

CARE

Cultivating Awareness and Resilience in Education

Developers

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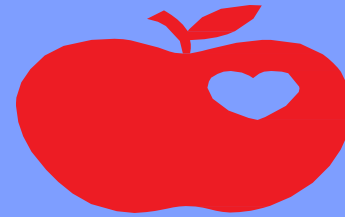
www.care4teachers.com

- * Explore self-care
- * Learn some of the Mindfulness Practices
- * Relax and Enjoy.



Being Here – 3 Breaths Setting Intention





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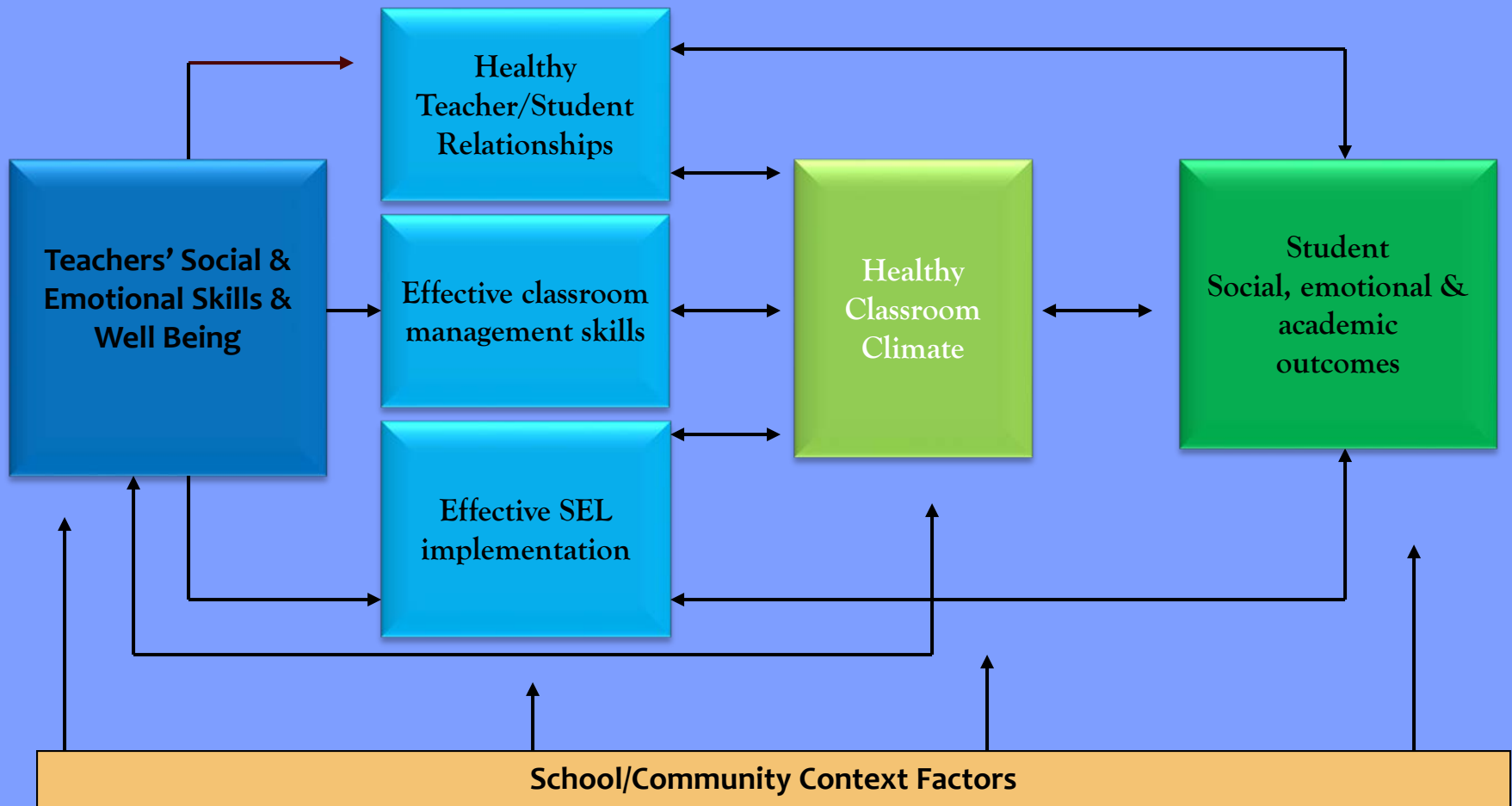


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Createforeducation.org

The Prosocial Classroom:

A Model of Teacher Social and Emotional Competence and Classroom and Child Outcomes





The Burnout Cascade

Emotional Exhaustion



De-personalization



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

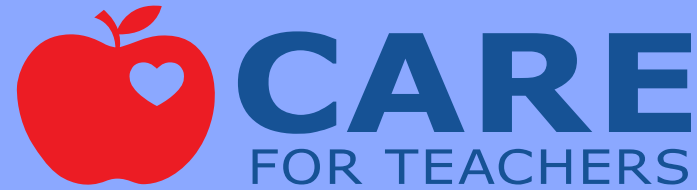
Open-hearted, moment-to-moment, non-judgmental awareness. – 2005

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.

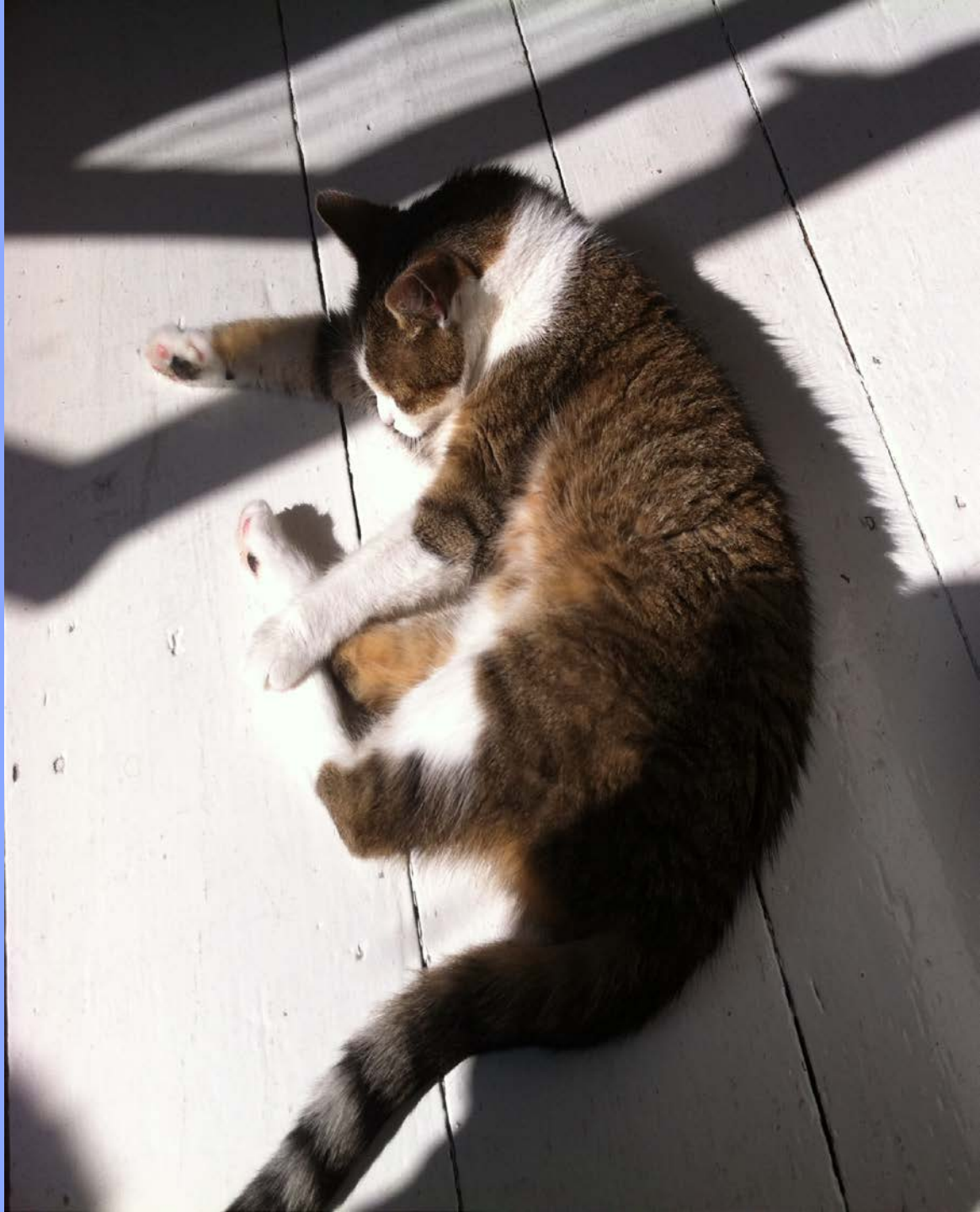
(2 minutes each)

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***

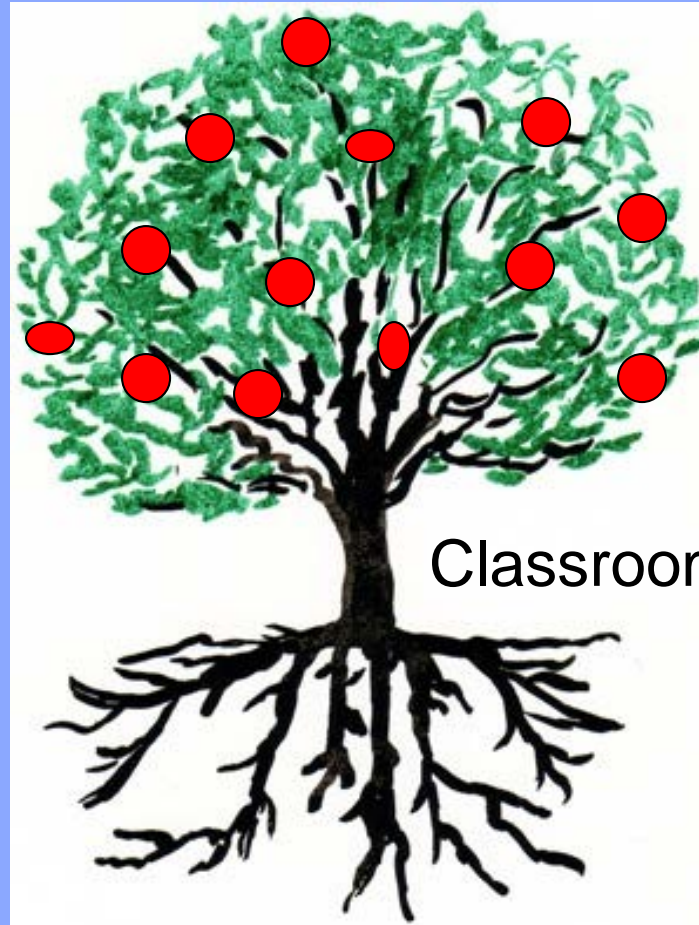
What does
self-care
mean to you?

What does
self-care
look like for you?



The Teaching Tree

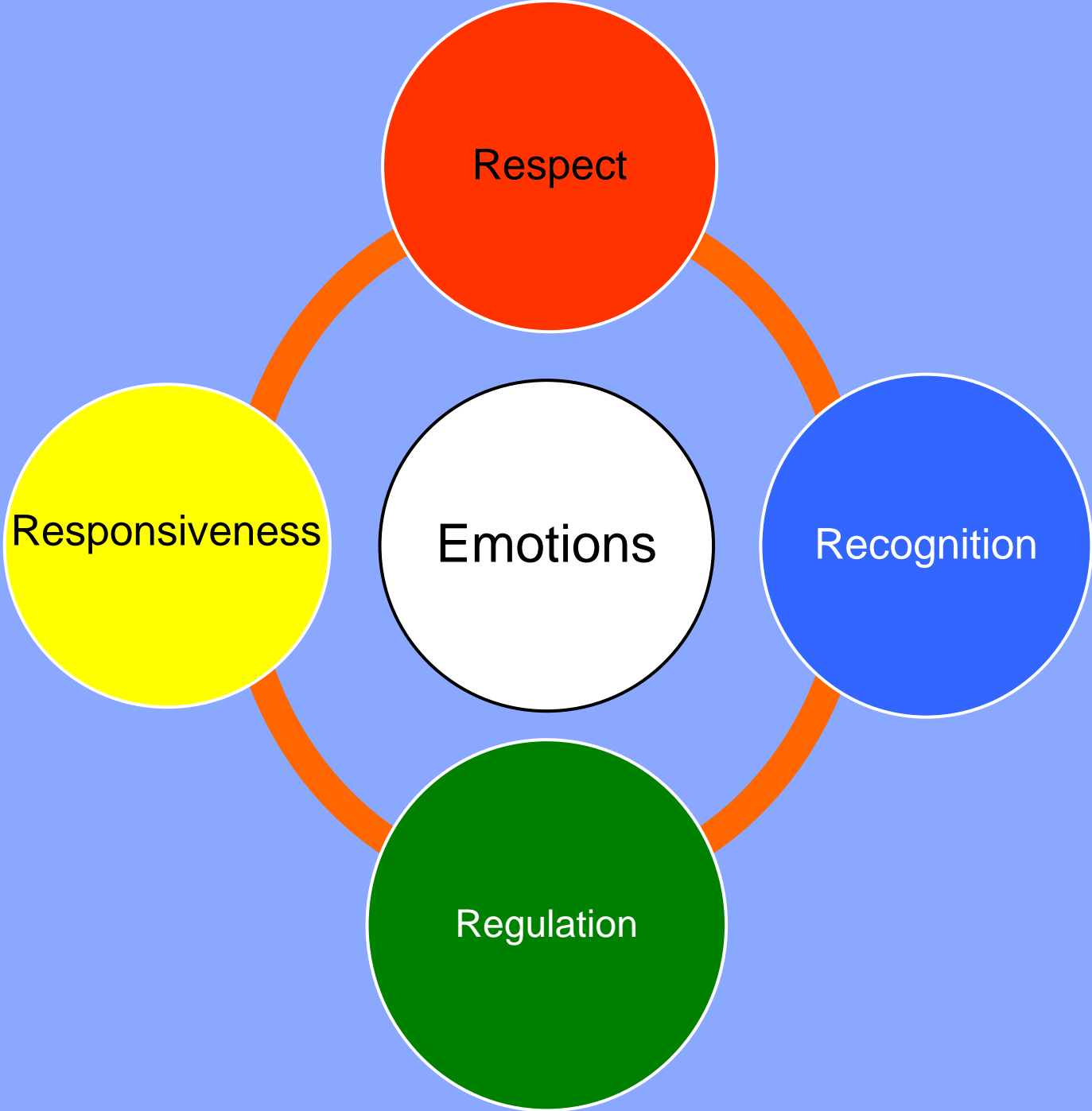
Technique



Curricula

Classroom Presence

Inner Resources



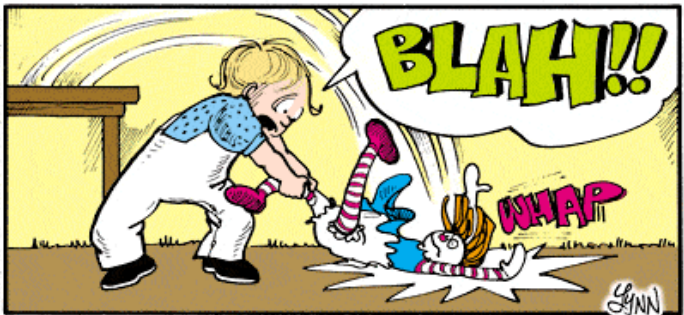
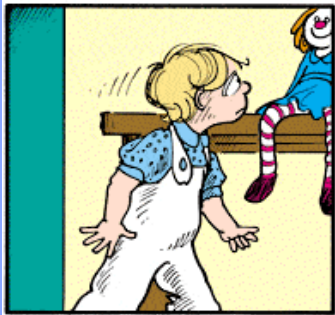
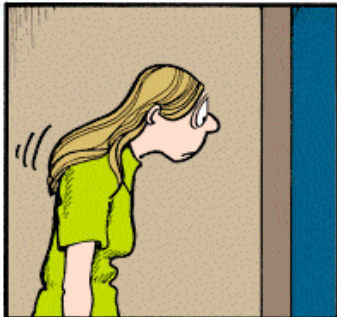
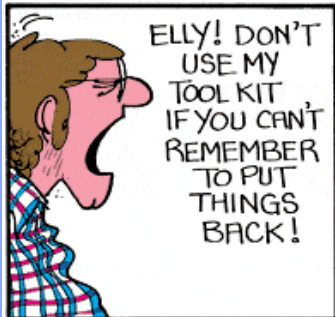
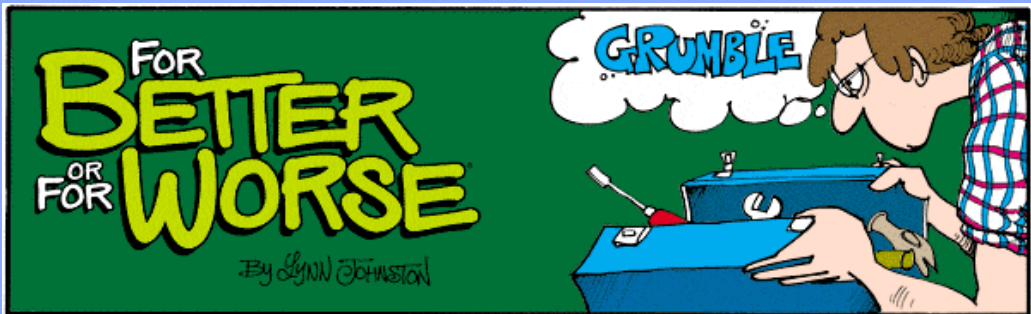
Respect

Emotions

Recognition

Regulation

Responsiveness



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



Outcomes

- Teachers trained in CARE showed continued benefits one year later in psychological distress, mindfulness and adaptive emotion regulation

Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., Rasheed, D., DeWeese, D. DeMauro, A. A. & Greenberg, M. T. (April, 2017). The long-term effects of the CARE for Teachers program on teachers' wellbeing and classroom quality: Results from a randomized controlled trial. In (R. Roeser, Chair) Teacher, classroom and student impacts of teacher mindfulness programs in elementary and middle school settings. Symposium presented at the American Education Research Association Annual Conference, San Antonio, TX.



“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

