

Compassionate Boundary Setting to Build Compassion Resilience

Section 6



“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.

Developed in partnership with:



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To help identify needed boundaries, consider at least five ways that you would complete each of these three statements:

<p>1</p> <p>I have the right to ask for (examples: privacy, information before making a decision, etc.)</p>	<p>2</p> <p>To protect my time and energy, it is OK to (examples: change my mind, set a time limit, etc.)</p>	<p>3</p> <p>People may not (humiliate me in front of others, go through my desk/wallet/purse, etc.)</p>
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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.

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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



Self-care strategy for the SPIRIT – Core Values

[Preparing to Write Your Professional Mission Statement](#)



Positive Staff Culture – how does compassionate boundary setting inform our staff culture?