



## Emotional Survival for Educators

Developing a Path for Prevention or Recovery

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1

- Section 1 -

## What makes your job role challenging?

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3

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- Curriculum changes.

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What makes your job role challenging?

- Curriculum changes.
- Organisational politics.

5

What makes your job role challenging?

- Curriculum changes.
- Organisational politics.
- Reduced or restricted funding.

6

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- Curriculum changes.
- Organisational politics.
- Reduced or restricted funding.
- Balancing Duty of Care issues.

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What makes your job role challenging?

- Curriculum changes.
- Organisational politics.
- Reduced or restricted funding.
- Balancing Duty of Care issues.
- New staff still developing their skills.

8

What makes your job role challenging?

- Curriculum changes.
- Organisational politics.
- Reduced or restricted funding.
- Balancing Duty of Care issues.
- New staff still developing their skills.
- Influence from the "Car Park Mafia".

9

What else makes your job role challenging?

10

What else makes your job role challenging?

- Especially challenging students.

11

What else makes your job role challenging?

- Especially challenging students.
- Having to be everything, to every student.

12

What else makes your job role challenging?

- Especially challenging students.
- Having to be everything, to every student.
- Experienced staff not increasing their skills.

13

What else makes your job role challenging?

- Especially challenging students.
- Having to be everything, to every student.
- Experienced staff not increasing their skills.
- Balancing teaching and classroom management.

14

What else makes your job role challenging?

- Especially challenging students.
- Having to be everything, to every student.
- Experienced staff not increasing their skills.
- Balancing teaching and classroom management.
- Changing policies / procedures (e.g., more paperwork).

15

What else makes your job role challenging?

- Especially challenging students.
- Having to be everything, to every student.
- Experienced staff not increasing their skills.
- Balancing teaching and classroom management.
- Changing policies / procedures (e.g., more paperwork).
- Misrepresentation in the community (e.g., social media).

16

These challenges are typically interpreted by the brain as risks.

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Working in a world of risk creates...

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# Hypervigilance

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Normal Range of Risk

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X

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- Section 2 -  
How does Hypervigilance  
look and feel?

22

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look and feel?

23

How does Hypervigilance  
look and feel?  
• Strong friendships.

24

How does Hypervigilance  
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• Strong friendships.  
• Valid sense of purpose.

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How does Hypervigilance  
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• Impressive multi-tasking.

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• Unique sense of humour.

27

### How does Hypervigilance look and feel?

- Strong friendships.
- Valid sense of purpose.
- Impressive multi-tasking.
- Unique sense of humour.
- Acutely adaptive auditory focus.

28

### How does Hypervigilance look and feel?

- Strong friendships.
- Valid sense of purpose.
- Impressive multi-tasking.
- Unique sense of humour.
- Acutely adaptive auditory focus.
- Often feels good (for the moment).

29

### How does Hypervigilance look and feel?

- Strong friendships.
- Valid sense of purpose.
- Impressive multi-tasking.
- Unique sense of humour.
- Acutely adaptive auditory focus.
- Often feels good (for the moment).
- Impressive peripheral and targeted vision.

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Hypervigilance is a normal and desirable biological reaction!

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X

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33

X

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X

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- Section 2 -

How does the bottom of this range often look and feel?

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How does the bottom of this range often look and feel?

36

How does the bottom of this range often look and feel?

- Tired.

37

How does the bottom of this range often look and feel?

- Tired.
- Quiet.

38

How does the bottom of this range often look and feel?

- Tired.
- Quiet.
- Isolated.

39

How does the bottom of this range often look and feel?

- Tired.
- Quiet.
- Isolated.
- Indecisive.

40

How does the bottom of this range often look and feel?

- Tired.
- Quiet.
- Isolated.
- Indecisive.
- Poor listening skills.

41

How does the bottom of this range often look and feel?

- Tired.
- Quiet.
- Isolated.
- Indecisive.
- Poor listening skills.
- Poor observer skills.

42

How does the bottom of this range often look and feel?

- Tired.
- Quiet.
- Isolated.
- Indecisive.
- Poor listening skills.
- Poor observer skills.
- Often retreat to some "magic place".

43

X



X

44

- Work -

X

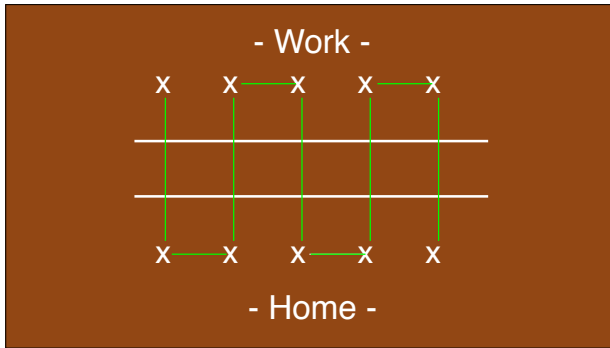


X

X

- Home -

45



46

How are these feelings or behaviours often interpreted?

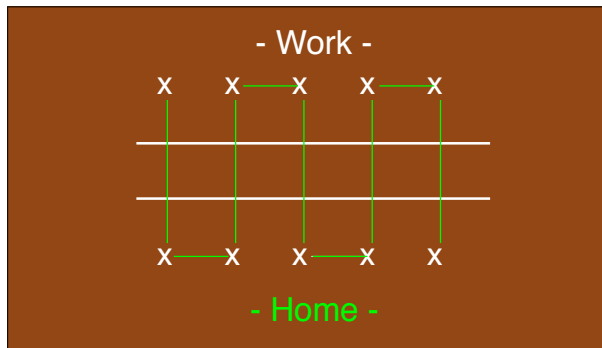
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With what environment is this depressive-like state often associated?

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- Section 3 -

What are unhealthy ways to respond to the bottom of this cycle?

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52

What are unhealthy ways to respond to the bottom of this cycle?

- Don't go home.

53

What are unhealthy ways to respond to the bottom of this cycle?

- Don't go home.
- Drug and alcohol abuse.

54

What are unhealthy ways to respond to the bottom of this cycle?

- Don't go home.
- Drug and alcohol abuse.
- Taking unnecessary risks.

55

What are unhealthy ways to respond to the bottom of this cycle?

- Don't go home.
- Drug and alcohol abuse.
- Taking unnecessary risks.
- Over investment in the job role.

56

What are unhealthy ways to respond to the bottom of this cycle?

- Don't go home.
- Drug and alcohol abuse.
- Taking unnecessary risks.
- Over investment in the job role.
- Unhealthy external relationships.

57

What are unhealthy ways to respond to the bottom of this cycle?

- Don't go home.
- Drug and alcohol abuse.
- Taking unnecessary risks.
- Over investment in the job role.
- Unhealthy external relationships.
- Unhealthy purchasing behaviours.

58

What are unhealthy ways to respond to the bottom of this cycle?

- Don't go home.
- Drug and alcohol abuse.
- Taking unnecessary risks.
- Over investment in the job role.
- Unhealthy external relationships.
- Unhealthy purchasing behaviours.
- Undesirable acts of omission or commission...

59

Undesirable Acts of Omission or Commission

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Undesirable Acts of Omission or Commission

- Usually driven by victim based thinking (i.e., the belief that you have been wronged).

61

Undesirable Acts of Omission or Commission

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- Starts with omitting doing little things that are required (e.g., missing meetings, deadlines).

62

Undesirable Acts of Omission or Commission

- Usually driven by victim based thinking (i.e., the belief that you have been wronged).
- Starts with omitting doing little things that are required (e.g., missing meetings, deadlines).
- Expands to doing things that are not supposed to happen (e.g., violating the "News at 6 Rule").

63

- Section 4 -  
Desirable Responses to Hypervigilance

64

L - E - A - R - N - S

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Desirable Responses to  
Hypervigilance via LEARNS

66

Desirable Responses to  
Hypervigilance via LEARNS

- L = Let go

67

Desirable Responses to  
Hypervigilance via LEARNS

- L = Let go
- E = Exercise

68

Desirable Responses to  
Hypervigilance via LEARNS

- L = Let go
- E = Exercise
- A = Attend to Others

69

Desirable Responses to  
Hypervigilance via LEARNS

- L = Let go
- E = Exercise
- A = Attend to Others
- R = Relaxation

70

Desirable Responses to  
Hypervigilance via LEARNS

- L = Let go
- E = Exercise
- A = Attend to Others
- R = Relaxation
- N = Nutrition

71

Desirable Responses to  
Hypervigilance via LEARNS

- L = Let go
- E = Exercise
- A = Attend to Others
- R = Relaxation
- N = Nutrition
- S = Sleep

72

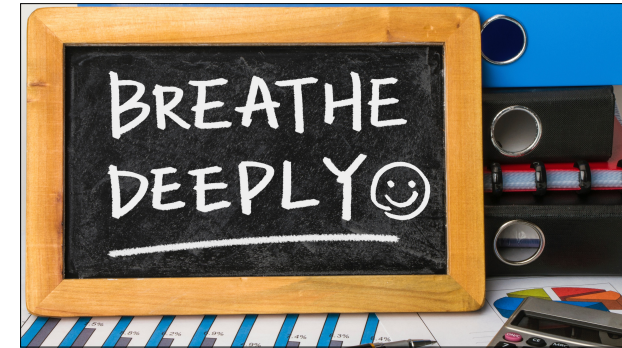


- Section 5 -  
Two Healthy  
Behaviours to Practice

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*Relaxation Response Breathing*

74



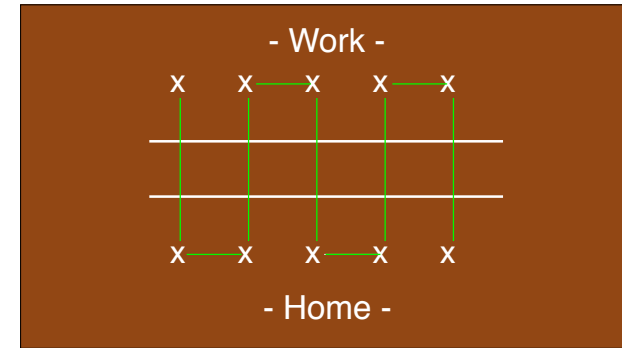
75

*Proactive Planning*

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80