



Adult Resilience Curriculum (ARC)

Context



The MHTTC Network uses
affirming, respectful and
recovery-oriented language in
all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED/
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

Content Directed toward Individual Educators





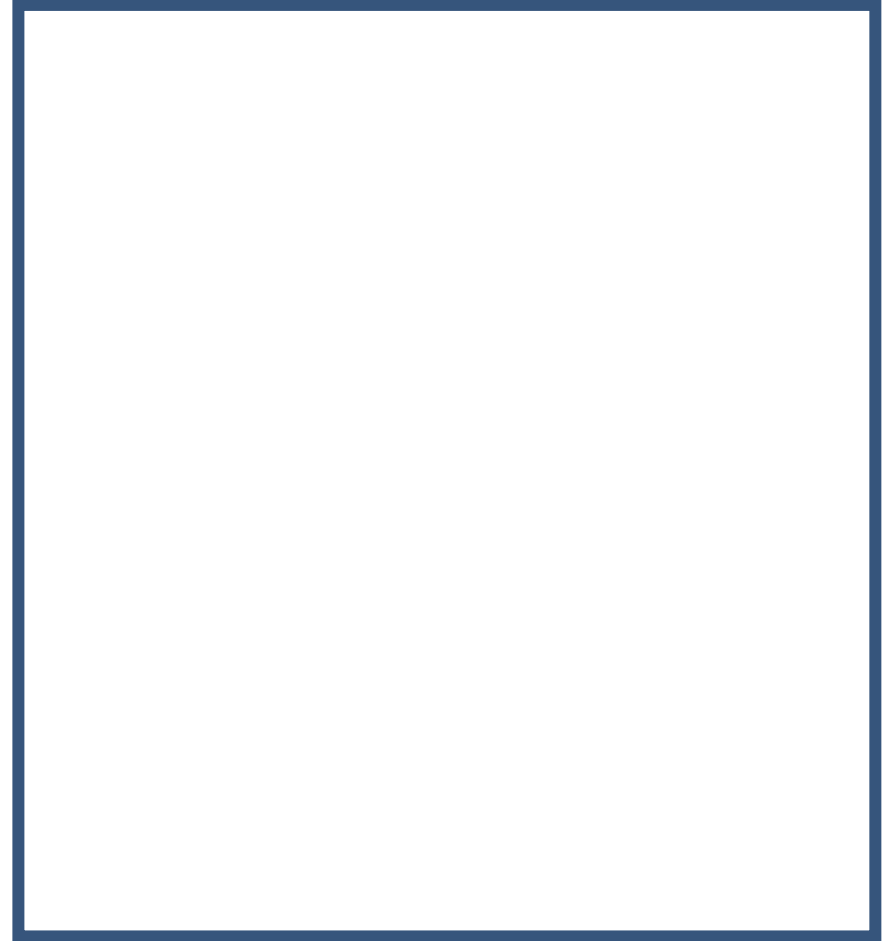


**Your school is
a river.**





WHO WE ARE



WHO WE ARE



Hannah West,
PhD, BCBA
Regional Trainer



The Adult Resilience Curriculum (ARC)



MODULE 2: Creating Safe and Supportive Environments



The ARC Modules

0: Introduction to
the Adult
Resilience
Curriculum (ARC)

1: Understanding the
psychobiology of
stress and well-being
(*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*)



Context

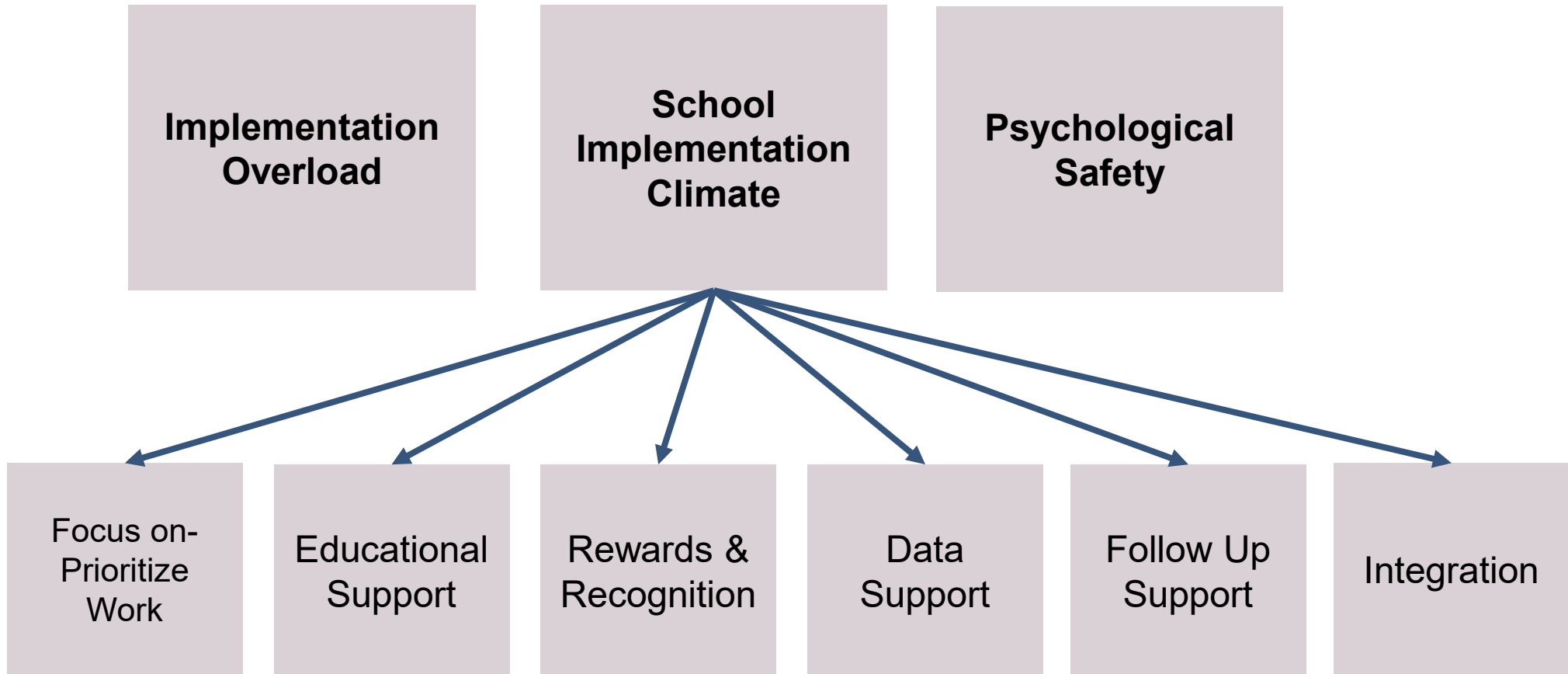
Understand the basics of organizational well-being

Discuss key features of a safe and supportive environment for professional well-being

Identify ways in which you, as a professional, contribute to the overall culture of well-being

Our Hopes
for Today

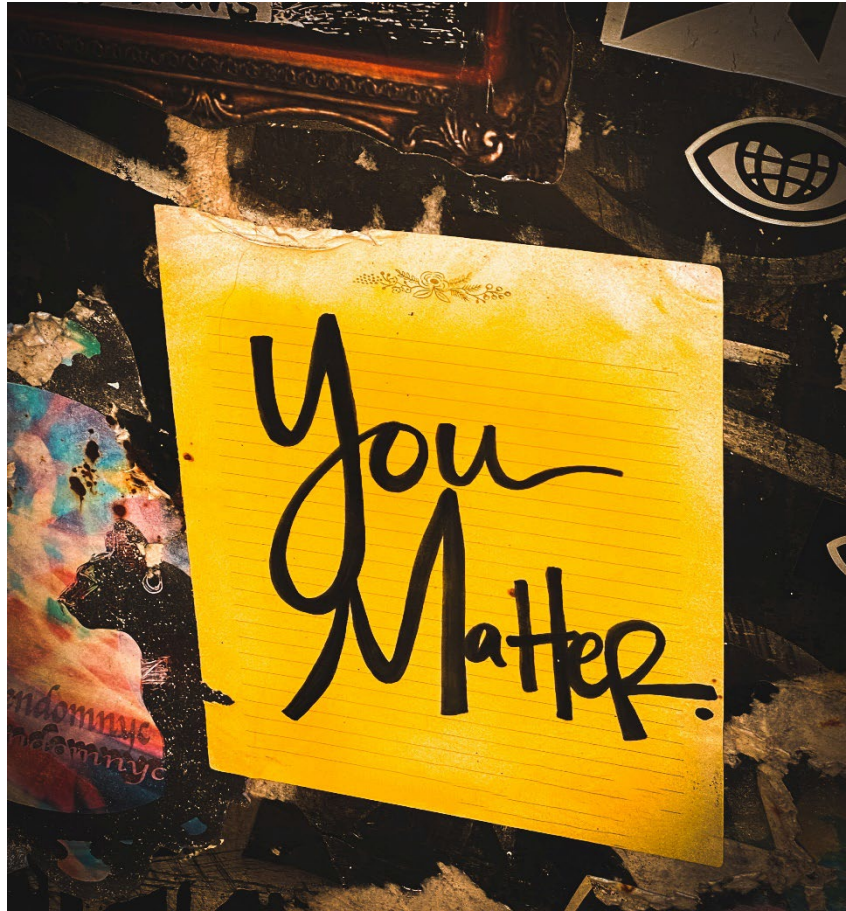
Key Features/Characteristics



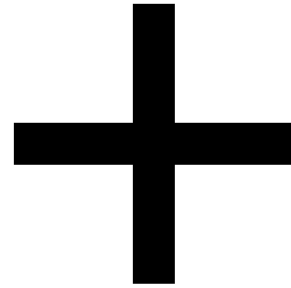


It's all about
culture.


It's all about culture




Values



Behavior



School Implementation Climate



Focus on/Prioritize Work
Educational Support
Rewards & Recognition
Data Support
Follow Up Support
Integration



How do we promote psychological safety in schools?

Take Risks

Openness to Feedback

Intentional Effort for Collegial Relationships

Regular Demonstration of Fallibility

All Staff have Input





Organizational well-being is a requirement

“

And you could say, it's also civil protest. You recognize that situations aren't working—I feel like I don't have a voice[...] You are elevating an issue that needs attention and you are doing it in a way that you keep people invested as listeners that way they maybe want to actually do something given their positions of power and influence.

”

--Dr. Clay Cook



Example Interventions to Start

Buy-In

- Culture and Climate

Well-Being Assessment

- On-site Assessment Days
- Progress Monitoring

Leadership

- 360 Feedback
- Hiring Practices to Support Well-being

Support

- Teaching Teams
- Peer Coaches
- Prioritize Preventative PD

Context Activities



cleaning
up your
plate



space for
vulnerability

Context Activities



cleaning
up your
plate

Context Activities



space for
vulnerability

Recommendations



- ✓ Complete activity

Recommendations

- 
- ✓ Complete activity
 - ✓ Teach an activity

Recommendations



- ✓ Complete activity
- ✓ Teach an activity
- ✓ Create individual action plan



Individual Action Planning



Complete Action Plan

Content Directed toward Leadership Teams

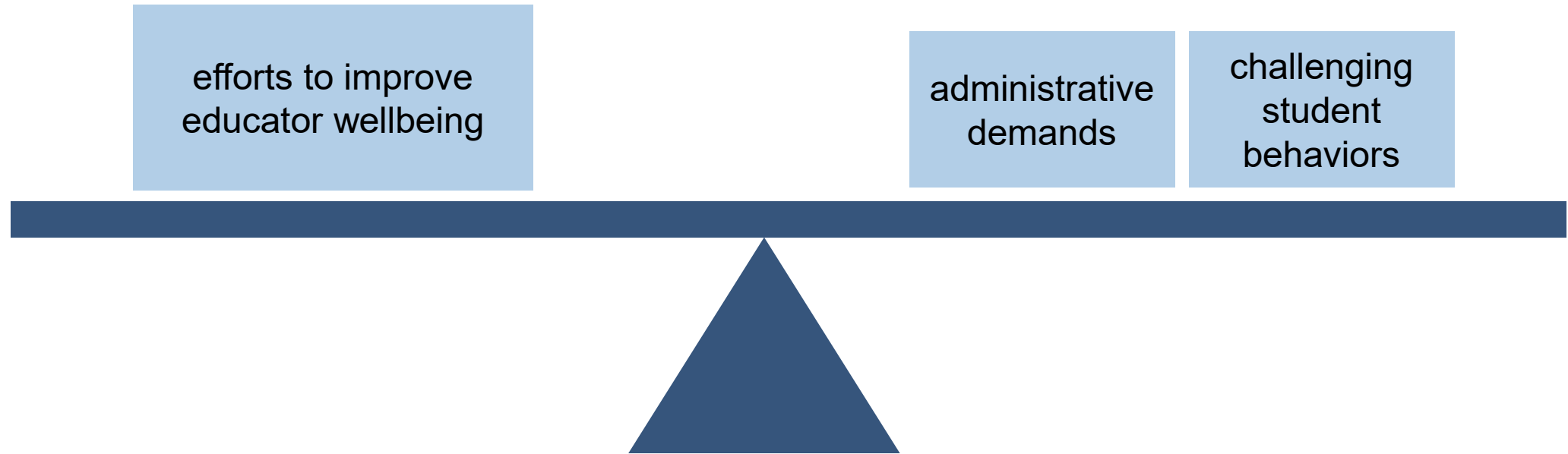




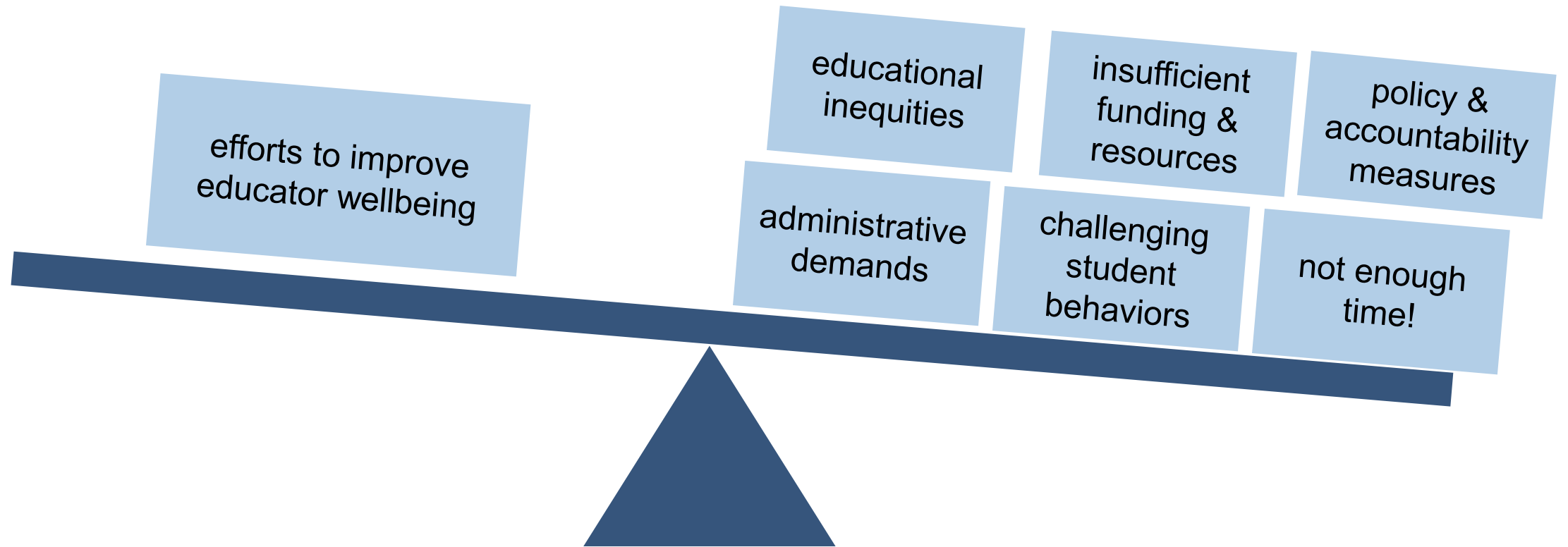


Your school is
a river

Sources of Educator Stress

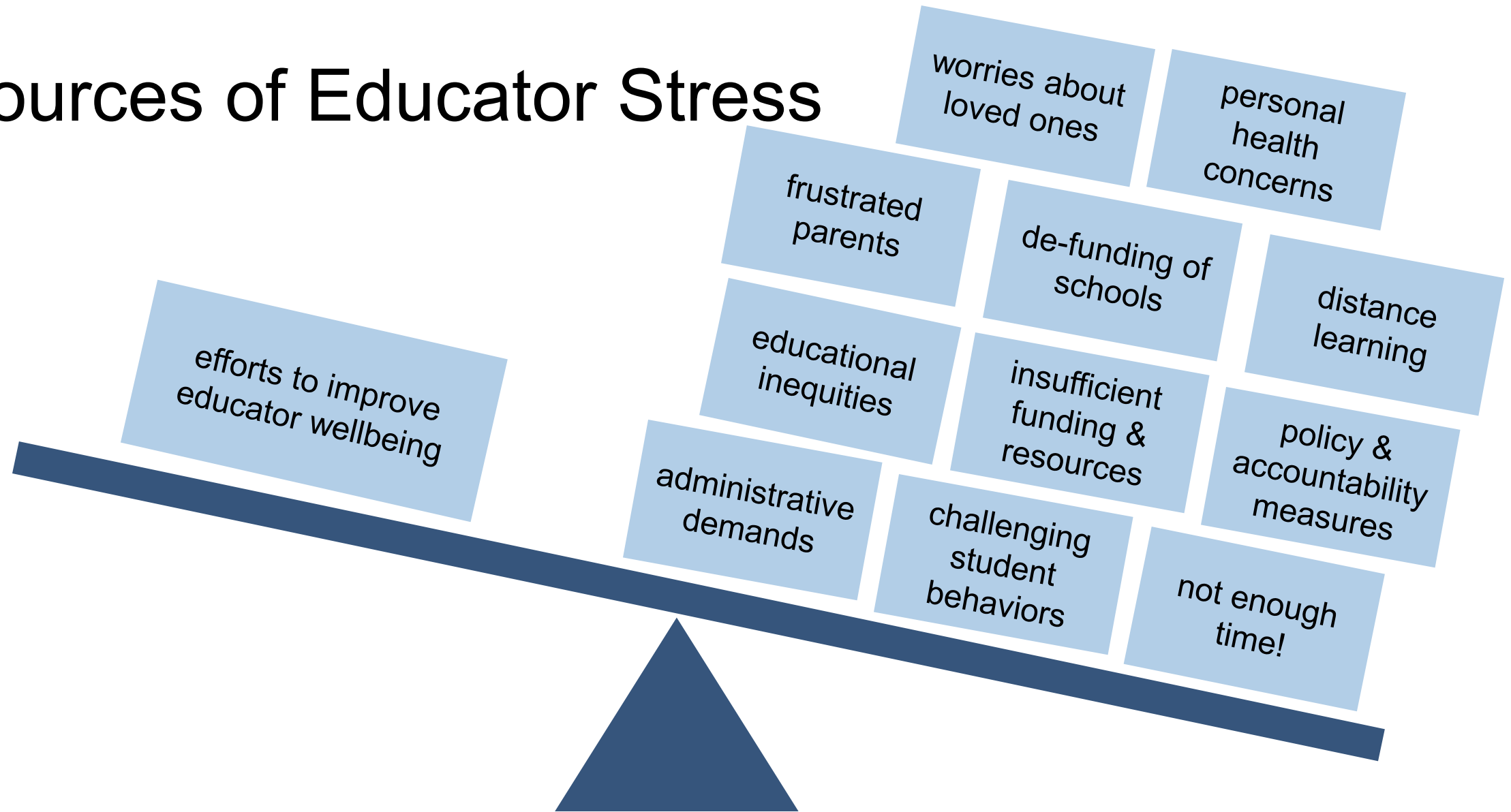


Sources of Educator Stress





Sources of Educator Stress



A low-angle, upward-looking photograph of a modern building's facade. The facade is composed of numerous rectangular glass panels in various colors, including teal, red, and purple, arranged in a grid-like pattern. The building's structure is dark, and the sky in the background is a clear, light blue. The overall composition is dynamic and geometric.

The Adult Resilience Curriculum (ARC)



The ARC Modules

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together: A wellness
plan for the future
(*wellness plan*)



Context

Understand the basics of implementation science and practice

Discuss key features of a safe and supportive environment for teacher well-being

Engage in open conversation about the key features within your current school environment to identify strengths and weaknesses, and address any concerns and barriers

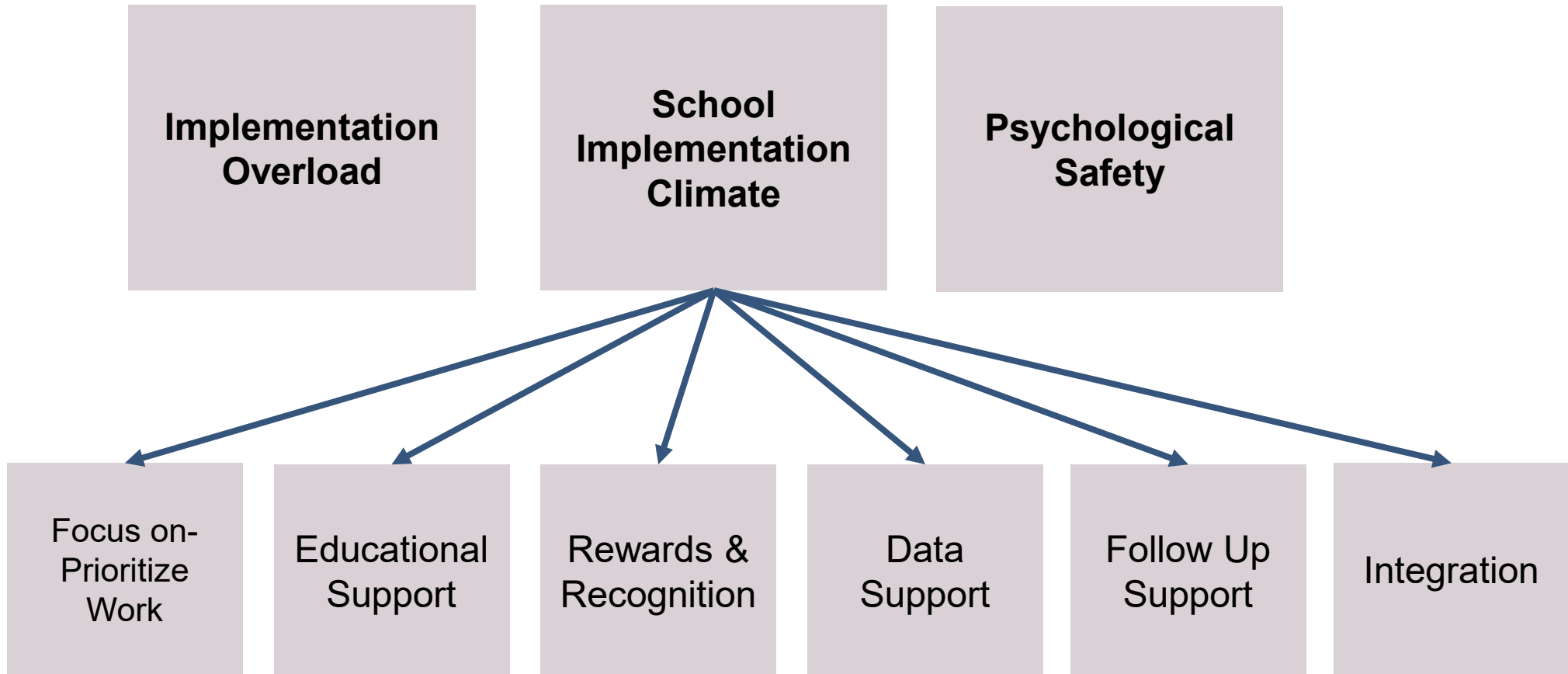
Create a school prioritization plan to create an environment that reduces stressors, emphasizes teacher wellness, and supports implementation.

Our Hopes
for Today



MODULE 2: Creating Safe and Supportive Environments

Key Features/Characteristics



Context



What do students
need from
teachers to
succeed?

Context

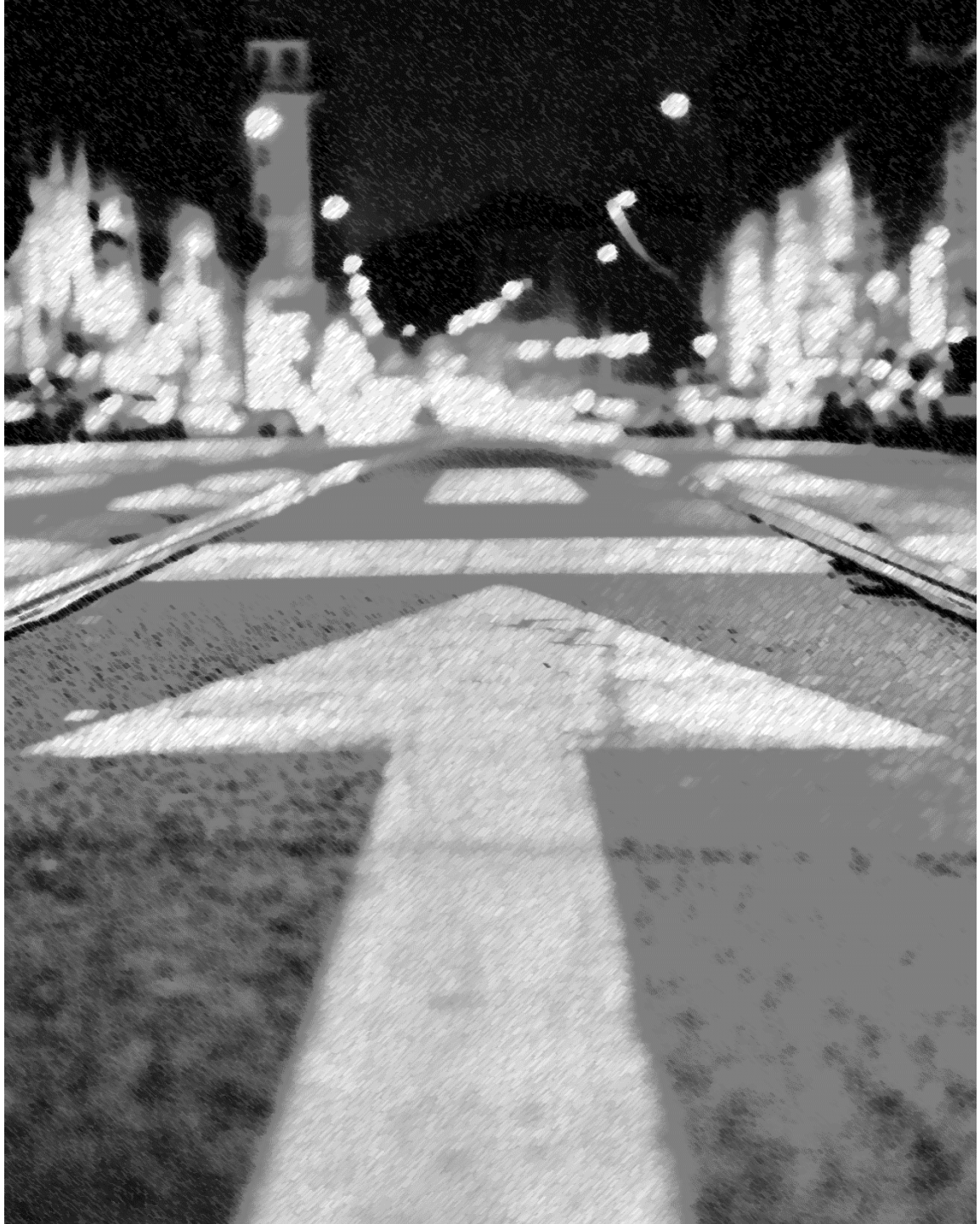


What do teachers
need from their
leaders to
succeed?

Context



Did you know
there are 85+
different varieties
of Oreo?



Context

Implementation Overload Costs

- Financial Capital
- Cultural Capital
- Material Capital
- Positive Psychology Capital
- Implementation Efforts
- Student Outcomes





LET'S APPLY IT!

Let's do an activity to understand
The Costs of Overload.

1. Record your school's number of students.
2. Program A: 75% of students with 40% effectiveness at 60% fidelity.
3. Program B: 50% of students with 90% effectiveness at 60% fidelity.
4. Program C: 25% of students with 60% effectiveness at 60% fidelity.
5. Program D: 10% of students with 80% effectiveness at 60% fidelity.
6. What is the overall effectiveness as you add programs?



Equations

Basic

$$\text{Students Served} = 1000 * \text{Program Reach} * \text{Effectiveness} * \text{Fidelity}$$

Implementation Overload

$$\text{Students Served} = 1000 * \text{Program Reach} * \text{Effectiveness} * (.6 - .1 * \# \text{ of programs}) \text{fidelity}$$

Example: Program A

$$\text{Students Served} = 1000 * .75 * .4 * (.6 - .1 * \# \text{ of programs}) \text{fidelity}$$



Equations

Program B

Students Served = 1000 * Program Reach * Effectiveness * (.6-.1*# of programs)fidelity

Program C

Students Served = 1000 * Program Reach * Effectiveness * (.6-.1*# of programs)fidelity

Program D

Students Served = 1000 * Program Reach * Effectiveness * (.6-.1*# of programs)fidelity

LET'S APPLY IT!

Let's do an activity to understand
The Costs of Overload.

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Check for
Understanding



Why is it important for school leadership to engage in prioritization? What can happen if schools fail to prioritize?

REFLECT & DISCUSS.

As a school, how full is your plate? Other than ARC, what practices would you need to prioritize and receive support for to create a little more room on your school's plate?



Implementation

the process of putting systems of support in place to promote adult behavior change to adopt, deliver, and sustain known effective “THINGS” that have been shown to achieve specific outcomes of interest



Dissemination

Implementation









That Which Gets Allocated Gets Implemented

What are general barriers in education?

What needs to be allocated in order to create and support a culture of well-being in your school(s)?



School Implementation Climate



Focus on/Prioritize Work
Educational Support
Rewards & Recognition
Data Support
Follow Up Support
Integration

LET'S APPLY IT!

Let's get an idea of your Implementation Climate.

1. Open the document titled "ARC_Module-2-Imp-Climate-Handout"
2. For each of the 6 components of implementation climate, give yourself a quick knee-jerk rating from 1-5.
3. For each component, identify a **feasible action step to improve that component.**


Check for
Understanding



How do climate and culture differ and why do we need to focus on implementation climate specifically?

REFLECT & DISCUSS.

What is your school's greatest climate strength? How can you use that to improve implementation climate?



**How do we
promote
psychological
safety in schools?**

Take Risks

Openness to Feedback

Intentional Effort for Collegial Relationships

Regular Demonstration of Fallibility

All Staff Have Input



LET'S APPLY IT!

Let's do an activity to make
Space for Vulnerability.

1. With your practice partner, practice soliciting and receiving feedback.
2. Now switch roles, giving some feedback to your partner.
3. Discuss what went well and what was difficult about this.

Share insight with the group.

Check for
Understanding



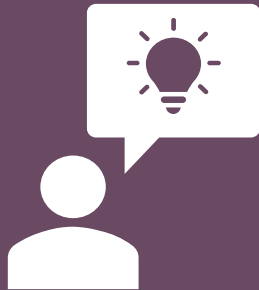
What are the characteristics
of a healthy and supportive
environment for teachers
and students?

REFLECT & DISCUSS.

What could your workplace's leadership
do to promote a safe and supportive
environment? What could you do to
contribute to a safe and supportive
environment for others?



QUESTIONS TO CHECK FOR UNDERSTANDING



1

Why is it important for school leadership to engage in prioritization? What can happen if schools fail to prioritize?

2

What are the characteristics of a healthy and supportive environment for teachers and students?

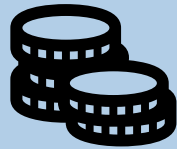
3

In what industries has psychological safety been researched and developed within organizations, and what are its main features?

In-Session Activities



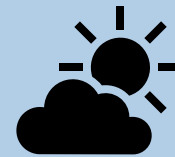
full plate
vs. ideal
plate



overload
cost



Using EMR



Building
Implementation
Climate



Well-being Prioritization Plan

SEE HANDOUT

DISCUSSION QUESTIONS



1

What is your school's greatest climate strength? How can you use that to improve overall climate and safety?

2

What strategies and supports have you used to prioritize your own wellbeing within your school? How can those be supported by the environment?

3

What could your school's leadership do to promote a safe and supportive environment? What could *you* do to contribute to a safe and supportive environment for other educators?

4

As a school, how full is your plate? Other than ARC, what practices would you need to prioritize and receive support for to create a little more room on your school's plate?