

## Stress Management with the Brain in Mind



Gulf Coast Educators FCU January 12, 2021

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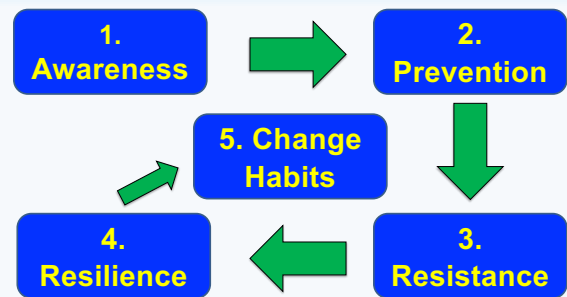
Most of  
What You  
Have Been  
Taught  
About Stress  
is Either  
Off Base or  
*One Big  
Yawn...*



## What You're About to Get

- ✓ 5 Well-Researched Tools to Destress that Cost You Nothing
- ✓ Simple Actions You Can Use Immediately
- ✓ How to Foster World-Class Habits to Gain Lasting Change

## These 5 Healthy De-Stress Steps *require the engagement of multiple paths*



## Tools You'll Need

Ensure you have a way to process your thinking and record your own highlights



## Energy Management

✓ **Destressing** = slower movements, stretch, purposeful breathing, tense & release

✓ **Energizing** = faster movements, walk, mimic others, dance or circle room

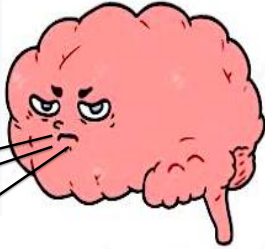
**ES =  
1.51**

Eric W. Jensen, A. B. Ph.D., 2017, A. Question: Review of Physical Activity, Health, and Learning Outcomes Associated With Classroom-Based Physical Activity Interventions, Journal of Applied School Psychology, 28, 1-38



## Your Busy Brain May Scream!

- ✓ "This is too hard!"
- ✓ "I can't do all that stuff!"
- ✓ "It is far too complicated!"
- ✓ "Who has got time for all this?"



## Why a Reflection and 45" Quick Write?

*Better recall, meaning making, and off-loading content*



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# STRESS

Empower yourself,  
your staff, and your students.  
Learn how your brain works **first**  
before you go tell others **HOW** to  
think, plan, and behave differently.

5 Tools Will Be Revealed  
for a Better Brain  
and Healthier Life



## Your 1<sup>st</sup> Step Reduces the Quantity of Potential Stressors

1. Awareness
2. Prevention
3. Resistance
4. Resilience
5. Change Habits

This Session is the 30,000' View





# STEP #1

## Awareness

Discover what you don't yet know about your mind and body

## PREVIEW



### Five Types of Stress

1. Contagion Stress
2. Ongoing Anxiety
3. Acute/Traumatic Stress
4. Chronic Stress (distress)
5. Healthy Stress (eustress)

## A-B-Cs of Stress and Distress

# A

**Adversity:** *Distress is your body/brain's response* to a potential *adverse* person or situation. When you feel the circumstance or person is *relevant* to you and you *can't do much about it*, your body produces the stress response and you feel stressed.

## Is Distress Really "Evil"? Take This Quiz: *True or False?*

Quick J.C. Cooper C.L. (2020). Stress and Health. 2nd ed. Health Press, Oxford, UK. p. 75.

T/F. Unhealthy stress is directly linked to *seven of the ten* leading causes of death in the world, with cardiovascular disease being *the* leading cause for both men and women.

## What's the Relevance to You?

Every one of the leading causes of death on the R is considered an underlying condition that *raises your risk of early death regardless of whether or not you* get COVID.



Heart disease, stroke, chronic obstructive or viral lung disease, liver disease, bronchial cancer, dementia, obesity, diabetes, cancer, and tuberculosis.

<https://www.who.int/news-room/fact-sheets/detail/the-top-10-causes-of-death>

## Many Use the Word "Stress" to Describe 5 Very Different Types!

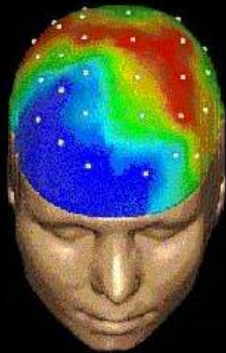
- ❖ Contagion stress
- ❖ Ongoing anxiety
- ❖ Acute/Traumatic stress
- ❖ Chronic stress (distress)
- ❖ Healthy stress (eustress)

Grady, M., Riedinger, D., Eickel, M., Saper, S., Gaf, Z., Hines, S.L., Brady, O. (2019). Effects of Different Stressors Are Modulated by Different Neuroendocrine Systems: The Role of GRIN1A Variants CB1 Receptor Gene Variants in Anxiety and Depression. *Frontiers in Cellular Neuroscience*, 13, 1-18. doi:10.3389/fncel.2019.00138

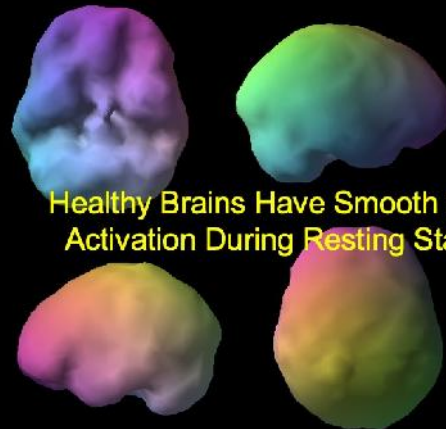


## Neuroplasticity is an Inherent Property of the Brain.

Neuroplasticity Enables the Brain to Modify Itself from Internal or Environmental Input. **HINT:** *Stress qualifies!*

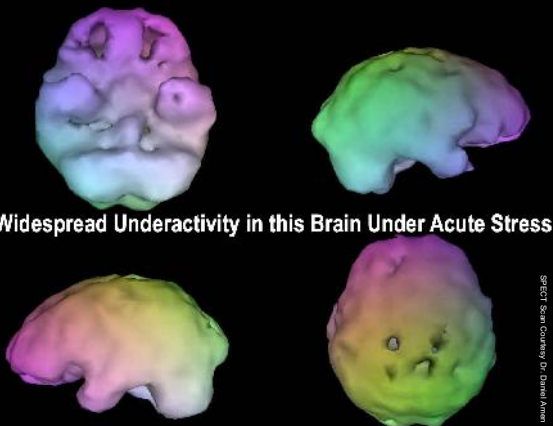


## Healthy Brains Have Smooth Even Activation During Resting States



SPECT Scans Courtesy Dr. Amen

## Widespread Underactivity in this Brain Under Acute Stress



SPECT Scans Courtesy Dr. Amen

## What % of K-5 Teachers Experience Chronic Stress?

- a) 14%
- b) 31%
- c) 43%
- d) 77%
- e) 93%



Herman, K.C., Hickmon-Rosa, J. & Reinke, W.M. (2017). Empirically Derived Profiles of Teacher Stress, Burnout, Self-Efficacy, and Coping and Associated Student Outcomes. *Journal of Positive Behavior Interventions*, 20, 90

## Why Stress Levels Matter at Your School

Muller, L., & Connor, C.M. (2015). Depressive Symptoms in Third-Grade Teachers: Implications for Classroom Quality and Student Achievement. *Child Development*, 86, 148-160.

- **Highly stressed teachers** tend to have the poorest student outcomes, such as lower grades and frequent behavior problems.
- **Highly stressed teachers** have higher rates of sickness, absenteeism, and accelerated aging.
- **Teachers' depressive symptoms** in the winter negatively predicted students' spring mathematics achievement.
- **Classroom experiences** of students with highly stressed teachers were of lower quality.
- **Students with weaker math** achievement made greater gains when they were in classrooms with less stressed teachers.

## Contagion Stress: Staff and Students "Catch" Each Other's Stressors

- ❖ Teacher stress typically increases student stress
- ❖ Student stress typically increases teacher stress
- ❖ Chronic stress increases likelihood of depression and illness
- ❖ Continuous bad environments can and do cause epigenetic changes in the student's brain which can lead to lifelong substandard emotional, physical, or cognitive activity



**Spend Time Around Healthy Colleagues- Those with Better Stress Regulation Skills**


Dimitroff, S., J. Kardan, O. Neale, E. A. Dooly, J. Barman, M. G., & Norman, G. J. (2017). Physiological Dynamics of Stress Contagion: Biometric Reports. *PLoS ONE*, 12(1), e0168888. <https://doi.org/10.1371/journal.pone.0168888>

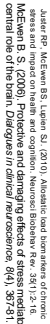


Perusini, J. N., & Fanselow, M. S. (2015). Neurobehavioral perspectives on the distinction between fear and anxiety. *Learning & memory (Cold Spring Harbor, N.Y.)*, 22(9), 417-425.

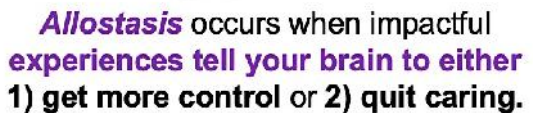


## Costs of Allostasis to the Brain & Body

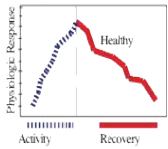
- ☐ Constant fatigue
  - ☐ Vulnerability to toxins
  - ☐ Disease susceptibility
  - ☐ Mild cognitive impairment
  - ☐ Increased anxiety or aggression
  - ☐ Reduced brain cell production
  - ☐ Increased risk of depression
  - ☐ Decreased short term/working memory
  - ☐ Impaired social skills and eating habits
- 



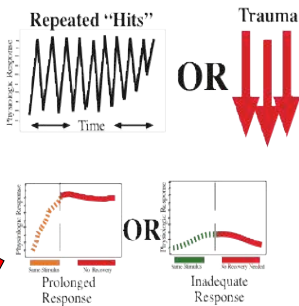
## Allostasis is Your Brain's Adjusted New "Set Point" for Survival



## Two Paths of Maladaptive Response to Chronic or Acute Stress in Your Students



# Allostasis



## Please Pay Careful Attention

*chronic stress produces inflammation*



Chronic stress weakens your immune system. It also inhibits the ability to regulate the inflammatory response *that often promotes chronic diseases.*

## Why is Change So Hard?

**Chronic stress inhibits change.**  
It often leads to apathy, anger, and/or helplessness.



# CONSOLIDATE



## Summary

1. Five Types of Stress:
  - Contagion Stress
  - Ongoing Anxiety
  - Acute/Traumatic Stress
  - Chronic Stress (distress)
  - Healthy Stress (eustress)



# CONSOLIDATE



## Summary (cont'd)

2. Stress is the #1 Killer
3. Most Teachers Have High Levels of Unhealthy Stress Which Hurts Both Themselves and Their Students
4. Chronic Stress Inhibits Behavioral Change

## Reflection and Quick Write

What was Either New or Valuable to Me?




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## A-B-Cs of Stress and Distress

**B**

*Stress is all about the match or mismatch.* If what is required by you is *beyond your capacity* (over your head), *you'll feel stressed.* If your coping tools and your support systems are robust, you feel challenged and excited.

How Your Brain's Two Filters Activate Stress



Relevant?  
Control?

Greater Stress

Challenged or Excited

Stress is *the Mismatch* Between the Effects of a Situation (or Person) on You and Your Coping Tools

Building effective coping tools is a far more potent success tool than you wishing the world around you would change.

**You are it!**



Stress is a physiological response to a *perception* of a lack of *control* over a *relevant*, aversive person or situation.



Calabrese, et al. (2007) Biological stress response terminology: Integrating the concepts of adaptive response and processing during stress with a stress response framework. Toxicol Appl Pharmacol 222, 120-8. Godoy, L. D., Rosengold, M. T., DelPriore-Perrin, P., Garcia-Carazo, N., & de Lima, L. M. (2018). A Comprehensive Overview of Stress Neurobiology: Basic Concepts and Clinical Implications. Frontiers in Behavioral Neuroscience, 12, 127.



## Do I Stress Myself Out Every Day By My Recurring Thoughts?

Answer this please...

"Do you expect 1) your life will be easy, 2) you'll always get what you want on the first try, 3) nothing will ever go wrong or get in your way, and 4) people will never disappoint you?"

You'd laugh and say, **"Duh! Of course not."** But it happens dozens of times a day.

## How Do I Foster Stress?

In your daily experiences, you think, **"This isn't fair!"** (or you roll your eyes or complain that someone made things hard for you). **And you're stressed.**

**Remember the disconnect;** here is what you are literally telling yourself...

**"I want everything, everyday to be fair, just, and easy... and I deserve it!"**

But you object! **"No, I don't!"** (Gee, you sure sound like you believe that.) **Just. Stop. Whining.**

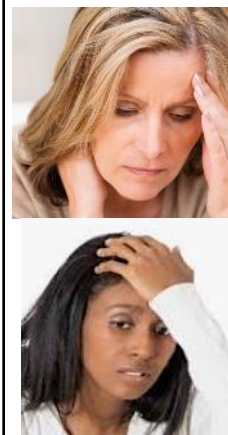
Ligerstein, J. P., & McAdams, D. P. (2011). Constructing stories of selfgrowth: how individual differences in patterns of autobiographical reasoning relate to well-being in middle. *Journal of personality*, 79(2), 361-428.

## How Else Do I Foster Stress Without Even Realizing It?

Your everyday stressing over the smallest irritations tells me (with 100% certainty) that you think you **DESERVE** much better. You think people **OUGHT** to do this or that. You think you are **OWED** fairness, loyalty, and kindness.

Stop stressing yourself over assumptions and beliefs you **KNOW** are not true.

Petrucci, M., Mancini, E., & Bickler, J. (2011). Developing a Life Story: Constructing relations between self and experience in autobiographical narratives. *Human Development*, 54(2), 95-110.



## Self-awareness:

"Seriously? You Say that I Foster Stress Every Single Day, Without Even Knowing that I Do It?"

**"Yes, you do!"**

Is there a **Mismatch** Between the **Stress Impact** on You and Your **Coping Tools**? **Choose...**



Today, You'll Be Invited to Make One New Choice and Take One New Action to Better Your Life (or not).

**"I guess it comes down to a simple choice, really. Get busy living or get busy dying."**

Andy Dufresne, Shawshank Redemption



# CONSOLIDATE



## Summary

1. Stress is Your Body/Brain's Response to a Potential Adverse Person or Situation.
2. Stress is Activated by Two Factors: Control and Relevance.
3. Stress is All About the Mismatch between a Situation or Person and Your Coping Tools.

## Reflection and Quick Write

*What was Either New or Valuable to Me?*




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## A-B-Cs of Stress and Distress

Bonnie G.A. Burton, CLC (2013). Regulatory flexibility, an individual difference perspective on coping and emotion regulation. *Planned Psychology*, 8(3), 452-464. doi:10.1002/pla.1121. Copyright 2013 by New Harbinger. Self-Help Workbook/Oakland, CA: New Harbinger Publications, 2008.

**C**

**Every person has different coping tools.** The tools or assets include bias filters (through which you see things differently), resistance, relevancy, word choices, life experiences, friends, resilience, goals, family, job position, time allotted, cultural support, status, and health.



Shutterstock.com, iStockphoto.com, iStockphoto.com, iStockphoto.com

**Stress**  
**is a Physiological Response**  
**to a Perception of**  
**Lack of Control Over an**  
**Aversive Situation or Person**

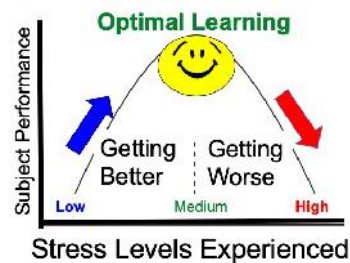
## These Stress Complaints Might Be in Your Workplace

- ✓ "That kid stresses me out every single day!"
- ✓ "She's just a basket case. She stresses me out just being near her."
- ✓ "Everything was so stressful today! Even my spouse was stressing me out on the phone."

**NOTE:** The comments made here sound like "those people out there" all possess some sort of superpower mind control over you. Really???

## The Yerkes-Dobson Stress Productivity Curve

Yerkes RM, Dodson JD (1908)





## Stop Complaining

Do you go through your day complaining that others don't make you happy? Do you share with others when you are disappointed, surprised, or shocked by the daily imperfect behaviors of others? Complaining is simply a bias or filter. To lift your emotions, simply create a new and better bias.



## Shift Your Attentional Bias

Have you bought a car, SUV, or truck in the last 15 years? Did you notice that when you were considering the purchase, you *noticed other cars on the road just like it*? That was brain training!

Your *intention* about the vehicle created a "brain bias" because you made it relevant. The more you make complaining relevant to you, *the more your brain notices it*.



Abernd R, Rosenfelder A, Shama'i D, Pine DS, Tavor I, Assaf Y, Bar-Haim Y. (2019).

## Notice the Good

Invest just five minutes of your life without a complaint. When you can do five minutes, go for 30, and then 60 minutes. Soon you'll be able to go an entire day without a complaint. Learn to appreciate the small, the expected, and the unexpected. Over time, you modify your brain and appreciate what you do have instead of complaining about what you don't have.



## How You Stress Yourself Without Even Knowing You're Doing It

When setbacks happen, *you act surprised!* (or fill in the blank with "angry," "frustrated," "ticked off," "infuriated," "shocked," or "sad").

### Seriously?

Do you see that this makes zero sense? You already *know* the world does not run *the way you wish it did*.

*But you still let yourself get stressed every single day*, when this imperfect world "fails" you.

The disconnect is between what you **BELIEVE** and what you **DO**.

## What Does This Mean to You?

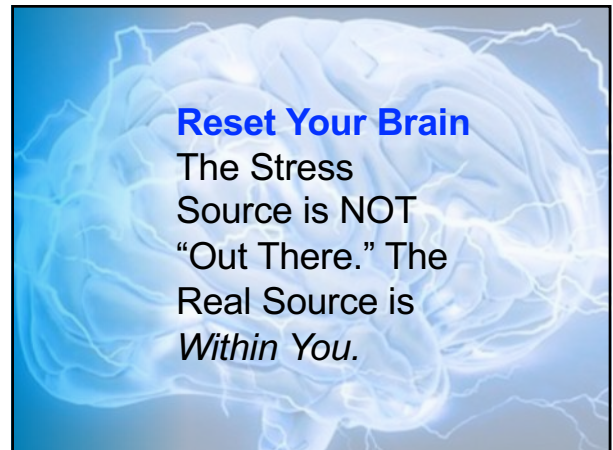
**Stress** is generated *within you*. It's not "out there" (ever). When others tell you to "*Stop stressing*" over something, they are really saying, "*Make it irrelevant or go and do something about it.*"



Is this the most important message of your life?

## Reset Your Brain

The Stress Source is NOT "Out There." The Real Source is *Within You*.





1. You will never succeed with your students if both you and they are fighting *for daily survival*.

## REMINDERS



2. Your school's stressed staff hurts school progress and everyone's health.



## CONSOLIDATE

### Summary



1. Stress is Within You; There is No Stress "Out There."
2. Every Person Has Different and Unique Coping Tools.
3. You Influence Your Stress Levels with Narratives (for better or worse) all day long.

### Reflection and Quick Write *What was Either New or Valuable to Me?*



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***Yours Free Today: 7 Under-the-Radar Symptoms to Uncover and then Act on for Student Success***



<https://www.jensenlearning.com/7symptoms/>

### Your 2<sup>nd</sup> Step Strengthens Your Body's Defense

1. Awareness
2. **Prevention**
3. Resistance
4. Resilience
5. Change Habits

## STEP #2

### Prevention

Prepare your brain with skills, beliefs, and strategies that "inoculate" yourself from most stressors.



## PREVIEW



1. Foster a Healthy Identity
2. Reassess Relevance
3. Increase Sense of Control
4. Give Students More Control
5. ID Your Stress Triggers and Shift Your Behaviors

Avoid Finger-Pointing. A 4-year Old Can Point Fingers. Own Your Feelings and Take Charge of Your Stress Management.



## This is *the* Critical Factor

Maler SF & Winters LP (2010). Role of the medial prefrontal cortex in coping and resilience. Brain Res. 1355, 5240.



*The perception of your actionable control over a stressor is the most potent variable modulating its impact.*

## Amor Fati



Latin for  
"love of fate"

## CONSOLIDATE



### Summary

1. Foster a Healthy Identity
2. Reassess Relevance
3. Increase Sense of Control
4. Give Students More Control
5. ID Your Stress Triggers and Shift Your Behaviors

### Reflection and Quick Write

*What was Either New or Valuable to Me?*




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## Your 3<sup>rd</sup> Step Boosts Your Tenacity for Stress Fighting

1. Awareness
2. Prevention
- 3. Resistance**
4. Resilience
5. Change Habits

## STEP #3

### Resistance

This is the ability to “fight off” stress exposure often. You’ll stay healthy and get sick less often because your mind, body, and soul are strong.

Lu, H., Zhang, C., Ji, Y., & Ying, L. (2010). Biological and Psychological Perspectives of Resilience: Is It Possible to Improve Stress Resistance? Frontiers in Human Neuroscience, 12, 326.

## PREVIEW



1. Consistent Exercise
2. Locus of Control
3. Support Network of Friends
4. Daily Actionable Steps
5. Unshakable Optimism

## Does Your School Week Grow Just Like This?

- ✓ Marvelous (or magnificent) **Monday**
- ✓ Terrific (or tempting) **Tuesday**
- ✓ Wonderful (or worthy) **Wednesday**
- ✓ Thankful (or thoughtful) **Thursday**
- ✓ Friendship (or fabulous) **Friday**



## Practice Running Your Brain; Respond with Hope and Calm Energy

Everyday you have moments that could seduce you into a complaint or use of sarcasm.

- ✓ Stand up for hope
- ✓ Count your blessings
- ✓ Reset your mind and take positive action



## CONSOLIDATE



### Summary

1. Consistent Exercise
2. Locus of Control
3. Support Network of Friends
4. Daily Actionable Steps
5. Unshakable Optimism



## Your 4<sup>th</sup> Step Jumpstarts Your Fast Rebound from Stress

1. Awareness
2. Prevention
3. Resistance
- 4. Resilience**
5. Change Habits

## STEP #4

### Resilience

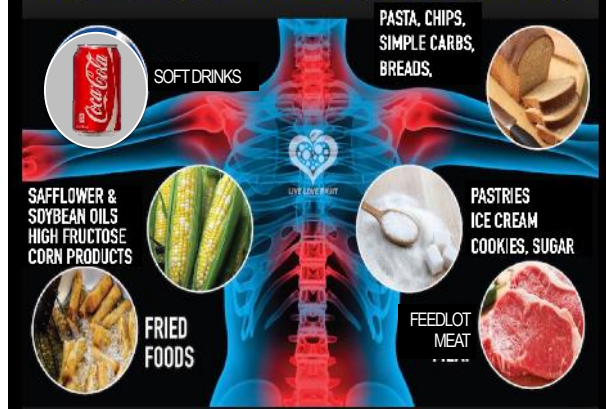
This is the power to bounce back quickly and get up to speed.

## PREVIEW

1. Begin Tiny New Habits
2. Eat Anti-Inflammatory Foods
3. Use the Power of Hope
4. Redirect Your Actions
5. Reactivate Purpose/Meaning
6. Stay Active Mentally
7. Use Mind/Body Healers
8. Monitor Progress

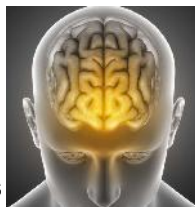


## What Increases Inflammation in Your Body?



## Factors that Can Foster Hope

1. Supportive relationships
2. Successful skill-building
3. Positive role models
4. Affirmations by authorities
5. Setting and reaching goals
6. Compelling personalized vision
7. Perception that it's getting better
8. Faith and pictures of those who made it
9. Doing service work



## Visible Hope, Every Single Day



"That positive attitude will get you pretty far."

"I knew you could do that! Let's talk about your future!"

"I think you'll be ready for the next step pretty soon."

"When you go to college, or whatever awesome job you choose,..."



## What I Have Learned from Top Staff about Building Hope

- ❑ They *give hope first*; they don't look for it.
- ❑ They know *what students want and need* and they give it to them. These include affirmations, connections with the teacher and other students, fostering control, building hope, and cultural affirmation.
- ❑ They tell students THAT they will succeed and they tell them HOW they will succeed. They share *hopeful comments* everyday.

## CONSOLIDATE



### Summary

1. Begin Tiny New Habits
2. Eat Anti-Inflammatory Foods
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8. Monitor Progress

### Reflection and Quick Write

*What was Either New or Valuable to Me?*




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## Transfer Time!

Take what you have learned and ask yourself how it might apply to your own job.



Which specific area of your work can you apply this to, and how would you do it?

### Your 5<sup>th</sup> Step Ensures the Implementation of New Learning

1. Awareness
2. Prevention
3. Resistance
4. Resilience

### 5. Change Habits

## STEP #5

### Change Habits

Ensure your beliefs and hopes line up with your actions and habits.

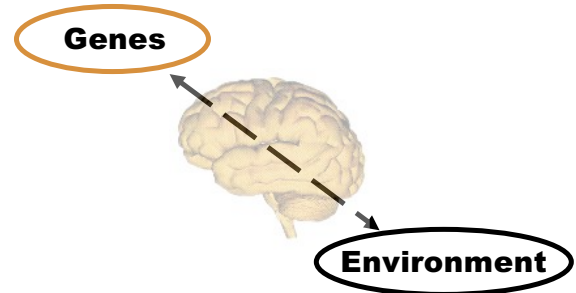


## PREVIEW

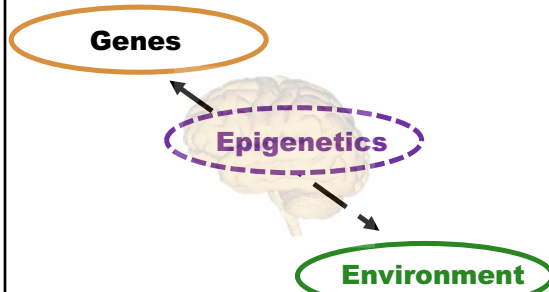
1. Begin with new Narratives that strengthen your story
2. Start up a CBR habit builder for prevention, resistance, and resilience
3. Use a Habit-Stacker for getting started (eating or other actions)
4. Use Repetition to bolster your habit-maker



## Science Graphic Before 2000

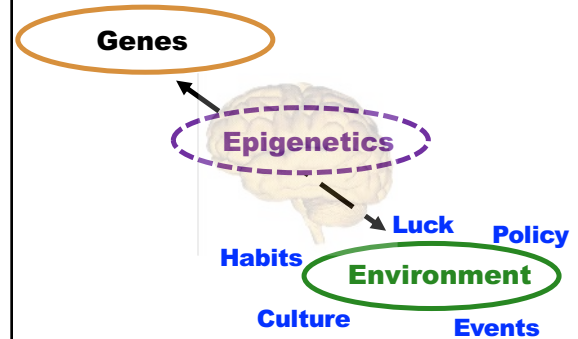


## The Science Has Changed



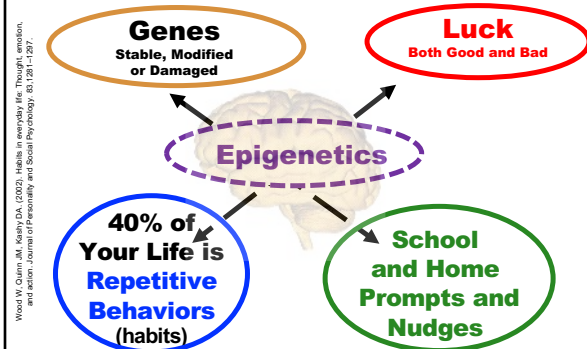
Kenneth R. R., Bhaskar Day N., & Calkins, A. B. (2014). Epigenetics across the human lifespan. *Frontiers in cell and developmental biology*, 2, 49. doi:10.3389/fcell.2014.00049

## The Science Has Changed



Kenneth R. R., Bhaskar Day N., & Calkins, A. B. (2014). Epigenetics across the human lifespan. *Frontiers in cell and developmental biology*, 2, 49. doi:10.3389/fcell.2014.00049

## What Factors Influence Your Brain?



Wood IV, Quinn JM, Keamy DA. (2002). Habits in everyday life: Thought, emotion, and action. *Journal of Personality and Social Psychology*, 83, 1281-1297.

## NEW HABITS

### Affirmations & Narratives

Create your stories about what you assume, believe, and will take action on. *Affirmations are powerful and proven.*

The upcoming slides have examples of what you might use for your new "story." Once you have it written, edit it. Ensure it is comfortable. Then read it daily. Over time, the mind-brain alignment and new habit will happen.

Altabeoni S, Moen-Jazani M, Ferris BM, Velez L. (2020). Reinventing the Resilient Self: When and How Self-Affirmations Improve Executive Performance of the Powerless. *Pers Soc Psychol Bull*;46: 189-203. Taber JM, Klein WM, Ferrer RA, Augustson E, Patrick H. (2016). A Pilot Test of Self-Affirmations to Promote Smoking Cessation in a National Smoking Cessation Text Messaging Program. *J Behav Health*;42(4):71. doi: 10.1007/s10891-020-00000-0. Spiegel M, Greenstein LA. (2020). Pride-Based Self-Affirmations and Parenting Programs. *Front Psychol*. 23:11910.



## NEW STORIES

### Sample Daily Narrative - 1

**I ASSUME** that things will turn out well in the end (being hopeful) but will be imperfect daily. I refuse to be stressed over any perceived glitches.  
**I BELIEVE** that most people in my life may have good intentions and still disappoint me daily.  
**I ACCEPT** daily surprises as part of life and failures as an opportunity for me to learn and grow.

## NEW STORIES

### Sample Daily Narrative - 2

**I PROMISE** to increase awareness of my comments and complaints that others and events are not meeting my expectations - and to reduce them.  
**I COMMIT** to include at least one prevention, resistance, and resiliency strategy in my daily routines.  
**I EMBRACE** my daily serenity and choose to serve as a role model for others in my life.

## NEW STORIES

### Sample Daily Narrative - 3

I have chosen an important habit because I am a change agent. The problem is my unhealthy, chronic stress. I choose better prevention daily. This habit change will release more energy and joy in my life. I am starting this habit now because I need the habit now. Later in the year it gets harder to make changes and I get damaged more.

My new habit cue is feeling frustrated. My new choices are: 1) when I am tempted to complain, I will first visualize a mirror in front of me. If I can't see myself fixing the gripe, I will refuse to complain. If I can't do something about it, I'll make the idea irrelevant. My Plan B if I slip up and complain is to apologize, back up, and say, "What I meant was..." Each day I refused to complain I'll mark my paper or digital calendar with a BIG X. Ten consecutive Xs, gets me a drink, but 25 gets me a Netflix show binge on the weekend. I commit to 60Xs to make it automatic.

## New Habit Building Blocks

1. **Choice:** Do I choose this? Is it congruent with my values?
2. **Your Identity:** Who am I? Does today's self-concept = success?
3. **Intention:** What am I trying to solve/fix? Will this do it best?
4. **Relevance:** Why is it worthwhile to start this new habit?
5. **Urgency:** Good timing? Why would I start this habit, NOW?
6. **Script Lesson Plan:** 1<sup>st</sup> Choice (plus "Plan B" is in case I slip up, forget, or adverse events prevent my 1<sup>st</sup> choice from working)
7. **Cue:** Use time, a habit app, habit stack, set up verbal or visual trigger
8. **Do the Behavior:** Start with something simple and short (<3-5 min.)
9. **Reward:** Use calendar XXXs, my own tokens or personal rewards
10. **Repeat:** It will take me 20-75 times to make it a fully automatic habit; over time, I will debrief process and improve as I grow

## NEW STORIES

### My Own Daily Affirmation

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## What to Do with Your Story

- ☐ Rewrite and edit it until you love it.
- ☐ Read it daily, then take a deep breath.
- ☐ Leave the file on your computer and read it every time you open your laptop.
- ☐ Put it on your mobile device to see it daily.
- ☐ Print up copies and post in highly visible places (mirror, workplace) to read daily.
- ☐ Tweak it often to keep it fresh and relevant.



Lally, Phillips, and Wardle, and Benjamin Gardner. "Expectations of habit formation: A qualitative study." *Psychology, health & medicine* 16.4 (2011): 484-493.

# NEW HABITS

## Use the C-B-R Habit Builder

This is a simple tool to align assumptions and beliefs with your daily habits. *Start this today and enjoy.*

## Will Power is Helpful for Some, But Insufficient for Most

**Strong Intention**  $\neq$  **New Behavior**

Lally, Phillips, and Benjamin Gardner. (2013). "Predicting habit formation." *Health Psychology Review* 7, 137-158.

## By Itself, Intention has a Low Probability of Success at Your School

The likelihood of successful, repeated workplace implementation from intention alone is about 1 in 5. Sound low? Ask yourself an important Q...

Gollwitzer, P. M., & Sheeran, P. (2006)

**22% Success Rate**

**INTENTION**

## How good would you be today if you had only implemented HALF of all the great ideas you ever learned?

## To Implement a Change, Expect Glitches and Be Ready with a Plan B as a "Default" Behavior

Researchers found that having a "Plan B" skyrocketed (nearly tripled) success rates for change from 22% to 62%. *This is NOT theory; it is from real-world experiments.*

Gollwitzer, P. M., & Sheeran, P. (2006)

**22% Success Rate** **OLD WAY**

**62% Nearly 3X Success Rate** **Plan B**

## Sample De-stress Habit-Starter

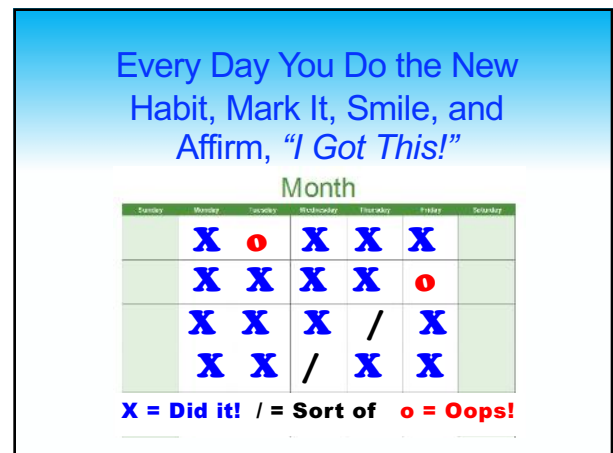
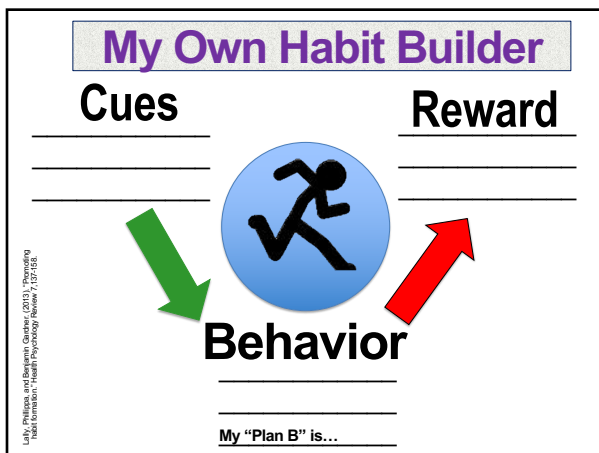
**Cues:** Tightened Shoulders, Upset Stomach, Feeling Frazzled

**Reward:** XXX on my calendar, binge watch fav flicks on Netflix, or my students applaud me

**Behavior:** "1 Week Rule" (if this won't matter a week from now, I let it go). Also, my "Plan B" is, if I forget, I redirect energy and walk away or reframe it. Deep breath; I'll improve!

Lally, Phillips, and Benjamin Gardner. (2013). "Predicting habit formation." *Health Psychology Review* 7, 137-158.



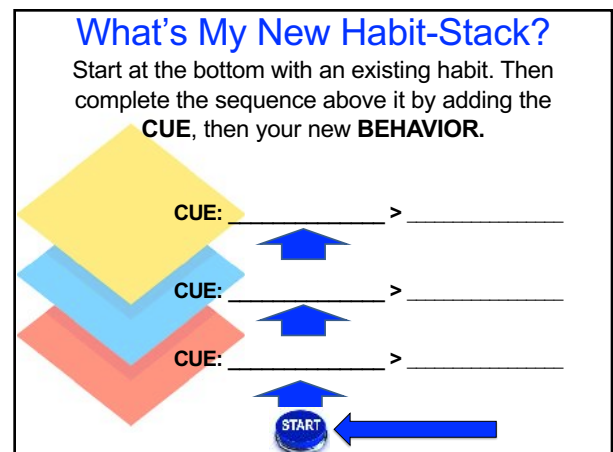
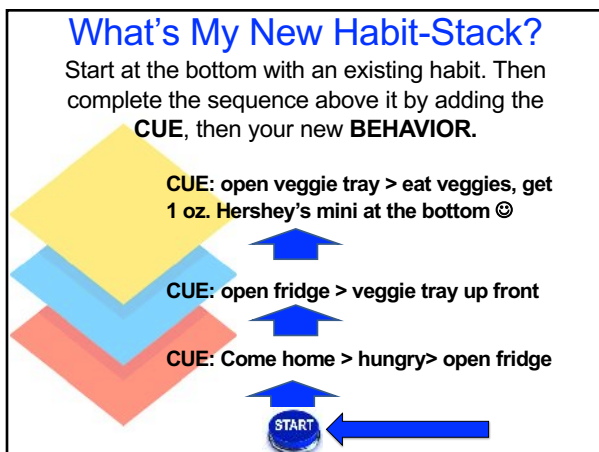
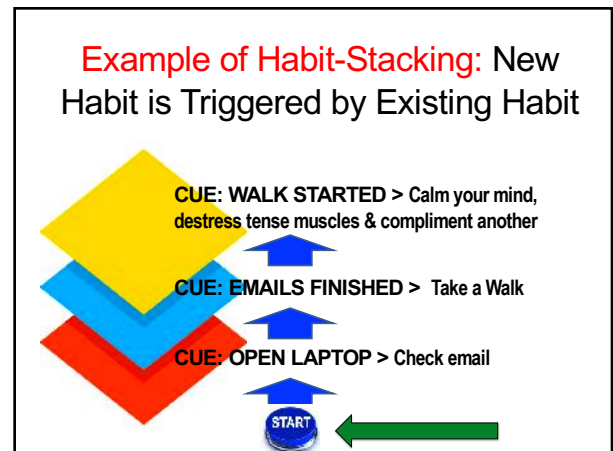


NEW HABITS

## Habit-Stacking

This is a simple tool to connect your intentions with your actions. **Simply stack one habit right after an existing habit.** Be sure to add the link or cue.


Duckworth, A., & Baumeister, R. (2013). Action, action sequences and habits: evidence that goal-directed and habitual action control are hierarchically organized. *PLoS computational biology*, 9(12), e1003364. doi:10.1371/journal.pcbi.1003364





**Predict How Long it Will Take to Create a Lasting Habit**

a) 3 days  
b) 10 days  
c) 21 days  
d) 60 days  
e) 84 days  
f) 365 days

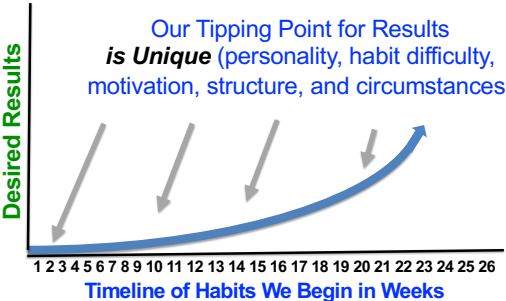


Lally, P., van Jaarsveld, C.S., & Wardle, J. (2010). How are habits formed in the real world? *Ernst & Young*, 43, 988-1003.

**REPETITION ROCKS!**  
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**REPETITION ROCKS!**

**We All Have a Tipping Point**

Our Tipping Point for Results *is Unique* (personality, habit difficulty, motivation, structure, and circumstances)

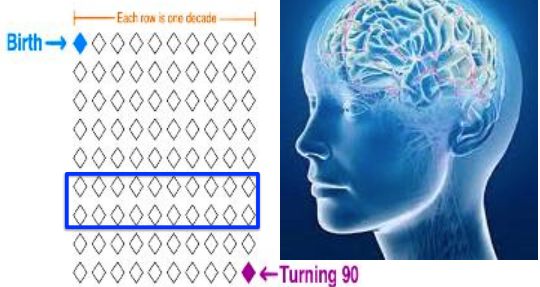
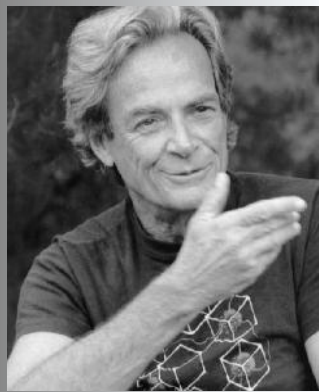


Gardner, Benjamin & Lally, Philippa & Wardle, Jane. (2010). Making health habitual: The psychology of habit-formation and general practice. *The Journal of the Royal College of General Practitioners*, 62, 694-6.

**Healthy Stress Responses**  
*require the engagement of multiple paths*



Relax... it took me years to put these ideas into place. Today, I use most everything revealed in this session.

**“The first principle is that you must not fool yourself – and you are the easiest person to fool.”**

*Richard Feynman  
Nobel Laureate*



## 5 Steps to Get You Started...



- ☐ Review your notes and identify an item that resonated. Save it.
- ☐ Turn that item into an action step that can become a habit.
- ☐ Choose the types of habit-builders that fit (C-B-R, habit-stacking or a narrative).
- ☐ Follow the steps needed with that habit-builder to prep for starting the new habit tomorrow.
- ☐ Share your process and habit.

Go back to each of the previous 4 steps and check your “Reflection/Quick Write” page. Which of the items you wrote down might work for you as a habit? Copy it below.

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## 5 Steps to Get You Started...



- ☐ Which item did you choose to start?  
\_\_\_\_\_
- ☐ Choose the action step that can become a habit  
\_\_\_\_\_
- ☐ Which types of habit-builder are you using? Start out by using the blank slides provided for each.  
\_\_\_\_\_
- ☐ What steps (for your habit-builder) are needed for you to be starting the new habit tomorrow?  
\_\_\_\_\_
- ☐ Share \_\_\_\_\_

Thanks for the  
Opportunity to Serve You.  
I Trust this session was an  
Eye-opening and valuable  
use of Your Time.

Thank you, Eric Jensen

Send Feedback to:  
[eric@jensenlearning.com](mailto:eric@jensenlearning.com)