



Cultivating Connections

Educator Handbook

WHO WE ARE WORKING WITH

- Think about some of the students that don't allow you to enjoy and/or perform your job duties at a level you are satisfied with. What are some of the characteristics of these students?

- Write down at least 5 behaviors, attitudes, personality traits etc. that are common in these students:

1.

2.

3.

4.

5.



DYSFUNCTIONAL ROLES & FAMILY OF ORIGIN

- As a child, what role did you fulfill within your family?
- Who did you have to be in order for your parents to be ok?
- Who did you have to be in order for your family unit to function?
 - What were some challenges for you in this role?
 - What strengths do you feel you gained from this role?
- Now with an understanding of Dysfunctional Family Roles, think back to some of the more challenging students you have:
 - What role do you think they are fulfilling within their families?
 - How do you think this family role affects how they show up in the classroom?
 - In terms of dysfunctional roles, in your classroom and school what roles are these students placed in?

ATTACHMENT STYLES

Circle the number that best fits for each question

Disagree= 1 Sometimes=2 Mostly Agree= 3 Strongly Agree= 4

Anxious

1. I am always yearning for something or someone that I feel I cannot have and rarely feel satisfied.

1 2 3 4

2. Sometimes, I over-function, over-adapt, over-accommodate others, or over-apologize for things I didn't do, in an attempt to stabilize connection.

1 2 3 4

3. Over-focusing on others, I tend to lose myself in relationships.

1 2 3 4

4. It is difficult for me to say NO, or to set realistic boundaries.

1 2 3 4

5. I chronically second-guess myself and sometimes wish I had said something differently.

1 2 3 4

6. When I give more than I get, I often resent this and harbor a grudge. It is often difficult to receive love from people I am close with when they express it.

1 2 3 4

7. It is difficult for me to be alone. If alone, I feel stressed, abandoned, hurt, and/or angry.

1 2 3 4

8. At the same time as I feel a deep wish to be close with special people in my life, I also have a paralyzing fear of losing the relationships.

1 2 3 4

9. I want to be close with people I am close with, but feel angry at them at the same time. After anxiously awaiting their arrival, I end up picking fights.

1 2 3 4

10. I often tend to "merge" or lose myself in people close to me and feel what they feel, or want what they want.

1 2 3 4

Total: _____

ATTACHMENT STYLES

Avoidant

1. When people I am close with arrive home or approach me, I feel inexplicably stressed – especially when he or she wants to connect.

1 2 3 4

2. I find myself minimizing the importance of close relationships in my life.

1 2 3 4

3. I insist on self-reliance; I have difficulty reaching out when I need help, and I do many of life's tasks or my hobbies, alone.

1 2 3 4

4. I sometimes feel superior in not needing others and wish others were more self-sufficient.

1 2 3 4

5. I feel like people I am close with are always there but would often prefer to have my own space unless I invite the connection.

1 2 3 4

6. I usually prefer relationships with things or animals instead of people.

1 2 3 4

7. I often find eye contact uncomfortable and particularly difficult to maintain.

1 2 3 4

8. It is easier for me to think things through than to express myself emotionally.

1 2 3 4

9. When I lose a relationship, at first I might experience separation elation and then become depressed.

1 2 3 4

Total: _____

ATTACHMENT STYLES

Fearful (Disorganized)

1. When I reach a certain level of intimacy with people I am close with, I sometimes experience inexplicable fear.

1 2 3 4

2. When presented with problems, I often feel stumped and feel they are irresolvable.

1 2 3 4

3. I have an exaggerated startle response when others approach me unexpectedly.

1 2 3 4

4. People I am close with often comment or complain that I am controlling.

1 2 3 4

5. I often expect the worst to happen in my relationship.

1 2 3 4

6. Protection often feels out of reach. I struggle to feel safe with the people I am close with.

1 2 3 4

7. I have a hard time remembering and discussing the feelings related to my past attachment situations. I disconnect, dissociate, or get confused.

1 2 3 4

8. Stuck in approach-avoidance patterns with people I am close with. I want closeness but am also afraid of the one I desire to be close with.

1 2 3 4

9. My instinctive, active self-protective responses are often unavailable when possible danger is present – leaving me feeling immobilized, disconnected, or “gone”.

1 2 3 4

10. Because I am easily confused or disoriented, especially when stressed, it is important for people I am close with to keep arrangements simple and clear.

1 2 3 4

Total: _____

ATTACHMENT STYLES

Secure

1. I feel relaxed around people I am close with most of the time.
1 2 3 4
2. I find it easy to flow between being close and connected to people I am close with to being on my own.
1 2 3 4
3. If people I am close with and I hit a glitch, it is relatively easy for me to apologize, brainstorm a win-win solution, or repair the misattunement or disharmony.
1 2 3 4
4. People are essentially good at heart.
1 2 3 4
5. It is a priority to keep agreements with my close people.
1 2 3 4
6. I attempt to discover and meet the needs of people I am close with whenever possible and I feel comfortable expressing my own needs.
1 2 3 4
7. I actively protect people I am close with from others and from harm and attempt to maintain safety in our relationships.
1 2 3 4
8. I look at people I am close with, with kindness and care and look forward to our time together.
1 2 3 4
9. I am comfortable being affectionate with people I am close with.
1 2 3 4
10. I can keep secrets, protect the people I am close with's privacy, and respect boundaries.
1 2 3 4

Total: _____

ATTACHMENT STYLES

- What section did you score the highest on? (Circle Top 2)

Anxious

Avoidant

Fearful

Secure

- Think back to your childhood, has your attachment style changed since then? Why or why not?

- How we respond to others when we're experiencing something hard is telling on how our attachment style affects our life.

Think about a time a student was going through something hard and write down how you behaved/reacted towards them when they were emotionally dysregulated.

- Think about a time and journal how you reacted towards a loved one when you were going through something hard.

ATTACHMENT STYLES

- Those difficult students we identified from the earlier exercises, how do they respond when they are dealing with difficult situations?
- As a child, when you were experiencing something difficult how did others respond to you?
- As a child, when you were experiencing something difficult how did you respond to others?



LOVE LANGUAGES

The Five Love Languages Test, Gary Chapman

By Dr. Gary Chapman

Read each pair of statements and circle the letter of the statement that best describes you.

1. A. I like to receive notes of affirmation from you.
E. I like it when you hug me.
2. B. I like to spend one-on-one time with you.
D. I feel loved when you give me practical help.
3. C. I like it when you give me gifts.
B. I like taking long walks with you.
4. D. I feel loved when you do things to help me.
E. I feel loved when you hug or touch me.
5. E. I feel loved when you hold me in your arms.
C. I feel loved when I receive a gift from you.
6. B. I like to go places with you.
E. I like to hold hands with you.
7. A. I feel loved when you acknowledge me.
C. Visible symbols of love (gifts) are very important to me.
8. E. I like to sit close to you.
A. I like it when you tell me that I am attractive.
9. B. I like to spend time with you.
C. I like to receive little gifts from you.
10. D. I know you love me when you help me.
A. Your words of acceptance are important to me.

Total for Each Letter: A _____ B _____ C _____ D _____ E _____

LOVE LANGUAGES

11. B. I like to be together when we do things.
A. I like the kind words you say to me.
12. E. I feel whole when we hug.
D. What you do affects me more than what you say.
13. A. I value your praise and try to avoid your criticism.
C. Several inexpensive gifts mean more to me than one large expensive gift.
14. E. I feel closer to you when you touch me.
B. I feel close when we are talking or doing something together.
15. A. I like you to compliment my achievements.
D. I know you love me when you do things for me that you don't enjoy.
16. E. I like for you to touch me when you walk by.
B. I like when you listen to me sympathetically.
17. C. I really enjoy receiving gifts from you.
D. I feel loved when you help me with my home projects.
18. A. I like when you compliment my appearance.
B. I feel loved when you take the time to understand my feelings.
19. E. I feel secure when you are touching me.
D. Your acts of service make me feel loved.
20. D. I appreciate the many things you do for me.
C. I like receiving gifts that you make.
21. B. I really enjoy the feeling I get when you give me your undivided attention
D. I really enjoy the feeling I get when you do some act of service for me.

Total for Each Letter: A _____ B _____ C _____ D _____ E _____

LOVE LANGUAGES

22. C. I feel loved when you celebrate my birthday with a gift.
A. I feel loved when you celebrate my birthday with meaningful words (written or spoken.)
23. D. I feel loved when you help me out with my chores.
C. I know you are thinking of me when you give me a gift.
24. C. I appreciate it when you remember special days with a gift.
B. I appreciate it when you listen patiently and don't interrupt me.
25. B. I enjoy extended trips with you.
D. I like to know that you are concerned enough to help me with my daily task.
26. E. Kissing me unexpectedly makes me feel loved.
C. Giving me a gift for no occasion makes me feel loved.
27. A. I like to be told that you appreciate me.
B. I like for you to look at me when we are talking.
28. C. Your gifts are always special to me.
E. I feel loved when you kiss me.
29. A. I feel loved when you tell me how much you appreciate me.
D. I feel loved when you enthusiastically do a task I have requested.
30. E. I need to be hugged by you every day.
A. I need your words of affirmation daily.

Total for Each Letter: A _____ B _____ C _____ D _____ E _____

Add up totals from each page for each letter.

A _____ Words of Affirmation

D _____ Acts of Service

B _____ Quality Time

E _____ Physical Touch

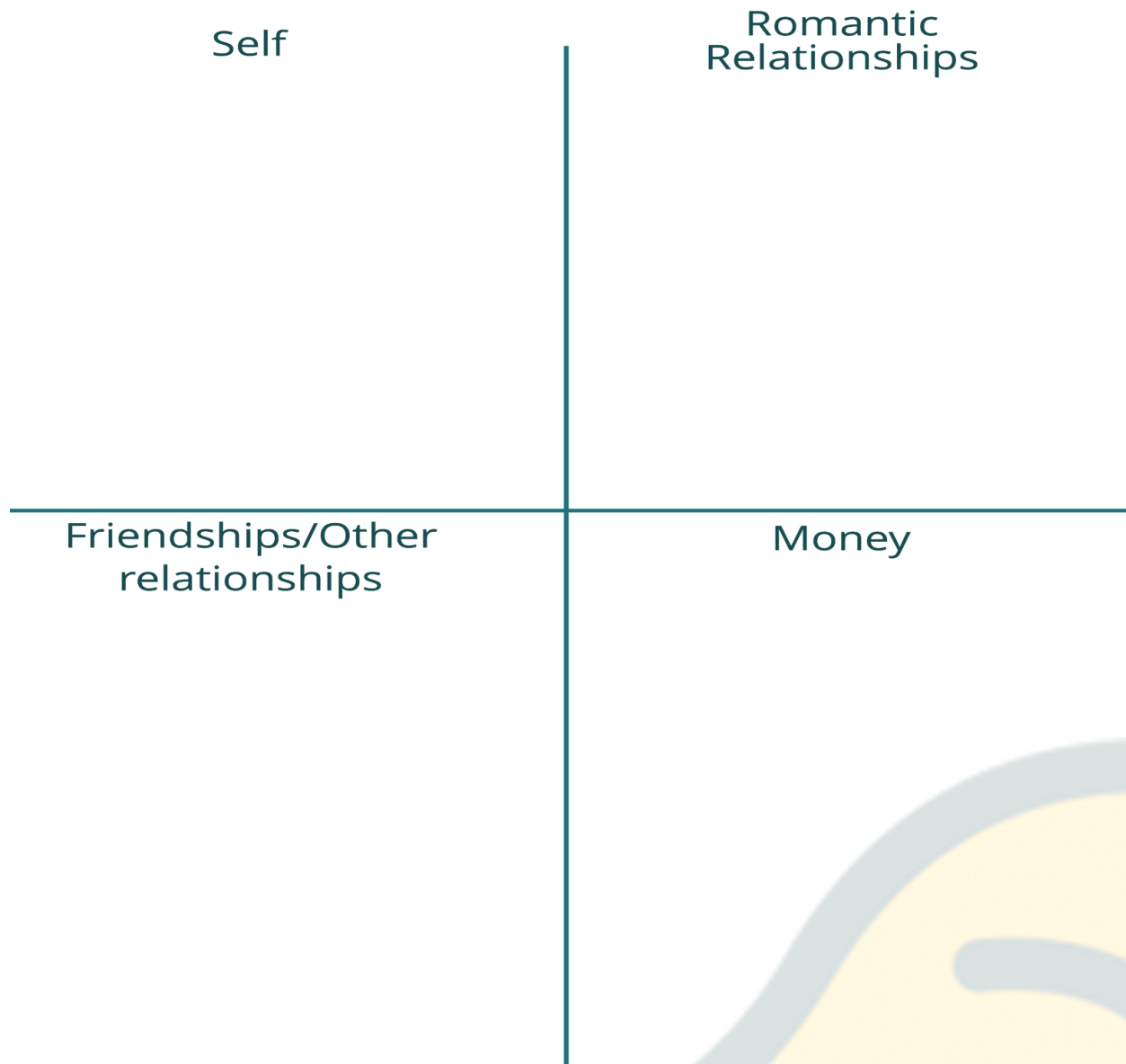
C _____ Receiving Gifts

LOVE LANGUAGES

- What's your highest and second highest numbers?
(These are your primary and secondary love languages.)
- Think about the times you felt like your love language was fulfilled. What feelings come up when this occurs?
- When your love language was fulfilled how did that affect your relationship?
- How are your relationships affected when your love languages are not fulfilled?
- Now having a knowledge of what love languages are, and how it affects others when they are met and not met...Think about some of your more challenging students, can you identify what some of their love languages might be? How can you build connection with these students based on their love languages?

BELIEF SYSTEMS

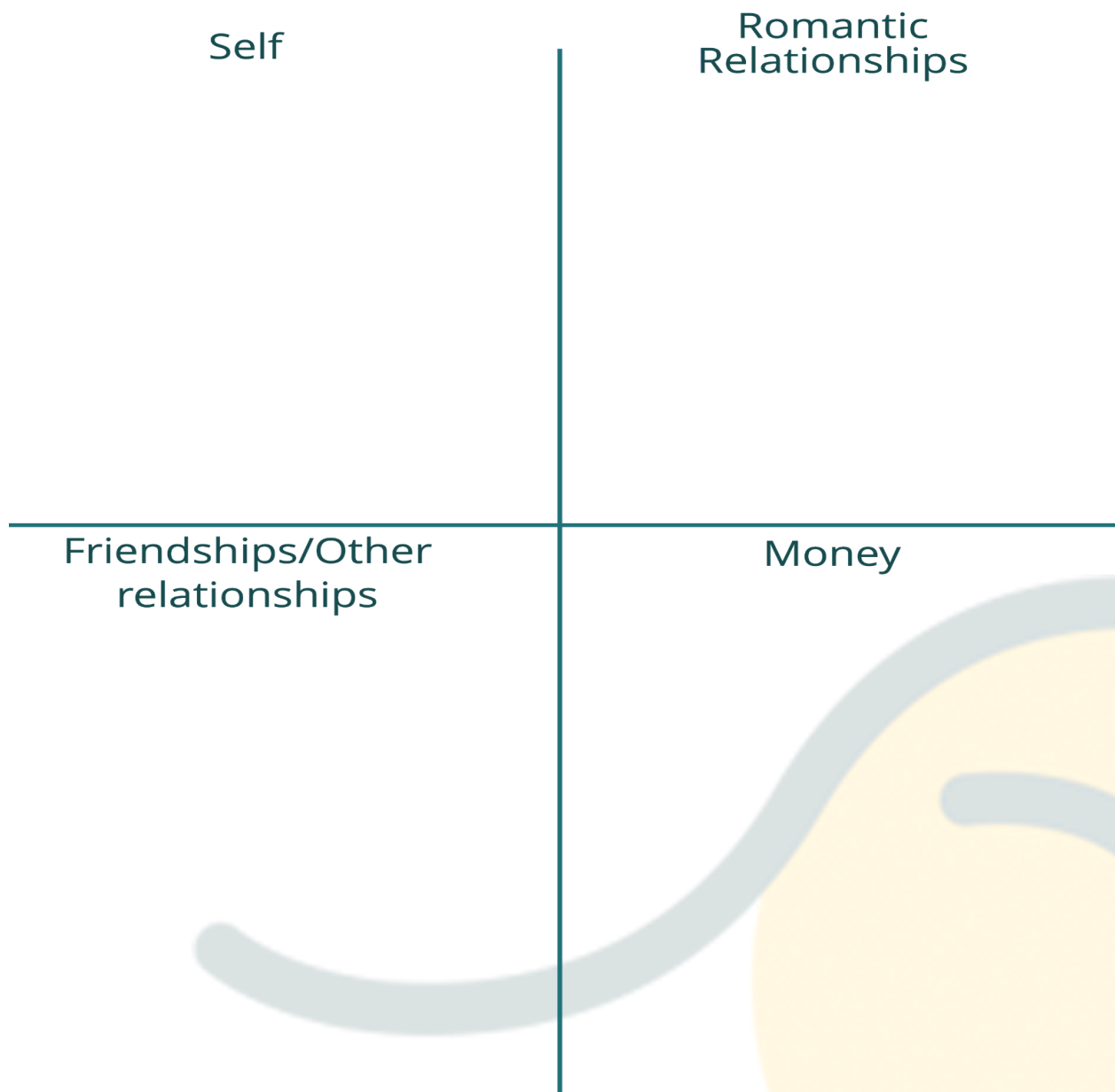
Set a timer and give yourself one minute, for each category, to write your negative/limiting beliefs. Be honest with yourself, we brain dump here to start pulling the subconscious thoughts to the conscious mind.



- Take a look at your beliefs, would you say that your subconscious negative beliefs are your reality? Make the connection with your belief systems, being your current everyday experience. Write about how your daily life is guided by these beliefs..

BELIEF SYSTEMS

- We're going to go back to your list of negative beliefs and turn them into a positive present tense statement (an affirmation). Write these affirmations on the chart on the chart below.
 - Example: If you have a belief you're not smart, write the affirmation "I am smart".



- Once you've written the affirmations, read each aloud. If it doesn't feel true to you, close your eyes, find an image of evidence that it is true, then say the affirmation again.
 - Example: "I am smart", if it doesn't feel true, close your eyes and picture one time, or a topic that brings up the feeling that you are smart. Then say the affirmation again. The negative belief is there with lots of evidence to back it, so these affirmations combined with mental evidence will help counteract the negative belief.
- How does that feel? Does it feel different? Write down your thoughts below.

Action:

Go back to modules and listen to the guided meditation on changing beliefs.

A large, abstract graphic in the bottom right corner consisting of a light blue wavy line and a yellow circular shape.

THE MIRROR

Write five qualities or character traits that you dislike in an individual, or even a broad group.

- 1.
- 2.
- 3.
- 4.
- 5.

Action:

Go back to the presentation and hit play.

So how is your mirror list, a personal problem?



You can walk yourself through this by asking yourself a couple of key questions:

1. Who do I have to be in order to feel loved, accepted, belong, and worthy?
 2. Is this characteristic I witness in this other person, a part of me that I want to shame or hide from? Aka a big desire to never be perceived as this "type" of person.
 3. Does this type of person require me to have hard conversations, stand up for myself, and ruffle feathers? (This is something someone with people-pleasing tendencies often struggles with)
 4. Did I ever abandon/ignore my truth or gut feeling, and take on this person's opinion and/or believe what they told me?
- Once you've finished this reflection, take a moment to reflect on your mirror list. Write down how do you feel about that person now?
(If the feelings aren't any more positive, go deeper and be honest with yourself—remember, if it doesn't exist inside of you in some form or another then there would be no way for you to recognize it in someone else.) Write this down.



ACCOUNTABILITY

Section 2

- Write down how you feel after hearing this version of Sally's story?
What emotions came up for you?
Did you feel different after hearing this version of the story compared to the last?

Action:

Go back to the presentation and hit play.

- Re-write your story, taking full accountability for your experience, like Sally did with her story.



BOUNDARIES & EXPECTATIONS

- Write down a person and the situation around this person that brings up feelings of resentment and/or disappointment.

Karen's Story (listen to Karen's Story)

- How can Karen improve this existing situation? What expectations were put in place and how could she have articulated her boundaries more clearly?
- Reanalyze the story you wrote down earlier where resentments or disappointments occurred and consider what ownership you could take with regard to the unmet expectations as well as your insufficient communication of boundaries.
- How can you avoid replicating a similar dynamic again, going forward?

Surrender & Acceptance

- Make a list of everything you wish was different about your life: personality, relationships, jobs, finances, physical traits, emotional traits, etc.

Action:

Go back to the presentation and hit play.

- About that list you made, I want you to pretend like I'm erasing the contents of your brain, and you've been dropped into this life, this moment without any preconceived beliefs, notions, conditioned thinking, or programming. Humans didn't come to earth with a manual on the right and wrong way to do life. Any ideas about what we think our life should look like, come from conditioned thinking based on culture and social norms around us.
- I want you to look at your list and cross off any part of the list that is a personal preference. (Because what is actually wrong with your life? And who says so?)

Action:

Go back to the presentation and hit play.

Surrender & Acceptance

- We're going to play connect the dots. Pick a hard thing you've been through, a painful part of your past. Write it in the circle at the bottom left corner of the page. Starting in the bottom corner of your page, you're going to begin to connect that hard moment up to your present moment, by writing your blessings, lessons, relationships, trials, and positive experiences that led to more blessings, etc. Connect the two as we did with Rachael's story of her parents getting divorced.



- If we could magically go back and take away that one painful thing in your past, would you be willing to part ways with everything good that came from it?

