Cultivating Awareness and Resilience in Education

Developers

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www.care4teachers.com
* Explore self-care

* Learn some of the Mindfulness Practices

* Relax and Enjoy.
Being Here – 3 Breaths
Setting Intention
Cultivating Awareness & Resilience in Education
The Prosocial Classroom:
A Model of Teacher Social and Emotional Competence and Classroom and Child Outcomes

Healthy Teacher/Student Relationships

Healthy Classroom Climate

Effective SEL implementation

Effective classroom management skills

Student Social, emotional & academic outcomes

Teachers’ Social & Emotional Skills & Well Being

School/Community Context Factors

Jennings & Greenberg, 2009
The Burnout Cascade

1. Emotional Exhaustion
2. De-personalization
3. Lack of Accomplishment

50% leave within first 5 years of teaching (NEA, 2006)
CARE for Teachers Objectives

• Promote well-being and develop greater awareness and presence through practicing mindfulness
• Understanding and awareness of our emotions
• Understanding the important roles emotions play in teaching and learning
• Generate and sustain our deep commitment to caring for others and ourselves
• Enhance joy of teaching
What does mindfulness mean to you?
What is mindfulness?
Jon Kabat-Zinn

Paying attention, in a particular way, on purpose, in the present moment, non-judgmentally. – 1990

Open-hearted, moment-to-moment, non-judgmental awareness. – 2005

Mindfulness in everyday life is the ultimate challenge and practice. – 2011
Breath Awareness
Core Components

Mindfulness practices

- 3 Breaths
- Basic Breath Awareness
- Intention
- Body Scan

Awareness of emotions

- Understanding Social Emotional Learning (SEL) as the foundation for emotional health
- The 4Rs: Respect, Recognition, Regulation, Responsiveness
- Emotions and the brain

Empathy and compassion for self and others

- Mindful Listening, Caring Practice, Role Plays
Mindful Listening

“Our listening creates a sanctuary for the homeless parts within another person”

“When you listen generously to people they can hear the truth in themselves, often for the first time.”

Rachel Naomi Remen
Mindful Listening
What makes you happy?

With a partner, share things that makes you feel happy.
(2 minutes each)

1. Decide who talks first
2. Center/ground yourself
3. Switch
4. Center/ground yourself
5. Discuss this experience

Intentions
• Open hearted
• Non-judgmental
• Fully present
What does **self-care** mean to you?

What does **self-care** look like for you?
The Teaching Tree

Technique

Curricula

Classroom Presence

Inner Resources
Emotions

- Respect
- Recognition
- Responsiveness
- Regulation
ELLY! DON'T USE MY TOOL KIT IF YOU CAN'T REMEMBER TO PUT THINGS BACK!

MICHAEL, YOU CLEAN UP THIS ROOM OR I'LL GIVE EVERYTHING YOU OWN TO THE GOODWILL!

GIMME THAT BOOK, LIZZIE — IT'S MINE!

BLAH!!
Body Scan
CARE Program: Models of Implementation

- Yearly 4 day retreat at the Garrison Institute
- 4 Sessions
  - Friday Evening/ Saturday
  - Friday Evening/Saturday (2 weeks later)
  - half day booster
- 3 day model locally
- Implementing CARE over several months, using professional development days
- Online support
- Sustainability plan
Research Results

Compared to a control group, the CARE group showed significant improvements in the following domains:

Better Emotion Regulation
- Increase in Reappraisal
- Reduction in Suppression

Fewer Daily Physical Symptoms

Higher Efficacy In Teaching:
- Instructional Efficacy
- Student Engagement Efficacy
- Total Efficacy
Results

- **Lower Feelings of Time Urgency** – General Hurry
- **Lower Burnout** – Increased Personal Accomplishment
- **Higher Mindfulness** – Observing Non-reacting
NYC Results

**Teacher**
- Decreased sense of Time Urgency
- Increased Mindfulness
  - Observing
- Increased Well-being
  - Lowered Anxiety
  - Lowered Depression
  - Increased positive affect
- Increased Emotion Regulation
  - Reappraisal

**Classroom**
- Increased Positive Climate
- Increased Teacher Sensitivity
- Increased Productivity
Teachers trained in CARE showed continued benefits one year later in psychological distress, mindfulness and adaptive emotion regulation.

“CARE has given me the tools and skills to be more calm and centered. In a particular situation, I can act in response to what is needed in the moment, rather than reacting to it…”

“I think the big thing was realizing that what I’m feeling is ok and being ok with that. And being able to say it’s ok to be exhausted, it’s ok to feel stressed, it’s ok to get angry, it’s ok to get depressed or whatever. And then to realize it’s ok to treat yourself better, to take that time for yourself…”

– CARE participants

More testimonials www.createforeducation.org
Q & A

Thank You
Christa Turksma

“Mindfulness in everyday life is the ultimate challenge and practice.”

~ Jon Kabat-Zinn
Caring Practice