

Strategies to Support Mental Health & Well-Being While Teaching Online

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We all have so much to deal with every day!

In order to fully invest in learning, we have to make a conscious effort to set aside all the static in our heads and hearts.

This is true teachers and students. Today, we are going to use an exercise called “What’s on your plate?” to set aside everything else and focus on the learning at hand.

What’s on your plate?



- 1. Choose a method:**
 - a. Draw or write on a sheet of paper.**
 - b. Reflect silently.**
 - c. Click on [THIS LINK](#), make a copy, and add text to the provided image.**

Objective: Teachers will learn the concepts of attitude, internal locus of control and perspective, as well as identify specific strategies to practice implementing.

AGENDA:

1. Discuss the power of attitude.
2. Apply the power of perspective.
3. Flip the script on your inner monologue and language choices.
4. Learn a variety of concrete strategies to develop a strong internal locus of control.
5. Create a plan of action.

Attitude is everything

“Everything can be taken from us but the last of human freedoms. To choose one's attitude in any given set of circumstances. To choose one's own way” Dr. Victor Frankl

How do we practice choosing our attitude in a meaningful way?

How can we notice and adjust our attitude?

How has working from home impacted your attitude?



Perspective is attitude's best friend

Looking for the motivation behind the actions of others acts on our thinking in four major ways:



1. Compassion and understanding
2. Relationship focus
3. Solution orientation
4. Helps us understand our triggers and the triggers of others.

Triggers:

Add a trigger to the chat and Kristi select some to share with the group.

The Power of “I” in Self-Talk and Interaction

Changing your language will influence:

1. Your expectations
2. Your message
3. Your attitude
4. Your internal responses
5. Your actions and reactions

Check out [The Love and Logic Institute](#) and the book [Teaching with Love and Logic](#) for more information.



Internal Locus of Control & Intentional Practice

Without interactions with colleagues and students, recognizing when we lose this focus can be especially difficult.

Internal Locus of Control means taking conscious ownership of your emotional state. It takes intentional practice to develop.

These questions can help you build your internal locus of control:

1. What am I telling myself? Why?
2. What could I tell myself instead?
3. How can I change my approach to improve the situation? (What can I actually control?)
4. What is motivating the negative behaviors of others?

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Internal Locus of Control

Internal Locus of Control means taking conscious ownership of your emotional state. It takes time and energy to develop.

Having an internal locus of control means:

1. It is MY CHOICE how I respond to student behaviors (TONE CHECK).
2. It is MY CHOICE what I assume about student motivation.
3. It is MY CHOICE to have manageable expectations of myself and others.
4. It is MY CHOICE to divorce responsibility from blame and shame.



Responding to Student Behaviors

It is MY CHOICE how I respond to student behaviors.

Strategies that can help you respond effectively:

- 1. Identify the result you want.**
- 2. Give up the last word.**
- 3. Focus on tone.**
- 4. Collaborate to problem-solve.**



Assumptions about student motivation

It is MY CHOICE what I assume about student motivation.

Strategies that can help you avoid harmful assumptions:

1. Assume positive intent.
2. Recognize mistaken goals.
3. Provide time for processing.
4. Disrupt our own unhelpful emotional states.



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Manageable Expectations



It is MY CHOICE to have manageable expectations of myself and others.

Strategies that can help you manage your expectations:

1. Identify the result you want.
2. Set reasonable limits.
3. Recognize the power of emotion.
4. Disaggregate learning from behavior/mode ([Universal Design for Learning](#)).

Divorce Responsibility And Blame

It is MY CHOICE to divorce responsibility from blame and shame.

Strategies that can help me separate responsibility from blame:

1. Identify the purpose of responsibility vs. blame.
2. Assume positive intent.
3. Connects to student behaviors, assumptions about motivation, and manageable expectations.

Putting it all together

[Contact Padlet](#)

What's your plan?

1. You will be joining a break out room.
2. Introduce yourselves and share one thing you will take away from this session.
3. Create an accountability plan:
 - a. Choose ONE struggle you have had during online learning.
 - b. Identify ONE strategy you want to commit to trying.
 - c. Outline how and when you plan to practice.
4. Go to the Contact Padlet link and add your name & info.

Thank you for coming!

Please leave me a note about what worked well (or didn't) for you today!

shorturl.at/ayNYZ

Don't forget your plate:

