



Southeast (HHS Region 4)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Creating Intentional Cultures of Wellness & Care Where Staff Can Thrive

Series: Creating Cultures of Staff Wellness & Care
for our Schools & Community Partners

Presented by Christina Borbely, PhD &Carolynn Spezza, MSW, PPS

August 11, 2021



DISCLAIMER

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Funded by Substance Abuse and Mental Health Services Administration

The Southeast MHTTC is located at Emory University in the Rollins School of Public Health.

Our Mission: To promote the implementation and sustainability of evidence-based mental health services in the Southeastern United States.

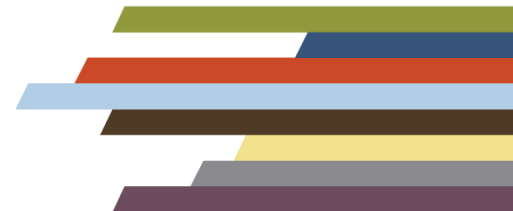
Our Vision: Widespread access to evidence-based mental health services for those in need.

Our Services: We use a public health approach to build leadership capacity and to provide mental health trainings and resources to providers, agencies, and communities across the Southeast.



SAMHSA

Substance Abuse and Mental Health
Services Administration



Creating Cultures of Staff Wellness and Care for our Schools and Community Partners

Part 1

In this Moment:
Nudging Ourselves Towards Inner
Calm and Connection

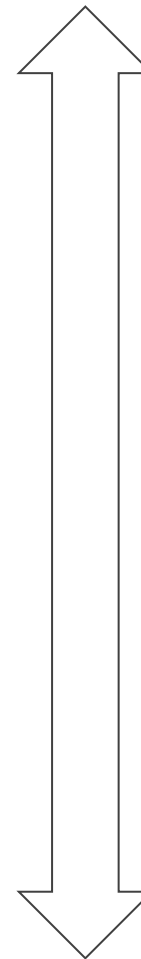
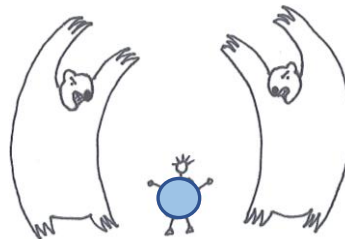
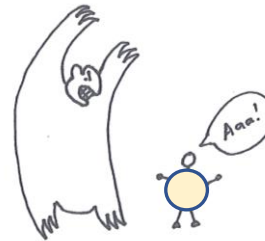
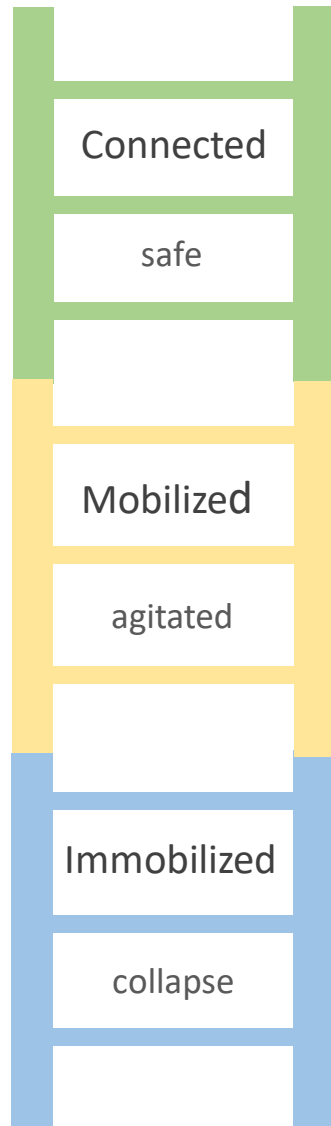
Part 2

Listening to Scientists and our Grandmothers:
Taking Care of Human Beings
(July 28th training, plus 7 video modules)

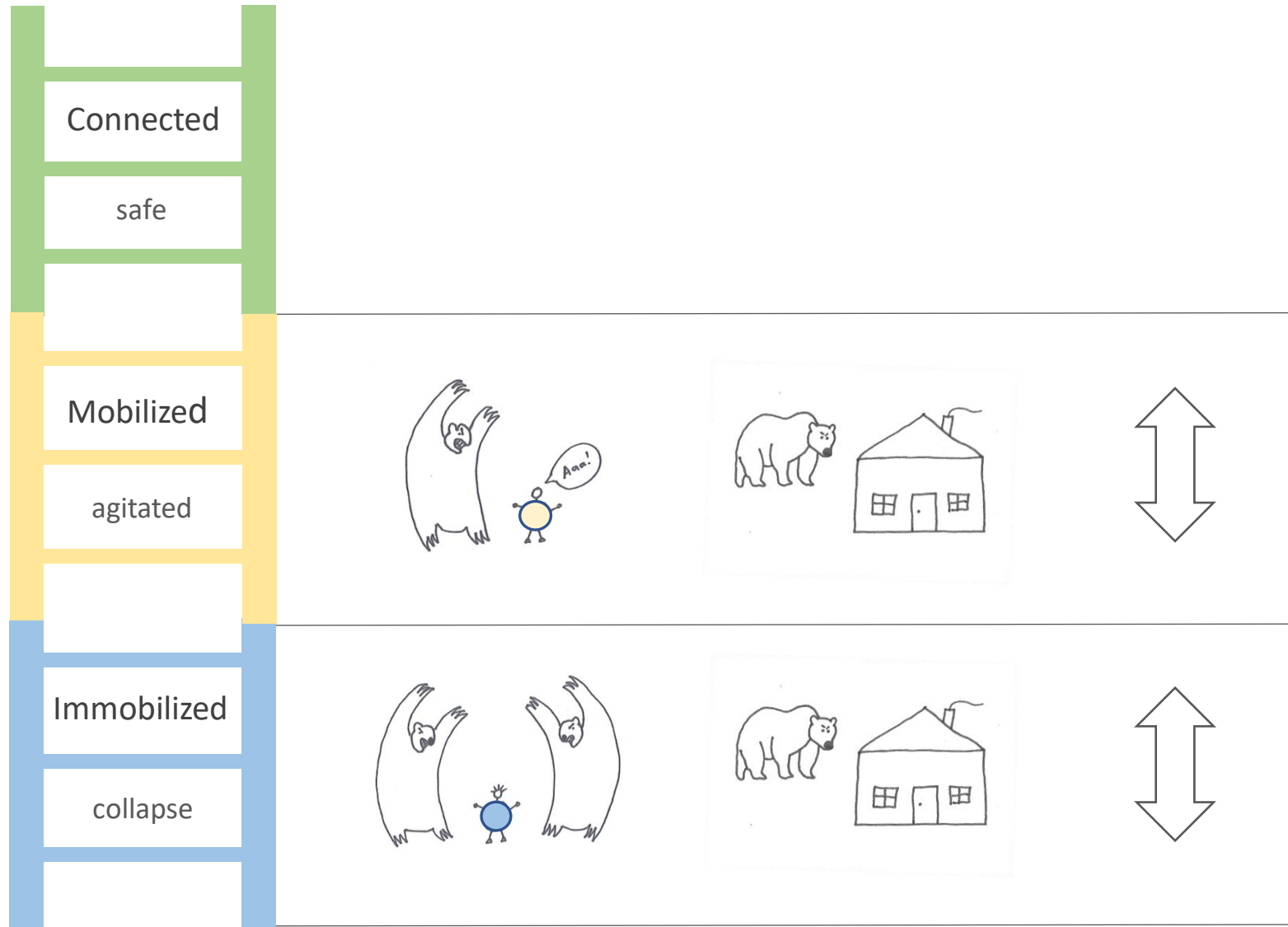
Part 3

Creating Intentional Cultures of Wellness & Care
Where Staff Can Thrive

In this Moment:
Nudging Ourselves Towards Inner Calm and Connection



In this Moment:
Nudging Ourselves Towards Inner Calm and Connection



In this Moment: Nudging Ourselves Towards Inner Calm and Connection

When do I?

Instructions: Consider the examples on the following page. Reflect on which resonate with you. On the next page, identify examples from your own experience.

Connected	Feel connected and safe?
safe	
playful	
Mobilized	Feel mobilized?
agitated	
fight/flight	
Immobilized	Feel immobilized?
collapse	
freeze	

What helps me?

Instructions: Identify examples from your own experience. Take care of your self when reflecting on examples from challenging or traumatic experiences.

<p>Connected</p> <p>safe</p> <p>playful</p>	<p>Stay in this space <u>on my own</u>?</p>	<p>Stay in this space <u>with others</u>?</p>
<p>Mobilized</p> <p>agitated</p> <p>fight/flight</p>	<p>Move out of this space on my own?</p>	<p>Move out of this space with others?</p>
<p>Immobilized</p> <p>collapse</p> <p>freeze</p>	<p>Move out of this space on my own?</p>	<p>Move out of this space with others?</p>



Creating Cultures of Staff Wellness for our Schools and Community Partners

Part 1

In this Moment:
Nudging Ourselves Towards Inner
Calm and Connection

Part 2

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Part 3

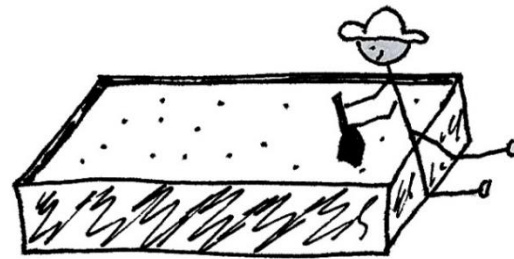
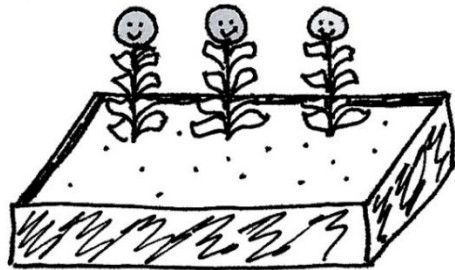
Creating Intentional Cultures of Wellness & Care
Where Staff Can Thrive

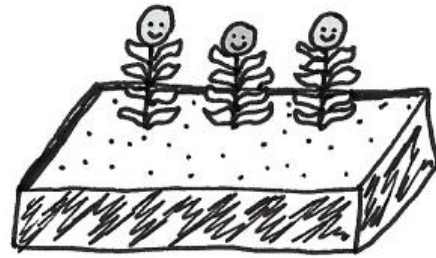
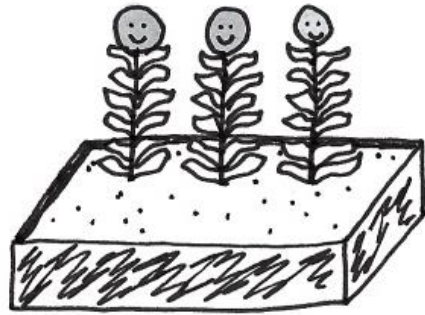
Learning Objectives

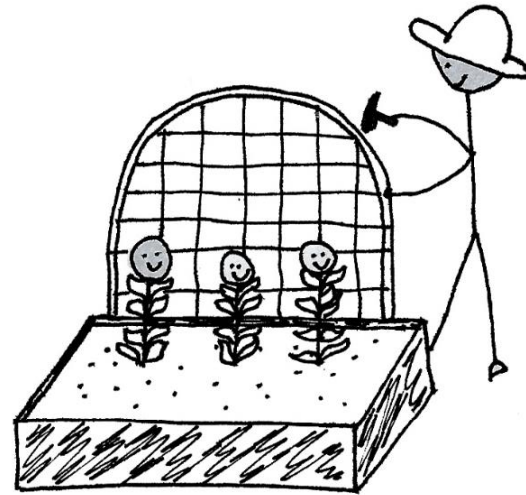
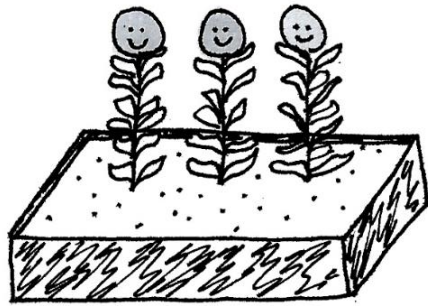
1. Recognize the value and urgency of leading initiatives that promote district and school's cultures of wellness.
2. Gain strategies to prevent chronic stress in the workplace.
3. Identify policies and practices supporting cultures of wellness across the SE region.
4. Access evidence-informed approaches to building systems and infrastructure for supporting staff wellness and collective care.

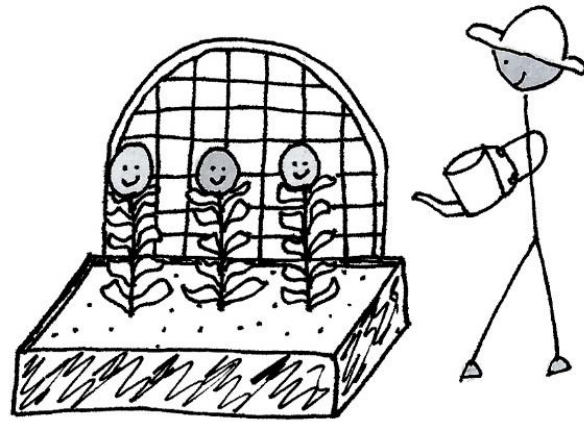
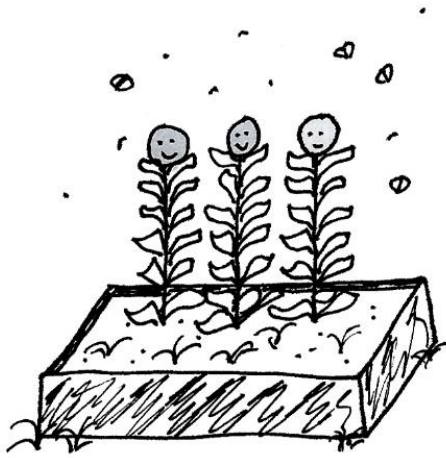


Let's begin with a story.



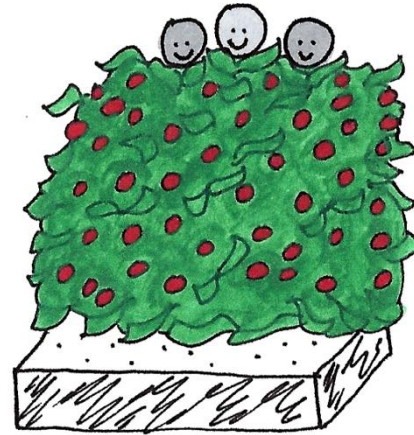
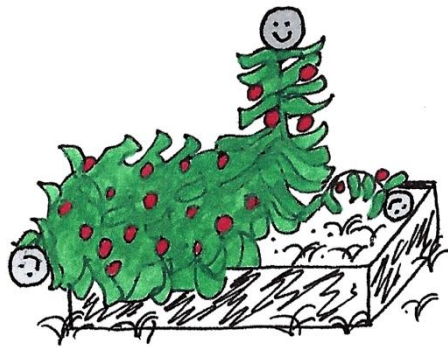


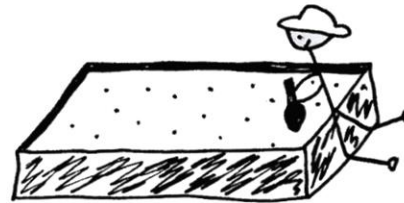
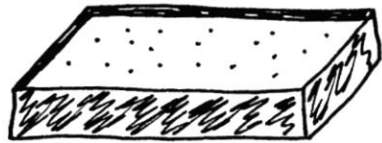


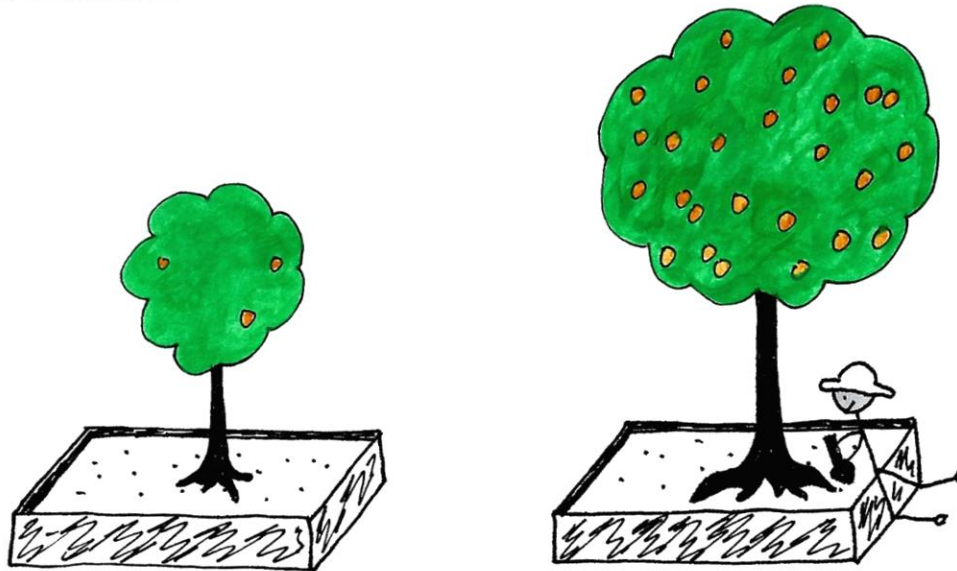




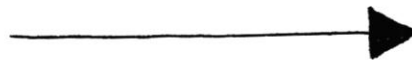
We all know how this story ends.

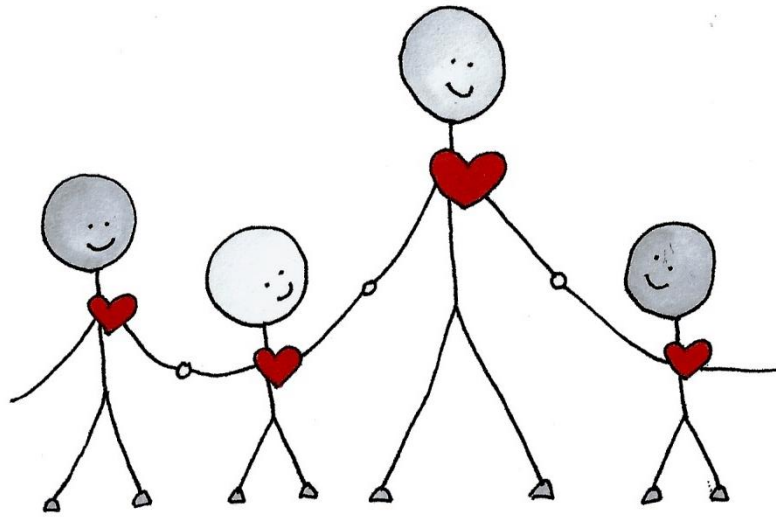




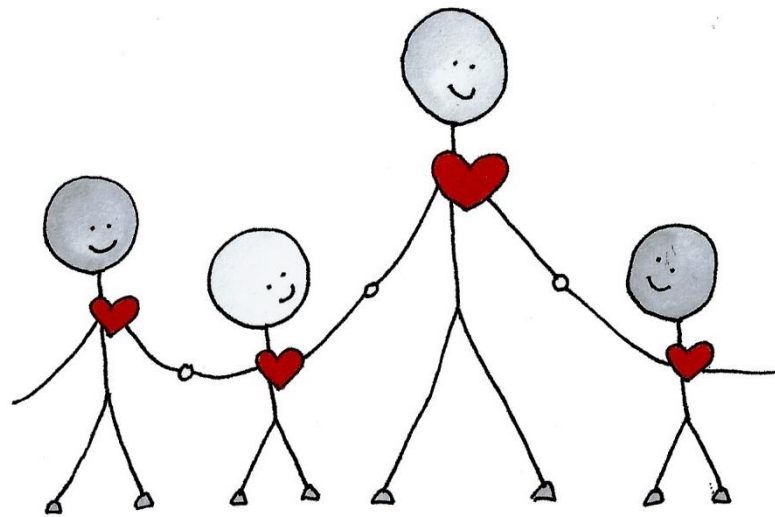


5-10 years down the road?





Building Infrastructure for Collective Care



On a Foundation of Healthy, Effective Workplace Systems

The So-What of Staff Stress at School

Teaching associated with unusually high professional stress

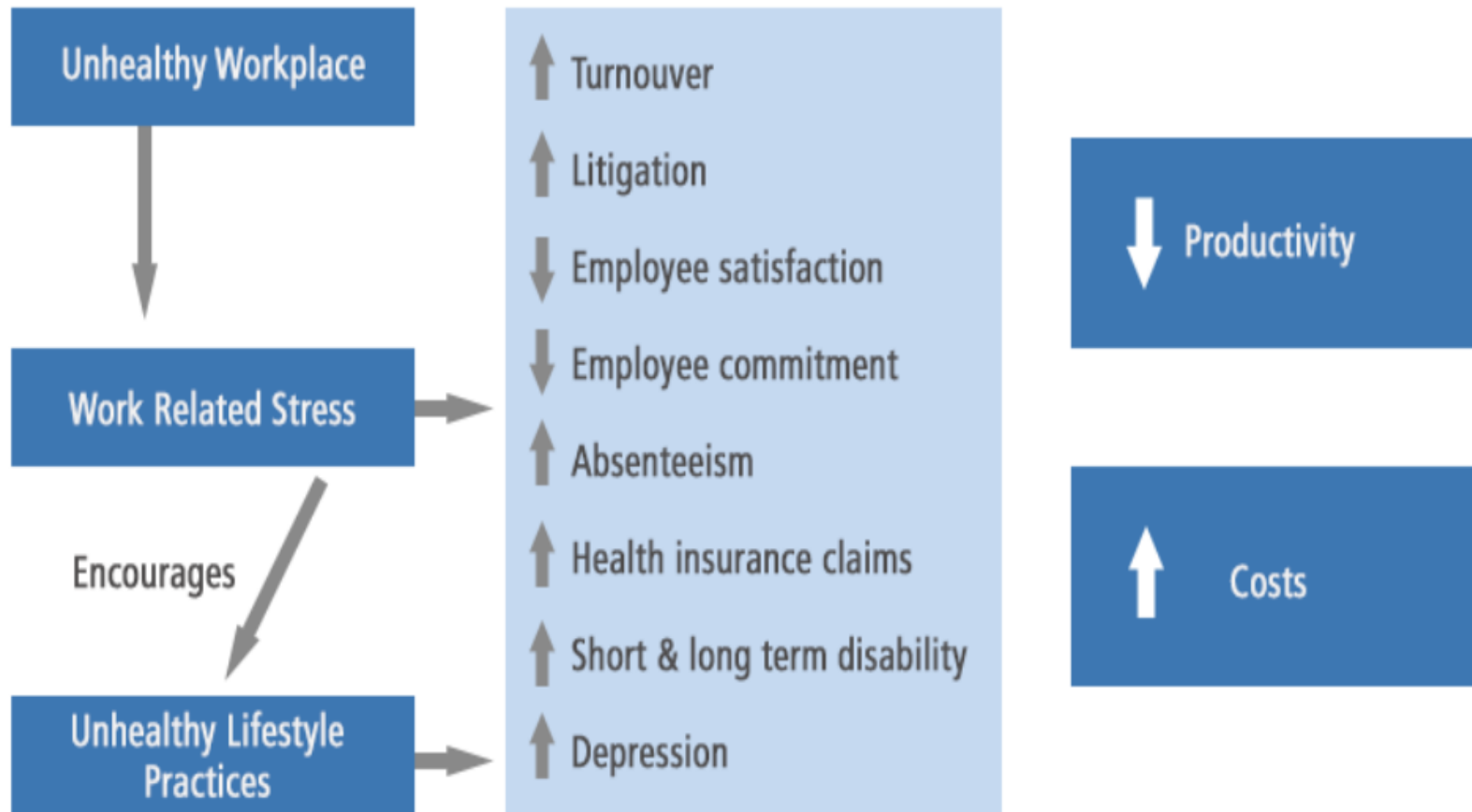
High cost of turnover

High cost of absenteeism

Lowered student academic outcomes

Elevated student cortisol levels

The Link between Workplace Stress & Increased Costs (non-school specific)



The Link between Workplace Stress & Health



Running the Numbers

Implementing Worksite Health Program

A systematic review of 56 published studies of worksite health programs showed that well-implemented workplace health programs can lead to 25% savings each on absenteeism, health care costs, and workers' compensation and disability management claims costs (Centers for Disease Control and Prevention).

Employee Wellness Programs Save Employers Money

Employee wellness programs are cost-effective; on average, they achieve a \$5.81 to \$1.00 return on investment (Chapman, 2005, as quoted in Lever et al., 2017).

The Takeaway?

- Chronic stress can have profound negative affects on health in the long and short term.
- Chronic stress in the workplace is a legitimate concern in today's climate.
- Chronis stress and teacher burnout is a costly expense to school districts, both in terms of finances and student outcomes.

“Although stress cannot be eliminated in the workplace, research has documented some best practices and strategies that can help reduce the extent and impact of stress.”

- Lever, Mathis, and Mayworm (2017)

Two Adaptive Coping Strategies

Emotional-Focused Coping Strategies

Tackling the emotional response
to the stress

Problem-Focused Coping Strategies

Tackling the cause
of the stress

Two Adaptive Coping Strategies

Emotional-Focused Coping Strategies

Tackling the emotional response to the stress



Can be useful and adaptive.

Problem-Focused Coping Strategies

Tackling the cause of the stress



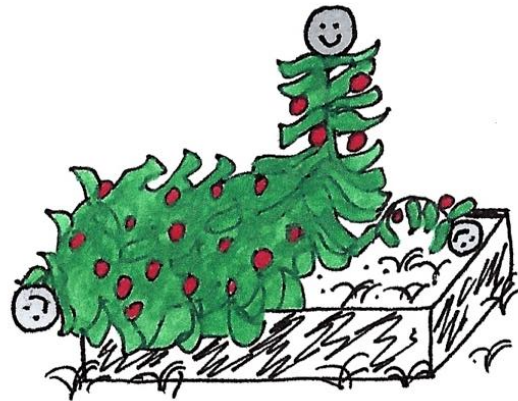
But there is evidence that tackling the cause of stress is more effective.

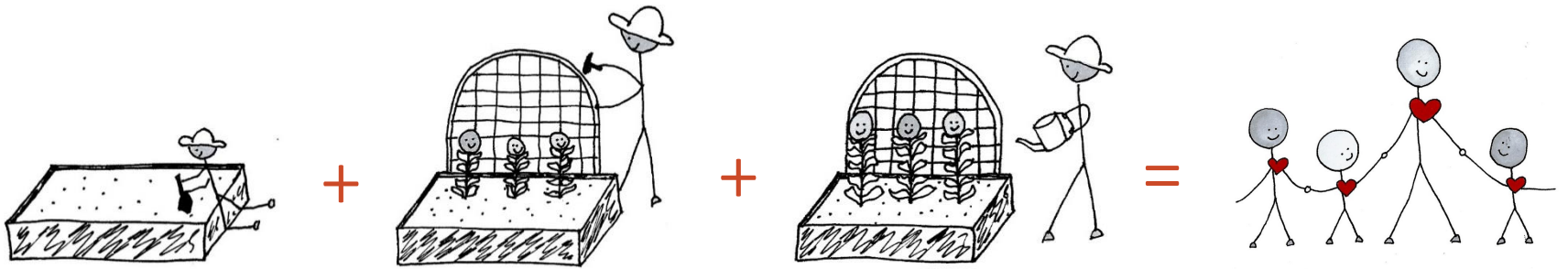
Examples of Effective Problem-focused Coping Strategies

Staff Turnover

Strong negative correlations can be demonstrated between employee turnover and:

- *Having a clear say in decisions that affect their work*
- *Being asked for their opinions on important matters*
- *Having the opportunity to fulfill personally meaningful values*
- *Perception of supervisors as caring and considerate of their well-being*
- *Trust of supervisors and senior management*
- *Receiving recognition and praise for good work.*





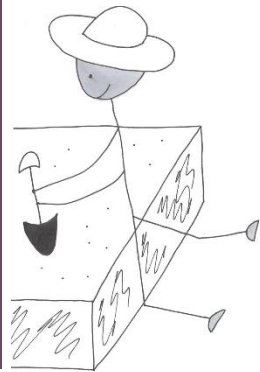
Building Infrastructure for Collective Care

Create
manageable
workloads

Reduce
trauma
exposure

Strengthen
prevention
focus

Address
systemic roots
of chronic
stress



Building Infrastructure for Collective Care

Top-down Leadership for Modeling, Normalizing, and Promoting Care

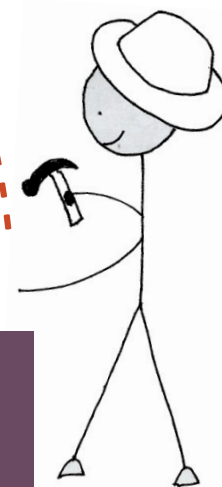
- Supportive workplace relationships
- Fair treatment
- Effective communication from managers
- Staff feeling effective through experiencing success at work

Create
manageable
workloads

Reduce
trauma
exposure

Strengthen
prevention
focus

Address
systemic roots
of chronic stress



Top-down Leadership for Modeling, Normalizing, and Promoting Care

Make a point to never send emails on the weekends.

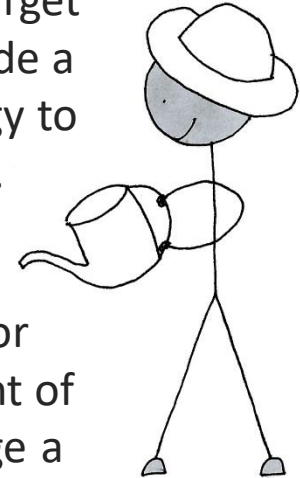
Step out for a brisk 10 or 20 minute walk a couple times a day.

Ask staff members for the time of year self and collective care needs to be most promoted.

Build a task force to target staff well-being. Include a data collection strategy to measure progress.

Check in with genuine concern when a staff member is working late or sending email during non-work timeframes.

To provide a break for staff needing a moment of calm, create/encourage a system of 5-10 minute substitutes.



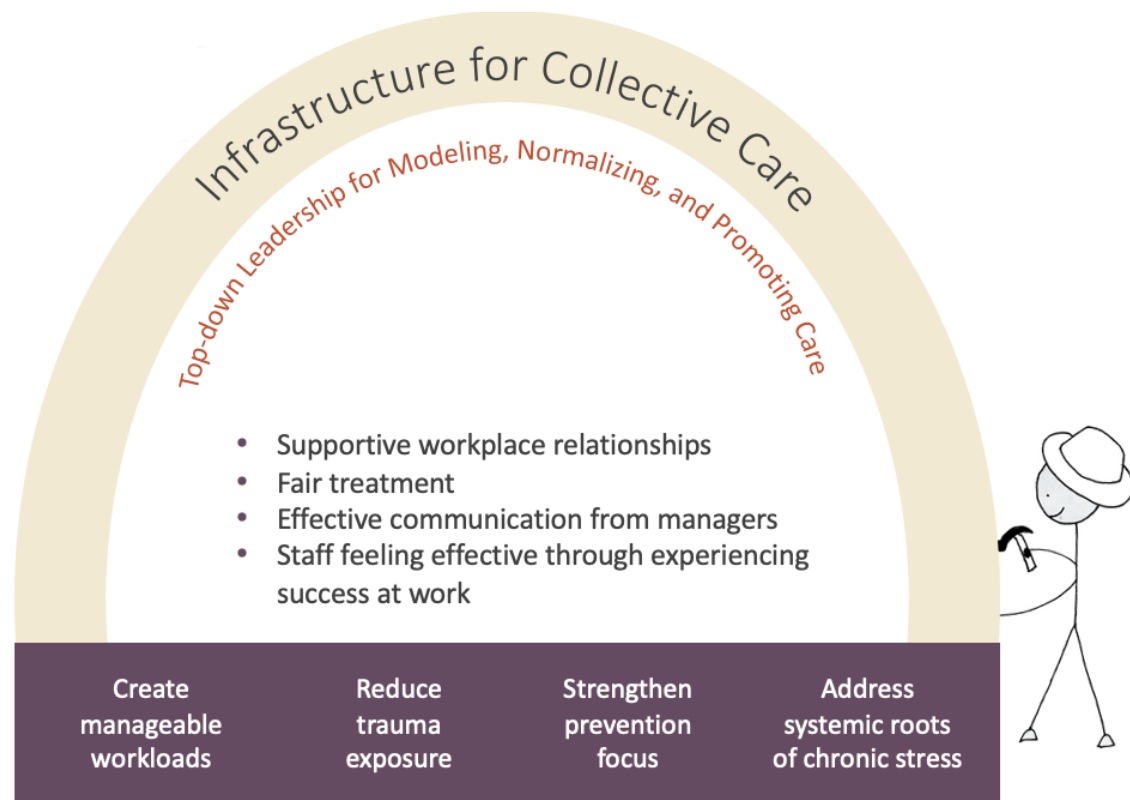




Examples of Districts and Schools
Creating Cultures of Wellness and
Care in the Southeast Region,
with Focus on Collective Care

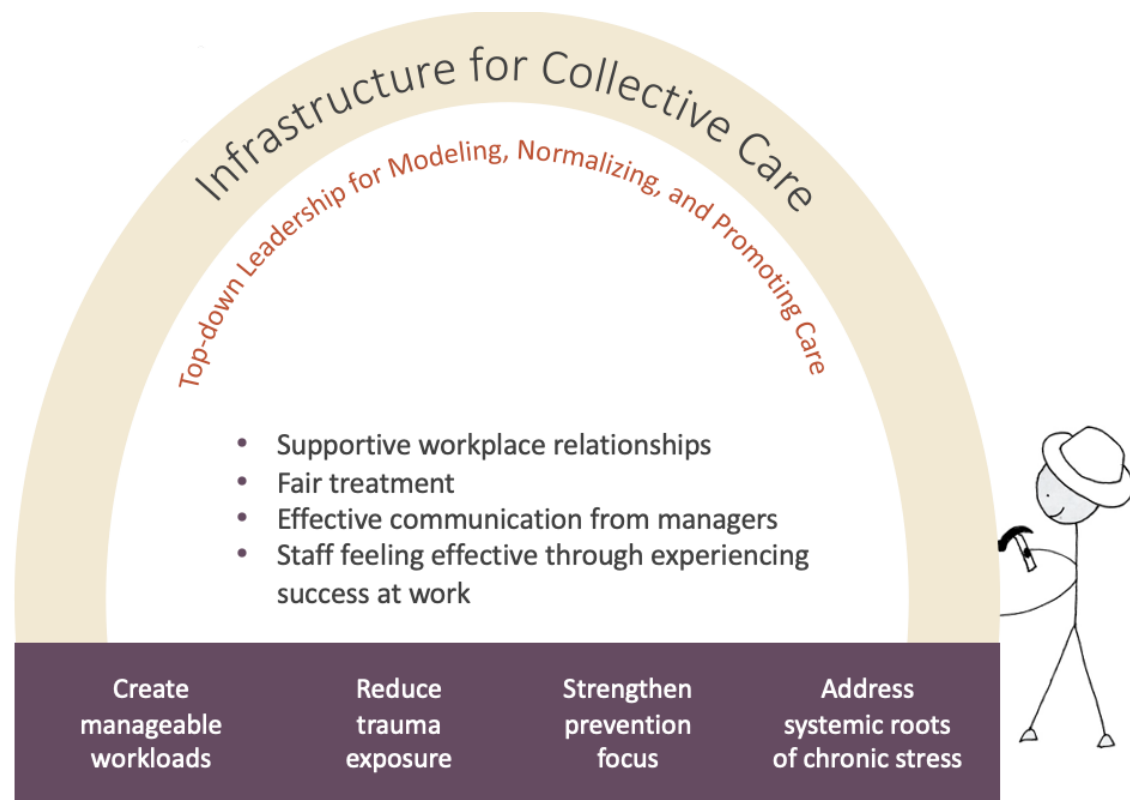
Georgia

- Wellness Wednesdays
- Coffee & Conversation



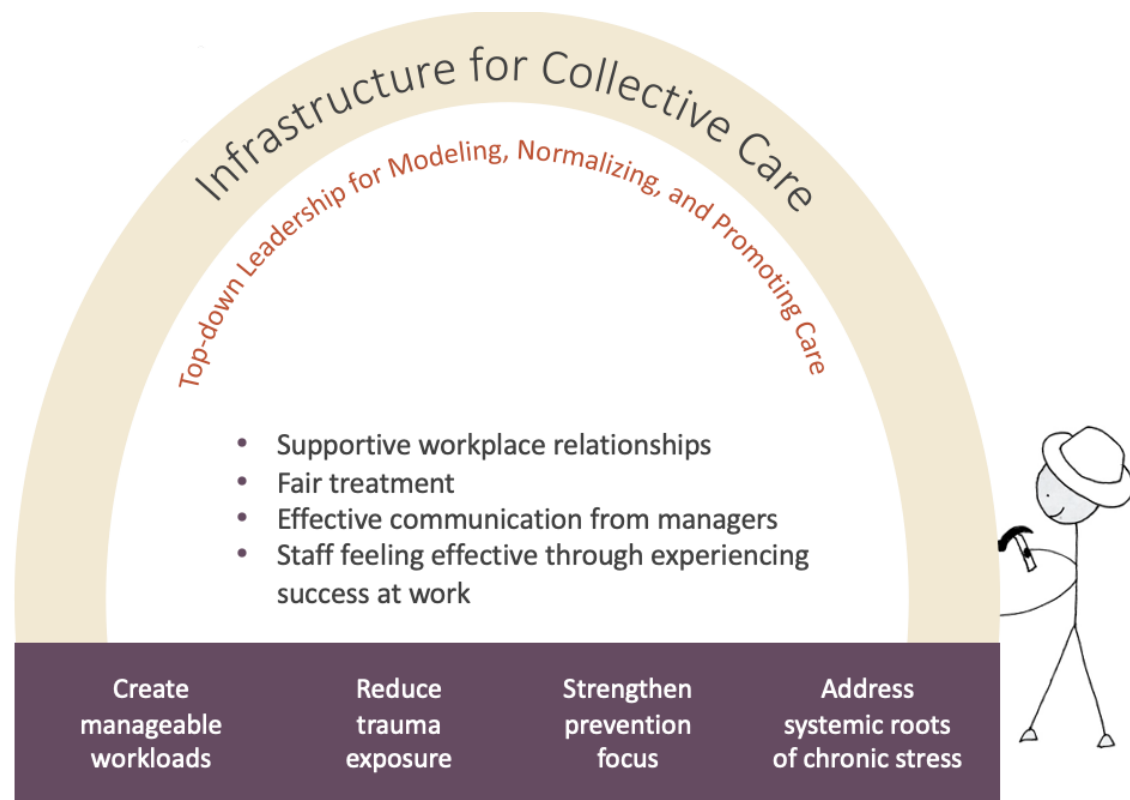
North Carolina

- Affirmation activities
- Printed information via Employee Assistance Program
- Collegiality and Community-Building Activities
- Recharging Activities for Staff
- Weekly Highlight Moment
- Reset Room
- Tar Heel Series



Tennessee

- Surveying Principals on wellness: Moving beyond *physical* wellness to include psychological, spiritual, emotional, and relational wellness, as well.
- Wellness Rooms for school staff
- Training series on self-care



Resources

- The Value of Teacher Well-Being: A Research Brief in infographics. April 2021 MHTTC. [Teacher Wellhttps://mhttcnetwork.org/sites/default/files/2021-04/MidAmerica.NCSMHTeacher%20WellbeingResearchBrief4.19.21.pdf](https://mhttcnetwork.org/sites/default/files/2021-04/MidAmerica.NCSMHTeacher%20WellbeingResearchBrief4.19.21.pdf)being (mhttcnetwork.org)

April 2021

Mid-America (HHS Region 7)
MHTTC Mental Health Technology Transfer Center Network
Funded by Department of Health and Human Services Administration

NCSMH
NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH

THE VALUE OF TEACHER WELL-BEING: A RESEARCH BRIEF

Even before the COVID-19 pandemic, teachers were at a high risk for experiencing professional burnout and stress. During the pandemic, teacher stress has increased and morale has decreased. With teacher well-being directly impacting student outcomes, a lack of focus on educator well-being contributes to a public health crisis and states, districts, and schools have an ethical obligation to respond.

61% IN A 2017 POLL FROM THE AMERICAN FEDERATION OF TEACHERS, 61% OF EDUCATORS DESCRIBED THEIR WORK AS 'ALWAYS' OR 'OFTEN' STRESSFUL COMPARED TO 30% OF THE GENERAL POPULATION.

MAIN AREAS OF TEACHER STRESS

- school organization (leadership, climate and culture)
- job demands
- work resources (support and autonomy in decision making)
- personal social-emotional competence (Robert Wood Johnson Foundation, 2016)

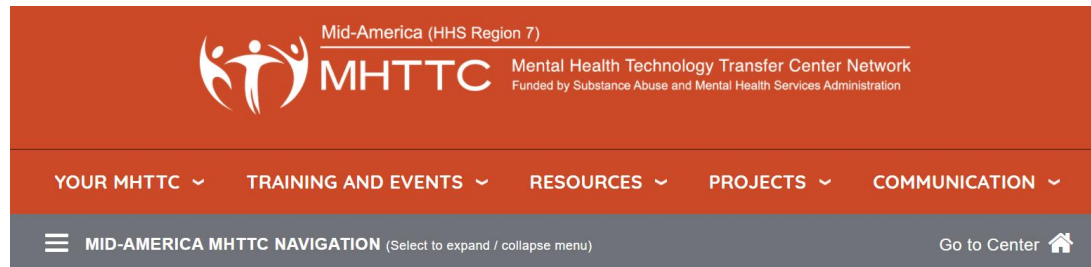
50% 50% OF TEACHERS HAVE SERIOUSLY CONSIDERED LEAVING THE PROFESSION. RATES ARE HIGHER (62%) FOR TEACHERS WHO REPORT FEELING UNDERVALUED AND UNPAID. (PHI DELTA KAPPA INTERNATIONAL, 2019)

WHAT IS WELL-BEING?

Icons: A tree, a sad face, and a house.

Resources

- Adult Resilience Curriculum for Educators, MHTTC A
10-module series <https://mhttcnetwork.org/centers/mid-america-mhttc/adult-resilience-curriculum-arc-educators>



Adult Resilience Curriculum (ARC) for Educators

Overview

Teachers, school psychologists, counselors, social workers, and building administrators have long been on the front lines of engaging with students with mental health needs. These needs are vast: in fact, 1 in 6 youths ages 6-17 experience a mental health disorder.

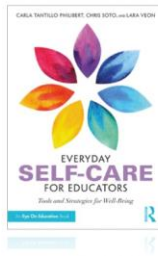
Resources

- Whole School Implementation and Support for Teacher Well-Being in *The Teacher Self-Care Toolkit*.
https://www.routledge.com/rsc/downloads/The_Teacher_Self_Care_Toolkit_Final.pdf

WHOLE SCHOOL IMPLEMENTATION AND SUPPORT FOR TEACHER WELL-BEING



Excerpted from *Everyday Self-Care for Educators: Tools and Strategies for Well-Being*



The following is excerpted from *Everyday Self-Care for Educators: Tools and Strategies for Well-Being* by Carla Tantillo Philibert, Christopher Soto, Lara Veon

© Taylor & Francis Group, 2020.

As we read in Chapter 1, teachers are under tremendous stress, and our educational systems are not providing well-being supports like other industries. As a nation, our data on student and teacher well-being is daunting. Increased suicide rates and fear of gun violence for both students and teachers has left districts scrambling for solutions. When the issues facing districts are so weighty, it can feel impossible to categorize them with any importance. Is it that our sense of urgency is missing? Have we become complacent? Or rather, we would argue that this is an issue of decreased capacity instead of complacency.

We see many school districts either experiencing initiative paralysis or initiative overdrive. The fear is that beginning with one thing, such as well-being, might appear to some like we are ignoring other significant issues that should take precedence. Conversely, the “shotgun” approach leaves us with multiple layers of task forces, committees, PLCs, BHTs, ILTs – and other assorted acronyms – all with similar goals, timelines, and myriad Google Docs. While these are all important, if not done well the

Resources

■ Review of Staff Wellness Programs.

[Rep Emot Behav Disord Youth](#). Author manuscript; available in PMC 2019 Jan 29.

PMCID: PMC6350815

Published in final edited form as:

HRAMSID: HRAMS982083

Rep Emot Behav Disord Youth. 2017 Winter; 17(1): 6–12.

PMID: [30705611](#)

School Mental Health Is Not Just for Students: Why Teacher and School Staff Wellness Matters

[Nancy Lever](#), [Erin Mathis](#), and [Ashley Mayworm](#)

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See other articles in PMC that [cite](#) the published article.

Workplace Stress

Go to:

The term “school mental health” is typically used to discuss the mental health and wellness of students. However, school mental health also includes promoting the well-being of school-based educators, administrators, and mental health workers. Although the workplace wellness literature predominantly focuses on health-related programs to support well-being in more traditional business settings, it offers

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6350815/>

Exemplary Programs (Lever, Mathis & Mayworm, 2017)

- Washoe County School District (Nevada) Wellness Program
- Mindfulness-Based Stress Reduction (MBSR)
- Cultivating Awareness and Resilience in Education (CARE)
- Community Approach to Learning Mindfully (CALM)

Resources

What resources and strategies are working for you?

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Part 1

In this Moment:
Nudging Ourselves Towards Inner
Calm and Connection

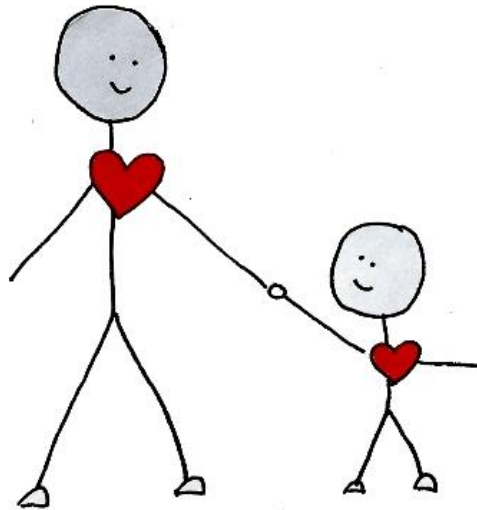
Part 2

Listening to Scientists and our Grandmothers:
Taking Care of Human Beings
(July 28th training, plus 7 video modules)

Part 3

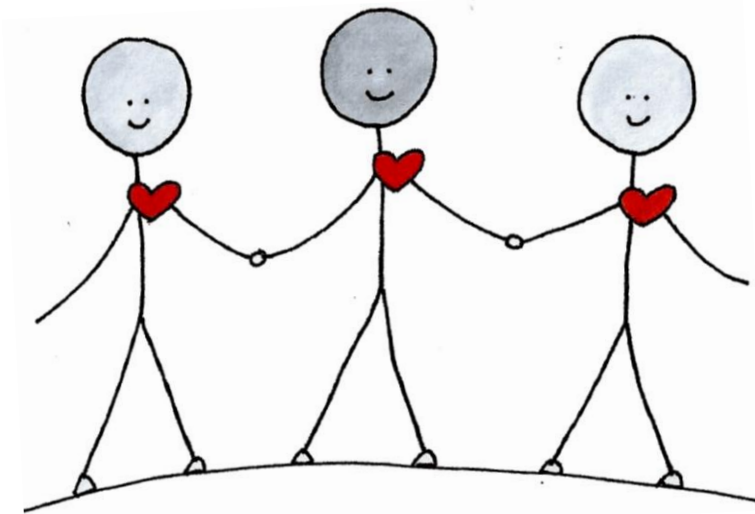
Creating Intentional Cultures of Wellness & Care
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On a Foundation of Healthy, Effective Workplace Systems

Building Infrastructure for Collective Care



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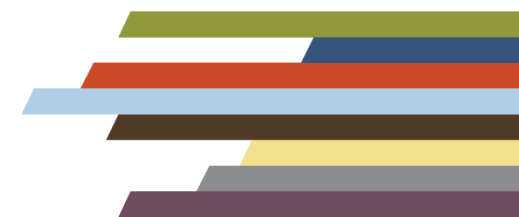
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