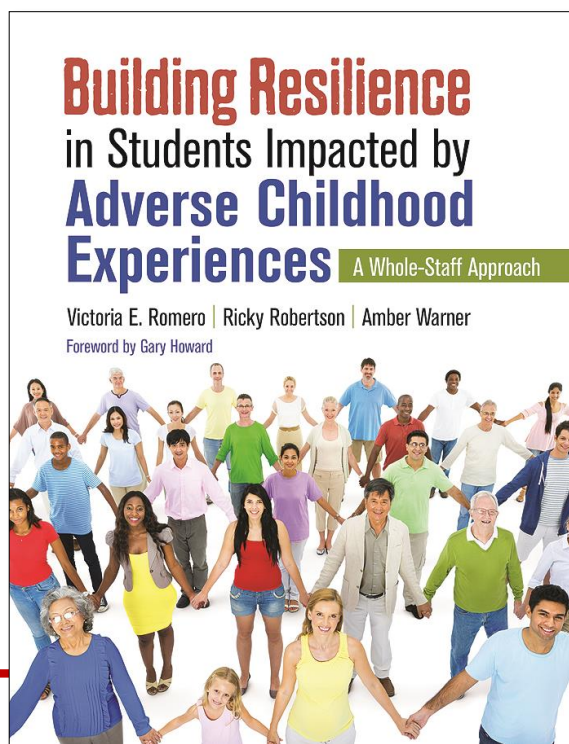


# Welcome!



# Building Resilience

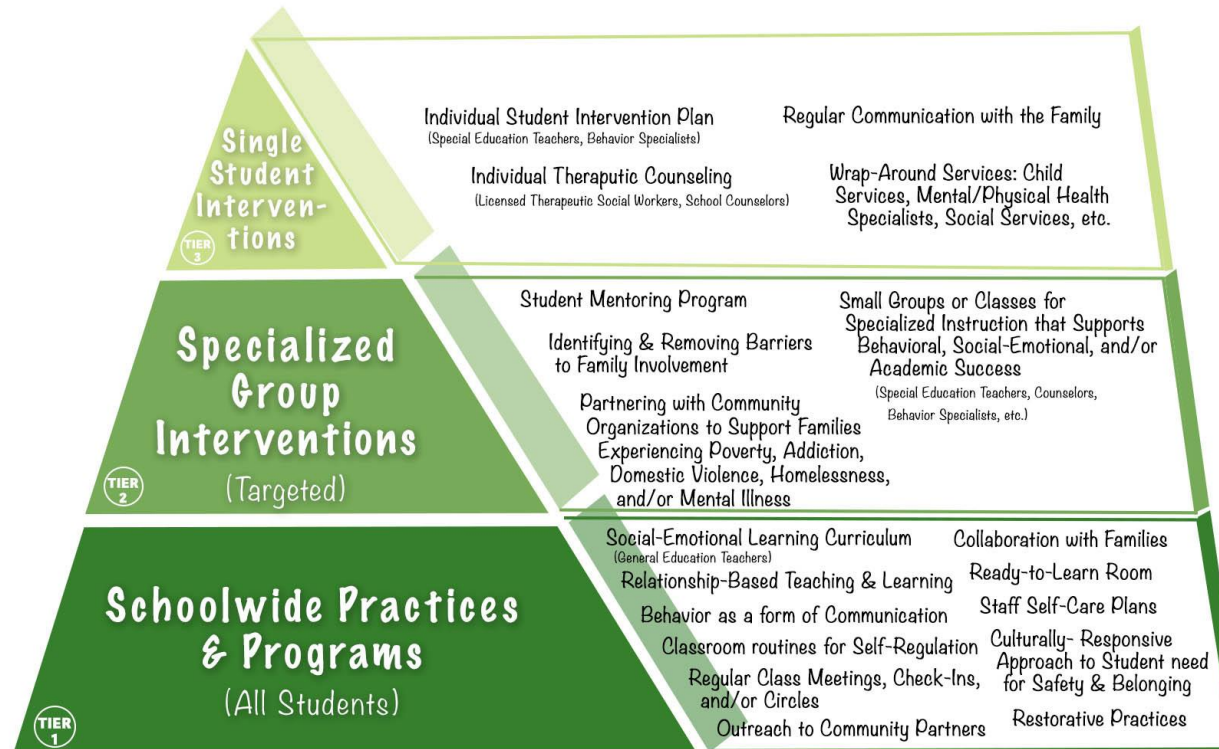
with Ricky Robertson

@Teach4Trust



Ricky Robertson   Dr. Nadine Burke Harris   Victoria Romero   Amber Warner  
CA Surgeon General

# Building Resilience: Integrated Systems of Support



Educator Resilience

Trauma-Informed

Social-Emotional Learning

Restorative Practices

Culturally Responsive Teaching & Leading

## Building Effective Systems

### Collective Teacher Efficacy:

A belief and a process shared among teachers that they can improve student outcomes (learning, behavior, social-emotional, etc.). Collective efficacy is also be task-specific.

Build Resilience by implementing effective systems (teams and teamwork) that **build teachers' self and collective efficacy** to address the **behavioral and social-emotional needs** of their students, in ways that are **trauma-informed** and **culturally responsive**.



# The Four R's: Guiding Principles

Guiding Principles for COVID-19 & Beyond			
Guiding Principle	Staff	Students	Families
Routines			
Relationships			
Regulation			
Responsive Trauma-Sensitive Systems of Support (MTSS)			



# Learning Intentions

## Participants will:

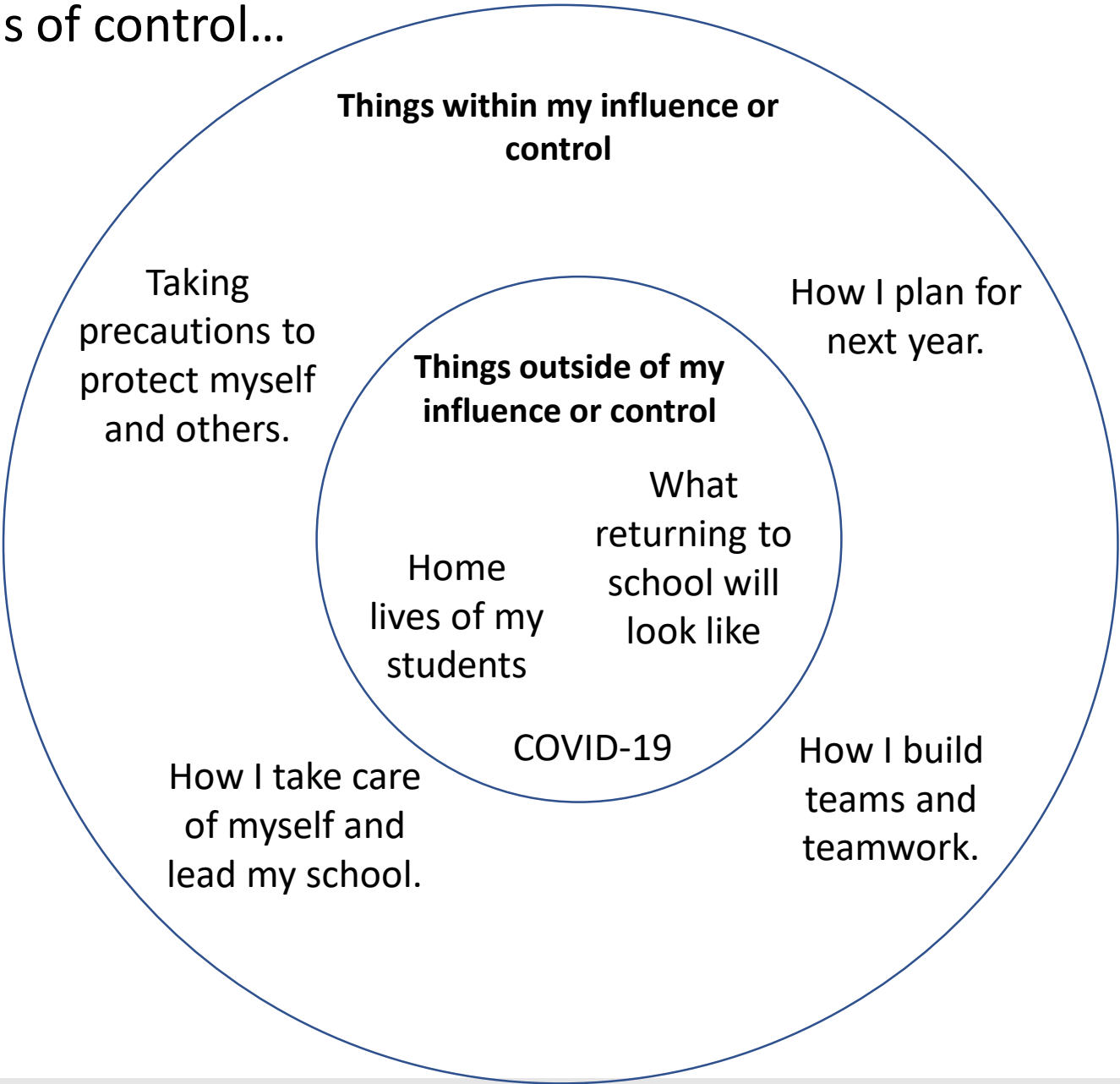
- ***deepen*** their understanding of the prevalence and impact of ACEs and trauma.
- ***expand*** their capacity to foster resilience and success for their students and themselves.
- ***explore*** the relationship between equity, trauma-informed practices, social-emotional learning, and restorative justice practices.
- ***be introduced*** to culturally responsive practices to support the behavioral, social-emotional, and academic success of all students, especially those impacted by ACEs and trauma.
- ***develop*** next steps to implement a multi-tiered trauma-informed framework in their schools.

# Success Criteria

To maximize the results of the PD, participants will need to be able to:

- *view **behavior as a form of communication** and respond in ways that address students' needs for safety, belonging, and feeling valued.*
- *teach and lead in ways that **affirm** students in their cultures and identities.*
- *practice self-care & engage in building-wide efforts to support **educator resilience**.*
- *advocate for the implementation of **restorative practices** that build community, restore relationships, and repair harm.*
- *identify bias-based beliefs, practices, policies & take action to **transform** them.*
- *complete a school self-assessment to identify **next steps**.*

# Determining your locus of control...





For once,  
Don't Do It.



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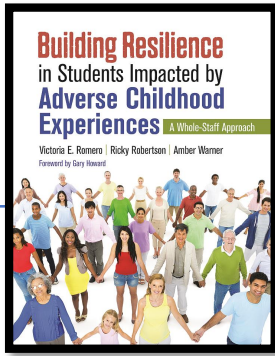


ON-SITE PD



ONLINE

 CORWIN



## Put On Your Own O2 Mask Before Helping Others

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**Self-CARE builds our Innate Resiliency**



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# Educators' Emotional Needs

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## The 2017-18 Yale Center for Emotional Intelligence and New Teacher Center Study

7000 public and private school educators in sample

**Public school teachers' feelings**

**frustrated, overwhelmed, stressed**

**Private school teachers' feelings**

**frustrated, joyful, excited**

# Why Educators' Emotions Matter

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**Attention, memory, and learning.** Joy and excitement harness attention and promote greater engagement. Boredom and stress disrupt concentration and interfere with learning new things.

**Decision-making.** People in pleasant moods tend to evaluate individuals, places, and events more favorably compared with people in unpleasant moods. Pleasant moods also tend to enhance mental flexibility and creativity.

**Relationships.** Emotions are signals. The emotions that teachers feel each day in class influence teacher-student bond. Teachers who display frustration and anger often alienate students, and that can influence students' sense of safety and belongingness in the classroom and their ability to learn.

**Health and well-being.** How we feel influences our physical and mental health. Positive moods are associated with higher levels of serotonin, which has been shown to curb one's appetite. Pleasant emotions, in general, provide health benefits, including greater resilience.



## Common Symptoms of Compassion Fatigue:

- Exhaustion
- Reduced Empathy/Sympathy
- Irritability & Impatience
- Poor Sleep
- Dreading Work
- Reduced ability to feel pleasure and joy
- Hypersensitivity
- Work/Life Imbalance
- Anxiety & tension

# **Phases of Burnout: Freudenberger & North**

- Excessive Ambition
- Push Yourself to Work Harder
- Neglecting Personal Needs
- Displacement of Conflict
- Changes in Self-Worth
- Denial & Blame
- Social Withdrawal
- Obvious Behavior Change
- Confusion of Identity
- Inner Emptiness
- Depression
- Mental/Physical Health Impairments



# Are compassion fatigue and/or burnout barriers to collective efficacy in my school?



- Reluctance to new things
- “Looking for things to fail”
- Refusal to participate or “Presenteeism”
- Inequitable collaboration
- Workplace Bullying
- Chronic Absenteeism
- Turnover

## Stress Relief

Favorite Foods/Drinks

Netflix

Watch or Play Sports

Call a Friend to “Vent”

Take a Break

Shopping

Arts & Crafts

Exercise  
Rest  
Meditation  
Journaling

## Building Resilience

Sleep

Healthy Diet

### **Boundaries**

Expressing Needs

Making a List/Plan

Supportive Relationships

Spiritual and/or Recovery  
Communities

Therapy and/or Medical Care



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# Staff Self-Care Plans (pg. 25)



PUT ON YOUR OWN OXYGEN MASK BEFORE HELPING OTHERS 25

**Sample template: My Self-Care Plan, AKA Put on My Oxygen Mask First**

I. I enjoy my profession because:

II. I want to take care of myself because:

III. When frustrated or upset at work, my critical friend(s) will:

IV. My socioemotional needs at work are:

Physical Health—Based on my annual physical check-up, at work I will:	Physical Health—At home, I will:
Mental Health—For my sanity's sake, at work, I will:	Mental Health—At home, I will:
Emotional Health—At work, I need:	Emotional Health—At home, I need:

*“Self-care is **never** a selfish act - it is simply good stewardship of the only gift I have, the gift I was put on earth to offer others. Anytime we can listen to true self and give the care it requires, we do it not only for ourselves, but for the many others whose lives we touch.”*

*Parker J. Palmer*

*Let Your Life Speak: Listening for the  
Voice of Vocation*



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**CORWIN**

Staff meeting  
openers

Team/class  
meetings

Staff bulletins

Parent calls;  
newsletter

## Bitesize Resiliency by Dr. Bryan Sexton

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### Three good things

You at your best

Gratitude letter

Act of kindness

Signature strengths

Resiliency writing

Active listening

Storytelling

Affirmations & quotes

Humor



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# 3 Good Things

Dr. Bryan Sexton

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Reflect on your day.

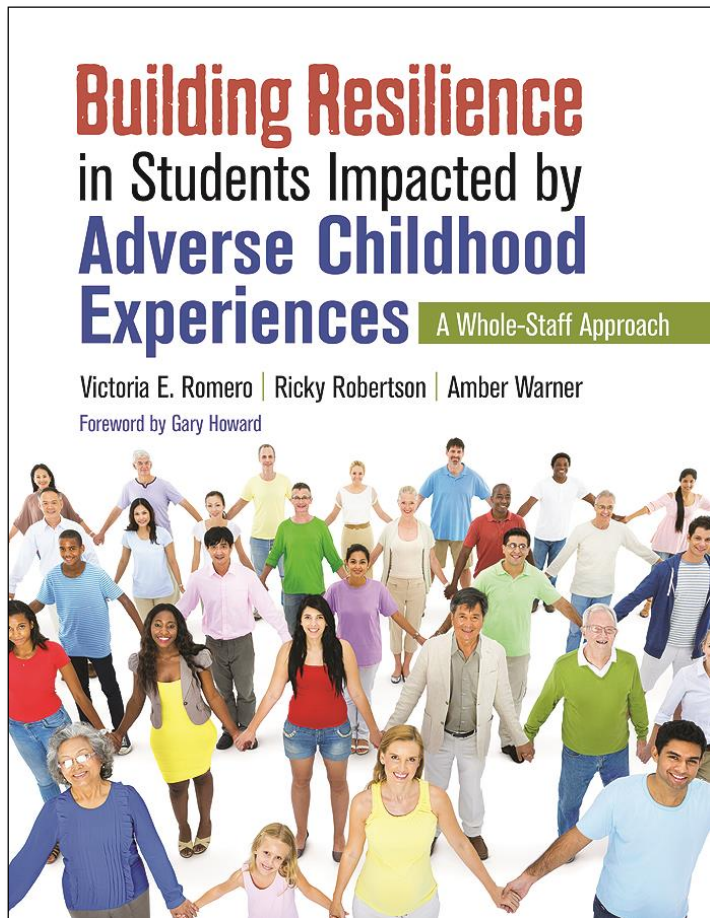
**Make a list of 3 good things and your role in them.**

Can be brief & simple. For example, “I went for a lovely walk.”

Keep it up for 15 days! Try to do it before bed for improved sleep!

<https://today.duke.edu/2018/08/one-easy-step-toward-building-resilience>





*Keep in Touch!*

*- Ricky Robertson*

*If you have questions, please reach out to me via Twitter or e-mail:*

**@Teach4Trust**

**[ricky.robertson@corwin.com](mailto:ricky.robertson@corwin.com)**

**Thank you!**

*For more information, visit:*  
**[www.buildingresilienceinstudents.com](http://www.buildingresilienceinstudents.com)**

# Fall Hamilton Elementary



## *Learning Experience Feedback Survey:*



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[bit.ly/CorwinLearningExperience](https://bit.ly/CorwinLearningExperience)

Building Resilience with Ricky Robertson