



Enhancing Staff Wellness: Mindful vs. Mind Full Educators

2023/2024

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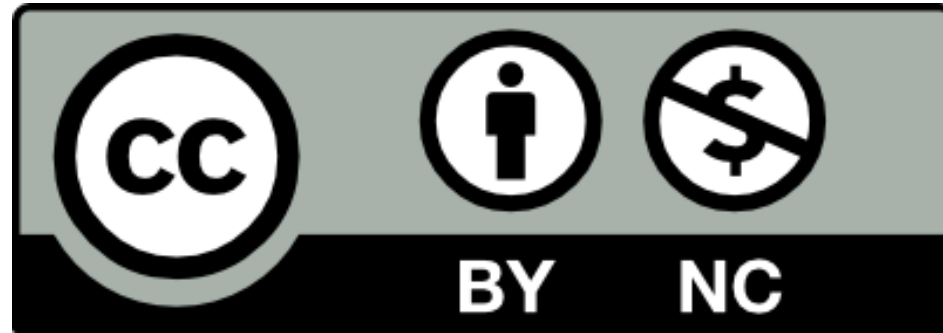


Acknowledgments

The content for this training day was developed based on the work of:

- National Center on PBIS
- Midwest PBIS
- Collaborative for Academic, Social, and Emotional Learning (CASEL)

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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged


- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Getting Organized

- PowerPoint Presentation
- Supporting Documents
 - *Participant Notes*
 - *Wellness Resources*



Michigan's Multi-Tiered System of Supports Technical Assistance Center
October 2023 – Version 1.0

Participant Notes: Enhancing Staff Wellness

The purpose of this document is to guide participants in taking notes throughout the Enhancing Staff Wellness: Mindful vs. Mind Full Educators Learning Session.

Feelings Identification Activity: Where Are You Right Now?

Current Identification	After 2 Minutes to Support Readiness

Vicarious Trauma Video

Processing Questions: What did I feel when watching this? What were my first thoughts? Do educators carry the pain of others? How might I use this video as I move forward in my work?

Self-Check

Do I typically skip my scheduled lunch break?	
Do I send or respond to emails outside of scheduled work hours?	
Do I find it hard to close my door to take undisturbed breaks?	
Do I show up before scheduled work hours?	
Do I suppress the need to use the restroom longer than I should?	
Do I regularly complete work tasks on weekends or holidays?	



Poll 1

What is your current role?

1. I am a classroom teacher.
2. I support classroom teachers.
3. I am an administrator.
4. I am a social worker, counselor, or other itinerant staff.
5. I am a mental health provider who works in the school.
6. Other

Activity 0.1 Self-Check for Readiness

Feelings Identification Activity: Where Are You Right Now?

1. Things are good. I am not stressed and am focused and ready for today's session.
2. Just a little hiccup or so, nothing I can't handle. I can do this.
3. Oh, c'mon; What the heck? This is going to be tough.
4. Super frustrated. Not sure I can engage in this session.
5. I am overwhelmed and stressed. I can't do this session today.

2 Minutes to Support Readiness

- If you are at 1 or 2:
 - Take a couple of minutes to acknowledge the fact that you are currently feeling pretty good and have a high readiness for engagement in today's learning
- If you are at a 3, 4, or 5:
 - Take a few minutes to determine what you need to do to increase your readiness for engagement in today's learning. What do you need?
 - Close your door
 - Get some water
 - Use your preferred grounding or relaxation strategy

Purpose

Educators who have their social, emotional, and behavioral needs supported are more likely to support and promote students' well-being. Systems already in place in schools can be leveraged to meet these needs and enhance the well-being of educators.

Intended Outcomes

- Understand the causes of burnout and how supporting staff wellness leads to positive outcomes for staff and students
- Recognize ways current social, emotional, and behavioral supports can be leveraged to meet the wellness needs of staff
- Interact with and practice several mindfulness strategies that can be used to enhance staff wellness

Agenda

- 1.0 Importance of Staff Wellness
- 2.0 Systems for Organizational Wellness
- 3.0 Practices to Support Staff Wellness
- 4.0 Wrap Up and Next Steps

1.0 Importance of Staff Wellness

Supportive Systems

- “To promote students’ social and emotional competence, it’s important for schools to simultaneously foster a supportive staff environment that cultivates the social and emotional competence and capacity of the adults in the buildings” (CASEL)
- “You cannot serve from an empty vessel” (Eleanor Brown)
- “To help students succeed, don’t ignore the well-being of teachers. Although stress levels may be high, the right support can help teachers be effective in the classroom.” (Youki Terada)

Important Statistics

- Half of all adults have a chronic disease
- Nearly 65% of adults are overweight or obese
- 1/3 of teachers report inadequate sleep, which is associated with a higher risk for diabetes, hypertension, and obesity
- 51% of teachers report feeling great stress at least several days a week, higher than any other occupational group

(National Association of Chronic Disease Directors, 2018)

Causes of Burnout

- Workload
- Perceived Lack of Control
- Lack of Rewards and Recognition
- Poor Relationships
- Lack of Fairness
- Values Mismatch

Moss, J., The Burnout Epidemic, 2021

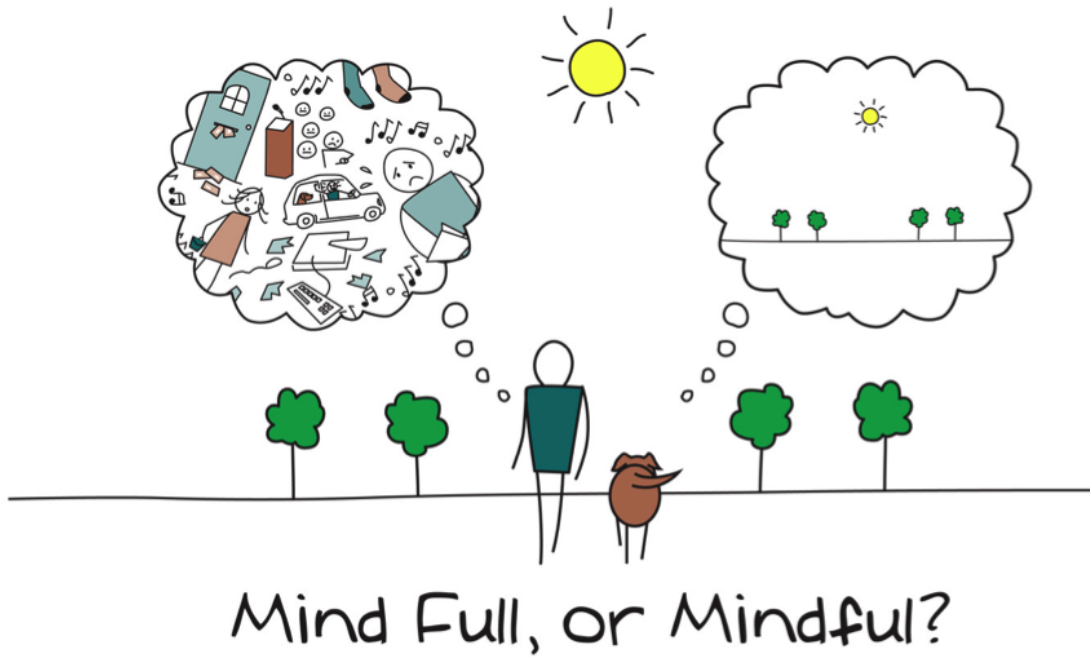


Activity 1.1

Self-Check:

- Do you typically skip your scheduled lunch break?
- Do you send or respond to emails outside of scheduled work hours?
- Do you find it hard to close your door to take undisturbed breaks?
- Do you show up before scheduled work hours?
- Do you stay after work hours?
- Do you suppress the need to use the restroom for longer than you should?
- Do you find yourself regularly completing work tasks on weekends and holidays?

Mindful Moment: Breathing Exercise



First Thought

- A clinician who spends lunch in their car to eat and read
- A principal who asks the office staff to hold all calls (unless there is an emergency) and eats lunch in their office for 20 minutes
- A teacher who is a new parent and leaves at the end of the contract day to pick up newborn
- A new teacher that leaves twice a week at the end of the contract day to attend a spin class
- A veteran teacher that closes his door at lunch for 15 minutes and meditates

First Thought (continued)

- A veteran teacher that stays late every day and comes in most Saturday afternoons
- A clinician that works and eats at the same time through their lunchbreak everyday
- A principal that sends out emails at 3 am

Effects of Supporting Staff Wellness

- Teachers with lower occupational stress are more likely to provide emotional support and positive relationships
- Teachers who provide emotional support and positive relationships can positively impact students' mental health
- Reducing teacher stress can decrease the likelihood of vulnerable decision points, which disproportionately impact marginalized groups (i.e. African American students)

Leadership support is key to making this a reality!

(National Center on PBIS, 2021)

2.0 Systems for Organizational Wellness

Social, Emotional, Behavioral (SEB) Supports

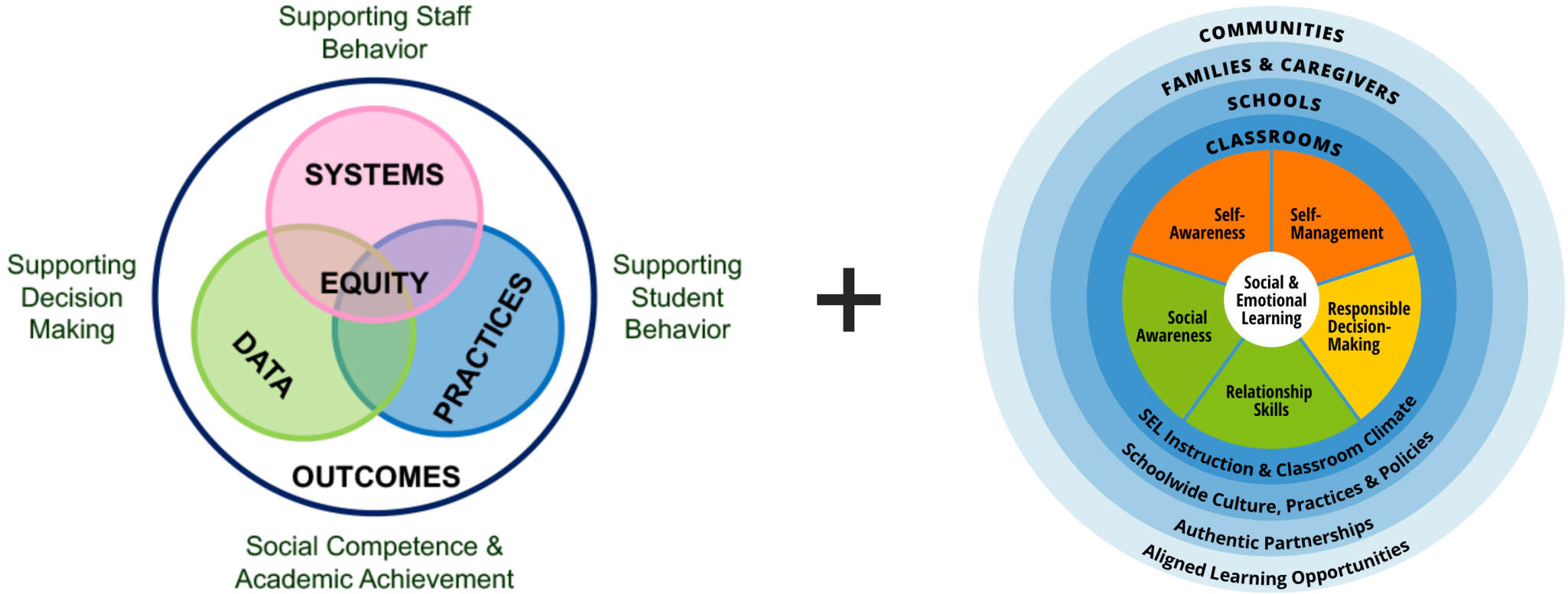
Promote **well-being** and **mental health**:

- Social – how we interact
- Emotional – how we feel
- Behavioral – how we act

SEB Supports All: Educators and Students!

(U.S. Dept. of Ed., 2021)

SEB Supports: Leveraging the PBIS and SEL Framework

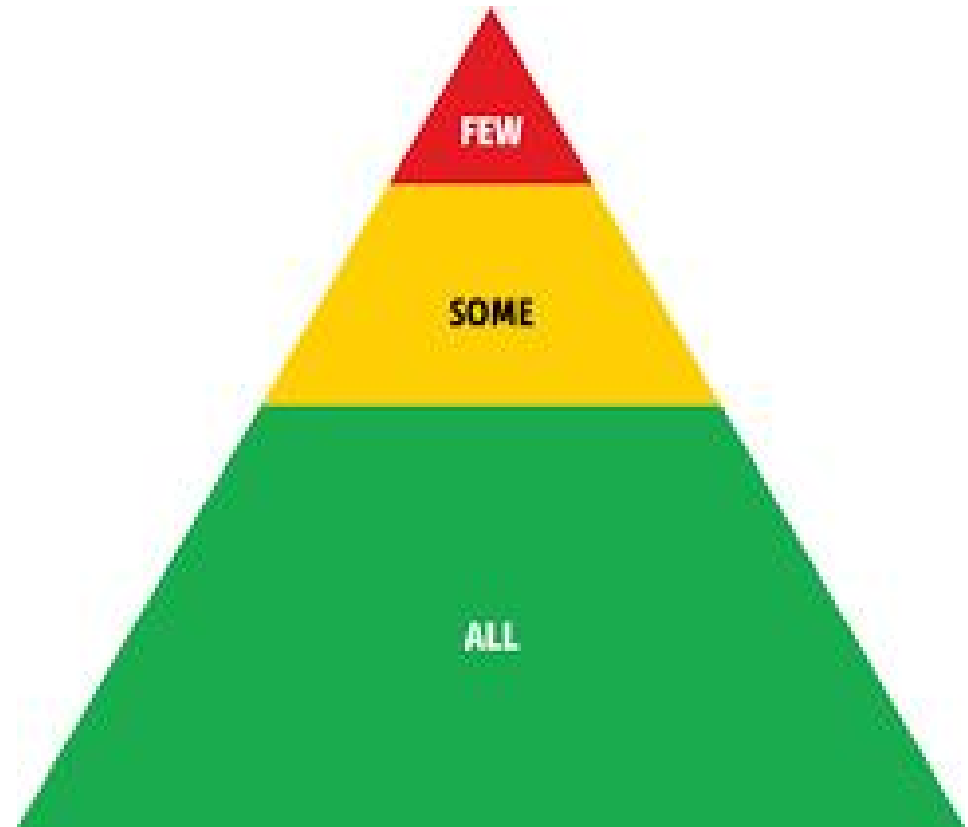


(National Center on PBIS; CASEL)

Using MTSS to Build a Culture of Staff Wellness

If MTSS is in place in your school, then you have a strong foundation to build on when considering staff wellness

- Universal prevention to promote wellness for all
- Foster collaboration
- Data use in decision-making



Center on PBIS, 2021

How: Focus on Systems, Not the Individual

1. Identify the existing teams to coordinate work
2. Collect or review existing data on the current needs of the staff, students, and school community
3. Create a plan to support the learning of the staff related to wellness and practices they support
4. Engage in data-based decision making

Team Considerations

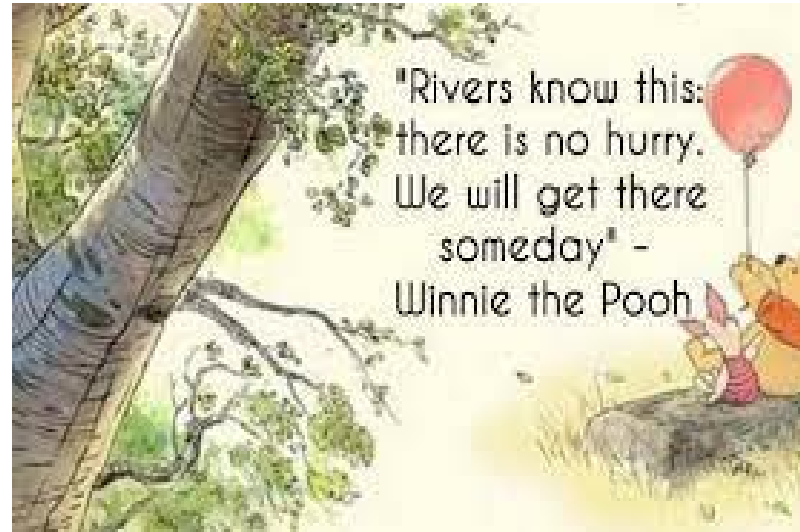
- Use existing team structures rather than creating a new team
 - Consider an existing team that monitors climate and culture
- Keep the work visible and prioritized
- Human Resources on District Leadership Teams
 - Elevate Employee Assistance Programs
 - Alleviate the responsibility on the principals/administrators

Mindful Moment: Self-Awareness

"It all comes of not
having front doors big
enough."

- Winne the pooh

www.mcbquotes.com



"Rivers know this:
there is no hurry.
We will get there
someday" -
Winnie the Pooh

You can't stay in your
corner of the Forest waiting
for others to come to you.
You have to go to them
sometimes.
Winnie the Pooh



Use Data to Identify Need: Staff

- School Climate Survey (available in PBIS Apps)
- Personal/sick days
- [Professional Quality of Life Scale](https://proqol.org/) (https://proqol.org/)
- Walkthrough/Informal conversations



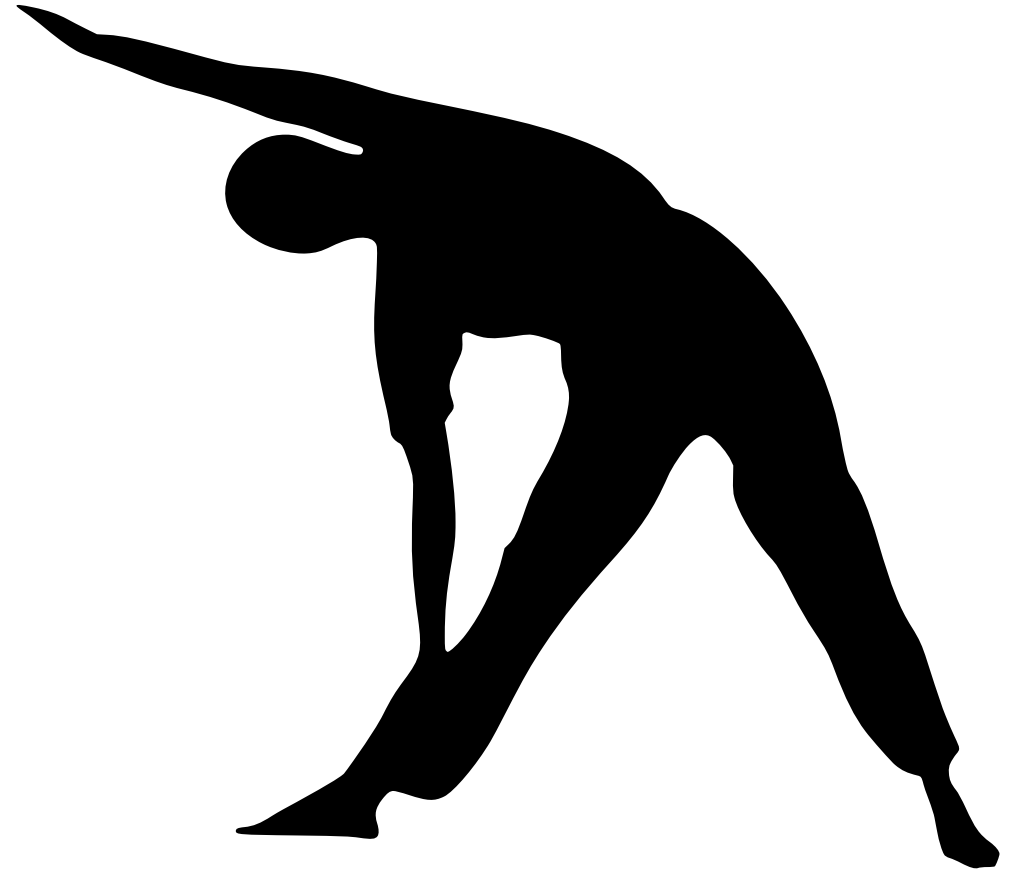
Activity 2.1

Assessing Current Practices:

- What does your school or district currently do to support staff wellness?
- Are these things done with consistency and embedded into the system?
- What data do you currently have to assess staff needs around wellness?
- What additional data would you like to consider collecting?

Mindful Moment: Movement

- Movement boosts mental sharpness and can help with mental focus, retention, and mood
- Take a computer break, get up, walk across the room, or stretch at your desk



3.0 Practices to Support Staff Wellness

Mindful Moment: Music

Music can:

- increase dopamine levels
- trigger memories
- affect breathing and heart rate
- support mindfulness



Strengthen Adult Social Emotional Learning (SEL)

- Before modeling SEL to students, adults need time to reflect and work on their own SEL
- Support in identifying stress management strategies
 - Deep breaths, grounding, positive self-talk
- Integrate SEL signature practices into meetings and training
 - Welcoming and Inclusion (We did this!)
 - Engaging Strategies (Throughout)
 - Optimistic Closure (We will do this)

Building Adult SEL Capacity: Learning

- Reflect on personal SEL skills
- Brain-Based Model for Workplace Collaboration
- Examining biases for cultural competence
- Growth mindset for staff
- Self-care and re-energizing
- Personalized professional learning plans

Building Adult SEL Capacity: Collaborating

- Staff shared agreements
- Professional Learning Communities (PLCs)
- Peer mentoring and partnerships
- Integrating SEL into staff meetings
- Peer Consultancy Protocols

Mindful Moment: Tap-In/Tap-Out



Building Adult SEL Capacity: Modeling

спасибо
GRACIAS 谢谢
THANK YOU
ありがとうございました **MERCI**
DANKE धन्यवाद
شُكراً **OBRIGADO**

- Create a culture of appreciation
- Model SEL as a staff
- Practice for leaders

Wellness with School Staff

- Evaluate meeting structures:
 - Check for redundancy or parallel work
 - Consider combining, eliminating, or change of format
- Incorporate wellness into professional development/staff meetings
 - Adequate planning time
 - Opportunities for collaboration, coaching
- Define norms and agreements
 - Emails sent after working hours
 - Opportunities to define work expectations

Movement for Staff

- Micro-movements
- Physical activity breaks throughout the school day
- Lunch or after-school stretching, yoga, or exercise sessions for staff
- Allowing staff to walk the school track or inside hallways during breaks



Promote Self-Care

- Social/Wellness Events
 - Support working relationships
 - Potlucks, celebrations, happy hour
- Optional Self-Care Support
 - Accountability partner
 - Group classes
 - Wellness newsletter

**Never required or pressured to participate
if outside working hours**

Reinforcements for Staff

- PD Day for just self-care with rotations and options
- Thank you cards
- Additional planning time
- Morning beverages delivered to class
- Auto detailing, restaurant gift cards

Remember:

Mindful and regulated staff are better able to support students

Mindfulness Moment: Grounding Exercises



- Strategies that help you to be present “in the moment”
- Quick, i.e. 5, 4, 3, 2, 1 Sensory Grounding
- Longer, i.e. guided meditation



Activity 3.1

Breakout room discussion

- Create a brave and safe space
 - Introduce and welcome one another to your room
- Consider the schools or districts you support
 - Do they currently engage in any practices that support strengthening adult SEB supports?
 - Are there any strategies that you are excited to discuss with your colleagues?
 - Are SEB supports embedded into your staff meetings or trainings?
 - Do you have ideas on how to embed SEB supports as you move forward?

Mindful Moment: Laughter



- Emotion-focused coping strategy
- Stimulates circulation
- Aids in muscle relaxation
- Reduces stress-related physical symptoms

4.0 Wrap Up and Next Steps

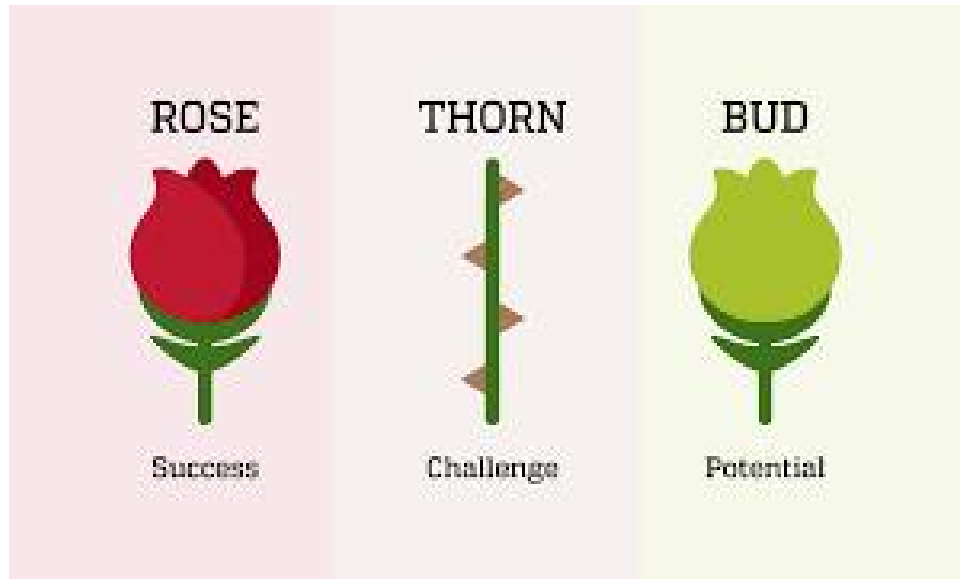


Activity 4.1

Closing Review (True or False)

- Burnout is inevitable. It cannot be prevented.
- Attending to the SEB needs of staff can lead to positive outcomes for students.
- Wellness is one size fits all, everyone responds the same to wellness strategies.
- Schools and districts should leverage their existing systems to address organizational wellness.

Mindful Moment: Writing



- Forces us to slow down, focus, and think
- Helps organize thoughts and feelings
- It is versatile, i.e. free writing, journal prompts, or structured activities such as the Rose, Thorn, and Bud Activity


Organizational Next Steps

- Data-based decision-making
 - Assess the wellness needs of your staff
- Resource map the resources available
 - How can Human Resources or Employee Assistance Programs be used?
- Leverage the systems you have in place
 - Identify how you can embed wellness into an existing team structure
- Embed wellness in different ways across the organization
 - Staff meetings, Professional Development, SW-Wellness Campaigns, etc.

Individual Next Steps

- Remember that you have permission to attend to your own wellness needs
- Attending to your wellness needs allows you to attend to the wellness needs of others
- Identify one wellness strategy that you are willing to try and build upon that
- Consider acquiring an accountability partner and work together to address your wellness needs

Resources

 CENTER ON **PBIS** Positive Behavioral Interventions & Supports March 2, 2021

Building a Culture of Staff Wellness Through Multi-Tiered System of Supports

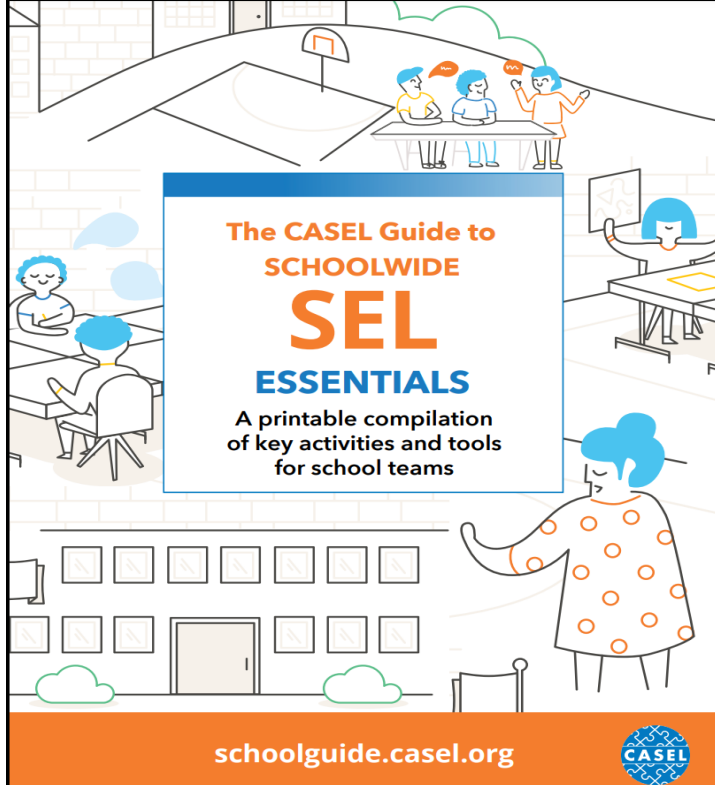
Schools everywhere are facing teacher shortages due to a shrinking pool of applicants and a growing number of teachers leaving the profession. If we are going to attract and retain highly qualified effective teachers, we will need to be more intentional in designing systems that support a healthy workforce. PBIS has a long tradition of creating effective teaching and learning environments by focusing on supporting adult behavior through (a) ongoing staff input and feedback, (b) ongoing professional learning, and (c) a phased based approach to implementation. The purpose of this brief is to provide recommendations to district and school leadership teams on how the components of the Positive Behavioral Interventions and Supports (PBIS) can be used to prioritize staff health and wellbeing.

Implementation of PBIS has been shown to improve overall organizational health with the most significant impacts identified in shared commitment to student success, an increased sense of warmth for staff, positive relationships with colleagues, and improved school leader ability to advocate for necessary resources at the district level to support staff and students (Bradshaw et al., 2008). These noted impacts on organizational health and other outcomes of PBIS implementation (e.g., reducing disruptive behaviors, building social emotional skills and improving teacher self-efficacy) are significantly related to improved job satisfaction and reduction of emotional exhaustion/stress for educators (Grayson & Alvarez, 2008; Brouwers & Tomic, 2000; Skaalvik & Skaalvik, 2011). Many communities are addressing significant social issues (e.g., social inequality, drug addiction, environmental impacts, public health concerns) affecting large groups of school community members. Education systems implementing multi-tiered system of support (MTSS) frameworks, like PBIS, are positioned to respond more effectively to the increasing needs of children and educators impacted by trauma and stress (Johnson et al., 2005; Wildeman et al., 2014).


Impact of Occupational Stress for Educators and Students

The American Institute of Stress identifies that an individual's perceived level of occupational stress is strongly impacted by (a) the intensity of the demands being placed on them paired with (b) their sense of

<https://www.pbis.org/resource/building-a-culture-of-staff-wellness-through-multi-tiered-system-of-supports>



The CASEL Guide to
SCHOOLWIDE
SEL
ESSENTIALS
A printable compilation
of key activities and tools
for school teams

schoolguide.casel.org 

<https://schoolguide.casel.org/resource/the-casel-guide-to-schoolwide-sel-essentials/>

References

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