



Central East (HHS Region 3)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Promoting Educator Well-Being: Understanding and Combating Compassion Fatigue, Burnout, and Secondary Traumatic Stress

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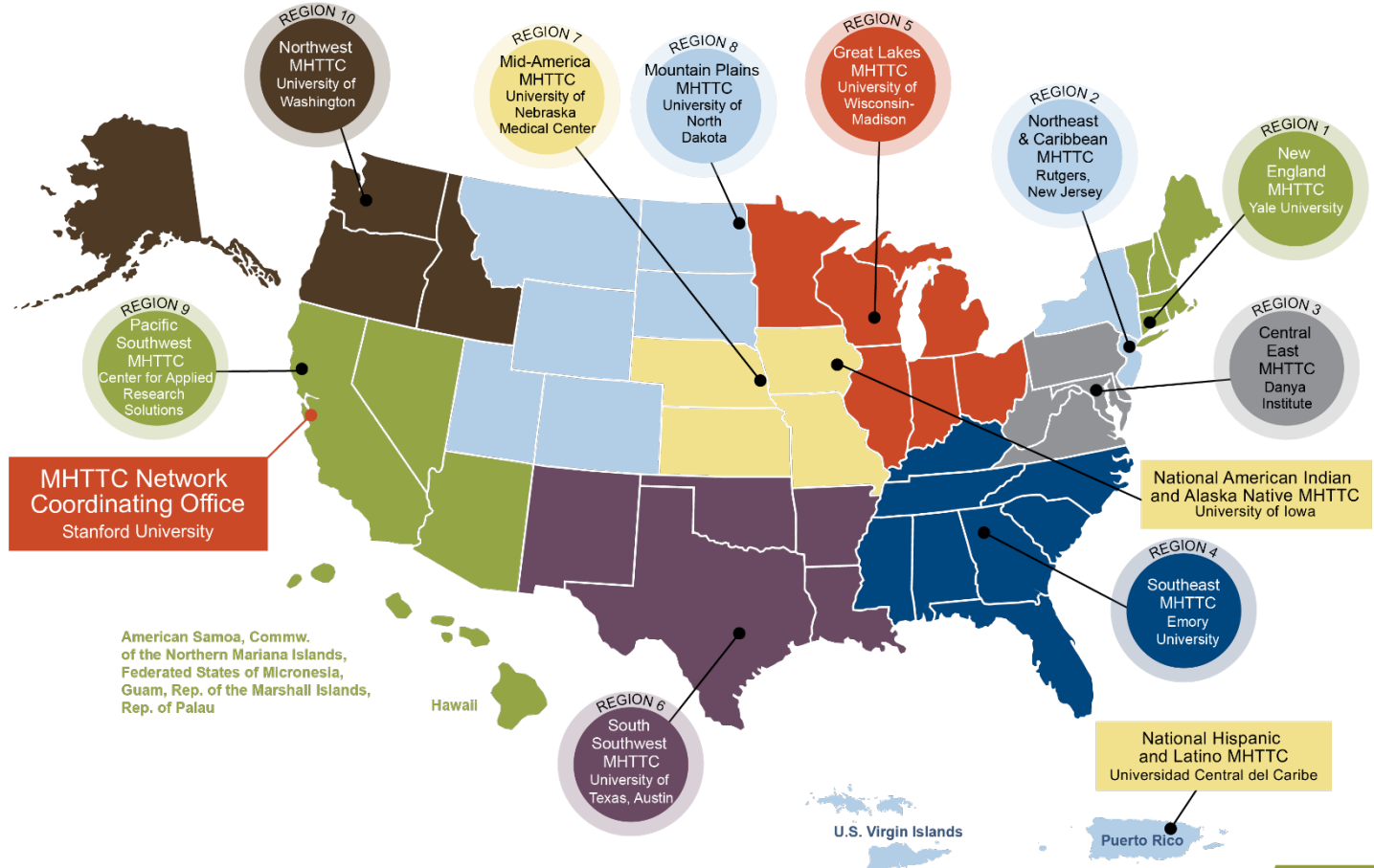
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Central East Region

HHS REGION 3

Delaware

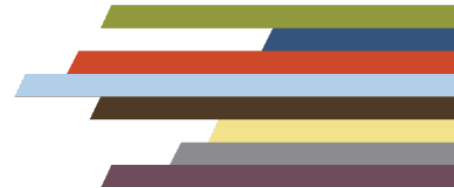
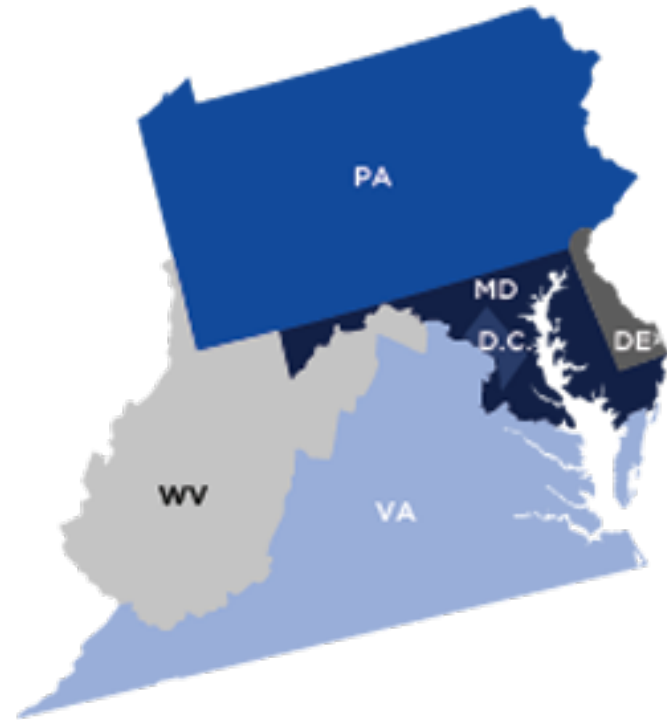
District of Columbia

Maryland

Pennsylvania

Virginia

West Virginia



Acknowledgements

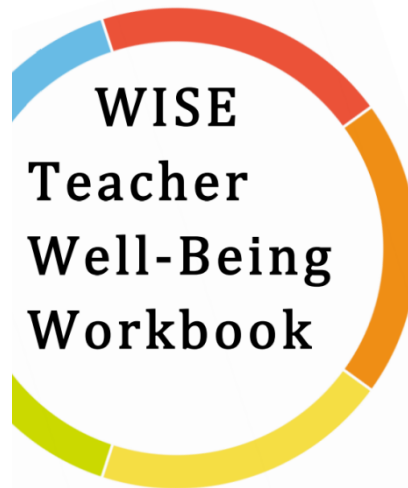


WISE

MedStar Georgetown
Center for Wellbeing in
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[Website](#)



**WISE
Teacher
Well-Being
Workbook**

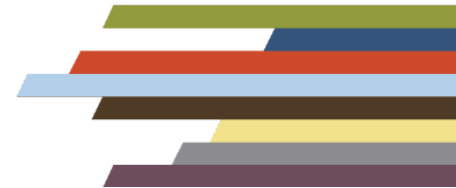


Sharon Hoover, PhD
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[Website](#)

Learning Objectives

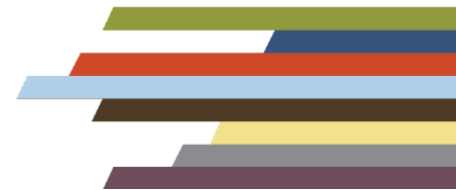
- Describe contributors to and symptoms of compassion fatigue, burnout, and secondary traumatic stress.
- Gain an understanding of stress impacts individuals and organizations.
- Learn strategies to improve well-being and to counter compassion fatigue, burnout, and secondary traumatic stress.

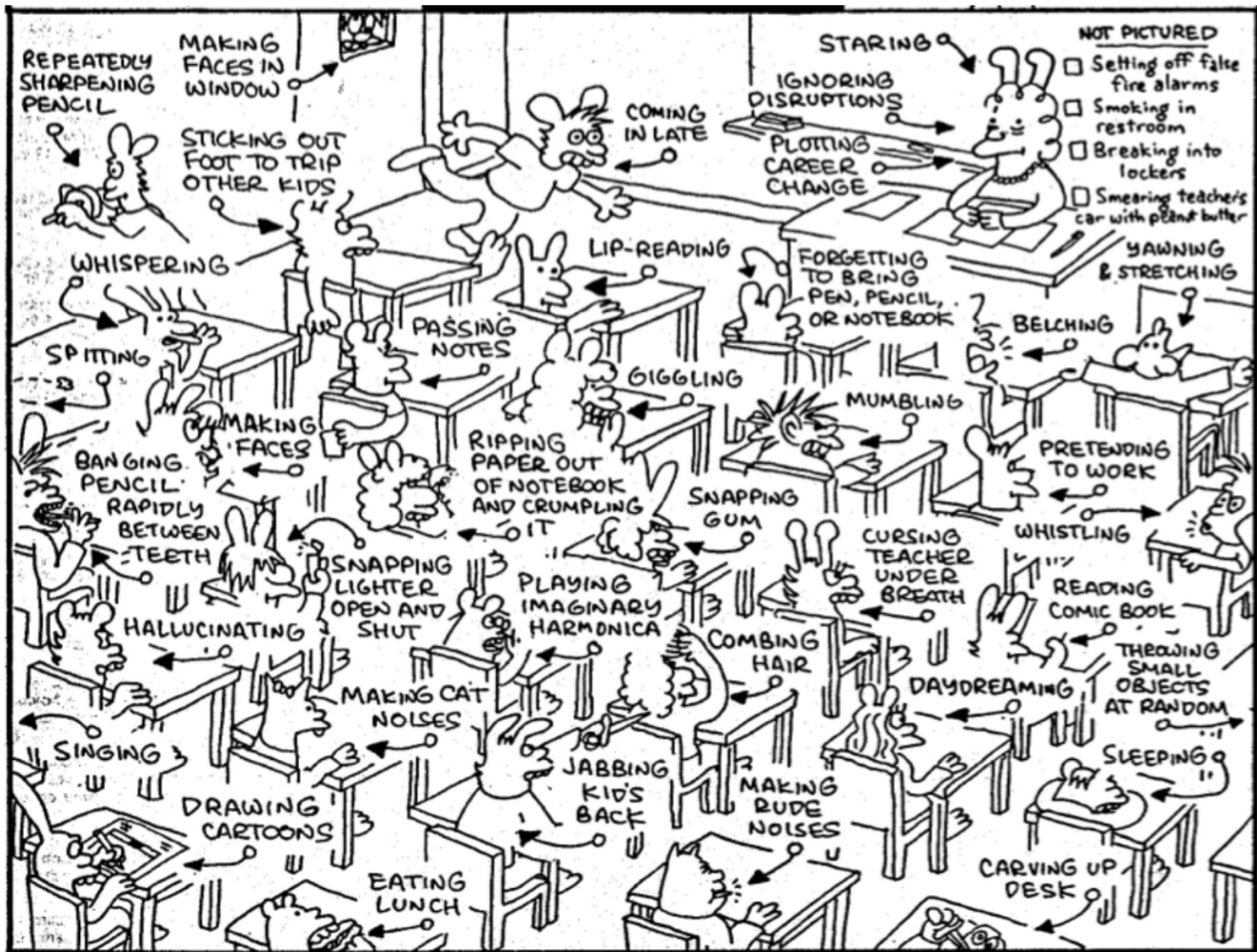




***What was your inspiration for choosing
this profession?***

Let us know in the chat box!





Why wellness for educators and school-based staff?



Teachers are stressed!

- Large class size, Behavioral challenges in students, Inadequate resources & poor physical space, Bureaucracy, Workload & Paperwork, High responsibility for others, Perceived inadequate recognition or advancement, Gap between pre-service training expectations and actual work experiences.

Teachers are leaving the profession in alarming numbers!

- 10% of teachers leave after 1 year
- 17% of teachers leave within 5 years
- In urban districts, up to 70% of teachers leave within first year



Survey of well-being, working conditions, and stressors among a national sample of educators

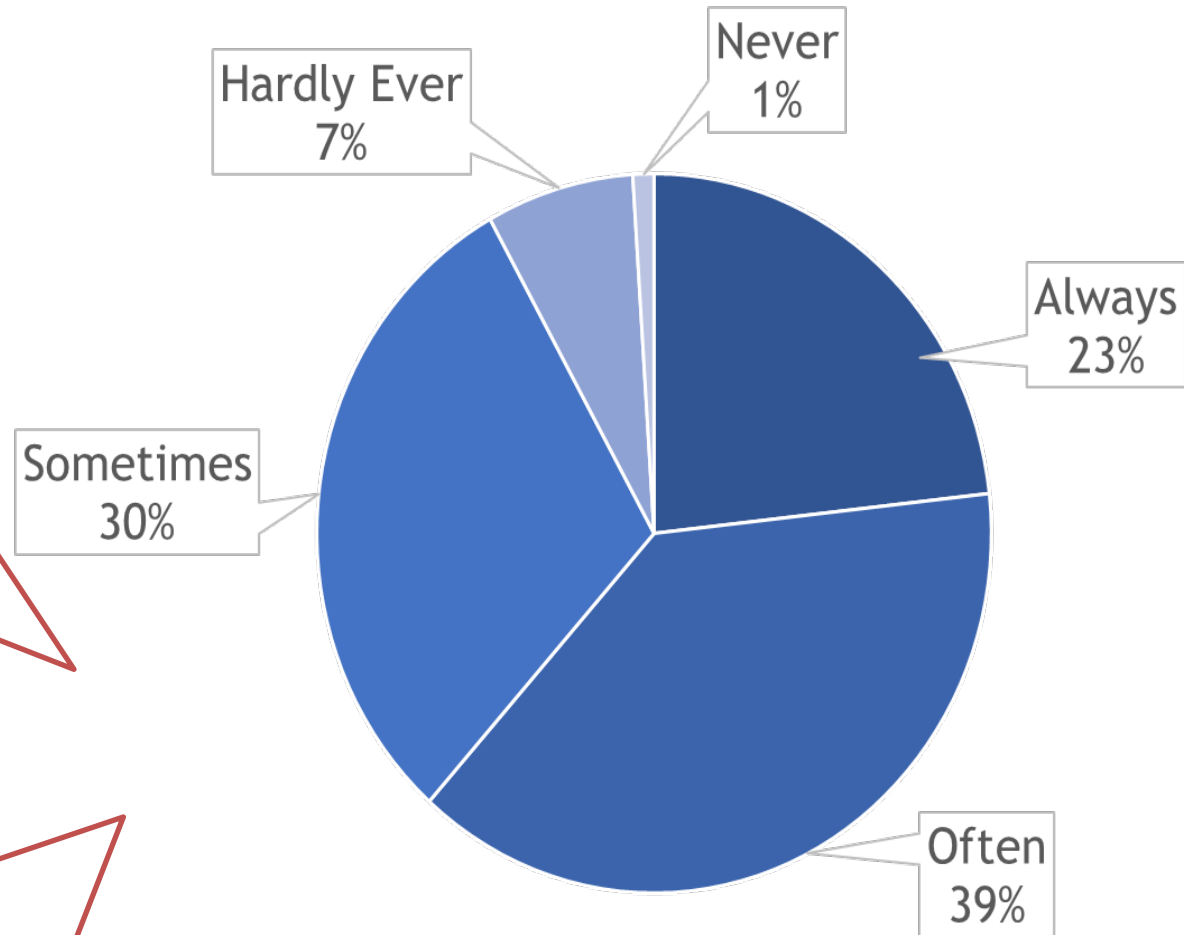
Conducted by American Federation of
Teachers (AFT) and Badass Teachers
Association (BATs)

Over 30,000 respondents

Collected online and via social media

How Often is Work Stressful?

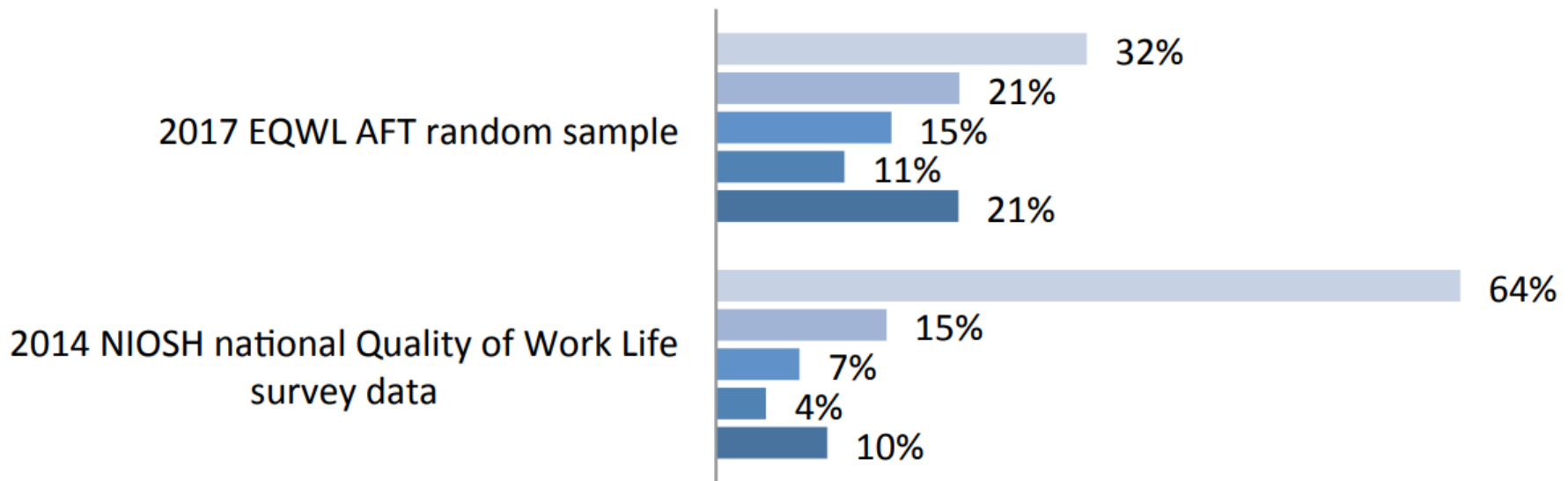
“For the past eight years, my blood pressure is consistently 20 points higher during the school year than in the summer.”



“This job is stressful, overwhelming and hard. I am overworked, underpaid, underappreciated, questioned and blamed for things that are out of my control.”

For how many days during the past 30 days was your mental health not good?

■ 0 days ■ 1 to 3 ■ 4 to 6 ■ 7 to 10 ■ 11 or more



“There isn’t much support for teachers suffering from mental health issues. We’re worried that it will be a reason to be given negative evaluations or fired.”

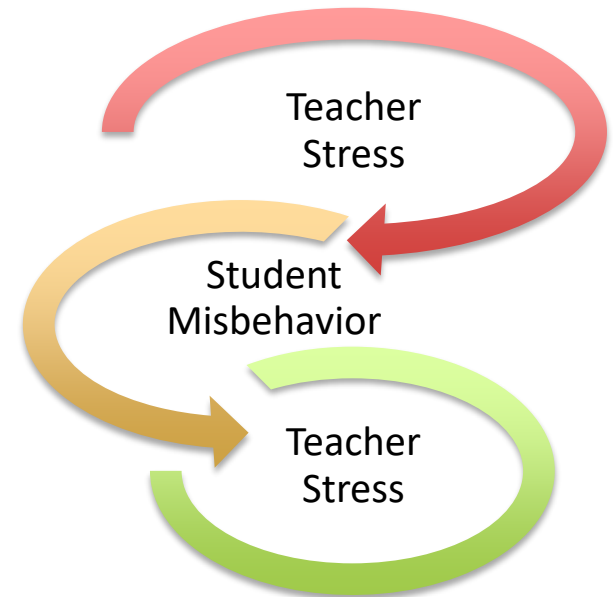
Teacher Stress Impacts Students

Teachers who are stressed demonstrate greater negative interactions with students:

- Sarcasm
- Aggression
- Responding negatively to mistakes

Classrooms led by a teacher who reported feeling overwhelmed (high burnout) had students with much **higher cortisol** levels.

Oberle & Schonert-Reichl (2016)



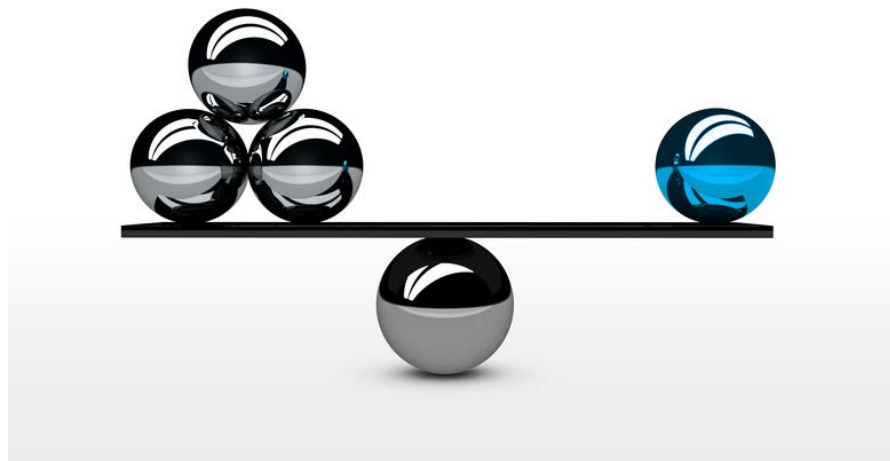
Professional Quality of Life

Compassion Satisfaction

- The positive aspects of helping
- “The good stuff”

Compassion Fatigue

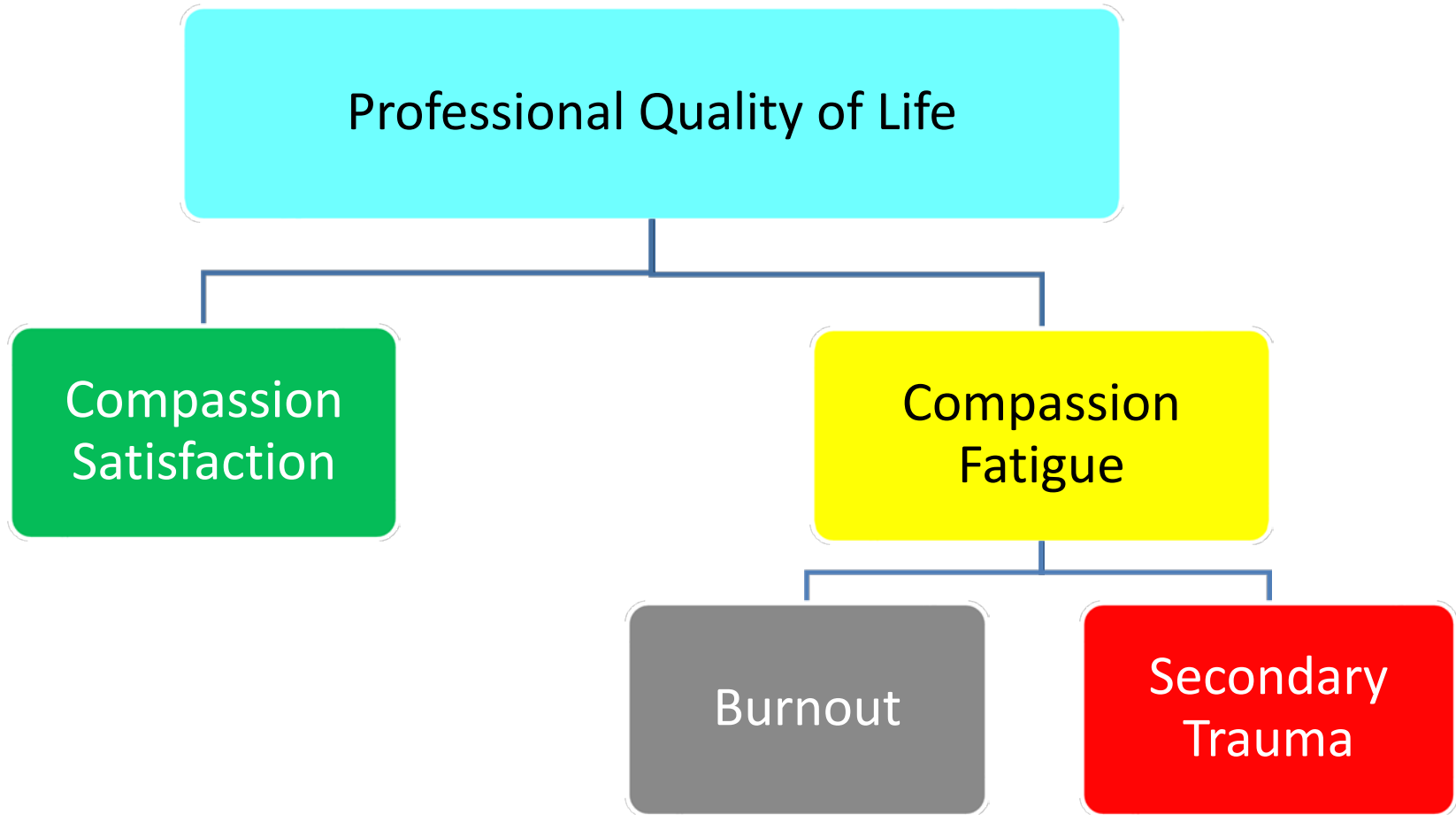
- The negative aspects of helping
- “The bad stuff”



Compassion Satisfaction

- The positive aspects of helping
 - Pleasure and satisfaction derived from working in helping, care giving systems
- May be related to:
 - Providing care
 - To the system
 - Work with colleagues
 - Beliefs about self
 - Altruism

CS-CF Model



Compassion Fatigue

- The negative aspects of helping
- The negative aspects of working in helping systems may be related to
 - Providing care
 - To the system
 - Work with colleagues
 - Beliefs about self
- Burnout
- Secondary Traumatic Stress

Burnout and Secondary Traumatic Stress: Co-Travelers

- Burnout
 - Work-related hopelessness and feelings of inefficacy
- STS
 - Work-related secondary exposure to extremely or traumatically stressful events
- Both share negative affect
 - Burnout is about being worn out
 - STS is about being afraid

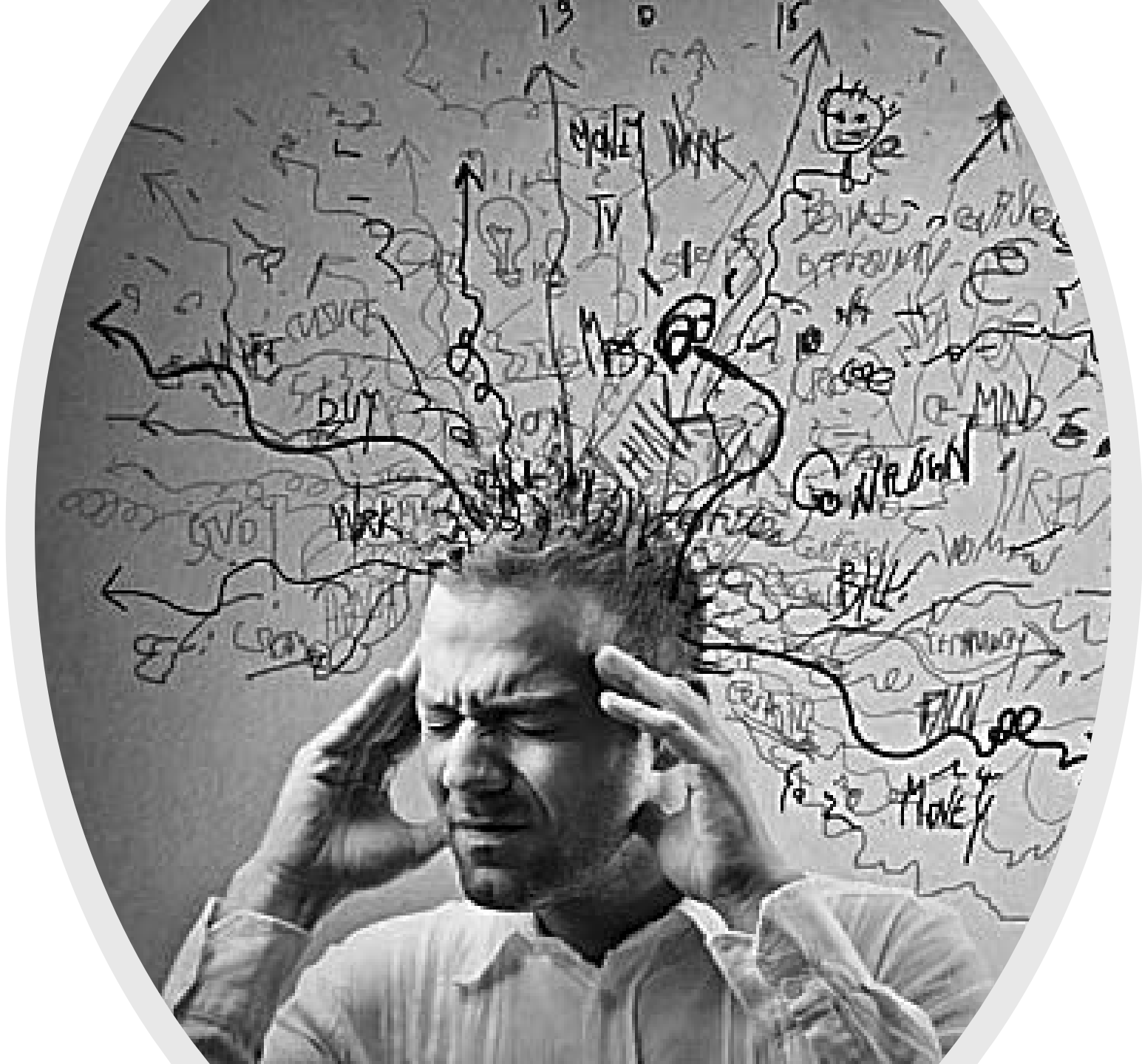
PROFESSIONAL QUALITY OF LIFE SCALE (PROQOL)

COMPASSION SATISFACTION AND COMPASSION FATIGUE (PROQOL) VERSION 5 (2009)

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

	1=Never	2=Rarely	3=Sometimes	4=Often	5=Very Often
_____	1.				
_____	2.				
_____	3.				
_____	4.				
_____	5.				
_____	6.				
_____	7.				
_____	8.				
_____	9.				
_____	10.				
_____	11.				
_____	12.				
_____	13.				
_____	14.				
_____	15.				
_____	16.				
_____	17.				
_____	18.				
_____	19.				
_____	20.				
_____	21.				
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_____	23.				
_____	24.				
_____	25.				
_____	26.				
_____	27.				
_____	28.				
_____	29.				
_____	30.				

- Medical Providers and Compassion Fatigue: Risk and Protective Factors



- [Water Bottle Analogy for Stress, Compassion Fatigue and Resilience](#)

Ways in Which I am Affected by Stress

Musculoskeletal Signs

Frequent Headaches

Eye Strain

Eye Twitching

Joint/Neck Stiffness

Tense Muscle/Back

Muscle Twitching

Trembling/Shaking

Restlessness

Tapping Feet

Stuttering/Stammering

Voice Quivering

Grinding Teeth

Biting Nails

Picking Skin

Ways in Which I am Affected by Stress

Visceral Signs

Heart Pounding

Dizziness

Light-headedness

Cold Chills

Cold Hands/Feet

Numbness

Dry Mouth

Upset Stomach

Diarrhea

Profuse Sweating

Sweaty Palms

Flushed Skin

Frequent Insomnia

Interrupted Sleep

Tingling

Ways in Which I am Affected by Stress

Mood and Demeanor

Preoccupied

Forgetful

Confused

Uneasy/Uncomfortable

Nervous

Distressed

Edgy

Irritable

Angry

Anxious

Worried

Depressed

Exhausted

Hopeless

Helpless

Take your organization's stress temperature

- What are signs that your organization is overwhelmed by stress?
- Describe how the organization looks when things are calm and running smoothly.



Let us know in the chat box!

The Organizational Self-Care Checklist: Training and Education

- The organization provides education to all employees about stress and its impact on health and well-being.
- The organization provides all employees with education on the signs of burnout, compassion fatigue and/or vicarious traumatization.
- The organization provides all employees with stress management trainings.

- The organization provides all employees with training related to their job tasks.
- Staff are given opportunities to attend refresher trainings and trainings on new topics related to their role.
- Staff coverage is in place to support training.
- The organization provides education on the steps necessary to advance in whatever role you are in.

The Organizational Self-Care Checklist: Support and Supervision

- The organization offers an employee assistance program (EAP).
- Employee job descriptions and responsibilities are clearly defined.
- Part of supervision is used to address job stress and self-care strategies.
- Part of supervision is used for on-going assessment of workload and time needed to complete tasks.
- Staff members are encouraged to understand their own stress reactions and take appropriate steps to develop their own self-care plans.
- All staff members have regular supervision.
- Staff members are welcome to discuss concerns without negative consequences (e.g., being treated differently, feeling like their job is in jeopardy or having it impact their role on the team).
- Staff members are encouraged to take breaks, including lunch and vacation time.
- The organization supports peer-to-peer activities such as support groups and mentoring.

The Organizational Self-Care Checklist: Employee Input and Communication

- The organization provides opportunities for staff to provide input into practices and policies.
- The organization reviews its policies on a regular basis to identify whether they are helpful or harmful to the health and wellbeing of its employees.
- The organization provides opportunities for staff members to identify their professional goals.
- Staff members have formal channels for addressing problems/grievances.
- Staff members have regularly scheduled team meetings.
- Topics related to self-care and stress management are addressed in team meetings.
- Regular discussions of how people and departments are communicating and relaying information are addressed in team meetings.
- Opportunities are provided for staff in different roles to share their “day in the life”
- The organization has a way of evaluating staff satisfaction on a regular basis.

The Organizational Self-Care Checklist: Work Environment

- The work environment is well-lit.
- The work environment is physically well-maintained (e.g., clean, secure, etc.).
- Information about self-care is posted in places that are visible.
- Employee rights are posted in places that are visible.
- The organization provides opportunities for community building among employees.
- The organization has a no-tolerance policy concerning sexual harassment.
- The organization has a no-tolerance policy concerning bullying.
- Workplace issues, including grievance issues and interpersonal difficulties, are managed by those in the appropriate role and remain confidential.

Coping with Stress



Unhealthy ways to respond

Avoiding or denying the stressor

Numbing and blunting your reaction

*Using your social support system to
justify your actions*

Healthy ways to respond

Healthy Alternative Activities

doing something else, find a distraction

Reframing

finding the lesson to be learned in this situation

Problem Solving

Breaking down the issue or trying to look at it differently

Social Support

seeking ideas or clarity from others

Positive Ways of Working Through Stress

Please read each item below and think about how you have coped with stressful experiences. Using the following rating scale, circle to what extent you have used the strategies listed below.

0=Don't Use 1=Use a few times per Month 2=Use most Weeks 3=Use most Days

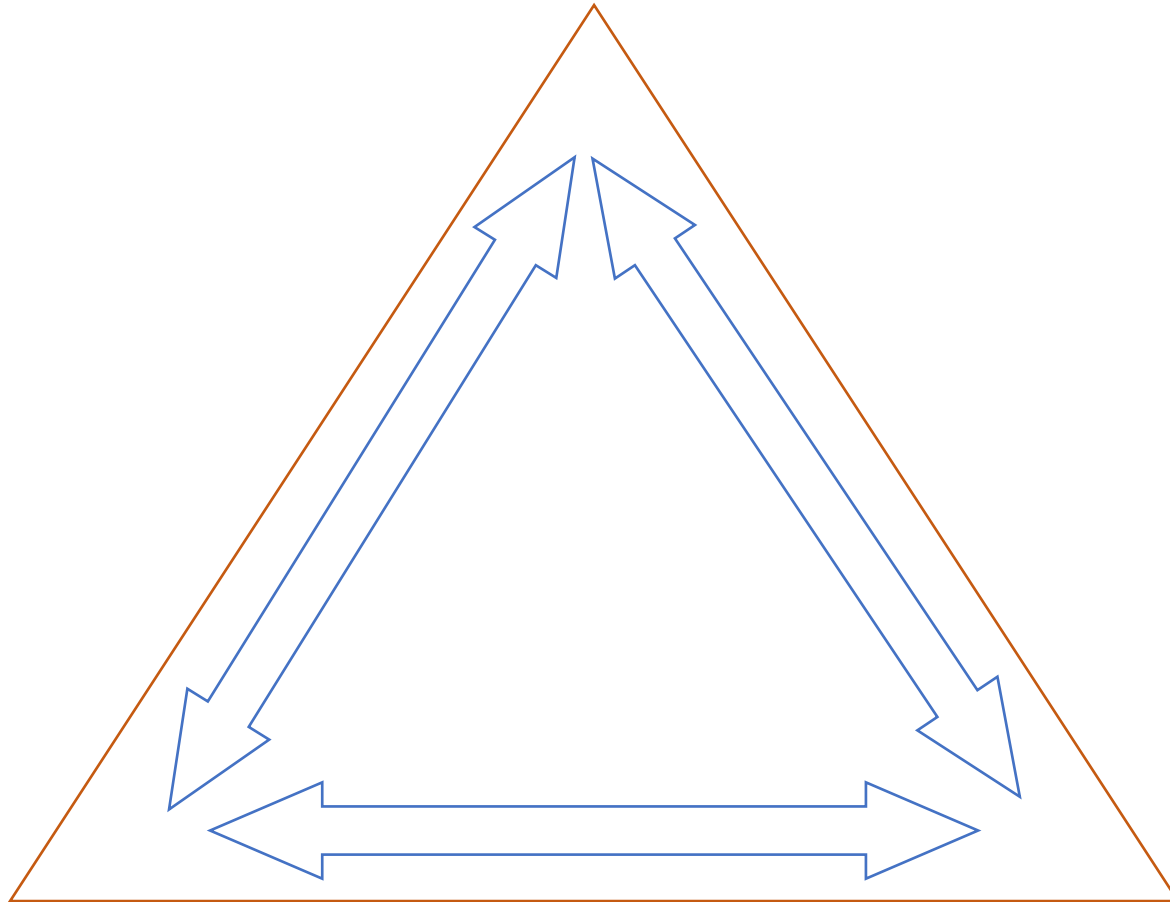
1. Used a substitute healthy activity to clear my mind for a bit.	0	1	2	3
2. Let my feelings out in a safe place/way.	0	1	2	3
3. Wrote/drew/joumaled about my experiences.	0	1	2	3
4. Exercised/jogged/worked out.	0	1	2	3
5. Listened to music that improves how I feel.	0	1	2	3
6. Tried to sleep or eat better to improve my body readiness for stress.	0	1	2	3
7. Looked for the good/positive side or lessons I could learn.	0	1	2	3
8. Accepted the next best thing to what I wanted.	0	1	2	3
9. Told myself that I would survive and benefit from this experience.	0	1	2	3
10. Didn't let it get to me; focused on what I could influence.	0	1	2	3
11. Joked about the situation; tried not to take it so seriously.	0	1	2	3
12. Imagined/prayed/meditated for clarity/guidance.	0	1	2	3
13. Just concentrated on what I had to do next – the next step.	0	1	2	3
14. Tried to analyze the problem to explore additional options.	0	1	2	3
15. Examined my role in the situation and what I could do differently.	0	1	2	3
16. Watched to see how others were perceiving and addressing the problem.	0	1	2	3
17. Drew on my past experiences as I've been in a similar situation before.	0	1	2	3
18. Tried to see things from the other person's point of view.	0	1	2	3
19. Accepted understanding and support from someone.	0	1	2	3
20. Apologized or took steps to improve the relationship.	0	1	2	3
21. Talked to someone who could do something about the situation.	0	1	2	3
22. Asked another teacher/colleague I respected for advice.	0	1	2	3
23. Talked to someone about how I was feeling.	0	1	2	3
24. Thought about how a person I admired would handle the situation.	0	1	2	3

(Adapted from Folkman et al. [1986]. Dynamics of a stressful encounter in the *Journal of Personality and Social Psychology*.)

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Three Approaches

Manage Feelings



Manage Thoughts

Manage Behavior

Manage Feelings

- Listen to Music
- Read
- Journal
- Find a distraction
- Reach Out to Social Supports
 - Sharing feeling with a sympathetic friend
 - Are there others who might have useful input?
 - Can I partner with others to manage this?

Manage Thoughts

- Meditate/ Recognize and Redirect Ruminative Thoughts
- Ask Yourself:
 - What did I learn from this experience?
 - Reflect (why is on my path?)
 - How can I respond differently?
 - What parts of this situation can I change?
- Positive Self Talk

- Positive Self Talk

Manage Actions

- Physical movement
 - Exercise / Take a Walk
 - Stretching / Yoga
- Spend time on a hobby
- Nutrition
- Sleep
- Spend time with family, friend, or partner doing something you enjoy

In the moment activities for you (and a group or class)

- Mindful breathing exercise
- Muscle relaxation break
- Movement breaks

In the moment activities for you (and a group or class)

- Mindful moments
- Round Robin shout-outs
- Gratitude journals

My Positive Coping with Stress Approach

1. Identify the 3 Stressors you want to address this week (can be the 3 most troublesome ones, the 3 you feel need most immediate attention, or the 3 you most want to improve). Your #1 should be the most troublesome/most in need of attention, or the one you most want to improve.
2. Identify the main symptoms/pattern you experience when you experience that stressor. Include the important Musculoskeletal, Visceral, Mood/Demeanor symptoms you experience from this stressor, including the progression or pattern of symptoms if you can identify the pattern.
3. Identify 2 Positive Coping Strategies you wish to try this week to improve your stress reaction).
4. Monitor the Results over a one-week interval.

Use a scale of -2 (much worse), -1 (little worse), 0 (no change), +1 (little better), or +2 (much better).

STRESSOR	Stress Symptoms/Pattern I Experience from this Stressor	Positive Coping Strategies to Try	Results (-2 to +2)
1.		1. 2.	1. _____ 2. _____
2.		1. 2.	1. _____ 2. _____
3.		1. 2.	1. _____ 2. _____

5. What symptoms improved/worsened with the approaches you attempted?

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Center for Wellbeing in
School Environments

What are some ways you can
celebrate yourself for
implementing healthy coping
strategies?

Let us know in the chat box!



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**Supporting Student Mental Health:
Resources to Prepare Educators**

[MHTTC website announcement](#)

Interrelated Components of Educator Mental Health Literacy

Mental Health Knowledge

- Signs and symptoms of mental health concerns
- Appropriate treatments for mental health concerns

Mental Health Promotion

- Promoting positive mental health in the classroom and school-wide

Providing Support











- Identifying students in need of support and linking them to appropriate services
- Supporting students with mental health problems at school

Reducing Stigma









- Improving attitudes about mental health and mental illness across students and school staff
- Providing support in ways that do not increase stigma

Reviewed Categories & Icon Key

Icon Key

Cost	Modality (length)	Target Grade Level	CEUs Available	Mental Health Literacy Components	
Free	In-person	Elementary	Yes	Knowledge	Promotion
		K-5th			
Cost associated	Online	Secondary	No	Stigma	Support
		6th-12th			

Program Details

Program Name	Description	Cost	Modality (length)	Target Grade Level	CEUs Available	Mental Health Literacy Components
At-Risk for Educators	Role-play simulations developed for elementary, middle, and high school educators that aim to increase knowledge about children's mental health. The platform is customizable to include a local list of mental health resources. Research suggests significant increases in teacher mental health skills and the number of students that educators connect with following training with <i>At-Risk for Educators</i> . (https://koqnito.com/products/at-risk-for-elementary-schools)	\$ Varies	 1 hour	K-12th	✓	
Classroom Mental Health	A website that aims to be a guide for teachers starting from when they notice mental health concerns or are approached by a student for support. The site addresses common concerns (e.g., Can I help? Should I help?), and provides resources for improving classroom atmosphere and exercises for teachers. (https://classroommentalhealth.org)		 Varies	K-12th	✗	
Community-Partnered School Behavioral Health Modules	Webinar modules that provide a range of strategies, resources, and tools for behavioral health clinicians, educators, and student support staff. The modules focus on supporting student social, emotional, behavioral, and academic progress through a community-partnered approach to school behavioral health. (https://mdbehavioralhealth.com/training)		 Varies	K-12th	✓	

Final Questions?

Finish each day and be done with it. You have done what you could. Some blunders and absurdities have crept in; forget them as soon as you can. Tomorrow is a new day. You shall begin it serenely and with too high a spirit to be encumbered with your old nonsense.

—Ralph Waldo Emerson



[NCSMH website](https://www.ncsmh.org/)

Contact Us



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