



# Mind-full Educator

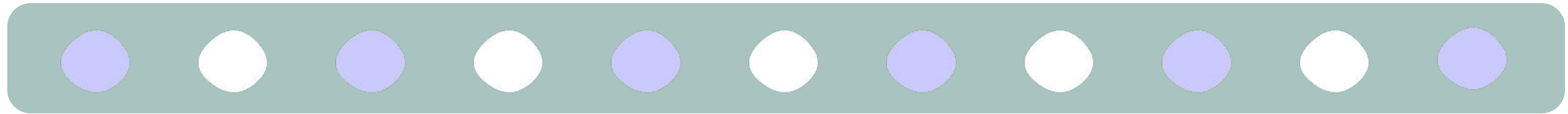
Strategies and Tools to Reduce  
Educator Exodus

Presented By:

The Yet Mindset

Cultivating Connection.  
Nurturing Growth.

# Two Word Check-in



Ready & Curious

Tired & Unsure

Overwhelmed & Anxious

# Background

ED The Yet Mindset

MA in SEL

BS in Elementary Ed

LBSI Endorsed

Wellness Facilitator

200 HR YTT

CITI Researcher



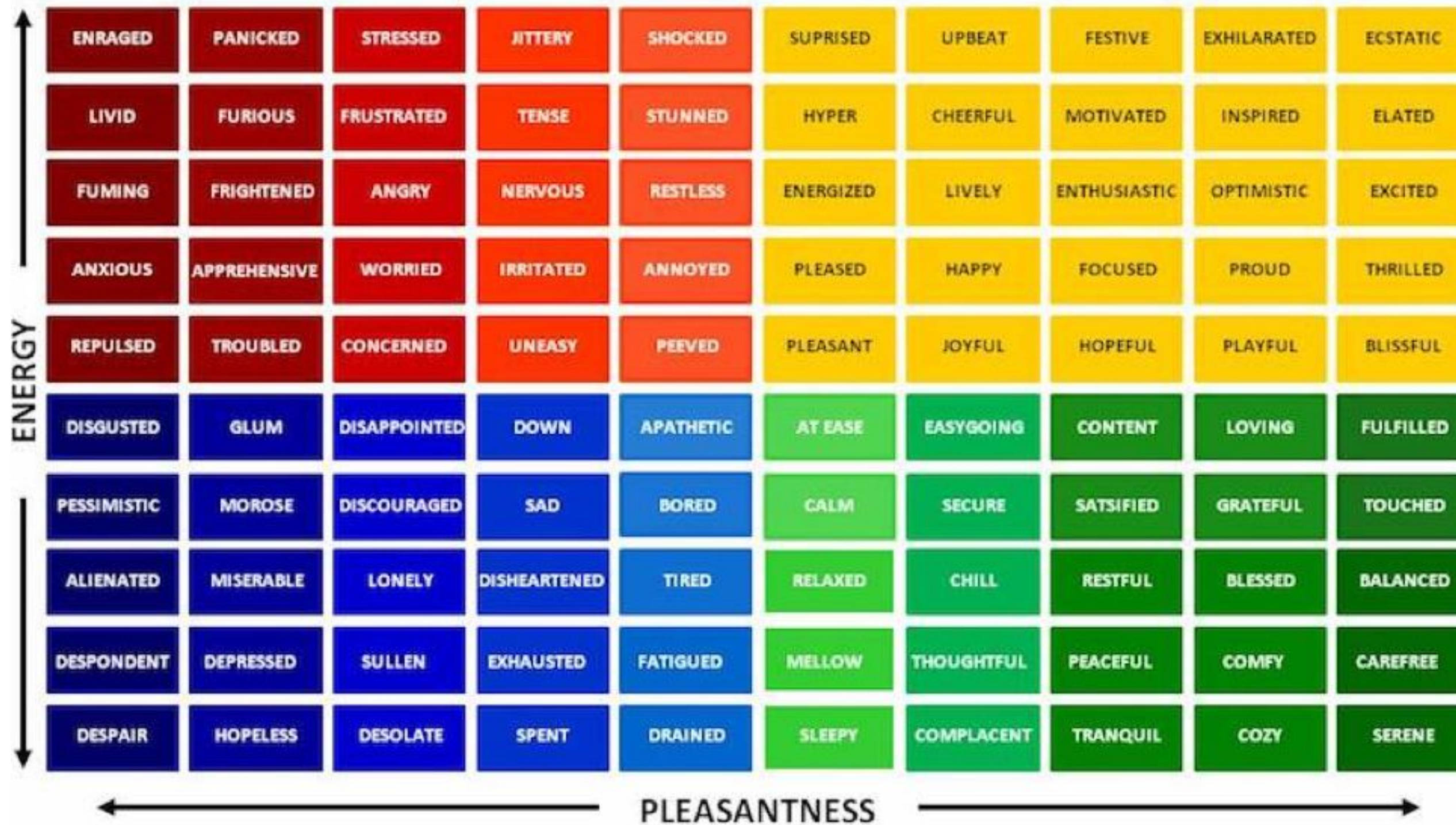
# Significance of quick check-in

- Brings us to the present moment
- Help to identify how we feel
- Offers a chance to decide how to proceed  
(shift/change)
- Offers time for reflection
  - how did I get here?
  - where do I want to go?



# MOOD METER

How are you feeling?

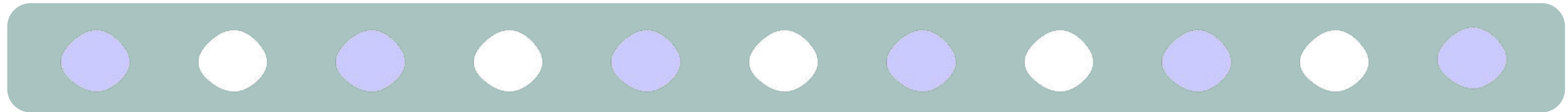


Marc Brackett

Permission to Feel

RULER

# Two Word Check-in



- Enhances self-awareness
- Enhances emotional awareness
- Builds community
- Increases emotional literacy

# Survival Brain

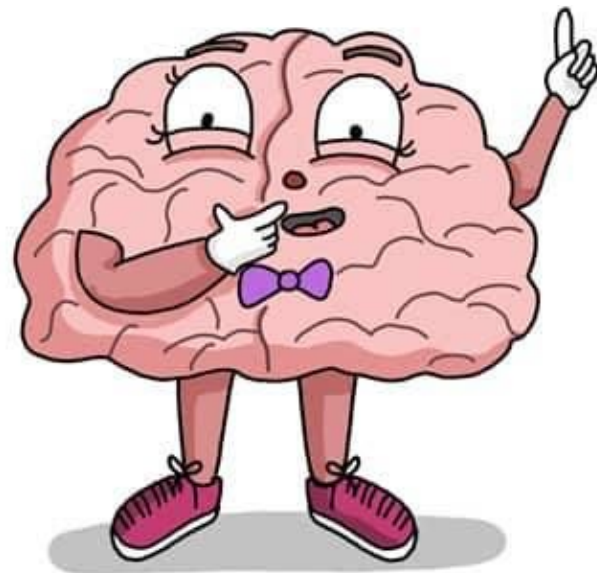


- Pattern of exposure
- Prefrontal Cortex
- Activated-Suppressed



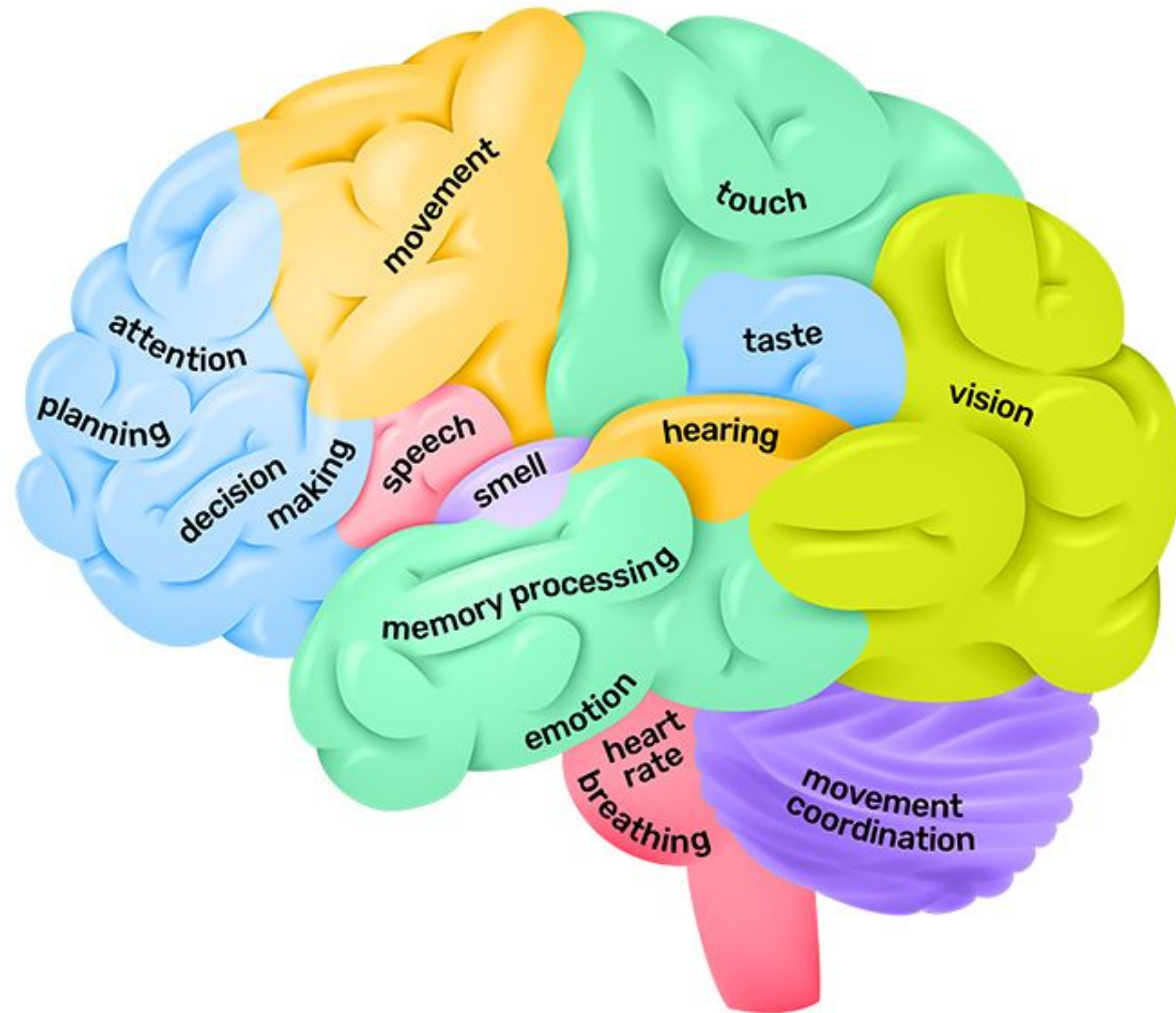


prefrontal cortex



PRE-FRONTAL  
CORTEX

LOGIC, RATIONAL THOUGHT,  
DECISIONS, PLANNING







# Time to Move

## Power Pose

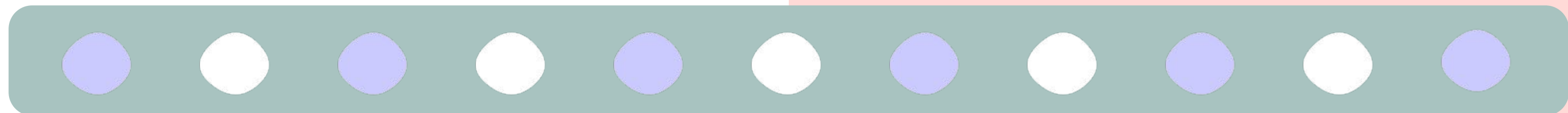
- 2 minutes
- Reset
- Refocus

## Parasympathetic Nervous System

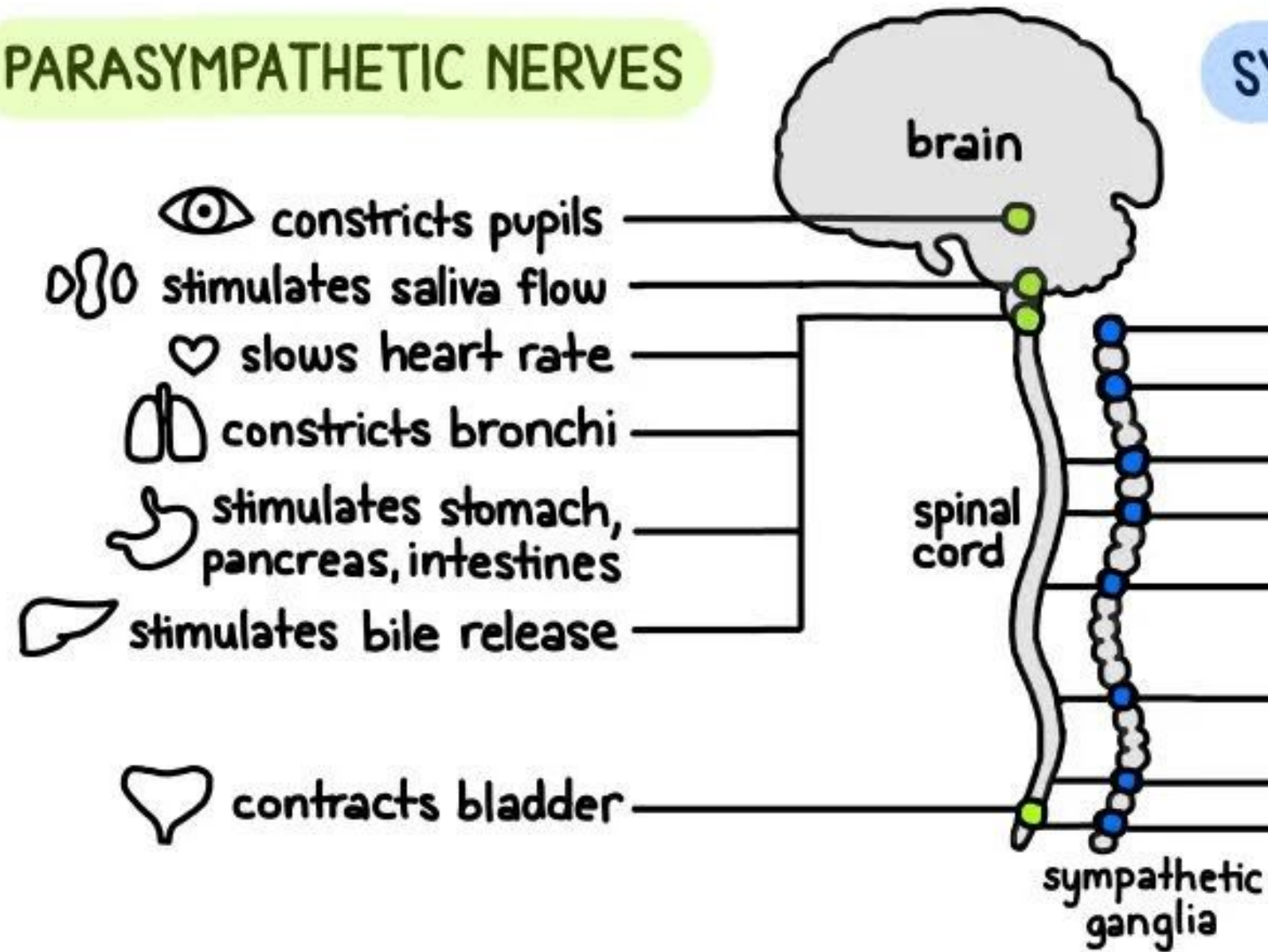
- Activate-Deactivate
- Creating a safe container
- Inadvertent affects
- Early signs of dysregulation

## Sympathetic Nervous System

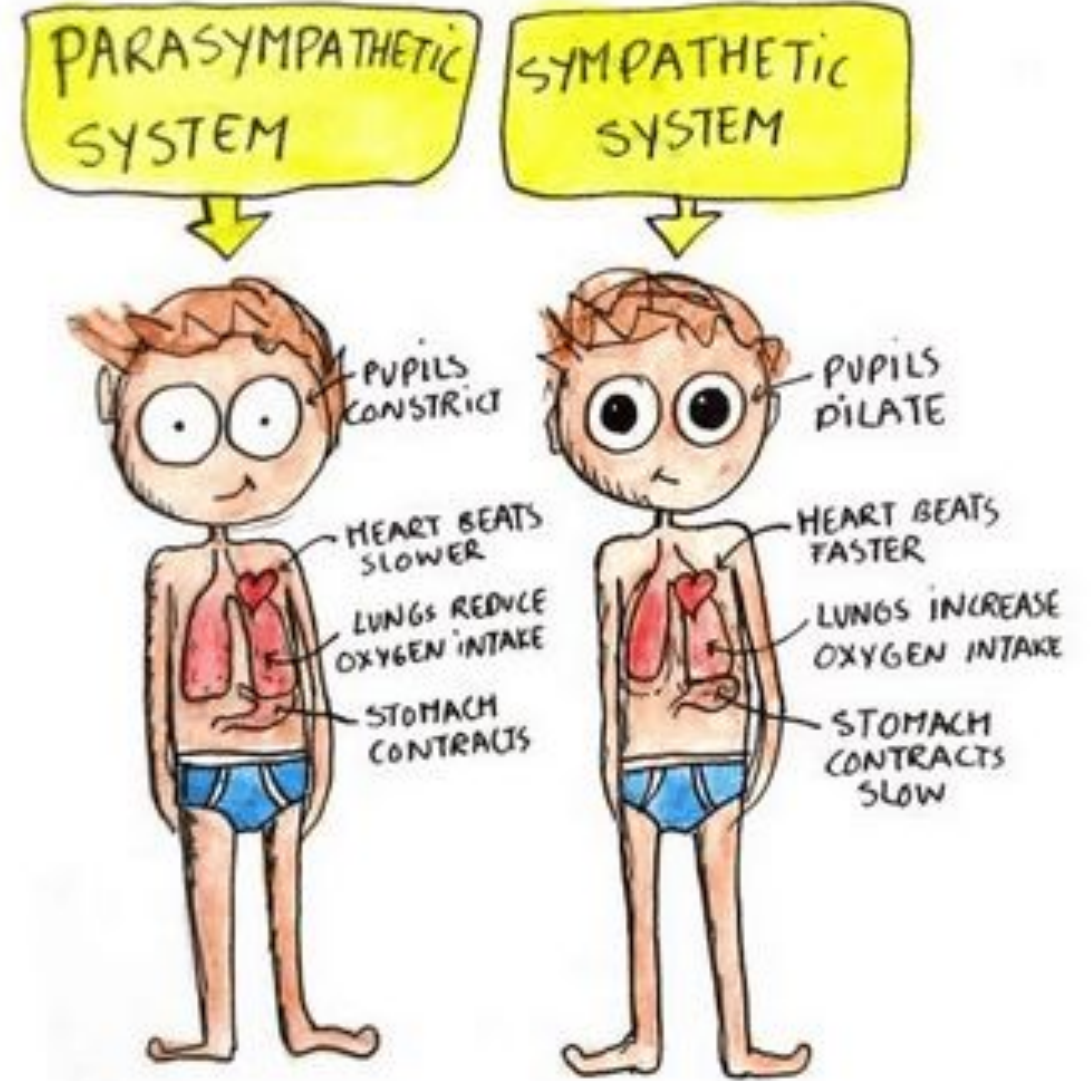
- Activate-Deactivate
- Stuck in a rut
- Inadvertent affects
- Early signs of dysregulation



## PARASYMPATHETIC NERVES



## SYMPATHETIC NERVES





# Technique #1

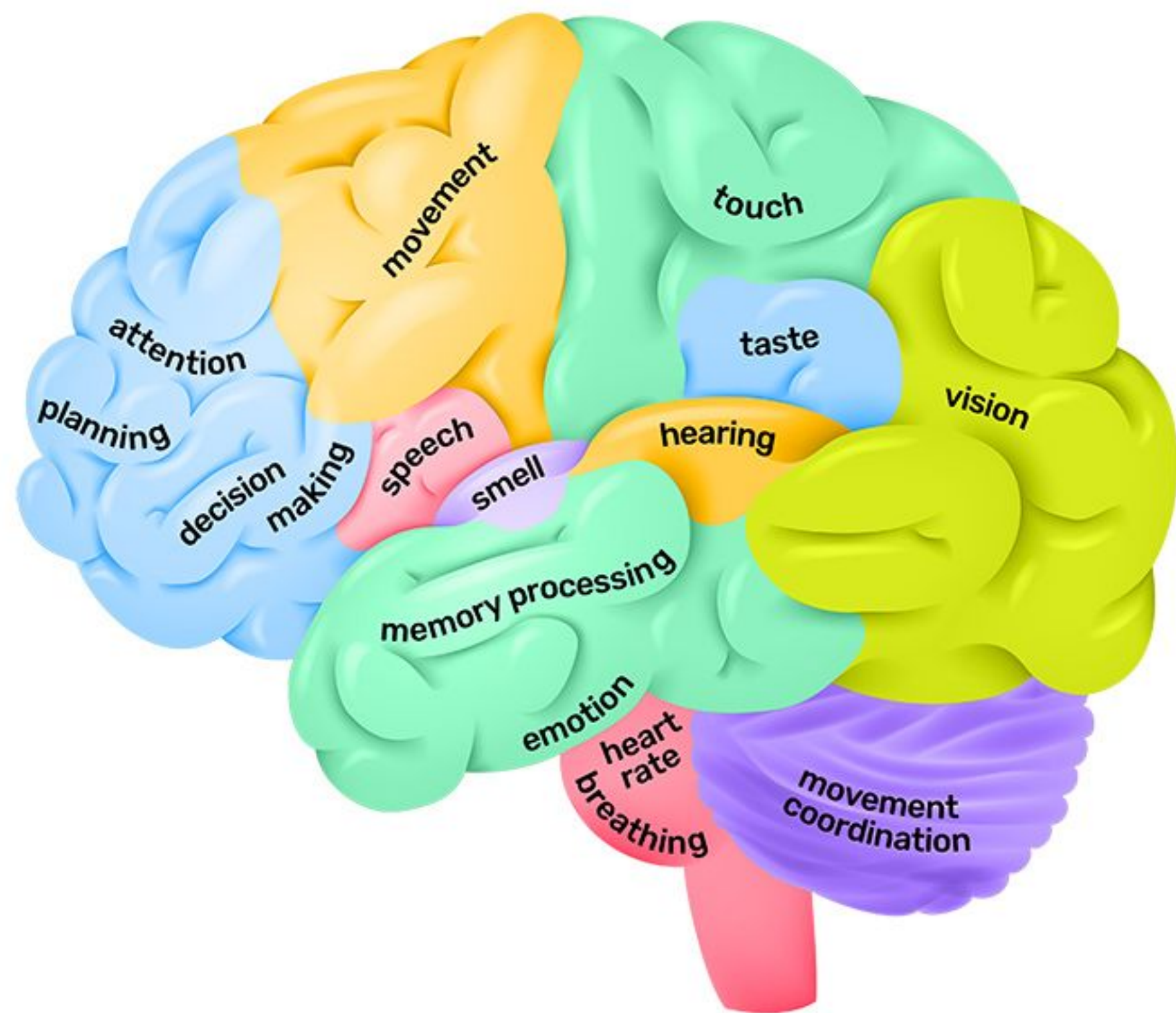
## Body Scan



Drawing awareness to the response our body is having in our current environment can help us become aware of the neural connections we have to possible stressors.

# Self-regulation

- Thinking vs Feeling
- Exploring the world through our senses
- Nurturing the development of our sensory processing system





# Technique #2

## Sensory

1

Utilizing our breath to connect with our nervous system

2

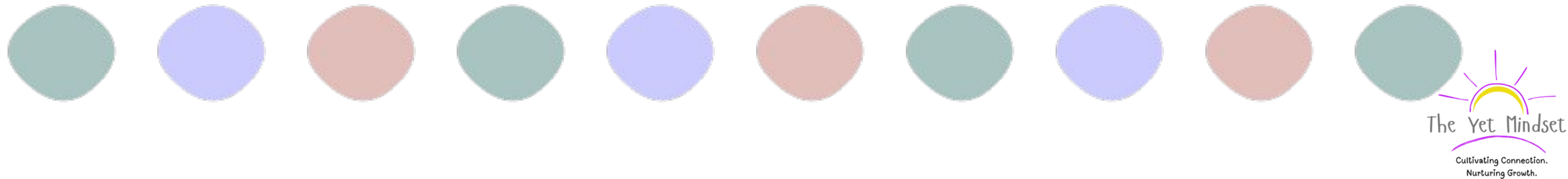
Practice tactile techniques to support regulation

3

Reduce stress response through touch

# Teaching self-regulation, wellness, SEL

- Invitation only



# Technique #3 Mirror

Speak with vulnerability

Listen with presence

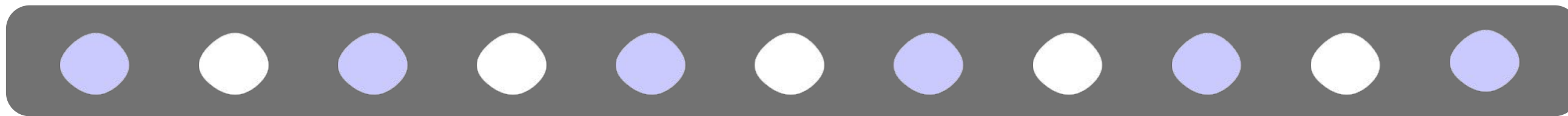
Respond with kindness

Reflect on the words you hear





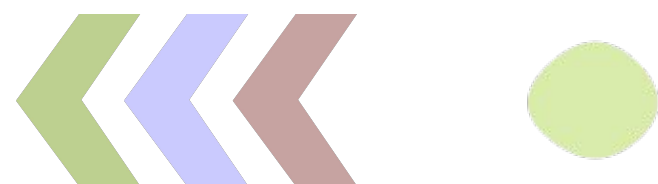
# Two Word Check-in



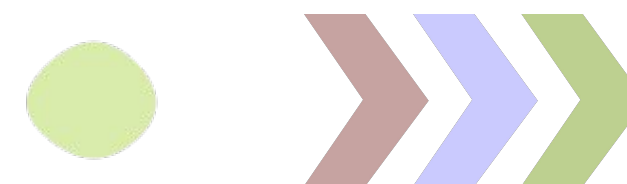
Inspired & Tired

Motivated & Hungry

Overwhelmed & Knowledgable



# Resources



## 15 MIN EDUCATOR SELF-CARE FRAMEWORK

Choose a theme or virtue or principle that your school or classroom needs support with to personalize this practice.

Theme:

2 min

Collective Breath: 3 breaths, connect each inhale and exhale with theme.

1-2 min

Check-in: Mood Meter, one-two word check-in, color, weather, etc.

1 min

Define Theme:

3 min

Discussion:  
How will this theme benefit my school community?

Why is it important?

3 min

Application: What's next? Action steps:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

2-3 min

Reflection: Restate theme, offer space to share, etc.

1-2 min

Closing: Collective breaths, affirmations, power pose, etc.

## STUDENT 5 MIN CHECK-IN FRAMEWORK

Choose a theme or virtue or principle that your students or classroom needs support with to personalize this practice.

1 min

Virtue/Theme: Explain/Example

1 min

Collective Breath: 3 breaths, connect each inhale and exhale with theme.

1 min

Check-in: Mood Meter, one-two word check-in, weather report, color, etc.

1 min

Reflection Tool: When could this practice be helpful, how has your mood shifted?

1-2 min

Closing: Collective breaths, affirmations, power pose, etc.

Additional practices for reflections and closing:

### Contemplative Closing

1. Find a quote connected to the theme/topic
2. Share an affirmation connected to theme/topic

Create an affirmation/quote wall, folder, or jar and revisit them as needed.

### Collective Closing

1. Invite ideas for a shared goal or intention for the class/group
2. Plot a plan of action as a group

Post your collective closings in an easy to see space to keep everyone inspired!

### Creative Closing

1. Invite creative expression through drawing or journaling (students' choice)
  - o how you feel now
  - o goal or intention you are setting
  - o person, place, or thing that makes you happy
2. Play upbeat music and encourage fun movement/dance



## Educator Self-Care Tools and the Brain



### Survival Brain

Our fight-flight response is necessary to our survival but also necessary is our ability to calm this response. This requires an understanding of how we individually take in sensory information from our environment and how our sensory processing system tells our nervous system to respond. This response is a reflection of our own neural pathways created by our past experiences, both positive and negative.



### Sympathetic (SNS) and Parasympathetic (PNS)

The Sympathetic Nervous System is our fight-flight response, or our downstairs brain. This activates our hyper alertness, rapid heartbeat, sweaty hands, etc. Once this system is activated our parasympathetic system is suppressed. To find that 'business as usual' brain, we must utilize practiced tools that will begin to create new neural pathways in our brain and in turn elicit new nervous system responses in situations.



### Self-Regulation

Our prefrontal cortex is the 'thinking' part of our brain. This brain muscle gets strengthened due to the format or flow of most work environments. The 'feeling' part of our brain, responsible for sensory processing, needs more opportunity to flex and grow to help us regulate ourselves. We can do this through the use of mindfulness tools and techniques because they encourage drawing our attention to our bodily processes and understanding what we are feeling and where we feel it in our body. When we have a better understanding of our own sensory processes not only can we better regulate ourselves, but can also help to regulate others.



### Utilizing SEL-Focused Tools

Weaving SEL tools into daily curriculum and daily interactions with our students and colleagues is how we increase impact and grow the ripples of SEL. Social emotional learning competencies support important developmental areas for each of us. They impact our ability to create new neural pathways within the brain, keeping our brain plastic and flexible. Which allows each of us up to continue learning and adapting to our diverse and changing world.

[www.theyetmindset.org](http://www.theyetmindset.org)

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You are needed  
you are incredible  
you deserve it



Thank you, for all you do





