

IDENTIFYING AND MANAGING STRESS

TIPS FOR EDUCATORS WHILE COPING WITH STRESS
THROUGH A PANDEMIC
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OBJECTIVES

At the conclusion of this session,
participants should be able to:

- 1) Identify how stress affects the brain, body, mood, and behavior
- 2) Discover evidence-informed strategies for identifying, managing, and preventing stress
- 3) Use mobile apps and mindfulness techniques to manage stress through a personal plan



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WHAT ARE COMMON STRESS RESPONSES?

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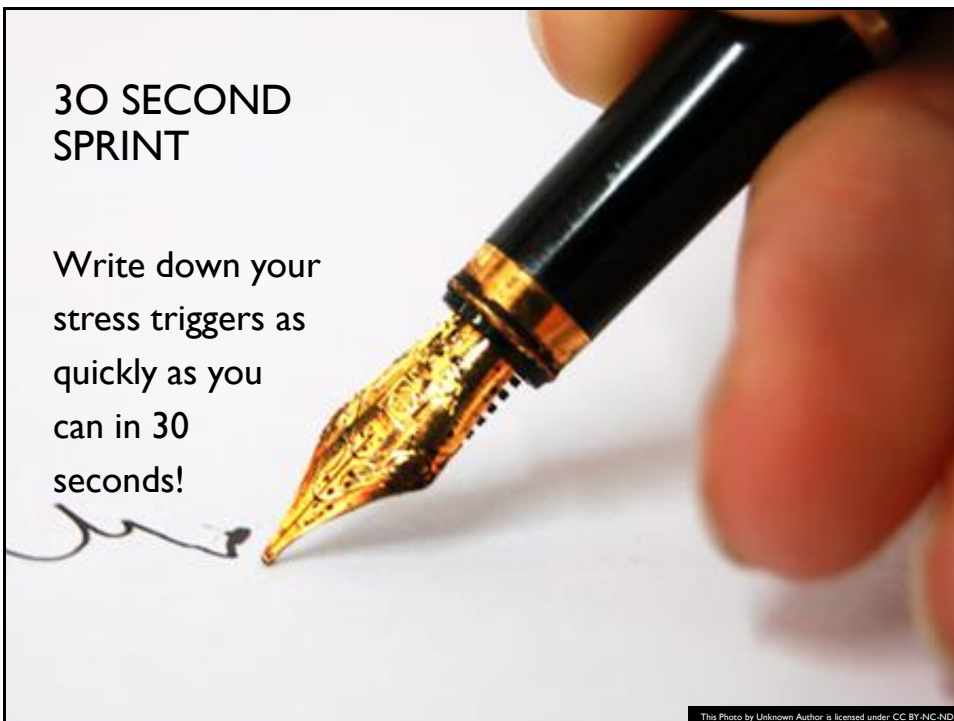
COMMON STRESS RESPONSES

Body	Mood	Behavior
Headache	Anxiety	Overeating or undereating
Muscle tension or pain	Restlessness	Angry outbursts
Chest pain	Lack of motivation or focus	Drug or alcohol misuse
Fatigue	Feeling overwhelmed	Tobacco use
Change in sex drive	Irritability or anger	Social withdrawal
Upset stomach	Sadness or depression	Lack of exercise
Sleep problems		

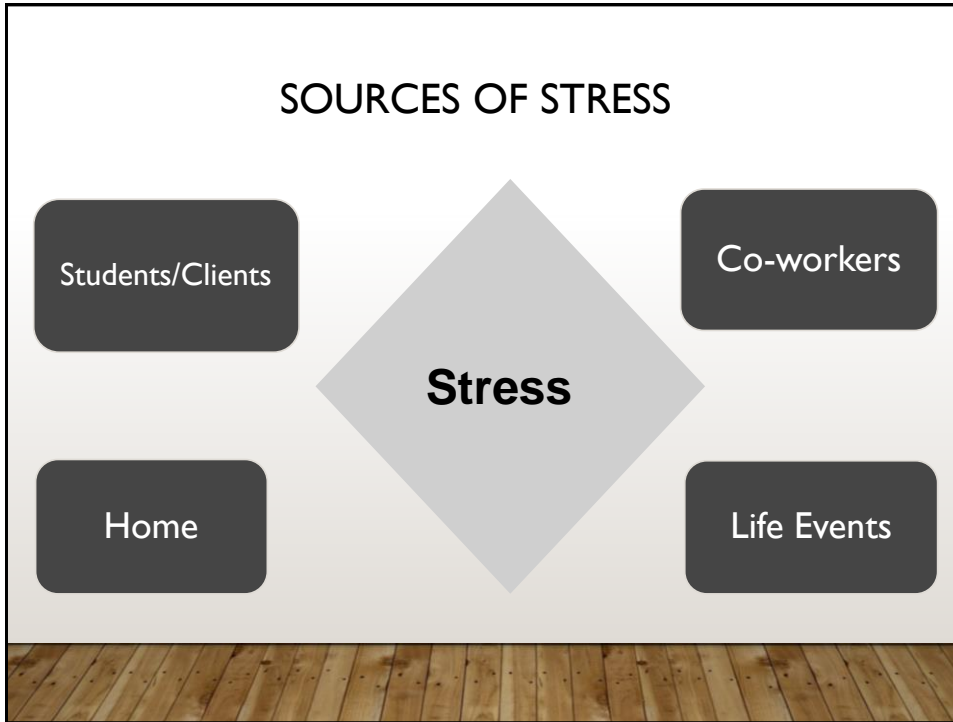
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SELF-INDUCED STRESSORS

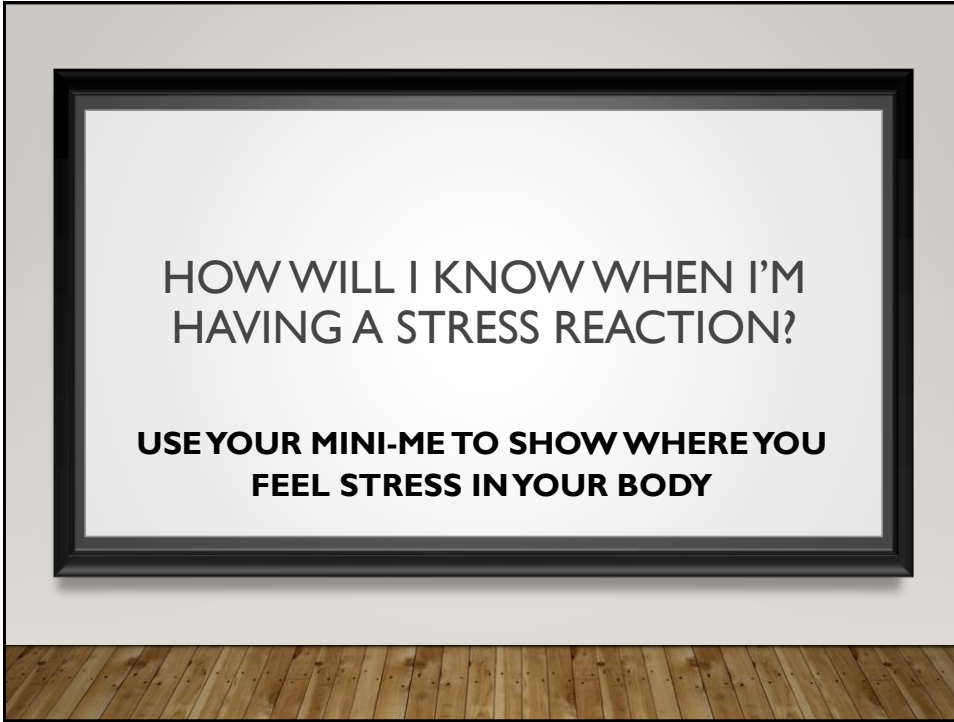
- Rescuer
- Perfectionism
- Fear of failure
- Self-doubt
- Need for approval
- Emotional depletion
- Unhealthy lifestyle
- Workaholism
- Blurred boundaries
- Isolation

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4/27/2022

The slide lists ten self-induced stressors. To the right of the list is a stylized illustration of a superhero figure in blue and red. The slide has a light grey background with a wooden floor texture at the bottom.

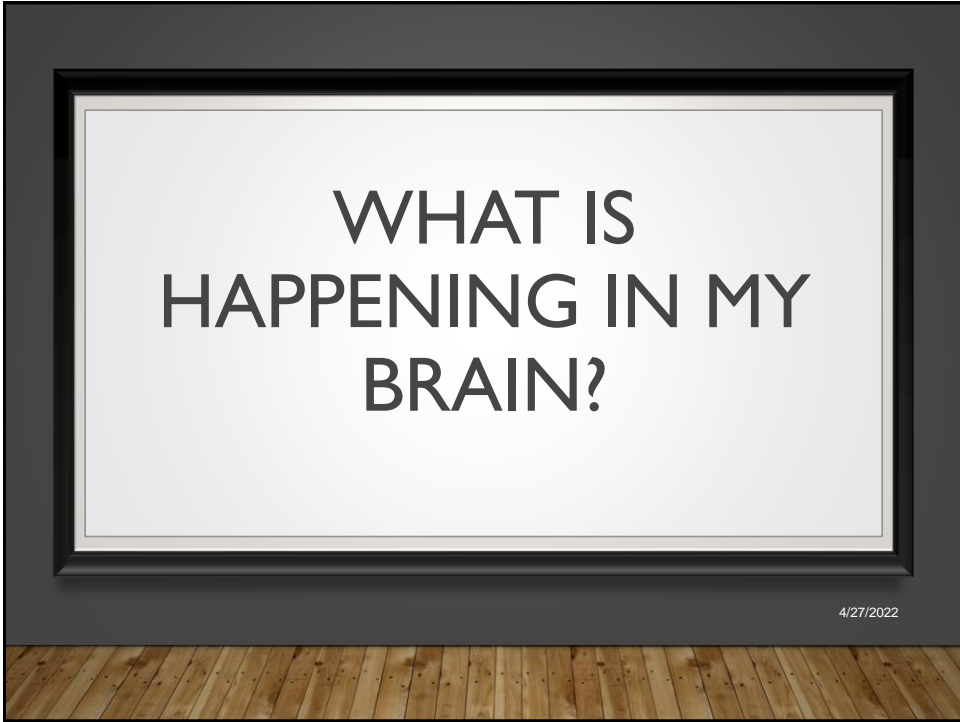
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YOUR BRAIN EXPERIENCING STRESS

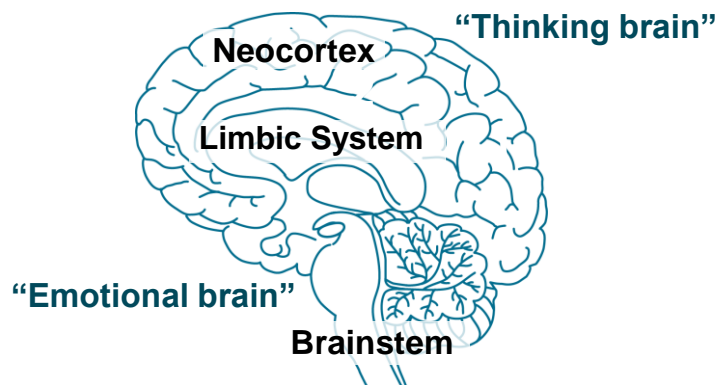
- Brain stores the information
- After the stressful situation, any similar situation can reactivate the brain
- Sensory stimuli similar to the information makes the person feel like they are re-experiencing the distress
- The person is remembering – **not** re-experiencing



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THE STRESS RESPONSE SYSTEM



Guarino, K. & Chagnon, E. (2018). Trauma-sensitive schools training package. Washington, DC: National Center on Safe Supportive Learning Environments.

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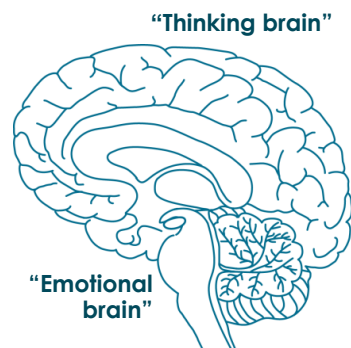
FIGHT, FLIGHT OR FREEZE



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THE STRESS RESPONSE SYSTEM

1. The brainstem detects that the cell phone is missing
"This is a problem!"
2. Amygdala senses threat and sets off the **alarm**.
3. Thinking brain goes off-line. Emotional brain takes over and activates **fight, flight or freeze** response.
4. **Goal:** Thinking brain helps shut off the alarm and helps us to calm down.



Guarino, K. & Chagnon, E. (2018). Trauma-sensitive schools training package. Washington, DC: National Center on Safe Supportive Learning Environments.

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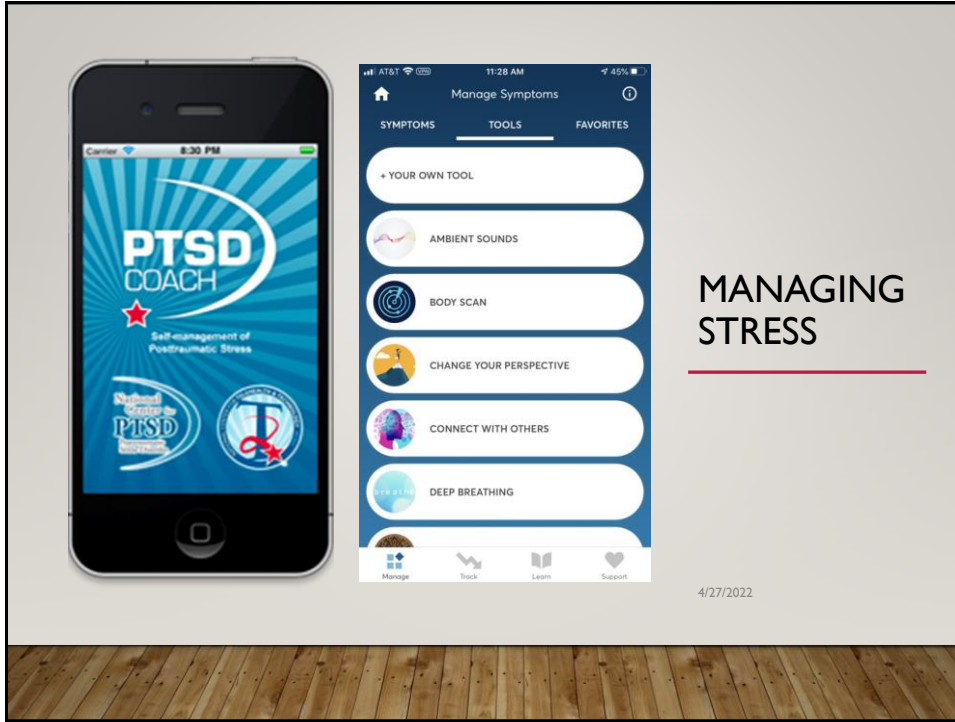
AUTONOMIC NERVOUS SYSTEM

- **Sympathetic branch:**
 - Faster respiration
 - Quicker heart rate
 - Increased blood pressure
 - Pale skin color
 - Sweating
 - Cold skin
 - Digestion decreases
- **Parasympathetic branch:**
 - Slower, deeper respiration
 - Slower heart rate
 - Decreased blood pressure
 - Flushed skin color
 - Dry skin
 - Digestion increased

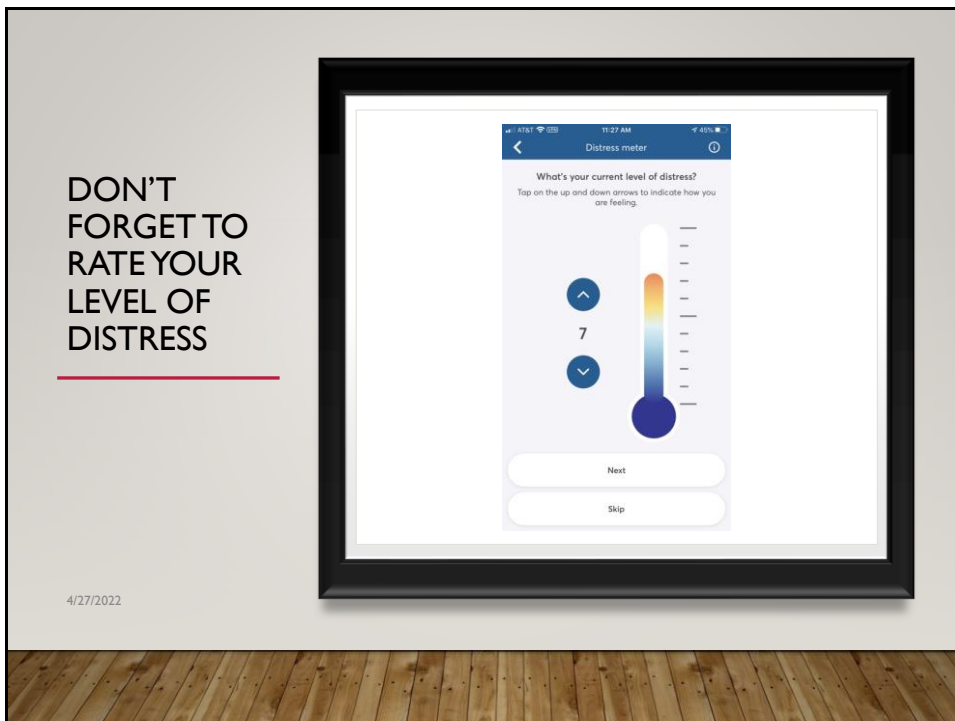
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WHAT CAN YOU DO TO
MANAGE YOUR STRESS
REACTIONS?

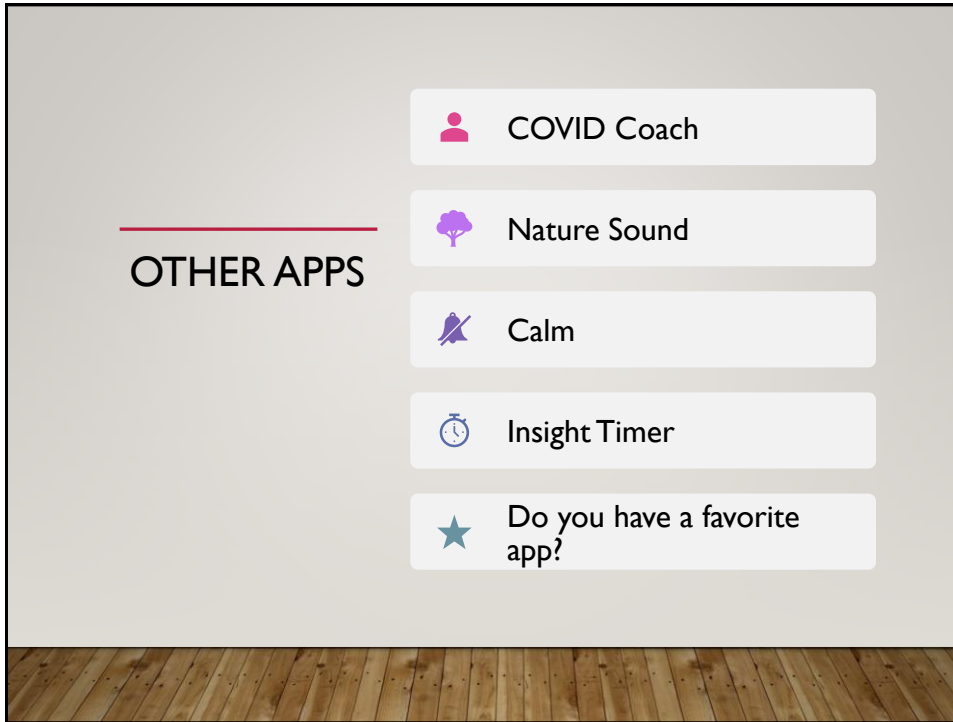
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**DR.
TOYA'S
SELF-
CARE TIPS**

Based on your reactions to distress, create your personal customized Tip Sheet

Domains of Life:

- Biological
- Psychological
- Interpersonal/Social
- Intellectual
- Spiritual

Identify one or two domains that need your attention today!

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DR. TOYA'S TIPS

Body/Behavior Reactions

Take a walk

Body scan

Leisure activities

Soothing audio (or music)

Soothing images

Grounding

Brain Reactions

Deep breathing

Affirmations

Observe thoughts

Thought shifting

Ambient sounds

Change your perspective

Mindfulness

My feelings

Schedule worry time

Mood Reactions

Connect with others

Grounding

Positive imagery

Seeing my strengths

Soothe the senses

Time out

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HEALING LIGHT EXERCISE

- What color is your healing light?
- What color is the stress?
- Breathe deeply (5-2-5)
- Let the healing light melt the stress away
- FB: Healing Overflow with Dr. Toy



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ART EXPERIENTIAL EXPLORING OUR BODY'S STRESS RESPONSE THROUGH LINES, SHAPES & COLORS

STRESS



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REST



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SELF-REFLECTION QUESTIONS

1. What tool did you use?
2. Did you remember to rate your distress level before and after you used the tool?
3. Note changes (if any) in your body (ex. breathing, thoughts, heart rate...)
4. Was the tool helpful in reducing distress i.e. do you think the tool will help you when you are experiencing distress?

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PREVENTION

- Maintain a balance of work, play, and rest
- Schedule regular breaks
- Be involved in creative activities
- Be physically active
- Listen to your body
- **Seek help sooner rather than later!**

(JOURNAL OF COUNSELING & DEVELOPMENT • WINTER 2004 • VOLUME 82; Pearlman, 1995).

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