“Without boundaries, you will act, sleep, work, groan, feel used and fulfill basic responsibilities rather than make choices to live and love fully, to work hard and nobly, to fulfill your purpose and to contribute passionately to your world.” (Black, J. and Enns, G, Better Boundaries: Owning and Treasuring Your Life. Oakland, CA. Raincoat Books)

Distribute this document to all participants to explore prior to the following application activities

Key Activity
Helpful Adult Behaviors (20-40 min)
This activity is a highly valuable activity to do with school teams or schoolwide at a staff meeting. It will also prepare you for the Staff Culture section of the Toolkit.

Wellness Practice
Preparing to Write Your Mission Statement

Circle Agenda
Staff Circle Agenda, Section Six

Core Content Visual to Display in Common Staff Areas
Tips for Setting Compassionate Boundaries – Use this Visual and Display in Staff Break Areas
Posting this visual in common staff areas will serve as a reminder of content covered to staff and perhaps serve as a future conversation started for deeper reflection among staff members.

Supplementary Activities/Handouts
Compassionate Boundaries Reflection (15 min)

Links Specifically for Leadership
Leadership Support for Boundary Setting – Guided Discussion (15-30 min)
The leadership team will address key questions after participating in the Helpful Adult Behaviors activity with the whole staff or a small group of staff members.

For additional links specifically for leadership and resources, please visit the Toolkit online
“Without boundaries, you will act, sleep, work, groan, feel used and fulfill basic responsibilities rather than make choices to live and love fully, to work hard and nobly, to fulfill your purpose and to contribute passionately to your world.” (Black, J. and Enns, G, Better Boundaries: Owning and Treasuring Your Life. Oakland, CA. Raincoat Books)

Boundaries support our well-being and the well-being of those we care about and serve. Boundaries can refer to the division between our personal and professional selves, between our thoughts and those of our students, parents and colleagues, and between our own opinions and the mission/policies of our school, among many other possible distinctions. Effectively managing boundaries might mean remaining mindful of our professional obligations in the midst of emotionally charged encounters, treating students with respect at all times rather than assuming a tone of excessive intimacy, accepting school policy even when we feel that more might be done, or leaving our work at school at the end of the day.

Boundaries are particularly important in work with students and families who are survivors of trauma, many of whom have histories of numerous violations and exploitations that have left them without the means to establish or maintain boundaries. Setting clear boundaries can protect our relationships with students and also allow us to maintain a level of self-awareness and self-regulation, protecting us from compassion fatigue.

As we are clear about what these boundaries are, we can communicate them in a proactive manner and be open to discussion and collaborative implementation and problem solving. Discussing these boundaries with others can help clarify processes to both support consistent boundaries and consider exceptions to them.

School policies are most effective when boundary consensus is reached prior to policy setting. Policies should define boundaries and spell out the processes to communicate, implement, challenge and revise them. Policy is established district wide by a school board and protocols and procedures can be established either at the district level or the school level. The culture leader of each school, usually the building administrator, is most often the one best suited to guide staff when situations arise that may merit exceptions to the agreed upon boundaries.
To help identify needed boundaries, consider at least five ways that you would complete each of these three statements:

1. **I have the right to ask for**
   (examples: privacy, information before making a decision, etc.)

2. **To protect my time and energy, it is OK to**
   (examples: change my mind, set a time limit, etc.)

3. **People may not**
   (humiliate me in front of others, go through my desk/wallet/purse, etc.)

**Behavior and Beliefs in Relationships that Might be Signs of Ignored/Unestablished Boundaries:**

- **Too close** – total dependence, “I need your approval and support 100% of the time.”
- **Avoid conflict** – “If I ignore it, it will go away eventually.”
- **Victimhood** – Identify self as the victim, “I have no power.”
- **Distant** – Due to past real or perceived violations, one is fiercely independent, “I dare you to come close!” or shies away from openness with others
- **Invisibility** – Not wanting to be seen or heard so that boundaries are not violated

*Revised from livestrong.com*

**Three Types of Boundaries:**

- **Permeable** – A boundary is set but there is very little reinforcement of the boundary. For most of us, having overly permeable boundaries will allow unwanted emotional and mental assault from others and may mean that we are letting too much of ourselves out, limiting our privacy and self-care.

- **Rigid** – These are the boundaries that you reinforce at all costs. Too rigid boundaries do not allow us to be open to new ideas or perspectives and can often keep us in the dark and unapproachable.

- **Flexible** – Flexible boundaries are firm and clear yet open to new ideas and resources when needed. They are also sufficiently closed to protect us from harm.

**But What About Compassion?** - Our maintenance of boundaries does not override our empathic responses. We continue to make ourselves open to and respectful of students, entering into their worlds and imagining what they have been through. We, in other words, employ both empathy and boundaries when relating to students and others. For example, if out of rage a student says something disrespectful to you, you can say, “Oh, ____ I cannot let you talk like that to me because I would never want you to think that it would be OK for someone to talk like that to you. I want to help us both to feel respected.”

**Boundaries Between Interactions** - People in the education field find that, between interactions with challenging students or colleagues, it is very helpful to do something to release tension and re-set for the next interaction. Examples include taking some slow breaths, visualizing a scene that is calming to you, stretching, humming, changing scenes (placement in the room) or having lunch with a colleague.
And then I learned
the spiritual journey
had nothing to do with being nice.
   It had to do
with being real and authentic.
Having boundaries.
Honoring and respecting my space first,
others second.
And in this space of self-care,
being nice just happened, it flowed…
   not motivated by fear,
   but by LOVE.

*By Michelle Olak*
Compassionate Boundary Setting to Build Compassion Resilience

Helpful Adult Behaviors to Inform Compassionate Boundary Setting

1. Begin by brainstorming the attitudes and behaviors at school that you believe are important to the mission and well-being of the school or are helpful adult behaviors at work. Focus more on behaviors than attitudes — ask yourself for example, “What behavior would demonstrate this attitude?”

2. If participants are having difficulty coming up with ideas, ask them what behaviors demonstrate someone being under or over involved at work and help the group reframe these ideas into helpful adult behaviors.

3. Once you have a list you feel addresses a broad range of desired behaviors, take the Helpful Adult Behaviors list and name boundaries that might be put in place that would support your ability to behave in these desired ways. (example: Helpful Behavior – Welcoming students into the building and classroom each day. Boundary – I prioritize my presence in the hall and classroom at the start of the day above all other options. Stating the boundary in the moment – “I have to leave this meeting five minutes early because welcoming my students at the door sets the tone for our day. I am happy to follow-up to find out what I missed.” Possible organizational policy that would support this shared boundary – All meetings must be scheduled to end 15 minutes before students enter the building.)

4. Review the tips for how to set such boundaries in your professional and/or personal life. Practice role playing communication between staff about some of the identified boundaries.

Tips for Setting Compassionate Boundaries

- Know what you want to say “Yes” to in your life (values and priorities).
- Be proactive. Have “meetings” to discuss boundaries. Structure offers safety for both sides.
- Just say it! Don’t make them guess. Use simple and direct language.
- Reinforce by pointing out the violations or near violations IN THE MOMENT.
- Give explanations that are specific, relevant to the other person, and offer shared solutions.
- Back up your boundary with action. If you give in, you invite people to ignore your needs.
Questions that may get staff thinking for this activity from the perspective of behaviors with students. (Be sure to also include behaviors with colleagues and families.)

**Elementary Level: Do you think it is OK to …**
1. Transport student(s) home.
2. Call students to remind them to bring permission slips or other important items to school.
3. Make home visits for parent-teacher conferences or to follow up on concerns.
4. Go to students’ important events outside of school (e.g., piano recitals, sports events).
5. Provide students with school supplies they do not have, including pencils, paper, scissors, etc.
6. Provide students with personal items they need, including food, shoes, coats, toothpaste, etc.
7. Find ways to provide students with healthy snacks without being reimbursed.
8. Babysit for students when their parents are in need.
9. Touch a student when they are in need of a hug.
10. Keep a student’s secrets.

**Middle School Level Questions: Do you think it is OK to …**
1. Friend students and their families on Facebook, Instagram, Snapchat and other social media.
2. Transport students home with parental permission using personal vehicles.
3. Make reminder calls for students regarding permission slips, registration information, and other important documentation.
4. Make wake-up calls for students who have difficulty with attendance.
5. Accept calls from students outside of school hours.
6. Share personal phone numbers with students who need extra support on assignments.
7. Make home visits for parent-teacher conferences, beginning of the school year, or re: concerns.
8. Attend students’ games, concerts, or other school events or other events such as recitals.
9. Touch a student and give them a hug, when it is needed.
10. Keep a student’s secrets.

**High School Level Questions: Do you think it is OK to …**
1. Friend students on Facebook, Instagram, Snapchat or other social media.
2. Transport students home when they do not have any other form of transportation.
3. Share personal phone numbers with students who need extra support on assignments.
4. Share personal contact information with students who need extra emotional support.
5. Make reminder calls to students for permission slips or other important documents.
6. Make wake-up calls to students in the morning.
7. Accept calls from students in need during off-school hours.
8. Make home visits for academic reasons or other concerns.
9. Attend students’ games, concerts, or other school events or other events such as recitals.
10. Touch a student and give them a hug, when it is needed.
11. Allow a student to stay in my home if he/she has no place else to go.
12. Maintain relationships with students, after they are no longer in a teacher’s courses.

Questions from Wisconsin Department of Public Instruction – School Mental Health Project created in collaboration with Sara Daniel, Saint A, and Pam Black, Trauma Sensitive Education, LLC
Compassionate Boundary Setting to Build Compassion Resilience

Examples of simple and direct language for boundaries

To set a boundary with a colleague that complains too much about what you cannot control:

“I am working on showing up with good energy for my students, I find that talking too much about what I can’t control makes that hard for me. Let’s switch topics.”

To set a boundary with someone who takes more ideas/assistance than they give:

“I wouldn’t be here if it weren’t for the collaboration I have had with other teachers. I am happy to offer you advice and want to be sure that I also learn a few tricks from you. I’d love to know how you approached _________.”

To set a boundary with someone who seems to always share bad news:

“I am making it a priority to find things to laugh about this year. Humor and positivity are how I make it through the year in good shape! I need you to bring some funny stuff along with the bad news. Want to hear what made me laugh yesterday?”

To set a boundary with an angry person:

“I want to work with you to figure this out. It will be hard if our brains are not calm enough to think. How about we take a 5 minute break?”

To say no to extra commitments:

“Although our district goals are really important to me, I need to discuss what can come off my plate or what I can do in a different manner in order to take on anything new. I am working on how to balance my family’s needs and my workload.”

To set a boundary with someone who is critical without your permission:

“I find that the feedback that works best for me to grow is given when I ask for it. It would be helpful to me if you would ask for my permission before giving me feedback. Can you do that?”

To buy yourself time when making decisions:

“I find I make my best decisions when I have time to think them through; I’ll need a day to think on it.”
Self-Care Strategy for the SPIRIT – Core Values

Preparing to Write Your Mission Statement

This activity will help you to prepare for the work of writing your Mission Statement in the Spirit section of the toolkit.

Why a mission statement?
Creating and consistently re-visiting a mission statement that connects your personal and professional life can bring awareness to what motivates us and help us to be more intentional at work, at home, and in the community. Job satisfaction and compassion resilience are connected to being able to see that we are fulfilling our sense of purpose – our mission.

How does it relate to setting boundaries?
The content of your mission statement informs your boundary needs. Understanding your unique boundary needs can inform the writing of your mission statement. Since you have now spent time reflecting on and identifying your professional and personal boundaries you can begin to reflect on how these boundaries play a role in your sense of mission or purpose.

Reflection questions:
1. When considering the Helpful Adult Behaviors you and your colleagues identified, list those behaviors that are important for you to meet the obligations of your job. Then list those that are important for you to feel a sense of purpose in your work.

<table>
<thead>
<tr>
<th>Behaviors that help me meet work obligations</th>
<th>Behaviors that support my sense of purpose in my work</th>
</tr>
</thead>
</table>

2. Now list words that you notice in the second column (or that come to mind when reviewing that column) that might be important to consider when you write your Mission Statement. Save this list for the Mission Statement activity in the Spirit Section of this toolkit.
### Staff Support

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### Circle Agenda

**Agendas created in partnership with MPS**

- **Compassionate Boundary Setting**
- **CR Section 6: Compassionate Boundaries**

<table>
<thead>
<tr>
<th>Circle Topic</th>
<th>CR Section 6: Compassionate Boundaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Send the <a href="#">introduction document</a> from Section 6 in the online toolkit at least 4 days prior to the circle to all participants.</td>
</tr>
<tr>
<td>Purpose of Circle/ Learning Objectives</td>
<td>We are learning how to set boundaries that will help us build compassion resilience.</td>
</tr>
</tbody>
</table>
| Materials/Preparation Time        | **Time:** 45-50 min  
**Materials:**  
- Circle kit  
- Values and shared agreements created in first session  
- Flip-chart paper  
- Markers  
- Copies of the following for all participants: List of affirmations from last session (if facilitators choose to do so), [Tips for Compassionate Boundary Setting](#) and, if doing Bonus Activity, [Preparing to Write Your Personal Mission Statement](#)  
**Set-up:** Up to 15 chairs arranged in a circle without furniture in the middle |

#### Welcome/Check-In (5 minutes)

“Without boundaries, you will act, sleep, work, groan, feel used and fulfill basic responsibilities rather than make choices to live and love fully, to work hard and nobly, to fulfill your purpose and to contribute passionately to your world.” — Better Boundaries: Owning and Treasuring Your Life

(Talking piece) When is a time this past week when you didn’t set a boundary and it led to feeling fatigued?
## Compassionate Boundary Setting to Build Compassion Resilience

### Circle Topic

<table>
<thead>
<tr>
<th>Grounding/Wellness Practice (5 minutes)</th>
<th>CR Section 6: Compassionate Boundaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead the group in a feet grounding exercise:</td>
<td></td>
</tr>
<tr>
<td>Get into a position where both soles of your feet are on the ground and firmly connected. Either lower your gaze or close your eyes. Take a couple of breaths at your regular pace. Bring your awareness to the soles of your feet, as though you've never felt your feet before; getting really curious about what your feet feel like. Notice the connection of the soles of your feet to your shoes, to the ground, to the bear earth; noticing any sensations in your feet. Notice what happens inside the rest of your body as you do this exercise. What do you feel? When you are ready, open your eyes and come back to the group. Your feet can serve as a great opportunity for mindfulness throughout your day.</td>
<td></td>
</tr>
</tbody>
</table>

### Review

<table>
<thead>
<tr>
<th>Review (5 minutes)</th>
<th>Share: Last time we met we looked at expectations and their impact. We ended with you giving examples of affirmations that you could remember when your unrealistic self-expectations pop up. (If you compiled the affirmations in a document, share with participants.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today we will explore how saying no in the context of our yeses (or our priorities) is key to being compassion resilient at work and home.</td>
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</tr>
</tbody>
</table>

### Guiding Questions

<table>
<thead>
<tr>
<th>Guiding Questions (25 minutes)</th>
<th>Helpful Adult Behaviors Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post a few pieces of flipchart paper around the room. Put the following title on each piece of paper:</td>
<td></td>
</tr>
<tr>
<td>• Behaviors at work that are helpful to the workplace culture</td>
<td></td>
</tr>
<tr>
<td>Give each participant a marker and ask them to write their ideas on the flipchart paper.</td>
<td></td>
</tr>
<tr>
<td>Point out that this list is their YESES — the people they want to be — their valued behaviors. Ask participants to answer the following questions:</td>
<td></td>
</tr>
<tr>
<td>1. (Talking piece) What might you need to say NO to in order to support your YES from this list? (Record participant answers on another flipchart paper for all to see.)</td>
<td></td>
</tr>
<tr>
<td>2. Handout Tips for Compassionate Boundary Setting</td>
<td></td>
</tr>
<tr>
<td>3. (Paired activity) Practice stating two of the boundaries listed.</td>
<td></td>
</tr>
<tr>
<td>4. (Popcorn) What are some examples for each boundary?</td>
<td></td>
</tr>
<tr>
<td>5. (Talking piece) Share a possible organizational policy or procedure your organization/school could add to support one of the shared boundaries identified. (Record suggestions shared by the group. If there is not time to complete this round, participants could write a policy or procedure idea down on a piece of paper to be collected and shared with the leadership team.)</td>
<td></td>
</tr>
</tbody>
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*Advancing Adult Compassion Resilience: A Toolkit for Schools | Section 6 | Compassionate Boundary Setting*
## Compassionate Boundary Setting to Build Compassion Resilience

### Circle Topic

**Putting it into Practice**  
*(5 minutes)*

*“Compassionate people ask for what they need. They say no when they need to, and when they say yes, they mean it. They’re compassionate because their boundaries keep them out of resentment.”* — Brene Brown

(Talking piece) *After reflecting on the connection between boundaries and resentment, what is one boundary you plan to begin or continue to uphold to keep you out of a place of resentment?*

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| **Putting it into Practice**  
*(5 minutes)* | “Compassionate people ask for what they need. They say no when they need to, and when they say yes, they mean it. They’re compassionate because their boundaries keep them out of resentment.” — Brene Brown  
(Talking piece) *After reflecting on the connection between boundaries and resentment, what is one boundary you plan to begin or continue to uphold to keep you out of a place of resentment?* |
| **Closing**  
*(5 minutes)* | As we close, I ask us all to take a deep breath, take a moment to connect with your breath, relax your body.  
(Talking piece) *What is one of your yeses that strongly connects with your personal sense of purpose?*  
**Bonus Activity:** Handout [Preparing to Write Your Personal Mission Statement](#) for reflection between sessions. |

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**Advancing Adult Compassion Resilience: A Toolkit for Schools | Section 6 | Compassionate Boundary Setting**
Tips for Setting Compassionate Boundaries

1. **Know what you want to say “Yes” to in your life** (values, behaviors and priorities).

2. **Be proactive.** Have “meetings” to discuss boundaries. Structure offers safety for both sides.

3. **Just say it!** Don’t make them guess. Use simple and direct language.

4. Reinforce by pointing out the violations **IN THE MOMENT.**

5. **Give explanations that are specific,** relevant to the other person, and offer shared solutions.

6. **Back up your boundary with action.** If you give in, you invite people to ignore your needs.
Compassionate Boundaries Reflection

1. Take a few moments to identify:
   a. One of your personal boundaries (relationships with your friends, family or inner circle of associates)
   b. One of your professional boundaries (in relationships with students, parents and colleagues)
   c. One of your social boundaries (relationships in social situations, with new people or associates)

2. Take some time to consider the last time someone crossed one of your boundaries in the work environment without resistance from you (or when you crossed one of your boundaries). Note your feelings and thoughts afterwards.

3. Take some time to consider the last time someone attempted to cross one of your boundaries in the work environment (or you were tempted to cross your boundary) and you communicated your boundaries. What was the outcome? Note your feelings and thoughts afterwards. If there is anything you would do differently now, write it down.

4. What new or ongoing boundaries stand out to you now after having reviewed the slides and making the above reflections? What would you like to adjust in your approach to boundary setting?
Guided Discussion

Leadership Support for Boundary Setting

The leadership team will address key questions after participating in the Helpful Adult Behaviors activity with the whole staff or a small group of staff members.

1. How do our policies impact boundary setting? (example: Parent and student behavior policies support staff to uphold boundaries for personal safety.)

2. How do our policies align with the work the staff has just done to identify helpful behaviors and boundaries?

3. What do you notice about the interpretation of policies by the staff? How can you support clarity?

4. What process have you put in place to encourage staff to talk with you about circumstances that lead them to consider altering a boundary that the school or they have set with students, families or colleagues? (example: Define that staff should consult with a supervisor if they want to be flexible with a student about a school rule.)

5. How has the conversation about boundaries with staff impacted your own sense of personal and professional boundaries?