

ABSTRACT OF CAPSTONE

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The Graduate School
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March 30, 2020

THE CONNECT PROJECT: BRANCHESS: BUILDING RELATIONSHIPS AND
NURTURING CONNECTEDNESS HARNESSING
EVERY STUDENT'S SUCCESS

Abstract of Capstone

A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
College of Education
At Morehead State University

By

Martina R. Skidmore

Stanton, Kentucky

Committee Chair: Shane Shope, Assistant Professor

Morehead, Kentucky

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The Connect Project: BRANCHESS was created for educators to be equipped with the knowledge and skills needed to increase an awareness of childhood trauma and social emotional learning in schools. The professional development modules for staff will be implemented in an effort to train staff in brain development of children exposed to trauma, social emotional learning strategies, and self-awareness and mindfulness strategies. Teachers, as well as other staff members will receive training in the areas of self-awareness, mindfulness, Adverse Childhood Experiences and dealing with students who have suffered trauma, as well as being educated on social emotional learning. The Professional Development modules are created to educate individuals on the not only the need for positive relationships, but strategies and activities proven to enhance student/teacher relationships.

KEYWORDS: Trauma, Self-Awareness, Professional Development, Mindfulness, Adverse Childhood Experiences

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DEDICATION

I would like to first thank my Lord and Savior who allowed me to have a passion and love for people that is real. I would also like to pay tribute to my parents who supported me in every endeavor throughout my life. My mother for making sure my lips were lined and earrings were present. My dad for teaching me how to express myself through writing and having a passion for using words no one understood. My eldest sister, Penny, for showing me perfection at its finest, my brother, JR to make me tough, my baby sister, Jessica, for always reminding me to straighten my crown. Each of you played a huge role in molding me to be who I am today. We are the Big 4!

To my husband, Rick, my biggest critic, and biggest fan. Thank you. Thank you for believing in me and keeping me grounded when I could not feel the earth beneath me. Thank you for loving me and making me feel as though I could accomplish anything. My children, Stephen, Briana Zachary, Nathan, Caroline, and my granddaughter, Morgan. Thank you for believing in me when I did not believe in myself. You all are my best accomplishments in life, and I am proud to have you in my corner. Thank you for allowing me to pursue this dream and share me with my passion.

To my students, you make me better every day. My hope is that you also go forth and change the world. Let your light shine, and love for real.

ACKNOWLEDGEMENTS

The path toward this capstone has been circuitous. Its completion is thanks in large part to the special people who challenged, supported, and stuck with me along the way. I am tremendously fortunate to have committee members Dr. Cretia Mainous, Dr. Daryl R. Privott, and Dr. Michael Kessinger who brought a depth of knowledge that few could match. I thank them for supporting my ideas and guiding me in a way to continuously move me forward. Dr. Mainous pleasant spirit and positive attitude inspired to have faith in myself and press toward the goal. Dr. Shope who during the first day of summer seminar made me feel as though I had finally found my place. Thank you guiding me to make my dream reality. Dr. Privott for shining your light and allowing me to feel as though my desire to love people first was exactly what I am called to do. Dr. Kessinger for your continual support and understanding throughout this process. You are an amazing asset to any team and I am eternally grateful for your methodical approach. A “big picture” girl needs a Dr. K!

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Preface

The Connect Project: BRANCHESS began from the author's personal experience in the counseling profession. As she made her journey from the elementary classroom to the high school counseling office, she noticed one significant change in the dynamic of the schools. The students seemed to have changed due to their experiences and the teachers had little to no connection to the students. What became of this, as students were disengaged and failing and looking to other sources for support, and teachers were feeling defeated. With this observation came a desire to change this dynamic. She desired to create a school-wide mentoring program initially, but she quickly realized, many of the staff were unaware of how to build connections with students and that many students lacked the skills and knowledge needed to reciprocate. The author's knowledge of childhood trauma and brain development, social-emotional learning was not a common factor for all educators. She felt the need to train teachers in an effort for them to have a better understanding of the children and their circumstances in order to reach success. The author also, through her own experience with self-awareness and mindfulness, wondered if this type of understanding would aid teachers in their endeavor to create a positive classroom environment.

Executive Summary

What is the core of the capstone?

To create an avenue to bridge the great divide that often occurs between teacher and students, The Connect Project is a way to equip educators with the knowledge of teaching to trauma, social-emotional learning, and mindfulness to become self-aware and plug into the students in a way that can enhance learning through relationships.

According to Sheras and Bradshaw (2016), “schools are an important context for child and youth development” (p. 129) as they have a considerable influence on several aspects of behavior and emotional well-being, as well as academic performance. As noted by the Child Mind Institute (2016), one in five children suffer from mental health or learning disorder, and 80% of mental health conditions begin in childhood. The rate of school suspensions has increased from 1.7 million in 1974 to 3.1 million in 2001 (Child Mind Institute 2016). The rates of these suspensions lead to problems with student success and graduation rates. Identifying and providing mental health interventions early in life may prove fruitful in creating a positive, thriving environment for students.

There are psychological factors associated with relationships and the influence of such on performance. This was confirmed through research by Cooper and Miness (2014), when they found caring as a relation is a desirable form of teacher care interaction and that in most instances of relational caring, students perceive that teachers understand them both as people and learners. Conversely, Conner, Miles,

and Pope (2014) found that less supported students significantly suffered more psychological and physical ill-health effects than their more supported counterparts.

With such an increase in the need for social-emotional learning as well as the need for relationships, The Connect Project Professional Development series will equip staff with the knowledge, skills, and training needed to develop mentoring relationships with students and build an atmosphere of positive school culture.

The Connect Project: BRANCHESS was created for public schools to be equipped with the knowledge and skills needed to increase awareness of childhood trauma and social-emotional learning in schools. Educators are entering the classroom with content knowledge, but often lack the rapport knowledge and skill set for building relationships where education is meaningful and cooperative.

Professional development (PD) for staff will be implemented to train staff in the brain development of the children exposed to trauma, social-emotional learning strategies, and self-awareness and mindfulness strategies. The PD will not only potentially train 100 employees in personal self-awareness, social-emotional learning, and mindfulness practices, but also in mindfulness strategies that are embedded throughout the school environment. To be able to train the district employees in connectedness, training modules are needed to provide a structured model for the consistent delivery of the mentoring curriculum.

The purpose of this capstone was to design the training modules that may serve as a basis for the professional development delivered to teachers in the Powell County High School. Teachers, as well as other staff members, will receive training

in the areas of self-awareness, mindfulness, Adverse Childhood Experiences, and dealing with students who have suffered trauma, as well as being educated on social-emotional learning. The Professional Development modules are created to educate individuals on not only the need for positive relationships, but strategies and activities proven to enhance student/teacher relationships.

Literature Review

The transformative power of an effective teacher is something most have experienced and understand on a personal level. If we were particularly fortunate, we had numerous exceptional teachers who made school an exciting and interesting place. Those teachers possessed a passion for the subjects that they taught and genuinely cared for the students with whom they worked. They inspired us to play with ideas, think deeply about the subject matter, take on more challenging work, and even pursue careers in a particular field of study. Some exceptional teachers achieve celebrity status, but thousands of unsung heroes go unrecognized in their remarkable work with students daily. According to Corso, M. J., Bunkick, M. J., Quaglia, R. J. & Haywood, D.E.(2013), teachers who strive to build relationships with their students, enhance the relevance of the coursework, and focus on pedagogical expertise, their students are more likely to be engaged in the classroom setting therefore, enhancing achievement. However, oftentimes educators lack proper training in the field of trauma education and self-awareness which may aide in relationships building. The literature review examines the need for a trauma informed approach and discusses the role of the educator as an advocate for students through

self-awareness. Finally, the power of mindfulness practices is discussed as the platform for increasing awareness, generating calm focus, and building resilience in both students and educators so they have the skill set required to manage their stress and perform at higher levels.

Trauma. An abundance of evidence reveals the impact childhood traumatic experiences can severely alter social, psychological, cognitive, and biological development. These experiences can produce adverse changes in the structure and function of the brain, which in turn can threaten academic success, communication skills, and relationships (Spinazzola, Joseph & Cook, Alexandra & Ford, Julian & Lanktree, Cheryl & Blaustein, Margaret & Cloitre, Marylene & DeRosa, Ruth & Hubbard, Rebecca & Kagan, Richard & Liautaud, Joan & Mallah, Karen & Olafson, Erna & van der Kolk, Bessel, 2005).

Trauma-informed care is based on these core principles: creating a sense of safety, practicing trustworthiness and transparency; employing collaboration and mutuality; practicing empowerment; fostering voice and choice; and recognizing cultural, historical, and gender issues (Substance Abuse and Mental Health Services Administration, 2014).

Teachers need to be aware of how trauma impacts students to engage them in the learning process for productivity. Holzel, Hughes, Wu, Kwok, Villarreal & Johnson (2011) tell us that students learn best when their brain is calm. When students are not calm, their brains release chemicals and hormones that prevent them from taking in new information; a stressed brain only retrieves memories from its

hippocampus, reinforcing the current perception (Hawn Foundation, 2011). When students experience stress and trauma, their brains are incapable of retaining information as the amygdala prevents a person from accessing the prefrontal cortex. The only information accessible is what is already stored in the hippocampus.

Multiple facets play a role in student development, which can, in turn, may affect academic success. Hughes, Wu, Kwok, Villarreal, and Johnson (2012) found students are at risk because of family adversity or child characteristics are more affected by the quality of social supports at school than are students with few or no risks. Demographics can also play a significant role in the implementation of such support. Hardre (2012) found that rural teachers and administrators agree that it can be more challenging to promote academic motivation for students in rural settings. Those who have found success in motivating their students to find value put forth an effort, and learn in school, regardless of their general ability and prior achievement, operate on some generalizable principles consistent with motivation research that crosses theoretical boundaries.

Prior studies conducted by Bridgeland, Dilulio, and Morison (2006), have identified a wide variety of reasons for students deciding to drop out. Certain traumatic factors, including family make-up, culture, mobility, level of parent education, level of parental involvement in school, and socioeconomic status (SES), affect whether students ultimately stay in school and complete their education. Wehlage and Rutter (1986) argued that the real causes for dropping out are contained

within the school system itself. These researchers reported that students drop out because of the structural and contextual flaws in the educational system.

Social-emotional learning. In the last few years, highly publicized instances of bullying, violence, and suicide have fueled an interest in social-emotional learning (SEL). The recent popularity has been driven mostly by evidence of its educational benefits. According to Bouffard (2014), studies show that when students can cope with frustration and anger and get along with others, teachers are better able to teach, and students are better able to learn.

Wang and Degol (2016) indicate a high-quality school that meets the psychological, physical, and cognitive needs of its students, is a school that will produce better-educated citizens to take on the problems of tomorrow. Carlisle (2011) researched the implementation of such strategies with a multifaceted solution to increase positive attributes, such as problem-solving, cooperation, and service-learning, in order for students to engage in healthy relationships with their teachers and peers.

Schools are an essential context for child and youth development, as they have a considerable influence on several aspects of behavior and emotional well-being, as well as academic performance. According to Guetzloe (1997), the roles and functions that were once the responsibility of these institutions have now become the focus of programs that seek to compensate for the child's lack of guidance and support. As a result of the growing body of research documenting the positive attributes and correlates of school climate, it has become an essential target for school reform

efforts and programs aimed at improving behavioral, academic, and mental health outcomes for students.

Mentoring. Gordon, Downey, and Bangert (2013) hypothesized that a School-Based Mentoring Program would reduce the number of discipline infractions as well as improve attendance, self-confidence, student engagement, and increase student connectedness. When tested, the authors' hypothesis was supported by the evidence. With proper implementation of said program, there was an increase in achievement synonymous with decrease discipline referrals. By exploring factors that influenced mentoring outcomes in a school-based mentoring program,

Simones and Alarcao (2013) found school-based mentoring delivered by teachers may help to impede limitations such as lack of parental involvement as referenced in many studies as a common barrier. It is this sense of belonging one seeks to achieve. Uslu and Gizir (2016) found teacher-student relationships, peer relationships to be significant predictors of a sense of school belong among adolescents. Skipper and Douglas (2015) found that although teachers feel feedback provides the child with useful information, a child's interpretation of feedback may lead to attributions that the teacher likes or dislikes him or her. Peterson, Rubie-Davis, Elley-Brown, Widdowson, Dixon, Irving (2017) research states that criticism led children to view student-teacher relationships negatively following failure and maintain this view following first success.

Rimm-Kaufman and Sandilos (2018) research found that improving students' relationships with teachers has positive implications for both students' academic and

social development. Solely improving students' relationships with their teachers will not produce gains in achievement. However, those students who have close, positive, and supportive relationships with their teachers will attain higher levels of achievement than those students without those relationships. According to Raufelder, Scherber, and Wood (2016), the motivation students gain from specific, well-liked teachers can moderate the relation between their perception of teacher-student relationships overall and academic self-regulation.

Troop-Gordon and Kuntz's (2013) research examined whether close relationships with the teacher would reduce, or a conflictual relationship would amplify, links between peer victimization and school maladjustment. The findings indicated the benefits of a close, low conflict relationship with the teacher were less pronounced among children frequently victimized by peers, underscoring the unique role teachers' play in the lives of children coping with difficulties. Additionally, McCabe, Sprite, and Underdown's (2017) research states that students perceive their success, in even the most challenging courses, on their interactions and relationships with their instructors.

Mindfulness and self-awareness. There is an increasing focus on the usefulness of mindfulness in education. The AME cites many benefits of mindfulness training, including increased attention, executive functioning, emotional regulation, self-calming, social skills, and care for others (Meiklejohn, J., Phillips, C., Freedman, M. L., Griffin, M., Biegel, G., Roach, A., Frank, J., Burke, C., Pinger, L., Soloway, G., Isberg, R., Sibinga, E., Grossman, L., & Saltzman, A. 2012). Also, research shows

mindfulness produces decreased negative affect or emotions, decreased anxiety, decreased depression, increased sense of calmness, relaxation, and self-acceptance, increased self-esteem, and increased quality of sleep (Meiklejohn et al., 2012). Many schools are using mindfulness programs with students, and conducting studies into the benefits of mindfulness for students in K-12 education, including the Compassionate Schools Project in Louisville, Kentucky (Barnes, Davis, Murzynowski, & Treiber, 2004; Beauchemin, Hutchins, & Peterson, 2008; Flook, Golberg, Pinger, & Davidson, 2015; Napoli, Krech, & Holley, 2005; Schonert-Reichl et al., 2015; Semple, Reid, & Miller, 2005; Sibinga, Webb, Ghazarian, & Ellen, 2016).

Andragogy. There is a growing trend of incorporating mentoring and advisement programs throughout schools. It is with this understanding; administrators need to develop training for teachers, which enables them to gain insight on how to conduct such relationships. Educators are not exempt from continual learning. There is a need for educators to update knowledge and skills to continue to improve their skill sets around student personal development.

In a study by Ayvaz-Tuncel and Cobanoglu (2018), current research criticized the inadequacy and inappropriateness of the traditional methods of teachers' professional development. Individuals should develop themselves in line with the needs and requirements of the institutions where they work. With this understanding, there is a growing need to plan and carefully carry out training where andragogy principles should be taken into account. Methods and principles used in adult

education differ from those used in children. Often where students lack specific skills to enhance learning, adults have a sense of self-direction.

According to Smith (2002), Malcom Knowles introduced andragogic approaches that altered how educators view their role as an instructor. Knowles' theory of andragogy is an attempt to develop a theory specifically for adult learning. Knowles emphasizes that adults are self-directed and expect to take responsibility for decisions. Adult learning programs must accommodate this fundamental aspect. With less focus on a traditional lecture-based model of teaching, Knowles focused on a self-directed approach in which the instructor acted more as a facilitator.

Creating more of a learner-centered approach is considered pedagogical practice. In his argument, he claims individuals who are proactive learners learn more than those who are waiting to be taught. Self-directed learning aligns more closely with our natural psychological development in one's innate desire to take responsibility for his or her own life.

Thirdly, Knowles recognizes the continual changes, which occur in education causes individuals to have a heavy responsibility of their own learning. Through this understanding, Knowles developed a five-step model which consists of diagnosing learning needs, formulation learning needs, identifying human material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.

The Connect Project instructional design models Knowles theory of andragogy. The modules are structured in a way to allow for a learner-centered

approach to facilitate learning. Each module will consist of hands-on learning activities where the learner will be an active participant. Special consideration will be taken into account concerning the full range of learners, and the materials will be modified accordingly. Each module lends itself to guidance by the facilitator as the participants flow through the process.

Summary. In order to effectively provide instruction for students, including those who have a history of trauma, teachers must have an understanding of the impact of trauma on students. This project seeks to provide teachers training in teaching to trauma through an understanding of social-emotional learning, mindfulness, and self-awareness.

Districts can look toward research-based strategies to help them reframe their school culture and build teacher resilience through the use of mindfulness-based stress reduction strategies (Darling-Hammond & Sykes, 2003; Ingersoll & Smith, 2003) and a trauma informed approach. The bodies of research in induction, mentoring, resilience, grit, and mindfulness through a trauma informed approach converge to provide educators with tools needed to support a safe classroom for students and an optimal learning environment.

When administrators are developing induction and mentoring programs for their schools and districts, they would be wise to consider how they are incorporating values of trauma informed approach and self-awareness for all teachers. Besides, teacher preparation programs may want to consider the importance of fostering these characteristics amongst their students in the schools of education at the university

level. Embedding strategies and practices that reinforce such practices may shape the future of the classroom.

Who is the capstone meant to impact?

The Connect Project's design is centered on the need to empower teachers and to allow students to be not only heard but also understood. With close to 2,000 students in the district and close to 300 employees, this project poses the potential to impact not only the students and employees but also the community as a whole. By having a clear understanding of the brain's reaction to trauma and creating an environment of being self-aware and developing positive relationships, this may change the dynamics of the district.

Initially, the curriculum was designed as a mentoring program for the freshmen population at Powell County High School (PCHS) with approximately 180 students. Teachers were advised of the mentoring program guidelines. What was missing were structured training modules that would be used to provide professional development to PCHS employees. It was expected that once the training modules were developed, additional field testing would occur to help solidify the structure of those training modules. Once PCHS employees have gone through the training modules, potentially, all students in the district would then be exposed to mindfulness techniques, SEL lessons, strategies, and experiences. These students could then, in turn, take these practices into their homes.

The Connect Project was designed and committed to harnessing the power of this initiative to transform the climate and culture of the classrooms, hallways,

cafeterias, and homes. The project is designed in a way that has the power to transform the climate and culture of the entire community. This project could facilitate the change desired by other program implementation such as Positive Behavior Implementation Systems, Response to Intervention, Internship programs as well as increased Graduation Rate. This project provided tools for individuals to respond rather than react to the stimuli around them. However, the development of the various training modules related to The Connect Project was the primary focus of this capstone. Much of the future impact after the development of the training modules would be outside the scope of this capstone.

Context of the capstone. Adverse childhood experiences and trauma negatively impact a significant proportion of the school-aged population. However, many educators and other professionals are still unaware of these children's complex needs and how to meet them during the school day. The pedagogical need for introducing traumatic materials thoughtfully in the classroom arose over the years of instruction and coordination of an undergraduate trauma studies program. This program, in which students are required to take courses on trauma and conflict, and may also choose elective courses related to trauma in topic areas such as violence, grief and loss, and life crises, was the context for the development of the Trauma-Informed Classroom Care Model.

How will the capstone project be implemented?

The Connect Project's professional development modules are designed according to Knowles principles. The professional development design will be

administered before the start of the school year. The training can be broken down into smaller segments or grouped for a more in-depth training session. The design ensures the lessons are developed in a way that will support the understanding of trauma and self-awareness. Each module is designed for a two-hour session.

This training is designed as an informative, interactive approach to trauma-informed instruction and social-emotional learning. The participants will also be introduced to the concept of self-awareness and mindfulness. Trainees will, through the aid of a personality inventory, have the opportunity to have first-hand experience with personality types and the reactions and interactions of working with others during the modules.

The capstone provides four training modules for school employees. These modules are created to be delivered in a sequence allowing trainees to have an understanding of the impact of trauma on the brain and learning and to be equipped with the knowledge of how to adapt classroom experiences for students. These modules are helpful for all individuals who have contact with students. The structure provided is designed in to equip educators with the necessary knowledge and skills to create an environment of trust.

The recommended training modules will be delivered initially during summer before school begins and follows up during monthly meetings with trainees. Teachers and students will benefit from ongoing support through small group meetings and one to one mentoring sessions.

Next Steps

The Connect Project Professional Development will be implemented prior to the beginning of the school year during summer PD. Following the training staff and students may be placed in an Advisor/Advisee setting based on the results of the personality inventory. Districts will be given weekly slide decks containing lessons for implementation. The slide deck presentation contains a specifically designed curriculum for teachers and students to develop a connection based on self-awareness through social emotional learning.

The Connect Project Professional Development series is the inspiration for the future Connect Academy. This Academy is based on The Connect Project Modules combining a trauma-informed approach, social-emotional curriculum, individualized learning, and mentoring to reach the students who are considered “at risk”. With continual training using The Connect Project Modules, teachers and staff will be selected to enter the Project Based Learning Academy with an increased focus on the student as a whole learner. This change in teacher training and preparedness has the potential to change the dynamics of the public- school setting.

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APPENDIX

The Connect Project Modules

LIST OF MODULES:

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Module 2 Understanding Trauma: Why can't you see me?	50
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Module 1
Do You Love Me Enough?

Branch 1: Foundation –Trauma and The Brain

The foundation of The Connect Project paradigm is understanding trauma and the affects it can have both mentally and physically. All modules are built on the foundation of understanding the effects of trauma. If teachers develop this understanding, they can improve the dynamics of their classroom. This foundation allows students and staff to explore their emotions and work toward a culture that values diversity, empathy, compassion, engagement, kindness and opportunity.

Module 1 provides an outline of the training that would take place for educators and other school personnel. This module will provide the opportunity for teachers to understand the brain's response to trauma and how it may impact learning and emotional development. In addition, this module provides teachers with an introduction to the science behind trauma. This module is the foundation for all other modules.

Title. Do You Love Me Enough?

Time. This module will take approximately two hours to deliver.

Event Description. This event will introduce teachers to what trauma and will reveal how traumas relates to learning in the classroom. Participants will be introduced to the psychological and physiological aspects of trauma on both cognitive and emotional development.

Learning Objectives. Gain an understanding of what trauma is. Learn about current research supporting the benefits of a trauma informed approach.

Key Points to Emphasize. Trauma affects each individual differently. Trauma is defined as an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects. Traumatic events range from one-time incidences to experiences that are chronic and even generational.

There are five types of trauma identified here today.

1. Acute trauma refers to a one-time event, such as an earthquake, fire, assault, or car accident.
2. Chronic trauma refers to traumatic experiences that are repeated and prolonged, such as ongoing exposure to family or community violence, chronic bullying, or a long-term medical issue.
3. Complex trauma refers to exposure to multiple traumatic events from an early age, often within the caregiving system or without adequate adult support, which has short and long-term effects in many areas. Examples include abuse and neglect within families, witnessing domestic violence, or experiencing other forms of violence or adversity without adequate adult support.
4. Historical trauma refers to the collective and cumulative trauma experienced by a group across generations that are still suffering the effects. This includes discrimination, violence, oppression of particular groups.
5. Racial or race-based trauma refers to experiences of racially driven discrimination, harassment, and systemic oppression.

Materials. Read aloud: *Do You Love Me Enough?*

From the time he was a little boy, he wanted someone to love him. Not the hug me on my birthday, smile sheepishly at me for lack of understanding kind of love we often describe. The real kind of love. The love that runs deep within your veins, the love that is unmistakable. A love he longed for that he knew must exist since the void he felt was also real. He searched for it in his mother's eyes, in his father's writings, and through his grandmother's harsh

words. He knew there must be something, for the longing he had was real. How could he desire something so if it didn't exist? Every time he searched and came up empty handed, the hurt was a little more, the sting burned a bit deeper, the pain began to harden his heart. His very being slowly became one of survival, protection, safety at all costs. His once beautiful innocent heart, although the beating continued died a little every day.

He sits in our classroom. Hidden, or so he hopes. If he can just make it through the day with no one noticing. He hopes we don't see his insecurity, his exhaustion, his longing to belong, his fear of failure. He wants to be invisible but longs for someone to notice his desire for love. He learned a long time ago invisible is safe, but invisible is painful. So my question to you is, "Do you love them enough?" Of Course we do.... or else we would have chosen a different career path. But do we understand the dynamics that surround the trauma they face in order to be what we need to be for them.

Activities.

Participant instructions: The chart below lists various types of trauma by category: acute, chronic, complex, historical, and racial. Fill in the fourth column with examples of different types of trauma experienced by the students at your school.

Category	Definition	Trauma Type	Examples from School
ACUTE	Single, isolated incident	<ul style="list-style-type: none"> • Accident • Natural Disaster • Violent act • Sudden loss 	
CHRONIC	Traumatic experiences that are repeated and prolonged	<ul style="list-style-type: none"> • Prolonged family or community violence • Long illness • Chronic bullying • Chronic poverty • Exposure to war, torture, or forced displacement 	
COMPLEX	Exposure to multiple events from an early age often within care giving system or without adequate adult support	<ul style="list-style-type: none"> • Physical, emotional, and sexual abuse by caregiver • Ongoing neglect • Witnessing violence • Other forms of chronic violence 	



***Script:** My name is Martina Skidmore and for as long as I can remember, I have loved people. In my attempt to ensure others feel protected and loved for real, I have developed this PD series to allow educators to have a better sense of how to reach the children within our classrooms in an attempt to change the world.*

Read aloud to participants, "Do You Love Me Enough" See Appendices B

What is The Connect Project all about?

ACES/Teaching to Trauma
Social Emotional Learning
Self-Awareness/Mindfulness



Script: We have all had experiences in our lives which have shaped us in some way. We are not immune to emotional stains and trauma and exhaustion. However, as adults we have grown to cope in a way that may prove healthy or unhealthy and the people around us either thrive or suffer because of it. But what about our children? What about the growing number of children who are being raised by someone other than their birth parents. Those born addicted. Those who are living in an age of ironically enough "social media" but are perhaps less capable than any generation of social interaction. Our children are faced with a multitude of factors which can easily make or break them. And we are the ones who are now given the charge of creating a desire within each of them to reach their fullest potential and find purpose. The Connect Project was created to begin the process of bridging the gap. Our students spend more time with us than their guardians. The schools are now the institutions who are called upon to provide SEL, yet do we as educators have a grasp on this calling?

The Connect Project

Take a moment to listen....

ACES



Script: Take a look at this Ted Talk where Dr. Nadine Harris shares with us the leading cause of heart disease and other illness.

Teaching to Trauma

● Abuse

- **Emotional abuse:** A parent, stepparent, or adult living in your home swore at you, insulted you, put you down, or acted in a way that made you afraid that you might be physically hurt.
- **Physical abuse:** A parent, stepparent, or adult living in your home pushed, grabbed, slapped, threw something at you, or hit you so hard that you had marks or were injured.
- **Sexual abuse:** An adult, relative, family friend, or stranger who was at least 5 years older than you ever touched or fondled your body in a sexual way, made you touch his/her body in a sexual way, attempted to have any type of sexual intercourse with you.

Script: According to the CDC Adverse Childhood Experiences or ACES is categorized into 3 forms. The first is abuse and there are 3 types of abuse.

Teaching to Trauma

● Household Challenges

- **Mother treated violently:** Your mother or stepmother was pushed, grabbed, slapped, had something thrown at her, kicked, bitten, hit with a fist, hit with something hard, repeatedly hit for more than at least a few minutes, or ever threatened or hurt by a knife or gun by your father (or stepfather) or mother's boyfriend.
- **Household substance abuse:** A household member was a problem drinker or alcoholic or a household member used street drugs.
- **Mental illness in household:** A household member was depressed or mentally ill or a household member attempted suicide.
- **Parental separation or divorce:** Your parents were ever separated or divorced.
- **Criminal household member:** A household member went to prison.

Script: Secondly, we have household challenges which can cause traumatic experience. So many of our children have had at least one of these challenges.

Teaching to Trauma

● Neglect

- **Emotional neglect:** Did you often feel that ... No one in your family loved you or thought you were important or special? Your family didn't look out for each other, feel close to each other, or support each other?
- **Physical neglect:** Did you often feel that ... You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?

Script: I think it is important to point out many of our children today suffer from emotional neglect. And it is not even something a parent may realize. This age of everyone working for what they want. Everything is easier but we fill our free time with our own desires, forgetting we are tied to others. This selfish nature and societal shift is creating a generation of individuals who are lacking emotional intelligence.

Teaching to Trauma

● Neglect

- **Emotional neglect:** Did you often feel that ... No one in your family loved you or thought you were important or special? Your family didn't look out for each other, feel close to each other, or support each other?
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ACES

Adverse Childhood Experiences (ACEs) have a tremendous impact on future violence victimization and perpetration, and lifelong health and opportunity.



Script: As you can see here, ACEs have a large impact on the future of an individual. So much of our life is impacted from our circumstances and experiences. Without proper guidance, we may fall into a situation where those circumstances can cause us issues beyond that of an emotional state.

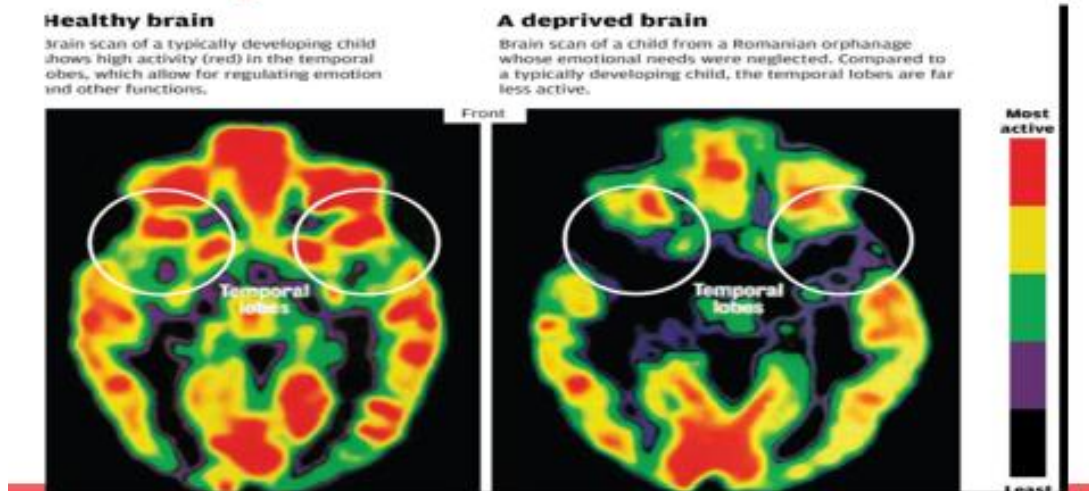
Teaching to trauma

Psychological Trauma Impacts the Brain

Part of Brain	Role	Impact
Amygdala (becomes over-reactive)	Management of emotions	Emotional dysregulation
Hippocampus (shrinks)	Memory and memory consolidation	Impaired memory
Broca (gets smaller and deactivated)	Speech	Shuts down speech
Prefrontal Cortex	Executive functioning	Impaired thinking, judgment, and processing
Cortisol (gets over-produced)	Hormone (chemical secreted by an endocrine gland)	Triggers amygdala resulting in fight, flight, freeze responses
Norepinephrine (gets released)	Neurochemical (chemical released from a nerve cell)	Hypervigilance

Script: I wanted to take some time today to show you how the brain is impacted by trauma. It is not simply an emotional response. There are physiological changes that take place when trauma is repeatedly introduced.

Teaching to Trauma



Script: As you can see in the images, the healthy brain scan shows a distinct difference in the frontal lobes than that of the deprived brain. The frontal lobes allow for emotional regulation among other functions. Have students then label the amygdala and explain that this is the emotion center of the brain. The amygdala is our brain's alarm system that controls the "fight, flight or freeze" mechanism. When the amygdala is triggered, it causes the hippocampus (have students label the hippocampus) to stop storing memories in our long-term storage and begins pumping the stress hormone, cortisol, into our brain. The result is that we stop taking in new information and cannot access the higher-order thinking skills in our prefrontal cortex of the brain.

When the amygdala is triggered, memories become stored in the limbic region rather than in the cortex, and everyday triggers of those memories can set off our alarm system. In extreme cases, recurring trauma can become PTSD and can cause our amygdala (or alarm system) to become jammed, causing us to live in a constant state of alarm.

When students feel stressed, the stress hormone, cortisol, is released in the brain. Cortisol prevents us from retrieving information from the prefrontal cortex, with all of our information coming from the hippocampus instead. As a result of this, the only memories retrieved are those associated with the particular emotion or situation causing the stress. This reaction reinforces our negative perception of events and prevents us from taking in and processing new information using reason and logic.

Teaching to Trauma-Survival

Children of trauma develop “survivor behaviors” which help them survive extreme psychological stress in a hostile environment.

- Such as fighting, running away, substance abuse, spacing out, self-injurious behaviors, eating disorders, etc.
- In a non-threatening environment the children will exhibit these behaviors to deal with their uncomfortableness and anxiety.

- They have to learn what is real...
 - PCA-trust me, please

Script: How many of you have heard of “defenses” or heard someone refer to “putting up a wall”? This is a very common survival technique triggered by our “survival behaviors”

Teaching to Trauma-Emotions



Amygdala-sense negative emotion/fear detector/survival instinct (fight or flight)

Hippocampus-storing and retrieving information; past/present

Prefrontal Cortex-regulates emotions.

Trauma can create a constant state of anxiety and fear....

Script: Distribute Trauma scenarios for each group. Discuss how your body reacts to the changes. Each group will receive a “trauma scenario” to read and discuss physical reactions as well as emotional reactions.

Teaching to Trauma-Do you see me?

Developmental consequences of trauma

- Difficulty trusting others • Increase medical, emotional and mental problems
- Social isolation • Problems with coordination and balance
- Difficulty seeking help • Poor affect regulation (emotion regulation)
- Hypersensitivity to physical contact • Oppositional/antisocial behaviors
- Difficulty planning for the future

So imagine the impact this process can have on learning?

***Script:** Our trauma ridden students often come to us without much expectation. There is an internal hope and desire to be connected, yet they are not quite sure if this is even possible. When cognitive development is delayed as well as an overload of cortisol, our students simply behave in a way they feel will keep them safe.*

Teaching to Trauma-Achievement

- One out of every 4 children attending school has been exposed to a traumatic event that can affect learning and/or behavior.
- Trauma can impact school performance. (Lower GPA, higher absence rate, decreased reading ability, increased behavior problems).
- Trauma can impair learning. (Chronic exposure can adversely affect attention, memory, and cognition, interfere with problem solving, result in overwhelming feelings of frustration and anxiety).
- Traumatized children may experience physical and emotional distress.

-Children can develop physical impairments due to psychological stress.

***Script:** I would like to share with you some statistics concerning achievement.*

Teaching to Trauma

Understanding trauma is not just about acquiring knowledge.

It's about changing the way you view the world.

It's about changing the helping paradigm from "What is wrong with you?" to "What happened to you?" Sandra Bloom, 2007

And teach to trauma...

Script: Due to this constant state of fear and uncertainty, students develop coping methods that create a difficult dynamic in the classroom.

Teaching to Trauma

- They are truly not trying to "push your buttons"
 - How did their day begin?
 - They worry about what will happen next.
 - Classroom routine and structure can be calming.
 - Respect their perception
 - Try not to judge the trauma.
 - Trauma doesn't always have to be associated with violence
 - A move, poverty, overscheduled, bullied
-

Module 2
Why Can't You See Me?

Branch 2: Understanding Trauma

By learning how our brain responds to trauma, we can use this knowledge to influence our bodies, quieting the amygdala and activating the hippocampus and prefrontal cortex. We know that brains take in new information best when our brains are calm, focused, and feel safe. In order to activate higher order thinking we cannot be in a state of fight, flight, or freeze from an activated amygdala.

Module 2 offers an introduction to the neuroscience supporting awareness. In this module participants will learn how to see individuals and their reactions and behaviors in a different manner. Gaining the knowledge in this module of how our brains work will equip teachers and participants with the ability to transform the learning environment. This module will begin to help teachers understand the brain function behind student behavior and will equip them with the tools to practice empathy and lead students toward a greater understanding of themselves.

Title. Trauma Colored Glasses

Time. This module should take approximately two hours to deliver.

Event Description. Understanding how our brains work through can be a powerful transformative tool in our box of coping skills. By understanding the root causes of behavior, we can begin to uproot undesirable or ineffective behaviors and replace them with a more neutral default setting. Teachers who equip students with this information offer them power over their reactions to stimuli. When we begin to see

things more clearly and have control over our being through mindfulness practices, we can feel a greater sense of control over ourselves and our environment.

Target Audience. Teachers

Learning Objectives. Understand brain basics and how trauma can cause an undesirable reaction in behavior. Identify what happens to the body when stressed. Understand brain basics and how some brain functions impact learning. Recognize how misbehaviors often mask a deeper issue related to trauma.

Key Points to Emphasize. We can actually change the way our brain works, reduce stress hormones in the brain and shrink our ‘fight, flight, or freeze’ mechanism. By redirecting our awareness, we can replace our tendency toward worry, stress, fear, anger, depression and anxiety with flexibility, calm, self-regulation, informed decision making, peace, and happiness.

Agenda. Review the class objectives with teachers. Review Adverse Childhood Experiences.

Materials

- Script for trainer
- Trauma Glasses
- Group scenarios
- Handouts
- Trauma Informed Practices for the Classroom

Background. Research has shown that traumatic experiences alter the brain and can affect children socially, emotionally, behaviorally, and academically. According to psychologist, Jamie Howard, toxic levels of stress and anxiety shape behavior and may make kids appear angry, depressed, checked out, uncooperative, or distracted. “When you adopt a trauma-informed perspective, you approach that student’s behavior with openness and curiosity,” she says.

“Rather than jumping to the conclusion that she’s a problem, ask yourself, ‘What happened to this child and why is she behaving this way?’

Activities. Divide teachers into groups. Each group will receive 4 scenarios.

The groups will review scenarios and place each one in the category most closely related to the scenario.

Without Trauma Glasses

Participants will group scenarios according to the following descriptors: Manipulative, Lazy, Resistant, Unmotivated, Disrespectful, Attention-Seeking

Once each group has completed the activity, the Trauma Fairy will bring each participant a pair of “Trauma Glasses”. With the addition of the glasses the participants can now see the students (scenarios) in a “different light”. Discuss how the amygdala impacts us in the classroom as each and every experience in a classroom can be new and novel. Ask teachers to identify ways that this information can help us better design our classrooms, lessons, and guide our interactions with students. Ask them to identify what this information may be telling us about some of our most challenging students?

The Connect Project

We have to be able to put our trauma glasses on...

.....So how do we do this?

It's about changing the helping paradigm from "What is wrong with you?" to "What happened to you?" Sandra Bloom, 2007

And teach to trauma...

Script: *Yesterday we were able to travel inside the brain to see how trauma impacts our development and our reactions to our circumstances. Today, as we continue to dive deeper into how to provide a safe environment for children, I want us to think in a way that perhaps we haven't in the past. Today each of you will receive a scenario. I want you to look at your scenario and verbally express to your partner how the "trauma" affected you.*

Trauma Scenarios

These exercises help our staff understand the feeling of the human danger response, and then to imagine what it might feel like to be stuck in that response and to feel that way all the time.

Near Car Accident



Ask participants to remember a time they were in a near-car accident or otherwise faced sudden danger.

1. What happened in their bodies?
2. If they were sleepy, were they still?
3. If they were admiring the scenery, were they still looking at it? What were they now paying attention to?
4. If they were chatting with a friend, were they still doing so?
5. What happened afterwards- how did they return to normal? Look for a response that involves connecting with others, like I called someone and told them what happened. We calm down after danger by using connection.
6. How would it feel to be stuck in the danger response?
7. In what ways do we observe that our children have difficulty with relaxation? (sleep, play)

Discussion of what it feels like not to sleep- ask participants if they have ever had a few nights of insomnia. What did they act like? (Irritable, hyper-reactive). Emphasize the importance of the fact that our clients have difficulty sleeping.

Danger in the Building

Ask people to imagine that an administrator has just come into the class and said that there is an angry father with a gun in another part of the building. They don't think he is coming to this part, so we should continue the class.

As fascinating as class is will, they be able to learn?

What will they be paying attention to?

What if you said since no one was paying attention we will all play a game? Would they enjoy it?

Mention how much children and families learn from play- and what happens when you cannot play?

Trip to the City

Imagine you are in New York City at 3 in the afternoon with your friends. You are looking around, admiring the shop windows, looking at the architecture, laughing and talk.

Now imagine you are in the city at 3 in the morning, alone. Are you still looking at the shop windows? Do you notice the architecture? What are you paying attention to? For our kids, it is always 3 am in a scary place.

The Negative Bias of Our Danger Response

The human danger response is designed to overreact negatively. That is, it is designed to assume things are dangerous until proven otherwise. Why? Because that is the safer way.

Suppose you are on a hike and see a long thin black thing in the trail ahead.



If you assume it is a snake and stop, look closely, and it turns out to be a stick, no harm done.



If you assume it is a stick and keep going and it turns out to be a snake you could be in big trouble.

When you have experienced a lot of danger, this negative tendency is accentuated, because in your experience the world is a very dangerous place.

Activity: *Participants will complete Trauma Colored Glasses Group Activity*

ACTIVITY # 2

Trauma Glasses

Participant instructions: The chart below lists various types of behavior often observed when dealing with students. Take a moment to think of instances when you have used these words to describe a student in your classroom.

Observable Behaviors	How It Looks In Your Classroom
Manipulative	
Lazy	
Resistant	
Unmotivated	
Disrespectful	
Attention-Seeking	

Script: *The Trauma Fairy has just entered the room. You may not know this, but the trauma fairy and her magic dust will allow us to see hidden agendas and meaning in people. This isn't a trait many of us possess. I am not sure if you are ready for this or not, but here we go.....*

Trauma Fairy sprinkles each table with glitter and places Trauma Glasses which allows each person to see the description of students from a Trauma Centered Approach as noted on handout.

Observable Behaviors	Trauma Glasses on
Manipulative	Getting needs met in a way that has worked in past. Doing whatever is necessary to survive.
Lazy	Overwhelmed. Lacking skills to make decisions about what to do first or organize.
Resistant	Mistrustful of others due to history of being hurt by others. Scared to make progress and then lose everything.
Unmotivated	Depressed. Fearful. Overwhelmed. Frozen
Disrespectful	Feeling threatened, unsafe, out of control
Attention-Seeking	Feeling disconnected, alone, or unheard by others. Looking for connection.

Teaching to Trauma

Trauma glasses off	Trauma glasses on
Manipulative	<i>Getting needs met in ways that have worked in the past. Doing whatever is necessary to survive.</i>
Lazy	<i>Overwhelmed. Lacking the skills to make decisions about what to do first or to organize.</i>
Resistant	<i>Mistrustful of others due to history of being hurt by others. Scared to make progress and then lose everything.</i>
Unmotivated	<i>Depressed. Fearful. Overwhelmed. "Frozen."</i>
Disrespectful	<i>Feeling threatened, unsafe, out of control.</i>
Attention-Seeking	<i>Feeling disconnected, alone, or unheard by others. Looking for connection.</i>

Script: *So as you can see, the Trauma Fairy allowed us to open our eyes to see students in a way we may not have been able to see them before. Our students bring us their best. The guardians of those you encounter, send us their best. It is up to us to paint a beautiful picture of them while we have the chance.*

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Module 3
Who Am I?

Branch 3: Self-Awareness

Awareness of ourselves and others leads to emotional self-regulation and empathy. Awareness through mindful breathing fosters emotional and social competence and brings healing within ourselves and allows us to build positive relationships with others. Awareness in the classroom helps teachers and students be more responsive to their own needs as well as the needs of others in order to bring about a more optimal learning environment in the classroom and within the students themselves.

Module 3 provides the participants the opportunity to experience awareness through taking a personality test and will offer exercises to engage with the students in their classroom in order to improve awareness of themselves and others. This module will discuss how social emotional awareness impacts students, teachers, the classroom, and learning with an aim to help teachers improve social emotional awareness and the culture of their classroom.

Title. Who Am I?

Time. This module should be delivered in two hours.

Event Description. There is often more going on in our brains and our bodies than we are aware of at any given moment. We cannot accept or change what we are experiencing without first becoming aware of our thoughts and feelings and how they impact our actions. We begin by purposefully noticing our own experiences and that

awareness can then extend to the experiences of others. We can learn to see any situation from a variety of perspectives and to act with more compassion and less aggression in our interactions with others. Learning to recognize and name one's own feelings and experiences is the first step toward developing empathy. This module will provide teachers with the tools to build their own awareness and empathy as well as the awareness and empathy of the students in their classroom.

Target Audience. Teachers

Learning Objectives. Understand the role awareness plays in self-regulation, empathy, and social emotional competence. Learn ways to exercise and direct our awareness in meaningful ways through a personality test and activities within groups of like personalities.

Key Points to Emphasize. Many teachers and students have experienced trauma in their lives. Experiencing traumatic events (such as abuse, loss, a natural disaster, etc.) can interrupt how our mind and body communicate. Because of this, connecting with our bodies and emotions can be difficult, even overwhelming, for those who have experienced trauma.

Agenda.

- Teachers complete personality assessment
- Teachers will be grouped according to personality and will be given handouts
- Personality groups will complete assigned activity: The Need for Others
- Group discussion on techniques used to solve puzzle

In Ancient Greece, at the front courtyard at Delphi, the former shrine to the oracle Pythia, there was an inscription:

γνῶθι σεαυτόν

Script: *In Ancient Greece, this motto, was one of the sayings inscribed on the pediment of the temple of Apollo at Delphi, along with another saying which means, (“nothing in excess”), inviting mankind to exercise moderation in life. It was through these maxims that Apollo’s oracle – one could think of it as one of the “mass-media” of ancient times – invited men to self-investigation, prompting them to discover that the essence of one’s life is not to be searched for in the world outside, but instead within ourselves.*

To know thyself

- *What does it mean to know oneself?*
- *Do we know why we behave the way we do?*
- *What drives our decisions?*
- *How do we really feel about ourselves and the people in our lives?*

But do we really, upon closer examination, know who we are at the very center?

Script: *So what does it mean to “know oneself”? How does this relate to you? How does this relate to others? How can we think of ourselves, yet be aware of others as well.*

To know thyself

- *What does it mean to know oneself?*
- *Do we know why we behave the way we do?*
- *What drives our decisions?*
- *How do we really feel about ourselves and the people in our lives?*

But do we really, upon closer examination, know who we are at the very center?

Script: *So, what does it mean to “know oneself”? How does this relate to you? How does this relate to others? How can we think of ourselves, yet be aware of others as well.*

Self-Awareness

Where are you?



Script: *Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. Our most basic need is for physical survival, and this will be the first thing that motivates our behavior. Once that level is fulfilled the next level up is what motivates us, and so on. According to Maslow's Hierarchy of Needs, Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. Needs lower down in the hierarchy must be*

satisfied before individuals can attend to needs higher up. From the bottom of the hierarchy upwards, the needs are physiological, safety, love and belonging, esteem, and self-actualization.

Self-Awareness

Definition: Self-awareness is the ability to know what we are doing as we do it and understand why we are doing it.

Consciousness is another word for self-awareness.

We must have an understanding of our own needs in order to be equipped to help others.

Script: *The definition of Self-Awareness. What does this look like for you?*

Self awareness

But as one behavior analyst found, it turns out, we aren't as self-aware as we might think.

And it is self-awareness that is the basis for Emotional Intelligence.

Script: *The definition of Self-Awareness is one many may know, yet few understand.*

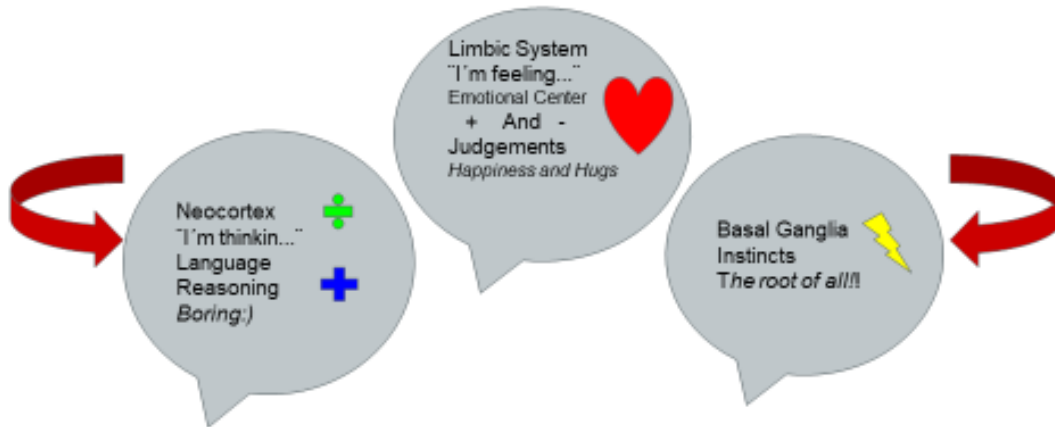
Self-Awareness

Emotional Intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. And there are 4 types: Self-Awareness, Self-Management, Social Awareness, and Relationship Management.

It is only with this understanding, we learn and grow.

Script: *Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. Emotional intelligence is generally said to include at least three skills: emotional awareness, or the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one's own emotions when necessary and helping others to do the same.*

Self-awareness-Let's Consider the Brain!



Script: So now back to the brain...how does this all work? Instead of thinking of the brain and the individual neurons and receptors, we have to think of the brain process as a whole.

MBTI Personality Inventory

Who Are You?

Script: Our first step in becoming more self-aware, is understanding who we are. Let's take a look at our personality results. Participants would have taken the Personality Survey prior to session.

Self-Awareness

Favorite world: Do you prefer to focus on the outer world or on your own inner world? [Extraversion \(E\)](#) or [Introversion \(I\)](#).

Information: Do you prefer to focus on the basic information you take in or do you prefer to interpret and add meaning? [Sensing \(S\)](#) or [Intuition \(N\)](#).

Decisions: When making decisions, do you prefer to first look at logic and consistency or first look at the people and special circumstances? [Thinking \(T\)](#) or [Feeling \(F\)](#).

Structure: In dealing with the outside world, do you prefer to get things decided or do you prefer to stay open to new information and options? [Judging \(J\)](#) or [Perceiving \(P\)](#).

***Script:** Each of the 16 personality types will be reviewed and discussed. Each personality type will be grouped, and individuals can read and discuss results. Participants will be engaged in 2 group activities. One in which they will be placed With like personalities and one where they will be randomly assigned.*

Self Awareness

Strategies For Becoming More Self-Aware...

1. Keep a journal/Morning writing
2. Write a regret letter
3. Apologize
4. Create a life vision mission
5. Do the funeral test
6. Put a name to feelings and emotions
7. Pay attention to self talk
8. Be aware of your body language
9. Exercise/Meditation

***Script:** We often forget the one person we must understand above all others. We cannot fully benefit others in a way to promote healing until we are self-aware. The strategies listed here are a few ways to help you continue your journey to self-awareness.*

Jung Typology Test™

This free personality test is based on Carl Jung's and Isabel Briggs Myers' personality type theory.

Upon completion of the questionnaire, you will:

- Obtain your 4-letter type formula according to Carl Jung's and Isabel Briggs Myers' typology, along with the strengths of preferences and the description of your personality type
- Discover careers and occupations most suitable for your personality type along with examples of educational institutions where you can get a relevant degree or training
- Understand communication and learning styles of your type.
- See which famous personalities share your type
- Be able to use the results of this test as an input into the Jung Marriage Test™ to assess your compatibility with your long-term romantic partner

[Instructions »](#)

1. You are almost never late for your appointments

YES yes uncertain no NO

2. You like to be engaged in an active and fast-paced job

YES yes uncertain no NO

3. You enjoy having a wide circle of acquaintances

YES yes uncertain no NO

4. You feel involved when watching TV soaps

YES yes uncertain no NO

5. You are usually the first to react to a sudden event: the telephone ringing or unexpected question

YES yes uncertain no NO

6. You feel that the world is founded on compassion

YES yes uncertain no NO

7. You think that everything in the world is relative

YES yes uncertain no NO

8. Strict observance of the established rules is likely to prevent attaining a good outcome

YES yes uncertain no NO

9. It is difficult to get you excited

YES yes uncertain no NO

10. When making a decision, you rely more on your feelings than on analysis of the situation

YES yes uncertain no NO

11. You often think about humankind and its destiny

YES yes uncertain no NO

12. You believe the best decision is one which can be easily changed

YES yes uncertain no NO

13. You often ponder the root cause of phenomena and things

YES yes uncertain no NO

14. You prefer to act immediately rather than speculate about various options

YES yes uncertain no NO

15. You trust reason rather than feelings

YES yes uncertain no NO

16. You are inclined to rely more on improvisation than on prior planning

YES yes uncertain no NO

17. You spend your leisure time actively socializing with a group of people, attending parties, shopping, etc.

YES yes uncertain no NO

18. You usually plan your actions in advance

YES yes uncertain no NO

19. Your actions are frequently influenced by your emotions

YES yes uncertain no NO

20. You are a person somewhat reserved and distant in communication

YES yes uncertain no NO

21. You know how to put every minute of your time to good purpose

YES yes uncertain no NO

22. You often contemplate the complexity of life

YES yes uncertain no NO

23. After prolonged socializing you feel you need to get away and be alone

YES yes uncertain no NO

24. You often do jobs in a hurry

YES yes uncertain no NO

25. You easily see the general principle behind specific occurrences

YES yes uncertain no NO

26. You frequently and easily express your feelings and emotions

YES yes uncertain no NO

27. You find it difficult to speak loudly
 YES yes uncertain no NO
28. You get bored if you have to read theoretical books
 YES yes uncertain no NO
29. You tend to sympathize with other people
 YES yes uncertain no NO
30. You value justice higher than mercy
 YES yes uncertain no NO
31. You rapidly get involved in the social life of a new workplace
 YES yes uncertain no NO
32. The more people you speak to, the better you feel
 YES yes uncertain no NO
33. You tend to rely on your experience rather than on theoretical alternatives
 YES yes uncertain no NO
34. As a rule, you proceed only when you have a clear and detailed plan
 YES yes uncertain no NO
35. You easily empathize with the concerns of other people
 YES yes uncertain no NO
36. Often you prefer to read a book than go to a party
 YES yes uncertain no NO
37. When with a group of people, you enjoy being directly involved and being at the center of attention

- YES yes uncertain no NO
38. You are more inclined to experiment than to follow familiar approaches
- YES yes uncertain no NO
39. You are strongly touched by the stories about people's troubles
- YES yes uncertain no NO
40. Deadlines seem to you to be of relative rather than absolute importance
- YES yes uncertain no NO
41. You prefer to isolate yourself from outside noises
- YES yes uncertain no NO
42. For you, it is easier to gain knowledge through hands-on experience than from books or manuals
- YES yes uncertain no NO
43. You think that almost everything can be analyzed
- YES yes uncertain no NO
44. For you, no surprises are better than surprises - bad or good ones
- YES yes uncertain no NO
45. You take pleasure in putting things in order
- YES yes uncertain no NO
46. You feel at ease in a crowd
- YES yes uncertain no NO
47. You have good control over your desires and temptations
- YES yes uncertain no NO

48. You easily understand new theoretical principles

YES yes uncertain no NO

49. You usually place yourself nearer to the side than in the center of the room

YES yes uncertain no NO

50. When solving a problem, you would rather follow a familiar approach than seek a new one

YES yes uncertain no NO

51. A thirst for adventure is something close to your heart

YES yes uncertain no NO

52. When considering a situation, you pay more attention to the current situation and less to a possible sequence of events

YES yes uncertain no NO

53. When solving a problem, you consider the rational approach to be the best

YES yes uncertain no NO

54. You find it difficult to talk about your feelings

YES yes uncertain no NO

55. Your decisions are based more on the feeling of a moment than on the thorough planning

YES yes uncertain no NO

56. You prefer to spend your leisure time alone or relaxing in a tranquil atmosphere

YES yes uncertain no NO

57. You feel more comfortable sticking to conventional ways

YES yes uncertain no NO

58. You are easily affected by strong emotions

YES yes uncertain no NO

59. You are always looking for opportunities

YES yes uncertain no NO

60. As a rule, current preoccupations worry you more than your future plans

YES yes uncertain no NO

61. It is easy for you to communicate in social situations

YES yes uncertain no NO

62. You rarely deviate from your habits

YES yes uncertain no NO

63. You willingly involve yourself in matters which engage your sympathies

YES yes uncertain no NO

64. You easily perceive various ways in which events could develop

Self Awareness Module: Personality

The ISFP Personality Type-The Composer

ISFPs are gentle caretakers who live in the present moment and enjoy their surroundings with cheerful, low-key enthusiasm. They are flexible and spontaneous, and like to go with the flow to enjoy what life has to offer. ISFPs are quiet and unassuming and may be hard to get to know. However, to those who know them well, the ISFP is warm and friendly, eager to share in life's many experiences.

ISFPs have a strong aesthetic sense and seek out beauty in their surroundings. They are attuned to sensory experience, and often have a natural talent for the arts. ISFPs especially excel at manipulating objects and may wield creative tools like paintbrushes and sculptor's knives with great mastery.

How common is the ISFP personality type?

ISFP is the fourth most common type in the population. ISFPs make up:

- 9% of the general population
- 10% of women
- 8% of men

Famous ISFPs

Famous ISFPs include Cher, Barbra Streisand, Jacqueline Kennedy Onassis, Bob Dylan, Wolfgang Amadeus Mozart, Jimi Hendrix, and Michael Jackson.

ISFP Values and Motivations

ISFPs tend to be tolerant and nonjudgmental but are deeply loyal to the people and causes that matter to them. They endeavor to accept and support other people but are

ultimately guided by their own core values. They will typically look for ways to be accommodating and may have difficulty dealing with others who are not willing to do the same.

ISFPs are typically modest and may underestimate themselves. They usually do not like to be in the spotlight, preferring instead to take a supporting role, and will avoid planning and organizing whenever possible. Sensitive and responsive, they step in to do what needs to be done and are satisfied by their personal sense of being helpful to others.

How Others See the ISFP

ISFPs can be difficult to recognize because of their tendency to express themselves through action rather than words. They may initially appear distant or aloof, but if you watch closely, you can observe their caring in the thoughtful things they do for others. They are carefully observant of the practical needs of other people, and often step in with quiet, unassuming assistance at just the moment it is needed. ISFPs prefer to take a supportive role and are rarely assertive or demanding of attention. They are typically tolerant and accepting of others.

ISFPs typically have finely tuned artistic sensibilities. They are sensitive to color, texture, and tone, and often have an innate sense of what will be aesthetically pleasing. They are often naturals when it comes to arranging something artistically and enjoy the process of taking in the sensations around them. ISFPs focus mostly on the experiences of the present moment, and are rarely ambitious, preferring instead to

enjoy the simple pleasures of life: friends, family, and sensory delights such as food, music, and art.

ISFP Hobbies and Interests

Popular hobbies for ISFPs are those that use their physical or artistic skills, including independent athletics like skiing or swimming, dance, and craft projects. ISFPs also enjoy entertaining in intimate groups and exploring art and nature.

Facts about ISFPs

- On personality trait measures, score as Easygoing
- Among types most likely to report heart disease and hypertension
- In college, likely to report low levels of assertiveness
- In essays, projected themselves the fewest number of years into the future of all the types
- Among the types least likely to stay in college
- Most likely of all types to report stress associated with finances and children
- In a national sample, likely to value a work environment which provides security, clear and simple instructions, and no expectation of extra work hours
- Underrepresented among MBA students and small business owners
- Commonly found in occupations in health care, business, and law enforcement

Self Awareness Module: Personality

MBTI: The ESTJ Personality Type-The Supervisor

ESTJs are hardworking traditionalists, eager to take charge in organizing projects and people. Orderly, rule-abiding, and conscientious, ESTJs like to get things done, and tend to go about projects in a systematic, methodical way.

ESTJs are the consummate organizers and want to bring structure to their surroundings. They value predictability and prefer things to proceed in a logical order. When they see a lack of organization, the ESTJ often takes the initiative to establish processes and guidelines, so that everyone knows what's expected.

How common is the ESTJ personality type?

ESTJ is the fifth most common type in the population, and the second most common among men. ESTJs make up:

- 9% of the general population
- 11% of men
- 6% of women

Famous ESTJs

Famous ESTJs include Colin Powell, Judge Judy Sheindlin, Dr. Laura Schlessinger, George Washington, Sandra Day O'Connor, Mike Wallace, and Vince Lombardi.

ESTJ Values and Motivations

ESTJs are conventional, factual, and grounded in reality. For the ESTJ, the proof is in the past: what has worked and what has been done before. They value evidence over conjecture and trust their personal experience. ESTJs look for rules to follow and

standards to meet, and often take a leadership role in helping other people meet expectations as well. They concern themselves with maintaining the social order and keeping others in line.

ESTJs often take on a project manager role at home as well as at work, and excel at setting goals, making decisions, and organizing resources to accomplish a task. The ESTJ wants to achieve efficient productivity and typically believes this is best accomplished when people and systems are well organized.

How Others See the ESTJ

ESTJs command a situation, with the sense that they know how things should go and are ready to take charge to make sure that it happens. They are task-oriented and put work before play. Confident and tough-minded, the ESTJ appears almost always to be in control. ESTJs appreciate structure and often begin to organize as soon as they enter a room. They want to establish the ground rules and make sure everyone does what they're supposed to.

ESTJs are often involved in institutions: clubs, associations, societies, and churches, where they usually take a leadership role. They typically connect with others through sharing ritual and routine. Social interaction for ESTJs often means following an established tradition to engage with others in a structured way. ESTJs tend to respect and seek out hierarchy. They want to know who's in charge and will assign levels of responsibility if none exist. Once a structure is in place, ESTJs typically trust authority figures and expect obedience from people of lower rank.

Facts about ESTJs

- On personality trait measures, likely to score as Contented, Energetic, Prejudiced, Self-Satisfied, and Practical
- More likely than other types to exhibit Type A behavior
- Of all types, scored highest in coping resources (with ENFP)
- Ranked 3rd highest in marital satisfaction among all types
- Among top four types in college GPA
- Least likely of all types to think about suicide in college
- Among most likely to stay in college
- Among types most satisfied with their work
- High-ranking personal values include Health, Financial Security, Achievement, and Prestige
- Overrepresented among bank officers, financial managers, and business owners

Self Awareness Module: Personality

MBTI: The ESTP Personality Type-The Dynamo

ESTPs are energetic thrill seekers who are at their best when putting out fires, whether literal or metaphorical. They bring a sense of dynamic energy to their interactions with others and the world around them. They assess situations quickly and move adeptly to respond to immediate problems with practical solutions.

Active and playful, ESTPs are often the life of the party and have a good sense of humor. They use their keen powers of observation to assess their audience and adapt quickly to keep interactions exciting. Although they typically appear very social, they are rarely sensitive; the ESTP prefers to keep things fast-paced and silly rather than emotional or serious.

How common is the ESTP personality type?

ESTPs make up:

- 4% of the general population
- 6% of men
- 3% of women

Famous ESTPs

Famous ESTPs include Donald Trump, George W. Bush, Winston Churchill, Mae West, Eddie Murphy, Bruce Willis, Madonna, and Evel Knievel.

ESTP Values and Motivations

ESTPs are often natural athletes; they easily navigate their physical environment and are typically highly coordinated. They like to use this physical aptitude in the pursuit

of excitement and adventure, and they often enjoy putting their skills to the test in risky or even dangerous activities.

The ESTP's focus is action in the moment. They are engaged with their environments and solve practical problems quickly. ESTPs are excellent in emergencies, when they can apply their logical reasoning to situations where immediate action is necessary. Long-term goals are less interesting to the ESTP, who prefers to see tangible results in the moment.

How Others See the ESTP

The first thing you notice about the ESTP is likely to be their energy. They're often chatting, joking, and flirting with friends and strangers alike. They enjoy engaging playfully with others and amusing everyone around them with their irreverent sense of humor. They tend to keep people on their toes, never quite knowing what the ESTP will poke fun at next. ESTPs are unabashedly gregarious with people, but their interest in individuals may not last long; they are more likely to work a room, having a laugh with everyone, than they are to engage in depth with any one person.

ESTPs are comfortable in their physical environment and always looking for some action or activity. They tend to be the most naturally coordinated of all the types and are often found playing sports or engaging in various physical activities, especially ones with an element of danger. They are the stereotypical "adrenaline junkies" and may be found skydiving, motorcycle racing, or enjoying other extreme sports.

Facts about ESTPs

- On personality trait measures, score as Dominant, Flexible, Demanding, and Sociable
- More frequent among patients suffering from chronic pain
- One of four types reporting highest levels of assertiveness in college
- One of two types with lowest college GPA
- Among most likely of all types to stay in college
- Values at work include autonomy, variety, independence, and structure
- Overrepresented among MBA students
- Commonly found in careers in marketing, skilled trades, business, and law enforcement

Self Awareness Module: Personality

MBTI: The INFP Personality Type-The Healer

INFPs are imaginative idealists, guided by their own core values and beliefs. To a Healer, possibilities are paramount; the realism of the moment is only of passing concern. They see potential for a better future and pursue truth and meaning with their own individual flair.

INFPs are sensitive, caring, and compassionate, and are deeply concerned with the personal growth of themselves and others. Individualistic and nonjudgmental, INFPs believe that each person must find their own path. They enjoy spending time exploring their own ideas and values and are gently encouraging to others to do the same. INFPs are creative and often artistic; they enjoy finding new outlets for self-expression.

How common is the INFP personality type?

INFP is the ninth most common type in the population. They make up:

- 4% of the general population
- 5% of women
- 4% of men

Famous INFPs

Princess Diana, Audrey Hepburn, Fred Rogers, John Lennon, Kurt Cobain, Tori Amos, Morrissey, Chloe Sevigny, William Shakespeare, Bill Watterson, A.A. Milne, Helen Keller, Carl Rogers, and Isabel Briggs Myers (creator of the Myers-Briggs Type Indicator).

INFP Values and Motivations

INFPs value authenticity and want to be original and individual in what they do. They are often concerned with a search for meaning and truth within themselves. Following tradition holds little appeal for the INFP; they prefer to do their own exploration of values and ideas and decide for themselves what seems right. INFPs are often offbeat and unconventional, but they feel no desire to conform. The INFP would rather be true to themselves than try to fit in with the crowd.

INFPs are accepting and nonjudgmental in their treatment of others, believing that each person must follow their own path. They are flexible and accommodating and can often see many points of view. It is important to the INFP to support other people; however, the INFP may react strongly if they feel their own values are being violated. They especially hate being steamrolled by people who insist there is one right way to do things. INFPs want an open, supportive exchange of ideas.

How Others See the INFP

INFPs may initially seem cool, as they reserve their most authentic thoughts and feelings for people they know well. They are reflective and often spiritual, and often interested in having meaningful conversations about values, ethics, people, and personal growth. Typically, curious and open-minded, the Healer continually seeks a deeper understanding of themselves and of the people around them. They are passionate about their ideals, but private as well; few people understand the depth of the INFP's commitment to their beliefs.

INFPs are sensitive and empathetic and engage themselves in a lifelong quest for meaning and authenticity. The mundane aspects of life are of less interest to this type, and they are more excited by interesting ideas than by practical facts. They typically accept others without question and may take special interest in offbeat points of view or alternative lifestyles. They often have a special affection for the arts, especially the avant garde, as they love experiencing new concepts in self-expression.

Facts about INFPs

- On personality trait measures, score as Artistic, Reflective, Careless, Sensitive, Flexible, and Appreciative
- Among least likely of all types to suffer heart disease
- In men, among least likely to report chronic pain
- Second highest of all types to report marital dissatisfaction
- Among most likely to have suicidal thoughts in college
- Tend to be more successful than the average in learning a foreign language
- Among types most likely to be dissatisfied with their work
- Personal values include Autonomy and Creativity
- Overrepresented in occupations in counseling, writing, and the arts

Self Awareness Module: Personality

MBTI: The ISTJ Personality Type-The Inspector

ISTJs are responsible organizers, driven to create and enforce order within systems and institutions. They are neat and orderly, inside and out, and tend to have a procedure for everything they do. Reliable and dutiful, ISTJs want to uphold tradition and follow regulations.

ISTJs are steady, productive contributors. Although they are Introverted, ISTJs are rarely isolated; typical ISTJs know just where they belong in life and want to understand how they can participate in established organizations and systems. They concern themselves with maintaining the social order and making sure that standards are met.

How common is the ISTJ personality type?

ISTJ is the third most common type in the population and the most common type among men. ISTJs make up:

- 12% of the general population
- 16% of men
- 7% of women

Famous ISTJs

Famous ISTJs include Queen Elizabeth II, Harry Truman, Warren Buffett, Queen Victoria, George H.W. Bush, Doug Brewer, and J.D. Rockefeller.

ISTJ Values and Motivations

ISTJs like to know what the rules of the game are, valuing predictability more than imagination. They rely on their past experience to guide them and are most comfortable in familiar surroundings. ISTJs trust the proven method and appreciate the value of dedicated practice to build confidence in their skills.

ISTJs are hardworking and will persist until a task is done. They are logical and methodical, and often enjoy tasks that require them to use step-by-step reasoning to solve a problem. They are meticulous in their attention to details and examine things closely to be sure they are correct. With their straightforward logic and orientation to detail, ISTJs work systematically to bring order to their own small parts of the world.

How Others See the ISTJ

ISTJs have a serious, conservative air about them. They want to know and follow the rules of the game, and typically seek out predictable surroundings where they understand their role. You may find the ISTJ doing something useful even in social situations (for instance, organizing coats and hats at a party) as they're often more comfortable taking charge of a task than they are chatting up strangers. When given something to do, they are highly dependable, and follow it through to the end.

ISTJs are practical and no-nonsense, and rarely call attention to themselves. Their clothes and possessions tend to be chosen based on utility rather than fashion, and they have an affection for the classics. ISTJs typically speak in a straightforward

manner and have a good head for details. They are usually more enthusiastic about sharing factual information than exploring abstract concepts or unproven ideas.

ISTJ Hobbies and Interests

Popular hobbies for the ISTJ include concentration games like chess and Trivial Pursuit, playing computer games, watching sporting events, pursuing physical fitness, and playing solitary sports such as golf.

Facts about ISTJs

- On personality trait measures, score as Calm, Stable, Steady, Cautious, and Conventional
- More likely than other types to experience cardiac problems and hypertension
- More likely than other types to experience chronic pain
- Among four highest types in college GPA
- More frequent among African Americans
- Personal values include Financial Security
- Most likely of all types to enjoy a work environment where “everything is done by the book”
- Overrepresented among bank officers, financial managers, MBA students, and small business owners
- Often found in careers in management, administration, law enforcement, and accounting

Self Awareness Module: Personality

MBTI: The INFJ Personality Type-The Counselor

INFJs are creative nurturers with a strong sense of personal integrity and a drive to help others realize their potential. Creative and dedicated, they have a talent for helping others with original solutions to their personal challenges.

The Counselor has a unique ability to intuit others' emotions and motivations and will often know how someone else is feeling before that person knows it himself. They trust their insights about others and have strong faith in their ability to read people. Although they are sensitive, they are also reserved; the INFJ is a private sort, and is selective about sharing intimate thoughts and feelings.

How common is the INFJ personality type?

INFJ is the rarest type in the population. It is the least common type among men, and the third least common among women

- 2% of the general population
- 2% of women
- 1% of men

Famous INFJs

Mohandas Gandhi, Eleanor Roosevelt, Emily Bronte, Carl Jung, Fyodor Dostoevsky, Florence Nightingale, Shirley MacLaine, Jimmy Carter, and Edward Snowden.

INFJ Values and Motivations

INFJs are guided by a deeply considered set of personal values. They are intensely idealistic and can clearly imagine a happier and more perfect future. They can

become discouraged by the harsh realities of the present, but they are typically motivated and persistent in taking positive action, nonetheless. The INFJ feels an intrinsic drive to do what they can to make the world a better place.

INFJs want a meaningful life and deep connections with other people. They do not tend to share themselves freely but appreciate emotional intimacy with a select, committed few. Although their rich inner life can sometimes make them seem mysterious or private to others, they profoundly value authentic connections with people they trust.

How Others See the INFJ

INFJs often appear quiet, caring and sensitive, and may be found listening attentively to someone else's ideas or concerns. They are highly perceptive about people and want to help others achieve understanding. INFJs are not afraid of complex personal problems; in fact, they are quite complex themselves, and have a rich inner life that few are privy to. They reflect at length on issues of ethics and feel things deeply. Because Counselors initially appear so gentle and reserved, they may surprise others with their intensity when one of their values is threatened or called into question. Their calm exterior belies the complexity of their inner worlds.

Because INFJs are such complex people, they may be reluctant to engage with others who might not understand or appreciate them and can thus be hard to get to know. Although they want to get along with others and support them in their goals, they are fiercely loyal to their own system of values and will not follow others down a path that does not feel authentic to them. When they sense that their values are not

being respected, or when their intuition tells them that someone's intentions are not pure, they are likely to withdraw.

Facts about INFJs

- Least common type in the population
- On personality trait scales, scored as Sincere, Sympathetic, Unassuming, Submissive, Easygoing, Reserved and Patient
- Among highest of all types in college GPA
- Among most likely to stay in college
- Most likely of all types to cope with stress by seeing a therapist
- Highest of all types in marital dissatisfaction
- Personal values include Spirituality, Learning, and Community Service
- Commonly found in careers in religion, counseling, teaching, and the arts

Self Awareness Module: Personality

MBTI: The ESFJ Personality Type-The Provider

ESFJs are conscientious helpers, sensitive to the needs of others and energetically dedicated to their responsibilities. They are highly attuned to their emotional environment and attentive to both the feelings of others and the perception others have of them. ESFJs like a sense of harmony and cooperation around them and are eager to please and provide.

ESFJs value loyalty and tradition, and usually make their family and friends their top priority. They are generous with their time, effort, and emotions. They often take on the concerns of others as if they were their own and will attempt to put their significant organizational talents to use to bring order to other people's lives.

How common is the ESFJ personality type?

ESFJ is the second most common type in the population. ESFJs make up:

- 12% of the general population
- 17% of women
- 8% of men

Famous ESFJs

Famous ESFJs include Martha Stewart, Dave Thomas, Sam Walton, Barbara Walters, William Howard Taft, JC Penney, Sally Field, Mary Tyler Moore, and Kristie Marcum!

ESFJ Values and Motivations

ESFJs act according to a strict moral code and look for others to do the same. They often see things in terms of black and white, right and wrong, and they are typically not shy about sharing their evaluations of others' behavior. ESFJs seek harmony and cooperation and feel this is best accomplished when everyone follows the same set of rules. They have a sense of order in the way people relate to one another, and often take on roles that allow them to help enforce that social order.

ESFJs feel a sense of personal responsibility for other people's needs and are usually eager to get involved and help out. They tend to be serious and practical, dutifully putting business before pleasure—especially the business of caring for others. They typically enjoy routine and often keep a regular schedule that allows them to be organized and productive.

How Others See the ESFJ

ESFJs may often be found playing host or hostess. They tend to take on the role of organizer without hesitation and want to be sure that everyone is taken care of. Roles such as committee leader, event planner, and church volunteer suit the ESFJ well. They are typically engaged with their communities and work hard to do their part in maintaining the social order. ESFJs are interested in other people and like to know the details of their lives. Gossip is a favorite pastime of many ESFJs; they love to share stories about the people around them.

ESFJs have a clear moral code that guides their behavior and their expectations from others. They often have strong opinions about how people should

behave and the proper thing to do. Manners and other codes of social interaction are often of great interest to ESFJs. They may think in terms of black and white, right and wrong. They can be judgmental of others who they do not think are acting appropriately, but they have the best of intentions: they simply want everyone to follow the rules so they can all get along. The ESFJ wants things to be all right with the people around them and may become very involved with others' problems and concerns.

Facts about ESFJs

- Underrepresented among people suffering from substance abuse
- Among types highest in resources for coping with stress
- Second most likely of all types to report believing in a higher spiritual power
- Highest of all types in reported satisfaction with their marriage or intimate relationship
- Among most likely of all types to stay in college
- Most likely of all types to be satisfied with their co-workers
- Values at work include clear structure, security, and the ability to be of service to others
- Among the types most satisfied with their work
- Commonly found in careers in education, health care, and religion

Self Awareness Module: Personality

MBTI: The INTJ Personality Type-The Mastermind

INTJs are analytical problem-solvers, eager to improve systems and processes with their innovative ideas. They have a talent for seeing possibilities for improvement, whether at work, at home, or in themselves.

Often intellectual, INTJs enjoy logical reasoning and complex problem-solving. They approach life by analyzing the theory behind what they see, and are typically focused inward, on their own thoughtful study of the world around them. INTJs are drawn to logical systems and are much less comfortable with the unpredictable nature of other people and their emotions. They are typically independent and selective about their relationships, preferring to associate with people who they find intellectually stimulating.

How common is the INTJ personality type?

- 2% of the general population
- 3% of men
- 1% of women

Famous INTJs

Famous INTJs include Hillary Clinton, Al Gore, Bill Gates, Dwight Eisenhower, Alan Greenspan, Ulysses S. Grant, Stephen Hawking, John Maynard Keynes, Ayn Rand, Isaac Asimov, Lewis Carroll, Cormac McCarthy, and Sir Isaac Newton.

INTJ Values and Motivations

INTJs are perceptive about systems and strategy, and often understand the world as a chess board to be navigated. They want to understand how systems work, and how events proceed: the INTJ often has a unique ability to foresee logical outcomes. They enjoy applying themselves to a project or idea in depth and putting in concentrated effort to achieve their goals.

INTJs have a hunger for knowledge and strive to constantly increase their competence; they are often perfectionists with extremely high standards of performance for themselves and others. They tend to have a keen interest in self-improvement and are lifelong learners, always looking to add to their base of information and awareness.

How Others See the INTJ

INTJs are typically reserved and serious and seem to spend a lot of time thinking. They are curious about the world around them and often want to know the principle behind what they see. They thoroughly examine the information they receive, and if asked a question, will typically consider it at length before presenting a careful, complex answer. INTJs think critically and clearly, and often have an idea about how to do something more efficiently. They can be blunt in their presentation, and often communicate in terms of the larger strategy, leaving out the details.

Although INTJs aren't usually warm or particularly gregarious, they tend to have a self-assured manner with people based on their own security in their intelligence. They relate their ideas with confidence, and once they have arrived at a

conclusion, they fully expect others to see the wisdom in their perceptions. They are typically perfectionists and appreciate an environment of intellectual challenge. They enjoy discussing interesting ideas and may get themselves into trouble because of their take-no-prisoners attitude: if someone's beliefs don't make logical sense, the Mastermind typically has no qualms about pointing that out.

Facts about INTJs

- On personality trait measures, score as Discreet, Industrious, Logical, Deliberate, Self-Confident, and Methodical
- Among types least likely to suffer heart disease and cardiac problems
- Least likely of all the types to believe in a higher spiritual power
- One of two types with highest college GPA
- Among types with highest income
- Personal values include Achievement
- Of all types, least likely to state that they value Home/family, Financial security, Relationships & friendships, and Community service
- Overrepresented among MBA students and female small business owners
- Commonly found in scientific or technical fields, computer occupations, and legal professions

Self Awareness Module: Personality

MBTI: The INTP Personality Type-The Architect

INTPs are philosophical innovators, fascinated by logical analysis, systems, and design. They are preoccupied with theory, and search for the universal law behind everything they see. They want to understand the unifying themes of life, in all their complexity.

INTPs are detached, analytical observers who can seem oblivious to the world around them because they are so deeply absorbed in thought. They spend much of their time focused internally: exploring concepts, making connections, and seeking understanding. To the Architect, life is an ongoing inquiry into the mysteries of the universe.

How common is the INTP personality type?

INTP is one of the less common types in the population, especially for women.

- 3% of the general population
- 5% of men
- 2% of women

Famous INTPs

Albert Einstein, Thomas Jefferson, Rene Descartes, Charles Darwin, Marie Curie, Socrates, and Abraham Lincoln.

INTP Values and Motivations

INTPs present a cool exterior but are privately passionate about reason, analysis, and innovation. They seek to create complex systems of understanding to unify the

principles they've observed in their environments. Their minds are complicated and active, and they will go to great mental lengths trying to devise ingenious solutions to interesting problems.

The INTP is typically non-traditional, and more likely to reason out their own individual way of doing things than to follow the crowd. The INTP is suspicious of assumptions and conventions, and eager to break apart ideas that others take for granted. INTPs are merciless when analyzing concepts and beliefs and hold little sacred. They are often baffled by other people who remain loyal to ideology that doesn't make logical sense.

How Others See the INTP

INTPs are often thoroughly engaged in their own thoughts, and usually appear to others to be offbeat and unconventional. The INTP's mind is a most active place, and their inward orientation can mean that they neglect superficial things like home décor or appropriate clothing. They don't tend to bother with small talk but can become downright passionate when talking about science, mathematics, computers, or the larger theoretical problems of the universe. Reality is often of only passing interest to the Architect, as they are more interested in the theory behind it all.

INTPs are typically precise in their speech and communicate complex ideas with carefully chosen words. They insist on intellectual rigor in even the most casual of conversations and will readily point out inconsistencies of thought or reasoning. Social niceties may fall by the wayside for an INTP who is more interested in

analyzing logic, and they may offend others by submitting their dearly held values and beliefs to logical scrutiny.

Facts about INTPs

- On personality trait measures, score as Candid, Ingenious, Complicated, Independent, and Rebellious
- More likely than other types to study a foreign language
- Most frequent type among college students committing alcohol and drug policy violations
- Have lowest level of coping resources of all the types (with ISTPs)
- One of types least likely to believe in a higher spiritual power
- Highest of all types in career dissatisfaction (with INFPs)
- In school, have lower grades than would be predicted from aptitude scores
- More likely than average to complete engineering programs
- Personal values include Autonomy, Freedom, and Independence
- Overrepresented among working MBA students
- Commonly found in science and technical occupations

Self Awareness Module: Personality

MBTI: The ENFP Personality Type-The Champion

ENFPs are people-centered creators with a focus on possibilities and a contagious enthusiasm for new ideas, people and activities. Energetic, warm, and passionate, ENFPs love to help other people explore their creative potential.

ENFPs are typically agile and expressive communicators, using their wit, humor, and mastery of language to create engaging stories. Imaginative and original, ENFPs often have a strong artistic side. They are drawn to art because of its ability to express inventive ideas and create a deeper understanding of human experience.

How common is the ENFP personality type?

ENFP is a moderately common personality type and is the fifth most common among women. ENFPs make up:

- 8% of the general population
- 10% of women
- 6% of men

Famous ENFPs

Bill Clinton, Phil Donahue, Mark Twain, Edith Wharton, Will Rogers, Carol Burnett, Dr. Seuss, Robin Williams, Drew Barrymore, Julie Andrews, Alicia Silverstone, Joan Baez, and Regis Philbin, Martina R. Skidmore

ENFP Values and Motivations

ENFPs tend to be curious about others and preoccupied with discovering the deeper meaning in people and ideas. They want authentic experience and often seek

emotional intensity. ENFPs are easily bored by details and repetition and seek out situations that offer an escape from the mundane. Novelty is attractive to ENFPs, who often have a wide range of interests and friends from many backgrounds.

ENFPs prize individuality and often consider the pursuit of happiness to be the highest priority in life, both for themselves and for others. They place great importance on personal freedom and self-expression and want to be able to go wherever inspiration leads.

How Others See the ENFP

ENFPs love to talk about people: not just the facts, but what motivates them, what inspires them, and what they envision achieving in life. They'll often share their own aspirations freely and want to hear others' in return. The ENFP is unlikely to judge anyone's dream and will discuss the most imaginative and outlandish of fantasies with warm, enthusiastic intensity. They love to explore creative possibilities, and nothing deflates them faster than talking about dry facts or harsh reality.

ENFPs often seem unconventional and may come off as scattered; they don't tend to be in touch with their physical surroundings. They often overlook the details, as they are more likely to focus on connecting with other people or on exploring their own imagination and self-expression. They have little patience for the mundane and want to experience life with intensity and flair. ENFPs often have an artistic streak, and may be artistic in appearance. Many have developed a distinctive and quirky personal style.

Facts about ENFPs

- On personality trait scales, scored as Enthusiastic, Outgoing, Spontaneous, Changeable, Impulsive, Energetic, and Understanding
- Scored among highest of all types in available resources for coping with stress
- ENFP women are less likely to suffer from heart disease
- ENFP men are less likely to suffer from chronic pain
- Rated by psychologists as among most likely of all types to have trouble in school
- Overrepresented among academically talented elementary school students
- Personal values include Home & family, Friendships, Creativity, Learning, and Community Service
- Commonly found in careers in counseling, teaching, religion, and the arts

Self Awareness Module: Personality

MBTI: The ENTP Personality Type-The Visionary

ENTPs are inspired innovators, motivated to find new solutions to intellectually challenging problems. They are curious and clever, and seek to comprehend the people, systems, and principles that surround them. Open-minded and unconventional, Visionaries want to analyze, understand, and influence other people.

ENTPs enjoy playing with ideas and especially like to banter with others. They use their quick wit and command of language to keep the upper hand with other people, often cheerfully poking fun at their habits and eccentricities. While the ENTP enjoys challenging others, in the end they are usually happy to live and let live. They are rarely judgmental, but they may have little patience for people who can't keep up.

How common is the ENTP personality type?

- 3% of the general population
- 4% of men
- 2% of women

Famous ENTPs

Steve Jobs, Walt Disney, Thomas Edison, Benjamin Franklin, Richard Feynman, Leonardo da Vinci, Niccolo Machiavelli, John Stuart Mill, Jon Stewart, “Weird Al” Yankovic, and Conan O’Brien

ENTP Values and Motivations

ENTPs are energized by challenge and are often inspired by a problem that others perceive as impossible to solve. They are confident in their ability to think creatively

and may assume that others are too tied to tradition to see a new way. The Visionary relies on their ingenuity to deal with the world around them, and rarely finds preparation necessary. They will often jump into a new situation and trust themselves to adapt as they go.

ENTPs are masters of re-inventing the wheel and often refuse to do a task the same way twice. They question norms and often ignore them altogether. Established procedures are uninspiring to the Visionary, who would much rather try a new method (or two) than go along with the standard.

How Others See the ENTP

ENTPs are typically friendly and often charming. They usually want to be seen as clever and may try to impress others with their quick wit and incisive humor. They are curious about the world around them and want to know how things work.

However, for the ENTP, the rules of the universe are made to be broken. They like to find the loopholes and figure out how they can work the system to their advantage. This is not to say the Visionary is malicious: they simply find rules limiting, and believe there is probably a better, faster, or more interesting way to do things that hasn't been thought of before.

The ENTP is characteristically entrepreneurial and may be quick to share a new business idea or invention. They are confident and creative, and typically excited to discuss their many ingenious ideas. The ENTP's enthusiasm for innovation is infectious, and they are often good at getting other people on board with their schemes. However, they are fundamentally "big-picture" people, and may be at a loss

when it comes to recalling or describing details. They are typically more excited about exploring a concept than they are about making it reality and can seem unreliable if they don't follow through with their many ideas.

Facts about ENTPs

- On personality trait scales, scored as Enterprising, Friendly, Resourceful, Headstrong, Self-Centered, and Independent
- Least likely of all types to suffer heart disease and hypertension
- Least likely of all types to report stress associated with family and health
- Scored among highest of all types in available resources for coping with stress
- Overrepresented among those with Type A behavior
- Among highest of all types on measures of creativity
- One of two types most frequent among violators of college alcohol policy
- Among types most dissatisfied with their work, despite being among the types with highest income

Self Awareness Module: Personality

MBTI: The ENFJ Personality Type-The Teacher

ENFJs are idealist organizers, driven to implement their vision of what is best for humanity. They often act as catalysts for human growth because of their ability to see potential in other people and their charisma in persuading others to their ideas. They are focused on values and vision and are passionate about the possibilities for people.

ENFJs are typically energetic and driven, and often have a lot on their plates. They are tuned into the needs of others and acutely aware of human suffering; however, they also tend to be optimistic and forward-thinking, intuitively seeing opportunity for improvement. The ENFJ is ambitious, but their ambition is not self-serving: rather, they feel personally responsible for making the world a better place.

How common is the ENFJ personality type?

ENFJ is one of the less common types in the population, especially for men. Among men, ENFJ is the second rarest type.

- 3% of the general population
- 3% of women
- 2% of men

Famous ENFJs

Oprah Winfrey, Pope John Paul II, Margaret Mead, Ralph Nader, Abraham Maslow, Dr. Phil McGraw, and Martin Luther King, Jr.

ENFJ Values and Motivations

ENFJs are driven by a deep sense of altruism and empathy for other people. They have an intuitive sense of the emotions of others, and often act as an emotional barometer for the people around them. However, their compassion not reserved for the people close to them: they are often humanitarian in nature and may feel genuine concern for the ills of the entire human race. They tend to personally experience the feelings of others and feel compelled to act when they see people suffering.

ENFJs want close, supportive connections with others, and believe that cooperation is the best way to get things done. They like to be liked and are very sensitive to feedback, both positive and negative. They expect the best not just from themselves, but from others as well, and may find themselves disappointed when others are not as genuine in their intentions as the ENFJ. ENFJs work hard to maintain strong relationships, and strive to be valuable members of their families, groups, and communities.

How Others See the ENFJ

ENFJs are natural teachers, often found organizing people to take part in some educational activity. They tend to take charge of a situation and guide a group towards those activities and experiences which will help them learn and grow. They intuitively see the potential in people, and with charisma and warmth, they encourage others to pursue greater development of their strengths. They are typically dynamic and productive and are often visibly energized when leading others to discover new knowledge.

ENFJs are typically good communicators, talented at using words to connect with others. They are perceptive about people and enjoy talking about relationships. They often enjoy helping others solve personal problems and like to share their insights about people, their emotions, and their motivations. They are empathetic sometimes to the point of being overinvolved and can become exhausted if they are surrounded by too much negative emotion.

Facts about ENFJs

- On personality trait scales, scored as Active, Pleasant, Sociable, Demanding, Impatient, Appreciative, and Compromising
- Most likely of all types to cope with stress by exercising
- Most likely of all types to believe in a higher spiritual power
- Ranked by psychologists as among least likely to have trouble in school
- Personal values include Friendships, Education & Learning, Creativity, and Community Service
- Among types highest in job satisfaction, but also among most likely to report plans to leave their jobs
- Commonly found in careers in religion, teaching, and the arts

Self Awareness Module: Personality

MBTI: The ISFJ Personality Type-The Protector

ISFJs are industrious caretakers, loyal to traditions and organizations. They are practical, compassionate, and caring, and are motivated to provide for others and protect them from the perils of life.

ISFJs are conventional and grounded and enjoy contributing to established structures of society. They are steady and committed workers with a deep sense of responsibility to others. They focus on fulfilling their duties, particularly when they are taking care of the needs of other people. They want others to know that they are reliable and can be trusted to do what is expected of them. They are conscientious and methodical and persist until the job is done.

How common is the ISFJ personality type?

ISFJ is the most common type in the U.S. population, and the most common type among women.

- 14% of the general population
- 19% of women
- 8% of men

Famous ISFJs

Famous ISFJs include Mother Teresa, George H.W. Bush, Laura Bush, King George VI, Kate Middleton, Rosa Parks, Princess Mary of Denmark, and Clara Barton.

ISFJ Values and Motivations

ISFJs are driven by their personal values and are conscientious in their behavior.

They typically want to work hard, get along with others, and make sure they do what is expected of them.

ISFJs value relationships highly and strive to cooperate and maintain harmony with others. They want stability and longevity in their relationships and tend to maintain a deep devotion to family. They feel most connected with people they know they can rely upon over the long term.

ISFJs appreciate tradition and like knowing how things were done in the past. They are loyal to established methods and values, and want to observe the proper, accepted way of doing things. They place great importance on fitting in with established institutions and contributing what they can to maintain strong, stable social structures. In groups, they often take on the role of historian, ensuring that new members respect and value the established customs.

How Others See the ISFJ

ISFJs are characteristically humble and unassuming, and rarely call attention to themselves. They can often be found offering assistance to others in a modest, understated way. They are loyal and hardworking, and often commit themselves to tasks and projects with the aim of being helpful to their families, friends, and communities. They are typically involved in social groups, but do not want the spotlight: they are more likely to be found behind the scenes, working diligently to fulfill their role.

ISFJs are oriented to relationships but can be reserved with new people. They rarely disclose personal information quickly. They tend to be focused and aware of their surroundings and relate details from their own personal experience. They often converse in terms of what has happened to them and what they have seen first-hand. They are compassionate listeners, and typically remember details about people. They often enjoy hearing the facts about others in the process of making a connection.

Facts about ISFJs

- On personality trait measures, score as Conservative, Conventional, Guarded, and Reserved
- Among types most likely to believe in a higher spiritual power
- More likely than average to experience chronic pain
- Among types most likely to suffer heart disease
- Second most common type among education majors in college
- More likely than other types to watch more than 3 hours of television per day
- Personal values include Happy family, Health and Spirituality
- Overrepresented among MBA students and male small business owners
- Among three types with the lowest income
- Commonly found in education, health care, and religious occupations

Self Awareness Module: Personality

MBTI: The ISTP Personality Type-The Craftsman

ISTPs are observant artisans with an understanding of mechanics and an interest in troubleshooting. They approach their environments with a flexible logic, looking for practical solutions to the problems at hand. They are independent and adaptable, and typically interact with the world around them in a self-directed, spontaneous manner.

ISTPs are attentive to details and responsive to the demands of the world around them. Because of their astute sense of their environment, they are good at moving quickly and responding to emergencies. ISTPs are reserved, but not withdrawn: the ISTP enjoys taking action, and approaches the world with a keen appreciation for the physical and sensory experiences it has to offer.

How common is the ISTP personality type?

The ISTP personality type is much more common among men than women. Among men, it is the third most common type in the population. Among women, it is the fourth rarest. ISTPs make up:

- 5% of the general population
- 9% of men
- 2% of women

Famous ISTPs

Famous ISTPs include Lance Armstrong, Bruce Lee, Miles Davis, Tiger Woods, Chuck Yeager, Katherine Hepburn, Clint Eastwood, and Amelia Earhart.

ISTP Values and Motivations

ISTPs are curious about the mechanics of the world around them and typically have a unique ability to manipulate the tools in their environments. They tend to study how things work and often achieve mastery in the use and operation of machines, instruments, and equipment. They seek understanding, but in a practical sense: they like to be able to put their technical knowledge to immediate use and are quickly bored by theory.

ISTPs tend to be detached and prefer the logic of mechanical things to the complexity of human emotions. Independent and reserved, ISTPs treasure their personal space, and want to be free to be spontaneous and follow their own lead. ISTPs are selective about their relationships and appreciate others who allow them plenty of freedom to do their own thing.

How Others See the ISTP

ISTPs are typically reserved and even aloof. Tolerant and nonjudgmental, the ISTP calmly takes in the details and facts of their surroundings, noticing sensory data and observing how things work. They often tune into what needs to be done, taking care of the immediate needs of the moment in a modest, inconspicuous way. They tend to prefer action to conversation and are often private about their personal lives. ISTPs are unlikely to “open up” to new people in a conventional way but may connect with others by sharing an activity or working together to solve a practical problem.

ISTPs are good with their hands and often mechanical. They are typically attracted to hands-on hobbies like woodworking or crafts, and may be found tinkering

with bicycles, computers, cars, or household appliances. They often have an intuitive understanding of machines and a remarkable ability to fix things. ISTPs have an appreciation for risk and action, and often enjoy thrilling leisure activities like extreme sports, motorcycling, or weaponry.

Facts about ISTPs

- On personality trait measures, score as Critical, Detached, Guarded, Independent, and Resourceful
- Commonly found in populations of male college scholarship athletes
- More likely than other types to suffer cardiac problems
- Lowest ranked of all types in using social coping resources
- One of four types least satisfied with their marriage or intimate relationship
- Among types least likely to complete college
- Personal values include Autonomy; at work, value Stability, Security, Independence, and Achievement
- Commonly found in skilled trades, technical fields, agriculture, law enforcement, and military occupations

Self Awareness Module: Personality

MBTI: The ESFP Personality Type-The Performer

ESFPs are vivacious entertainers who charm and engage those around them. They are spontaneous, energetic, and fun-loving, and take pleasure in the things around them: food, clothes, nature, animals, and especially people.

ESFPs are typically warm and talkative and have a contagious enthusiasm for life. They like to be in the middle of the action and the center of attention. They have a playful, open sense of humor, and like to draw out other people and help them have a good time.

How common is the ESFP personality type?

ESFP is the third most common type among women, and the seventh most common among men. ESFPs make up:

- 9% of the general population
- 10% of women
- 7% of men

Famous ESFPs

Famous ESFPs include Marilyn Monroe, Elizabeth Taylor, Judy Garland, Magic Johnson, Elvis Presley, Ronald Reagan, Paul McCartney, Bob Hope, and Goldie Hawn.

ESFP Values and Motivations

ESFPs live in the moment, enjoying what life has to offer. They are especially tuned into their senses and take pleasure in the sights, sounds, smells, and textures around

them. ESFPs like to keep busy, filling their lives with hobbies, sports, activities, and friends. Because they'd rather live spontaneously than plan ahead, they can become overextended when there are too many exciting things to do. An ESFP hates nothing more than missing out on the fun.

Although they are characteristically fun-loving, ESFPs are also typically practical and down-to-earth. They are grounded in reality and are usually keenly aware of the facts and details in their environment, especially as they pertain to people. They are observant of others and their needs, and responsive in offering assistance. ESFPs enjoy helping other people, especially in practical, tangible ways.

How Others See the ESFP

ESFPs are often the life of the party, entertaining and engaging others with humor and enthusiasm. They notice whether other people are having fun, and do their best to create a good time for all. Typically, at home in their physical environment, ESFPs may take the lead in getting everyone involved in some active diversion. ESFPs are generally friendly and likable but can be hard to get close to; although they tend to be very open, they are reluctant to be serious or to talk about anything negative.

ESFPs are tuned into their senses, and often gravitate towards pleasing colors and textures in their environments. They often carefully choose fabrics and decorations with which to surround themselves. This attention also often translates into their appearance; ESFPs are often dressed in sensuous fabrics or bright, dazzling colors. They are often up on the latest trends and like to excite the people around them with new environments and experiences.

Facts about ESFPs

- On personality trait measures, score as Changeable, Energetic, Forceful, Initiating, and Resourceful
- More likely to use emotional coping techniques over spiritual or physical resources
- Tend to look to authority in education rather than expressing intellectual curiosity; prefer hands-on learning
- Among most likely to stay in college
- More likely than other types to watch television for more than 3 hours a day
- Second highest of all types in marital satisfaction
- Among types with lowest income
- At work, tend to be satisfied with co-workers but dissatisfied with job security, stress, salary, and accomplishment
- Personal values include Home/Family, Health, Friendships, Financial Security, and Spirituality
- Overrepresented in health care, teaching, coaching, and childcare occupations

Self Awareness Module: Personality

MBTI: The ENTJ Personality Type-The Commander

ENTJs are strategic leaders, motivated to organize change. They are quick to see inefficiency and conceptualize new solutions and enjoy developing long-range plans to accomplish their vision. They excel at logical reasoning and are usually articulate and quick-witted.

ENTJs are analytical and objective, and like bringing order to the world around them. When there are flaws in a system, the ENTJ sees them, and enjoys the process of discovering and implementing a better way. ENTJs are assertive and enjoy taking charge; they see their role as that of leader and manager, organizing people and processes to achieve their goals.

How common is the ENTJ personality type?

ENTJ is one of the least common types in the population, and the rarest type among women.

- 2% of the general population
- 3% of men
- 1% of women

Famous ENTJs

Margaret Thatcher, Napoleon Bonaparte, Carl Sagan, General Norman Schwarzkopf, David Letterman, Douglas MacArthur, Harrison Ford, Brian Linn, and Quentin Tarantino.

ENTJ Values and Motivations

ENTJs are often very motivated by success in their careers and enjoy hard work. They are ambitious and interested in gaining power and influence. To the ENTJ, decision-making is a vocation. They want to be in a position to make the call and put plans into motion.

ENTJs tend to be blunt and decisive. Driven to get things done, they can sometimes be critical or brusque in the pursuit of a goal. They are typically friendly and outgoing, although they may not pick up on emotional subtleties in other people. They often love working with others toward a common goal but may not find time to attend to their feelings. They are focused on results and want to be productive, competent, and influential.

How Others See the ENTJ

ENTJs are natural leaders, and often take charge no matter where they are. They typically have a clear vision for the future, and intuitively understand how to move people and processes towards that goal. They tend to approach every situation with the attitude of an efficiency analyst and are not shy about pointing out what could be done better. For the ENTJ, their ideas are a foregone conclusion: it's just a matter of time before they can move the players to get everything accomplished.

ENTJs are often gregarious and seem to have an idea for how a person will fit into their grand scheme from the moment they are introduced. They are typically direct and may seem presumptuous or even arrogant; they size people and situations up very quickly, and have trouble being anything but honest about what they see.

ENTJs are sensitive to issues of power and seek positions and people of influence. They are characteristically ambitious, and often very engaged in their careers. More than any other type, ENTJs enjoy their work, and may even say that working is what they do for fun.

ENTJ Hobbies and Interests

Popular hobbies for ENTJs include taking leadership positions in community groups, attending social gatherings or sporting events, and playing competitive sports.

Because ENTJs are so often focused on their careers, they may have few interests outside of work, or they may participate in leisure activities that also help to further their careers.

Facts about ENTJs

- On personality trait measures, score as Ambitious, Forceful, Optimistic, Egotistical, Adaptable, and Energetic
- Least likely of all types to report stress resulting from work or finances
- More likely than average to suffer cardiac problems
- Among the least likely of all types to believe in a higher spiritual power
- Among top 4 types in college GPA
- Among most likely to stay in college
- Personal values include Home/Family, Achievement, Creativity, and Learning
- Overrepresented among MBA students and small business owners
- One of two types most likely to be satisfied with their work

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Module 4

What Now?

Branch 4: Mindfulness/Self Care

Mindfulness provides individuals with tools to navigate reactions, make informed decisions, and foster a sense of Resilience, which is the capacity to recover from adverse experiences. The key concepts involved in creating resiliency include motivation, hope, gratitude, and responsibility.

According to Shame Resilience Theory (SRT), developed by Brené Brown (2006), individuals who are resilient exhibit specific behavioral and cognitive patterns which include the cultivation of hope, practice of critical awareness, and engagement in structured gratitude practices. People who are resilient are resourceful, good problem solvers, seek help when needed, are capable of managing their feelings, develop strong social support networks, and feel a true sense of connectedness with others in their communities. These patterns of behavior and thought can be developed and sustained with mindfulness practices.

In this module, through mindfulness practices, individuals will be able to cultivate hope as they are able to create space between their perceptions and reactions, understand persistence to be a necessary piece of life, and view hope as, not just an emotion, but a way of thinking. Additionally, mindfulness practices enhance our critical awareness skills by increasing our ability to accept responsibility, sustain motivation, and let go of negative behaviors that take the edge off discomfort and

pain. Mindfulness allows us to persevere through difficult situations without denying responsibility for our actions and feelings.

Finally, a regular gratitude practice is an integral component to developing and sustaining a mindfulness practice. Through structured practices, we begin to understand gratitude as an orientation, or way of thinking, that allows us to acknowledge connections with others that are grounded in compassion.

Title. What now?

Time. This module will require two hours to present.

Event Description. This training module will demonstrate to teachers the value of mindfulness and self-care. When working with students of trauma, one can take on the trauma. This training will allow educators to have an understanding of how to manage.

Target Audience. Teachers

Learning Objectives. Understand how mindfulness practices can help us bounce back quicker from adversity. Learn to practice gratitude and hope with students as a strategy for building long-term resilience in students.

Key Points to Emphasize.

Cultivating hope. Using mindfulness skills to see hope not just as an emotion but as a way of thinking. This comes about when we are able to use mindfulness practice to put space between perception and reaction and see persistence as a necessary part of life.

Practicing critical awareness. The ability to accept responsibility, sustain motivation and let go of numbing behaviors towards pain (the avoidance of which is part of natural brain operation) are the skills and emotional practice we need to lean into discomfort. These mindfulness practices create space between perception and reaction, allowing for an awareness of the dangers of numbing or not taking responsibility for difficult emotions as we develop the ability to move through challenging experiences. It is imperative to have the capacity to stay mindful in times of great stress and anxiety.

Understanding gratitude as a structured practice. Practicing gratitude as an orientation or a way of thinking that includes acknowledgement of connection with others, grounded in compassion.

Materials.

- Personality Test
- Results sheet
- Puzzles
- Journals
- post-it notes
- white board or large easel pad
- script for presenter on Mindfulness

Activities. Intention setting, practice guided mindful breathing, small group discussion, large group discussion, snow globe activity, journaling, body scan, kindness mindful exercise.

Mindfulness

What does it mean?

Definition: The quality of state of being conscious or aware of something.

A mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.

Script: *Seems there is much talk surrounding Mindfulness lately. When I speak of it in my circles, I often get a chuckle or eye roll. However, scientist have published the benefits of mindfulness and the role it may play in our physical and mental well-being.*

Mindfulness-Retrain The Brain

Amygdala shrinks:

Less Fear

Less Stress

Less Anxiety

More Clear Thought Process

In other words, our more primal responses to stress seem to be superseded by more thoughtful ones.

Script: *I am sure you have heard the phrase, “Mind Over Matter”. You may even have used it in a particular situation. I have used it with my daughter a time or two. But what does it truly mean? Is there a true retrain of the brain. Researchers have shown when participating in mindfulness, the amygdala shrinks. And if you will recall, we know how important the amygdala is when dealing with stress.*

Mindfulness

Activity



Script: *So, let's try it! Let me show you a mindfulness technique. I know it is awkward. I know our bodies and brains are not used to this type of behavior, but today we will begin a journey that will allow you to have self-compassion. A much-needed practice in the lives of individuals.*

Mindfulness-In the Classroom...

Mindfulness techniques can discharge acute or chronic anger. As one of our strongest emotions, anger can be hard to view objectively and defuse. Mindfulness helps create space between stimulus and an immediate, impulsive response.

Mindfulness

How Can This Help Me?

1. You will have a better understanding of your own emotions.
 2. Helps us communicate more effectively.
 3. Helps us manage difficult students.
 4. Helps us set up a positive learning environment.
 5. Helps strengthen relationships with students.
 6. Helps us slow down when we need to.
 7. Helps us build community.
-

Mindfulness

Practice makes perfect...sense.

It is a skill that can be taught, learned, practiced, and developed.

Script: *Explain to teachers that mindfulness provides individuals with tools to navigate reactions, make informed decisions and foster a sense of resilience, which is the capacity to recover from adverse experiences. The key concepts involved in creating resilience include motivation, hope, gratitude and responsibility. Explain that with the mindfulness practices learned today individuals will be able to: cultivate hope as they create space between their perceptions and reactions; understand persistence to be a necessary piece of life; and view hope not just as an emotion, but as a way of thinking.*

Explain that mindfulness practices enhance our critical awareness skills by increasing our ability to accept responsibility, sustain motivation and let go of negative behaviors that take the edge off discomfort and pain. Mindfulness allows us to persevere through difficult situations without denying responsibility for our actions and feelings. Finally, a regular gratitude practice is an integral component to developing and sustaining a mindfulness practice. Through structured practices, we begin to understand gratitude as an orientation (or way of thinking) that allows us to acknowledge connections with others that are grounded in compassion.

Ask teachers to discuss how hope can be seen not just as an emotion but as a way of thinking. When we are able to use mindfulness practices to put space between perception and reaction and see persistence as a necessary part of life we begin to have hope in our ability to respond rather than react we understand that we are in control therefore we have hope that our circumstances can improve as we exert force over them and our reactions to them.

We have learned that mindfulness is a way we can practice paying attention. Gratitude is also a practice. Gratitude can be mindfulness when we practice it as an orientation or a way of thinking that includes acknowledgement of connection with others, grounded in compassion. Like all things that are a practice, we must set up

structured ways to do it. Remind teachers that we get more of what we practice. When we practice more gratitude, hope and faith, we get more thankful, hopeful, and trust in our future. As a whole group exercise identify 107 things that the group is grateful for. Take four to six large poster size post-it notes and ask teachers to fill the sheets with a total of 107 things they are grateful for. Ask teachers to reflect on this exercise and discuss in small groups how they could incorporate this into their classroom and content areas.

Finally discuss the importance of self-care in building our own resilience. Discuss the issues with teacher turnover and retention and talk about the importance of mindfully practicing things that are good for them so that they have energy left over for their students. Ask teachers to journal about how they can practice self-care in their work, lives, and relationships. Direct teachers to revisit their intentions and write a 3-5 sentence plan for how they plan to incorporate elements from today's lesson into their own classrooms.

Mindfulness

This script can be used in the classroom – it is a great tool to practice every day with students! You may also choose to read this live during the training, rather than listen to it on the video.

Whoever will be reading the script should listen to it first, and get a sense of the relaxed, slow pacing and rhythm of the reading.

Read slowly, if we're not used to doing grounding or guided imagery – our tendency is to speed up. It helps to go slowly to allow time for people to shift their attention internally and find a good connection with their breath and bodily sensations. This may be unusual for some people or feel awkward. Going at a slow pace with a soft voice helps to support comfort.

Script: *Take a moment to get comfortable in your chair. You may want to push back from the table and free your hands of any objects. Then, shift around in your chair until you find a spot that feels just right....*

You may want to either close your eyes or soften them and find a neutral point to look at – like a place on the floor.

Now, I invite you to bring your attention to your breath. You don't have to change anything about it, just notice the rhythm of it as it comes in and out. You might feel it enter at the tip of your nose.

Then, when you're ready, you can move your attention to your feet. You might wiggle your toes and push down into your shoes - and really feel how they connect to the ground. You can imagine roots coming down from your feet and planting themselves deep into the earth.....

Then slowly, bring your attention to the back of your legs, your seat, and your lower back, and notice all of the places where they contact the chair..... Notice if you're holding yourself up using your own muscles or if you're allowing the chair to completely hold and support you.....

Now I invite you to bring your attention to your hands. You might start by stretching them out and then curling them into a fist, wiggle your fingers a bit, and rub them together and feel the warmth that you generate. And then let them rest and notice where they contact another surface, feel their warmth on your legs or arms, or perhaps you're holding your hands together. And now, let your

attention come back and rest in your breathing, be aware of the rise and fall of your chest and stomach, and the area around your heart.....

When you're ready, you can open your eyes and bring your attention back into the room. As you do so, I invite you to slowly look around and find something that your eyes want to look at; something that you like that naturally draws your attention. It might be a color, or an object, or a friendly face....

Take a moment to wonder if whatever you're looking at reminds you of anything, perhaps the sweater that someone is wearing reminds you of something or someone warm, or a color reminds you of a special place. Be curious if there is any connection to something you like, something that feels good.

Mindfulness References

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