

MINDFULLY READY TEACHER: embodies practices & stays informed

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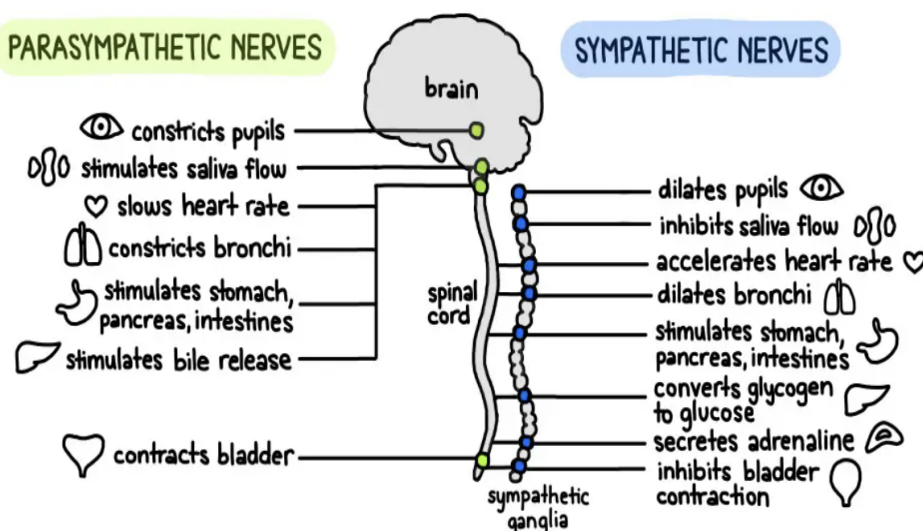
QUALITIES OF SELF-REGULATORS (INCLUDES TEACHERS / STUDENTS)


- ✓ act according to their values
- ✓ calm themselves when upset
- ✓ cheer themselves when down
- ✓ persist through difficulty
- ✓ do their best
- ✓ flexible & adaptable
- ✓ see good in others
- ✓ are clear about intentions
- ✓ take control when necessary
- ✓ view challenges as opportunities

 **RESOURCES:** VERY WELL MIND: <https://www.verywellmind.com/how-you-can-practice-self-regulation-4163536>
PSYCHOLOGY, HEALTH, & MEDICINE: <https://www.tandfonline.com/doi/full/10.1080/13548506.2015.1061676>

MINDFULLY READY TEACHER

- ✓ *“Important for each person to tend to their own garden.”* Dr. Richard Miller, Founder of iRest® & International Association of Yoga Therapists, clinical psychologist, yogic scholar
- ✓ *“It just takes one person in a child’s life who makes them feel seen, heard, and believed to make all the difference.”* Donna Berry, Social Worker, Family Therapy
- ✓ *Trauma informed practices include predictability, choice, and sense of control.* Stephanie Lopez, Senior Trainer at iRest®, Social Worker, Yoga Therapist
- ✓ *“Trauma-sensitive schools strive for cultural competence by acknowledging and respecting diversity within the school ...”* National Center on Safe Supportive Learning Environments
- ✓ *Our body and mind naturally react in ways to protect us and keep us alive. There is no bad or good.* NICABM, National Institute for the Clinical Application of Behavioural Medicine



 **RESOURCES:** SIMPLY PSYCHOLOGY: <https://www.simplypsychology.org/sympathetic-nervous-system.html>
<https://www.simplypsychology.org/parasympathetic-nervous-system.html#:~:text=The%20parasympathetic%20nervous%20system%20is%20also%20referred%20to%20as%20the,system%20leads%20to%20decreased%20arousal>

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POTENTIAL TRIGGERS FOR PERSONS WITH HISTORIES OF TRAUMA

Triggers set off intense reactions that can be ... easily misunderstood or mislabeled, ... if the school staff does not understand the connection between current behaviour and previous trauma.

POTENTIAL STUDENT TRIGGERS

- × loud, chaotic environments
- × physical touch
- × uncertainty about expectations
- × changes in routine
- × witnessing peers fighting
- × meeting with an adult to address behaviour
- × emergency vehicles and police or fire personnel
- × being called out on behaviours in front of others
- × being harassed or intimidated by others
- × being asked to discuss difficult topics
- × hand or body gestures that appear threatening
- × feeling embarrassed or ashamed

POTENTIAL PARENT TRIGGERS

- × being called into school to discuss a problem
- × being treated disrespectfully when arriving at the school
- × participating in large meetings with a lot of school staff
- × not being part of decision making for child
- × lack of privacy while school staff members talk about private matter
- × participating in an assessment process related to child
- × confusion and lack of clarity about child's education

TRAUMA SENSITIVE STRATEGIES

- ✓ establish clear routines
- ✓ ensure adequate staffing during times when students are more likely to have difficulties
- ✓ arrange your space to minimise potential trauma triggers (e.g., where students sit, amount of physical space, areas to take space when needed)
- ✓ anticipate potential trauma triggers for students and plan ahead
- ✓ provide trigger warnings for content that may be upsetting
- ✓ plan for times of uncertainty and transition, and offer additional support to students who need it during these times
- ✓ make all your responses to students calm and respectful
- ✓ use positive behavioural interventions
- ✓ incorporate self-control practices, such as breathing exercises and mindfulness activities, into daily routines

RESOURCES: NATIONAL CENTRE ON SAFE SUPPORTIVE LEARNING ENVIRONMENTS:

chrome-extension://efaidnbmninnbpcjpcglclefindmkaj/https://safesupportivelearning.ed.gov/sites/default/files/Building%20TSS%20Handout%20Packet_ALL.pdf

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A Day in the Life of Mindfully Ready Teacher & Students (Community)

“A positive, predictable home routine helps children feel safe and secure. And doing the same things the same way at pretty much the same time each day facilitates the acquisition of skills and knowledge bit by bit, day after day.” The Power of Evening Routines, Harvard Graduate School of Education, Heather Miller

✓ NIGHT BEFORE

-Prepared / ready

- healthy lunch / snacks / water bottle
- backpack at door
- clothes laid out

-Possibilities for restful sleep & refreshed waking up

- practice / habit / routine
- turn off devices early
- gratitude practice
- iRest® Meditation / JABU mind app
- natural physical healing processes
- YIN position while sleep

✓ WAKE-UP

- NOT start with devices
- gratitude practice
- physical body / stretch (7 movements of spine)
- intention / heartfelt desire

✓ JOURNEY / COMMUTE

- iRest® Meditation / JABU mind app


✓ DAYTIME / CLASSROOM

enviro: 60 bpm study music / natural lighting / fresh air


techniques: brain research / self regulation / trauma informed

agenda / planner: intention / heartfelt desire / gratitude / inspiration

breaks / DPA: iRest® Meditation / JABU mind app phys fitness / chair yoga outside / nature

 **MINDFULLY READY TEACHER: HEARTFELT DESIRE:** What is your purpose, mission, your WHY for this lifetime; deepest longing, contribution that motivates, supports, and strengthens within you a deep felt-sense of meaning, purpose, and value? _____

 **MINDFULLY READY TEACHER: INTENTION:** What is your WHY for this moment, day, period of time; strong and effective statement from within yourself; supports you in actualizing your Heartfelt Desire? _____

 **MINDFULLY READY TEACHER:** What can you commit to doing to embody practices & stay informed for yourself, loved ones, students, & your school community? _____

 **RESOURCES:**

TRAINING / PRACTICE:

OISE WELLNESS: <https://www.oise.utoronto.ca/wellness>

EMPOWERING EDUCATION: <https://empoweringeducation.org/workshops/>

NICABM: <https://www.nicabm.com/>

TARA BRACH: <https://tinyurl.com/4ssea3f>

ELISHA GOLDSTEIN: <https://elishagoldstein.com/ecourses/basics-of-mindfulness-meditation/resources/>

PEACE IN SCHOOLS: <https://www.peaceinschools.org/>

INSIGHT TIMER: <https://insighttimer.com/meditation-app>

MOVEMENT / YOGA:

YOGA INTERNATIONAL: <https://tinyurl.com/4k6d4asa>

YOGA WITH ADRIENE: <https://www.youtube.com/user/yogawithadriene>

FIGHTMASTER YOGA (LESLIE): <https://www.youtube.com/channel/UCcox27Gc-NGbb2-X9hdLaMw>

IREST® YOGA NIDRA MEDITATION:

JABUMIND: <https://jabumind.com/>

IREST® TRY NOW: <https://www.irest.org/try-irest-now>

IREST® MEDITATION AND CONVERSATION LIBRARY: <https://www.irest.org/meditation-and-conversation>

IREST® SELF-CARE TREASURY:

<https://www.irest.org/blog/resources-nondualism-other/self-care-treasury-retrospective-free-meditation-monday-offerings>

JEN B YOGI:

<https://www.jenbyogi.com/>

<https://www.youtube.com/@jenbyogi3733/streams>

TWO YOGIS TALKING ABOUT LIFE: <https://www.youtube.com/@TwoYogisTalking>

VIVAYA: <http://vivayalive.com/guides/5764/jen-baradi?referral=JenBaradi15>

MINDFULLY READY STUDENTS: embodies practices & stays informed

 **MINDFULLY READY STUDENTS:** What can you commit to doing to support your students in embodying practices & staying informed? _____

 **RESOURCES:**

ABOUT THE BRAIN:

<https://www.growingresilienceohio.org/blog/hand-brain>

<https://k12.thoughtfullearning.com/blogpost/connect-sel-brain>

<https://drive.google.com/file/d/1MNwuPKTQYQax5k-aMJMxSICzv0JDBCuu/view>

TRAINING / PRACTICE:

THE MINDFUL MOVEMENT PROGRAM: <https://myndfulmovement.com/>

KIDS YOGA STORIES: <https://www.kidsyogastories.com/>

GO NOODLE: <https://www.gonoodle.com/>

TVOKIDS HEALTH AND ARTS: https://www.youtube.com/@TVOkidsHealthAndArts/playlists?view=50&sort=dd&shelf_id=7

COSMIC KIDS: <https://youtu.be/EJNOsvTnR1k>

JEN B YOGI:

JEN B YOGI: KIDS WEEKLY MONTHLY MINDFULNESS: <https://tinyurl.com/mryjif9eb>

OISE WELLNESS MINDFUL TEACHER FALL 2023 ~ jennifer.baradi@tdsb.on.ca jenbyogi@gmail.com

Thank you for attending the OISE Wellness Mindful Teacher Lunch & Learn session entitled:
Jen Baradi, The Mindful Teacher (& Students).

We hope you enjoyed the session and were able to learn some valuable information to help cultivate your health and wellness.

If you have any questions for Jen, please feel free to reach out to her. You can find her with the following links:

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   @jenbyogi

 <https://www.oise.utoronto.ca/wellness>