Building
STRESS RESILIENCE

TRAINING SUPPORT
READING HORIZONS

Strategies for building personal stress resilience
to improve training instruction efficacy

Incorporating stress resilience methods into training sessions
to reduce teacher stress while implementing Reading Horizons programs

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drwillblake

801-477-4646
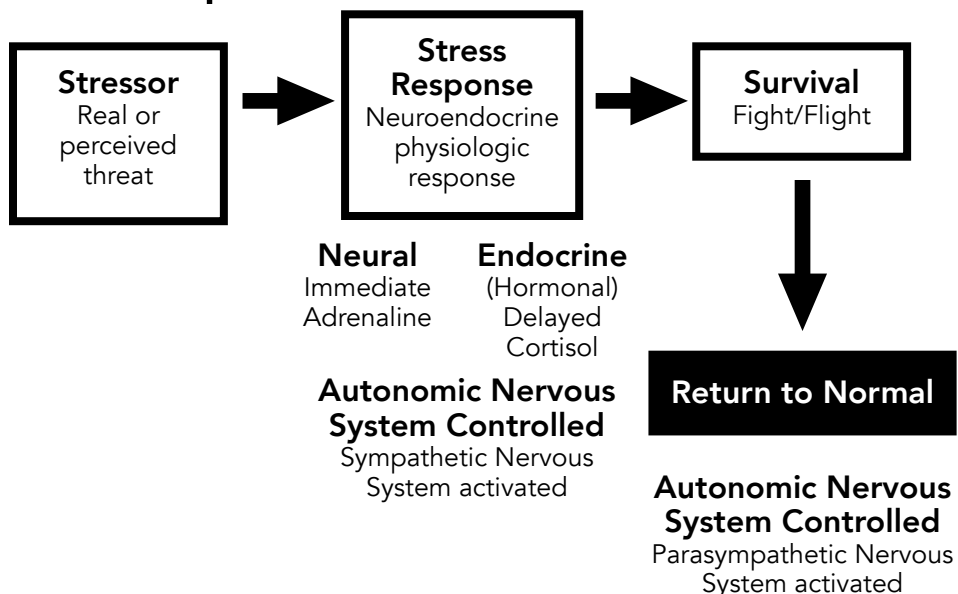
wblake@meducos.com

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STRESS is:

A **threat**
to an organism's
homeostasis.

Or…
a **PERCEIVED threat**
to an organism's
homeostasis.

~ being out of **BALANCE** ~

Stress RESILIENCE is:

The capacity to **RECOVER quickly**

Stress Response

Stressor
Real or
perceived
threat

→

Stress Response
Neuroendocrine
physiologic
response

→

Survival
Fight/Flight

↓

Return to Normal

Neural
Immediate
Adrenaline

Endocrine
(Hormonal)
Delayed
Cortisol

Autonomic Nervous System Controlled
Sympathetic Nervous
System activated

Autonomic Nervous System Controlled
Parasympathetic Nervous
System activated

Autonomic Nervous System
Part of the nervous system that regulates involuntary body functions.

Sympathetic Nervous System
Fight/Flight

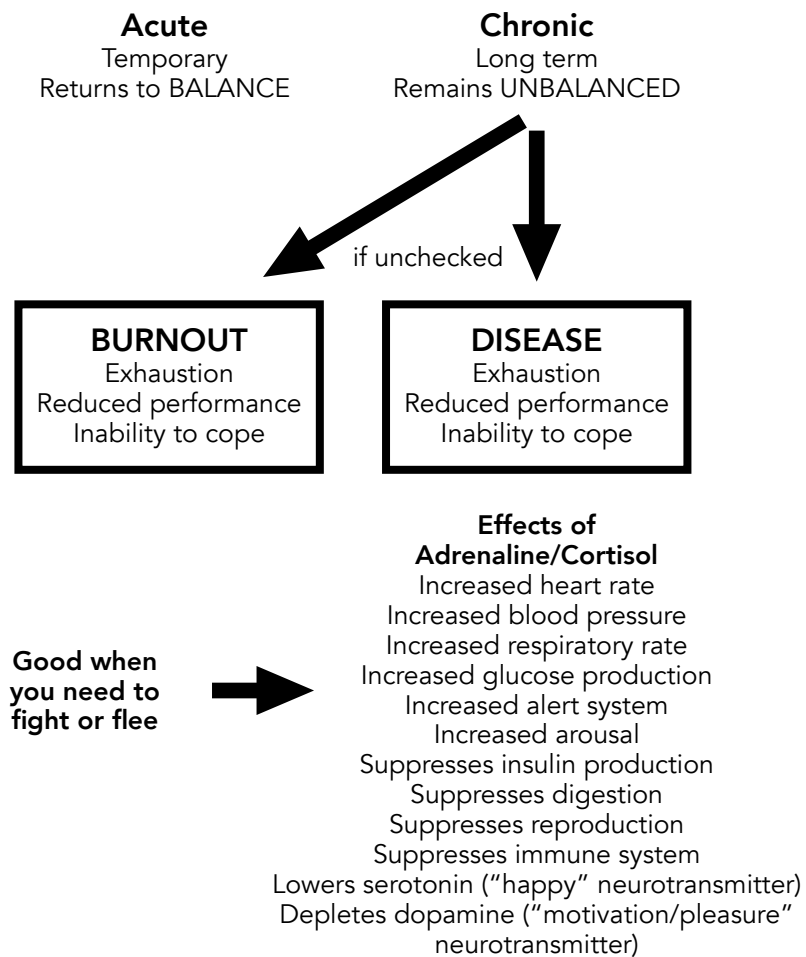**Parasympathetic Nervous System**
Rest/Digest

RESTORES BALANCE

The PURPOSE of STRESS → SURVIVAL

Stress is your friend. It's an alarm system.
Stress can increase performance.

Notes

The PROBLEM of STRESS

Notes

Acute
Temporary
Returns to BALANCE

Chronic
Long term
Remains UNBALANCED

if unchecked

BURNOUT
Exhaustion
Reduced performance
Inability to cope

DISEASE
Exhaustion
Reduced performance
Inability to cope

Good when you need to fight or flee →

Effects of Adrenaline/Cortisol
Increased heart rate
Increased blood pressure
Increased respiratory rate
Increased glucose production
Increased alert system
Increased arousal
Suppresses insulin production
Suppresses digestion
Suppresses reproduction
Suppresses immune system
Lowers serotonin ("happy" neurotransmitter)
Depletes dopamine ("motivation/pleasure" neurotransmitter)

There will always be exposure to stressors

Notes

Building Stress Resilience

1. Get adequate support (be resourced properly)

Self Support | Social Support | Peer Support | Administrative Support | Professional Support

2. Employ Evidence Based Balance Strategies

**Change Perception with Reframing
Create Control Using Routines/Rituals
Use Parasympathetic Nervous System Activating Techniques**

3. Training (Practice, Practice, Practice)
4. Adjust to make it as easy as possible

PARASYMPATHETIC NERVOUS SYSTEM ACTIVATING TECHNIQUES

- RF breathing
- Demands vs Resources Balance Visualization
- Heart–Mind Coherence Technique
- Affect Meditation
- Cold water immersion
- Looking at nature/being in nature
- Humming/singing

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MAKE IT EASY

SELF SUPPORT (To reduce your stress)

Your stress level directly affects those you are training

1. Be properly resourced
2. Enact daily strategies to lower your stress baseline
   (If traveling, do your best to maintain these on the road)
3. Have and follow a "Training Day Routine" that includes
   a pre-training breathing ritual
4. Be prepared for contingencies

MAKE IT EASY

TEACHER SUPPORT (To reduce teacher stress)

1. Verify those involved have what they need to be prepared
2. Have and stick to a schedule
3. If able, have your audience join you in a breathing
   exercise
4. Train them on what RH resources are available once the
   training is over
5. Uncover potential threats
   - What perceived threats may exist?
   - Any potential barriers to effective implementation?
6. Check-in with the trainees frequently for signs of stress
7. Use additional parasympathetic activating strategies
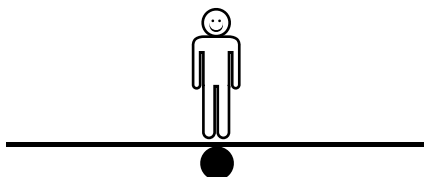   throughout the training session

Notes

Exercise
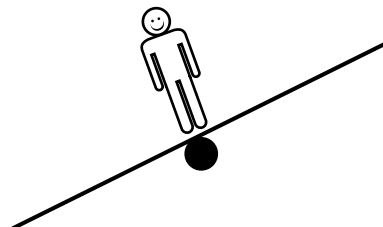
1. Draw yourself and your level of balance.
2. Write down the threats to your balance. (Label "P" for a perceived threat.)

EXAMPLE: Balanced   Poorly balanced

Training Day Routine

1. List everything that needs to be done prior to, during, and after a training session
2. Create a routine from all the actions required
3. Make the routine as reproducible and easy as possible
4. Practice the routine
5. Adjust the routine to maximize efficiency and minimize effort
6. Have a "What to do in case of emergency" routine to minimize unforeseen events

Tips:
- This will include multiple routines built over the days prior to a training session
- Use triggers to initiate actions
- Batch actions together based on time, location, or by person (Example: When talking to the site coordinator (person) or when arriving on site (location) batch all relevant items together)