

Betsy Kindall ([00:08](#)):

I'm Betsy Kindall.

Nicole Fairchild ([00:10](#)):

I'm Nicole Fairchild.

Stacy Moore ([00:11](#)):

And I'm Stacy Moore.

Betsy Kindall ([00:13](#)):

And this is Arkansas Aware, a project to advance wellness and resiliency in education.

Betsy Kindall ([00:19](#)):

Welcome back, everybody. So we are live with the CSH Group for our podcast here. I'm Betsy Kindall. For those of you that are in the CSH world and don't know who I am, I head up Arkansas Aware, and I'm going to let the ladies that are with me introduce themselves, but before I do that, I have to do a shout out to our producer, Donnie Lee. I don't know, Donnie, can you spin the thing over so people can see you? Yay for Donnie Lee. So Donnie's our producer and he makes all the things that happen here happen, and we have a lot of fun doing it. I'm gonna let Stacy and Nicole introduce themselves, and then we're gonna jump right in.

Nicole Fairchild ([01:03](#)):

Yeah, so I'm Nicole Fairchild. I'm a licensed professional counselor and I've worked in Arkansas schools for a little while, and am a project site manager here at OUR for our program in Aware.

Stacy Moore ([01:15](#)):

And I'm Stacy Moore. I'm a licensed psychologist in school psychology, and I'm also a licensed 7-12 teacher. I taught algebra for a while, and now I'm back and I am a behavior specialist at Valley Spring School District.

Betsy Kindall ([01:29](#)):

So we're coming to you today from our studio, and you should know that there's no one else here. The weather is bad and we all made it into work just to do this podcast and we are happy to be here.

Betsy Kindall ([01:44](#)):

We have about 20 minutes. We've been tasked with discussing, like we normally would in our podcasts. We are currently on the series that we've been talking about, anxiety and depression, and so we're going to talk a little bit today about resiliency.

Betsy Kindall ([02:00](#)):

So if you're not familiar with our podcast, the CSH Group, you can search anywhere where you get your podcasts, Arkansas Aware, and pull those up, and today's podcast will drop in a week or so, a few weeks.

So let's talk about resiliency. We need to address two questions. What is resiliency, what does that mean, and is that extra? Would teachers think it's extra? And so, what do y'all think?

Nicole Fairchild ([02:28](#)):

Well, our program has been called Advancing Wellness and Resiliency in Education, so we've been thinking about and talking about resiliency here and there for a long, long time. In fact, we just created a training called Resiliency For All that our chins across the state have been trained to provide. It's a two hour training, so know that. It's wonderful.

Nicole Fairchild ([02:49](#)):

So, we've been thinking a lot about it and talking about, what is resilience? I have ideas, Stacy has research.

Betsy Kindall ([02:59](#)):

Stacy has a table over here. She brought a table to the table.

Stacy Moore ([03:05](#)):

Got my articles.

Betsy Kindall ([03:06](#)):

So before you go into your thoughts, I do want to share one of the resources that we've all dug into. It's a book called The End of Trauma: How the New Science of Resilience Is Changing How We Think About PTSD.

Betsy Kindall ([03:21](#)):

And so, there's a section in here that really struck a chord with me and I think I want to set the stage with that, if that's okay. So, I'm gonna read this little section from this book for you. So, this is what it says.

Betsy Kindall ([03:32](#)):

"If we put it all together, listing every trait and behavior that has in one way or another been associated with resilience, whether in popular books, media, or academic journals; we get something like this. Resilient people are in control of their feelings; self-aware and mindful. They pay attention to their bodily sensations. They're tolerant of painful emotions. They acknowledge grief, and are able to face their own fears. They practice self-care, self-nurturance, self-compassion, and self respect. They're curious. They have a good sense of humor, as well as a clear capacity for joy. They're optimistic, hopeful, patient, but also tenacious and gritty."

Betsy Kindall ([04:18](#)):

"They have a good problem solving skills, set reasonable goals, take an action-oriented approach, and believe in their own abilities. They have a broad perspective, visualize resilience in their lives, and have the capacity to embrace change. And when bad things happen, they write about them. They find meaning in them, and they identify as survivors rather than victims. They're able to transform adversity

into opportunity. They are spiritual and religious, morally strong, practice thankfulness, and take time for solitude. They are involved and present in their lives. They're committed and enjoy a sense of purpose."

Betsy Kindall ([04:58](#)):

It goes on and on.

Betsy Kindall ([04:59](#)):

"They have a clear sense of autonomy and control over their lives, but they're also altruistic, accepting, forgiving, and nonjudgmental. They recognize their own limitations, admit their mistakes, they help others. They're able to ask for help when they need it. They are securely attached to their closest family member and friends, and they have supportive relationships with many other people. They have good genes and they exercise regularly..."

Stacy Moore ([05:30](#)):

And they eat their vegetables.

Nicole Fairchild ([05:31](#)):

I know, right?

Betsy Kindall ([05:32](#)):

I'm sure they do, 'cause they're obviously perfect. [crosstalk 00:05:36]

Stacy Moore ([05:36](#)):

You would have to be perfect.

Betsy Kindall ([05:37](#)):

So this is what it says, "What a list, all of these characteristics are undeniably good, but there's so many, how could we be all of those things?"

Stacy Moore ([05:45](#)):

Yeah, not me, sorry. [crosstalk 00:05:47]

Betsy Kindall ([05:47](#)):

We can't. So I really did enjoy reading that book because it, it ends up going back and talking about like 9/11, people that went through something really difficult. And what they talk about in there is that even during this pandemic, we've said, there's going to be this wave of mental health need. People aren't resilient. People aren't going to be able to bounce back. And what they say is really two thirds of the population do pretty well.

Betsy Kindall ([06:11](#)):

Two thirds of the population by and large do pretty well. And what is it about them that helps them do pretty well? We do have to address the third that, for some reason, struggles or doesn't bounce back quite as easily. But two thirds, you guys, praise heavens, that two thirds of people are okay. Because

what if two thirds weren't okay. You know what I mean? And I think sometimes we just look around and we think everybody's not okay. Everybody's not okay. In fact, I had an superintendent email me earlier this week about something else, and I emailed her back a little bit and I said, what are your resilient teachers doing right? 'Cause she's concerned about the mental health of her educators, and so I said, what are the ones that are doing okay doing?

Stacy Moore ([06:58](#)):

That's so solution-focused 'cause that's exceptions. Let's look at the exceptions.

Nicole Fairchild ([07:02](#)):

Yeah. What are the folks that are doing okay doing? And it's right. It's kind of like this: yada yada ya yada yada ya, they know how to prioritize, they know how to let things go, they know how to whatever.

Stacy Moore ([07:11](#)):

Yeah, that's a long list.

Betsy Kindall ([07:14](#)):

It's perfection.

Stacy Moore ([07:16](#)):

So I was looking up some things.

Nicole Fairchild ([07:17](#)):

I'm sure you were.

Stacy Moore ([07:19](#)):

I was like, what does psychology say about resilience? And so, okay, I'm gonna so butcher this. But positive psychology was talking about this ancient Japanese art. Have y'all heard of this? I tried to listen, where you do the button and it tells you what it is, and it's kintsugi.

Nicole Fairchild ([07:35](#)):

[crosstalk 00:07:35] I think it's why this is book looks like this.

Stacy Moore ([07:37](#)):

Oh my gosh, okay, so it means to join with gold. And so it's a crafting method that consists of assembling broken pieces of a pot with lacquer inflicted with a very luxuriate gold powder. And so the visible fractures are adorned with gold, rather than hidden. And so it kind of celebrates that imperfection. And so symbolically those gold cracks, like on that book, they represent the worth of the bowl because, because of those imperfections, rather than in spite of 'em. I just thought it was beautiful, because it is that lesson for embracing failures, experiences, hard times, difficulties, challenges that may crack our spirit or set us back a little bit, or cause the wire hanger we've talked about. Some bends or breaks. But how do we turn those life cracks into gold? and resilient people do that.

Betsy Kindall ([08:25](#)):

I love that, because we've talked so much about growth mindset and recovery, and it's one thing to have an experience, even a horrible, traumatic experience and recover from it. It's quite different to grow from it. And those are really, sometimes, two very different things.

Nicole Fairchild ([08:44](#)):

And I'll say this, the two thirds of people that do okay, they don't necessarily grow from it. It's just that they don't fall into the pit, either. But I will say this, one of the things that I got from the book was this. Resilient people know what their tools are and they know how to grab the right tool at the right moment for the right purpose. And if they grabbed a tool and it didn't work, they have the ability to say, "Hmm, not that tool right now. I need a different tool." And they feel capable of grabbing a different tool.

Betsy Kindall ([09:16](#)):

Yes, but all the people that are listening right now, they're thinking, okay, what does she mean? What tools? And you asked me this yesterday, you did. When you are having trouble or you've had a bad time or there's been a situation that's gotten you down or, honestly, you've experienced trauma, or a traumatic event. What do you do to bounce back? Nicole asked my husband that yesterday, because he happened to be here, which was fantastic. [crosstalk 00:09:46] It was like marriage counseling.

Nicole Fairchild ([09:48](#)):

I was just going for it.

Betsy Kindall ([09:50](#)):

And he was like, "Oh boy."

Stacy Moore ([09:51](#)):

I'm bringing Scott up here, now.

Nicole Fairchild ([09:54](#)):

Let's do it.

Betsy Kindall ([09:55](#)):

But what was fascinating, he's like "I disengage. I remove myself." What did you say?

Nicole Fairchild ([10:02](#)):

And I said, "That's a tool." That's a tool. And I have asked several people lately, I asked my own husband too, what do you do to bounce back? I really kind of want to ask Donnie.

Stacy Moore ([10:13](#)):

I'm afraid.

Nicole Fairchild ([10:14](#)):

I'm a little afraid to, oh, he's great. Nevermind. We'll let you think about it. So I did, I asked a bunch of people, what do you do to bounce back? And what's funny is, whatever they would say, whether they would say suppress emotion, disengage, whatever they would say, they never thought it was a tool. They just thought it was what they did.

Stacy Moore ([10:31](#)):

Or a weakness.

Nicole Fairchild ([10:33](#)):

Yes. And the thing is, is those things are tools. How many of you out there, 'cause I can see some of your faces, how many of you out there would say that suppressing your emotion is actually probably a good tool, sometimes? Being able to suppress your emotion. Now, could that go in the wrong direction? For sure. But that's a little bit about saying I have this set of tools in front of me. The wrench does this, the power drill does this, the this, the this, the this. I am capable of using them all. Right now, I need to suppress my emotions. Right now, I need to disengage. Right now, I need to confront lovingly. Right now, I need to set a boundary. Right now, I need to go home and sleep. Whatever the case may be. And that's what resilient people do. They know those tools, they know how to use 'em, and they grab the right tool for the right purpose.

Stacy Moore ([11:21](#)):

And not only that, but once they use that tool, they also pick themselves back up and go, okay, now how do I incorporate optimism? How do I look after my health? How do I join with social connections? Even though I want to be by myself, I'm getting back in.

Nicole Fairchild ([11:35](#)):

Or I was by myself until I settled, but now that a tool, I can hang that tool back up and now I can grab a different tool.

Stacy Moore ([11:40](#)):

Yeah, 'Cause then I was looking at, okay, so what factors like if we're educators, what would they say that kids need, as far as to be resilient? What's the checklist? Kinda like the one that Betsy had.

Stacy Moore ([11:52](#)):

K Hill and colleagues in 2014 said, okay, here's some factors of resilience. They had seven, they didn't have 25, but they had seven. And it was social competence and pro-social values, which I'm thinking that helps us reach out. Right? That helps us in our day to day interactions. We know relationships are important. They have optimism. So kind of that growth mindset, kind of that positive thinking. Purpose. We talk about meaning. We talk about cement shoes, right? Like we talk about spirituality, that's meaning. And attachment to family, to school and learning.

Stacy Moore ([12:20](#)):

And so as educators, as coordinated school health people, we're looking at that's what we want to build in these kids is that attachment to our school. We want to be a community, right? That's what we provide for them. Problem solving? Gotta have that. You can't problem solve, then you're just kind of

stuck unless somebody helps comes, pulls you out. An effective coping style, which is what you're talking about. Like how do you cope? How do you cope? And then a positive self-image.

Nicole Fairchild ([12:44](#)):

And here's the thing, we need educators to do that, because we've said over and over again, a dysregulated adult cannot regulate a dysregulated child. And so when we first started this, what we said was, "Yeah, let's do trauma sensitive schools. Yeah, let's do PBIS. Yeah, let's put all these things in the classroom." And that's what's happening statewide right now. Everybody's saying, this is what our students need. And very quickly, we realized that for any of that to work, educators have to be healthy.

Betsy Kindall ([13:11](#)):

Yep. We realized our educators weren't in the place to move forward.

Nicole Fairchild ([13:16](#)):

Nor were they even trained to have this perspective or lens [crosstalk 00:13:21].

Stacy Moore ([13:21](#)):

Court given permission, sorry, but honestly.

Nicole Fairchild ([13:24](#)):

Is this adding to their lengthy list? When we say, "Hey, Stacey, seventh grade algebra teacher."

Stacy Moore ([13:29](#)):

Eighth grade.

Nicole Fairchild ([13:30](#)):

"Eighth grade algebra teacher. What we need you to do right now is you need to be trauma sensitive, trauma aware. We need you to be individually healthy. We're gonna read you this whole list of all these 75 things we need you to be. And we need you to walk through the doors every morning ready to go. Ready to go, Stacy."

Betsy Kindall ([13:48](#)):

So the question, it bears to be answered here. Is it more? Are we [crosstalk 00:13:56] asking for more?

Stacy Moore ([13:56](#)):

Absolutely, yes. We are asking more, and I think there's multiple reasons. I even have a list.

Betsy Kindall ([14:02](#)):

[crosstalk 00:14:02] I'm sure you do.

Stacy Moore ([14:04](#)):

But, the one thing is that with COVID-19, in the last two years, we have tasked teachers with so much more. Even before this, when I was an educator, and my mom has been in administration forever, she's a super brilliant woman. I'm a little prejudiced, but I mean, she was like, "Stacy teaching is nothing like it was 20 years ago."

Stacy Moore ([14:23](#)):

And that was pre-COVID. So now, this is what I'm thinking. I'm thinking it's like asking them to tread water. 'Cause I went in the other day to ask some teachers how they were feeling, and they're like, we're treading water. We're treading water. So we're gonna have you tread water, but now you've got an extra arm. You can tread water with one arm, right? So, hold this beach ball. It's light. It's not very heavy. Just hold this above your head while you tread water. Just keep going.

Stacy Moore ([14:50](#)):

And okay, but it's important, so I'm not just mean that. So, anything new, a new initiative is gonna be more. It's something to learn. It's something to change. And guys, changing behavior is not easy.

Betsy Kindall ([15:04](#)):

It's a change in the way we think.

Stacy Moore ([15:06](#)):

It's a change in the way we think, and that requires power. I don't know about you. [crosstalk 00:15:09] Sometimes I don't think I have much thinking power left. And so anything that's a new initiative, I think as a teacher, I automatically go, "What am I gonna have to do now?" Because I'm already treading water, holding a beach ball.

Betsy Kindall ([15:24](#)):

So what do we do? How do we help our teachers and help our students become more resilient? How do we do that? It does remind me a little bit of when I first became a therapist, and I think I've said this a long time ago on the podcast, I was a LPC, a licensed professional counselor. Well, I didn't realize that LCSWs are the only ones that can bill Medicare. So I couldn't see adults. I got stuck with all these kids, and I was not good at doing therapy with kids. I was not. I was like, "Can we just have a conversation here? Why are you playing? Stop that right now."

Stacy Moore ([16:01](#)):

"Stop fidgeting, pay attention."

Betsy Kindall ([16:02](#)):

So anyways, I went and got a little help. I had to go get training. I had a skill deficit. There was a need in front of me. I needed to either go get a doctorate so I could bill for adults, or get trained to do this. Now here's the deal, during the period of time that I was learning these new skills about how to be with kids, it was more because I was training myself. I was taking a lot of mental energy until I had the skillset. Now, you could put me in a room with a baby and I could therapize them all day long. No problem. I'm not tired.



Stacy Moore ([16:37](#)):

No extra effort.

Betsy Kindall ([16:38](#)):

No extra. It became who I am, but that took some time.

Stacy Moore ([16:43](#)):

And so do we give educators permission, encouragement to...

Nicole Fairchild ([16:49](#)):

And support.

Stacy Moore ([16:50](#)):

And the support to do it, instead of laying another initiative. To say, okay, this is how we're gonna do this. And so I do believe it's more about being than doing. If we can incorporate this, if we can allow them, give them permission to, yes, 30 minutes out of the day or whatever, that this is for you too. Again, it goes back to dysregulated adults can't regulate dysregulated kids. Right? So are we gonna allow them and give them permission and honestly, sometimes it doesn't matter if you have more tools, if you're already swamped. So what are we gonna give them permission to take off, to say, "This is this important and we're getting behind this and we're doing that by A, B and C." And honestly, I think asking them, "What do you need from us?" So that we can make our educators more resilient, so that we can be models for our kids.

Nicole Fairchild ([17:40](#)):

And we do need them to be more resilient. This is why I've always hated magic wands, is because I would give my tips and tools, my little toolbox to an educator who's not healthy and who has a resting face that is not appropriate. And then they would come back and tell me those tools didn't work. And I know they work. But the deal was, it wasn't who they were.

Nicole Fairchild ([17:58](#)):

And that's why this work, it's not just learning content.

Betsy Kindall ([18:04](#)):

No, we have to tap into our passion. And to the reason we became a teacher in the first place and to remember our love for the work that we do, and that is where we find it, I think. And that is where we do the work. And then it flows forward from there.

Stacy Moore ([18:22](#)):

And building resilience in our students. I don't know, maybe I'm wrong, y'all tell me, but I think it's gotta start with building resilience in our educators, and our teachers, and our adults. These are hard times. It's been difficult. And again, that's very promising and hopeful that two thirds of us, we're good. I mean, we [crosstalk 00:18:43] are resilient. We're figuring it out. We're coming back. And that's, that's what we want to pass on to our fellow educators. What are they already doing and to our students.

Nicole Fairchild ([18:51](#)):

That's right. I think that's maybe the question for today. So as you're thinking about the rest of the content for the rest of the day, as you're thinking about how do we make trauma sensitive schools? I think it would be useful to say, what do I already do that's resilient?

Nicole Fairchild ([19:06](#)):

Maybe I didn't realize that disconnecting is a tool I use. Maybe I didn't realize that suppressing my emotions is a tool I use. What do you already do as an educator that actually does help you be resilient? And then what do you need to add to that box so that we can all move forward with creating more trauma sensitive environments. That is important. We do need more social emotional learning.

Betsy Kindall ([19:31](#)):

And I think that is an easy action. Number one, assess what tools you have, and number two, what tools do you still need, and how do you get them?

Nicole Fairchild ([19:40](#)):

Yeah, how do you practice that? Yeah. And that individual work will push us further than just about anything else we could do. An individually healthy educator, I can give them tools. An individually unhealthy educator, I'm gonna be like, "Yeah, can we do some therapy right now?" You know what I mean? And that's just the truth of it. So when we are all individually on that path, we're just gonna have better environments.

Stacy Moore ([20:03](#)):

Well, and it just makes me think of even a question before that. A primary question would be, "Are you resilient? Do you think you're resilient?" Are you guys resilient?

Nicole Fairchild ([20:14](#)):

Well, that's part of the reason I was asking those questions. But that's what I mean, Stacy, is when I say that, people don't think they are. But what they're doing is a tool.

Stacy Moore ([20:23](#)):

So even recognizing, identifying this is resiliency, you are resilient. You are demonstrating resiliency. When you're showing up in this class with these kids, not everybody can do, right? So, yeah, are you resilient and what are you doing that's helping you to do that?

Nicole Fairchild ([20:37](#)):

I think Donnie's got some, "Hey, wrap it up ladies" music going over there. [crosstalk 00:20:42]

Betsy Kindall ([20:42](#)):

So, as we wrap up our podcast for today, we want to say, thanks for joining us, and this will drop in a few weeks. But we also want to leave you with some things to think about. Number one, we want to empower you to look into your own lives and into your own careers, and identify what tools you have, what tools you use and what tools you may need and how you can get them. We hope you enjoy the rest

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of the day, and take this information with you as you listen to the rest of the amazing speakers that they have lined up for you, and have a safe and healthy rest of your meeting.

Nicole Fairchild ([21:20](#)):

Thanks guys.

Betsy Kindall ([21:20](#)):

Bye bye.