

Self-Care and Mindfulness for School Personnel Glossary

Attentional self-regulation: Intentional focusing, sustaining, and shifting of attention.¹

Body scan: A technique that involves directing attention to different parts of the body and noticing sensations.²

Burnout: A syndrome consisting of emotional exhaustion, depersonalization, and a lack of feeling accomplishment in one's work.³

Emotional reactivity: The response to emotionally charged situations.²

Emotional self-regulation: The ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions as needed.⁴

Geographic relocation/transition: Relocating or moving to a new location.⁵

Meditation: A form of consciousness alteration designed to enhance self-knowledge and well-being through reduced self-awareness.⁶

Mental flexibility: The ability to shift a course of thought or action according to the changing demands of a situation.⁷

Military-connected child/student: Children with at least one parent serving in the U.S. military.⁸

Mindful breathing: A practice of intentionally but gently resting your attention on the breath, noticing the sensations of each inhalation and exhalation.²

Mindfulness practice/training: Mindfulness practice can be formal or informal. Mindfulness meditation, which can be practiced sitting, lying down, standing, or moving, refers to the formal practice of intentionally attending to thoughts, feelings, body sensations, and sensory experiences as they arise moment to moment, with acceptance and without getting caught up or identified with thoughts about the experience. Informal mindfulness practice refers to the weaving of mindful awareness into activities of everyday life, such as showering, walking, eating, and interpersonal interactions.¹

Mindfulness: Moment-by-moment non-judgmental focused attention and awareness.¹

Mobility: See the definition for geographic relocation/transition.

Parental absence: Parental absence refers to a number of situations in which a parent is temporarily out of the home. These absences can range from days to years and include: 1) divorce; 2) separation, and custody arrangements; 3) Incarceration;

and 4) civilian and military occupational absence, which includes: a) business or work trips; b) military combat and non-combat deployments, and c) other absences, such as a parent being out of the home to provide care to another member of the family.⁹

Resilience: Achieving positive outcomes despite challenging or threatening circumstances, coping successfully with traumatic experiences, and avoiding negative paths linked with risks. An essential requirement of resilience is the presence of risk and protective factors helping to promote positive outcomes or reduce negative outcomes.^{10 11 12 13 14 15 16}

Self-care: The actions that you take to ensure your own well-being.¹⁷

Self-compassion: Unconditional care and kindness for oneself.²

Working memory: A memory resource that is used to accomplish tasks such as reasoning and language comprehension; consists of the phonological loop, visuospatial sketchpad, and central executive.⁶

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² Jennings, P. A. (2015). *Mindfulness for teachers: Simple skills for peace and productivity in the classroom*. New York, NY: W. W. Norton & Company

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⁶ Gerrig, R. J., & Zimbardo, P. G. (2002). Glossary of psychological terms. *American Psychological Association*. Retrieved from <http://www.apa.org/research/action/glossary.aspx>

⁷ Loftis, C. (2011). Mental flexibility. In J.S. Kreutzer, J. DeLuca, & B. Caplan (Eds.), *Encyclopedia of clinical neuropsychology* (pp. 1572). New York, NY: Springer New York

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⁹ Culler, E. C., Ferrara, A. M., & Hamilton, M. D. (2015). *Parental absence: An interactive online learning course for military-connected school personnel*. The Pennsylvania State University: Clearinghouse for Military Family Readiness.

¹⁰ Brooks, J. E. (2006). Strengthening resilience in children and youths: Maximizing opportunities through the schools. *Children & Schools*, 28(2), 69-76. doi:10.1093/cs/28.2.69

¹¹ Fergus, S., & Zimmerman, M. A. (2005). Adolescent resilience: A framework for understanding healthy development in the face of risk. *Annual Review of Public Health*, 26(1), 399-419. doi:10.1146/annurev.publhealth.26.021304.144357

¹² Garmezy, N., Masten, A. S., & Tellegen, A. (1984). The study of stress and competence in children: A building block for developmental psychopathology. *Child Development*, 55(1), 97-111. doi:10.1111/j.1467-8624.1984.tb00276.x

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