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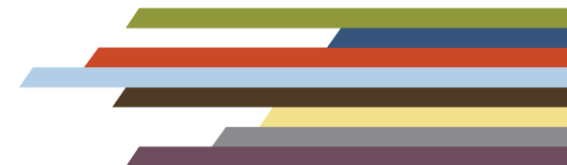


Well-Being Wednesdays:

Taking Care of Educators Who Take Care of Kids

Trainers: Andrew J. Thayer, PhD

September 9, 2020



Announcements

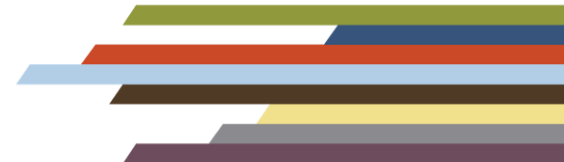
- All attendees are automatically muted
- Submit questions any time during the webinar
- Each participant will be emailed a certificate of completion for this webinar next week



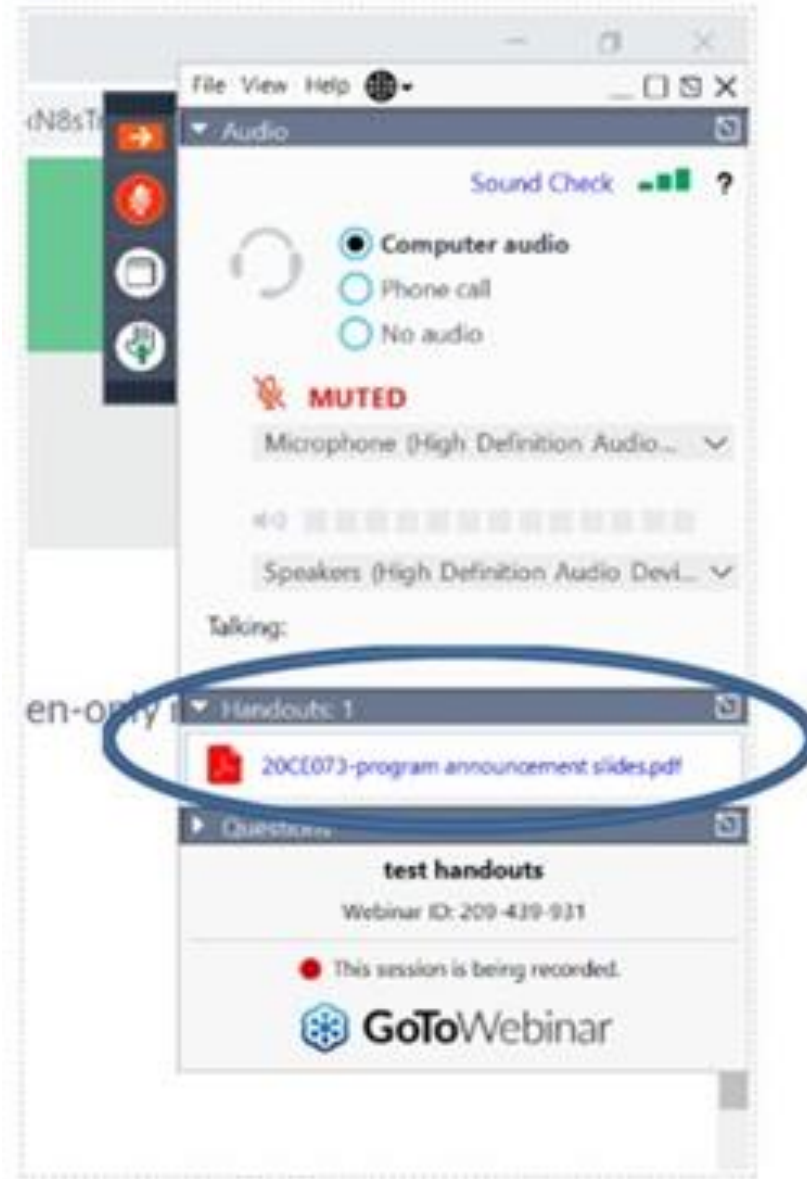
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Downloading Handouts



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Evaluation

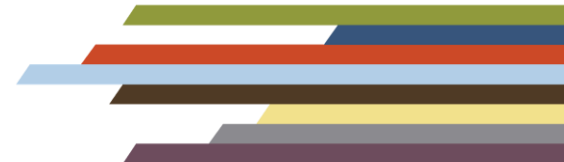
- At the end of this session, you will be asked to complete a brief evaluation.
- Because this event is federally funded, we are required to ask about participants' satisfaction with our services.
- To maintain our funding, we are required to get 80% participation.
- We greatly value your feedback and participation in the survey!!



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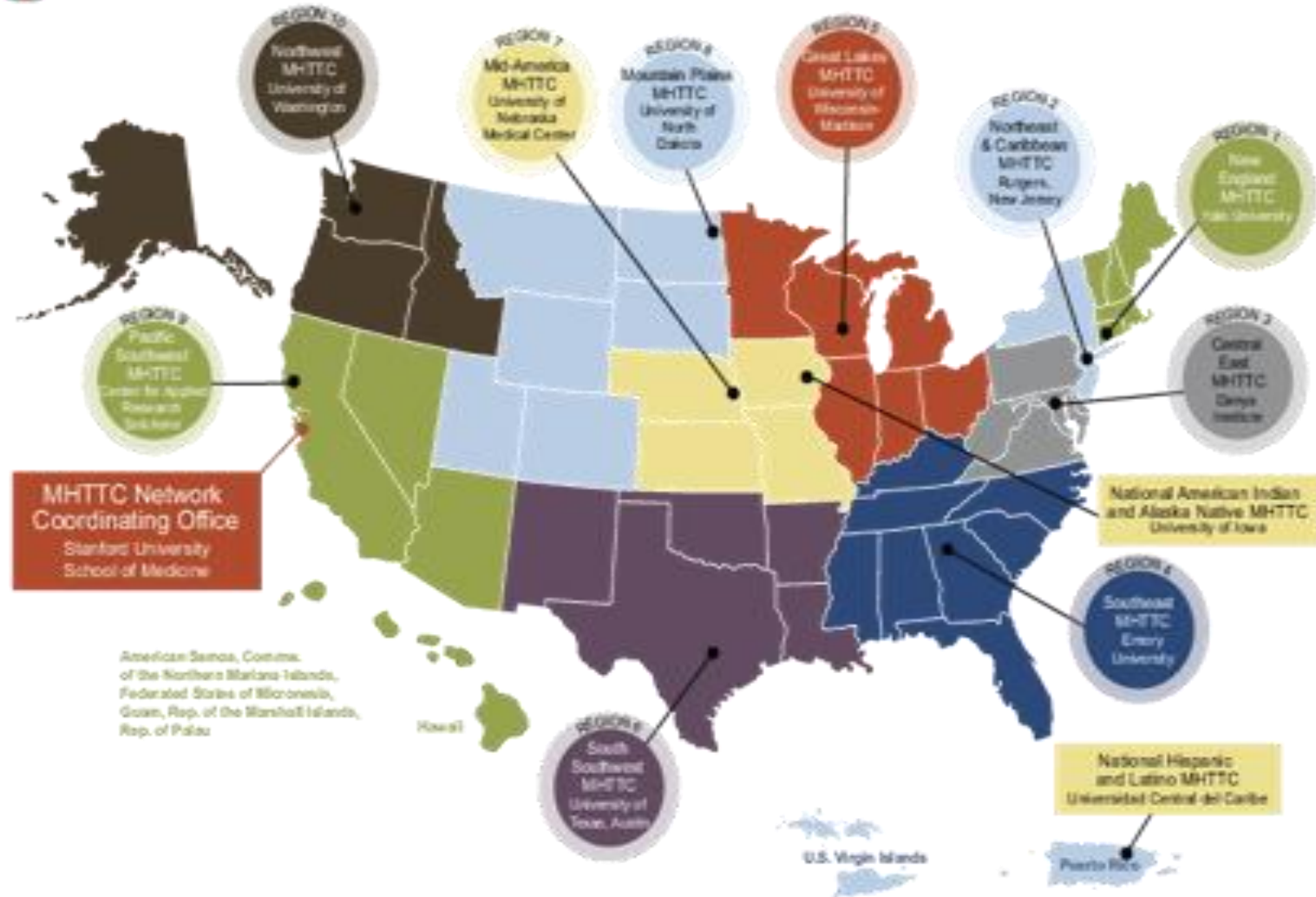


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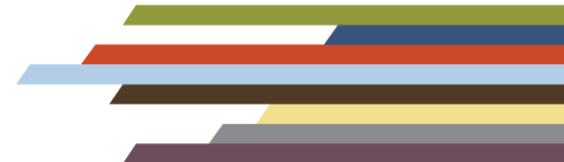
- Established in 2018 with funding from the Substance Abuse and Mental Health Services Administration (SAMHSA)
 - 10 Regional Centers
 - National Hispanic & Latino Center
- National American Indian and Alaska Native Center
- Network Coordinating Office



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SAMHSA grant awarded to Dr. Joseph Evans at the University of Nebraska Medical Center (Grant #: H79SM081769).

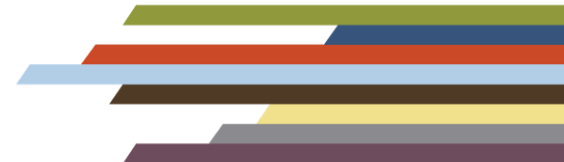
Serves to provide continuum of training and technical assistance in evidence-based practice and mental health services across MO, IA, NE, and KS.



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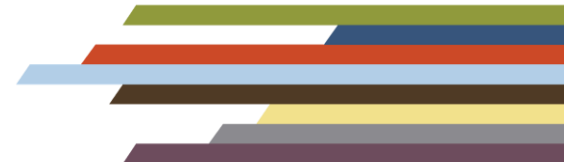
At the time of this presentation, Elinore F. McCance-Katz served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.



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MHTTC Services

- Training Levels









- **Universal:** Conference presentations, newsletters, brief consultation
- **Targeted:** Online courses, webinar series, focused knowledge-sharing, short-term training, replication guides
- **Intensive:** Ongoing TA relationship between the TTC program and an agency



Dr. Jordan Thayer is a postdoctoral fellow at the Munroe-Meyer Institute (MMI) for Genetics and Rehabilitation at the University of Nebraska Medical Center and is a member of the research and implementation team behind the Adult Resilience Curriculum (ARC). He received his doctorate in school psychology from the University of Minnesota-Twin Cities in Minneapolis, Minnesota. In both graduate school and in his work at MMI, he has split his time between collaborative research with schools and staff and practicing school-based mental health. These experiences developed Dr. Thayer's appreciation for the real-world challenges that every teacher faces when trying to implement what we know works to help kids develop academically, socially, emotionally, and mentally — particularly when teaching children with diverse backgrounds, experiences, and cultural values. Although recognized, these challenges are not always addressed, leaving teachers stressed and overwhelmed. ARC was designed to provide a flexible, contextual approach to support teachers' personal well-being development by incorporating various skills and strategies into their daily lives. Dr. Thayer also works with school leaders and policymakers to remove outside factors that cause educator stress so that teachers' well-being is supported by their own skills and by their environment.





START here ➔	Travel 	Get Deported	Success	Cheat others	Be Honoured	Unemployed	Graduate highschool
Be Honest	Big debts	Wealthy \$	Hate where you live	Change the world	Go to Prison	Be Creative	Angry 
Sad old age	Work hard	Get rejected	Brave	Drop out	Love others	Be Impulsive	Persist 
Happiness	Hate your job	Lead others	Gamble 	Big Business	Criminal	Influence	Take from others
Become lazy	Fame ★	Be poor	Ambition	Steal	Learn ABC	Face ruin	Help others
Married 	Embezzle money	Fight for peace	Become a Scrooge	Wisdom	Addicted 	Be careful	Expelled
Be a hermit	Experience beauty	Lie compulsively	Adventure 	Get fired	Happy old age	You stink	Seek Truth
College University	Be mean	Go into Politics	Be Grumpy	Love 	Live alone	Have fun	Fail school

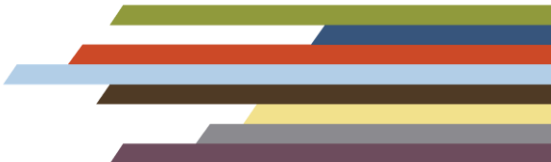
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COVID-19





WHO I AM



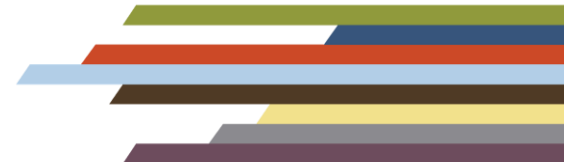
**Dr. Andrew (Jordan)
Thayer**
PhD from University of
Minnesota
School Psychologist
Implementation Science
& Behavior Change



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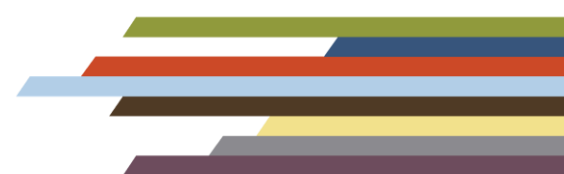
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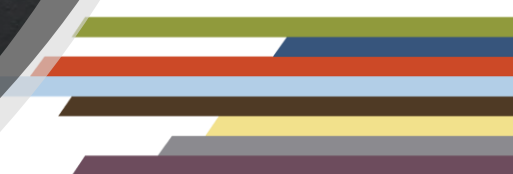
Why are you attending this series? What do you want from today/over the next year?



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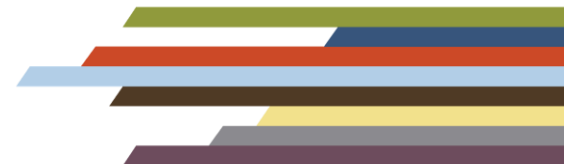




Acknowledgements

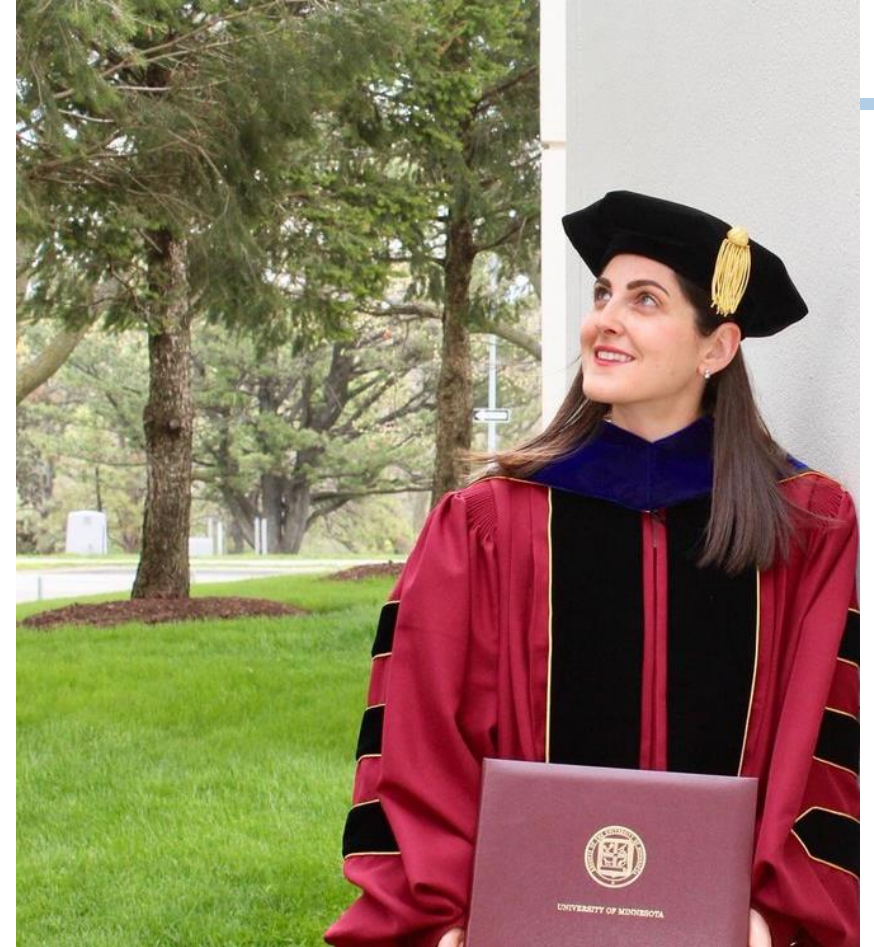
This framework and its supporting research is the result of ongoing collaboration between the University of Washington, University of Minnesota, and community partnerships. The following individuals are co-developers of the ARC:

Clayton Cook, PhD
Gail Joseph, PhD



Acknowledgements

Dr. Aria E. Fiat
PhD from University
of Minnesota
School Psychologist
Mental Health
Prevention & Building
Resilient Systems



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How did we get here?

**18 million
children**
exhibit
social, emotional, &
behavioral problems

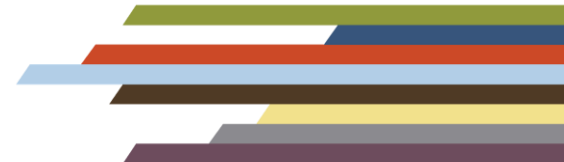
70 – 80%
of children
receive school-
based services



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How do we best support our students?



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by supporting
the adults that
work with
them.



Educators support student mental health and social-emotional learning through...



Warm, supportive interactions



Positive emotion coaching



Modeling healthy coping behaviors



Creating safe environments



Effective instructional practices



Evidence-based interventions



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Supporting Student Mental Health During COVID

How do we ensure that students benefit from these *key ingredients* during the switch to online/blended learning?

1 Regular Check-Ins

2 Modeling healthy coping

3 Best practices

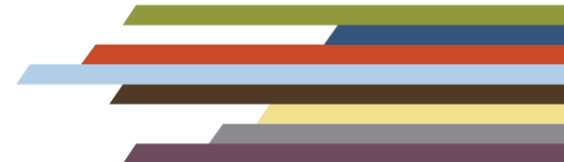
4 Striving for Equity



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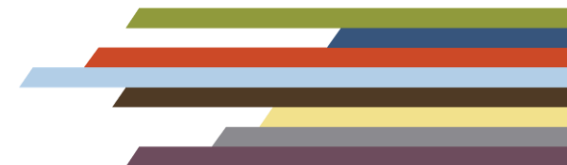
If educators are overly stressed, trying to implement school-based mental health supports and SEL is like building a house on a crumbling foundation.



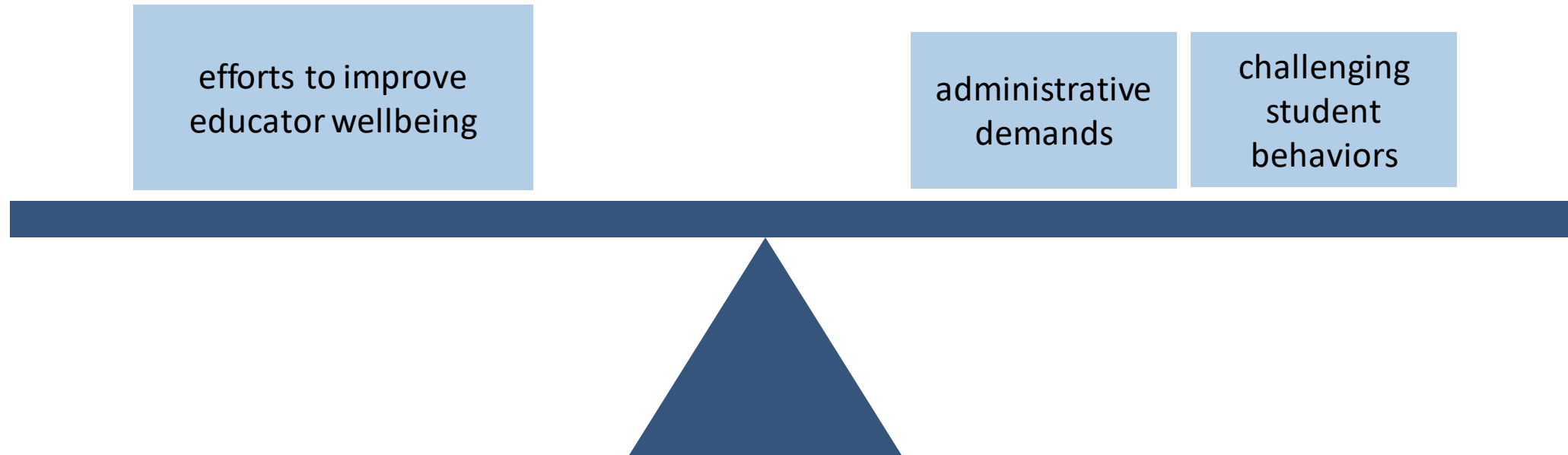
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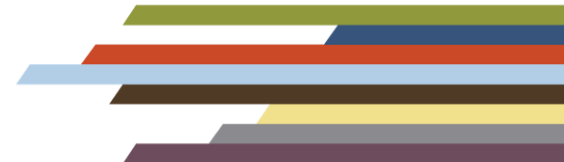
Sources of educator stress (pre & post COVID)



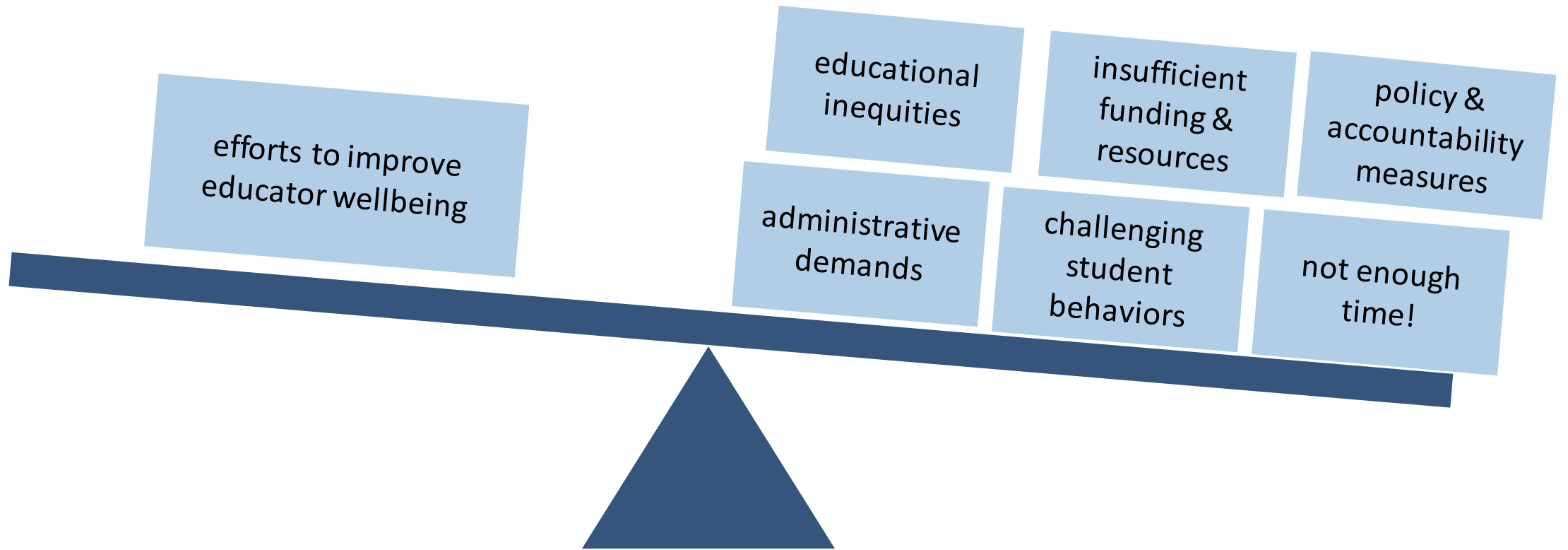
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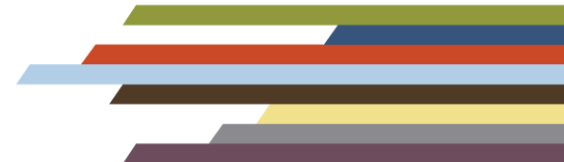
Sources of educator stress (pre & post COVID)



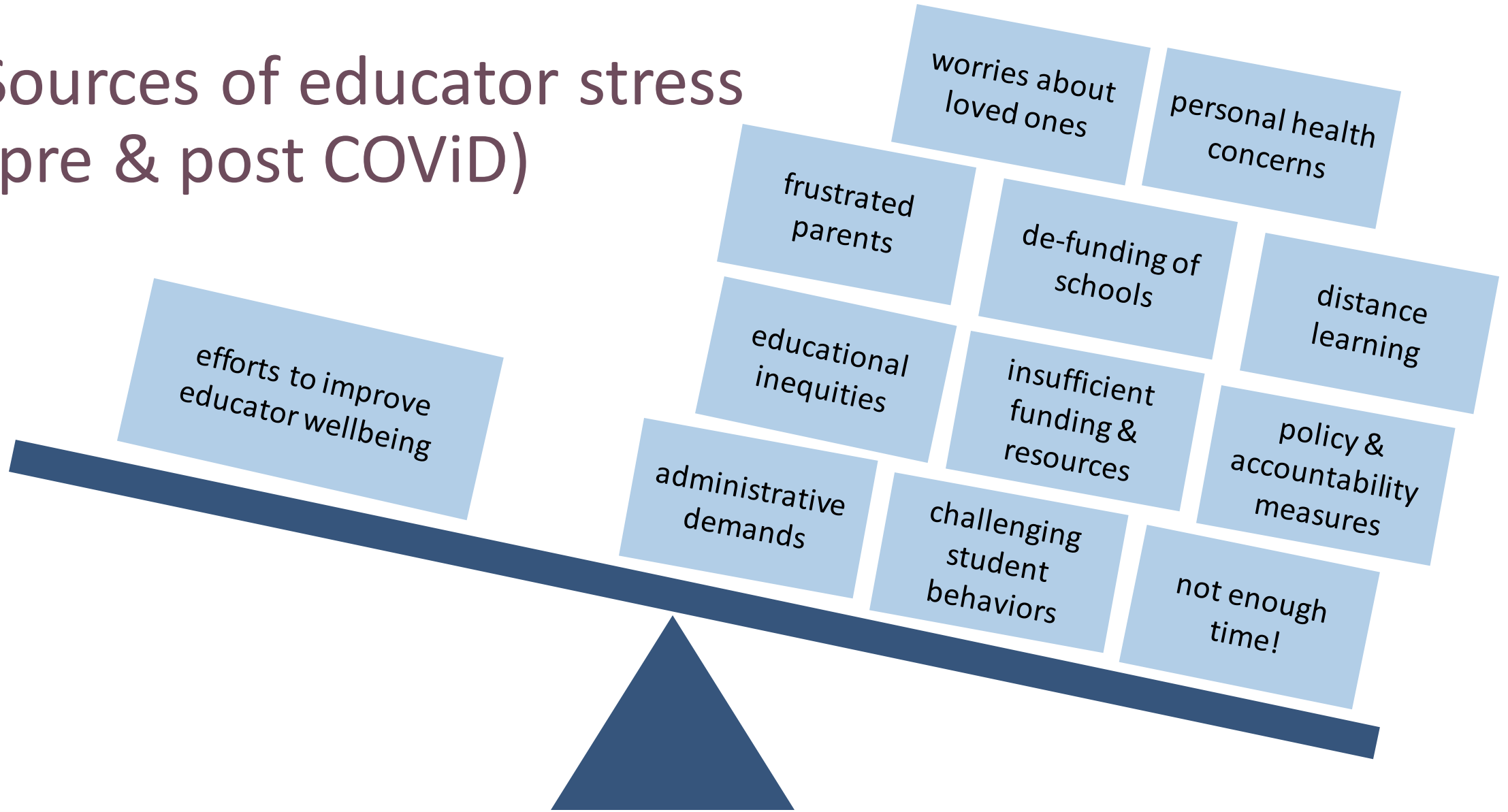
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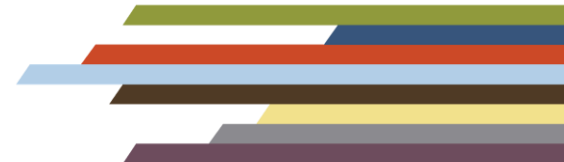
Sources of educator stress (pre & post COVID)




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COVID is the
storm, and our
educators are the
flight attendants.

What do you think works for educators' own well-being?



Warm, supportive interactions



Positive emotion coaching



Modeling healthy coping behaviors



Creating safe environments



Effective instructional practices



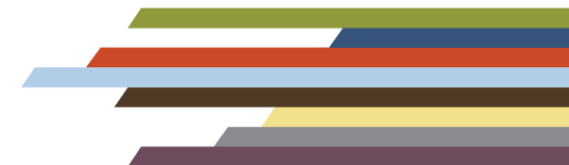
Evidence-based interventions



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It's crucial that when addressing the social-emotional competence of students *and* educators, we do so not in a vacuum, but in the larger socio-political context.



A PUBLIC HEALTH CRISIS

Teacher stress and burnout is common, and reactive approaches are insufficient.



AN ETHICAL RESPONSIBILITY

We have a duty to help promote healthy school, family, and community environments.



IMPACTS STUDENT OUTCOMES

Teacher stress impacts delivery of evidence-based instruction and behavioral supports.



AFFECTS SYSTEMS & SCHOOL CULTURE

Teachers are a critical factor in creating healthy systems & environments for students.



RETURN ON INVESTMENT

Teacher burnout leads to absenteeism and attrition, which is a major cost to schools.



A RESEARCH-DRIVEN DECISION

Research suggests that programs to reduce teacher stress are effective!



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Wellness is a holistic integration of physical, mental, and spiritual well-being, fueling the body, engaging the mind, and nurturing the spirit.

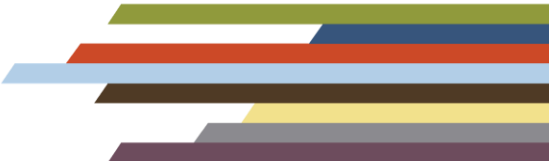
(Stoewen, 2017)



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There is no such thing as a
“one size fits all”
approach to wellness.



“

Self care is important, yes,
and so is community care.

People cannot self care
themselves out of issues that
need community support.

One without the other can
strain and create imbalance.

”



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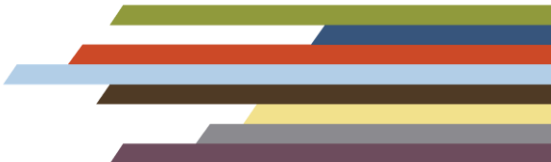
What are your initial reactions to this video?



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Reflections on the idea of *self care*

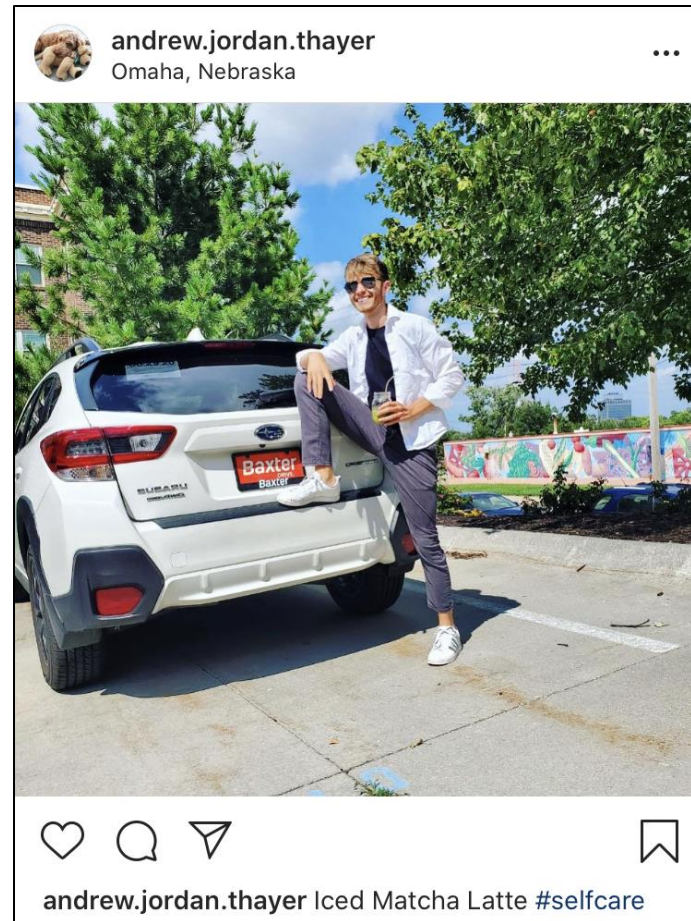



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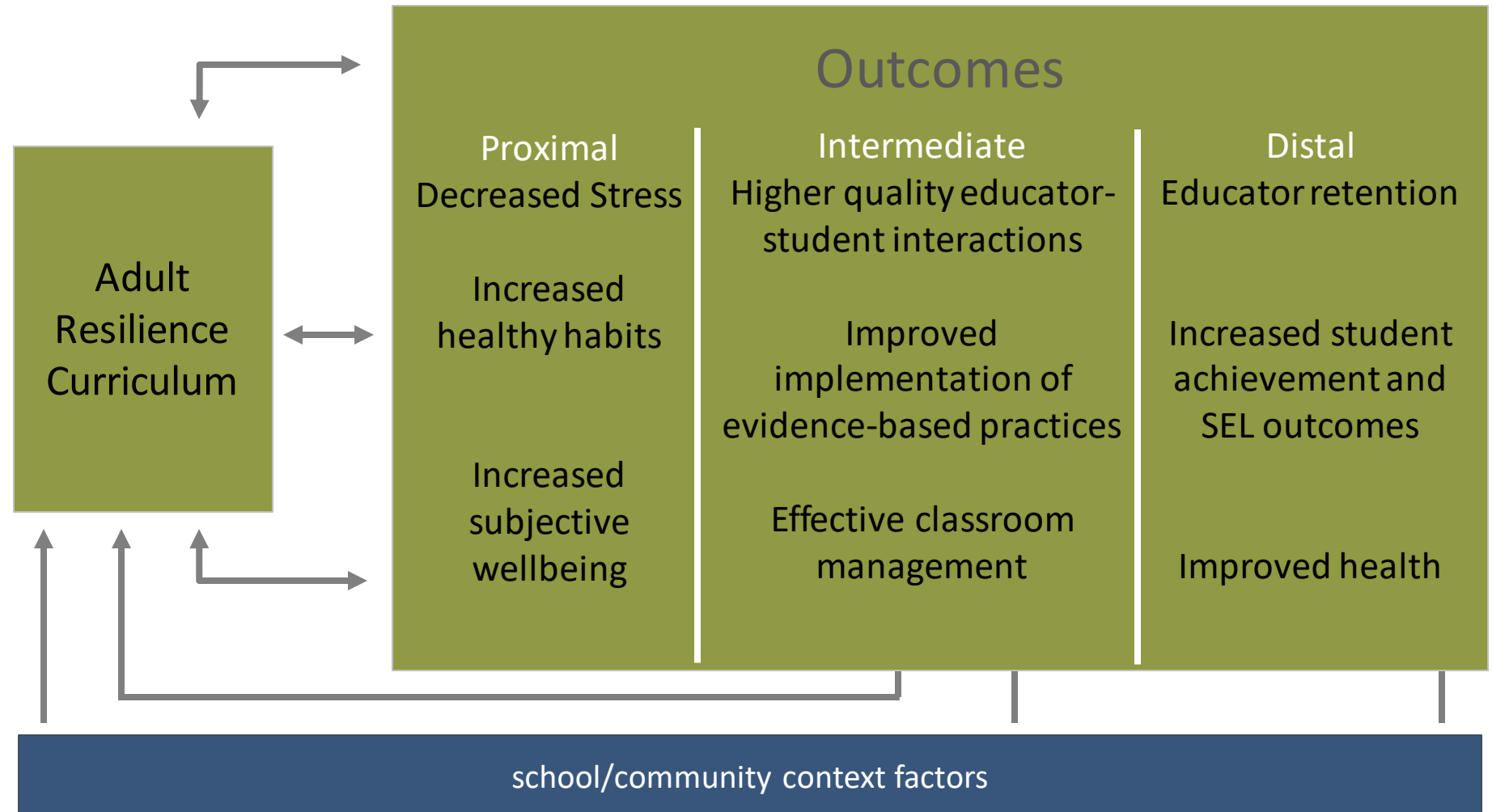
Opinion: Self-care obsessed culture is scamming young adults





The Adult Resilience Curriculum (ARC)

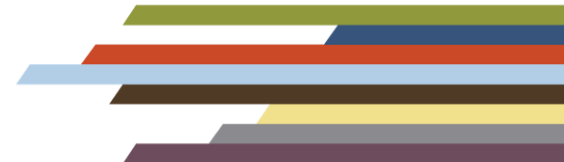
ARC Logic Model



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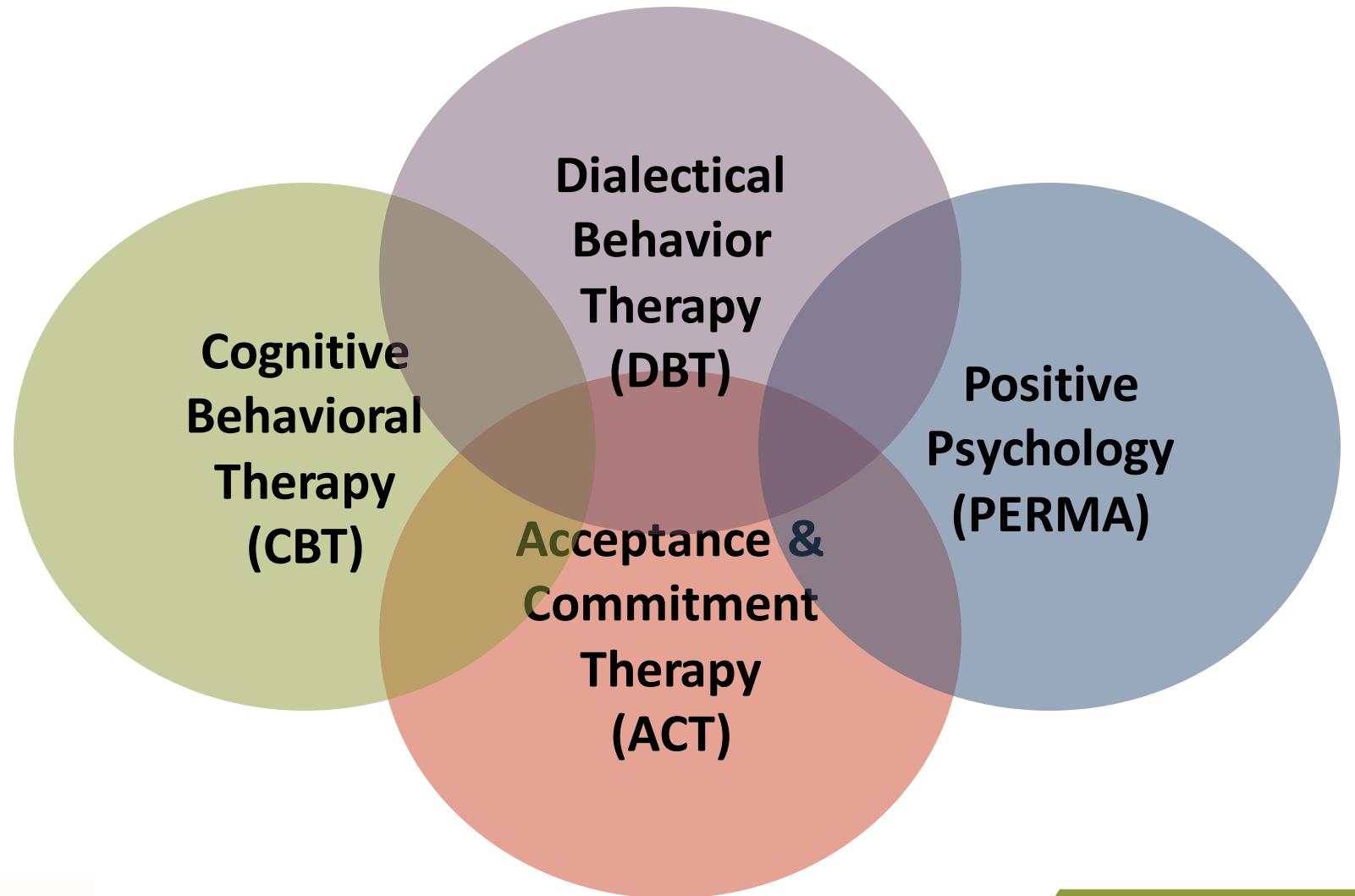
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An integrative approach

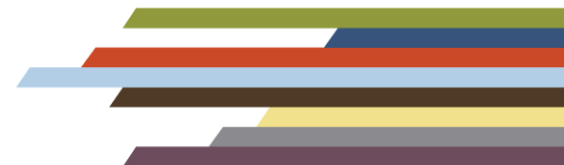
Integrative approaches involve distilling effective interventions into overlapping *active ingredients* and blending them in intentional ways to create additive, synergistic effects.



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Research in Support of the ARC

Compared to matched controls, teachers who participated in the ARC reported:



- Self-efficacy
- Job satisfaction
- Subjective wellbeing
- Hours of nightly sleep
- Intentions to implement
- Implementation of EBPs



Emotional exhaustion
Perceived stress

Frye, M. S. (2015). *Promoting caregiver and child resilience: The ACHIEVER Adult Resilience Curriculum* (Doctoral dissertation).

Cook, C. R., Miller, F. G., **Fiat, A. E.**, Renshaw, T., Frye, M., Joseph, G., & Decano, P. (2017). Promoting secondary teachers' well-being and intentions to implement evidence-based practices: randomized evaluation of the achiever resilience curriculum. *Psychology in the Schools, 54*(1), 13-28.

Christian, E. (2017). The Effectiveness of the ACHIEVER Adult Resilience Curriculum in Promoting Teacher Wellbeing.

Fiat, A. E., Larson, M., & Cook, C. R. (2017, July). *Targeting teacher stress to enhance the delivery of classroom evidence-based practices*. Symposium at the 39th Annual, International School Psychology Association Conference Manchester, UK.

Larson, M., Cook, C. R., **Fiat, A. E.**, & Lyon, A. R. (2018). Stressed teachers don't make good implementers: Examining the interplay between stress reduction and intervention fidelity. *School Mental Health, 10*(1), 61-76.

Fiat, A. E., Christian, E., Thayer, A.J., & Cook, C. R. (2018, February). *Strategies to help teachers combat burnout and increase resilience*. Mini-skills session presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

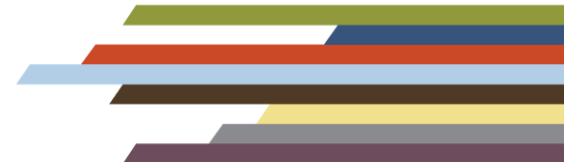
Fiat, A. E., Thayer, A. J., Frank, S., Larson, M. F., & Cook, C. R. (2019, April). *Enhancing teacher wellbeing as a school-wide strategy for optimizing student outcomes: A systematic literature review of teacher resiliency training programs*. Paper presented at the American Education Research Association Annual Meeting, Toronto, Canada.



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The ARC Modules

1: Understanding the psychobiology of stress and wellbeing
(psychoeducation)

2: Creating safe and supportive environments
(context)

3: Clarifying, aligning with, and committing to one's values
(values)

4: Cultivating awareness through mindfulness-based practices
(mindfulness)

5: Connecting meaningfully with others
(connection)

6: Fostering pleasant emotions and experiences
(positivity)

7: Coping with difficult thoughts, feelings, and experiences
(coping)

8: Feeling good physically through nutrition, movement, & sleep
(health)

9: Rejuvenating through relaxation, recreation, and routines
(three R's)

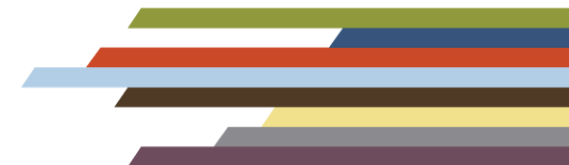
10: Bringing it all together: A wellness plan for the future
(wellness plan)

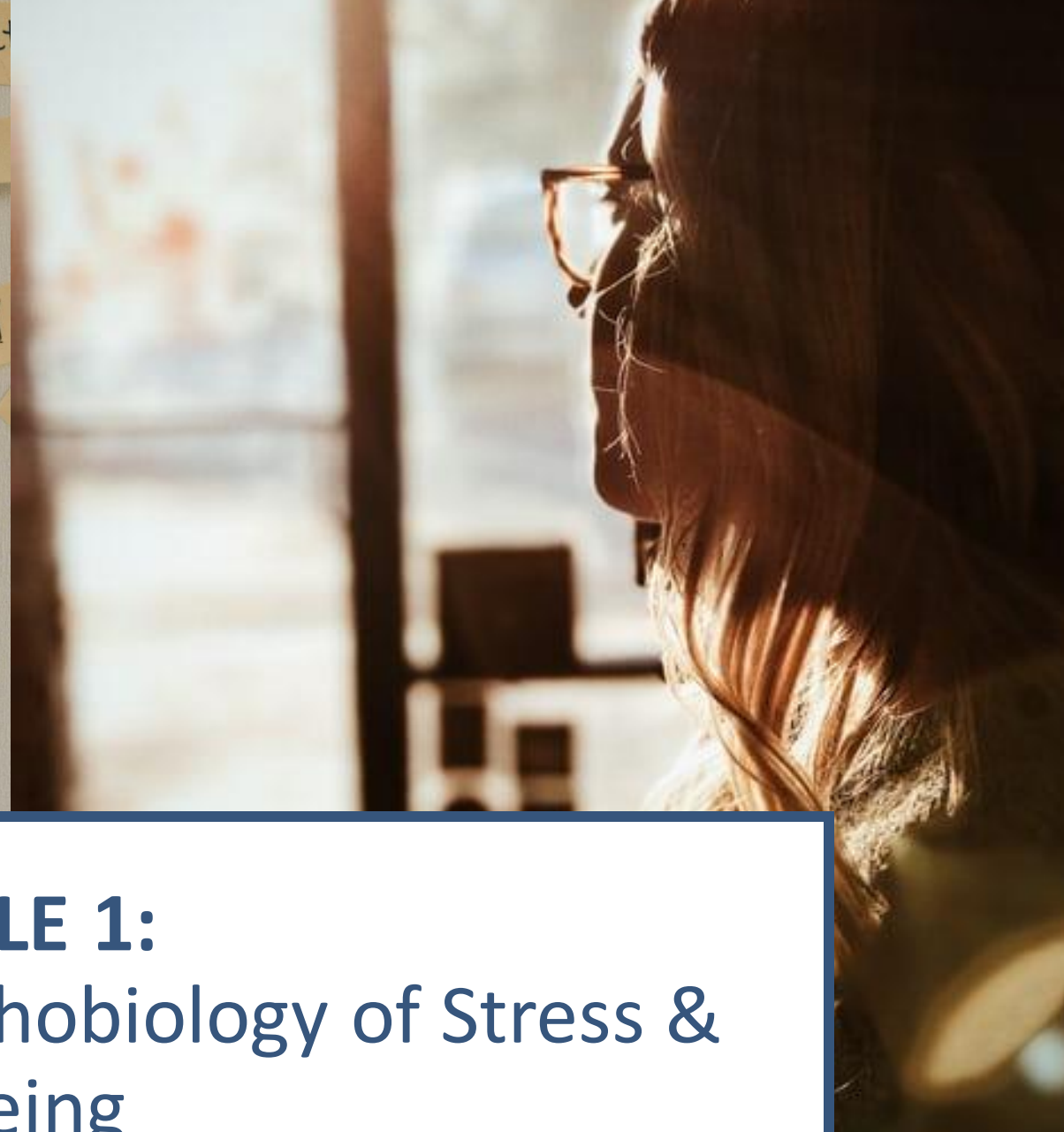
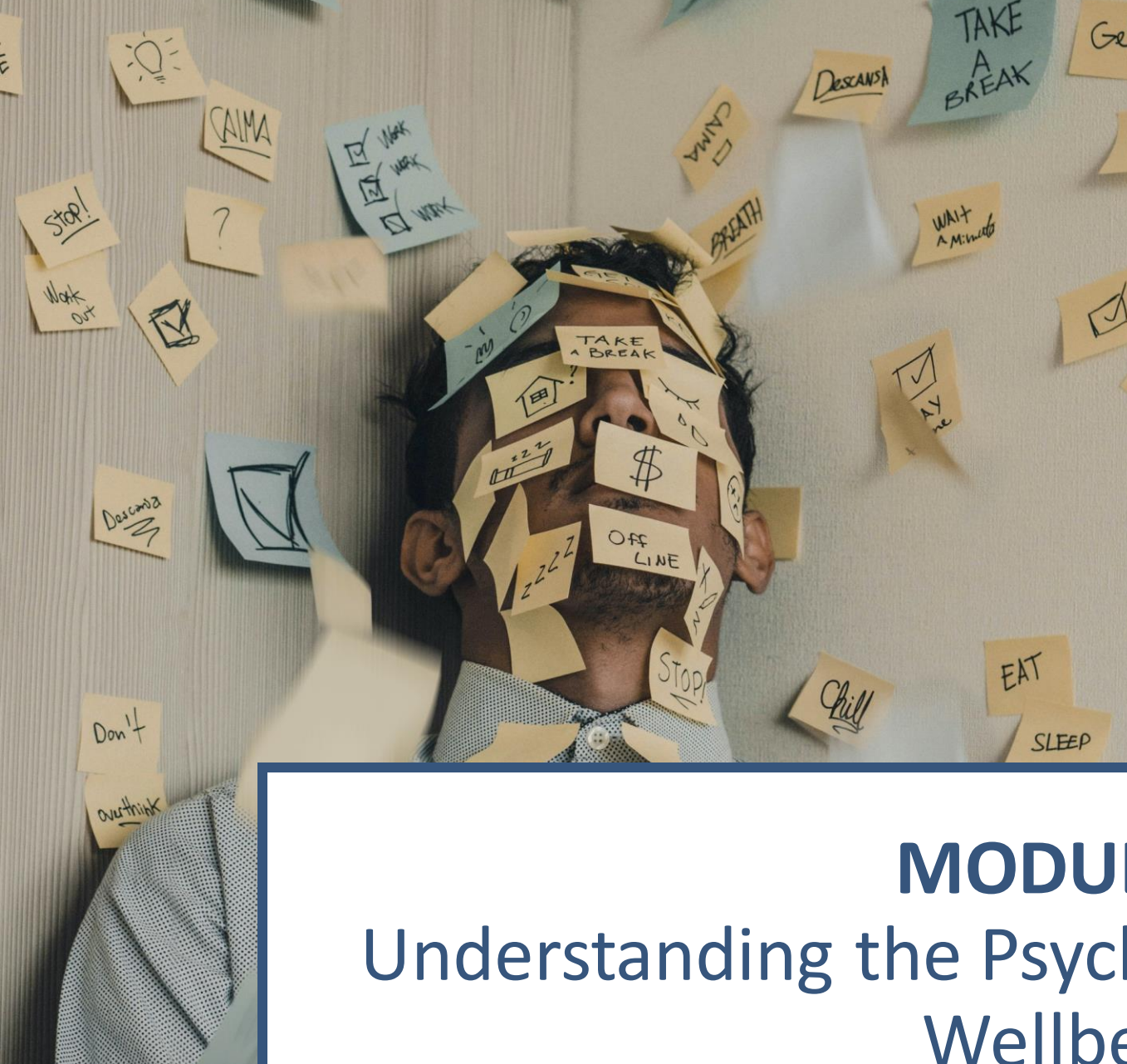


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MODULE 1: Understanding the Psychobiology of Stress & Wellbeing

Psychoeducation

Define stress & articulate both its detrimental & optimal effects on our performance & life.

Define the dimensions of wellbeing and resilience, and connect them to identities as educators.

Set an initial intention for how you plan to use this training and what you hope to get out of it.

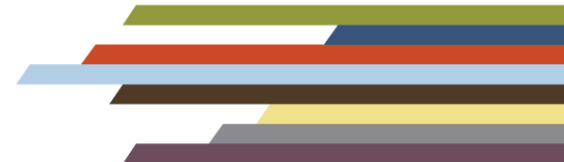
LEARNING OBJECTIVES



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Psychoeducation

STRESS:

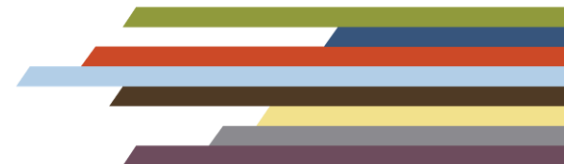
- An unavoidable fact of life
- In the eye of the beholder
- Can be adaptive
- Can affect health/wellbeing



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Psychoeducation

BRAIN AND NERVES

Headaches, feelings of despair, lack of energy, sadness, nervousness, anger, irritability, increased or decreased eating, trouble concentrating, memory problems, trouble sleeping, mental health problems (such as panic attacks, anxiety disorders, and depression)

SKIN

Acne and other skin problems

MUSCLES AND JOINTS

Muscle aches and tension (especially in the neck, shoulders, and back), increased risk of reduced bone density

HEART

Faster heartbeat, rise in blood pressure, increased risk of high cholesterol and heart attack

STOMACH

Nausea, stomach pain, heartburn, weight gain

PANCREAS

Increased risk of diabetes

INTESTINES

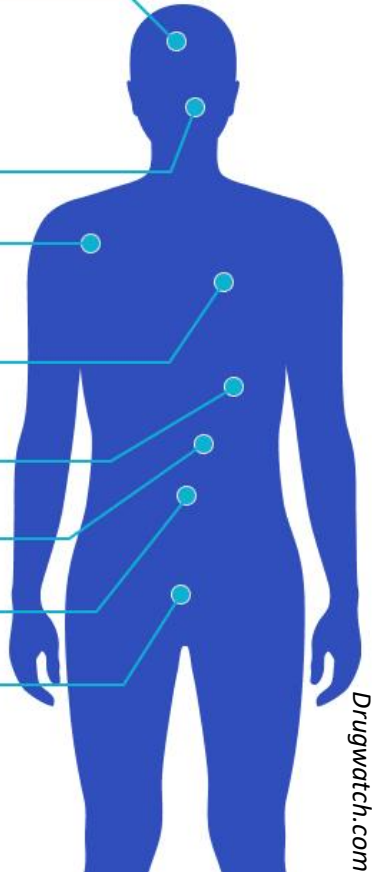
Diarrhea, constipation and other digestive problems

REPRODUCTIVE SYSTEM

For women- irregular or main painful periods, reduced sexual desire. For men- impotence, lower sperm production, reduced sexual desire.

IMMUNE SYSTEM

Lowered ability to fight or recover from illness



Drugwatch.com

Key Terms

Fight-flight-freeze

Amygdala & frontal lobe

Homeostatic balance

Sympathetic nervous system

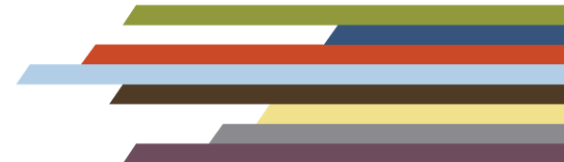
Parasympathetic nervous system



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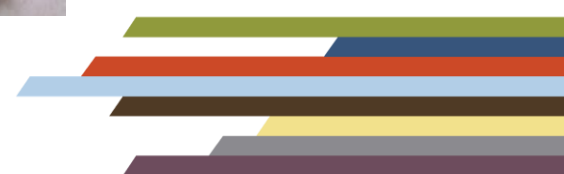




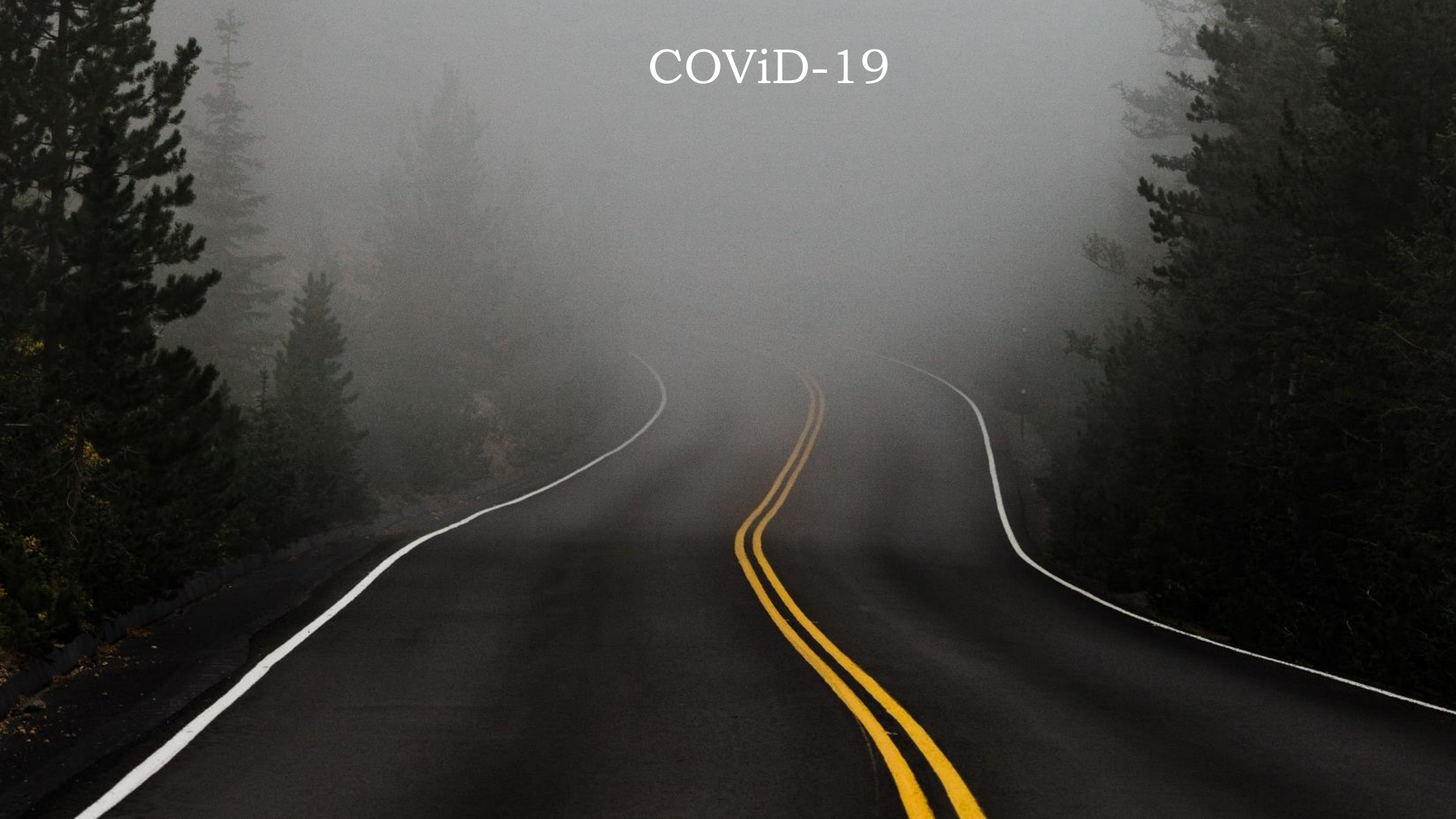
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COVID-19





Why Do Zebras Not Get Ulcers?

According to Robert Sapolsky

Unlike zebras, humans can generate stress by anticipating it (whether or not it has occurred or is merited).

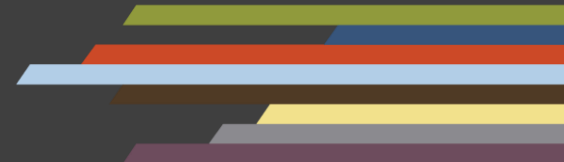
We don't have to experience something to be stressed out by it (perceived stress).





This was our
normal even
before COVID.

Our minds are
drawn
everywhere



Affects of Chronic Stress



cognitive (mind)

Anxiety, restlessness,
lack of motivation,
memory problems,
irritability/anger,
sadness/depression



behavioral (actions)

Emotional outbursts, avoiding important
activities, overeating or undereating, social
withdrawal, substance use

physiological (body)

Headaches, muscle
tension or pain,
weakness or fatigue,
stomach/digestive
issues, sleep
problems



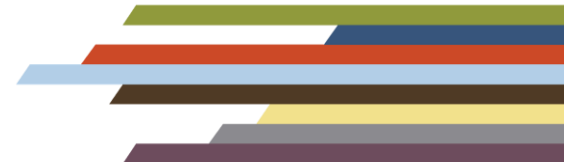
Allostatic load – the wear and tear on the body that accumulates when individuals are exposed to chronic stress



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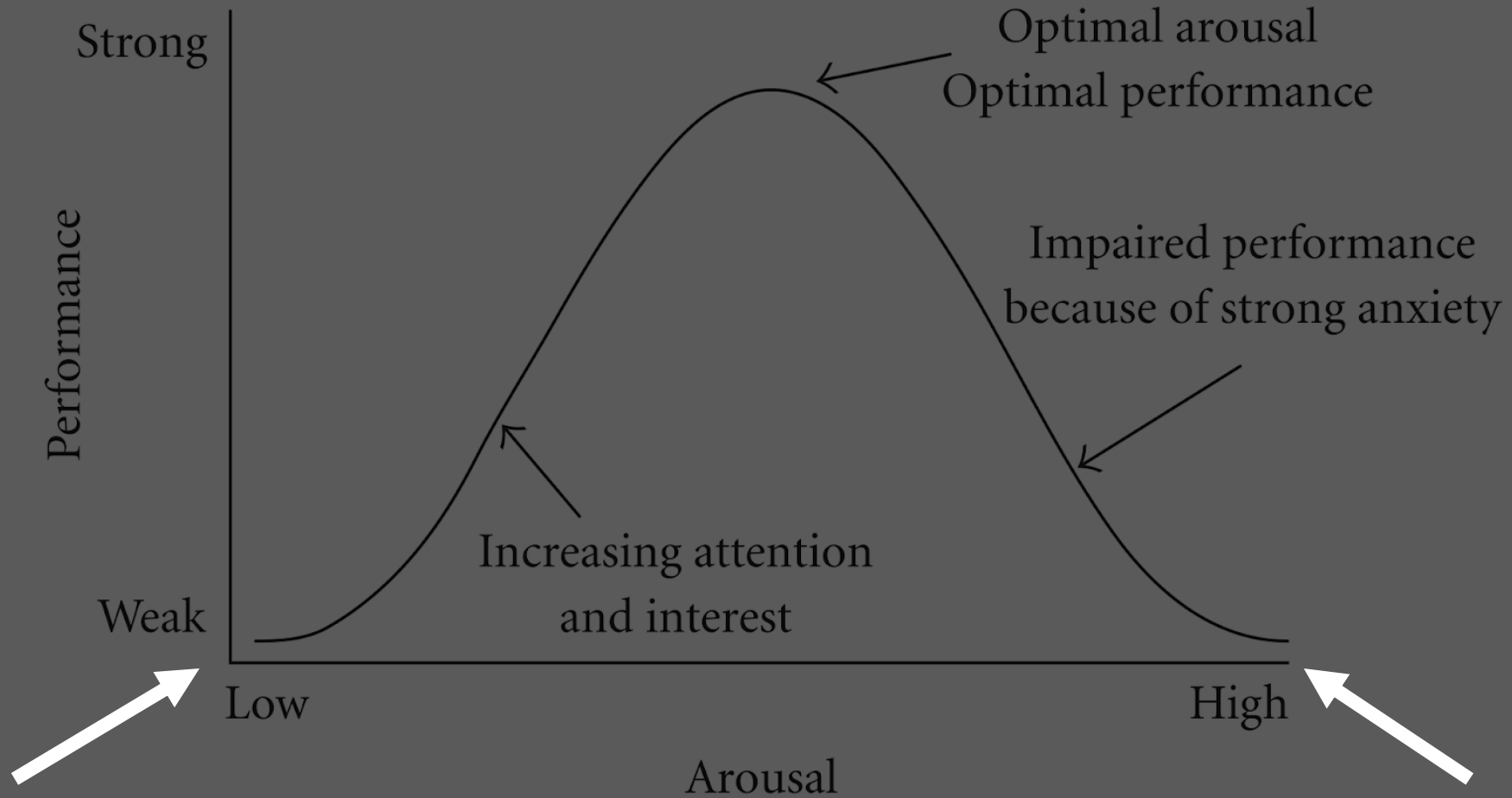


A dark, monochromatic photograph of gnarled tree roots and branches on a forest floor. The roots are thick and twisted, with a deeply textured, cracked surface. They spread out across the ground, which appears to be covered in dark soil and small stones. The lighting is dramatic, highlighting the intricate details of the wood's grain and the complex network of the roots. The overall mood is somber and mysterious.

Avoidance

The Yerkes-Dotson Curve

Shows the relationship between stress and human performance.



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Good News!

While you can't avoid stress, you can focus on skills and strategies that enhance your wellbeing, which in turn boosts your capacity for resilience.

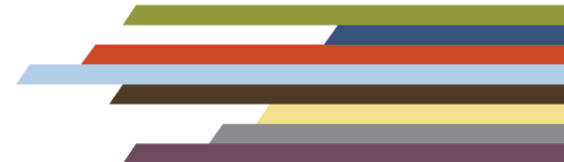
This is way more effective than trying to avoid stress.



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Subjective Wellbeing

Diener, 2000

The perception of how good one's life is overall (**life satisfaction**), combined with their propensity to experience life in a positive way (**positive affect**).



Resilience

Masten, 2015

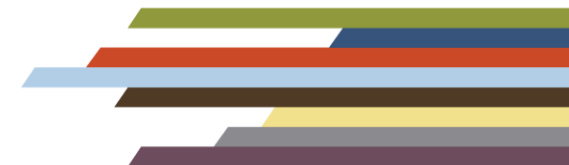
A person's capacity to survive and **bounce back** from life's ups and downs, curve balls, and stressors. It's "**ordinary magic**".



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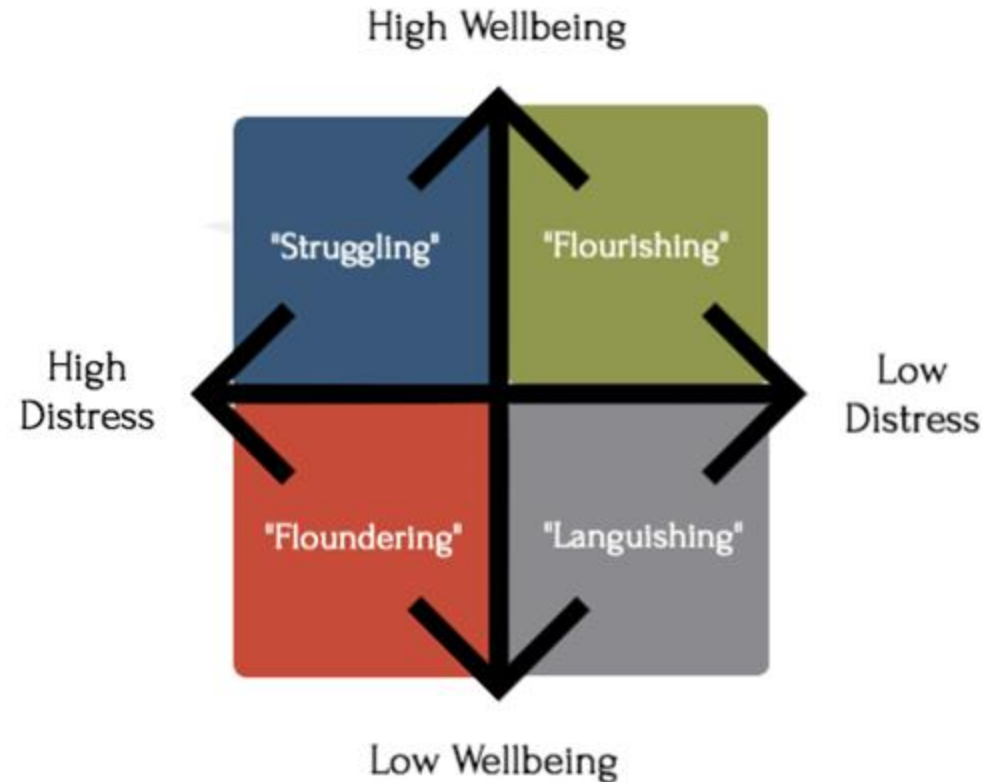
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The Dual-Factor Model of Mental Health

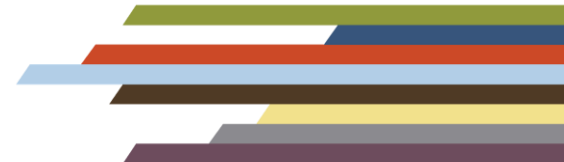
- Provides a more holistic understanding of mental health, stress, and wellbeing!
- Wellness and distress are *not* mutually exclusive, opposite states of being



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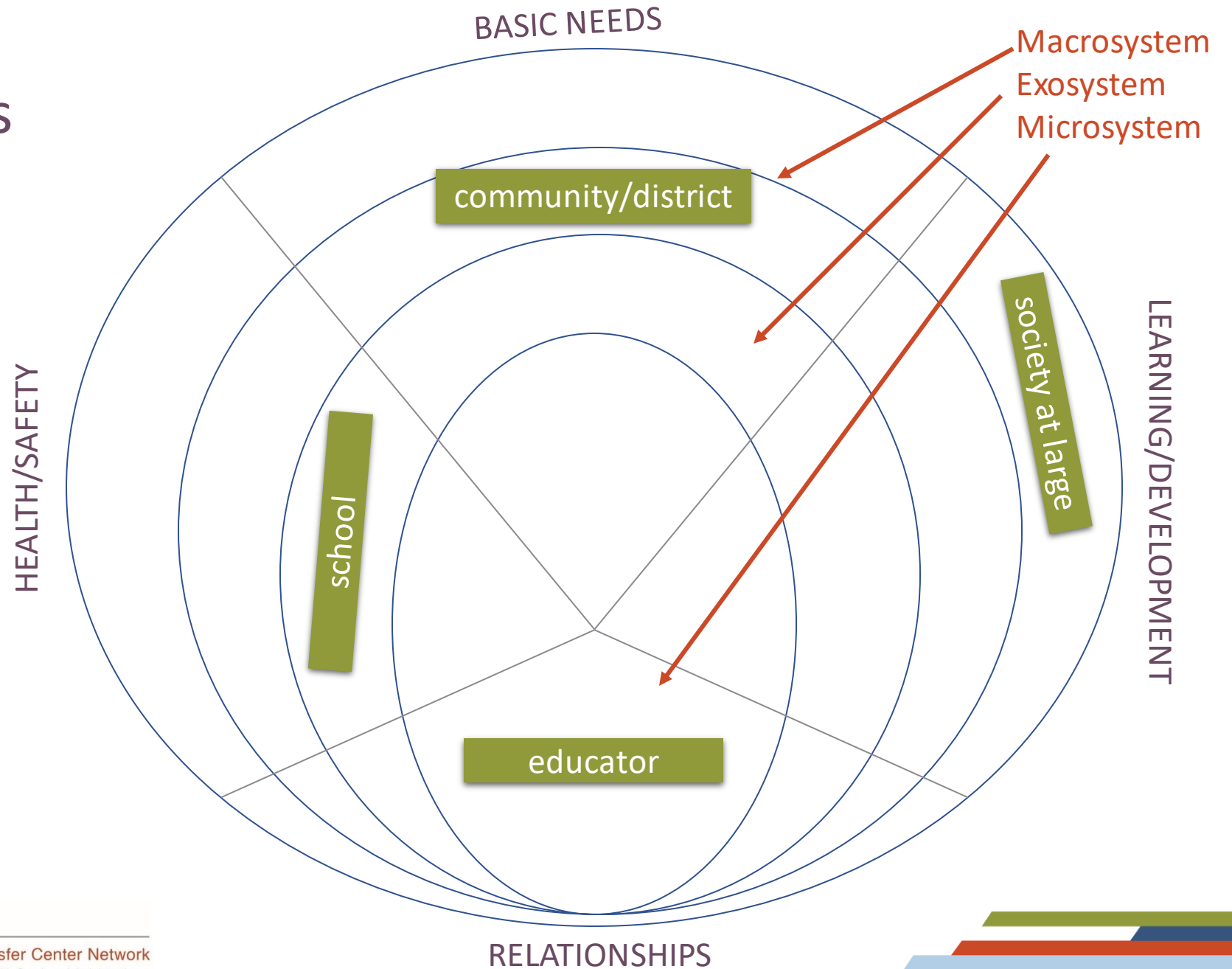


Ecological Systems Theory

Adults (like kids) exist within environments.

Factors at the “systems level” interact with individuals to produce outcomes.

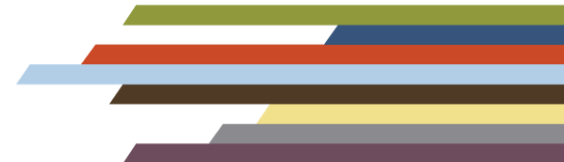
Sometimes the best way to affect wellbeing is from the outside (systems) in.



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LET'S APPLY IT!

Let's do a parking lot activity.

What is going on in your life?

-
-
-

Our Parking
Lot



Put everything you DO NOT have control over here

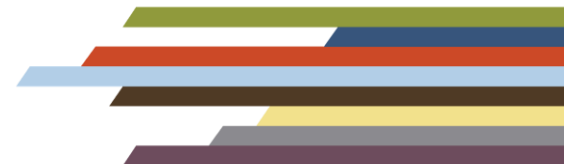
Whatever remains, put here...



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DISCUSSION QUESTIONS



1

How would you rate your overall stress level?

2

How can you tell that you are stressed? What are the telltale signs in your body? What about thoughts or actions that tell you that you are stressed?

3

How satisfied are you with your current practices aimed at improving your wellbeing?

4

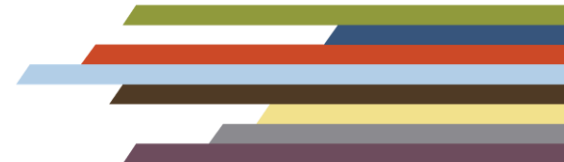
What factors within your microsystem and exosystem support your capacity for resilience?



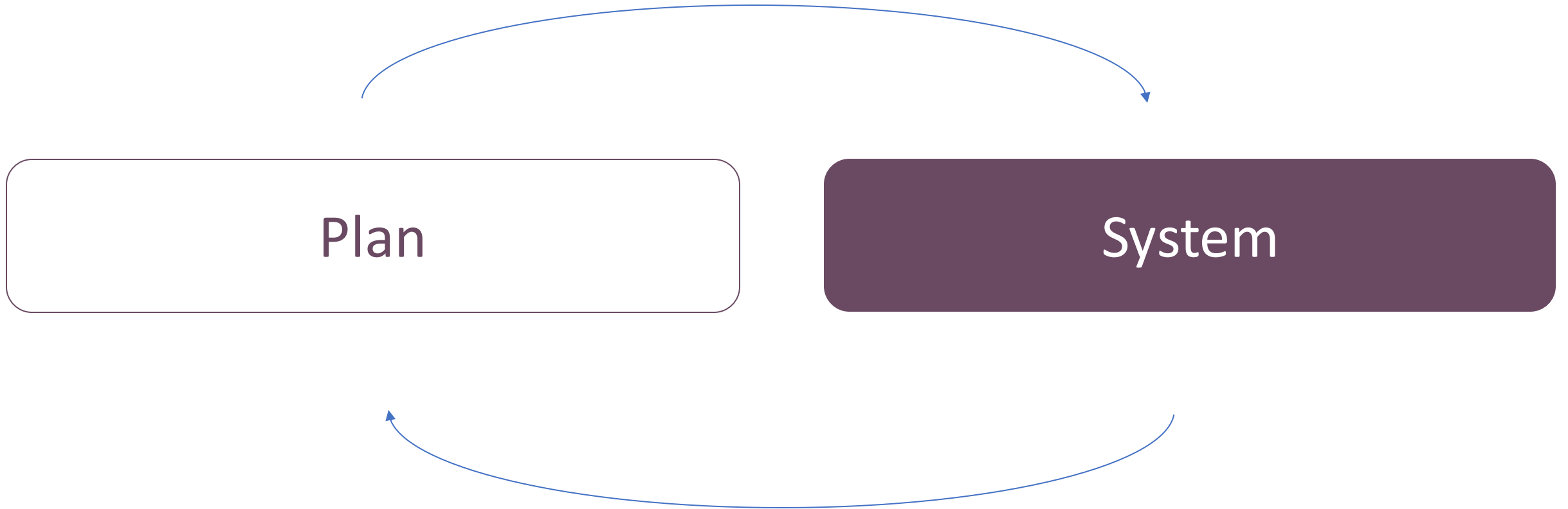
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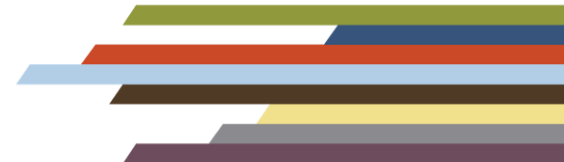
Action Plan System

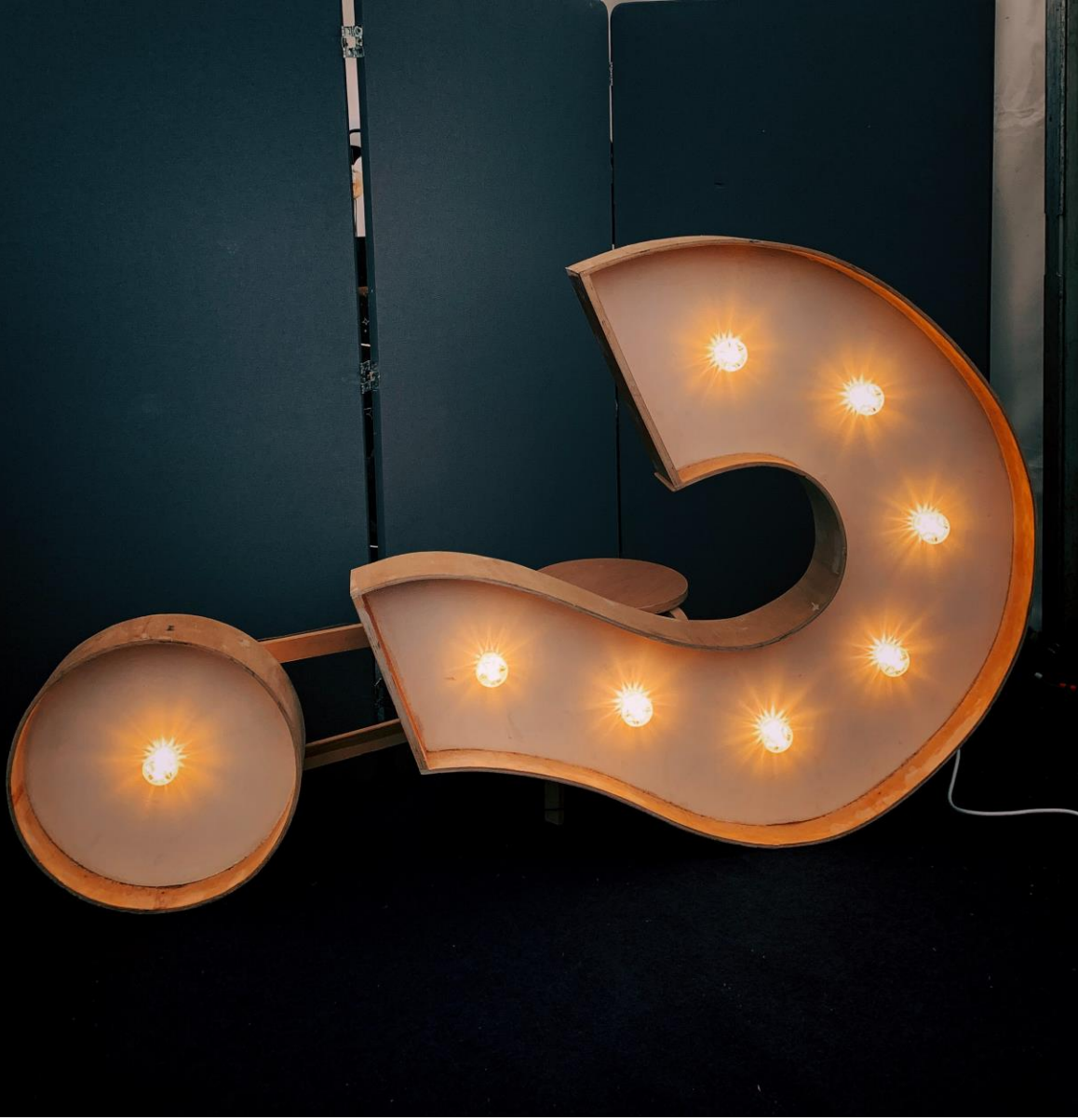


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QUESTION & ANSWER SESSION



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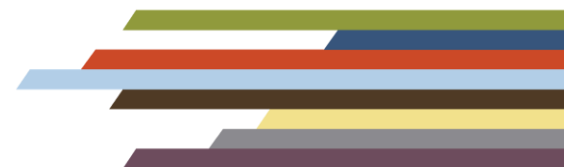
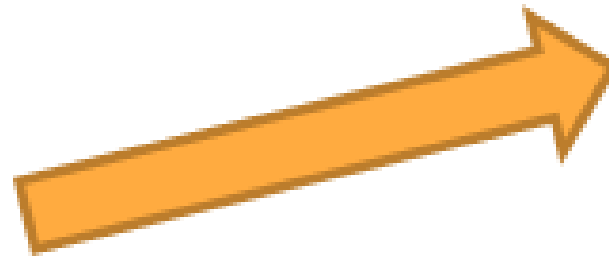
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Computer

To ask a question:

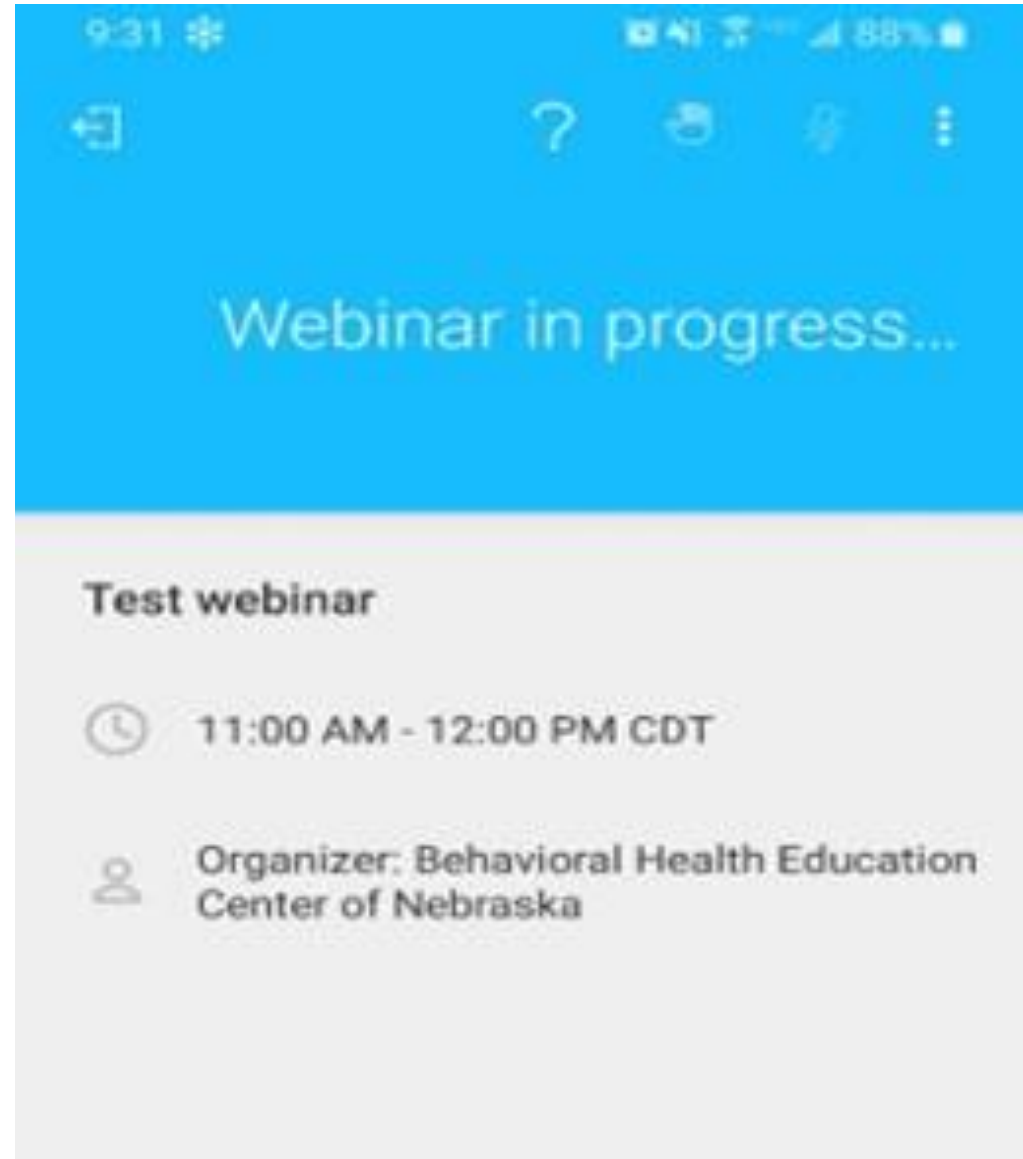
Type it into the
Questions box,
and your
question will
be read out loud.



Phone

- To ask a question:

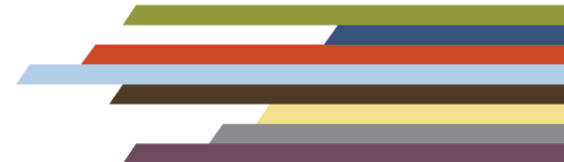
Tap the question mark icon to type your question, and your question will be read out loud.



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Contact Us:

Email: midamerica@mhttcnetwork.org

Phone: 402-552-7697


<https://mhttcnetwork.org/centers/mid-america-mhttc/home>

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