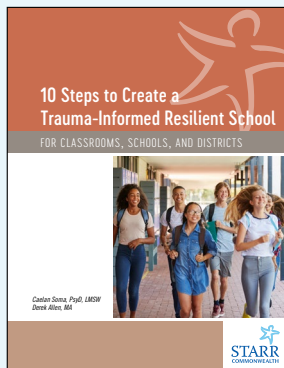# —Teacher's Guide—
EDUCATOR RESPECT & SUPPORT

This week's co-regulation activities are from Starr's Resetting for Resilience course available online or at your location, and the book, "10 Steps to Create a Trauma-Informed Resilient School"

Welcome!

More than ever educators need to feel respected. Maybe you are an administrator or maybe you are an educator yourself. Regardless, you can help promote a school climate where teachers feel valued and most importantly respected.

Activity included in this guide:
- Risk/Protective Factors & Your Internal/External Resources

More educator resources are just a few clicks away! Learn more and begin your trauma-informed journey at starr.org/educator-support.

STARR
COMMONWEALTH
www.starr.org

Helping Educators Manage the Weight of Trauma

Teachers, counselor, and administrators may recognize the cumulative stressors that they face, but they don't always realize that their symptoms are a common reaction to working with traumatized children.

Building a Culture of Awareness

School leadership should consider ways to appreciate staff, both publicly and privately. This should not simply be recognizing great work, but also acknowledging that the work is difficult. Schools should connect staff who might be experiencing a high stress load with distress indicators with resources. Make it clear that symptoms are not a sign of weakness, but an indicator that they might need support because they work in a challenging profession.

Peer groups are helpful when trying to address the mental health of educators. Trauma-informed resilient schools will create a regular space every week or month where staff can come together to check in with each other about how they are doing emotionally. The meetings can be supported by a mental health professional, and staff are able to share their experiences, learn strategies for understanding their distress indicators, and gain skills to cope with their stress.

ACTIVITY:
Staff Support

How does your school currently support staff?

_____

_____

_____

_____

Like the importance of social emotional skills in children, teachers with self-awareness and self-management are widely acknowledged in teacher resilience literature (Beltman et al, 2011). In fact, leading scientists in the field of social and emotional learning indicate teachers who have strong social and emotional competencies are less likely to experience burnout because they're able to work more effectively with challenging students – one of the main causes of burnout. Educators with social emotional competencies also create classroom climates that students experience as safe because the environments are rich with communication, problem-solving, and lessons that are designed to engage students. Educators with great social-emotional skills are high in both self and social awareness. They recognize and are in control of their own emotions. They understand how what they say or do impacts others, allowing them to create strong relationships with students, colleagues, and parents. They are consistently kind and generous to others (Masfield et al, 2016).

Risk & Protective Factors for Teacher Stress

(Prilleltensky, Neff & Bessell, 2016)

Level: Personal

Risk Factors	Protective Factors
• Isolation • Inadequacy • Anxiety • Students	• Support network • Mentor match in same teaching area outside of school • Participation in indication programs • Professional development • Safe friend or mentor • Self-efficacy • Proper nutrition, sleep, exercise • Organizational skills • Engagement in well-being activities • Acceptance, mindful meditation, growth mindset • Classroom management • Student voice

Level: Interpersonal

Risk Factors	Protective Factors
• Parents • Colleagues	• Regular communication • Parents as partners • Minimize competition • Sharing • Caring and compassion

Level: Organizational

Risk Factors	Protective Factors
• Role Clarification • Disempowering policies and practices	• Definition of principal's expectations • Workload clarification • Create participatory structures • Enhance teacher control of policies • Increase teacher voice and choice

The definition of stress is: a condition of the feeling experienced when a person perceives demands to exceed resources.

ACTIVITY:
Your Internal and External Resources

Identify some of your internal and external resources. Some are listed for you. Reflect for a minute about how you use these resources as protective factors. Are there other ways you could draw upon your internal or external resources to help you?

Internal Resources

- Strength
- Humor
- Memories
- Intelligence

- Agility
- Spiritual practice
- Instinct
- Inherent talents

- _____
- _____
- _____
- _____

_____

_____

_____

External Resources

- Nature
- Community
- Hobbies/activities
- Sports/exercise

- Friends
- Animals/pets
- Work
- Family

- _____
- _____
- _____
- _____

_____

_____

_____

Case Example: Kendra

Kendra is a 3rd year 5th grade school teacher. When she began teaching, she was energetic and full of new ideas. She would often spend her weekends putting together lesson plans and preparing for activities. Since then, she had a baby who is now 18 months old, her husband started a new job requiring a lot of travel, and her class size has grown by 8 students to a total of 26. She feels overwhelmed and exhausted. She wants to love her job again and have energy to spend quality time with her daughter.

Kendra completed an assessment of her internal and external resources and two resources stood out: inherent talents, and her dad, who had always been a great support to her.

It occurred to her that she loved being creative, and that preparing for classroom activities was actually fun for her — not a chore. This simple reframe of a task from "I have to do this" to "I want to and enjoy doing this" helped her see it from a new perspective.

She also realized how much fun her dad had with her daughter, and asked him if he would pick her daughter up from daycare once in a while or watch her on the weekend so that she could spend time catching up on grading or for her own self-care. He responded, "I can't think of anything better I'd like to do."

While her class size didn't change, her attitude towards work did. And she also felt a little bit less overwhelmed with the extra support her dad provided with childcare.