

Fostering Resilience through Mindfulness & Self-Regulation

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Objectives

- Define mindfulness and resilience
- Understand the importance and tools to self-regulation
- Understand the science of resilience and mindfulness

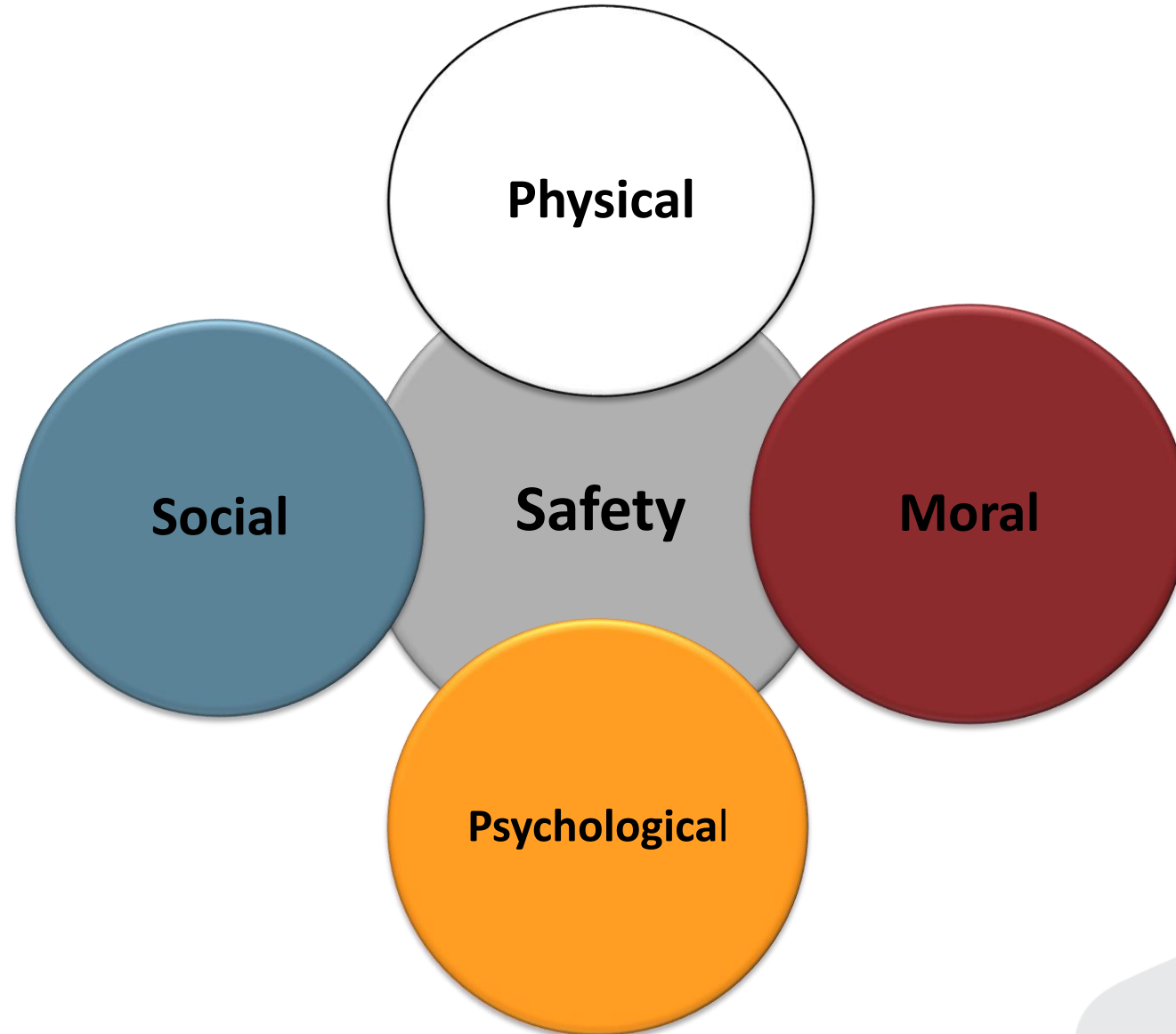
Create Safety and Trust

Safety =

Connection +
Belonging



Domains of Safety



Are you....



Mind Full, or Mindful?

Definitions

“Mindfulness is paying attention in a particular way: on purpose, in the present moment and non-judgmentally.” ~Jon Kabat Zinn:
Mindfulness Based Stress Reduction (MSBR)

Bringing awareness to one’s experience – mindfulness can be applied to our senses, thoughts, and emotions by using sustained attention and noticing our experience without over-identifying. ~Mindful Schools Website

Student definition: *Noticing what’s happening right now.*

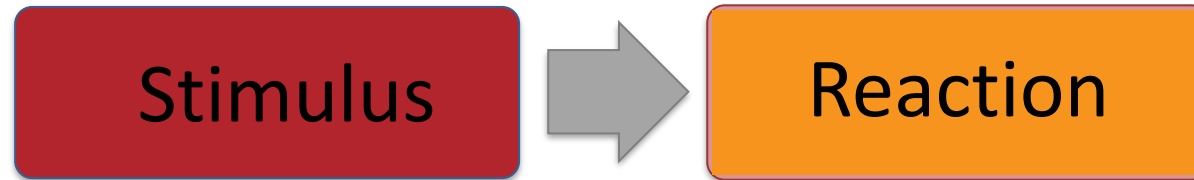
What Mindfulness is **NOT**...

- About discipline
- About being calm
- Absence of thought
- A silver bullet
- Religious

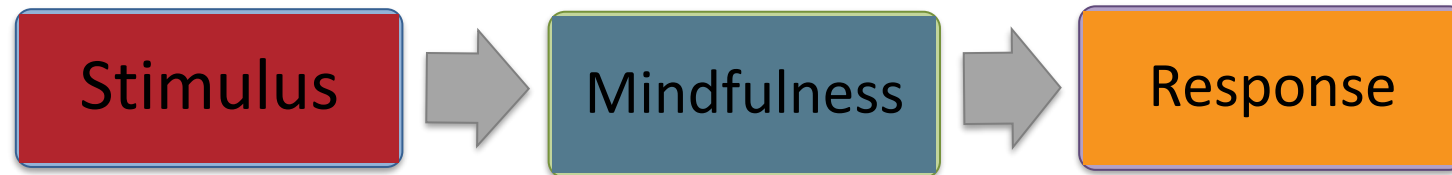


How Mindfulness Helps

Without Mindfulness



With Mindfulness



Mindfulness creates space... replacing impulsive reactions with thoughtful responses.

Mindful Educating

- Better focus and concentration
- Increased sense of calm
- Decreased stress and anxiety
- Improved impulse control
- Increased self awareness
- Skillful responses to difficult emotions
- Increased empathy and understanding of others
- Development of natural conflict resolutions

Brain Hand Model – Dan Siegel



→ Prefrontal cortex
P.F.C.
"THE WISE LEADER"



← "Flipped Your Lid"

← The big emotions, anger, fear,
anxiety etc...
The AMYGDALA - The alarm center
Acts on instinct
fight, flight or freeze

Credit: Daniel Siegel, V.D. is the creator of this metaphor
and expression "Flipped Lid". Copyright © 2014 www.sharon-selby.com

Regulation vs Dysregulation

REGULATED:

The ability to experience and maintain stress within one's window of tolerance (Calm, focused, or relaxed).

DYSREGULATED:

The experience of stress outside of one's window of tolerance (stressed out or state of distress).

Self-Regulation Techniques

You can do them yourself

They are RELATIONAL tools

They can be done anytime anywhere!

In the Moment

Place your hand on your heart

Press your feet into the floor

Notice your breath and heart rate

Repeat a positive affirmations

Notice things around the room, such as the colors, objects

Make yourself smile

Think of something funny

Flex your muscles

Stretch

Press a magic button on your desk

Visualize calm places and favorite things

Doodle

Massage pressure points

Put on lotion/ hand massage

Think of something that you are looking forward to

Think of someone that you care about

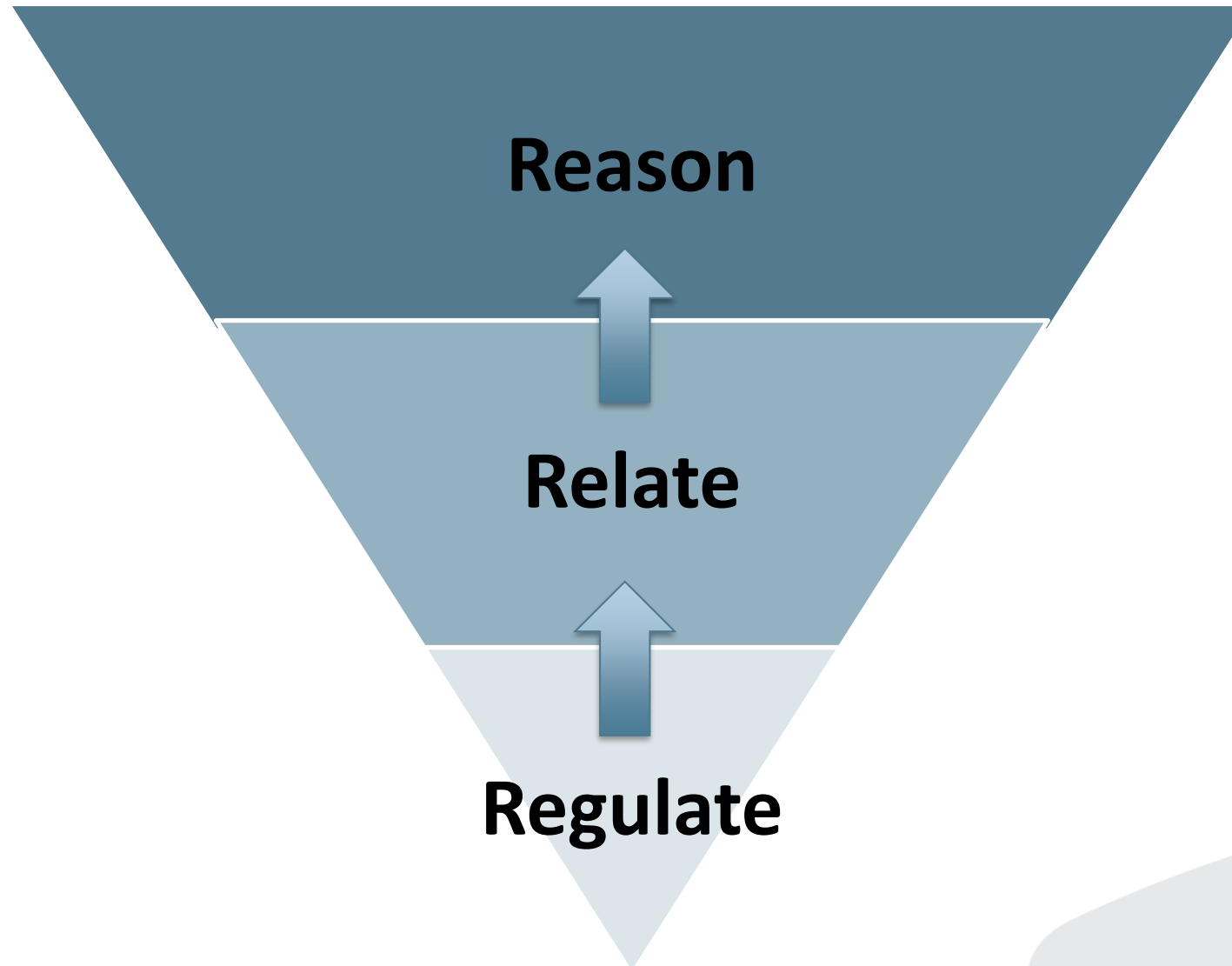
How to Help?

- **Step 1:** Remain calm, check your own emotions.
- **Step 2:** Try not to overreact. State your feelings
- **Step 3:** Get yourself on their eye level
- **Step 4:** Speak in a calm tone, watch your body language
- **Step 5:** Speak clearly and simply
- **Step 6:** Say: “It seems like you are having some trouble. How can I help?” or “What do you need?” “I am here for you when you need me.”
- **Step 7:** Encourage student to breathe deeply. Breathe deeply too.
- **Step 8:** Empathize

How Do We Teach Self-Regulation?

- We model regulating our own emotions
- We normalize ALL feelings
- We help students name their feelings
- We help students identify what upsets or frustrates them
- We help students identify what helps calm them down
- We practice daily

Process of Engagement



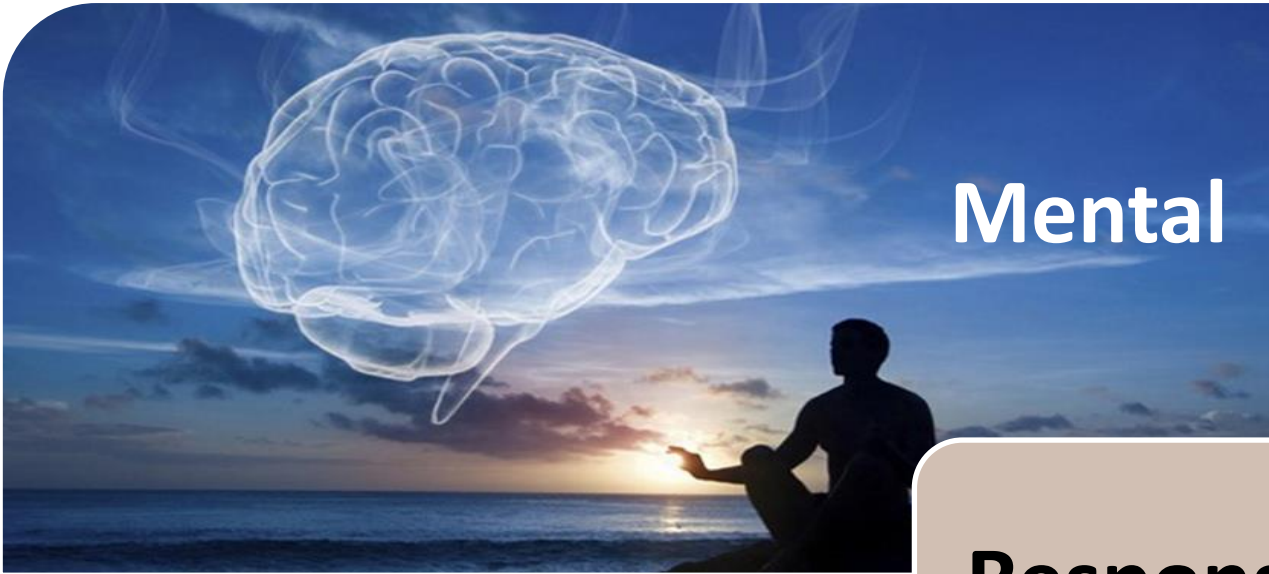
Protective Factors

<u>Individual Factors</u>	<u>Family / Social Network Factors</u>
Easy temperament	Healthy attachment to family
Adequate nutrition	Supportive, caring parents
Intelligence	Family harmony
Problem solving skills	Secure and stable family
Internal locus of control	High level of family responsibility
Social competence	Strong family norms and morality
Good coping style	Economic security
Optimism	Healthy friendships – at an early age
Moral beliefs and values	Social norms
Positive self regard	Sense of belonging
Good physical health	Sense of safety and trust

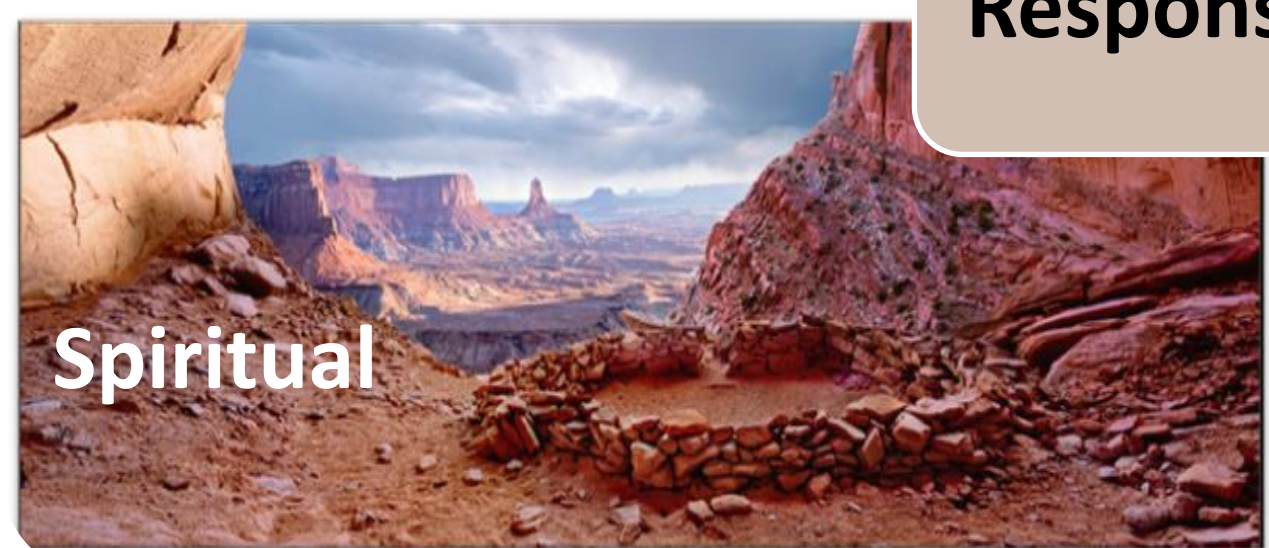
Protective Factors

<u>School Factors</u>	<u>Community / Cultural Factors</u>
School achievement	Sense of connectedness to community
Sense of belonging at school	Attachment to community networks
Positive school climate	Participation in church or other community group
Pro-social peer group	Strong cultural identity and ethnic pride
High expectations	Access to support services
Required responsibility and service to others	Community cultural norms against violence
Opportunities for success	Caring neighborhood
Opportunities for recognition of achievement	Neighbors take responsibility for monitoring child
School norms against violence	
Child receives support from adults other than parents	
School provides clear rules and boundaries	

Fostering Resilience

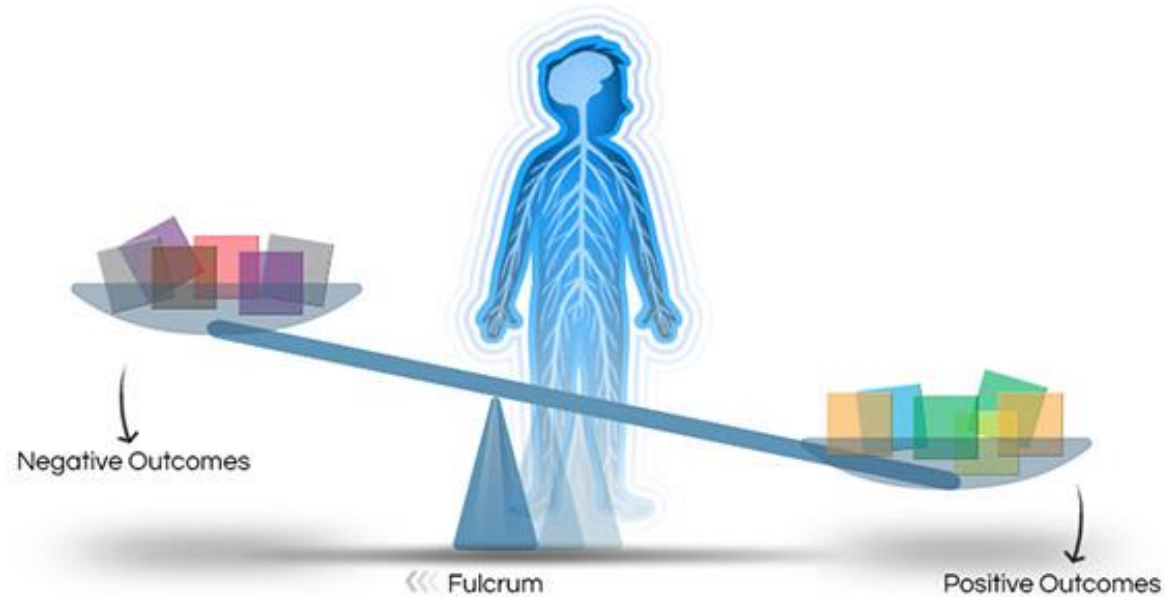


Response Ability



Science of Resilience

<https://youtu.be/1r8hj72bfGo>



How Resilience is Built

<https://youtu.be/xSf7pRpOqu8>



Resources

- www.mindfulschools.org
- www.windfulteachers.org
- www.drdansiegel.com
- <http://childmind.org/article/mindfulness-in-the-classroom/>
- <http://greatergood.berkeley.edu>
- <https://www.samhsa.gov/capt/tools-learning-resources/trauma-resilience-resources>
- <https://www.acesconnection.com/blog/walla-walla-where-resilience-trumps-aces>