



# INSTITUTE FOR EXCEPTIONAL CHILDREN

Nurturing Minds, Building Lives

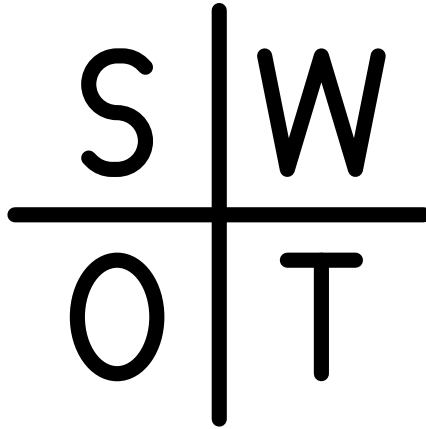
REGN NO. BOM 278/79 GGBSD

# You Matter

Training Booklet



# Self Care & Self Awareness



## Strengths:

- What qualities or skills make me an effective mentor?
- What do others appreciate about me?
- What keeps me steady during challenges?

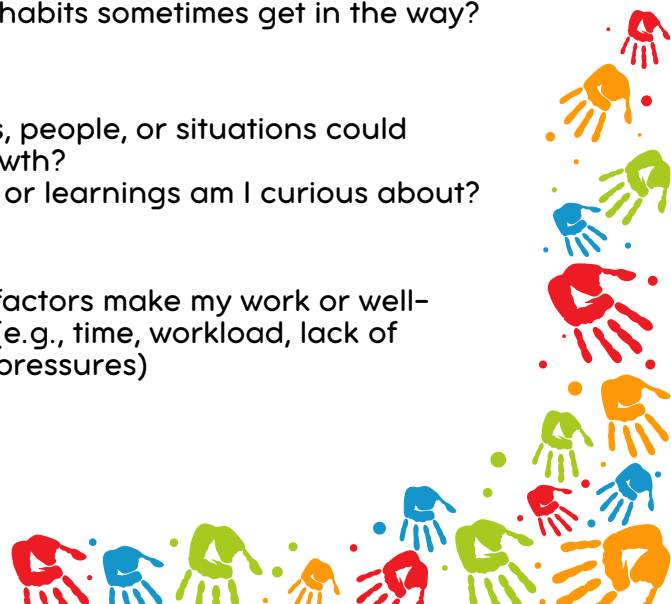
## Weaknesses:

- What do I find hard or draining about mentoring?
- What personal habits sometimes get in the way?

## Opportunities:

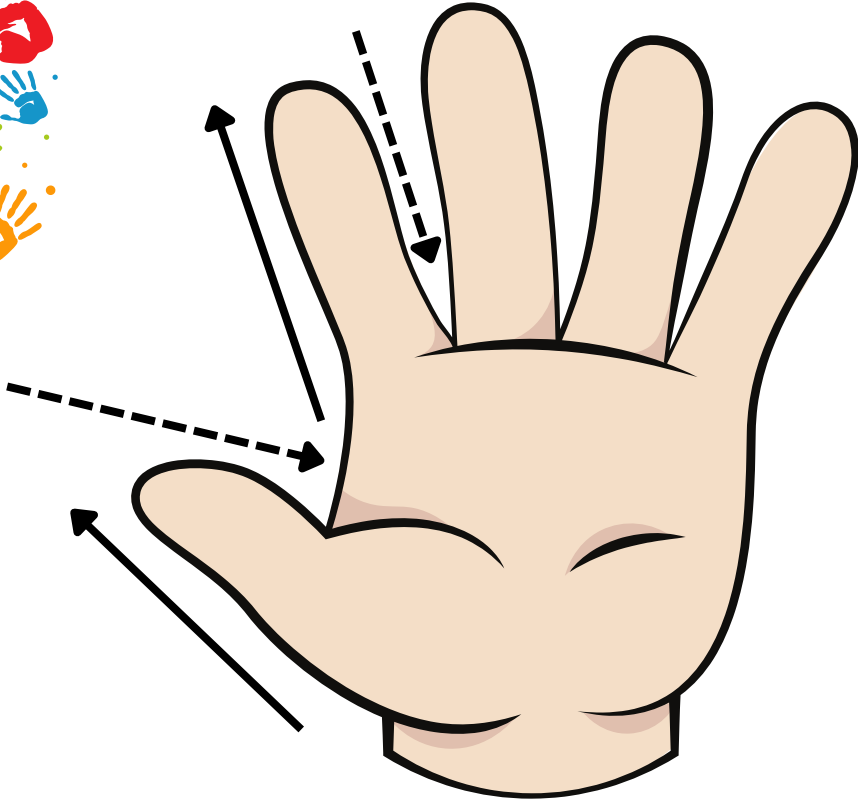
- What resources, people, or situations could support my growth?
- What new skills or learnings am I curious about?

## Threats:

- What external factors make my work or well-being harder? (e.g., time, workload, lack of support, home pressures)
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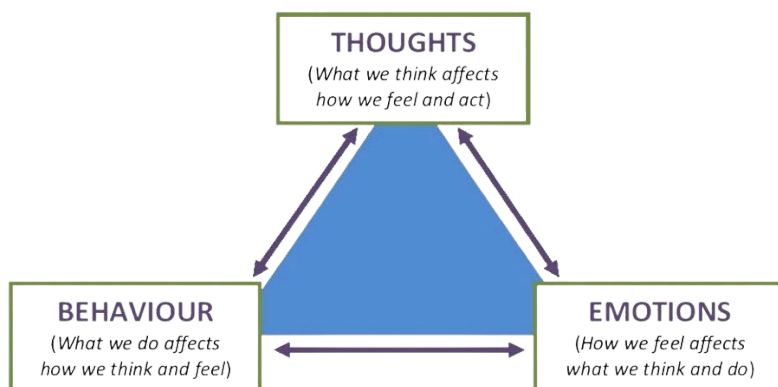


**To get relief from stress..**



**Trace the fingers of your hand with  
one finger from the other hand.  
Breathe in slowly while going up,  
exhale slowly while going down.**

# Mental Health Continuum



## OARS framework:

- O** - Open-ended questions
- A** - Affirmations
- R** - Reflective listening
- S** - Summarizing

# Red Flags in Mental Health

## Emotional



Loss of Interest



Persistent Sadness



Worrying



Aggression

## Behavioral



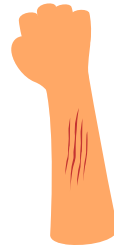
Changes in personal care



Defiance



Changes in sleep (and eating)



Self-harm

## Academic



Sudden drop in academics



Zoning out



Absenteeism

# Physical



Aches and pains



Low energy

## Remember:

- Notice → what's happening.
- Respond → listen empathetically
- Refer → who to involve next

### A strong start

Use motivating starters like "It's going to be a great day full of learnings!" to set the tone of the day

## What You Can Do:

### Build on strengths

Use students' strengths to build areas of improvement. For ex. Help students translate from regional language to English

### Safe zone

Establish classroom as a judgement free zone by not interrupting students mid-sentence, or pointing out mistakes harshly. Instead, encourage trying



# Parent Talk Strategies

**Empathy & validation** → acknowledge parents' emotions without judgment.

**Clear observation** → focus on behaviors and facts, not labels.

**Boundary-setting** → know what you can address vs. what requires counselor/principal.

**Collaboration** → invite parent ideas and support, not lecture.

## CARE model

**C** **Connect with the feeling**  
(Validate emotion, not behaviour)  
"I can hear how overwhelming this is for you."

**A** **Acknowledge your limit**  
(Clear, kind, no justifying)  
"I'm not the right person to support you with this."

**R** **Re-define your role**  
(Mentor ≠ counsellor)  
"My role here is to support and guide, not to heal."

**E** **Encourage the right help**  
(Redirect, don't abandon)  
"This is something a \*counsellor can really help you with."



# How to Support Students



Look Listen Lend

## Resources

IEC- Institute for Exceptional Children 9920227744	I Call 9152987821
Jeevan Aastha Helpline, 1800 233 3330	Meri Trust Line 6363176363
Tele MANAS 14416	ND Prana Lifeline 8489512307

In the space below, note other personal resources for support:





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