



Reciprocal Stress and Mindful Learning

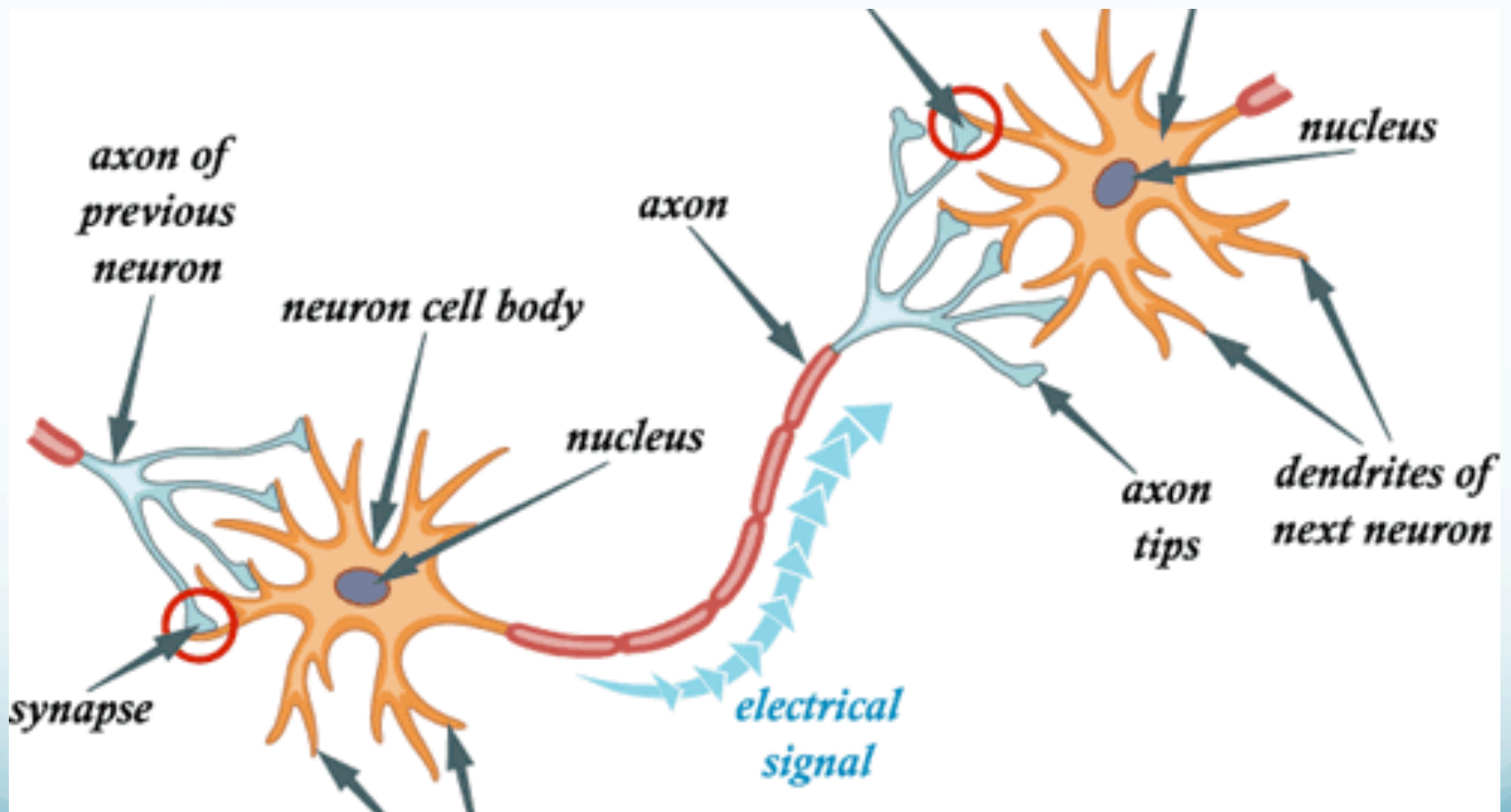
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Shortlist of Stress Strategies

- Mindful Minute start to class for a blank slate
- Chair yoga for mindful movement
- Square breath to clear working memory
- Handshake and eye contact to promote connection
- Cognitive restructuring to change negative thought loops
- Power poses for confidence and optimism
- Movement breaks for dopamine and oxygen
- Practicing growth mindset language

The learning brain



Three primary principles guide UDL—and provide structure for the Guidelines:

To learn more, click on one of the Guidelines below.

I. Provide Multiple Means of Representation

Perception

Language, expressions, and symbols

Comprehension

II. Provide Multiple Means of Action and Expression

Physical action

Expression and communication

Executive function

III. Provide Multiple Means of Engagement

Recruiting interest

Sustaining effort and persistence

Self-regulation



UDL Guidelines

Universal Design for Learning

<http://www.udlcenter.org/aboutudl/udlguidelines>

Self-regulation

- Promote expectations and beliefs that optimize motivation
 - Personalized goals for prolearning behaviors
 - NOT academic goals!!!! Self-regulatory goals
- Facilitate personal coping skills and strategies
 - Scaffolding and feedback for managing frustration or stress, seeking adult assistance, or coping individually
- Develop self-assessment and reflection
 - Self-assessment of prolearning behaviors: getting enough exercise or sleep, increasing time spent on task, seeking support for stress, decreasing number of aggressive responses, etc.
 - Use charts and rubrics for objective reference and feedback.

Teacher Stress

- Why does it matter? (Besides the obvious...)
 - Keeping teachers teaching: 50% of new teachers “burn out” within the first 5 years
 - Stressed teachers tend to teach as they were taught, not how they have been trained to teach (best practices)
 - Brain development through mirror neurons
 - Better outcomes for students
 - Stress is contagious, and stress negatively impacts student learning
 - Better outcomes for us – seriously, life is too short.

Mirror Neurons

- The basis of empathy, happiness, anger, sadness, stress
 - We “mood-match” with our students, and they with us.
- Empathy can be taught: Our self-regulatory pathways are more developed than our students
 - Both a pro and a con – negative habits are taught without our consent or control

Self-care

- Nothing happens without support
 - Administrative policies
 - “Buy-in” from senior staff
- Changing school culture – turn the bathroom break into a nature break
 - Pick three times during the school day to go outside and breath for 5 minutes, count to ten, practice active listening, etc. Normalize the practice.
 - Have a buddy to keep you honest about self-care and look out for you when you are in too deep to notice you’re overwhelmed
- CARE program: Cultivating Awareness and Resilience in Education

Coping with Academic Stress

- SLEEP: Tired children are stressed children who cannot cope.
 - For each letter grade difference, students vary by a tight average of 15 minutes of sleep
 - Delaying school start times improves mood, decreases anxiety and behavioral problems, increases standardized test scores
- Emotional connection:
 - Physical handshake and eye contact
- Cognitive restructuring and growth mindset: the power of YET

Coping with Academic Stress

- Mindfulness
 - Mindful meditation and breathing can be explicitly taught and can reduce cortisol levels and improve working memory
 - Stress is contagious: teachers and students feed off each other
- Exercise and School-based movement
 - Students should move a minimum of two minutes every hour – how can you incorporate it into your classroom? Can be as simple as jumping jacks.
 - 20-45 minutes of cardio improves dopamine and other neurotransmitters involved in attention and concentration

Mindsets and Learning

mindsetonline.com

- Fixed mindset:
 - Intelligence and talent are fixed traits, innate.
 - Less likely to take academic risks, as failure could “prove” that they aren’t as smart as supposed. Tend to give up easily.
 - Failure is seen as evidence of stupidity.
 - Having to work hard is seen as evidence of stupidity
- Growth mindset:
 - Intelligence and talent can be developed through dedication and hard work.
 - Tend to be resilient in the face of intellectual challenge, take more risks. Work longer and harder in the face of adversity.
 - Failure is seen as evidence that they haven’t worked hard enough.
 - Basic belief that all people can work hard, ergo all can succeed.

PRAISE EFFORT

- Changing mindsets requires us to change the way we talk to students
- Students need 5 items of praise for every one item of criticism – but how we praise them matters.
- Praise the work that students do – be specific and detailed.
- Process-oriented vs. Outcome-oriented
- Mistakes are opportunities for learning

Helpful links

- <https://www.mindsetworks.com/Science/Default>
- <http://www.edutopia.org/blog/contagious-emotions-responding-to-stress-lori-desautels>
- <http://www.tolerance.org/empathy>
- <http://www.blogger.com/better-way-say-sorry>
- <http://www.udlcenter.org/aboutudl/udlguidelines>
- http://www.udlcenter.org/implementation/examples/examples7_3
- <https://www.mindsetworks.com/Science/Default>

Changing School Culture

The research shows that increasing self-regulation in a sustained, scaffolded way is the key to increased performance and decreased stress.

- Later start times and brain/sleep education. The question should not be why but how.
- Teacher modeling of coping skills – be the change you want to see in the students!
- Explicit teaching of coping skills, SEL, and empathy
 - Mindfulness meditation and physical activity
- Built in mindful moments and aerobic exercise throughout the day, in every class

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