



Creating Positive Emotional Climates

BOOST Legacy Summit--SJCOE

January 20, 2018

Agenda/ Informational Packet

Intended Outcomes:

- » Deepen understanding about emotional climate and how it differs from traditional classroom management
- » Explore concepts of emotions, identity and communication as features of positive classroom emotional climates and how they apply to your classroom
- » Develop an awareness of protective factors and how they provide safety for mental and emotional well-being
- » Add engagement, social-emotional and mindfulness strategies to your toolbox

What

How

Introduction

Welcome Video

Inclusion

Mirror Neurons/Draw-an-Emoji/Wheel Decide

Activate & Engage

Sole-mate/Set Intentions

Defining our Context:

Puzzle Meet-Up/Video/Visual Synectic

Explore & Discover

Mindfulness Strategies/Self-Care

Progression of Burnout

Coping Methods/ Moving Forward

Reflection

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Mission and Work

Erin Browder Consulting Services is a full-service coaching and consulting agency dedicated to humanizing work through transformational leadership, developing professional capacity, taking aligned action, and building inclusive climates that support the well-being of all stakeholders, while surpassing expected outcomes. Specializations include leadership development, employee wellness, professional learning, talent management, effective collaborative practices, and shifting organizational culture and climate.

Trauma

Trauma is an umbrella term used to describe the inability of an individual or community to respond in a healthy way (physically, emotionally and mentally) to acute or chronic stress.

Washington State Office of Superintendent of Public Instruction (OSPI) Compassionate Schools (2009)

<http://www.k12.wa.us/CompassionateSchools/Resources.asp>

Trauma-Informed Practices: Beneficial For All Students

- Always empower/never disempower
- Provide Unconditional Positive Regard
- Maintain High Expectations
- Check assumptions, observe, and question- sometimes behavior is the only way they know how to communicate
- Be a relationship coach (explicitly teach how to have healthy relationships)
- Provide opportunities for meaningful participation
- Foster development of metacognitive processes and self-awareness
- Integrate students' prior knowledge, experiences and cultural inventory in lessons and classroom climate

(R. Hull and E. Rossen, 2013)

Self-Care

Self-care has been defined by the Department of Health as: "[t]he care taken by individuals towards their own health and wellbeing; it comprises of the actions they take to lead a healthy lifestyle; to meet their social, emotional and psychological needs; to take care of their long-term condition; and to prevent further illness or accidents".

Beyond being an aspirational goal, engaging in self-care has been described as an "ethical imperative" (Norcross & Barnett, 2008) and is part of the APA's [Ethics Code \(2002\)](#).

Notes:

Protective Factors

Protective factors protect people and promote resilience in the face of adversity, trauma and stress. They are a combination of 1) caring relationships, 2) high expectations and professional standards, and 3) opportunities for participation and contribution.

Protective factors are conditions or attributes (skills, strengths, resources, supports or coping strategies) in individuals, families, communities or the larger society that help people deal more effectively with stressful events and mitigate or eliminate risk in families and communities.

Social Connectedness

Caring Relationships

- *Supportive of others*
- *Being consistent and providing structures*
- *Compassionate Communication*

Meaningful Participation

- *Authentic conversations*
- *Cooperative learning and collaborative opportunities*

High Expectations

- *Opportunities to construct knowledge*
- *Given supports for accountability and success*

Emotional Intelligence:

Emotional intelligence is a “person’s ability to identify, evaluate, control and express emotions.”
Daniel Goleman

Emotional Climate

The emotional climate (EC) is the quality of social and emotional interactions in a shared space (e.g. classroom, school, organization, etc.) between two people or groups (e.g. students and teachers).

(Reyes, Brackett, Rivers et al., 2012)

Positive Emotional Climates include:

- Positive relationships
- Choice/Autonomy
- Structures/Boundaries
- Self-Awareness
- Emotional Awareness
- Connectedness
- Competency

Emotions in the Body: Where in your body do these emotions show up?



Complete the following prompts, with the part of your body you feel the emotion in and how you can positively cope with the behavior.

When I feel _____, I can _____.
(scared) (coping/mediating behavior)

When I feel _____, I can _____.
(anger) (coping/mediating behavior)

When I feel _____, I can _____.
(stressed) (coping/mediating behavior)

Notes:

Moves Mountains

(write your name above ☺)

What can you do when faced with obstacles?

What resources can you tap into?

What might be ways to circumvent the challenges?

Resilience Recipe:

Meaningful relationships:

Accomplished something against all odds:

One time I honored my truth:

When I failed at something and kept trying until you finished (growth mindset-pride):

What I do well:

What makes me happy:

One thing I can count on (not yourself):

I feel good when I (physical action):

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