

Finding Our Way Through the Chaos: An Educator's Guide to Navigating the Pandemic

Reflecting and Putting into Practice

Video 1: Finding My Ability to Regulate With My Students

Reflection:

Notice when you are overwhelmed.

What does it feel like in your body when you are overwhelmed?

What do you do to self-regulate?

Practice:

- Remember to Regulate You
Deep breathe, Move your body, Squeeze your arms.
- Name it to Tame it
“This feels really intense.” “That noise is very loud I’m having trouble concentrating.”
- Communication of Physical Sensation
“My heart is beating fast.” “My shoulder feels tight”

Video 2: Understanding my Perception of Safety and Trust

Reflection:

How do you “Should” yourself?

Notice times when you get hyperaroused and hypoaroused?

Do you tend to go to one state more than the other?

How does each one feel in your body, and how does it impact your behavior?

Practice:

- Be Reflective with a Broader Prospective
Notice times when you might be over-reacting and try to look for information that you may have missed.

Video 3: Finding Safety Within Me

Reflection:

Notice how you respond to not knowing what will happen or what to expect.

Do you tend to feel like you can do something about it, or are you more likely to feel helpless?

Practice:

- One Foot In and One Foot Out
Try regulating when you notice dys-regulation in your body
- Interoception
Pay attention to physical sensations in your body throughout the day

Video 4: Connecting With Myself, So I Can Stay Connected With My Students

Reflection:

Think about the people that really “get you,” what happens in your body when you think about that person?

Think about someone who never seems to “get you” how does it feel to be around that person?

Notice times when other people’s dys-regulation has made you feel dys-regulated.

Notice what happens to people around you when you start to regulate.

Practice:

- Be Real About How You Feel
“I don’t like how this feels.” “I’m frustrated.” “I’m sad.”
- Connect and Direct
“That sounds really hard, I can see why you needed a break.”

Video 5: Expectations and Anxieties: Surfing the Waves With My Students

Reflection:

Notice if you are focusing more on the past, the future or the present.

Do you tend to power through things?

Think of times when you've faced challenges. What did you learn? Did you believe it helped you feel more capable of dealing with things? Was someone with you during these challenges or did you have to face them alone? Do you think that made a difference?

Think about the things that are making you anxious, how much control do you have over those things right now?

Think about the expectations you have of yourself, your family, and your students. Do you think they are realistic and attainable right now?

How are you supporting your students in believing they can handle facing the challenges in their lives right now?

How are you supporting growing your own window of tolerance?

Practice:

- **Growing Your Window of Tolerance**
Let yourself feel emotions as they arise, don't avoid them, as you sit in them, regulate yourself at the same time.
- **Speaking Through a Part's View**
"Part of me wants to let you have that snack right now, and part of me is really struggling because you didn't eat the last one I gave you."