



NEW YORK STATE MIGRANT EDUCATION PROGRAM

Title: Self-Care: Finding Balance

Description: This workshop looks at the role of staff as caregivers and explores strategies to help people find their balance. Recognizing the deep impact that working with pervasive trauma has on service providers, this session addresses the topic of self-care as a professional obligation. Participants receive ideas and resources for supporting self-care, including an invitation to develop a self-care plan they may take into their daily lives. Activities include a sample of the stand-alone video, “Yoga for Migrant Staff.”

Developers: Elizabeth Meeker, Psy.D, and Gwen Olton, MA, created the session about self-care for the Fall, 2015 NYS MEP Professional Development Days, in recognition of the deep impact that working with clients with pervasive trauma has on service providers. Michelle Pinedo, a Migrant Educator with the Mohawk Regional METS and yoga instructor, designed the yoga routine for the 2015-16 Professional Development Day in Albany.

The video for use with this module is for NYS MEP use only. Use the video link on the NYS migrant website in the Professional Development module for *Self-Care: Finding Balance*.

This video is an excerpt from a filmed workshop that was part of a NYS-MEP Professional Development Day in October 2015.

Facilitator Guide

INDIVIDUAL ACCESS/SELF-SERVE (for Individuals viewing this module independently): While a robust conversation between colleagues is an enriching way to learn, so is self-reflection. Read and use this Guide as the Facilitator of your own learning. To get the most out of the activities and questions, make sure you have the recommended handouts and supplies listed below, before beginning. The handouts will allow you to keep a running record of your thoughts, reflections, lists and action planning ideas. You may choose to print the PowerPoint Notes if you would like, but it is not necessary unless you like to make notes within them.

CTLE CREDIT

Group Workshop: If you are facilitating this workshop for your METS, you will have to decide which process you will use for granting CTLE credit. You can use your local LEA process, or the M-TASC process:

- a. Contact M-TASC in advance of the workshop to confirm date and module.

- b. Use the M-TASC Participant Sign-In Sheet and submit.
- c. Submit Workshop Evaluations via link or hard copy. If you use the Evaluation link, M-TASC will forward the compiled evaluations once you have informed the office that all evaluations are complete.

Individual Access/Self-Serve: For those who would like to request Continuing Teacher Leader Education (CTLE) credit for On-Demand professional development, please complete the CTLE Credit Request for each module. Find the link for this process on the NYS-MEP website:

<https://www.nysmigrant.org/resources/pd>

OBJECTIVES/LEARNING TARGET(S)

- I can recognize compassion fatigue and burnout.
- I can be a better caregiver/ advocate/ educator when I can find my balance.
- I can find resources and strategies people can use to balance the effects of stress.
- I can identify a couple of starting strategies for a self-care plan.

WORKSHOP/MODULE DESIGN

Intended for staff as the target audience, this workshop utilizes video clips from the 2015-16 NYS Professional Development Days integrated with live reflections and new resources. Originally paired with Trauma-Informed instruction, this workshop can stand alone.

CONNECTION TO THE NYS MEP

THEORY OF ACTION

Subject Content and Instruction

Advocacy to Self-Advocacy

- As caregivers, we can forget to make the time for our own self-advocacy and our own self-care.
- When people can balance the stress, they can be better instructors.

- Reframing the focus from advocating for a family for everything, to supporting them to take responsibility for their self-advocacy can help migrant educators to release some levels of stress.

SUPPLIES AND MATERIALS

- Video: (Self-Care: Finding Your Balance)
 - This video is for NYS MEP use only.
 - Use the video link on the NYS migrant website in the Professional Development section for this workshop.
- Participant Handouts
 1. Participant Reflection Guide
 2. Warning Signs of Compassion Fatigue
 3. Finding the Time
 4. Self-Care Resources-Updated August 2018
 5. My Maintenance Self Care Plan Worksheet
 6. M-TASC Sign-in Sheet
 7. M-TASC Exit Survey/Evaluation

WORKSHOP OVERVIEW

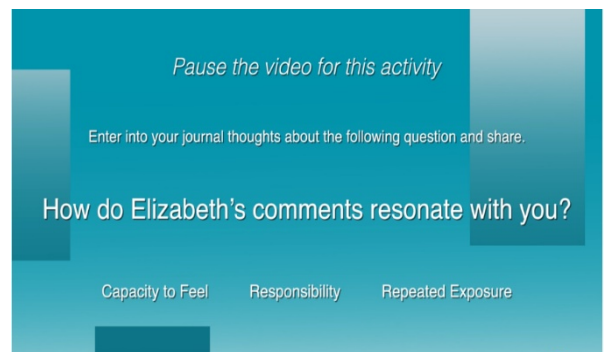
- This workshop was filmed during a Professional Development Day in October 2015.
- Elizabeth Meeker introduces the cost of caring and the importance of self-care.
- Our objectives for today are that we can:
 - identify compassion fatigue and burnout;
 - be a better caregiver/ advocate/ educator when I can find my balance;
 - find resources and strategies people can use to balance the effects of stress;
 - identify a couple of starting strategies for a self-care plan.

WORKSHOP PREPARATION

Print, review and gather materials prior to facilitating with the group. Completing the activities and having examples to share when needed, can make it easier for participants to share during the workshop.

Reflection or Activity slides are signified by a turquoise slide with moving rectangles. Please pause the slide when you begin to hear the music cue. Then complete the tasks on the screen, and share thoughts whenever possible. Restart the video when you are done.

Estimated time to complete 40-50 minutes,
(video 20 minutes, activities 20 to 30 minutes).



SPACING NEEDS

- Staff need to be able to spread out for the yoga video clip.

WELCOME AND INTRODUCTIONS

Participant Sign-In Sheet: Ensure participants sign in using the Participant Sign-In Sheet provided. There is a column for individuals tracking professional development for CTLE/M-TASC.

Questions – Pick one or two

- What are you hoping to learn today?
- Why is self-care important for us as educators?
- What is a strength you bring to self-care?
- Another question you identify

Play the video to the first activity slide and music: (Start to 4:57)

Key Points

Caregivers have characteristics that make them good at their jobs. These same characteristics can result in caretakers unknowingly taking on additional stress. Compassion fatigue can result when we take on responsibility for other people's actions.

- Capacity to feel
- Responsibility
- Repeated Exposure

ACTIVITY 1: THE COST OF CARING

Think–Pair–Share Reflection

Handouts

- Participant Reflection Guide
- Warning Signs of Compassion Fatigue

Process

1. Review Warning Signs of Compassion Fatigue.
2. Reflect on Dr. Meeker's comments.
3. Meet with a partner or small group and discuss.

Facilitator Note: Ask participants to review the *Warning Signs of Compassion Fatigue*, while they are thinking about how Elizabeth Meeker's comments on the Cost of Caring resonate with them.

Give participants a few minutes to think individually. When it seems like people are done, move them into pairs or into a large group discussion.

Possible questions for processing: Is there are a volunteer to share what resonated for you? Did someone reflect about ... [insert one of the characteristics no one has spoken about: capacity to feel, responsibility, or repeated exposure].

Identifying an example from your life to share with the group will increase the safety for participants to share.

Group Processing: After participants have time to think and journal, groups can share, then return to the video.

Play Video (5:08 to 14:06)

ACTIVITY 2: YOGA FOR MIGRANT STAFF

Key Points

- Stretches to relax muscles that have been driving in a car and doing paper work.
- Breathing and listening to Michelle to relax the mind.

Facilitator Note: Video: 7:45 to 7:55 is a turquoise activity slide inviting participants to join in the yoga routine. This provides a six-minute sample of the yoga routine video. You will NOT need to pause the video for this activity, if it is enough time for your group to stand up and be ready to engage.

If that is not enough time for folks to stand up with a little space between them, pause the video until you are ready.

The turquoise activity slide also provides time for sitting down again in preparation for the next activity.

Play Video: (14:08 to 16:03)

ACTIVITY 3: FINDING BALANCE

Handouts

- Participant Reflection Guide
- Finding the Time
- Self-Care Resources-Updated August 2018

Process

1. Give participants a few minutes to look through the handouts.
2. List one or two ideas they want to try on the Participant Reflection Guide.
3. Solicit a few examples from the group

Facilitator Note: Participants will want the handout titled, “My Maintenance Self-Care Plan Worksheet,” now, while Elizabeth talks about it, instead of waiting for the activity.

Watch Video: (16:11 to 20:06)

ACTIVITY 4: MY MAINTENANCE SELF-CARE PLAN WORKSHEET

Key Points

- Give yourself the gift of 10 minutes to think about your own self-care.
- Pick the page, the section that you can write to, today.

Handouts

- My Maintenance Self-Care Plan Worksheet
- Self-Care Resources

Process

1. Draw people's attention to the My Maintenance Self-Care Plan Worksheet before starting this video segment.
2. Ask participants to decide on one of the three pages to work on during their time (unless you have more than 10 minutes for this activity).
3. Share ideas and discuss as a large group.
4. Draw people's attention to the Self-Care Resources handout.
5. Encourage people to complete the plan.

Closure for Group Workshops

- Facilitators are welcome to use the Workshop Evaluation provided on the website or you can use your own version.
- *Continuing Teacher Leader Education (CTLE)* – Follow the CTLE process at your METS program center for staff who are tracking credit.

Closure for Individual Access/Self-Serve

- Complete the Workshop Evaluation and give it to your Director.
- *Continuing Teacher Leader Education (CTLE)* – If you would like to request credit for this module, please follow the CTLE Credit Request process. Find the link for this process on the NYS-MEP website: <https://www.nysmigrant.org/resources/pd>