



The TOOLBOX

TO HELP YOUNG PEOPLE WITH THEIR EMOTIONAL AND SOCIAL NEEDS

HELPING RELATIONSHIPS: HELPING WITHOUT BURNING OUT

TOOL: Prevention | Intervention

TARGET AUDIENCE: Anyone in educational relationships with children

TOOL INTENDED FOR: Professionals | Parents

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Helping Without Burning Out

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- Knowing myself
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Preamble

During a crisis, we naturally think about victims. However, **caregivers**, such as parents, teachers and educators, also require **special attention**.

It is important to **recognize their needs** to be welcomed, heard, informed, consulted, helped, supported, encouraged and recognized.

In this regard, **resources and tools** should be made available to **support** them in their work with children and teenagers.

Dear caregivers, this tool is intended for you.

Its goal is to introduce a few concepts to underscore that everyone in helping relationships needs to know themselves well, listen to the signals that their bodies are sending them, and take care of themselves.



Knowing myself

I chose my profession in order to earn a living, but also to meet my psychological needs, realize my potential, feel useful, be of service, take care of others, and feel loved and appreciated.

To help me do my job, I need to **know my abilities and limits**. This will prevent me from burning out and preserve my energy.



Knowing myself

Whether I'm a parent, teacher or educator, it's important that I know how to **interpret** what I'm experiencing, what touches me and the emotions that overwhelm me when I'm in a helping relationship and when the expected results have not been achieved.

How do I react?

For example, a child or teenager's opposition may make me feel helpless, vulnerable or angry. On the other hand, these behaviours may also call for a challenge to be taken up, my enthusiasm, values, control, empathy and, of course, my skills.

I'm getting to know myself better!

Assessing my energy

When I'm in a helping relationship with children or teenagers, I help, listen to, encourage, console, supervise and inspire them. A **transfer of energy** thus takes place. It's therefore normal to feel a certain fatigue at the end of the day.

To be able to help day after day, I need an **abundance of energy**.

Otherwise, I soon find myself **lacking energy**. If I arrive at work in the morning feeling tired, I'm probably lacking energy.

I give, so I must receive!

So I have to be able to recuperate and refocus myself, have realistic expectations and take care of myself!

Recuperating and refocusing

To **RECUPERATE**,

I slow down, I do some introspection, I give myself time to reflect and calm down in order to **detach myself from disorder**.

I talk about what I'm going through; this is key to releasing internal tension. It's an opportunity to **recharge my batteries**.

I turn a sick day into a **self-care day**. For example, I read a book, walk, go to a restaurant or just do nothing!

To **REFOCUS**,

I **change my perspective**: I think about what's going well instead of focusing on problems.

I'm aware of **my abilities and my limitations**. Consulting my friends, family or colleagues can enlighten me.

I reflect on my deeper motivations. Am I still interested in my work? Do I enjoy it? Am I proud of myself?

**“We are often our own worst enemy.
Why can't we be our own best friend?”**



Having realistic expectations

My role is to guide, support and encourage children or teenagers to make better choices in order to solve their problems. I set an example, suggest and demand, but **I can't do it for them.**

I remember that **goals that are too lofty and unrealistic** can easily lead to **disappointment** and **dissatisfaction**.

I'm careful **not to let myself be overwhelmed**. A troubled child or teen may need my attention, but I don't need to do everything for them.

A friend once told me: ***Because I wanted to do everything for them, I ended up resenting them.***

If I hold onto other people's problems and bring them home, then they rub off on me.

I set realistic expectations!



Knowing how to take care of myself

It's about having a fulfilling life **outside of work**.

It's about helping **without thinking I have to control everything**.

It's about staying physically and mentally **healthy**.

It's about **resting and taking time for myself**.

It's about calling on someone who can **listen to and encourage me**.

It's about **celebrating** small successes; it's about being **proud** of myself.

It's about reaching out to **people who encourage me and with whom I feel good**.

It's about avoiding people who are toxic, negative and always dissatisfied.

I take care of the most important person: me!



Being effective in helping relationships

I take **charge**: with colleagues, it's about teaming up and helping each other; with parents, it's about communicating and cooperating; and with students, it's about educating, helping, supporting and creating good relationships.

I **trust** myself.

I have an **encouraging and caring attitude**. I'm **empathetic**.

I give students the opportunity to **participate in decision-making**.

I **follow up** after my interventions to assess progress.

I take advantage of opportunities to **improve** myself.

I can clearly tell the difference between **work and my private life**.

I **enjoy what I do**.

You're good at what you enjoy doing!



Being effective in helping relationships

A short interview guide to save energy!

LISTENING

Listening is one of the main tools in education. Since we have two ears, it's probably to listen twice as much as we talk.

FACTS

After warmly welcoming the child or teen, we should focus on the facts and avoid reasons, criticisms and judgments.

Help the child or teen describe the events. *What happened? How did you react?*

Have them describe what the others are accusing them of. *If I asked the witnesses, what would they tell me?*

Encourage them to use "I" statements.

Being effective in helping relationships

EFFECTS OF THEIR BEHAVIOUR

Help them identify the effects of their behaviour on themselves and others. *How do you feel after you've behaved in this way? How do you think others felt?*

INTENTIONS

Encourage them to specify their intentions. *What did you really want to achieve with this behaviour?* (e.g. make people laugh, avoid work, have the ball, get revenge, stop people from laughing at them, get attention).

EXPLORATION OF WAYS

Help them find new ways to behave. *How could you behave next time?*

Help them develop their social skills and ways to control their behaviour.



Being effective in helping relationships

IMPACT OF THEIR BEHAVIOUR

Make them aware of the consequences of their behaviour. *What are the consequences of your behaviour?*

Help them commit to resolving and rectifying the situation. *How could you fix the situation?*

Remember to plan **follow-ups** at the meeting; agree on a time to **meet again** and **thank** and **congratulate** them for their cooperation.

Helping can change lives

My way of helping can help **change lives**.

But won't my life be significantly changed by the satisfaction of seeing children and teens turn their lives around thanks to my efforts?

I could look at them and see who they are; but looking at them again **with the eyes of the heart, I will see what they can become.**

This look will bring out the beauty and inner capacity of everyone.

Don't be indispensable—be unforgettable!