

# Preventing Staff Burnout in Schools

Dr. Ashley Fortier

August 25, 2022



Mountain Plains (HHS Region 8)

**MHTTC**

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

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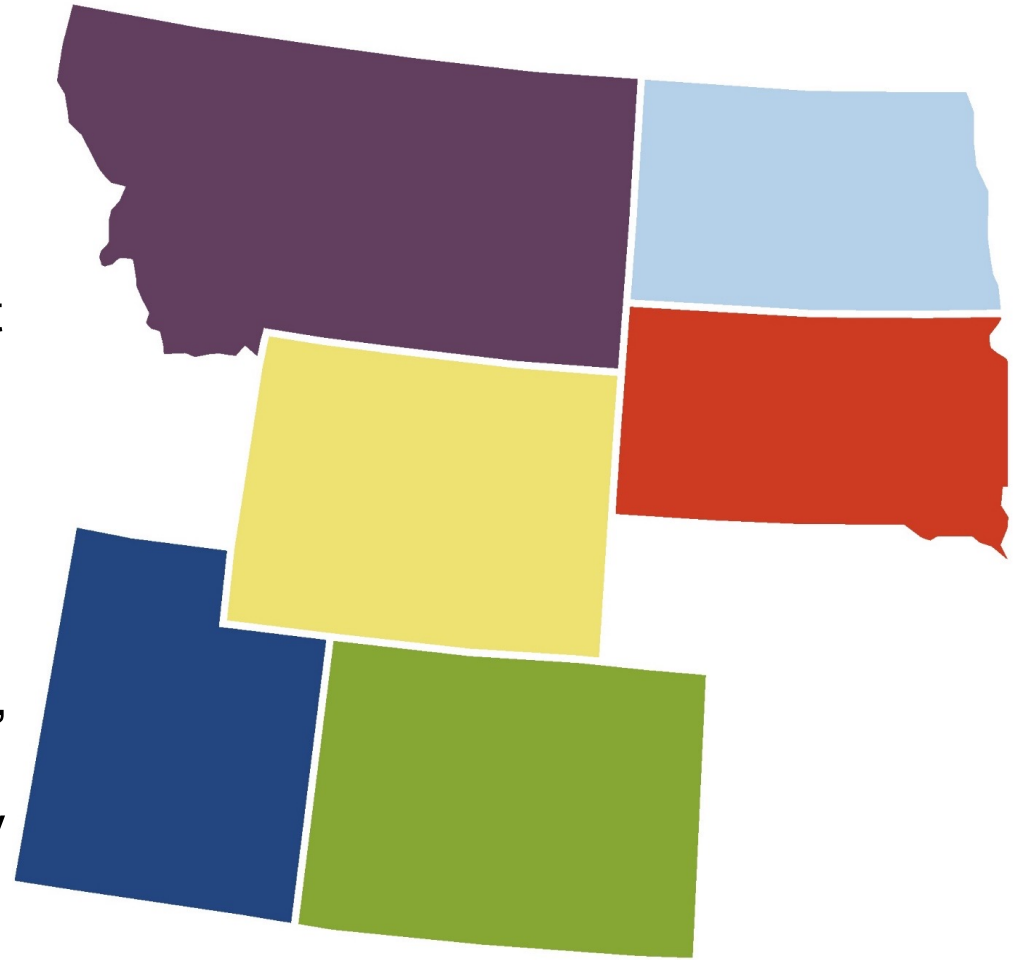
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# The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).



# Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.



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

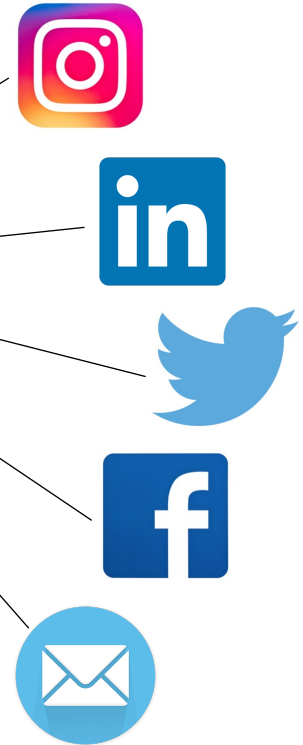
RESPECTFUL, CLEAR  
AND UNDERSTANDABLE

CONSISTENT WITH  
OUR ACTIONS,  
POLICIES, AND PRODUCTS

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# Preventing Staff Burnout in Schools

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# Today's Overview

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- What creates effective classrooms?
- What is burnout and how does it effect people?
- How does burnout effect the classroom? The school system?
- How to mitigate burnout, manage stress systems and build resilience in school staff



# What creates effective classrooms?

CLIMATE

CONNECTION

CONTROL

# The State of Schools

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- Increase in vacancies or unfilled positions for critical roles
- High rates of staff turnover, especially for early career teachers
- Increase in school staff leaving their professions entirely
- Average length of teacher experience has sharply decreased

# The State of Rural Schools

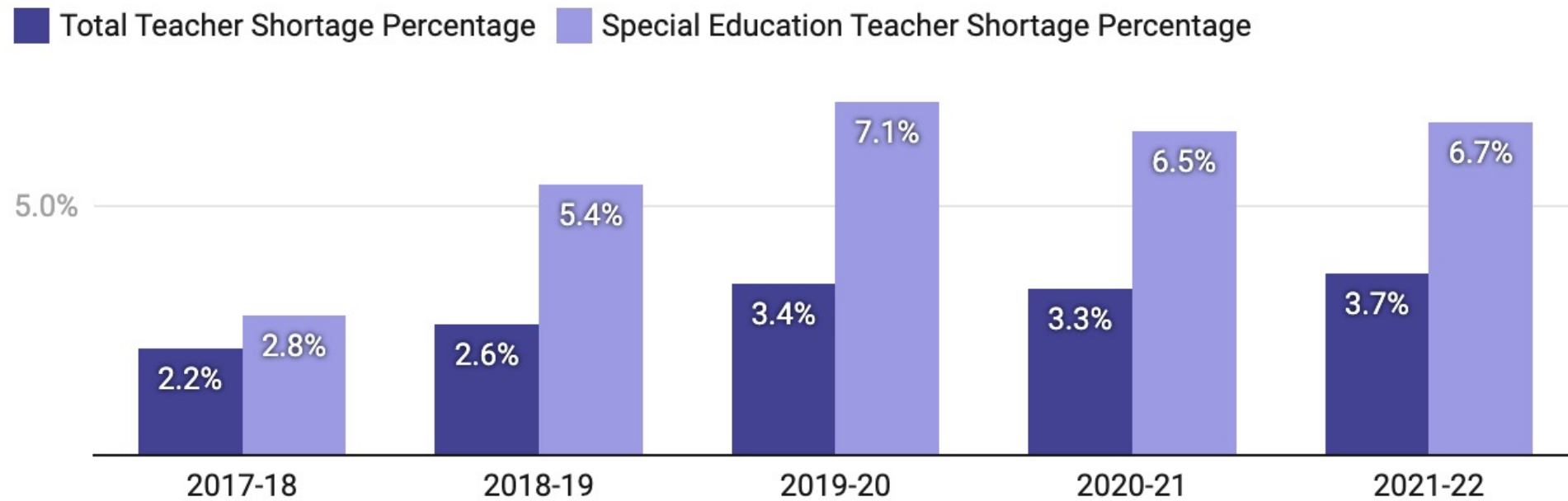
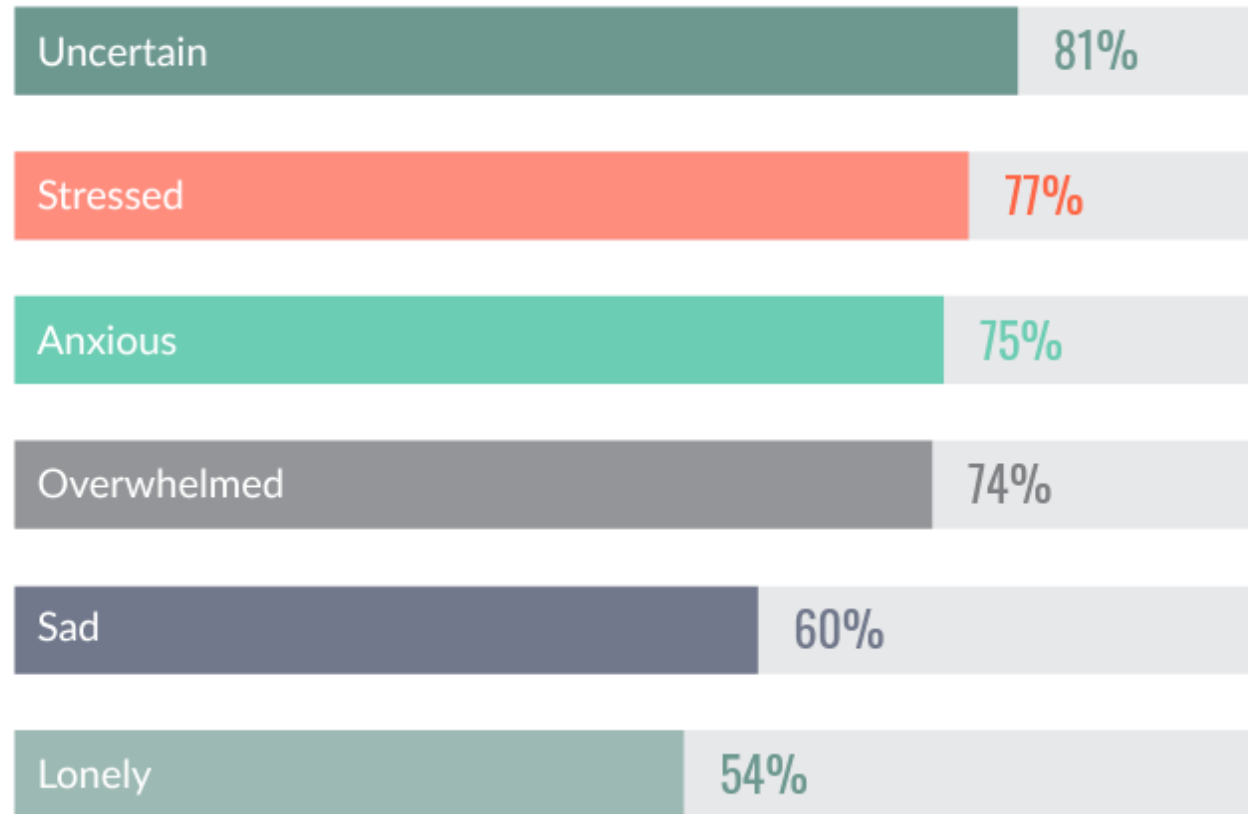


Chart: Anna Merod/K-12 Dive • Source: North Dakota Department of Public Instruction • [Get the data](#) • Created with [Datavrapper](#)

# The State of School Staff

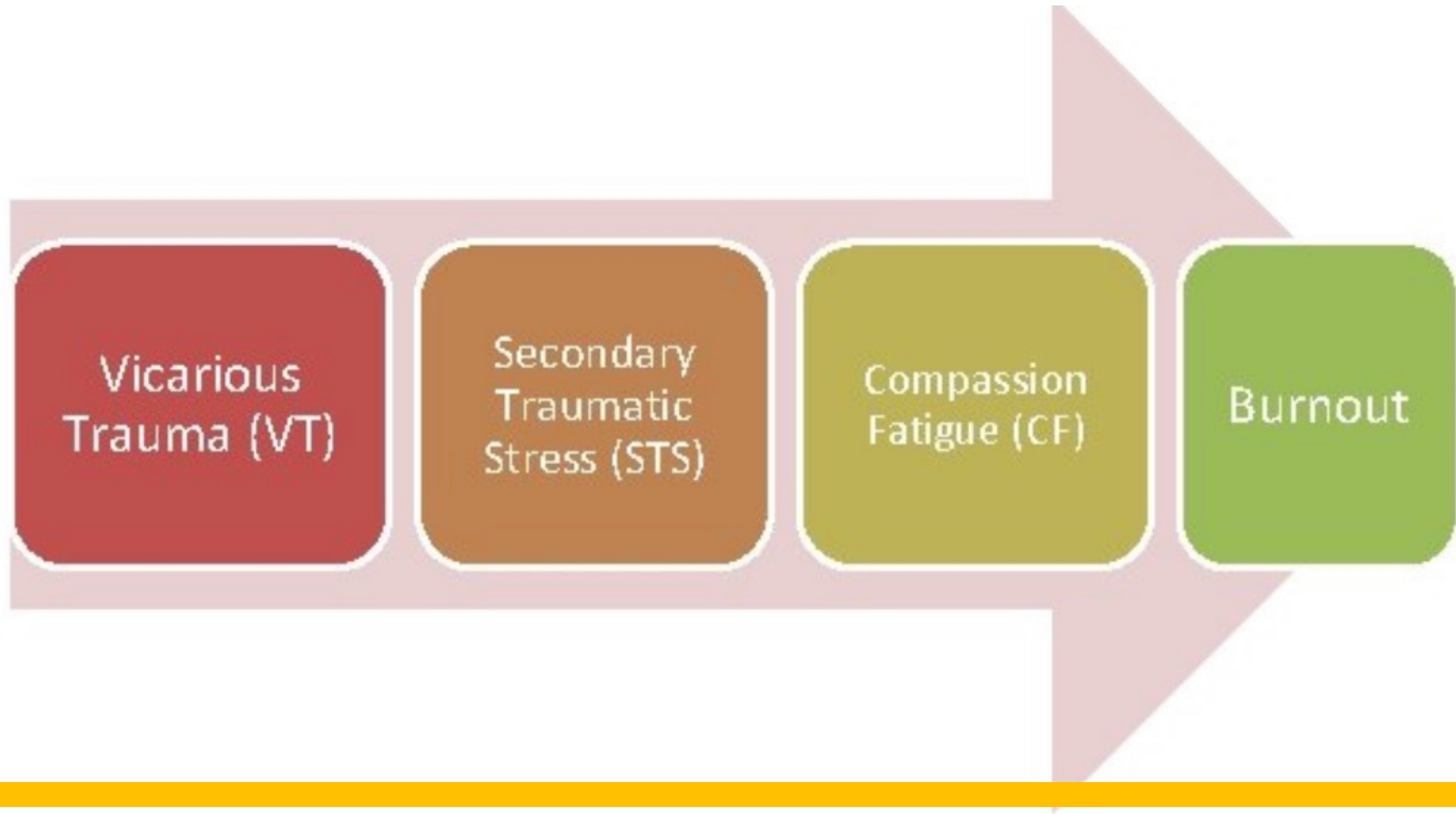
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A MAJORITY OF TEACHERS FEEL "SOMEWHAT" OR "EXTREMELY":



Source: THE Journal

# THE STRESS CONTINUUM



# Burnout

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“The natural, consequent behaviors and emotions resulting from knowledge about a traumatizing event”

“The indirect exposure to [clients’] trauma material that leads to the providers’ PTSD-like symptoms of re-experiencing, avoiding, and hyperarousal”

# The toll of Professional Burnout:

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- Physical illness
- Increased feelings of hopelessness
- Irritability
- Impatience
- Poor interpersonal relationships
- Ineffective communication
- Ineffective executive functioning, attention, and memory



## Maslach Burnout Inventory (MBI)-Educators Survey

- Emotional Exhaustion
- Depersonalization
- Personal Accomplishment



## Areas of Worklife Survey (AWS)

- Workload
- Control
- Reward
- Community
- Fairness
- Values



# Self-Management & Coping Strategies

- Mindfulness
- Self-care practices
- Complete the Stress Cycle
- Taking care of physical & mental health conditions
- Scheduled socialization w/ friends, family, colleagues

# Mindfulness is the key



# How to Complete the Stress Cycle

- 1) Physical activity
- 2) Breathing
- 3) Positive social interaction
- 4) Laughter
- 5) Creative expression
- 6) Physical affection
- 7) Crying

# What can administrators do?

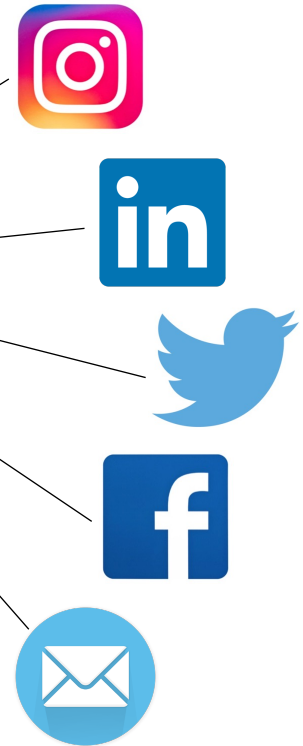
Support teacher wellbeing with district-wide initiatives:

- Providing wellbeing programs
- Creating wellness-supportive policies
- Providing mental-health focused professional learning
- Allowing staff time to actively participate in professional learning
- Creating opportunities for staff to collaborate, socialize, and support one another
- Embedding self-care strategies within each school's culture and structure

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THANK YOU!



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