

Creating Caring Communities by Fostering Educator Resilience

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Career in Teaching



Rochester City School District

Today's Learning Targets:



1. Participants will be able to apply self-assessment tools to determine their level of self-care.
2. Participants will be able to identify strategies to restore themselves that can be used in their personal lives as well as in their professional lives.

Rochester City School District Demographics

- ▶ Approximately 30,000 students
- ▶ 37 elementary buildings
- ▶ 29 secondary buildings
- ▶ 48.6% Female 51.4% Male
- ▶ 58% African American
- ▶ 28% Latino
- ▶ 10% White
- ▶ 4% Asian
- ▶ English Language Learners 15%
- ▶ Students With Disabilities 21%
- ▶ Economically Disadvantaged 91%
- ▶ 4% Homeless
- ▶ Graduation Rate 54%



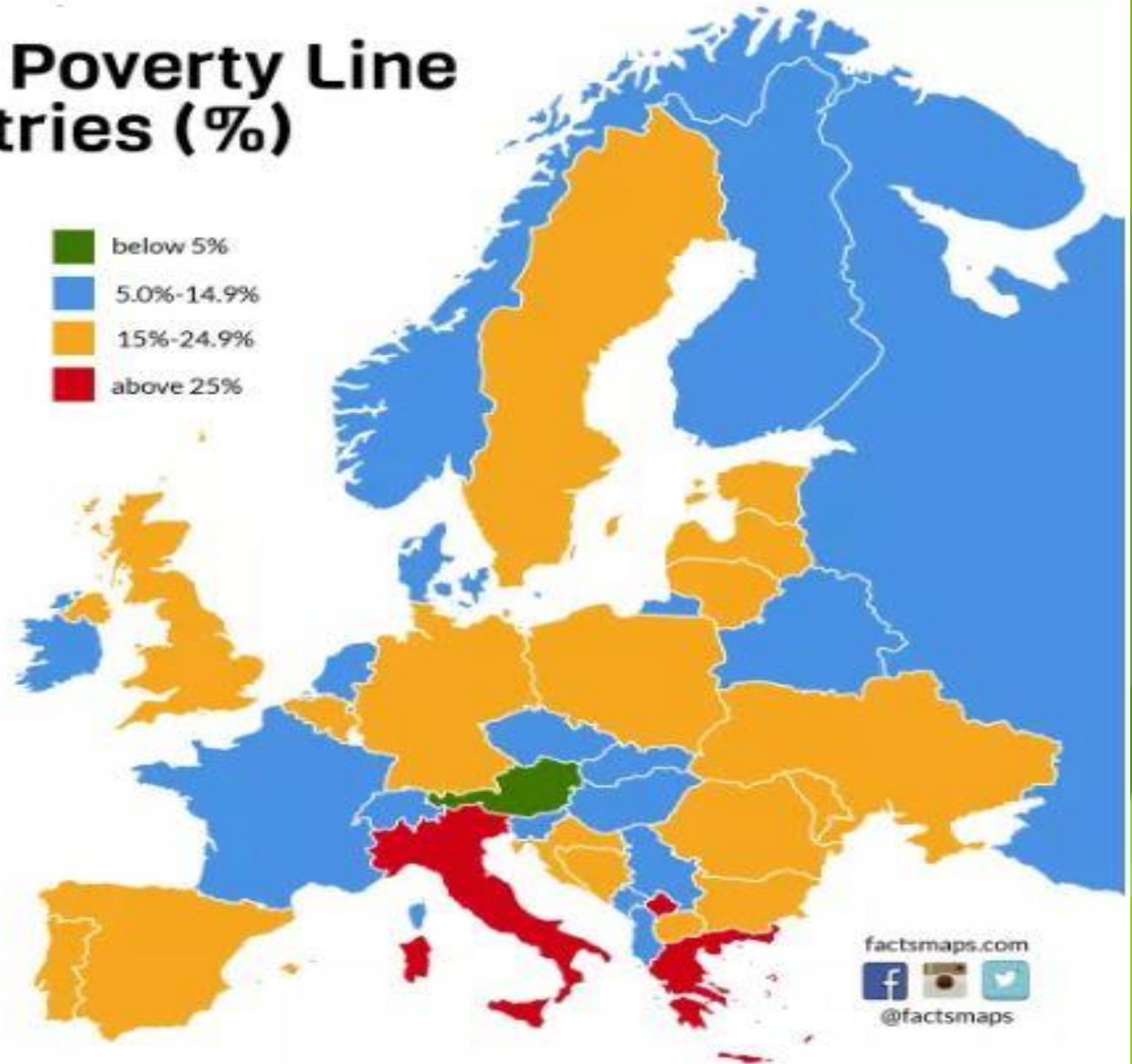
Population Below Poverty Line in European countries (%)

Poverty Line:
the estimated minimum level
of income needed to secure the
necessities of life



- Austria 4.0
 - Belarus 5.7
 - Finland 6.0
 - Switzerland 6.6
 - Iceland 8.0
 - Ireland 8.2
 - Montenegro 8.6
 - Netherlands 8.8
 - Serbia 8.9
 - Czech Rep. 9.7
 - Slovakia 12.3
 - Russia 13.3
 - Denmark 13.4
 - France 14.0
 - Albania 14.3
 - Slovenia 14.3
 - Hungary 14.9
 - Sweden 15.0
 - UK 15.0
 - Belgium 15.1
 - Malta 16.3
 - Germany 16.7
 - Bosnia Herz. 17.2
 - Poland 17.6
 - Portugal 19.0
 - Croatia 19.5
 - Moldova 20.8
 - Spain 21.1
 - Estonia 21.3
 - Macedonia 21.5
 - Bulgaria 22.0
 - Lithuania 22.2
 - Romania 22.4
 - Ukraine 24.1
 - Latvia 25.5
 - Italy 29.9
 - Kosovo 30.0
 - Greece 36.0
- No data:
Cyprus,
Luxembourg

Source: CIA Factbook 2011-2015



Rochester, New York Poverty Rates



City of Rochester, NY
Lovely A. Warren, Mayor

- ▶ Rochester's poverty rate is now **32.9%**
- ▶ The childhood poverty rate has increased to 56%, ranking highest among the 18 benchmark cities.
- ▶ In that group, Rochester is now the only city where more than half of the children live in poverty
- ▶ According to the 2017 census data Rochester ranks as the 3rd highest poverty rate in the country (Gary, Indiana 58%, Flint, Michigan 60%)
- ▶ Poverty rate is 4 people living on less than \$25,000 a year

Understanding who is at Risk?

- ▶ The Youth Risk Behavior Survey shows that 40% of children who live in cities ages 12-18 have experienced 3 or more ACEs (Adverse Childhood Experience)
<https://bmcpublichealth.biomedcentral.com/articles/10.1186/1471-2458-7-30>
- ▶ National Child Traumatic Stress Network cites 26% of therapists and 50% of child welfare workers experience secondary traumatic stress (www.nctsn.org)
- ▶ Risk is greater among:
 - ▶ women
 - ▶ those who are highly empathetic
 - ▶ have unresolved trauma themselves
 - ▶ carry a heavy caseload
 - ▶ are organizationally isolated
 - ▶ or feel professionally compromised



Stress Research

- ▶ 2017 American Federation of Teachers study
 - ▶ <https://www.the74million.org/61-of-teachers-stressed-out-58-say-mental-health-is-not-good-in-new-national-survey/>
- ▶ 2018 University of Missouri study
 - ▶ <https://munews.missouri.edu/news-releases/2018/0424-more-than-9-in-10-elementary-school-teachers-feel-highly-stressed-mu-study-finds/>
- ▶ 2016 Social Science and Medicine study
 - ▶ https://www.researchgate.net/publication/301762555_Stress_contagion_in_the_classroom_The_link_between_classroom_teacher_burnout_and_morning_cortisol_in_elementary_school_students



Rochester's Career in Teaching (CIT) Program

- ▶ Alliance for Excellent Education indicates in a 2014 study that 45% of teachers leave the profession within 5 years.

<https://all4ed.org/>

- ▶ CIT was established in 1987
- ▶ Collaborative effort between the Rochester Teachers Association and the Rochester City School District
- ▶ First year teachers are paired with vetted, trained Lead Teacher-Mentors based on their certification areas.
- ▶ Focus is to provide one-on-one professional support
- ▶ Goals are to:
 - ▶ retain high quality teachers and
 - ▶ to strengthen teaching and learning in our district



Career in Teaching





*Taking good care of YOU,
means the people in your life
will receive the best of you,
rather than what's left of you.*



~ Carl Bryan, Tennis Coach

I want you to imagine....



It's a rainy day and your students didn't get a chance to go outside and play after lunch. As a result you had to supervise indoor recess. You only got 10 minutes for lunch so you inhaled a bag of potato chips and a soda. While the kids were cleaning up one of the students who is often disrespectful cursed at you when you asked him to help clean up. The other students giggle and are looking to see how you respond.

Freeze this scene....

Viktor E. Frankl

“Between stimulus and response there is a *space*. In that space is our *power* to choose our response. In our response lies our growth and our *freedom*.”



What is resilience?



It's a set of adaptive behaviors that we cultivate by engaging in specific habits and fostering specific dispositions.

How do we begin rewriting the future in Rochester?

- ▶ *We begin with doing things with intention to connect and build relationships*
- ▶ Practice restorative language daily
- ▶ Use “I feel” language and teach it to your students
- ▶ Use interpretative instead of descriptive language
- ▶ Restructure your thinking
- ▶ Make an awareness distinction of strengths & weaknesses using self-assessments
- ▶ Practice self-care strategies in the work place and get your life into balance
- ▶ Conduct restorative circles to build community and share your story in a genuine voice with students and adult peers



1. Let's start with restorative language:

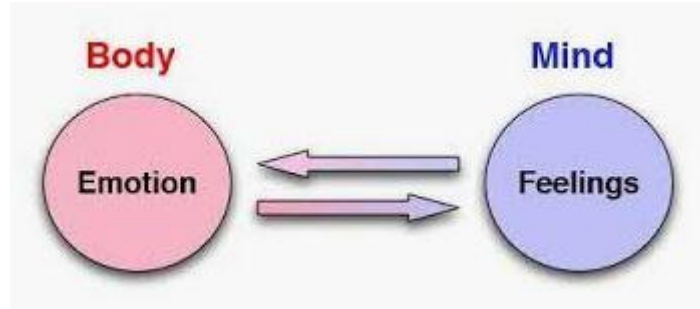
Use "I feel" statements

I feel _____

When _____

I need _____

What do you need?



Restorative Conversation Starters:

Validate/Observation:

"I hear you"
"So what you're saying is"
"Am I hearing you correctly?"
"I've noticed lately...."
"So let's make sense of this..."
"So what is going on is...."
"Is that right?"

Feeling:

"I feel you"
"So what you're feeling is..."
"So what you're thinking is..."
"So you felt...."

Need:

"What do you need?"
"How can I help?"

Use language that is not blaming or shaming,
encourages accountability, and views
relationships at the center of learning

Punitive:

“What rule was broken?”

“Who’s to blame?”

“What punishment is needed?”

Restorative:

“What happened?”

“How were you affected?”

“What needs to be done to
make things right?”

2. Next..... use Interpretative vs Descriptive Language

Reasons vs. Possibilities

(The way you think about things)

- ▶ Language in which we give reasons inhibit our ability to perform effectively as a person (this is descriptive language)
- ▶ Language in which we provide possibilities lead to our ability to perform effectively as a person (this is interpretative language)
- ▶ What are stereotypical reasons and possibilities?
- ▶ What are your own?
- ▶ Become aware of how your own performance correlates with how situations occur to you.

▶ Adapted from Mike DeLuca's presentation Feb 2019

Descriptive

vs

Interpretative

Language that explains what we see

- ▶ “My student’s parents are not involved.”
- ▶ “There is not enough resources”
- ▶ “I’m too tired to teach today”
- ▶ “I got 18 wrong out of 20. That’s an F!”
- ▶ “You’re the worst teacher Ms. Smith and everyone says we’re the worst class.”

Language that transforms how a situation occurs to people

- ▶ “I’m going to teach my students autonomy and to believe in themselves!”
- ▶ “I’m going to broaden my opportunities.”
- ▶ “I’m going to teach energetically today.”
- ▶ “I got 2 right. I didn’t totally miss the boat so I can learn and do better!”
- ▶ “They put together the best teacher and the best students together in one classroom and we’re going to walk tall and show them all.”



Every kid needs a champion | Rita Pierson

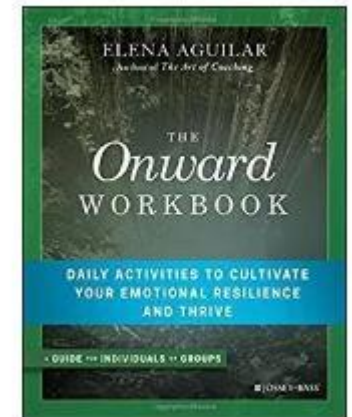
- ▶ <https://www.youtube.com/watch?v=SFnMTHhKdkw>



Step 3. Think about things differently (restructure yourself cognitively)

Take Apart That Thought: Example

The thought: My students don't respect me.	
Is it true?	Yes. I think so.
If I think it's true: How do I know it's true?	Because they won't listen to me, they talk over me, they call me names behind my back, they roll their eyes at me, they talk back when I tell them to do something.
Is there any other way to see the thought?	I don't know. Maybe they treat me this way because they just don't like me. Or maybe because they are angry that I'm holding high expectations for them. Or maybe because they don't trust teachers. I know that last year they had a number of teachers who quit or were let go. Maybe this is just how 8th graders act. Maybe I'm getting too triggered by them too quickly. Maybe I could do something different so that I don't get caught up in their attitudes. Maybe I don't respect them either.
How does this belief make me feel? What are the story lines I attach to this thought?	It makes me feel angry that they don't respect me. I don't feel valued as a teacher. I feel like the administration condones their behavior and won't do anything about it. The belief makes me feel hopeless, frustrated, and like I don't want to go to school.
What would things be like if I didn't hold this belief?	I guess I might feel better going to school. Maybe I could figure out a way to get my kids to listen to me and respond in a way that's better for all of us.



Taken from curriculum conceived by Sara Oliveiri RCSD special education teacher

What's a different belief I could substitute for this thought when it arises?

I could tell myself that I just don't know how to manage them effectively. Or maybe that I don't know how to form a good relationship with them. I could tell myself that I just don't understand them. I could tell myself that I don't know them and they don't know me. I could tell myself that they want to be respected and want to connect with me. I could tell myself that the "problem" isn't that they don't respect me; it's that we haven't figured out how to treat each other in a way that is healthy and good. I guess I play a part in that too. I could tell myself that we can figure this out.

- ▶ <https://www.onwardthebook.com/downloadable-tools/>
- ▶ *Process with these rounds in circle:*
 1. *What was the most useful prompt to ask yourself?*
 2. *What did you learn about yourself by doing this?*

4. Next: Self-Assessments:



1. Energy Check In
2. Self-Care Assessment
3. Self-Care Inventory
4. Mindfulness Quiz
5. How Burnt Out Are You Really?

<http://socialwork.buffalo.edu/resources/self-care-starter-kit.html>

Energy Check In

Dimension		On a 1–5 scale, rate your agreement with the statement	Dimension Total
Body	I sleep for at least eight hours and wake up feeling rested.		
	I eat a nutritious breakfast almost every day.		
	I exercise at least three times a week.		
	I take little breaks during the day to recharge, and/or I stop work to eat lunch.		
Emotions	I usually feel calm, patient, and content at work.		
	I have enough time with my family and friends, and when I'm with them I feel fully present.		
	I have enough time in my life for the activities that I love doing the most.		
	I regularly stop to appreciate what I have and to relish my accomplishments.		

Process Energy Check-In questions in circle:

1. What did your energy check-in tell you about yourself?
2. What dimension is your strongest? Why do you think that is?
3. Which dimension do you want to care for a little more?
4. What would you gain from focusing on that area?
5. What could you do today to tend to that dimension a little bit more?

Self-Care Assessment

Emotional Self-Care

- Spend time with others whose company I enjoy
- Stay in contact with important people in my life
- Give myself affirmations, praise myself
- Love myself
- Re-read favorite books, re-view favorite movies
- Identify comforting activities, objects, people, places and seek them out
- Allow myself to cry
- Find things that make me laugh
- Express my outrage in social action, letters, donations, marches, protests
- Other:

Spiritual Self-Care

- Make time for reflection
- Spend time in nature
- Find a spiritual connection or community
- Be open to inspiration
- Cherish my optimism and hope
- Be aware of non-material aspects of life
- Try at times not to be in charge or the expert
- Be open to not knowing
- Identify what is meaningful to me and notice its place in my life
- Meditate
- Pray
- Sing
- Have experiences of awe
- Contribute to causes in which I believe
- Read inspirational literature or listen to inspirational talks, music

Self-Care Inventory

Self-Care Inventory

Rate the following areas in frequency:

5 = frequently

4 = occasionally

3 = rarely

2 = never

1 = it never occurred to me

Physical Self-Care	5	4	3	2	1
Eat regularly (e.g. breakfast, lunch and dinner)					
Eat healthy foods					
Exercise consistently					
Get regular medical care for prevention					
Get medical care when necessary					
Take time off when sick					
Dance, swim, walk, run, play sports, sing or do some other physical activity that is enjoyable to self					
Take time to be sexual					
Get enough sleep					
Take vacations					
Wear clothes you like					
Take day trips or mini-vacations					
Make time away from telephones					

Mindfulness Quiz

Mindfulness quiz

For each statement below, enter the number from the scale that best corresponds to how often you experience these things.

	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
1. When I'm walking somewhere and pass a flower along the way, I stop to smell it.					
2. Tend to worry about the future and/or regret things from the past.					
3. Take time to really savor my food.					
4. Race from one place to the next without noticing what's along the way.					
5. Get caught up in my own thoughts while someone else is speaking.					
6. Notice what happens in my body when I'm stressed (e.g., fast heartbeat, muscle tension).					
7. Can be comfortable just sitting and watching a sunset.					
8. After an argument I carry on thinking of all the things I could have said to prove my point.					
9. Am lost in thought when I could be enjoying a sensory experience, like a kiss.					

10. Get impatient while waiting in line, at a red light, or for public transportation.	
11. Take time to pause and feel grateful for the things I have going for me.	
12. Am hard on myself when I've made a mistake.	
13. Often try to "think myself out of" problems and situations.	
14. Pay attention to sounds like wind blowing through the trees, cars passing by, or rain falling.	
<i>Sum of answers to questions 1, 3, 6, 7, 11, 14 =</i>	
<i>ADD 34 =</i>	
<i>SUBTRACT the sum of answers to questions 2, 4, 5, 8, 9, 10, 12, 13 =</i>	
<i>Total Score =</i>	

Score

0 – 18: Beginner. You may find yourself frequently lost in thought and missing out on the present moment. Keep practicing.

19 – 38: Pretty mindful. You may have regular mindful moments when you are being present with whatever you encounter. Keep practicing.

39 – 56: Almost enlightened. Keep practicing.

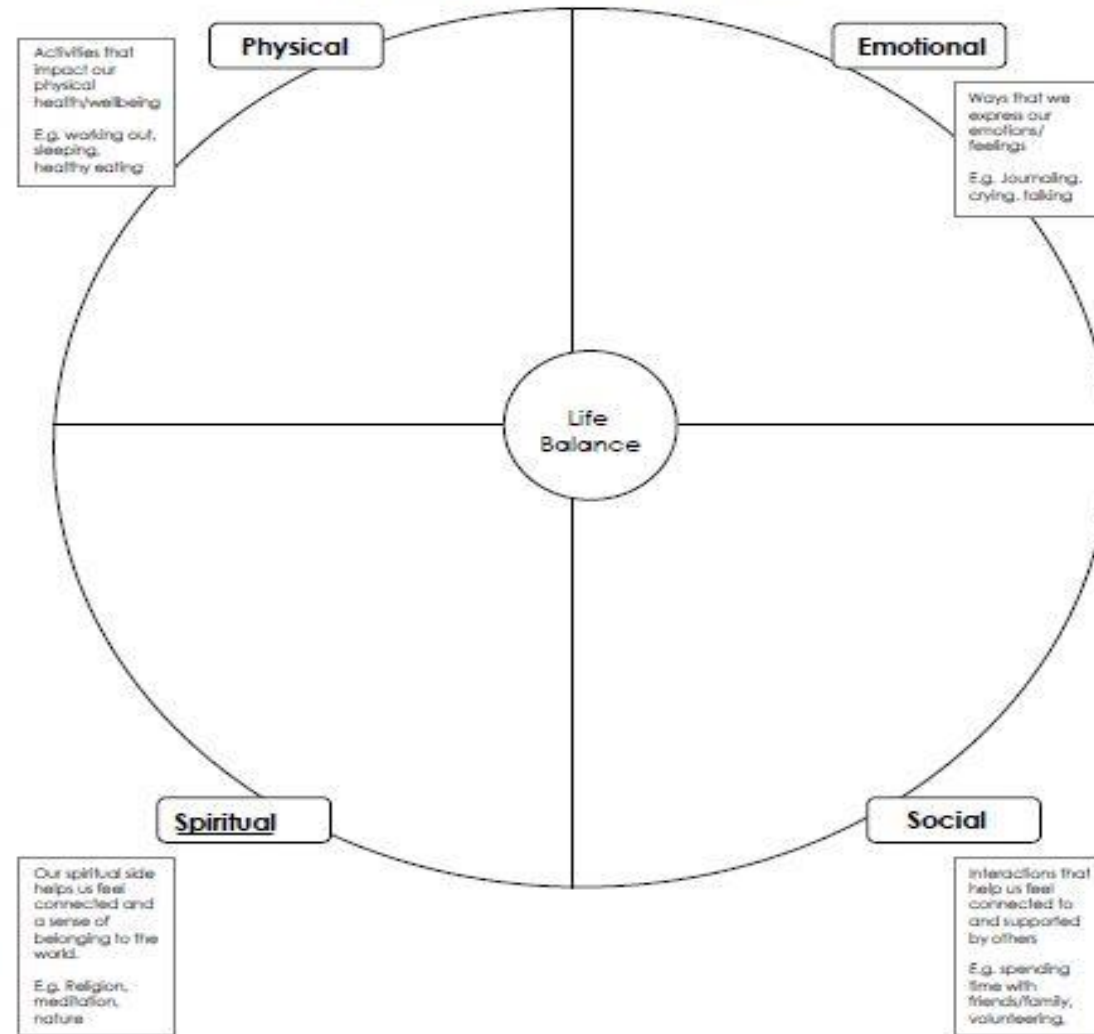
How Burnt Are You Really?

1. Complete this sentence: In my free time...
 - a) I relax and enjoy myself.
 - b) What's "free time"?
 - c) I do things that mean more to me than my job.
 - d) I complain about work.
2. How do you feel after a really tough day?
 - a) "I'm glad that's over."
 - b) "I wish I didn't have so much work to do tonight."
 - c) "I wonder if this job is worth all the hassle."
 - d) "I can't take many more days like this."
3. How do you feel about your students (or the group you serve)?
 - a) I get as much from them as they get from me.
 - b) There aren't enough hours in the day to meet all their needs.
 - c) I have trouble relating to them sometimes.
 - d) Honestly? I don't really like them.
4. What kind of relationship do you have with your colleagues?
 - a) We get along really well.
 - b) I wish we had more time to chat and share ideas.
 - c) I feel like we're working at cross-purposes sometimes.
 - d) Why would I want any kind of relationship with those people?

Medicine wheel

Self Care Wheel

This exercise is designed to help you reflect and find balance in your life. Fill in how you practice self-care in each section. Then look to see if there are areas that you could be doing more.



5. Learn and participate in meditation self-care activities

1. Guided Visualizations
2. Breathing exercises
3. Progressive Muscle Relaxation
4. Mindfulness
5. Practice gratefulness
6. Movement Activities

What is meditation?

- ▶ **Meditation** is a practice where an individual uses a technique to give their attention to only one thing (particular object), thought, or activity as a way of becoming calm and relaxed.

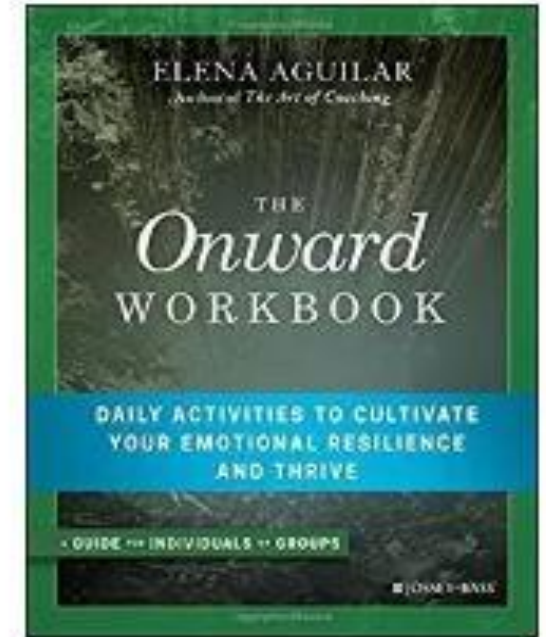
Why Practice Meditation?

1. to train attention and awareness
2. helps achieve mental clarity
3. helps individuals become emotionally calm

Meditations:

- ▶ The Body Scan
- ▶ Breathing Meditation
- ▶ Cultivating Compassion for Difficult People
- ▶ Equanimity Meditation
- ▶ Loving Kindness Meditation
- ▶ The Raisin Meditation
- ▶ Relaxation Meditation

<http://www.onwardthebook.com/meditations/>





Meditation sites:

- ▶ Headspace
 - ▶ <https://www.headspace.com/>
- ▶ Onward
 - ▶ <http://www.onwardthebook.com/meditations>
- ▶ Calm Schools Initiative
 - ▶ <https://www.calm.com/schools>
- ▶ Oak Mediation and Breathing App
 - ▶ <https://www.pttrns.com/applications/626>
- ▶ Insight Timer App
 - ▶ <https://losingstress.com/2018/08/01/what-are-the-best-meditations-on-insight-timer/>

“If every 8 year old is taught meditation, we will eliminate violence from the world within one generation.”

Dalai Lama

Guided Visualizations, Deep Breathing,
Progressive Muscle Relaxation

Appendix B: Calming & Grounding Activities

Beach Guided Visualization

Sit or lie in a comfortable position.

Take several deep breaths. In, 1, 2, 3, out 1, 2, 3.

If you want you can close your eyes. Relax. Breathe in through your nose and out through your nose. In 1, 2, 3, out 1, 2, 3. In 1, 2, 3, out 1, 2, 3. When you breathe in, bring the air all the way down into your abdomen. In 1, 2, 3, out 1, 2, 3.

Notice your breath. In 1, 2, 3, out 1, 2, 3.

Keep breathing in slowly and breathing out slowly.

Now imagine that you are at the beach. Imagine yourself standing on the sand.

- The sun is bright.
- The sky is blue.
- There are few white clouds but for the most part it is a beautiful clear day.

You see the ocean ahead and hear the waves crashing.

Smell the salt in the air.

You can feel the light humidity in the air.

- Feel the sun shining on your skin.
- Feel the warmth of the sun wrapping around your whole body.
- Feel the gentle breeze against your face, your cheeks, your skin.
- Feel the warm sand around your feet. It feels like a warm blanket covering your toes.

Listen to the waves breaking against the sand.

- You see the waves gently rolling onto shore.



Beach Guided Visualization

Hear the seagulls passing over head.

- Watch as they fly by in their formation.

You hear some children playing in the distance. Laughing. And splashing in the water.

Then you turn your attention to the sound of the ocean. You notice the rhythm of the ocean sounds. The waves coming in and gently rolling back out.

You feel yourself getting calm and relaxed.

You take several deep breathes in to savor the sights, sounds, and sensations all around you.

The warmth that is swimming around your whole body. The suns rays on your head. On your shoulders. The warm sand on your toes and feet. The cool breeze that matches the ocean's rhythm.

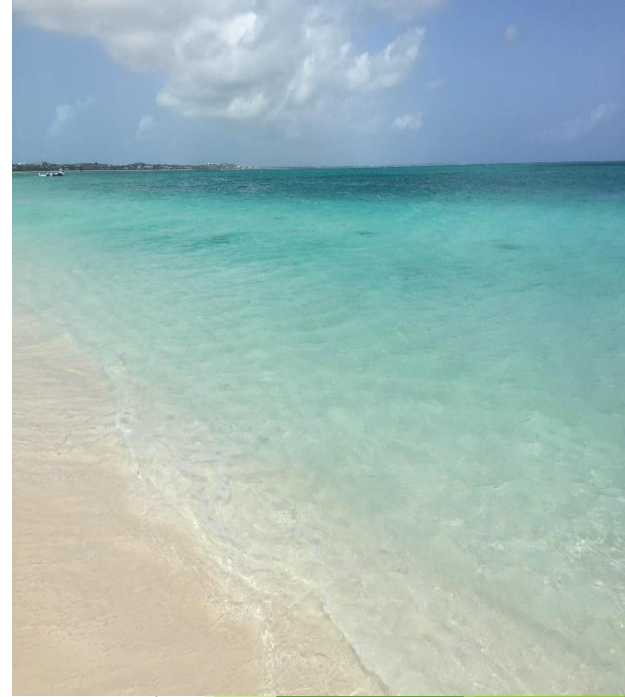
With each deep breath you are taking in the warmth of the beach and the sun and the cool of the ocean and the wind.

Each breath makes your feel more and more calm and relaxed. Notice how your body feels. The tension moves out of your shoulders. Your jaw relaxes. Any tension in the muscles seems to fade away as you savor this beautiful day on the beach.

(Stay quiet for one minute).

Now bring your awareness back to your breathing.

- Focus on your breathing.
- Bring your awareness back into the room.
- When you are ready, open you eyes.



Mindfulness - Getting Present

- ▶ *What is mindfulness?*
- ▶ A mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations.
- ▶ Our thoughts tune into what we're sensing in the present moment rather than rehashing the past or imagining the future.



Why practice mindfulness?

- 1. Lower rate of depression, stress, and anxiety*
- 2. Higher rates of happiness, well-being, and positive emotional states*
- 3. Mindfulness has been linked to:*
 - 1. Improved Memory*
 - 2. Improved Concentration*
 - 3. Improved Focus*
 - 4. Enhanced problem-solving skills*
 - 5. Enhanced creativity.*

Examples of Mindfulness

- ▶ Breathing Exercises
- ▶ Body Scan
- ▶ Focused Concentration on something
ie. seeing, smelling, tasting, touching,
a piece of candy...listening to yourself unwrap
the candy
- ▶ Connecting with nature, going for walks
- ▶ Engaging in art forms such as coloring, drawing

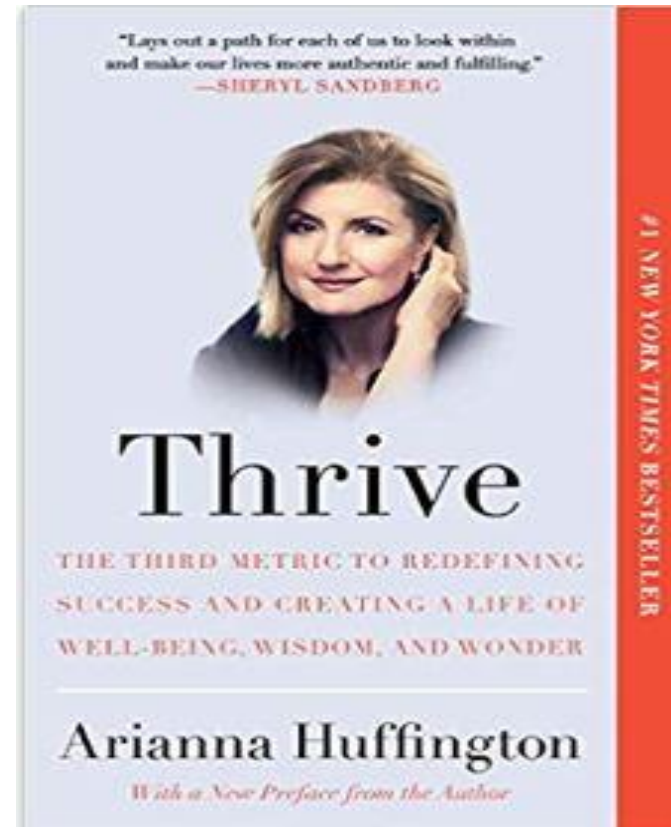
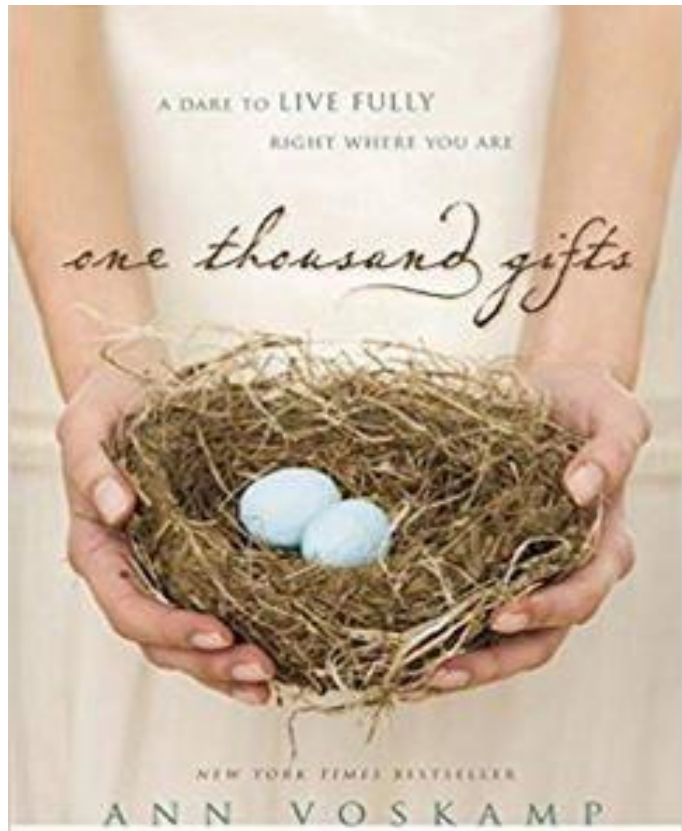


Step 6. Give people a chance to tell their story: Examples of process in circle:

- ▶ Opening: Deep Breathing Exercise using your hand
 - ▶ Round 1: Reflecting on the self-care assessment what would you like to share from your self-care assessment?
 - ▶ Round 2: What surprised you, or what did you not think about previously?
 - ▶ Closing: Qigong
-
- ▶ Opening: Body Scan and relaxation
 - ▶ Pass out 10 ways to be mindful.
 - ▶ Round 1: What are people feeling right now?
 - ▶ Round 2: What are some strategies you can use tomorrow?
 - ▶ Closing: Mindfulness Bell
-
- ▶ Opening: Complete the medicine wheel (self-care wheel)
 - ▶ Round 1: In reflecting on your medicine wheel, what is an area you need to work on in order to get your life more in balance and take better care of yourself?
 - ▶ Round 2: When you reflect on your time in the district, what skills have you developed to cope with the demands?
 - ▶ Closing: Guided Visualization of a beach



Ways to cultivate gratefulness:

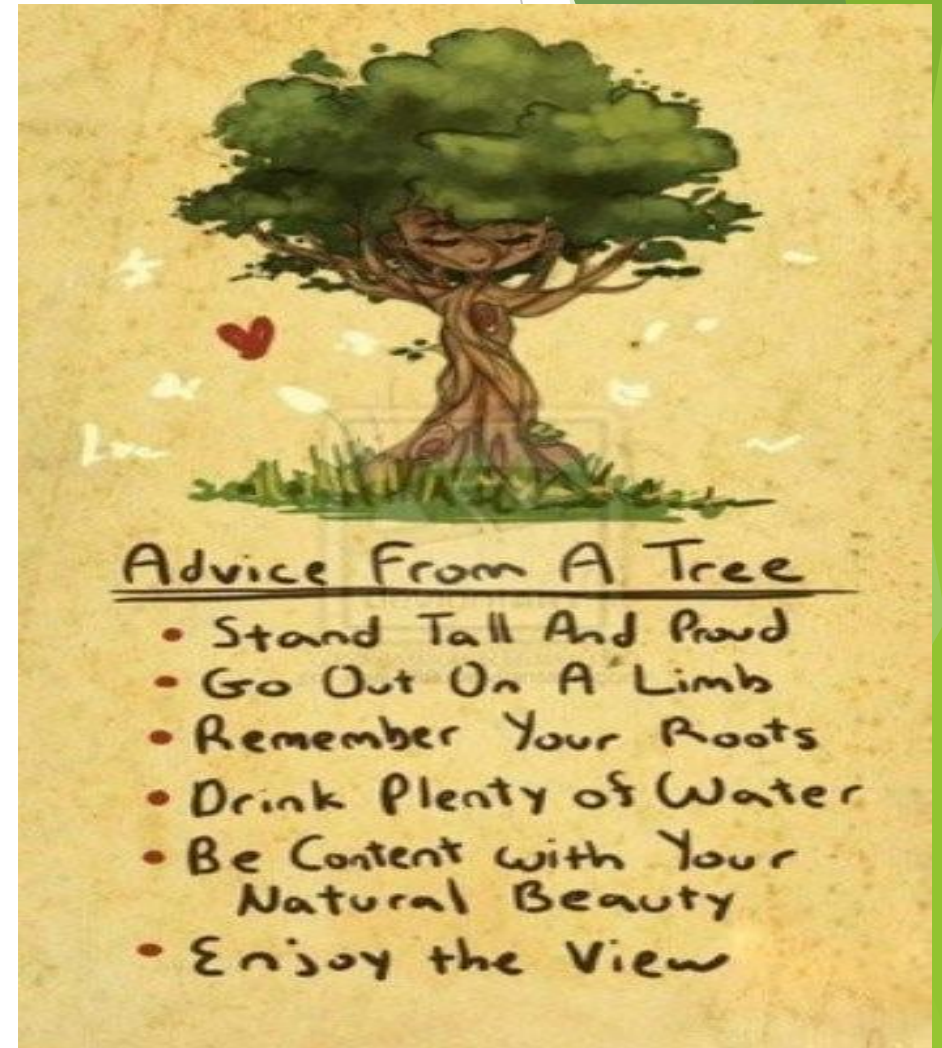


Step 7: Take home assignments: *Where Performance lives*

1. Practice an “I feel” statement tonight when you go home
2. Practice using a “restorative conversation starter” on a colleague
3. Teach your students “I feel” messages and place the guidelines in both the front and the back of your classroom.
4. Conduct a circle with your family.
5. Develop a plan to incorporate one self-care strategy daily

Strategies that lead to resilience

- Reframe the problem - turn crisis into challenge or opportunity.
- Try to see another perspective/change
- Check your rating scale -
- good nutrition
- regular exercise
- enough sleep
- relaxation and imaging skills
- positive affirmation
- self-help groups
- prayer
- Go on vacation
- time management
- social support network, inter-dependence
- assertiveness skills
- negotiation skills
- Problem-solving directly rather than avoidance



10 ways to incorporate self-care into daily classroom routine

► **1. Keep snacks and treats in your desk:**

These are just for you, you don't have to share. They aren't everyday snacks but treats for moments when you're feeling especially stressed and need to take a quick break.

2. Practice some desk yoga:

Consider replacing your desk chair with a yoga ball. Several times a day, take a few moments to stretch. Stretch your legs, your arms, your torso. Focus on the sensations in your body.

3. Focus on your breathing in a mindful moment:

Thomas recommends taking a moment to focus on your breathing. Deep belly breaths in through the nose and out through the mouth.

4. Make positive connections with parents:

Positivity breeds happiness, so take a moment to call or write a note to parents/guardians to tell them how awesome their kid is doing in your classroom.

5. Keep a happy file:

Collect the notes from students, parents, colleagues, administrators that praise you and tell you about the difference you are making in the lives of students. Put them in a file folder in a special place in your classroom. After a discouraging day, flip through the contents - it's guaranteed to give you a smile

10 ways to incorporate self-care into daily classroom routine

▶ **6. Drink water:**

Put down the soda, coffee and energy drinks and hydrate.

7. Bring comfort into the classroom:

Personal comfort items, like a fuzzy rug for under your desk or a framed family photo, bring a touch of home into your classroom.

8. Set an end time for the end of your day - and stick to it:

It's easy to listen to the siren song of "one more thing" calling your name at the end of each work day. Decide on a time to "clock out" each morning and leave the building.

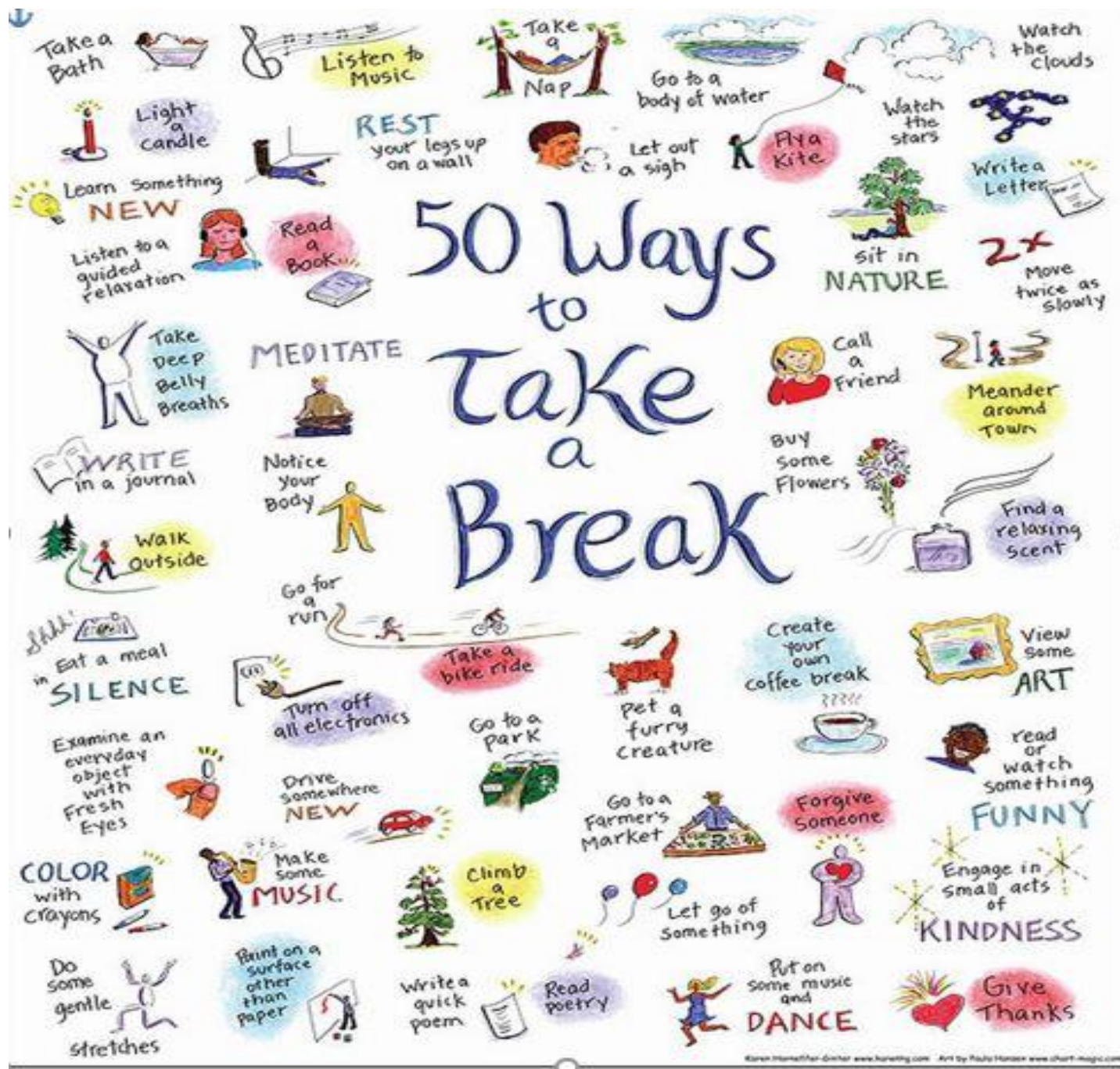
9. Shut your door, put up a do not disturb sign and get some work done:

Self-care isn't always fun. Sometimes, the most important thing you can do for yourself is cross things off the do-to list. It's okay to politely tell your colleagues at the end of the day that you would love to chat but really need to get some work done instead.

10. Eat lunch with colleagues, not kids:

Make time to talk to fellow adult friends every once in a while instead of staying in your classroom to tutor students or run lunchtime clubs.

- ▶ <https://happyteacherrevolution.com/2019/02/14/self-care-is-not-selfish-self-care-is-professional-development/>



Poster found on google

Resources:

- ▶ Yoga in the classroom
 - ▶ <https://www.kidsyogastories.com/yoga-in-the-classroom/>
- ▶ Self-Care Starter Kit
 - ▶ <http://socialwork.buffalo.edu/resources/self-care-starter-kit.html>
- ▶ Teacher Support Group
 - ▶ <https://happyteacherrevolution.com/>
- ▶ Life Coaching for Teachers
 - ▶ <https://www.ateachersbestfriend.com/>
- ▶ Supports for social/emotional learning
 - ▶ <https://casel.org/>
- ▶ Showing up intentionally and setting purposeful goals
 - ▶ <https://cultivatewhatmatters.com/>
- ▶ Nathanson Family Resilience Center
 - ▶ <https://nfrc.ucla.edu/resources>
- ▶ Individual Resiliency Training Manual
 - ▶ <http://www.raiseetp.org/studymanuals/IRT%20Complete%20Manual.pdf>



“An empty lantern provides no light. Self-care is the fuel that allows your light to shine brightly.”

- Unknown

Keep in touch!

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Remember
Taking care of yourself has three aspects:
Awareness, balance, connection

