



Pure Community

Thank you for joining us!

Session 4: Educator Self-Care and Relationship Skills

Trainer: Erin Cooney

Director of Curriculum & Instruction

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. Remember to also sign up and register in your respective agency's system in order to earn credit hours.
4. If you'd like, grab a pen/pencil/paper to jot down your thoughts.



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Website: www.pureedgeinc.org
Email: getmoving@pureedgeinc.org



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Introductions



Respond to the poll
to tell us a little
about yourself.

Introductions

Erin Cooney

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*Director of Curriculum & Instruction,
National Trainer*



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: Think – Share



“All About Me”
The greatness I see
in me is...

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Welcoming Activity: Mindful Minute



Session Review



Social and Emotional Learning Competencies

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy
- *Integrating personal and socio-cultural identities*
- *Analyzing of beliefs, mindsets, and biases*
- *Social interdependence*

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others
- *Recognizing setting demands and opportunities*
- *Determining common social goals and interests*



- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills
- *Personal and collective agency*



Brain Breaks and Key Concepts



Breathe



Move



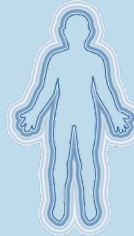
Rest

- ❖ Anchor Breathing
- ❖ Starfish Breathing or Take Five
- ❖ Even In - Even Out
- ❖ Alternate Nostril Breathing

- ❖ Stork
- ❖ Eagle – Chair & Standing
- ❖ Chair Cat/Cow
- ❖ Sunrise/Sunset
- ❖ Mountain/Chair Strength Sequence
- ❖ Standing Half Moon

- ❖ Mindful Listening
- ❖ STOP
- ❖ Guided Rest or Body Scan
- ❖ Taking in the Good

-
- ✓ *Allostatic Load*
 - ✓ *Body Awareness*
 - ✓ *Transformative SEL*



- ✓ *6 Critical Healing Factors*
- ✓ *Negativity Bias*
- ✓ *Taking in the Good*

Social and Emotional Learning (SEL) Competencies



- ❖ When we reflect on our existing views, assumptions, and perspectives, we employ components of two SE competencies: *self-awareness* and *social awareness*.
- ❖ Educators have control over view of self, students, school community, world, and how one acts on their perspectives.
- ❖ Educators and leaders who employ adult SE competencies are equipped to influence lasting changes to address inequities at the community, district, and State levels.

Learning Objectives

- ❖ Identify the **aspects of relationship skills**.
 - ❖ Experience **simple self-care strategies** throughout.
 - ❖ Describe SEL and its competencies with a focus on **relationship skills**.
-

Breathe



Move



Rest

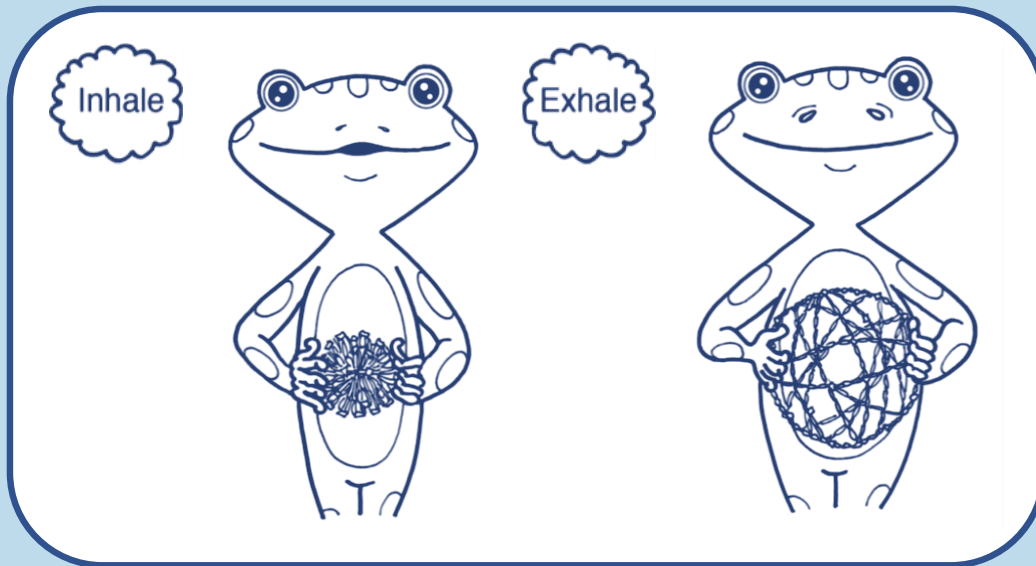


Self-Care Practice



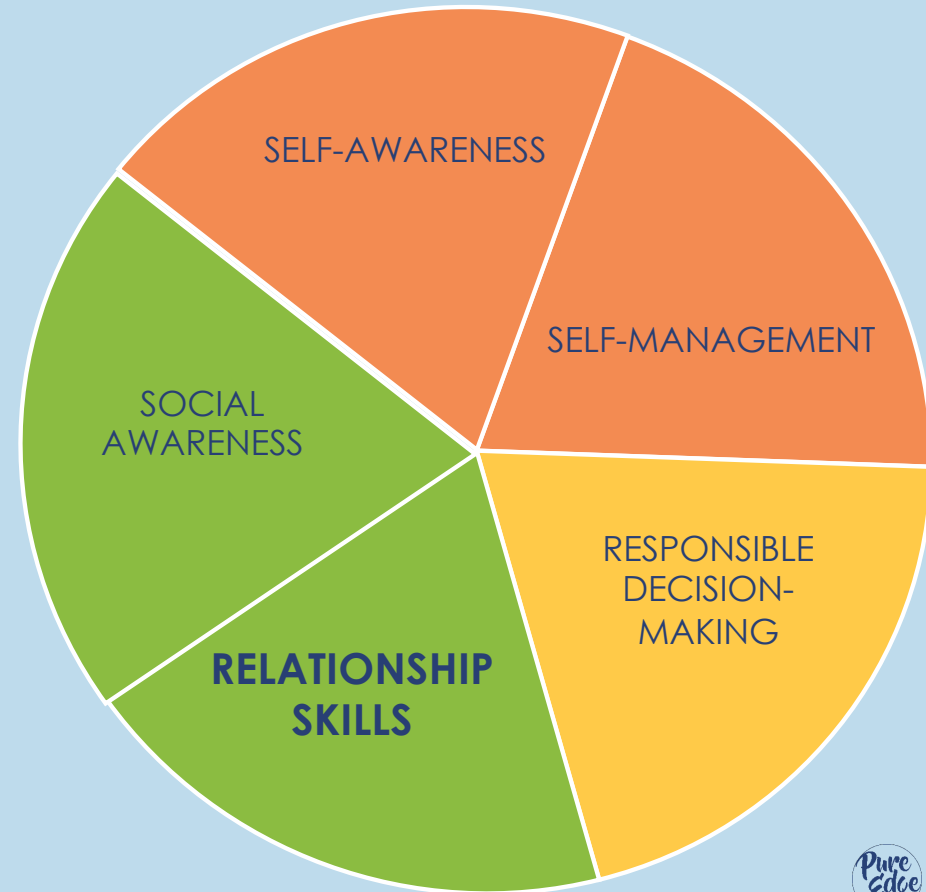


Engaging Activity: Breathing Ball

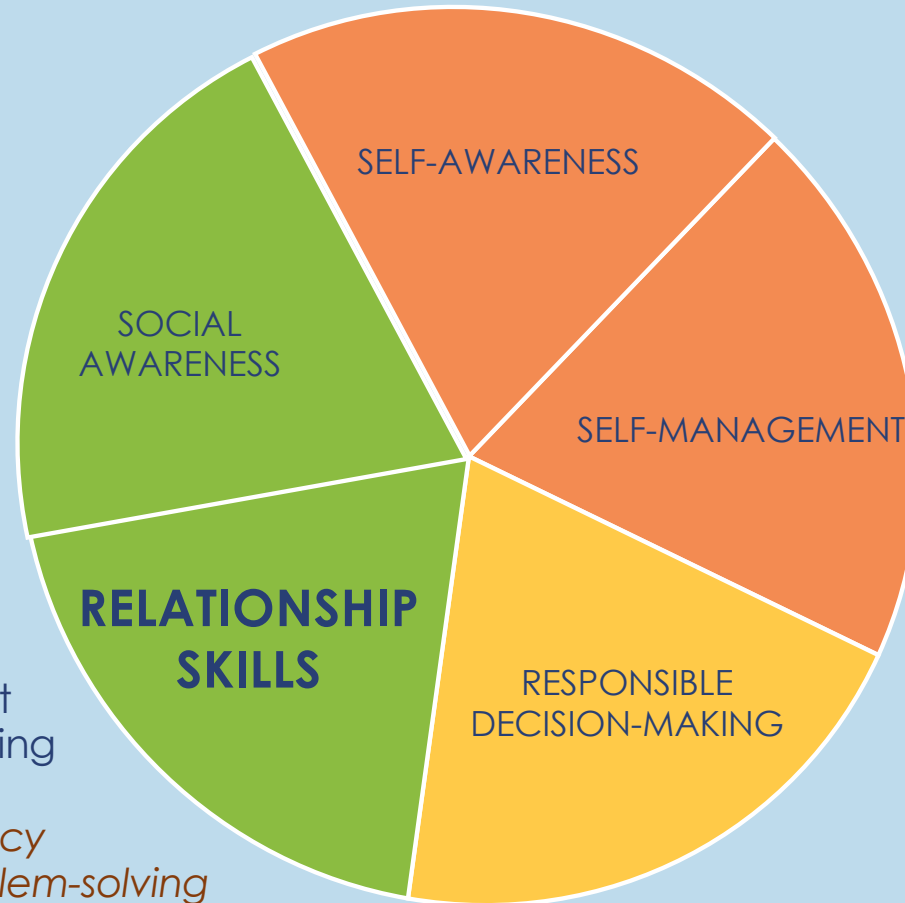


Social and Emotional Learning Competencies

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.



Social and Emotional Learning Competencies



- Communication
- Social Engagement
- Relationship – Building
- Teamwork
- *Cultural competency*
- *Collaborative problem-solving*

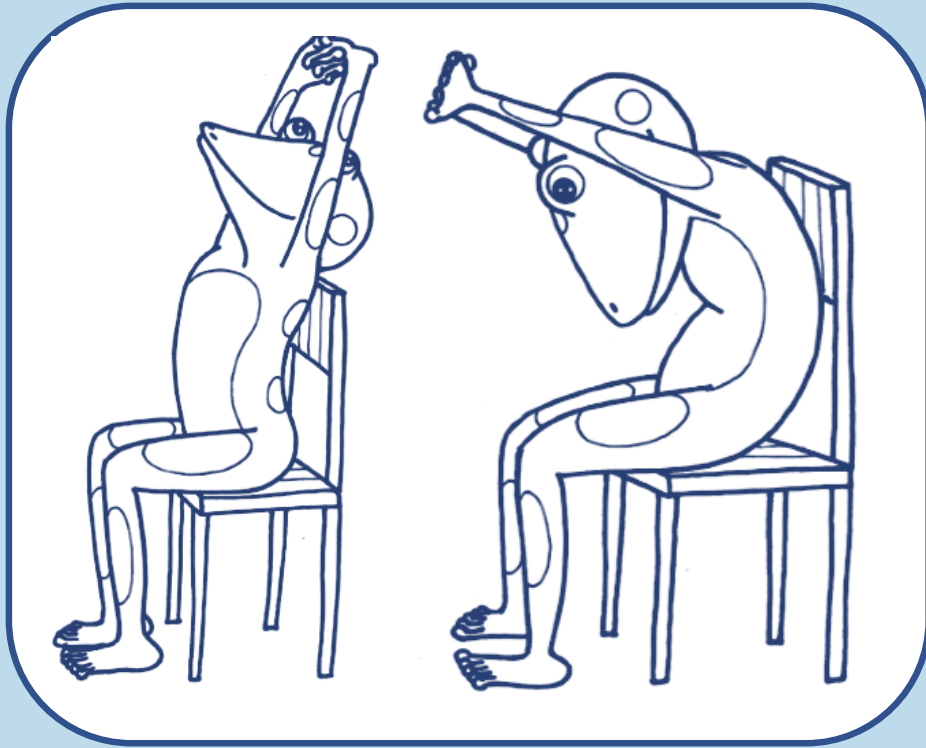


Relationship Skills and Self-care





Engaging Activity: Chair Cat/Cow



Relationship Skills and Self-Care

Why Focus on School Stress?

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



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

Sources (clockwise from 40-50%): Ingersoll, Merrill & Stuckey (2014); Greenberg, Brown, Abenavoli (2016); School Leaders Network (2014); Rentner, Kober, Frizzell, (2016); Alliance for Excellent Education (2014).



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Relationship Skills and Self-Care

Teacher Burnout

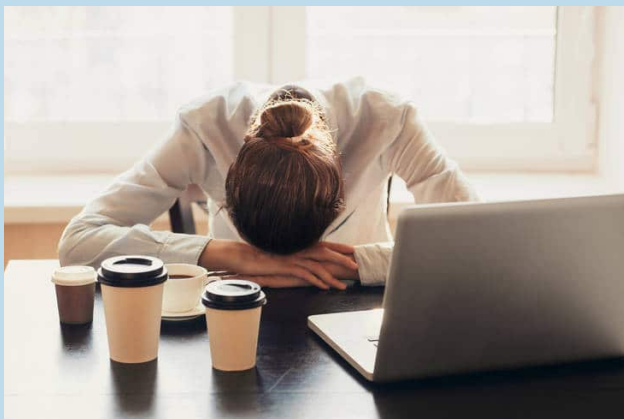


Disrupts relationships between schools and communities

Turnover happens most in poorly performing schools, leading to destabilization of low-income neighborhood schools.

Relationship Skills and Self-Care

Stress Is Contagious



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

Researcher **Kimberly Schonert-Reichl** urges educators to be aware of their own mindsets and to practice mental wellness exercises to reduce their stress levels.

www.tricitynews.com/news/stress-is-contagious-education-leaders-told-1.24030014
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Engaging Activity: Attitude of Gratitude



Relationship Skills

“

When we enjoy healthy social lives, we constantly exercise our social-emotional skills. We maintain connections that feed our senses of caring and being cared for. Some studies have even shown that there is a link between friendship and longevity.

”

<https://www.nytimes.com/2009/04/21/health/21well.html>

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Social and Emotional Learning (SEL) Competencies



- ❖ Reexamining our perspectives on the intersections between our sense of self and how society may view us and those around us, is fundamental to creating educational equity, for two reasons:
 - ❖ It allows us to consider the world from the viewpoint of someone different from us: *do the students in my classroom have similar opportunities and experiences that I did when I was growing up? If not, why?*
 - ❖ Reexamining perspectives can lead to action. We see the world differently, which prompts us to change. *My students have had different opportunities and experiences than me – how can I address and empathize with their needs?*

Human relationships are the essential ingredient that catalyze healthy development and learning.



- Sources: Griffiths, P.E., & Hochman, A (2015) Developmental systems theory. eLs 2, 1-7.
- Moore, D.S. (2015) The developing genome: An introduction to behavioral epigenetic.
- Witherington, D.C., & Lickliter, R. (2016) Integrating development and evolution in psychological science; evolutionary developmental psychology, developmental systems an explanatory pluralism. Human development, 59, 200-234.
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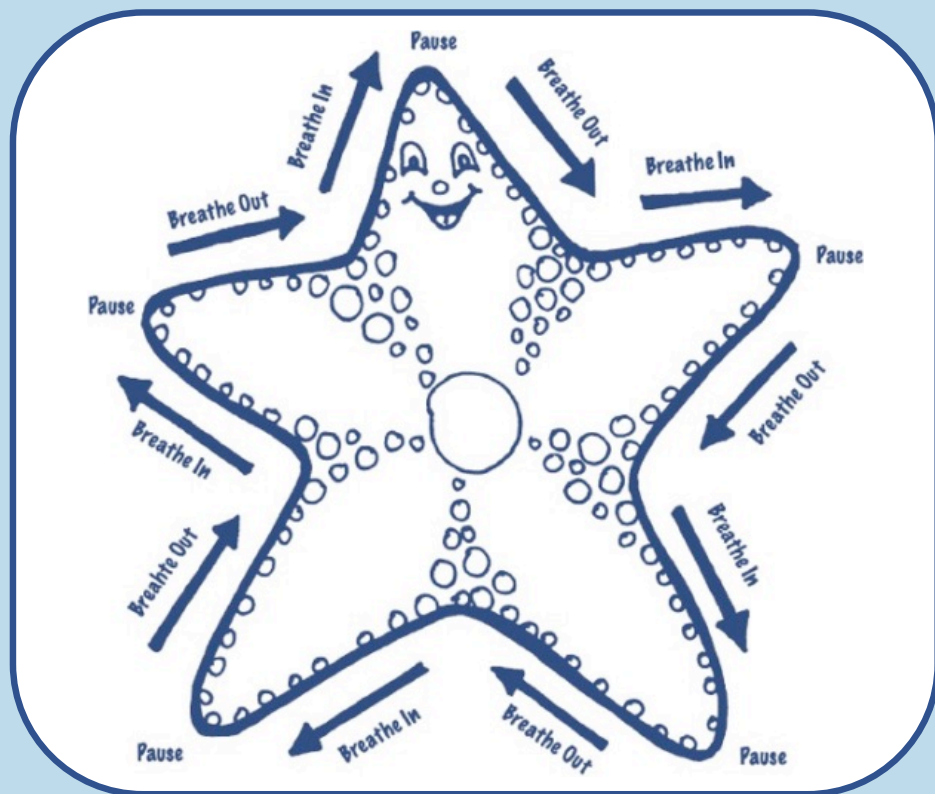


“The three most important
aspects of learning
–attention, focus, and memory–
are all controlled by our emotions,
not by cognition.”



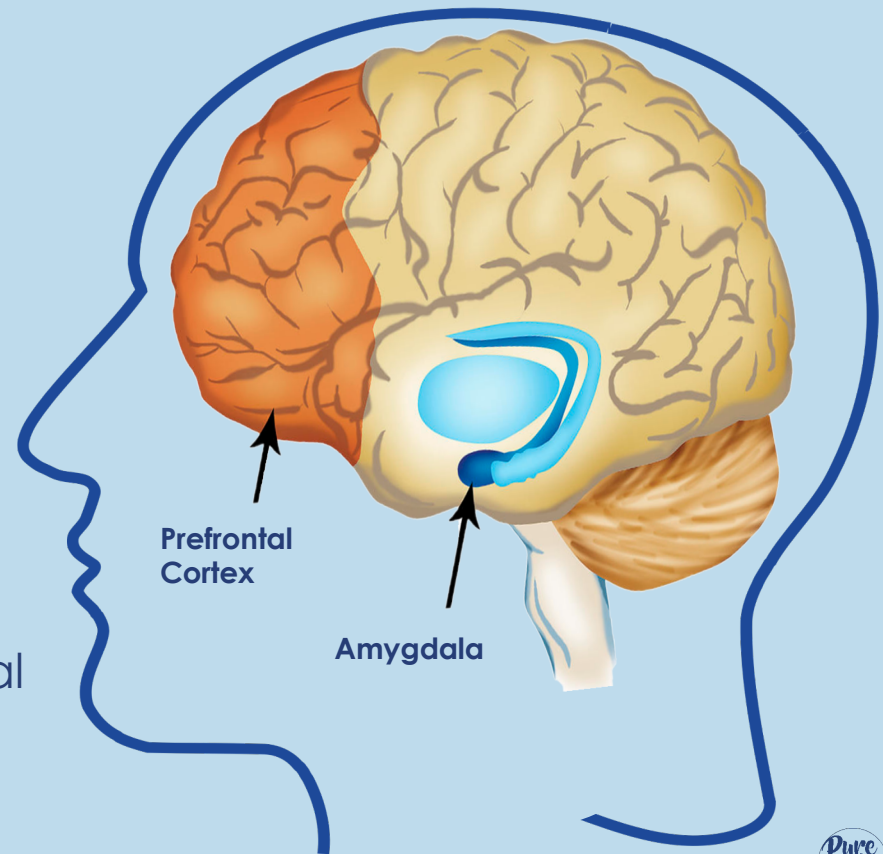


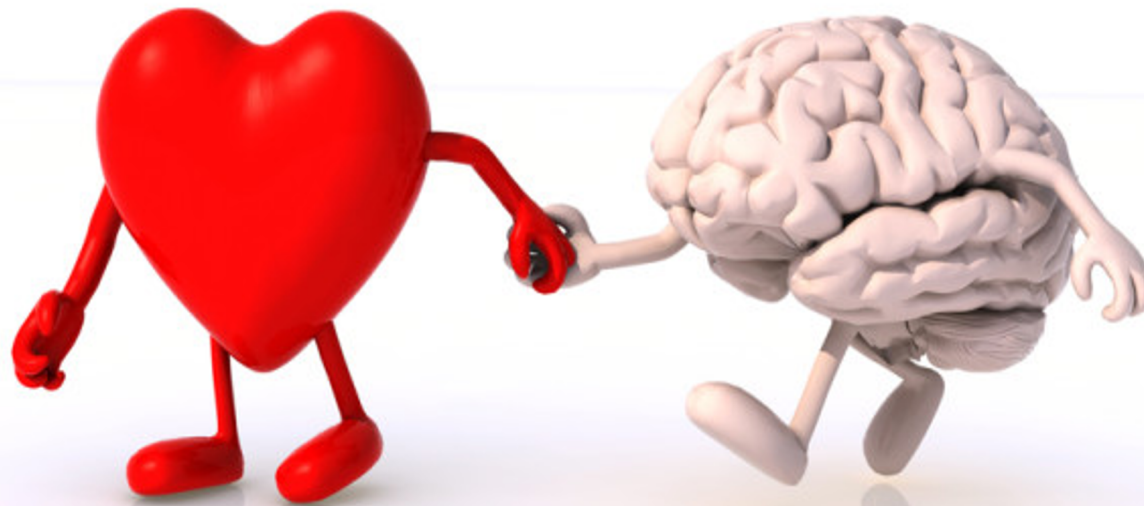
Engaging Activity: Starfish Breathing or Take Five



Relationship Skills and Self-Care

- ❖ 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.





Development is malleable. We can always learn new skills, from birth through adolescence & into adulthood, because the **brain** never stops growing & changing in response to experiences & **relationships**.

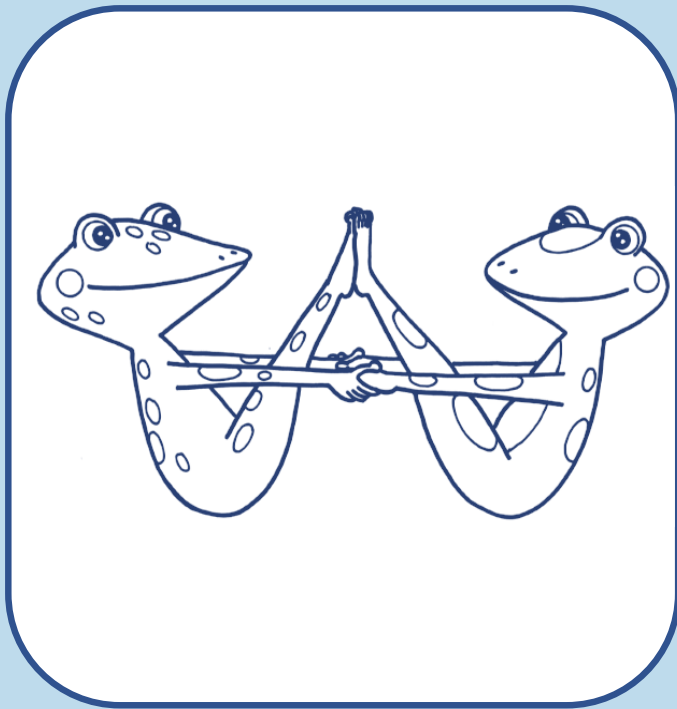
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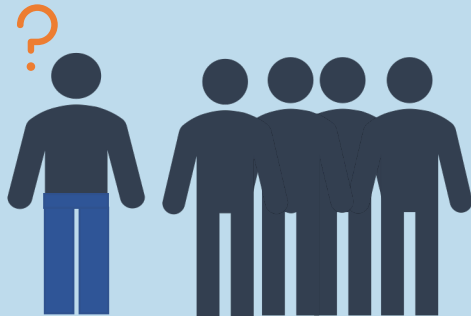


Engaging Activity: Connection



Relationship Skills and Self-Care

Belonging and Performance



Stereotype Threat (Steele)

When students have questions about their belonging, they search for cues to signal whether or not they fit in and are valued by others.

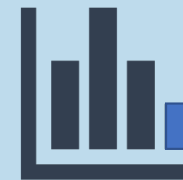


Resource Allocation

Resources otherwise used to focus on learning are instead used to figure out if they belong.

Role in Achievement Gaps

Because such questions undermine performance & are more common among underrepresented groups, they contribute to gaps.



Source: Mindset Scholars Network

Accessed 12/19/17 at <http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/What-We-Know-About-Belonging.pdf>



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Relationship Skills and Self-Care

How to Build Belonging

1. **Normalize** - Teach students questions of belonging and difference are normal and lessen over time
2. **Express Confidence** - Communicate confidence in students' capability to meet high standards along with critical feedback,

“this draft can be improved, I believe you can do it.”

Culture of Care practices foster social and personal conditions to increase belonging.

Source: Mindset Scholars Network

Accessed 12/19/17 at <http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/What-We-Know-About-Belonging.pdf>



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Relationship Skills and Self-Care

Culture of Care Tenets



Culture of Care

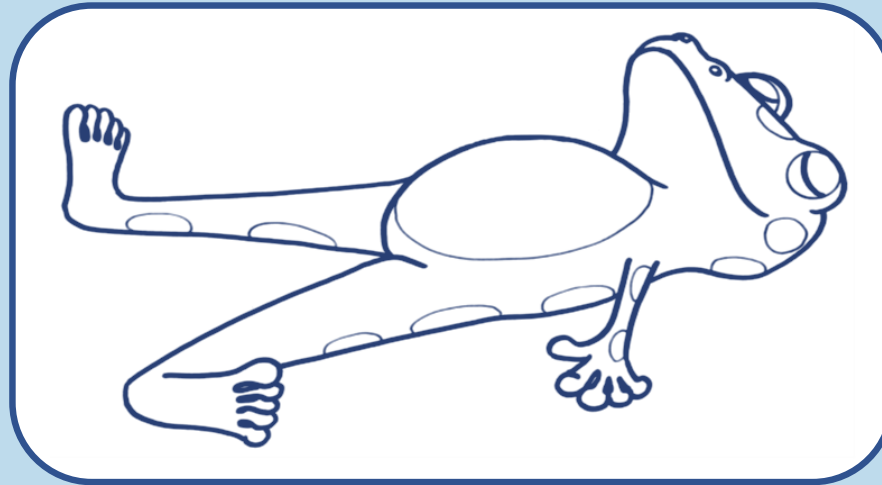
- SEL is integrated and sustained at the school and organization levels
- Begins with recognizing the need to care for self and one another
- Fosters communication and compassion for the challenges inherent in teaching and learning
- Recognizes differences and sees them as opportunities to demonstrate respect
- Offers and draws upon the concepts and skills we teach in Pure Power sessions

Relationship Skills and Self-Care





Engaging Activity: Guided Rest or Body Scan



Optimistic Closure: 7 Ways to Maintain Relationships During Distance Learning

1. Try to say hello frequently.
2. Maintain your morning meeting.
3. Reimagine check-ins.
4. Try snail mail pen pals, phone pals, or virtual turn and talk.
5. Use online tools like Google Classroom to create “virtual tables” for small-group discussions
6. Consider including parents.
7. Get kids to name and process their own emotions



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Evidence-Based Approach
Thoughtful Partnerships
Curriculum & Training



Online Curriculum

Log Out

+ MENU

•
breathe

•
move

•
rest



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