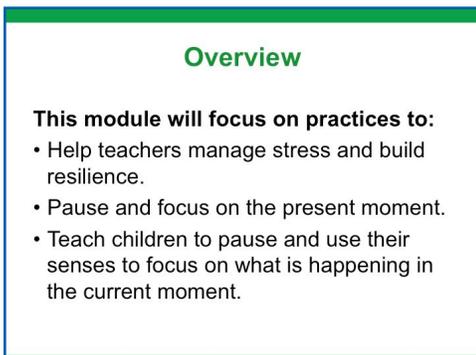


These presenter notes provide information about slide contents and background information for module presenters. The estimated time needed to present this module is 1 hour, 45 minutes.



SLIDE 1: MINDFULNESS: A RESILIENCE PRACTICE

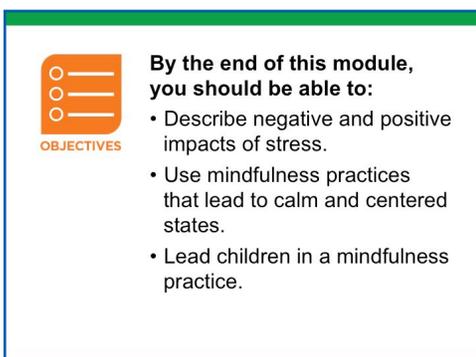
In this module, participants will learn mindfulness practices that can build teacher resilience.



SLIDE 2: OVERVIEW

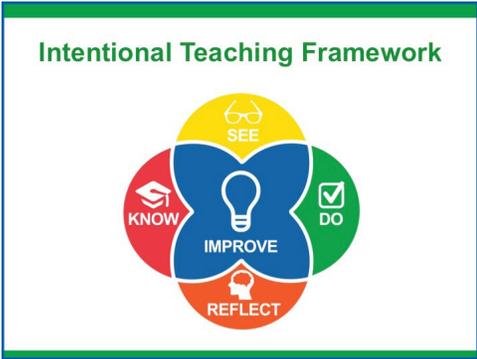
This module will encourage participants to take care of themselves by reducing stress and to optimize their effectiveness as early childhood educators.

This captures the notion of *teaching from the inside out*—a phrase that highlights the importance of promoting core resilience skills among early childhood educators. Resilient educators are more capable of creating and maintaining nurturing, supportive, and effective learning environments while also prioritizing their own well-being.



SLIDE 3: OBJECTIVES

By the end of this module, participants should be able to describe the negative and positive impacts of stress, use mindfulness practices to help develop calm and centered states, and lead children in at least one mindfulness practice.



SLIDE 4: INTENTIONAL TEACHING FRAMEWORK

This EarlyEdU Alliance module and EarlyEdU’s higher education courses (<http://www.earlyedualliance.org>) use the Intentional Teaching Framework:

Know—Learn about child development and effective teaching practices.

See—Identify teaching practices and children’s responses in videos of your classroom and those of other teachers.

Do—Set goals, plan, and use strategies.

Reflect—Observe your practice, analyze, and plan for change.

The teaching practices in this module focus on building teacher resiliency, which has a positive effect on children’s outcomes. Participants will learn about and see mindfulness techniques that they can apply to their lives inside and outside of the classroom and also teach to children in their programs. Participants will have opportunities to try out practices and reflect on their use.

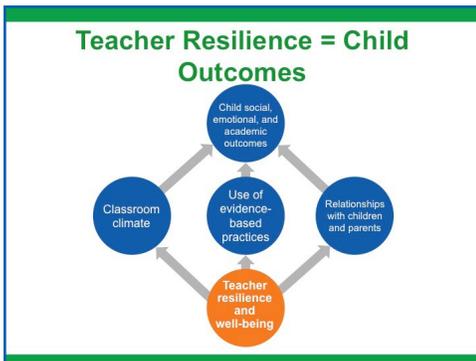
		CENTRAL DOMAINS				
		APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development	
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development	

SLIDE 5: HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

This module supports children’s outcomes in all domains. As already noted, educators who are the happiest and have the least stress are able to help children achieve the best outcomes related to school readiness and success.

Reference

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Head Start Early Learning Outcomes Framework: Ages Birth to Five*. Washington D.C., 2015. <https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof>



SLIDE 6: TEACHER RESILIENCE = CHILD OUTCOMES

This diagram shows how early childhood educator resilience and social/emotional well-being represent the foundation of positive child outcomes. Educator resilience and well-being impacts three important elements of effectiveness: The quality of the relationships the teacher has with children and parents, the use of evidence-based practices (which includes effective classroom management practices, use of a social-emotional learning curriculum, and effective instruction), and the creation of a nurturing and supportive classroom climate. The end result of this entire process is enhancement of children’s social, emotional, and academic outcomes.

In summary, an early childhood provider’s resilience and social emotional well-being is key to improving child outcomes. Hence, it is imperative that early childhood educators learn the skills necessary to improve their own social-emotional competence and well-being.

Reference

Jennings, P. A., & Greenberg, M. T. (2008, December 29). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research* 79(1). pp 491–525. <http://rer.sagepub.com/content/79/1/491.full.pdf>



SLIDE 7: MANAGING STRESS

This section will discuss positive and negative stress and ways that educators can build resilience.



SLIDE 8: TEACHING, CARING, AND STRESS

Early childhood education is a highly rewarding and meaningful profession, but like all other aspects of life, there are unavoidable stressors that come along with the work. These can cause frustration and suffering and impair people’s ability to think clearly and behave effectively. Stress has many more negative effects beyond impairing people’s ability to think clearly and behave effectively—particularly when people don’t take the time to develop the resiliency to withstand and overcome the stressors.



What is stressful about your work as an early childhood educator?

DISCUSSION

- Turn and exchange ideas with a partner.
- Be ready to share your thoughts with the larger group.

SLIDE 9: DISCUSSION

Materials: Flip chart and pen

Ask participants to share the parts of their work that they find the most stressful. Write those down on the flip chart. On the next slide, you will compare this list to a list of top stressors that researchers have identified as stressful for early learning professionals.

Top Five Stressors for Teachers



- Challenging behavior
- Isolation from colleagues
- Interactions with upset parents
- Insufficient resources
- Life stressors outside of the job

SLIDE 10: TOP FIVE STRESSORS FOR TEACHERS

Ask participants to compare the list on the slide to the one they created. Are there any major differences?

Within five years of starting the job, 30 percent of early childhood educators leave the profession. The number-one culprit educators identify for leaving the profession is **stress**. This is nothing new. The same trend has existed for the past 40 years, but little attention has been paid to provide educators with the skills necessary to manage the stress inherent in the job. Plus, for those who don't leave, daily stressors impact their ability to be effective. The top five stressors reported by educators that impact their effectiveness are:

- Dealing with children's behavior problems.
- Feeling isolated from colleagues.
- Interacting with upset parents.
- Working with insufficient resources.
- Experiencing stressors outside of work that impact their ability to concentrate

What is Stress?

Definition:

- **Homeostatic balance** (a state of homeostasis): Having an ideal body temperature, an ideal level of glucose in the bloodstream, an ideal everything
- **Stressor**: Anything that knocks you out of homeostatic balance

SLIDE 11: WHAT IS STRESS?

Homeostasis represents balance or equilibrium. It refers to an ideal body temperature, an ideal level of glucose, or sugar, in the bloodstream, an ideal amount of saliva in the mouth, an ideal everything. When we get knocked out of homeostasis, this is what we call stress. *Stress* is anything that knocks you out of homeostatic balance.

If you are a normal mammal, a stressor is a challenge to *homeostatic balance*—a real physical challenge in the world—and the stress response is your body’s effort to re-establish homeostasis. For instance, if you are a zebra on the Serengeti plains in Africa and a lion comes chasing after you for lunch, you would be knocked out of homeostatic balance and your body would trigger the stress response to get you out of there. If you managed to escape, you wouldn’t stay at a heightened level of alertness for a prolonged period of time. You would eventually return back to homeostatic balance.

Humans however can experience stress differently. People can suffer some of the symptoms of stress by anticipating a future stressful event or ruminating, or thinking obsessively, about a past one.

Reference

EarlyEdU Alliance. (Producer.) (2015). Why Don’t Zebras Get Ulcers [Video]. In Resilience and Wellness for Educators. Seattle, WA. <http://www.earlyedualliance.org/courses-2/>



The Yerkes-Dodson Law

Think about these questions while watching the video:

- When does stress have a positive impact?
- When does it impact negatively?

SLIDE 12: YERKES-DODSON LAW

Point out these questions for participants to consider while watching the video on the next slide.



SLIDE 13: VIDEO: YERKES-DODSON LAW

This slide contains the video *Yerkes-Dodson Law*, featuring Dr. Clayton Cook, associate professor in educational psychology at the University of Minnesota.



Video Debrief

- When stress is moderate and manageable, it affects a person's performance positively.
- When it is too intense, people become exhausted and disorganized and their performance plummets.

SLIDE 14: VIDEO DEBRIEF

(Note that this slide is animated to bring up the answers one by one.)

These are some possible answers to the questions you asked participants to think about before the video started.

What is Manageable Stress?



Pause for a moment to think about what manageable stress —**stress that puts you in prime condition for doing effective work**— is for you.

SLIDE 15: WHAT IS MANAGEABLE STRESS?

Participants could take a moment to jot down some thoughts about what manageable or optimum stress looks like.

Manageable stress comes in small doses and does not push people past their limits.

The next few slides are about the negative effects of too much stress.

Impacts of Intense Stress



Too much stress or poor stress management impacts the mind and body, causing heavy **allostatic load**.

SLIDE 16: IMPACT OF INTENSE STRESS

Allostatic load refers to how much a person's body is working to keep mind and body in order; that is, in homeostatic balance. The more stress, the harder the mind and body are working. When the allostatic load is high, stress has accumulated and it will begin producing wear and tear on the mind and body. And when there is wear and tear on the mind and body, people experience a range of potential problems, which participants will see on the next slide.

The aim, then, is to develop skills and routines that enable people to keep the allostatic load at a reasonable level so that there is minimal wear and tear on our minds and bodies. When you attempt to relax, you are trying to keep your allostatic load at a reasonable level so stress does not produce wear and tear on your mind and body.

Some Effects

Body	Mind	Behavior
<ul style="list-style-type: none">• Headache• Muscle tension or pain• Cardiovascular issues• Fatigue• Change in sex drive• Stomach upset• Sleep problems	<ul style="list-style-type: none">• Anxiety• Restlessness• Lack of motivation• Memory issues• Irritability or anger• Sadness or depression	<ul style="list-style-type: none">• Angry outbursts• Avoidance of key activities• Overeating or undereating• Social withdrawal• Drug or alcohol abuse

SLIDE 17: SOME EFFECTS

When allostatic load is high, our bodies, minds, and behaviors can be negatively affected. If people experience stress regularly enough, they'll potentially damage their cardiovascular and nervous systems, impact their frontal cortex, increase anxiety, and decrease their ability to feel pleasure.

Background

People who often face periods of acute stress can become irritable, anxious, and over aroused. When people in challenging situations can't see possible solutions, stress can become chronic. Some chronic stress comes from traumatic experiences early in life. Chronic stress can reduce a person's physical and mental resources over the long term and require medical and behavioral treatment.

Reference

Stress: The Different Kinds of Stress. American Psychological Association. <http://www.apa.org/helpcenter/stress-kinds.aspx>



Goal is Resilience
Resilience is the ability to survive and thrive in the face of life's daily ups and downs, *curve balls*, and stressors.

SLIDE 18: GOAL IS RESILIENCE

Resilience researchers originally investigated children who grew up in extremely adverse circumstances. Researchers who spent their lives following these children repeatedly found a sub-group of kids who were able to succeed despite their exposure to adversity. Resilient children were essentially those who were able to defy the odds. They faced many challenges, including extreme poverty, moving from place to place in the foster-care system, and exposure to early traumatic events; yet they were able maintain a positive outlook on life and continue to strive to reach important goals.

These children were originally viewed as a marvel of humankind, and it was thought that some mysterious or magical process enabled them to overcome extreme life challenges. However, as you will see, scientific research suggests that resilience is an ordinary process—not a magical one—that can be learned and achieved by a significant proportion of people when they receive the right supports. **Human beings can demonstrate enormous courage, compassion, and remarkable ability to move ahead in life with even the most difficult personal histories!**

Research has suggested that people who have more material things in life are not necessarily happier in their lives than their less fortunate counterparts. For example, people who live in the most successful economies in the world do not have fewer social or interpersonal problems and do not report being significantly happier than their counterparts in more difficult economic situations.

We Can All Become Resilient



Resilience does not require something rare or special—it's **ordinary magic**.

SLIDE 19: WE CAN ALL BECOME RESILIENT

It is within all people to become resilient. People can develop the ability to bounce back from difficulties! Rebounding, springing back, and recovering quickly are humanly possible. Resilience is common and ordinary, and we all have the ability to develop it normally! To become resilient isn't necessarily the easiest path to take in life, but it is the path that ultimately will enable you to be most effective in life and give you the most meaning and purpose.

Some Steps Toward Resilience

- Develop helpful and **optimistic thinking**.
- Seek **social support**.
- Get good **sleep**.
- Clarify **values** and doing what matters.
- Manage **emotions effectively**.
- Engage in **physical activity**.
- Use **mindfulness** practices.
- Purposefully practice **gratitude**.
- Make time for **recreation** and **relaxation**.

SLIDE 20: SOME STEPS TOWARD RESILIENCE

Ask participants to pause for a moment and think about which, if any, of these practices they do.

Research has uncovered the recipe for becoming resilient. There are several ingredients that have been independently shown to increase a person's resilience. This means if a person is doing at least one of these things, they are better off than if they are doing none of them. It is also true that the more of these a person integrates into their life, the better off they'll be with regard to minimizing distress and maximizing well-being. There is also a *synergistic* effect of these ingredients (meaning that the sum is greater than all of its parts); this means if people strive to integrate all of these ingredients into their lives, they are surviving and thriving in life better than those who are not.

So, the bottom line is: *Are you interested in minimizing the amount of stress you experience in work and life, and do you want to maximize your well-being? Do you want to be as effective as possible when working with young children and their families? Do you want to have a balanced life that provides you with well-being and happiness? Do you want to minimize the impact of stress in your life so you can be as mentally and physically healthy as possible?*

If the answers to these questions are all yes, then resilience should be a topic of interest to you.

Using Mindfulness Practices

SLIDE 21: USING MINDFULNESS PRACTICES

This next section will focus on one resiliency and wellness practice: mindfulness techniques.

What is Mindfulness?



“The **awareness** that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment.”

(Kabat-Zinn, 2003, p. 145)

SLIDE 22: WHAT IS MINDFULNESS?

Jon Kabat-Zinn, a professor of medicine emeritus who created a widely used mindfulness-based stress reduction program, refers to the definition on the slides as *operational*. Mindfulness practices represent a collection of formal and informal strategies that focus on training one’s attention and awareness to bring mental processes and behavior under greater control and thereby foster better calmness, decision making, and behaviors during both routine and challenging situations.

Reference

Kabat-Zinn, Jon. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice*, (10)2, 144–156. http://www-psych.stanford.edu/~pgoldin/Buddhism/MBSR2003_Kabat-Zinn.pdf

Scientific Benefits

- **Concentration** and clarity in thinking
- Increased **calmness**
- More skillful **response to difficult situations**
- Increased **empathy** and understanding of others
- **Decreased stress** and anxiety
- Enhanced **physical health**

SLIDE 23: SCIENTIFIC BENEFITS

Mindfulness has enjoyed a tremendous surge in popularity in the past decade, both in the popular press and in psychotherapy literature. The practice has moved from a largely obscure Buddhist concept founded about 2,600 years ago to a mainstream therapy construct today.

Scientific research has uncovered many benefits of mindfulness-based practices. Research demonstrates that mindfulness may help bolster people’s immune systems, making them better able to fight off diseases from the flu to cancer. Mindfulness helps improve people’s concentration to solve problems, as well as reduce ruminative thinking (thinking that is focused impulsively on the attention of one’s distress) that has been shown to exacerbate stress. There is additional data indicating that mindfulness can help people increase their motivation to make lifestyle changes, foster better relationships with others, and improve their resilience.

Given the range of benefits associated with mindfulness-based practices, it is important to develop a deeper understanding of mindfulness and specific practices to cultivate it.



The Benefits of Mindfulness

While you are watching this video, think about these questions:

- What are the benefits of mindfulness for you?
- What are the possible impacts for the children you work with?

SLIDE 24: THE BENEFITS OF MINDFULNESS

Invite participants to think about these questions while they watch the video.



SLIDE 25: VIDEO: THE BENEFITS OF MINDFULNESS

This expert video called *The Benefits of Mindfulness* features Dr. Carrie Brennan, senior lecturer in early childhood and family studies at the University of Washington.



Video Debrief

Using mindfulness practices, teachers can:

- Be calmer and better observers of children.
- Have a more positive affect, which impacts the mood in the classroom.
- Respond to challenges more calmly.

SLIDE 26: VIDEO DEBRIEF

(Responses on the slide are animated and appear one by one.)

Ask participants to share important points they noticed in the video.

How Mindfulness Works



SLIDE 27: HOW MINDFULNESS WORKS

Mindfulness is the opposite of mindlessness. Mindfulness practices are intentional exercises, routines, and activities that help cultivate and build greater present moment awareness as experiences unfold moment by moment. When people are able to practice mindfulness and build greater awareness of self, others, and the environment, then they are more empowered because they are liberated from uncomfortable or distressing thoughts or feelings, are able to interact more effectively with others, and live a more enriched and satisfying life.

Thus, mindfulness practices enable better awareness, and awareness enables personal empowerment.



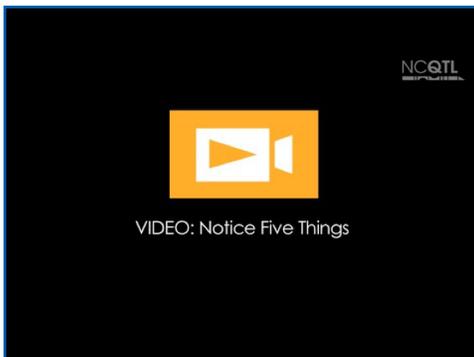
Notice Five Things

While you are watching the video, think about these questions:

- What are the elements of the strategy?
- Where can you do this practice?
- What is its purpose?

SLIDE 28: NOTICE FIVE THINGS

In the upcoming video, participants will hear about one mindfulness practice. After the video, participants will get a chance to try the practice.



SLIDE 29: VIDEO: NOTICE FIVE THINGS

This slide contains the video *Notice Five Things* featuring Dr. Gail Joseph, associate professor in educational psychology at the University of Washington, and Dawn Williams, curriculum specialist at the National Center on Quality Teaching and Learning at the University of Washington. The video is an excerpt of the National Center on Quality Teaching and Learning's Teacher Time webinar series.

Reference

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Teachers' Choice! Digging Deeper into Challenging Behavior (Part 1)*. Washington, D.C., Spring 2014. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/development/teacher-time-webinars.html>



Video Debrief

- Notice five things you can see, hear, and connect with your body.
- You can do this practice in the classroom or, really, anywhere.
- The purpose is to practice becoming calm and centered.

SLIDE 30: VIDEO DEBRIEF

(This slide is animated so that possible answers appear one by one.)

In addition to asking for their responses, you might ask participants if they have experience with this practice.



Notice Five Things

Pause, sit quietly, and think about:

- Five things you can see.
- Five things you can hear.
- Five things that connect with your body.

SLIDE 31: LEARNING ACTIVITY: NOTICE FIVE THINGS

Materials: *Mindfulness Practices* handout (optional here)

Time to try it! (The points on this slide are animated and appear one by one.) Ask participants to sit quietly for a moment, then say each one of the points out loud for participants to try. Afterward, ask participants to share their reflections about how the experience felt for them.

The *Mindfulness Practices* handout includes other mindfulness practices, which participants will have a chance to explore in an assignment at the end of the module.

Bringing It All Together

SLIDE 32: BRINGING IT ALL TOGETHER

This section of the module summarizes the main points and includes some optional assignments.



- Manage stress well to build your resiliency and better observe and respond to children.
- Use mindfulness practices as one way to remain calm and centered.
- Teach these practices to children in addition to using them yourself.

SLIDE 33: SESSION SUMMARY

(The points on this slide are animated so that they appear one by one.) Before you bring up each point, you might ask participants what their key takeaways are from this module.



Choose One: Mindfulness Practices

- Watch the videos showing mindfulness practices or read about them on the handout.
- Choose one.
- Try one at least once while in or out of the in the classroom during the next week.
- Reflect on the experience.

SLIDE 34: CHOOSE ONE: MINDFULNESS PRACTICES

Materials: *Choose One: Mindfulness Practices* assignment, *Mindfulness Practices* handout, and *Mindfulness Practices: Video Instructions* (slides)

Review the assignment with participants, and answer any questions. Note that this assignment does not need to directly involve children. Participants can try this as an independent exercise during the week. You can remind participants that every action they take to de-stress and be present also benefits the children they work with.

The video instructions show four mindfulness practices. The handout contains five, including the *Notice Five Things* exercise introduced earlier in a learning activity.



Notice Five Things with Children

1. Review the steps to the mindfulness practice *Notice Five Things*.
2. Set up your video camera to film your lesson with children.
3. Lead children in the activity.
4. Review the recording and reflect on the experience and children's responses.

SLIDE 35: NOTICE FIVE THINGS WITH CHILDREN

Materials: *Notice Five Things with Children* assignment and *Mindfulness Practices* handout

This is an optional video assignment, one of the hallmarks of EarlyEdU courses. Review the assignment, and answer any questions.



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SLIDE 36:

This concludes this EarlyEdU Alliance module on resilience and mindfulness practices. See the EarlyEdU Alliance's website at <http://www.earlyedualliance.org> for more information about higher education courses on early childhood teaching practices.