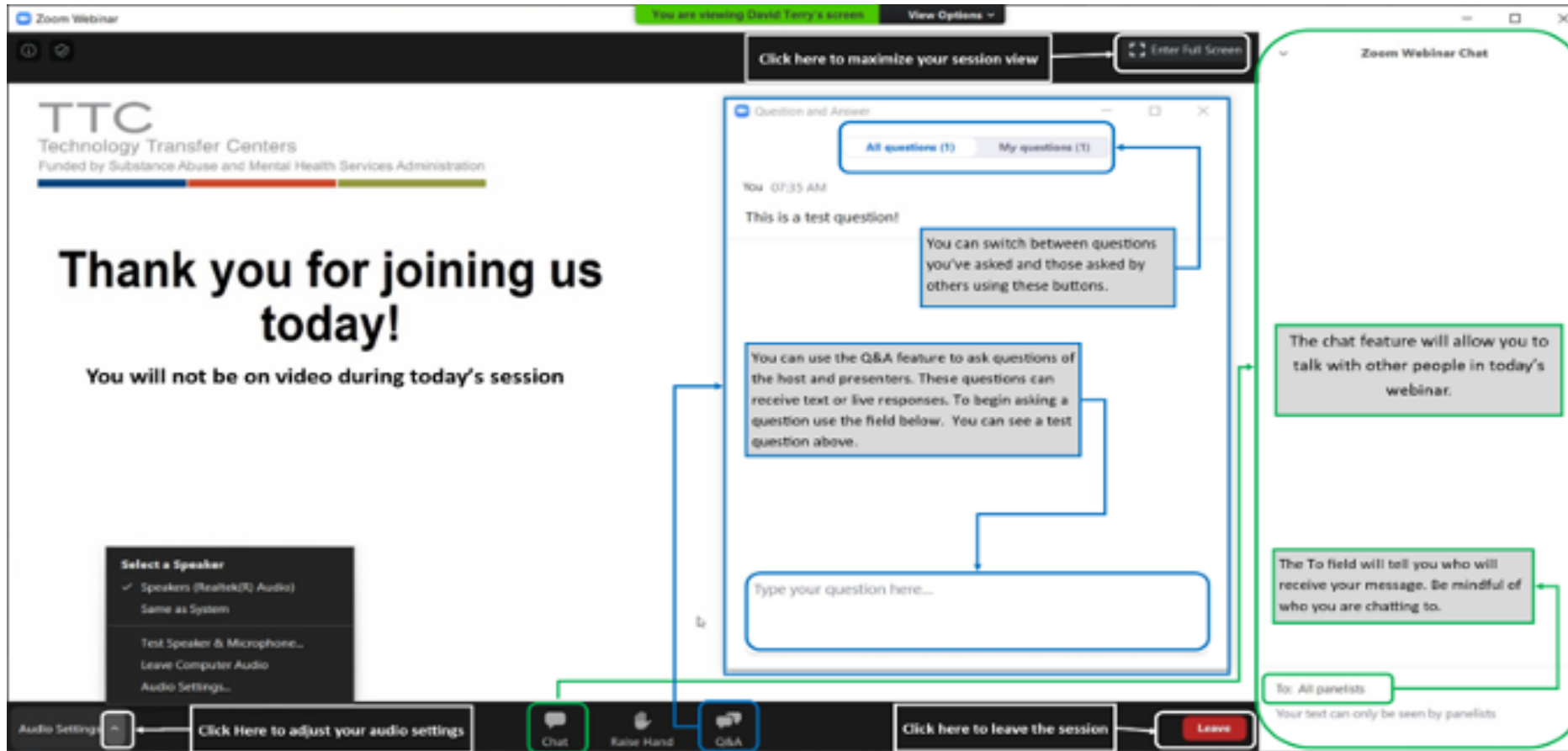


# The Zoom Interface



All attendees are muted. Today's session will be recorded.

# *NJ Comprehensive School-based Mental Health Webinar Series Session 9: Staff Self-Care*

***Michelle Zechner, PhD***  
Assistant Professor, Rutgers  
Northeast & Caribbean MHTTC

***Sam Hendrickson, MA***  
Peer Support Specialist,  
National Speaker  
Former Principal & Director of Human Resources, Marlboro Township School District

***Sashi Gundala, MA***  
Principal, Easterseals Academy  
Former Assistant Principal, Marlboro Township School District

*Thursday, June 9, 2022*

# About Us

The Northeast and Caribbean MHTTC received 5 years (2018 – 2023) of funding to:

- Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses.
- Address full continuum of services spanning mental illness prevention, treatment, and recovery supports.
- Train related workforces (police/first responders, primary care providers, vocational services, etc.) to provide effective services to people with mental illnesses.

Supplemental funding to:

- Support schoolteachers and staff to address student mental health
- Support healthcare providers in wellness and self-care activities

# School Mental Health

Supplemental funding to support implementation of:

- Importance of mental health supports in schools
- Capacity to recognize and identify mental health concerns in students
- Best models of school-based mental health services
- Linking, as needed, to community-based services





# Next Session:

**Session 8: System Partners**

**Wednesday, June 15, 2022; 3:00 -4:15 pm**

# New Jersey School- Based Technical Assistance Calls

Tuesday, June 14, 2022

- 9:00 am - 10:00 am EST
- 10:00 am- 11:00 am EST





# Grow Your Knowledge and Skills

Keep up with the latest effective practices, resources, and technologies!

**Subscribe** to receive our mailings.

All activities are free!

<https://bit.ly/3IU0xF4>



# We Want Your Feedback

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!



Northeast and Caribbean (HHS Region 2)

**MHTTC**

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration



# Video Recording Information

Please Note:

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.

# Disclaimer

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At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use at SAMHSA. 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.

This work is supported by grant H79SM081783 from the DHHS, SAMHSA.

# Your Interactions With Us

## Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Note: your question is visible to all participants.

## Chat and Polls

- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.



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 AND  
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

# Our Presenters



**Michelle Zechner, PhD**  
Assistant Professor, Rutgers  
Northeast & Caribbean  
MHTTC



**Sam Hendrickson, MA**  
Peer Support Specialist,  
National Speaker  
Former Principal & Director of  
Human Resources, Marlboro  
Township School District



**Sashi Gundala, MA**  
Principal, Easterseals Academy  
Former Assistant Principal,  
Marlboro Township School  
District



# Session Objectives

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After today's webinar, participants will be able to:

- 1) Describe organizational approaches to self-care and wellness
- 2) Applying the MTSS framework to create system educator wellness and self-care
- 3) Identify effective strategies from NJ district exemplar







Mindful Moment

---

A photograph of several wooden figures, possibly chess pieces, in a blurred background. The figures are light-colored wood with rounded heads and cylindrical bodies. The background is a soft, out-of-focus scene with warm tones, suggesting an indoor setting with natural light. A large, dark grey curved shape on the right side of the image frames the text.

# Organizational Approaches to Self-Care & Wellness

# General Organizational Approaches

Foster staff voice  
& choice

Safe and  
supportive staff  
engagement

Create  
environmental  
self-care space -  
“Wellness” Room

Offer professional  
development on  
self-care

Encourage  
work/life  
boundaries

Focus on strengths

Build-In Self Care  
Opportunities

Administration  
model good  
practices

*What strategies does your school use to support self-care and wellness?*

## Practical Approaches to Organizational Support

- Communication
- Equal support & treatment
- Build relationships
- Support transition from work to home







# Cultivate Community

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- Focus on mission & values
- Value of peer support
- Team work makes the dream work....

*How do you cultivate community at your school?*

# Examples of Embedding Self-Care in Culture



LIMIT EMAILS TO  
WORKING HOURS



RESPECT SICK  
DAYS



REGULAR  
RECOGNITION



GATHER  
FEEDBACK



BEGIN MEETINGS  
WITH SELF-CARE



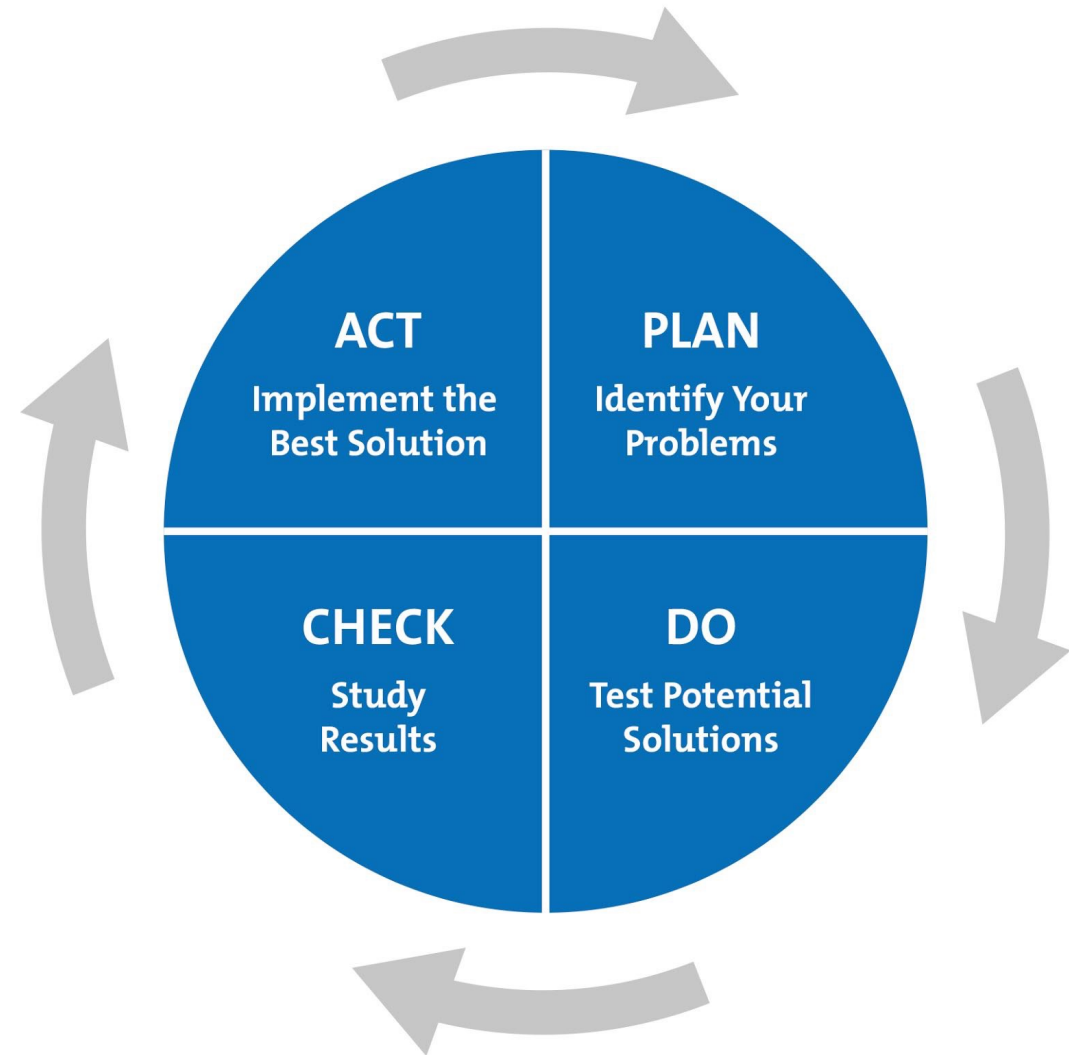
# Making Changes

- Change in culture requires investment, practice and measurement
- Implementation strategies gather input from stakeholders, take small actions, assess impact and take further action.

# Plan, Do, Check, Act

- A model for making improvements in work settings
- Encourages thinking through and testing new ideas
- Develop a plan identifying the what, how, when and resources needed

Figure 1: The Plan-Do-Check-Act Cycle







*Staff Well-Being within  
the MTSS Framework*

# Getting Serious About Teacher Burnout

Teacher burnout leaves schools scrambling

'We Need To Be Nurtured, Too': Many Teachers Say They're Reaching A Breaking Point

**Teachers' Mental Health Has Suffered in the Pandemic. Here's How Districts Can Help**

## The Mental Health Crisis Causing Teachers to Quit

BROWN CENTER CHALKBOARD

**How much do teachers struggle with stress and burnout?**





# Burnout

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# Causes of Teacher Burnout

---

Socio-emotional demands of working with more than 30 students

---

Management of difficult student behavior

---

Workload

---

Lack of cooperative time with colleagues

---

Lack of administrative support

---

Interpersonal conflict with pupils, colleagues, and parents

---

Unbalance between teaching demands and available resources



# Multi-Tiered System of Support (MTSS)

## ACADEMIC INSTRUCTION

**Tertiary Interventions**  
(for individual students)  
• Assessment based  
• High intensity

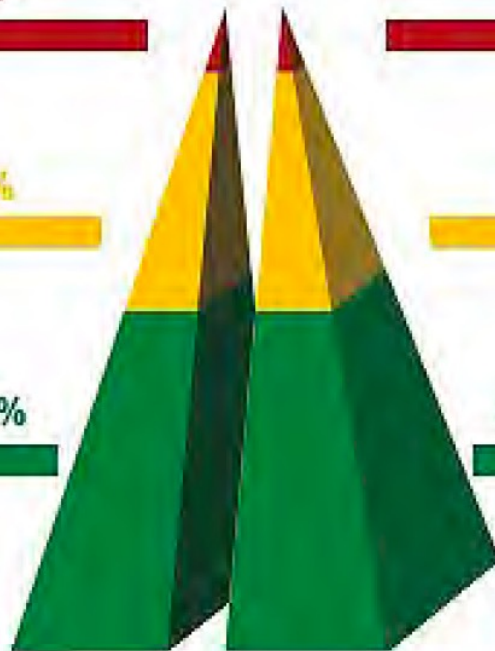
**Secondary Interventions**  
(for some students)  
• High efficiency  
• Rapid response

**Universal Interventions**  
(for all students)  
• Preventative, proactive

1-5%

5-10%

80-90%



1-5%

5-10%

80-90%

## BEHAVIORAL INSTRUCTION

**Tertiary Interventions**  
(for individual students)  
• Assessment based  
• Intense, durable procedures

**Secondary Interventions**  
(for some students: at risk)  
• High efficiency  
• Rapid response

**Universal Interventions**  
(for all students)  
• All settings  
• Preventative, proactive

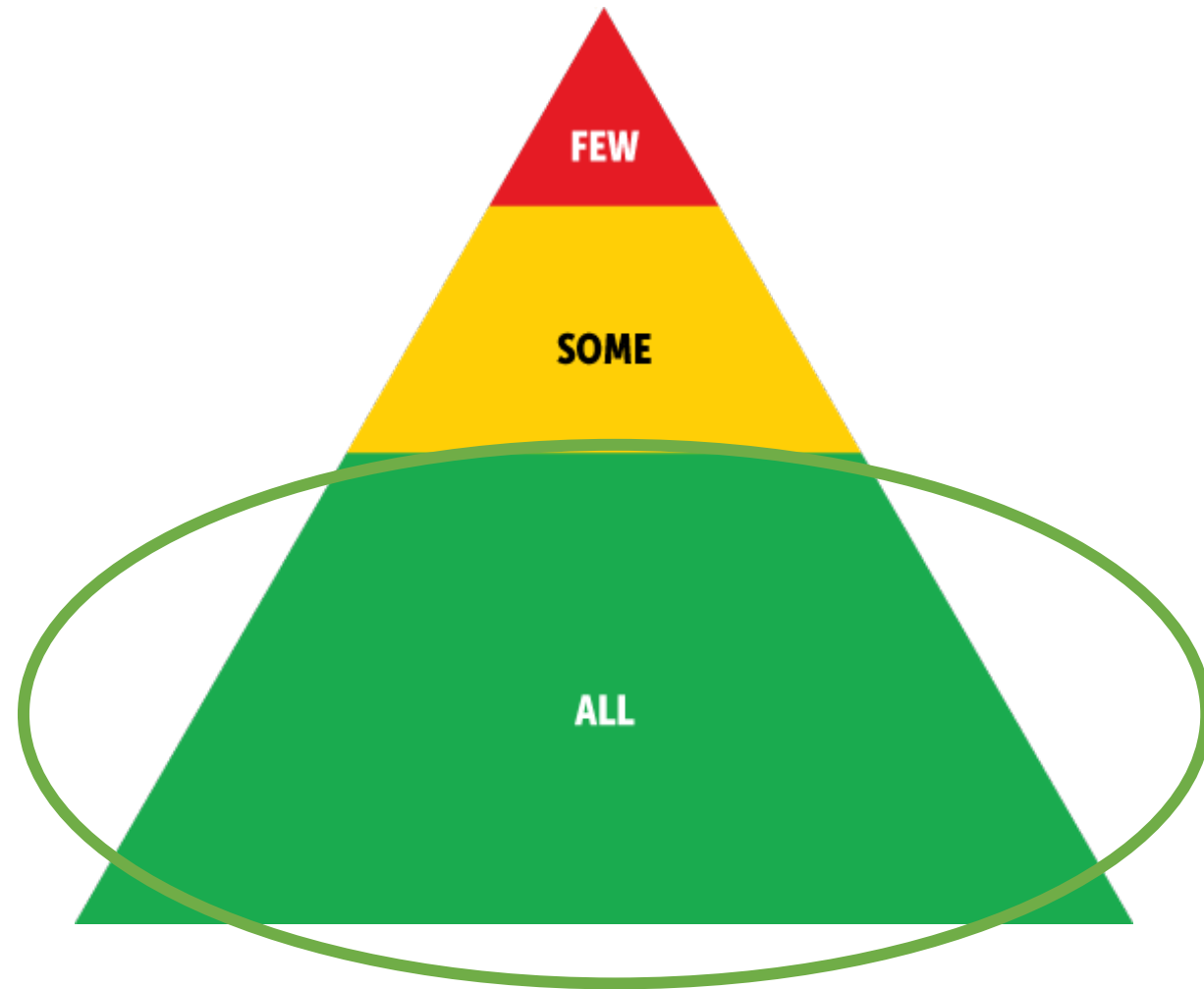
# *Tier 1*

## *Needs of All Adults*

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Example activities include:

- Staff needs assessment
- Early dismissal on PD days
- Schoolwide acknowledgement system for staff
- Creating time and physical space for staff to engage in regular self-care practices
- Relationship mapping

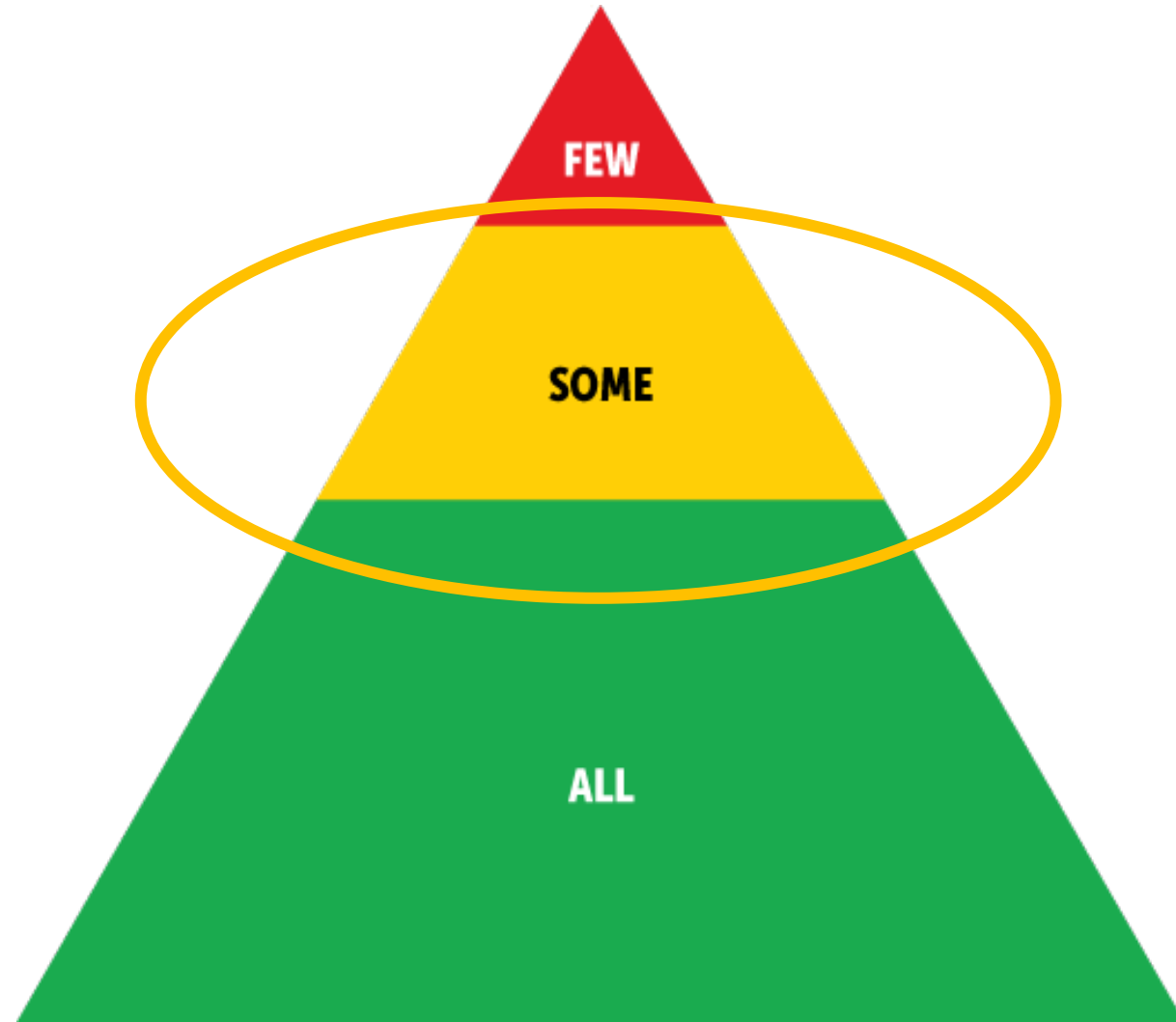


## *Tier 2 Needs of Some Adults*

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Example activities include:

- Peer support groups
- Tap In/Tap Out
- Providing targeted strategies for professional development based on staff input



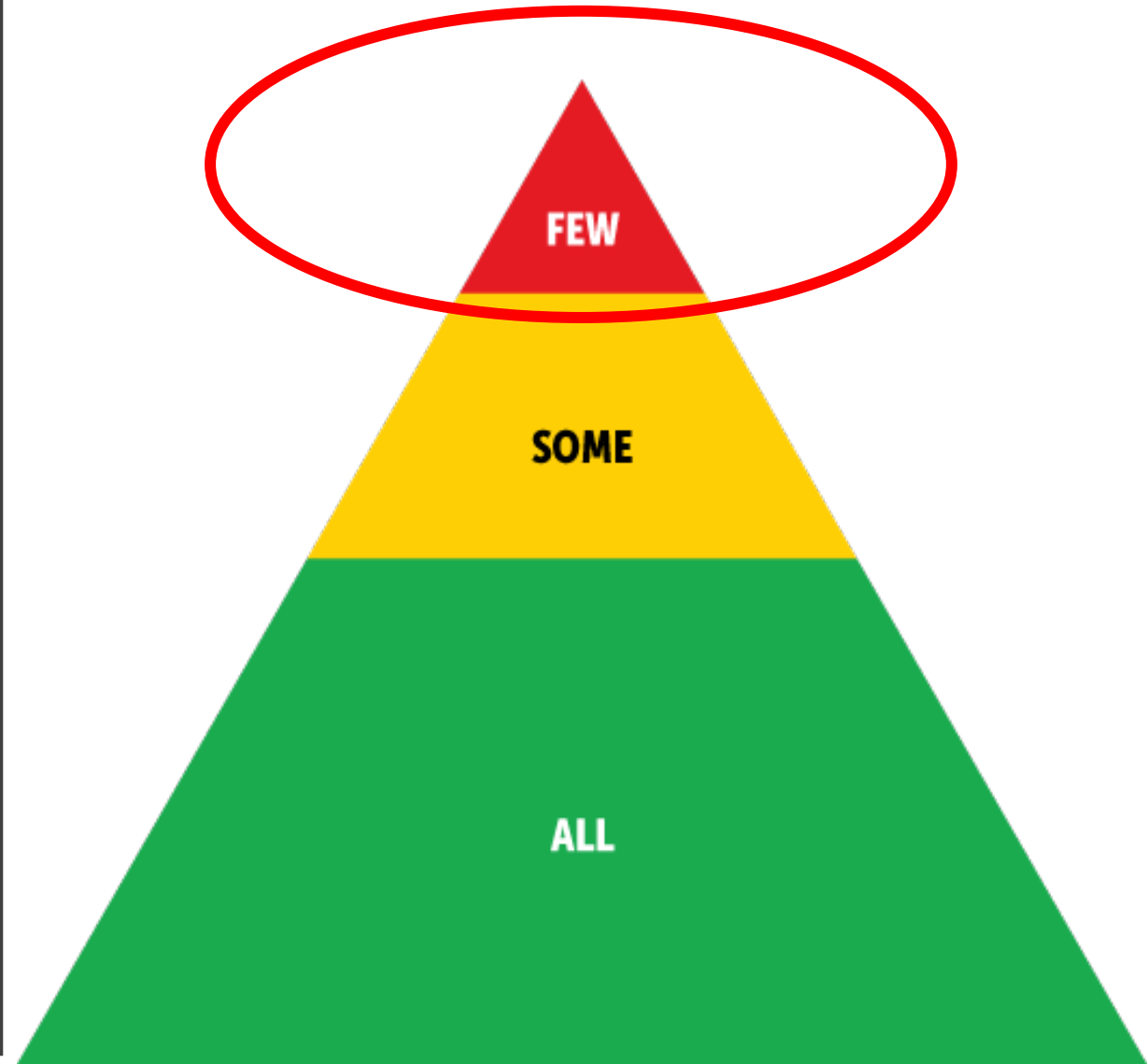
## *Tier 3*

### *Needs of Individual Adults*

---

Example activities include:

- Making available local mental health supports
- Seeking supports for specific strategies based on needs assessments and problem identification
- Providing opportunities for one-to-one staff mentoring





## Creating a Staff Wellness Team



# Creating Your Team

---

- ✓ Obtain support and endorsement from building leadership
- ✓ Obtain support and endorsement from school staff
- ✓ Create a representative team
- ✓ Establish a time to meet regularly
- ✓ Agree on the team's structure and create specific roles (e.g., note taker, discussion leader, organizer).





# General Activities & Roles of the School Wellness Team

Gather information regarding the wellness and mental health of staff

Collecting information about local resources and services

Ensuring that staff wellness is a visible priority

Serving as a conduit for staff voice and participation

Creating action plans to address staff wellness well-being and self-care

Working with admin to ensure policies are in place to support staff wellness

Monitoring and evaluating the impact of school wellness efforts

# First Steps for the School Wellness Team

1. Conduct a needs assessment
2. Create a plan and recommendations
3. Ensure that school leadership demonstrates visible support
4. Create a tiered continuum of strategies that align with the MTSS framework



Context of Care	Tier 1	Tier 2	Tier 3
	Needs of all adults in the school/district	Needs of some adults beyond Tier 1	Needs of individual adults who need supports beyond Tiers 1 and 2
Self-Care	<ul style="list-style-type: none"> <li>• Develop general coping strategies (e.g., daily mindfulness practice)</li> <li>• Encourage healthy eating</li> <li>• Encourage regular exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Attending group yoga class</li> <li>• Guided mindfulness meditation group</li> </ul>	<ul style="list-style-type: none"> <li>• Seeking supports for specific strategies based on needs assessments and problem identification</li> </ul>
Other Care	<ul style="list-style-type: none"> <li>• Creating a strong sense of community and belonging for all staff</li> <li>• Schoolwide acknowledgment system for staff</li> <li>• Creating time and physical space for staff to engage in regular self-care practices</li> <li>• Create professional learning communities (PLC) for staff to share/exchange strategies that have worked</li> <li>• Training and support for addressing school-based stressors (e.g., if student behavior is source of stress, providing supports to address behaviors)</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring yoga and mindfulness instructors to come to school to offer courses</li> <li>• Providing targeted strategies for professional development based on staff input</li> <li>• Staff support groups</li> </ul>	<ul style="list-style-type: none"> <li>• Providing opportunities for one-to-one staff mentoring</li> <li>• Making available local mental health resources</li> </ul>



NEW JERSEY COMPREHENSIVE SCHOOL-BASED

# Mental Health Resource Guide



February 2022

## Chapter 10: Staff Self-Care

- ✓ Practical examples of implementation- "School Spotlights"
- ✓ Hyperlinked resources
- ✓ Team reflection questions







# Resources

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- NJ Comprehensive School-Based Mental Health Resource Guide  
<https://bit.ly/3mxsX73>
- How to Grow Teacher Well-Being in Your Schools  
<https://bit.ly/3MzqV14>
- Tiered Approach to Teacher Well-Being  
<https://bit.ly/3aQJ5hz>
- Continuous Improvement in Education  
<https://bit.ly/3ts3a45>
- Wellness for Helping Professionals  
<https://bit.ly/3O66REI>



Transforming School Culture in  
Support of Staff Wellness:  
Reflections of a Longtime Educator  
and Administrator

Tell us about your background, the school district you served in together, and your journey as administrators trying to build school culture to support staff self-care and overall wellbeing.



# Strategies to Support Staff Self-Care: Setting the Stage



Assessing and Responding to Staff Needs



Building Trust and Relationships with Staff



Giving Back (e.g. time, flexibility)



Offering Choice and Voice





---

What were some of  
the challenges and  
successes you  
experienced?

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## Lessons Learned & Insights Gained



# Question and Answer



# Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.







COMING

SOON

## ***ClassroomWISE***

### ***Well-Being Information Strategies for Educators***

Free online mental health literacy for educators and school personnel

## ***POWER***

### ***Positive Outcomes With Emotion Regulation***

The POWER program is a school-based intervention program designed to promote emotion regulation skills for middle and high school students with or at risk for developing mental and behavioral health needs.

As a targeted intervention, the POWER program is designed to be implemented at Tier 2 within a multitiered systems of support framework.

# Toward Wellness and Recovery

## Our Podcast Channel



Check out our latest podcast series!

## Flourishing at Work: A Plan for Helping Professionals

**Search then Subscribe** wherever you get your podcasts!

[Spotify](#) Apple Music [Podbean](#)



Northeast and Caribbean (HHS Region 2)

**MHTTC**

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

# Connect With Our Center

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Website:

<https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home>

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