



JUNE 2018 • ISSUE 8

QUARTERLY

Dear Friends
Welcome

AT A GLANCE

- Congratulations to Sharon for completing an extremely hot London Marathon in April. She now has her sights set on the Tokyo Marathon in March 2019.
- During her time to London, Sharon visited the University of Oxford with Joel, which was the highlight of the trip. She also met with the Director of the Unit for School and Family Studies at Goldsmiths University, Dr Alice Jones Bartoli.
- Sharon started the Emotional Strength program with teachers who are involved in the 'Building Emotional Strength in Teachers Research Project' in May.
- In June, Sharon attended a workshop by neuroplasticity expert Dr Norman Doidge, author of *The Brain That Changes Itself* (2007) in Sydney. The workshop explored cutting-edge advances in neuroplasticity research over the last two years, much of which has not yet even made it to publication. This included new insights on why we have two different brain hemispheres, and possibilities for treatment involving maximising neuroplasticity potential. The best presenter Sharon has seen in years!
- We are continuing to work on our next academic paper. The focus of the last couple of months has been getting across the literature on everyday

dissociation, denial and self-deception, and teasing out their functional differences. These are common and widespread responses in daily life.

LONDON MARATHON

I was determined to experience London differently this time. I had only been to London twice before and the cold got to me. I found a change in perception easy to achieve as I am the chooser of my experience. Consistent with my choice, London was exactly as I wanted it to be - exciting, cosmopolitan, busy, bright, warm sunshine, great food and coffee. Put this in the mix of hanging out with my son and loved ones was thrilling. Ash did well in her choices of locations and hotels. I had great coffee across the road from the hotel and a quality vegan café around the corner. Amazing!

Everything was going to plan, I had the best pre-season, I had a great flight, my hotel was in a great location and I had loved ones around me for support. As the marathon was getting closer, I realised how far away my hotel was from the starting line. I made a snap decision to go to over to Greenwich so I could walk to the starting line on Sunday morning. Ash got me an overnight stay and I moved hotels on Saturday. That was my first mistake. I didn't realise there would be a shortage of fresh food within the marathon vicinity. I underestimated the impact of moving hotels would have on my whole being. Feeling dishevelled, I got lost and ended up walking too far the day before and began the marathon depleted.

It was a late start and lots of waiting around in the hot sun without shade. By the time we got started and I ran over the timer, my right leg gave way and no matter what I did I could not get it to work, it just kept collapsing. So many things were going through my mind at the time. "My pre-season training was brilliant"; "I can't travel all this way and not run"; "Everyone back home is watching me right now and I can't let them down"; "I can't disappoint the boys". I remember hobbling over the 1-mile timer and that is the last thing I remember until I saw Joel in the crowd at the 15km mark. I was in my body for the rest of the marathon and at the 35km mark I had the most euphoric experience. I felt like I could run forever and I was surprised to see the home straight upon me so fast. I finished strong.

I ended up doing a better time than Chicago but have a way to go to be able to qualify for Boston. I will have another go in Tokyo.

See if you can spot the Harry Potter locations below!



BUILDING EMOTIONAL STRENGTH IN TEACHERS

At last our program has begun. The Department of Education gave the go ahead in February, Edith Cowan University (ECU) collected the pre-test data and I started

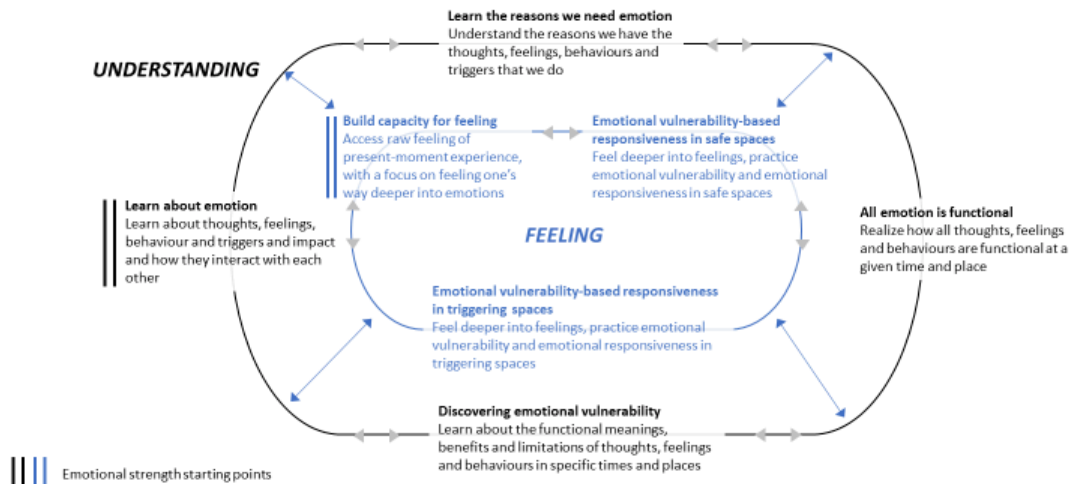
working with the teachers in May. We have had five sessions and the teachers are a wonderful group of people who care deeply about education and are enthusiastic about learning new ways of teaching and communicating. I am very inspired by these teachers as they are willing to go the distance for the benefit of the whole.

I've come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized. ~ Haim. G. Ginott, Teacher and Child

EMOTIONAL STRENGTH PAPER

Thank you for your support for the Emotional Strength paper. Many of you have shared your experience of reading it so we thought you might like to know of others' responses too. Academic papers can be heavy going, so we were not sure many would take it on. But the most common feedback we have had is that the paper has given people a framework to help clarify their practice of building Emotional Strength in and out of sessions. The sections that spoke most to clients were those defining and elaborating on Emotional Strength and its hallmarks. Many found the diagrams representing the process of building Emotional Strength illuminating, and recognised their own interrelated experiences of gaining an understanding of feelings and learning how to be open and vulnerable. We share this diagram with you here again.

A schema of emotional strength.



Emotional strength introduces a new way of responding to emotional life (Faye & Hooper, 2018).

SEE YOU NEXT TIME

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