



Thank you for joining us!

Session: Neuroscience of Stress and
Educator Self-Care

Trainer: Michelle Kelsey Mitchell
Director of Partnerships

Getting Started:

1. You will receive a follow-up email within 24 hours of this session and that will serve as your certificate of completion.
2. If you have any questions, please type them into the Q&A box.
3. If you'd like, grab a pen/pencil/paper to jot down your thoughts.



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Website: www.pureedgeinc.org
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Introductions

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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



Respond to the poll on the next slide to share which of the following images most accurately reflects your experience right now.

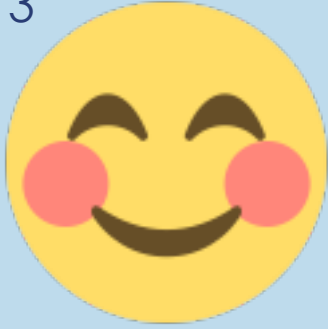
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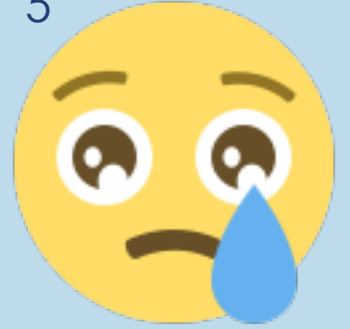
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8



9



10





Engaging Activity: Mindful Minute



Learning Objectives

- ❖ Recognize the physiological response to stress.
 - ❖ Experience **self-care practices** throughout the session.
 - ❖ Explore the interconnectedness of stress, educator self-care, and negativity bias.
-

STRESSOR: Pandemic (CDC)



- Health-related fear



- Sleep problems



- Eating problems



- Concentration problems



- Worsening of chronic health problems



- Increased use of alcohol, tobacco, and other drugs



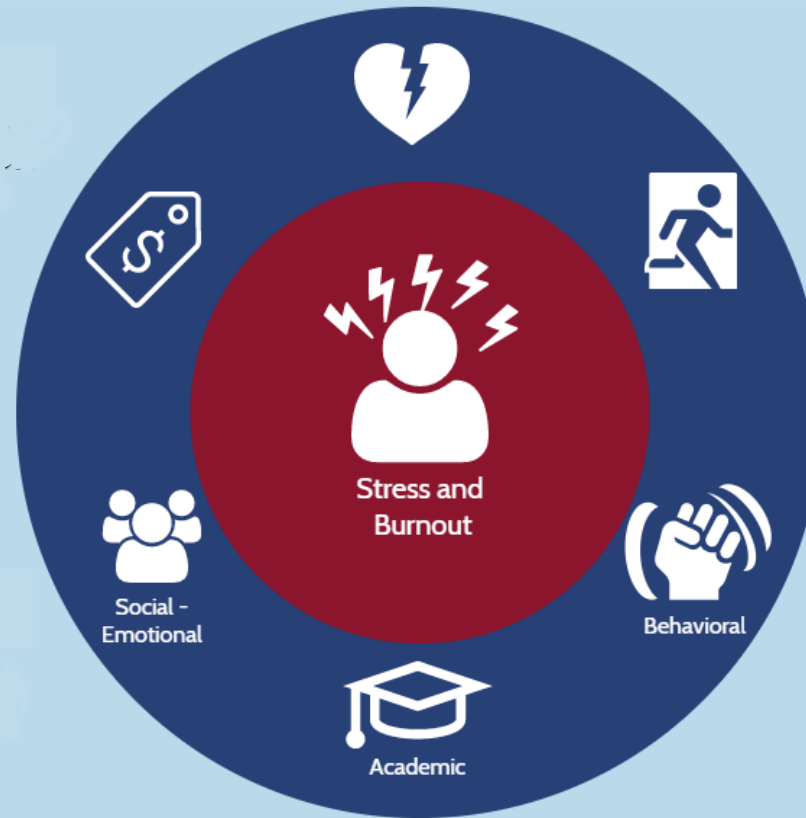
- Isolation
 - 50% of 20K responders reported feeling lonely (Cigna Survey)

Why Focus on School Stress?

In highly stressed school environments, teachers and learners pay the costs.

Teacher turnover:
\$2 BILLION
each year

“Stress and disappointments”:
49% of teachers
say it isn't worth it.



40-50%
of **new teachers** leave
within first 5 years.

High DAILY levels of stress:
46% of teachers

New principals NOT retained
beyond third year:
50%

When teachers are highly stressed, students show lower levels
of both social adjustment and academic performance.

Principal & Superintendent Stress

- ❖ School leaders experience “**physical and psychological effects, burnout, flat-out emotional exhaustion, and depersonalization.**”
- ❖ A study found that “illnesses that were reported by the largest percentages of superintendents (high cholesterol, high blood pressure, obesity, gastrointestinal problems, insomnia, anxiety, sleep apnea, and chronic headaches) are attributed by superintendents to high levels of stress.”

1. Glass, T. E., & Franceschini, L. (2007). The state of the American school superintendency: A mid-decade study. American Association of School Administrators: Arlington VA, Rowman & Littlefield Education.

2. http://jehdnet.com/journals/jehd/Vol_5_No_1_March_2016/13.pdf

3. <https://www.aasa.org/SchoolAdministratorArticle.aspx?id=10740>

Stress Is Contagious



Higher cortisol levels were found in students whose teachers reported high levels of stress and burnout.

Researcher Kimberly Schonert-Reichl (University of British Columbia) urges educators to be aware of their own mindsets and to practice mental wellness exercises to reduce their stress levels.

In order to have an impact on others, you must
first have an impact on yourself.



Breathe



Move



Rest



What we hope to do

Respond

Vs.



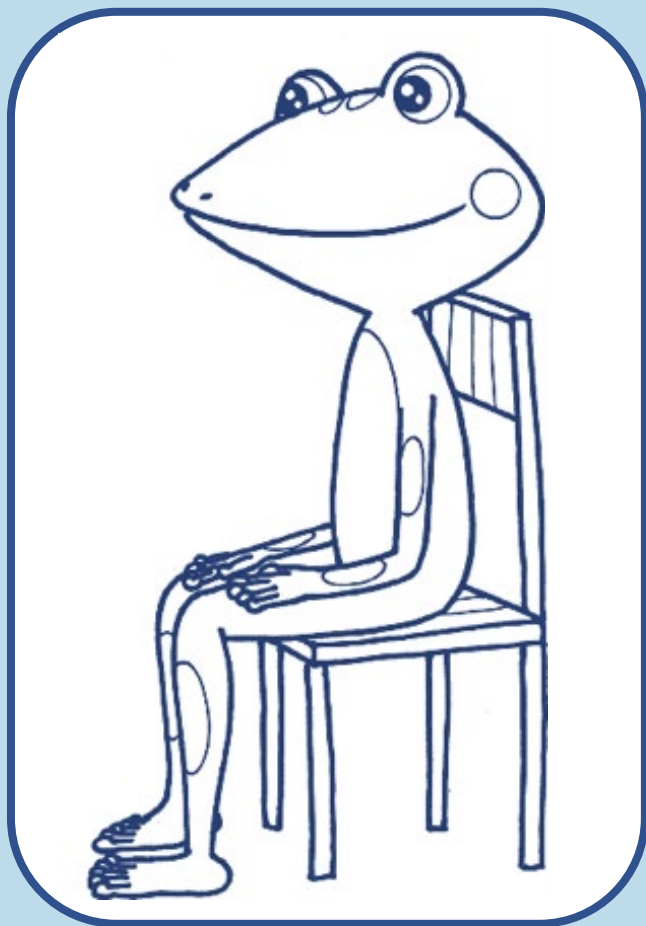
Benefits of Nasal Breathing

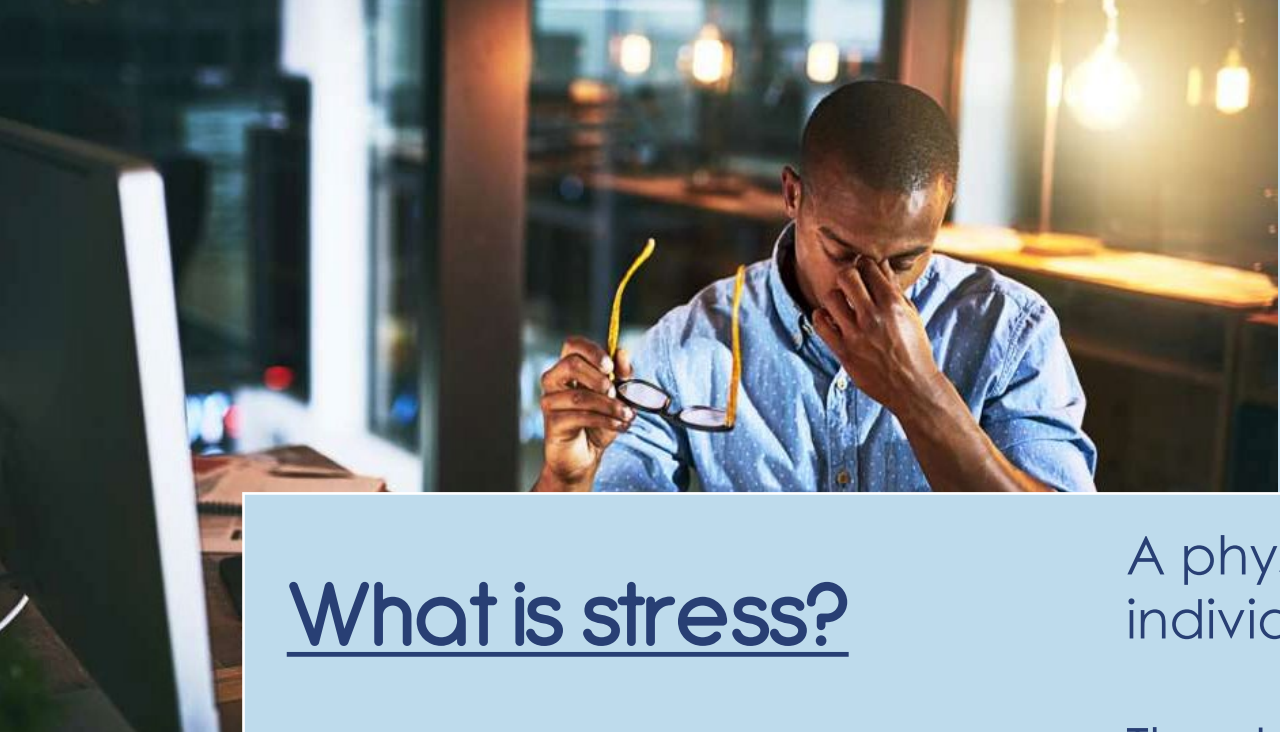


- ❖ Filters dust and impurities from the air
- ❖ Warms the air to body temperature
- ❖ The diaphragm is more easily controlled, which supports the development of internal core strength
- ❖ More control over lengthening the breath (extended exhalations help activate the parasympathetic nervous system)
- ❖ Increased oxygen from nasal breath increases energy and vitality



Engaging Activity: Even In – Even Out





What is stress?

A physiological reaction that prepares an individual to respond to a stressor.

What is a stressor?

The stressor is usually something that threatens the well-being or homeostasis (stable equilibrium) of the individual.





Engaging Activity: Think-Ink-Share



Where do you feel stress in your body?

Where do you feel joy in your body?

Benefits

- ❖ Positive challenge
- ❖ Motivates us to take action
- ❖ Promotes well-being
- ❖ Enhances performance

Detriments

- ❖ No relief in sight
- ❖ Makes us physically sick
- ❖ Weakens immune system
- ❖ Impairs performance

Stress Accumulates ↔ Allostatic Load

Allostatic load is "the wear and tear on the body," which accumulates as an individual is exposed to repeated or chronic stress.



Impact of Stress & Trauma on the Heart

After his death, Dr. Martin Luther King Jr.'s autopsy found that while he was just 39 years old, he had the heart of a 60-year-old.

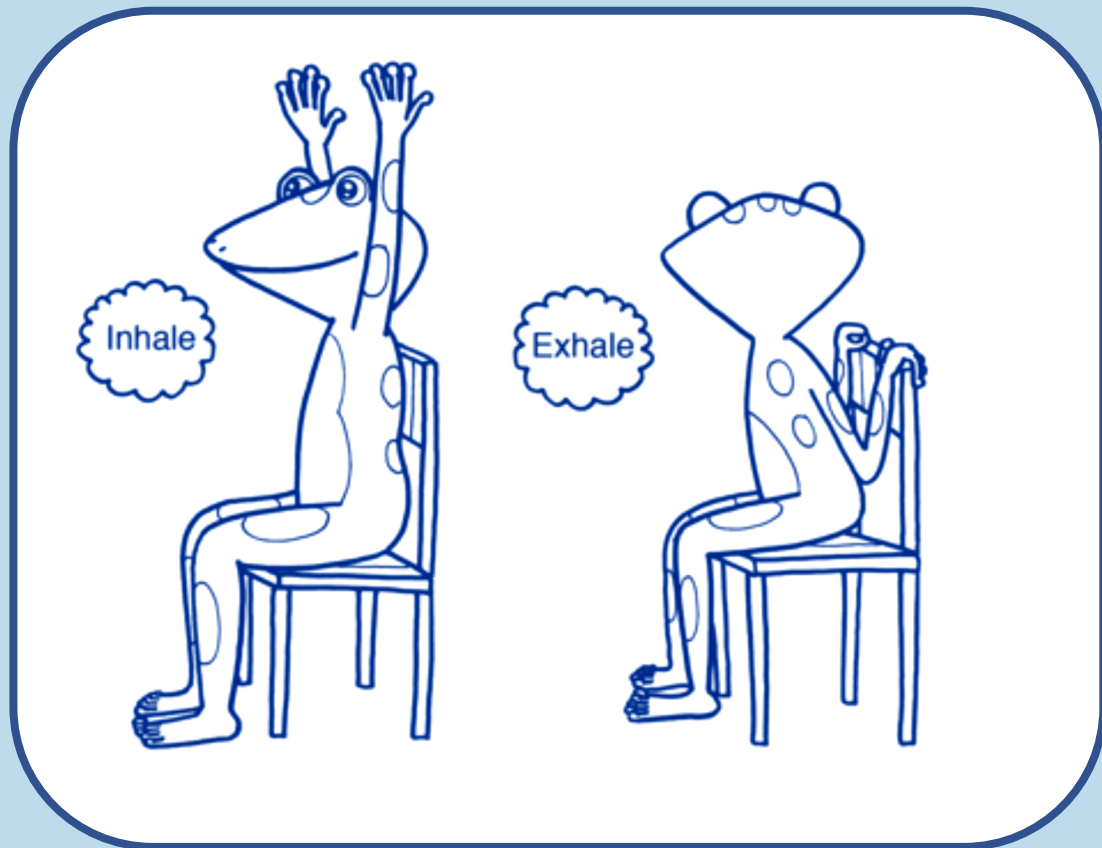


Educator Self-care



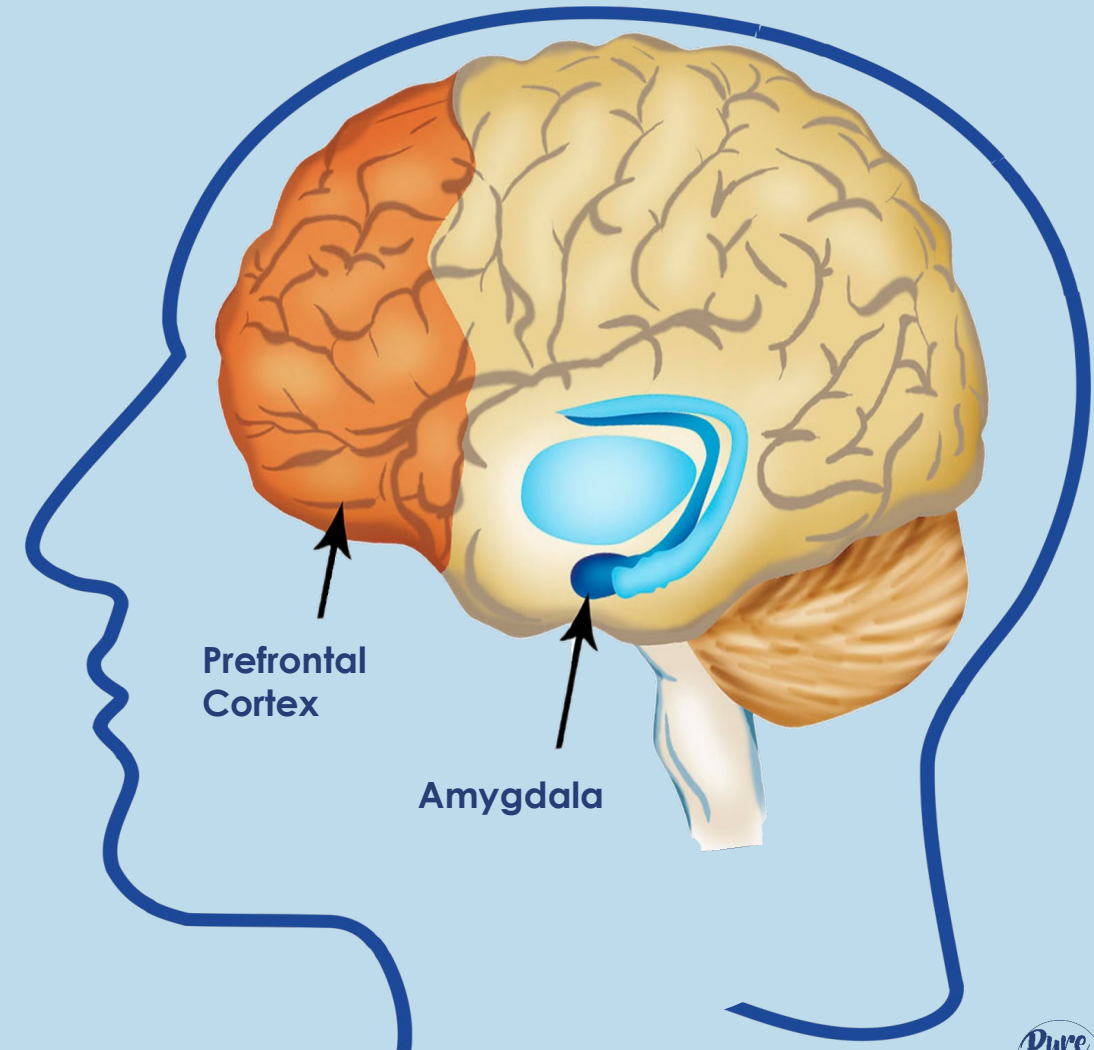


Engaging Activity: Chair Sunrise Twist



Neuroscience

- ❖ The rational part of the brain, the Prefrontal Cortex, isn't fully developed until age 25 or so.
- ❖ Adults think with the prefrontal cortex, the brain's rational part. This is the part of the brain that responds to situations with good judgment and an awareness of long-term consequences.
- ❖ Children, teens, and young adults rely on the amygdala to process information; the emotional part of the brain.



Neuroscience: Self-care & Vagal Tone



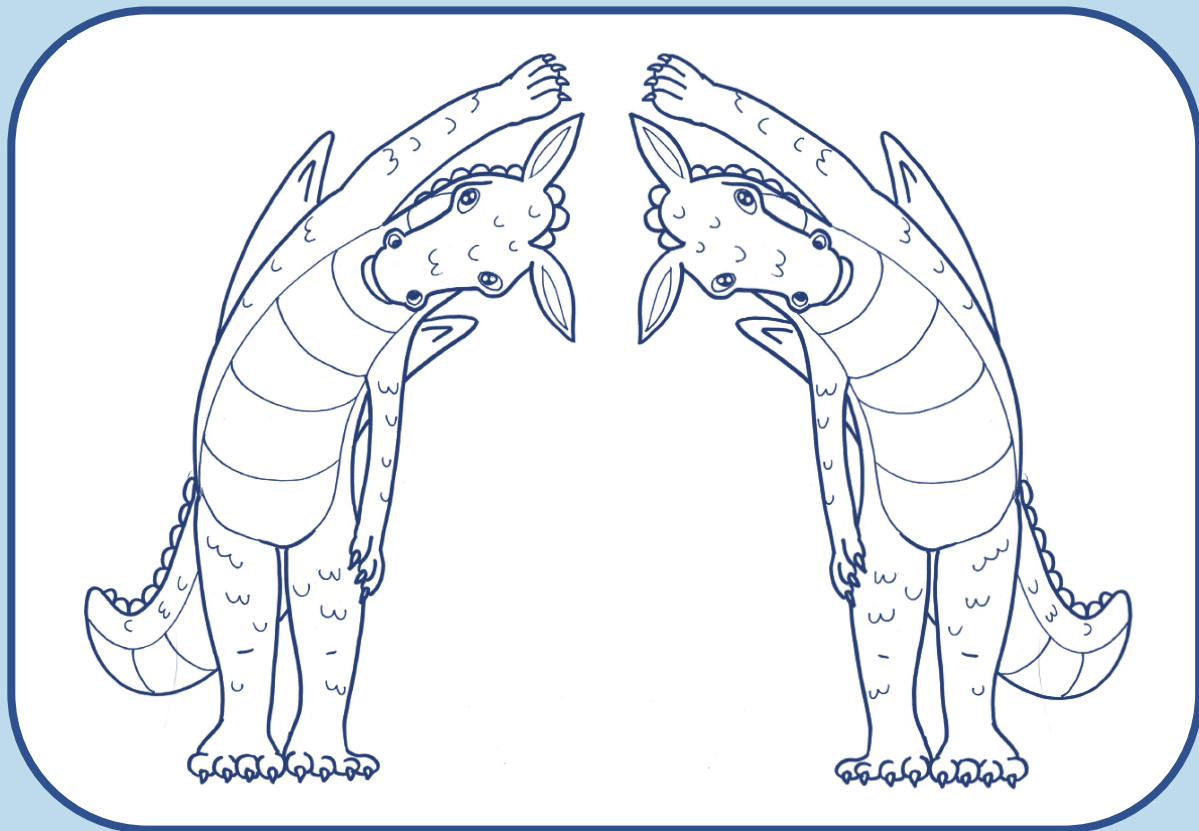
THE VAGUS NERVE

How to Hack Your Nervous System

The vagus nerve, the tenth cranial nerve, is the superhighway of the nervous system that connects the body and brain. We can tone the **vagus nerve** through deep breathing exercises.



Engaging Activity: Standing Half Moon



Bias

An inherent or learned prejudice against a thing, person, or group when compared with another.¹

Nearly all humans share a **negativity bias**, that is our tendency to hold on to or collect negative information in the form of **memories** or **impressions**.

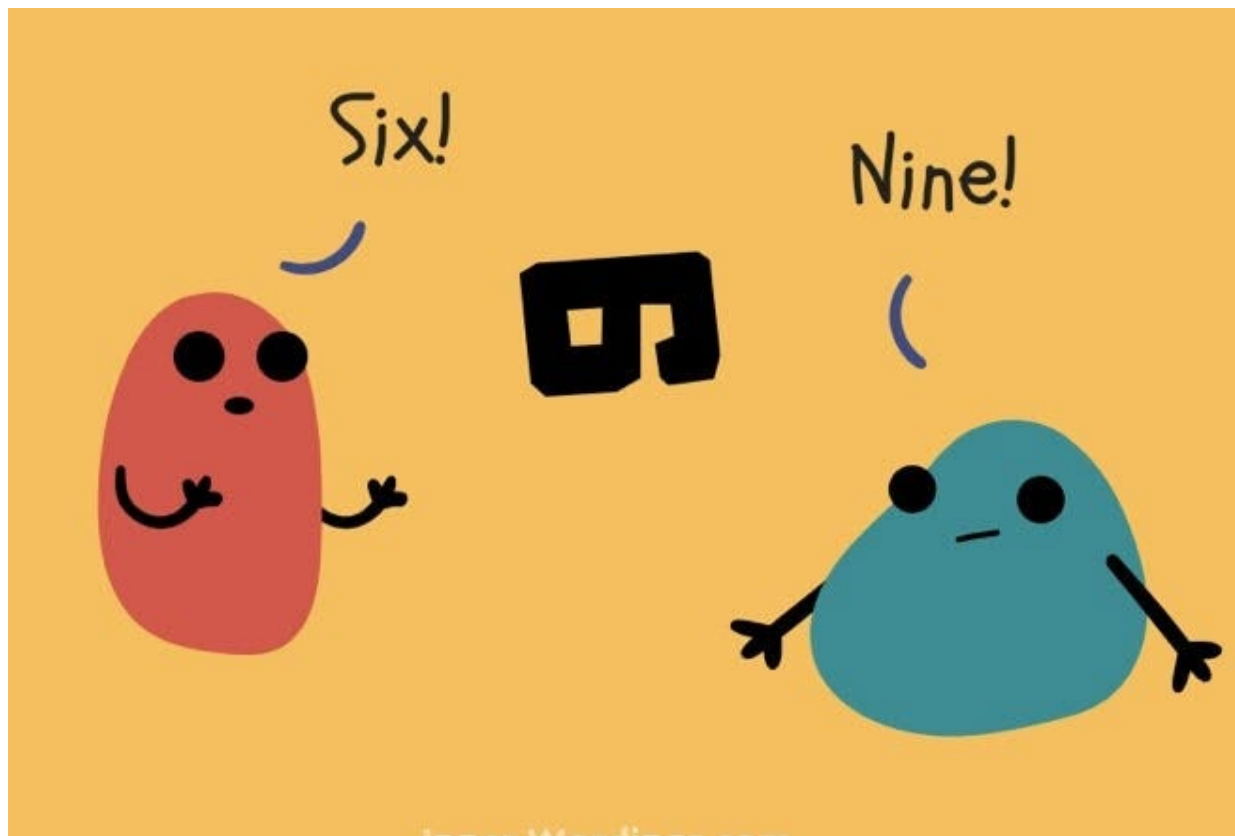




Image: <https://www.relevantinsights.com/blog/10-cognitive-biases>

Negativity Bias

Negativity bias can take the shape of:

- ❖ Excessive worry
- ❖ Anxiety
- ❖ Frustration
- ❖ Aggression
- ❖ Judgement

Sometimes it leads us to look for or expect danger.

Negativity Bias

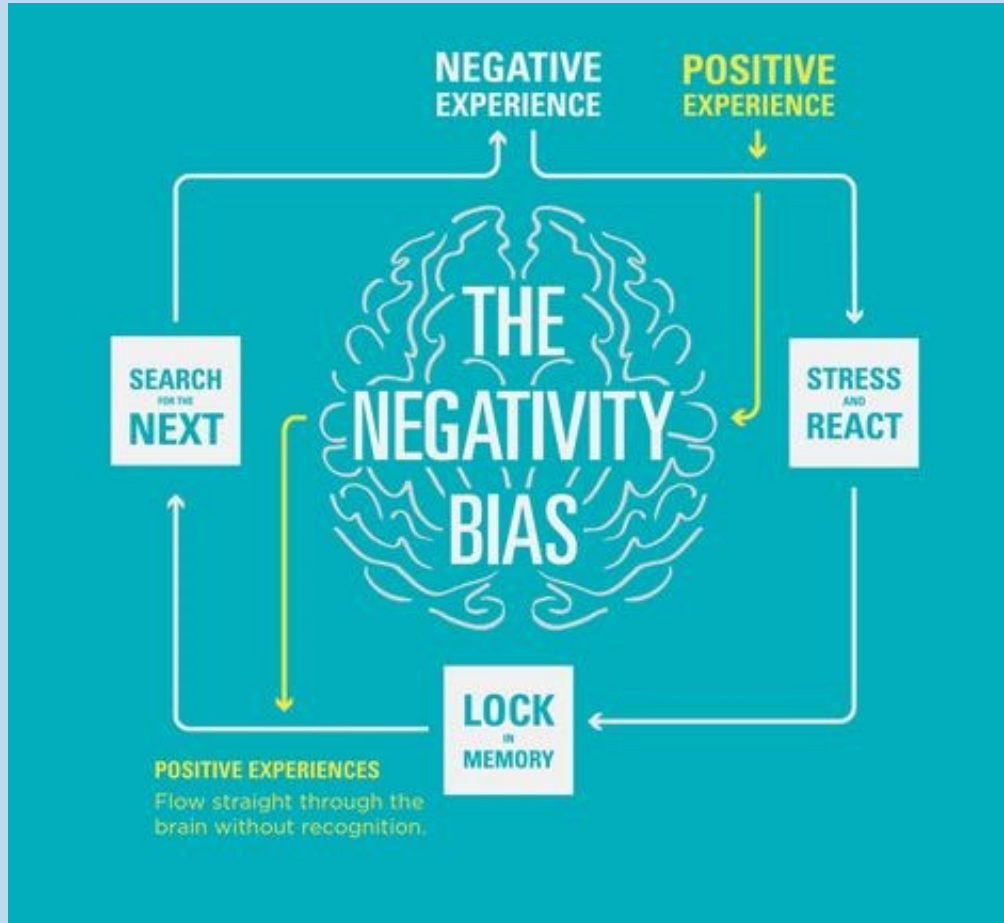
For example, studies have found that:

- **In a relationship**, it typically takes five good interactions to make-up for a single bad one.
- People will work much harder to **avoid losing \$100** than they will work to gain the same amount of money.
- **Painful experiences** are much more memorable than pleasurable ones.¹



¹: Hanson, Dr. Rick, Take in the Good, May 5, 2020.

Taking in the Good



“The brain is like Velcro for negative experiences and like Teflon for positive ones.”¹

That shades “implicit memory” – your underlying expectations, beliefs, action strategies, and mood – in an increasingly **negative direction**.

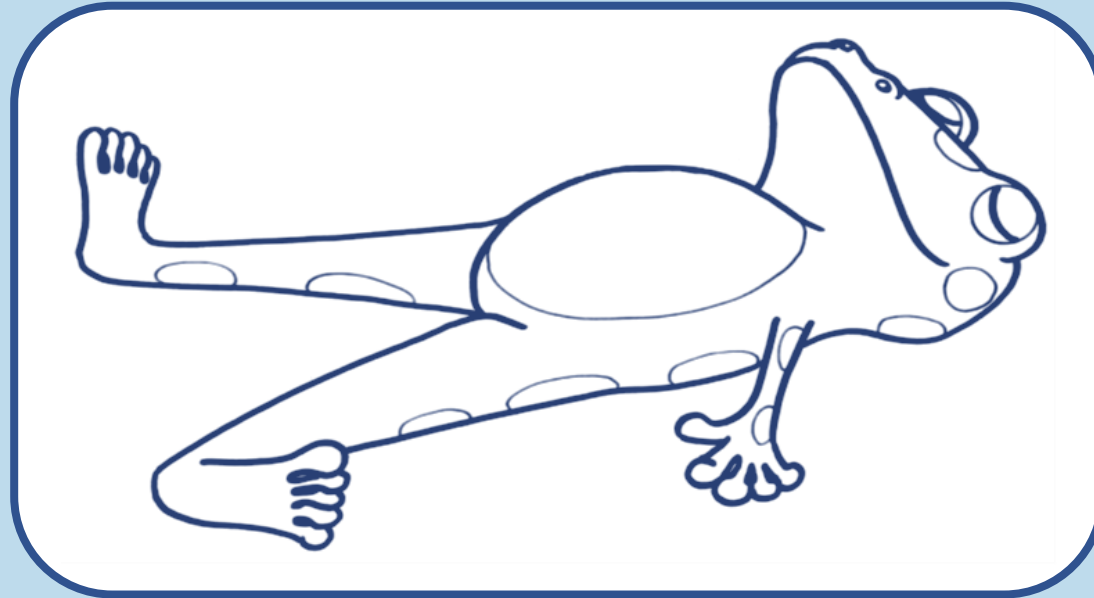
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“The three most important aspects of learning
–attention, focus, and memory–
are all controlled by our emotions,
not by cognition.”

~Marc Brackett

”

Optimistic Closure: Guided Rest / Body Scan



HEADSPACE: Mindfulness On Demand



Headspace is donating their app
to all Educators.

go.headspace.com/pureedge

Use your work email address



Pure Community

Please Note: You will receive a follow-up email within 24 hours of this session. This serves as your confirmation of attendance.

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