

# Developing the Whole Person: Self-Care for Special Education and Counselor Candidates

## Classroom Support for Students

### Who's Involved

- Special Education Teacher Candidates ( $n = 57$ ) and Counselor Candidates ( $n = 90$ ) from Fall 2018 and Spring 2019 semesters
- Diverse student population, reflective of Fresno State student demographics

### What We Did

- Pre- and post-assessments of burnout, compassion fatigue, and secondary traumatic stress
- Lessons on simple self-care strategies and relaxation techniques (about 15 minutes per week of class)
- Regular check-ins about strategies, accomplishments and stressors (verbally in class and using Google forms)

**Self-Care Strategy: Eating Better**

Simple Strategies for Eating Better

Your Ideas?

- **EAT** at regular intervals (i.e., don't skip snacks or lunch)
- Eat a good breakfast
- Keep healthy snacks in your classroom
  - **Snack packs** (not mini-pizzas)
  - **Kind Bars**, **Lane Bars** or other protein bars
- Find 1-2 unhealthful eating habits and switch to a healthy alternative (e.g., sparkling or seltzer water instead of soda)
- No caffeine after 2:00 p.m.
- **Check out the Fresno State Student Dashboard**

Becton, Griffin, and Juarez, 2018, CSU Fresno

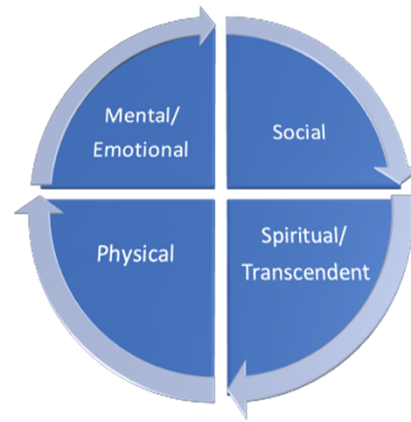
**Self-Care Strategy: Physical Activity**

Simple Strategies for Physical Activity

Your Ideas?

- Park farther away, use the stairs, exercise while watching TV and **play simple games to increase activity**
- Do PE or **GoOutside** with your students
- Invite your GE teachers, related services personnel, or other collaborators for a walking meeting
- Check out **shorter workout routines**
  - **Subscribe** to **Yoga** channel
  - **Postcard** to **Yoga** channel
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## Wellness Domains



## University Strategies

- Self-Care Campaign as a campus-wide initiative
- Focus on mental health
- Organized physical activity
- Policies that reflect developing the holistic student, including the various components of wellness
- Faculty learning communities to support knowledge of wellness domains, encouraging faculty to teach or enact simple self-care strategies in their classrooms

## Feedback from Students

"I tend to think of others before focusing on myself, and I have noticed a huge difference in my attitude and health the past 2 years. When a new technique for self-care is shared, I use the technique almost everyday and I can tell that there is a small difference from the beginning of this semester to now. I really appreciate that we take 10-15 minutes of class going over self-care and checking in."



### Accomplishments related to self-care

- Increased use of self-care activities in other areas
- Improved functioning: Better rested, increased energy and focus



### Putting Self-Care Strategies Into Practice

