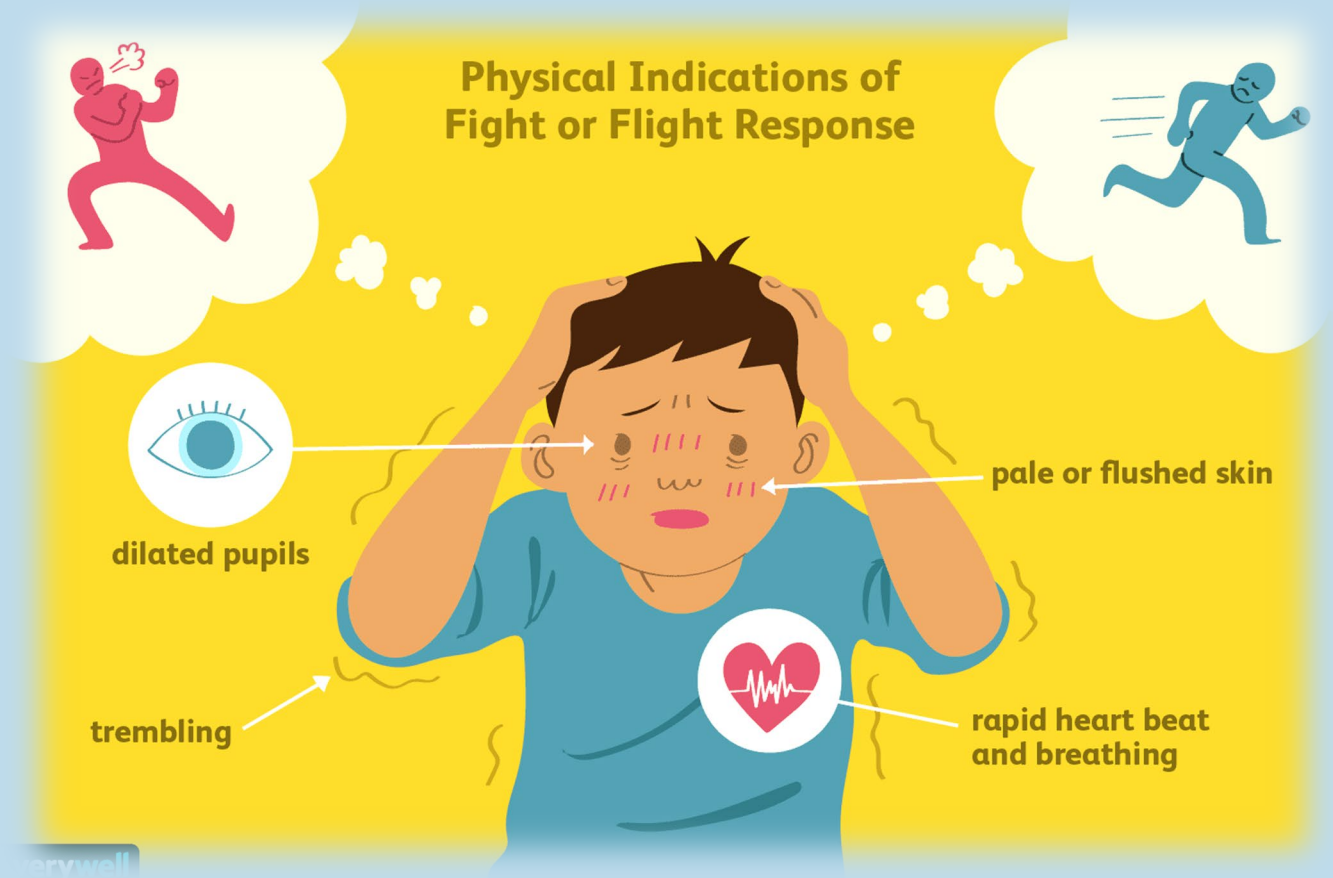
Often a reaction springs forth from a:

- ❖ **sudden strong emotion**, or
- ❖ **an accumulation of strong, unexpressed emotions.**

Reaction

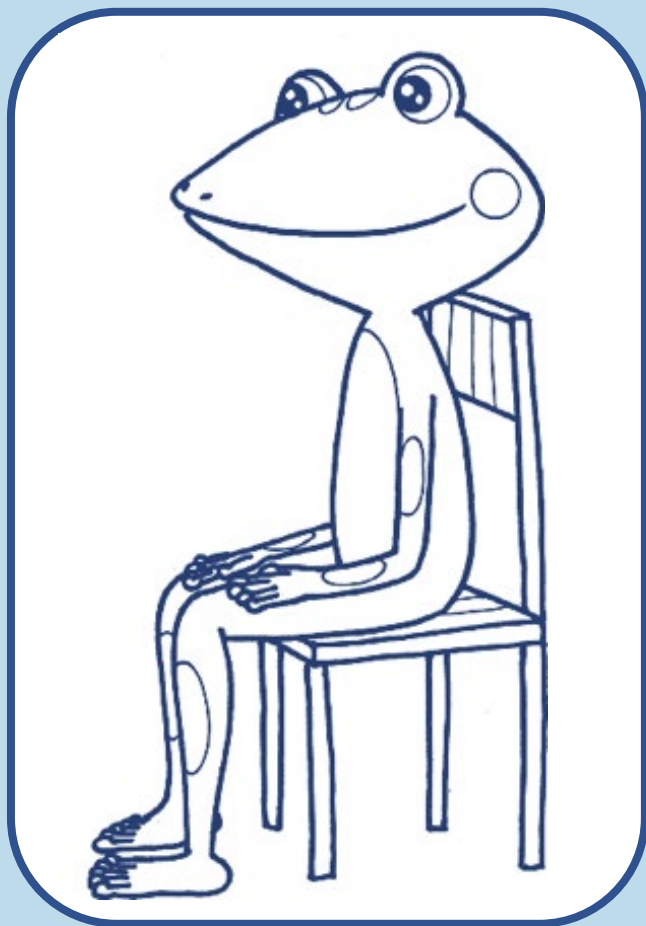
When we feel intense emotions, we might experience **physical** clues:

- Shaking
- Heat in the face
- Tight muscles
- Rapid heartbeats
- Stomach aches
- The urge to hit, kick, or stomp



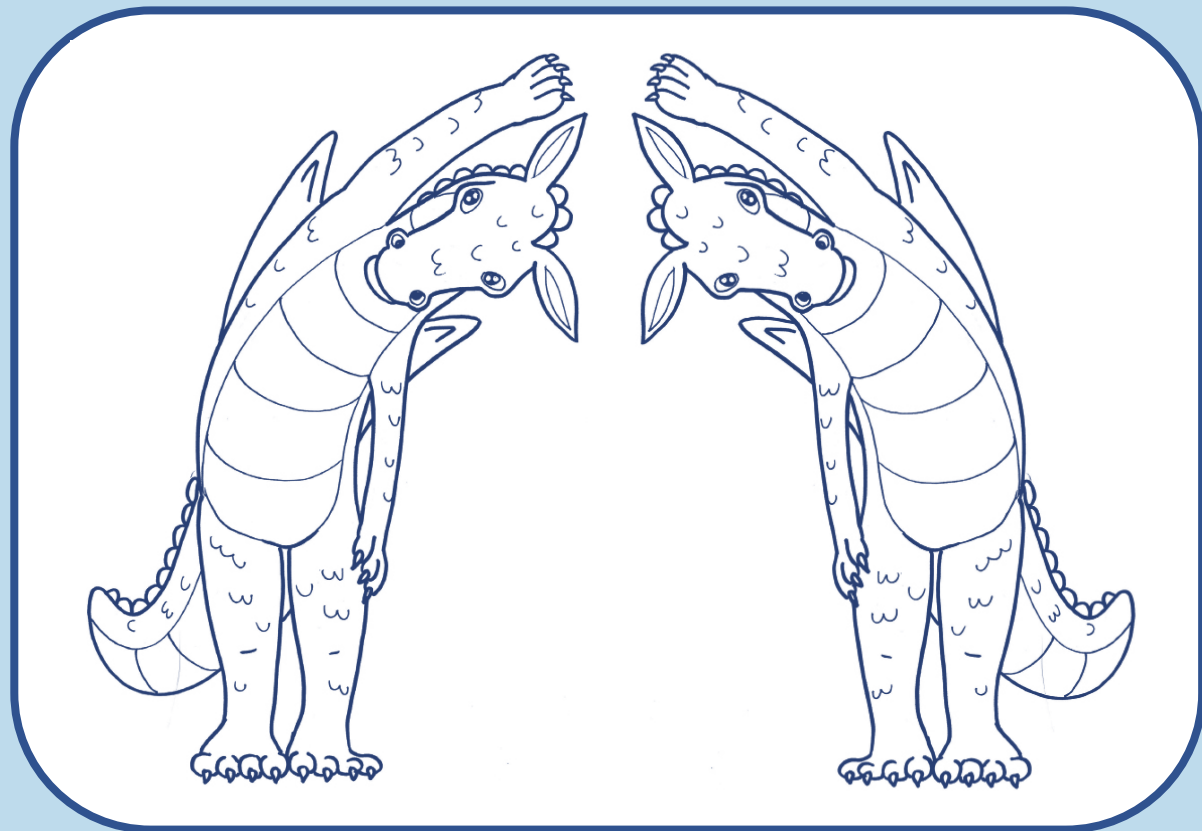


Engaging Activity: Easy In, Extended Out



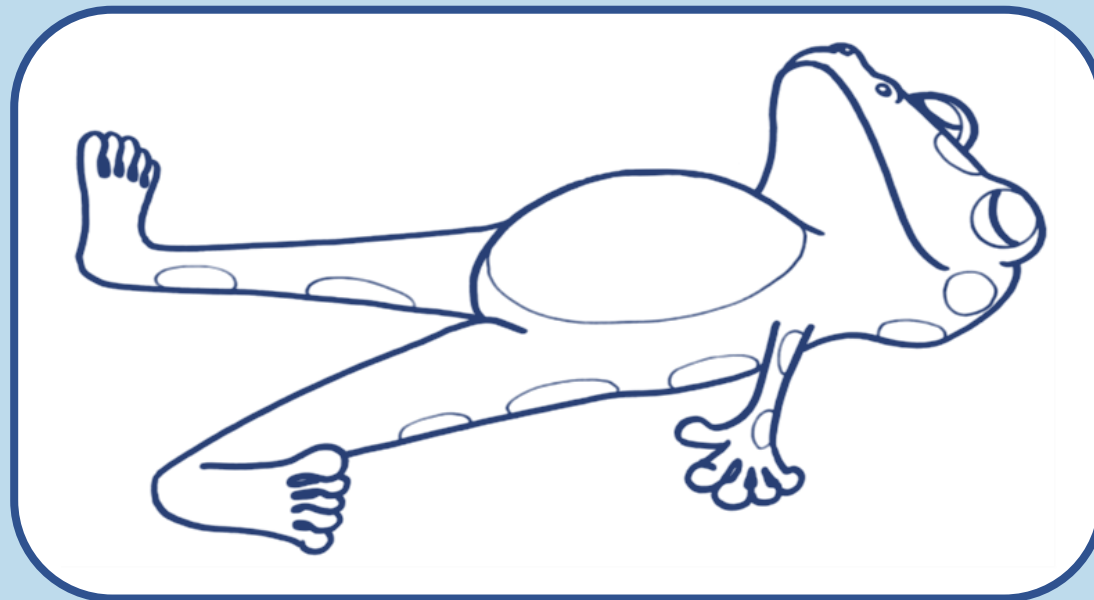


Engaging Activity: Standing Half Moon



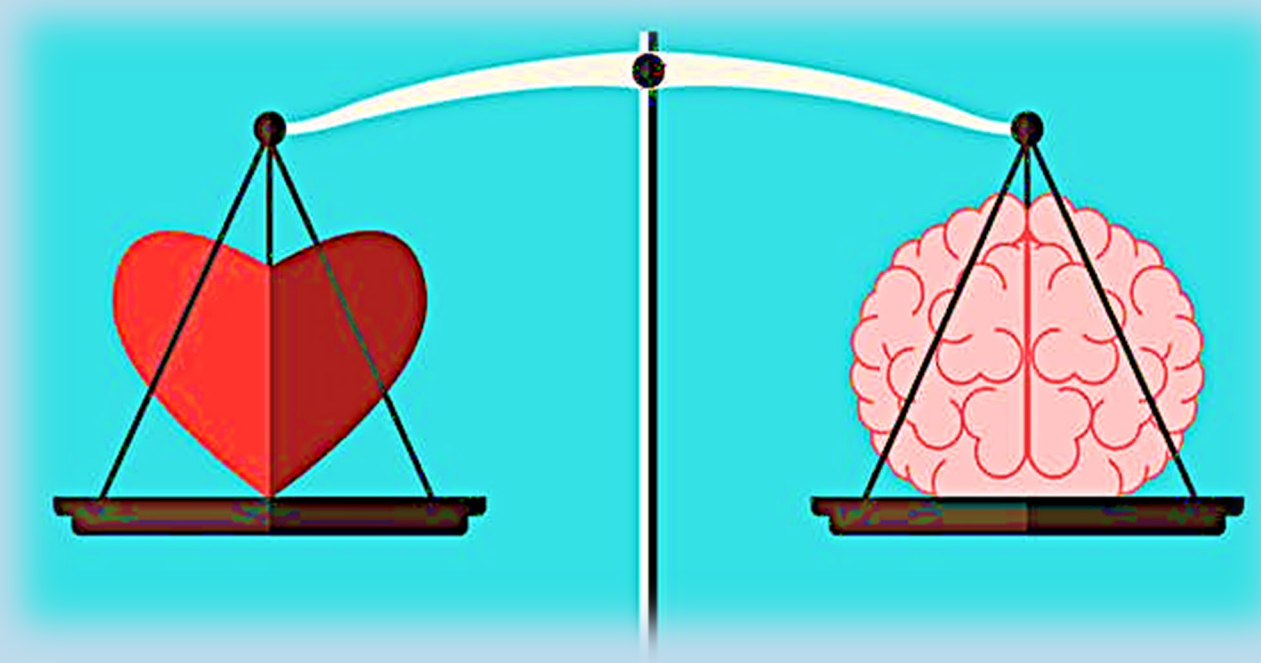


Engaging Activity: Guided Rest / Body Scan



Emotional Regulation

Balanced emotional regulation entails:



Feelings, thoughts, physiological signals – heart rate and breath pattern, and nonverbal communication – such as body language & facial expression.¹

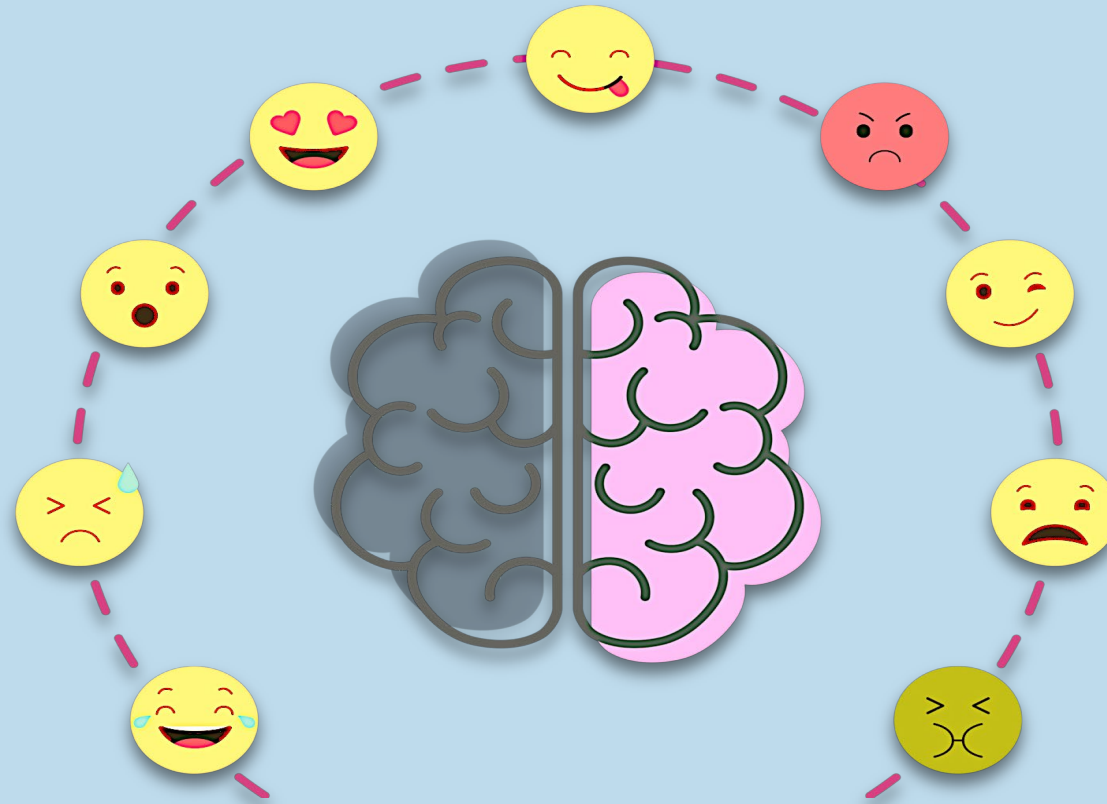
¹: Saudino and Wang, "Emotional Regulation and Stress," Journal of Adult Development, 2011. <http://link.springer.com/article/10.1007%2Fs10804-010-9114-7#page-2>

Image: March 2, 2020, **Understanding emotions is nearly as important as IQ for students' academic success;**

Carolyn MacCann, University of Sydney; Amirali Minbashian, UNSW, and Kit Double, University of Oxford <https://theconversation.com/us/topics/emotional-regulation-49396>

Emotional Regulation

The stability of our emotional lives has the potential to become dysregulated due to a variety of factors, most of which are **not necessarily within our control**.¹



Multifaceted **physical-mental-emotional process** that can be affected by stress.

¹: Bessel Van der Kolk, "Development trauma disorder: Towards a rational diagnosis for children with complex trauma histories," *Psychiatric Annals*, 2005.

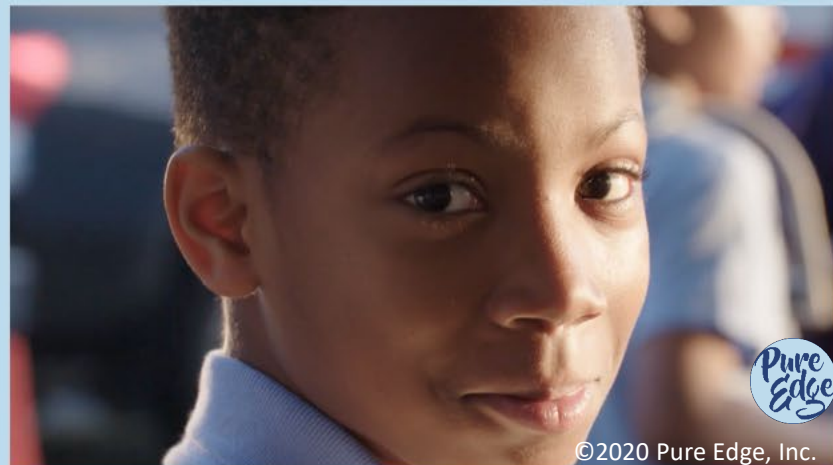
http://www.traumacenter.org/products/pdf_files/preprint_dev-trauma_disorder.pdf.

Image: Steve Glavaski, Should You Accept or Regulate Your Emotions, *Medium*, December 15, 2019.



"Behavior is communication"

Siegel, D. and Bryson, T. (2018). *The Yes Brain*. New York, NY: Random House USA.



Brain Breaks Review



Breathe

- ❖ Breathing Ball
- ❖ Easy In, Extended Out
- ❖ Alternate Nostril Breathing
- ❖ Starfish Breathing / Take Five
- ❖ Even In - Even Out
- ❖ Anchor Breathing



Move

- ❖ Standing Half Moon
- ❖ Chair Sunrise/Sunset
- ❖ Afternoon Recharge
- ❖ Chair Cat/Cow
- ❖ Mountain/Chair
Strength Sequence



Rest

- ❖ STOP
- ❖ One Minute Reflection
- ❖ Mindful Listening
- ❖ Guided Rest/Body Scan

Optimistic Closure: Maintaining Relationships During Physical Distancing

1. Try to say hello frequently.
2. Show you care with a text, email, video, or note.
3. Try snail mail pen pals, phone pals, or virtual turn and talk.
4. Use online tools like Google Classroom to create “virtual tables” for small-group discussions
5. Consider including parents.
6. Ask your clients what norms your group should follow as you work together remotely.
7. Invite your clients and students to tell you how they think you can support them during their time away from school. Give them a voice and choice in shaping your new ways of working and being together.



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Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training



Online Curriculum

Log Out

+ MENU



•
breathe

•
move

•
rest



HEADSPACE: Mindfulness On Demand



Headspace is donating their app
to all Educators.

go.headspace.com/pureedge

Think of it as,
**A personal meditation guide,
right in your pocket.**



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