

Resilient Mindful Learner: Cultivating Teachers' Well Being & Mental Health

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Presentation to the CDE Student Mental Health Policy Workgroup

Focus

- Prevalence of teacher stress and its impact on the individual and the organization (school and students)
- What works to address teacher stress and social and emotional competence
- A teacher professional development program promoting social-emotional health and wellness and its impact

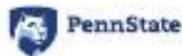
Teacher Stress and Health

Effects on Teachers, Students, and Schools



This issue brief, created by the Pennsylvania State University with support from the Robert Wood Johnson Foundation, is one of a series of briefs addressing the need for research, practice, and policy on social and emotional learning (SEL). SEL is defined as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Learn more at www.rwjf.org/socialemotionalllearning.



46%

of teachers report high daily stress during the school year.*

That's tied with nurses for the highest rate among all occupational groups.

* Gallup (2014). State of American Schools.

2017 Educator Quality of Work Life Survey

61%

Teachers and school staff that reported work was 'always' or 'often' stressful.

Experiencing poor health, being bullied at work, and sleep deprivation.

58%

Teachers and schools staff that reported their mental health as "not good" for at least seven of the previous 30 days.

34%

2 Years Ago

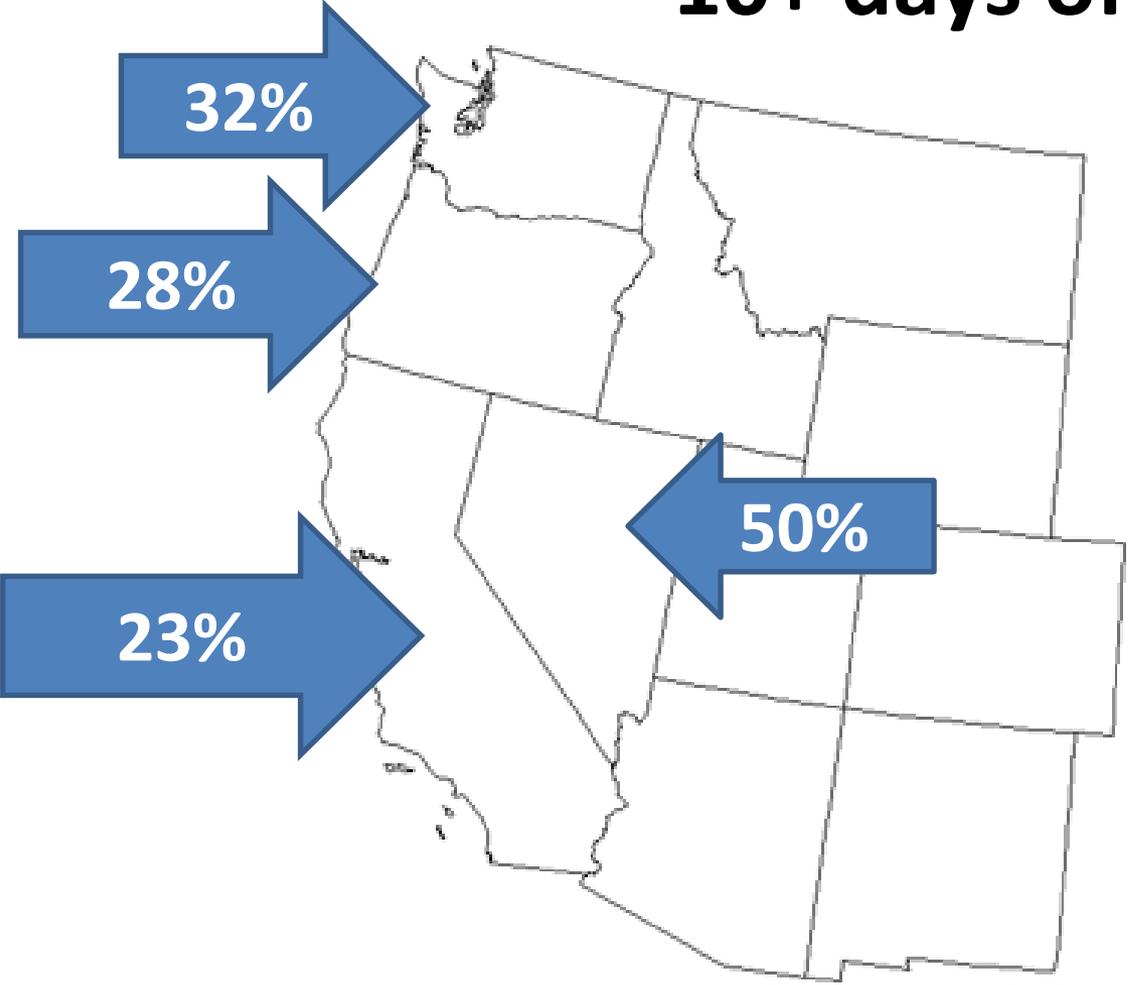


78%

of teachers reported feeling physically and emotionally exhausted at the end of the day. The stress that educators experience affects their enthusiasm about the profession and longevity in the field.

American Federation of Teachers, 2015

Teacher Absentee Rates 10+ days off



29% - 36%
National Average
Various Studies

When teachers are absent for 10 days, there is a significant decrease in student outcomes.

National Bureau of Economic Research

Secondary Traumatic Stress

“It is not uncommon for school professionals who deal with students struggling from the effects of trauma to experience symptoms very much like those their students are exhibiting.”

The Heart of Learning and Teaching: Compassion, Resilience, and Academic Success

Positive relationships are critical for students especially youth who experience adverse experiences. Teachers are not trained nor prepared to interact or vicariously experience their students' trauma.

Teacher Stress and Health: Effects on Teachers, Students, and Schools



Pennsylvania State University, 2017

<https://www.youtube.com/watch?v=90f5eEqrZG8>

What Works

Teacher Stress and Health: Effects on Teachers, Students, and Schools

Interventions on the **organizational** or **individual level**, or those that reach both, **can help reduce teacher stress by changing the culture and approach to teaching.**



What Works

Teacher Stress and Health: Effects on Teachers, Students, and Schools



Proven programs to improve teacher well-being and student outcomes:

- Teacher mentoring
- Workplace wellness
- **Stress management and mindfulness**
- Social & Emotional Learning (SEL)
- Positive Behavior & Intervention Support (PBIS)

Impacts on Students of Reducing Teachers' Stress and Improving their Social-Emotional Competence

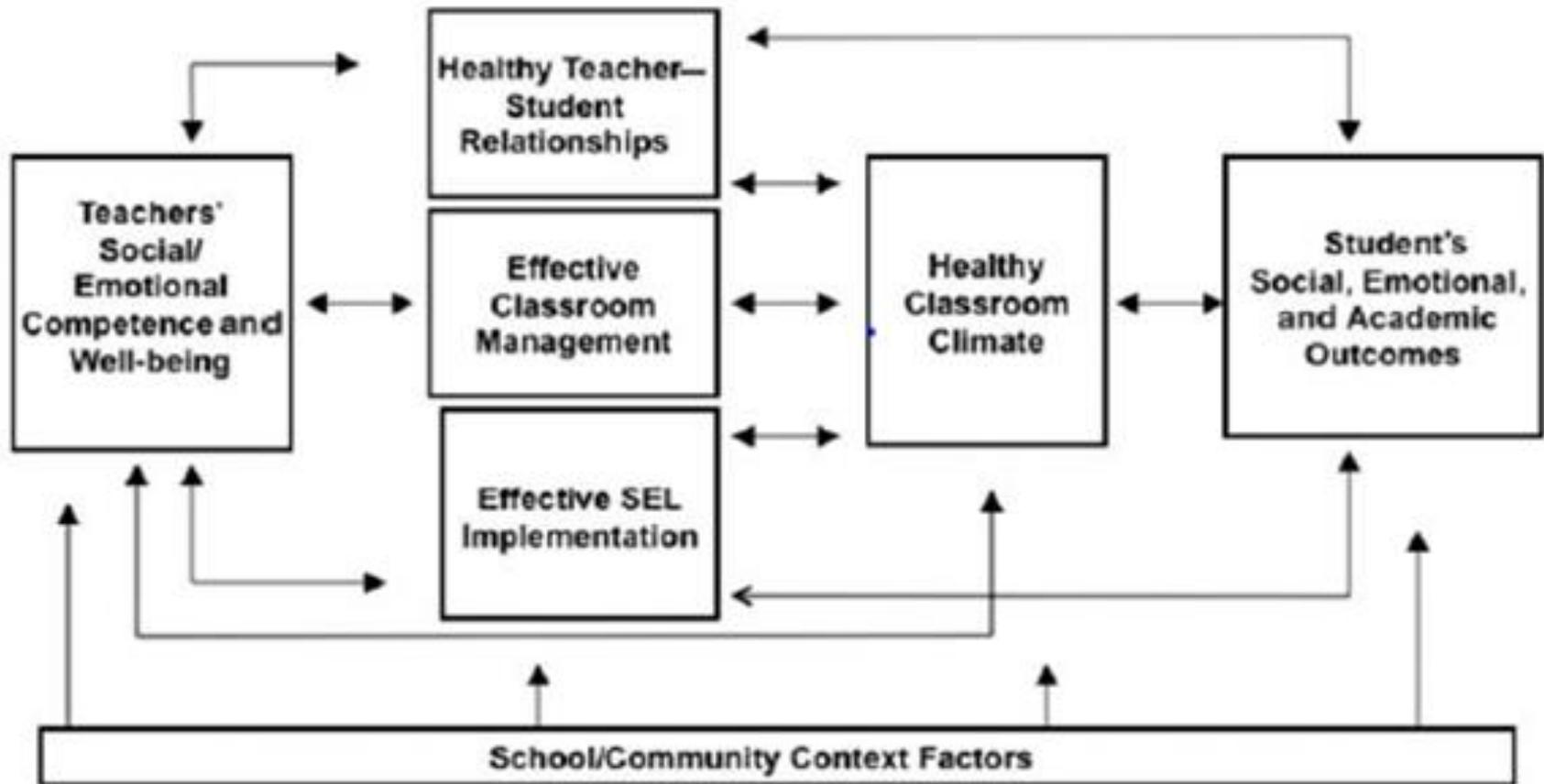


FIGURE 1. *The prosocial classroom: A model of teacher social and emotional competence and classroom and student outcomes.*

Jennings and Greenberg, 2009

Reducing Teachers' Stress Leads to Higher-Quality Classrooms



Teachers who regularly use stress-reducing strategies increase their ability to cope with the demands of the career and are positioned to do a better job educating students.

Resilient Mindful Learner Project

Supporting the academic, social and emotional development of students by promoting...

1. Teacher resilience, stress management skills, & capacity to embody mindful awareness
2. Student resilience, healthy stress coping skills, mindful attention and self-regulation



Resilient Mindful Learner Project

- 25 hours of training (after-school; 1 Saturday)
- Day-long mindfulness retreat
- Teacher partners for collegial support
- Toolkit of youth stress-reduction & mindful awareness practices
- Eight weeks of documented teaching of practices
- Demonstration of teaching practices for colleagues
- Classroom visits & coaching
- Pre- & post-testing of adults and students

Resilient Mindful Learner Project

Curriculum Overview

- Adult & youth resilience
- Stress physiology
- Neuroscience of stress
- Types of youth stress
- Impacts on mind, body, learning & performance
- Stress risk & protective factors
- Relaxation response benefits
- Adaptive & maladaptive coping
- Variety of relaxation practices
- Mindfulness
- Assessing students mind-body states
- Calm classroom & school environment
- Test anxiety practices
- Youth stress management pedagogy

Project Started with a Pilot



Funded by the MHSA
K-12 Student Mental
Health Initiative in
2013-14

2016-2020

**Funded by Orange
County Health Care
Agency, Behavioral
Health, Prevention
and Early Intervention**

- Staff (% of FTE)
- Subcontractors:
evaluator and
mindfulness trainer
- Teacher stipends
- Training materials
- Refreshments
- Mileage

\$155,000 per year for 4 years



288

Teachers

115

Schools

27 OC

Districts

5,457 Elementary
Students

2016 -
2020

9,714 Secondary Students

Resilient Mindful Learner Project

Fall 2016 Cohort

Significant at * $p < 0.05$, ** $p < .01$

After 7
week
training

Two
months
later

Measure (N=24)	Range	Pre-Test	Post-Test 1	Change	Post-Test 2	Change
Perceived Stress Scale	0-40	21.62	20.17	-1.46*	18.79	-2.57**
Mindful Attention Awareness Scale	1-6	3.6	4.11	0.51**	4.21	0.60**
Maslach Burnout Inventory Frequency	0-6	3.98	4.40	0.41**	4.63	0.64**
Maslach Burnout Inventory Intensity	0-7	4.53	4.47	-0.05	4.95	0.41**
Teacher Stress Inventory Frequency	0-204	130.59	144.5	13.91**	153.96	21.78**
Teacher Stress Inventory Intensity	0-170	104.54	108.91	4.38	122.04	17.5**
Global Health	1-30	21.88	23.13	1.25**	23.47	1.39**

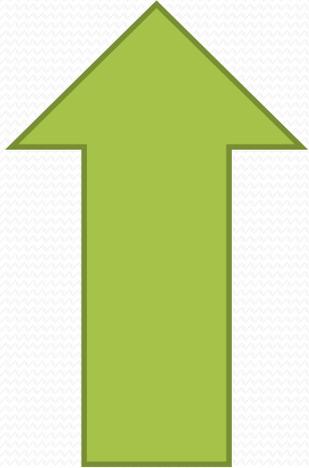
Resilient Mindful Learner Fall 2017 Cohort
Teacher Pre- and Post-Survey with Control Group
 Teacher Mean Comparison Tests

Measure	Range	Intervention Group Results			Control Group Results		
		Pre-Test n = 38	Post-Test	Change	Pre-Test n = 24	Post-Test	Change
Perceived Stress Scale	0-40	17.53	14.18	-3.34**	17.38	18.33	0.95
Mindful Attention Awareness Scale	1-6	3.34	3.87	0.53**	3.40	3.38	-0.02
Maslach Burnout Inventory Frequency	0-6	4.29	4.54	0.24**	4.11	3.83	-0.28
Maslach Burnout Inventory Intensity	0-7	4.81	4.99	0.18	4.51	4.25	-0.26
Teacher Stress Inventory Frequency	0-204	133.3	143.4	10.31**	130.33	133.67	3.33
Teacher Stress Inventory Intensity	0-170	103.16	106.66	3.5	100.58	96.54	-4.04
Global Health	1-55	35.39	41.02	5.63**	36.88	36.42	-0.46

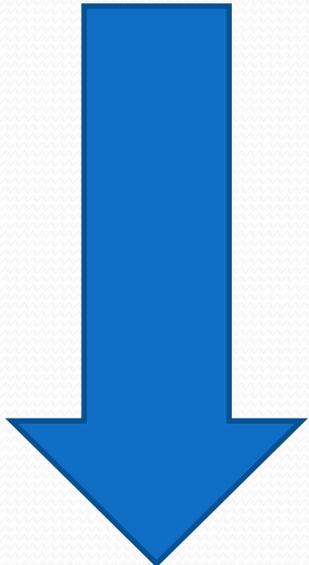
Significant at * p<0.05, ** p<.01

Resilient Mindful Learner Project Outcomes

School-based Stress Management Services



- ~ Mindful awareness (open attention to present moment)
- ~ Global health (general, social, physical, mental health)
- ~ Frequency of feelings of personal accomplishment



- ~ Perceived stress
- ~ Emotional exhaustion
- ~ Frequency of depersonalization
- ~ Frequency of professional distress
- ~ Frequency of perceptions of continually monitoring pupil behavior & discipline problems

PD Content & Teachers' Response to It



Embodiment

Start with the Adults

- **Role model of social & emotional competence**
- **Co-regulation of emotional states**
- **Healthy stress coping skills to meet job demands**
- **Be present for positive relationship building**
- **Authentically teach practices**

The Ethics of Self-Care

Balance in your own life is necessary to function effectively in a professional role. Keeping this in mind can help you feel less selfish when you address your own needs. Self-care is an ethical mandate. ...We as school professionals must admit our vulnerability to burnout and do everything in our power to adhere to this ethical standard.

Rhonda Williams, Ed.D., LPC, NCC University of Colorado,
Colorado Springs & Chair of ASCA's Ethics Committee

What Teachers Say

Taking care of myself first was amazing! I found I became a much calmer teacher in the process. Even my students have noticed the change and have asked questions about what I'm doing.

RML Satisfaction Survey Spring Cohort 2019

Personally, (the project) gave me the tools to see stress from a different perspective. As a teacher, I felt so burnt out that this program has made me fall in love with teaching again.

RML Satisfaction Survey Spring Cohort 2019



When school staff are more relaxed, students are calmer and the overall climate at a school can be transformed.

Simon, Harnett, & Nagler, 2009

What Teachers Say

“There are less problems it seems like. The kids just come in in a calmer state and the class is running calmer and I’m reacting calmer.”

Fall 2017 Cohort



Emotions are contagious.
Emotions leak.
Emotions drive behavior.

Co-regulation

Reactive child and well-regulated teacher

Terror

Present, parallel, patient, persistent –
facilitate multisensory, multi-domain, repetitive activity

Fear

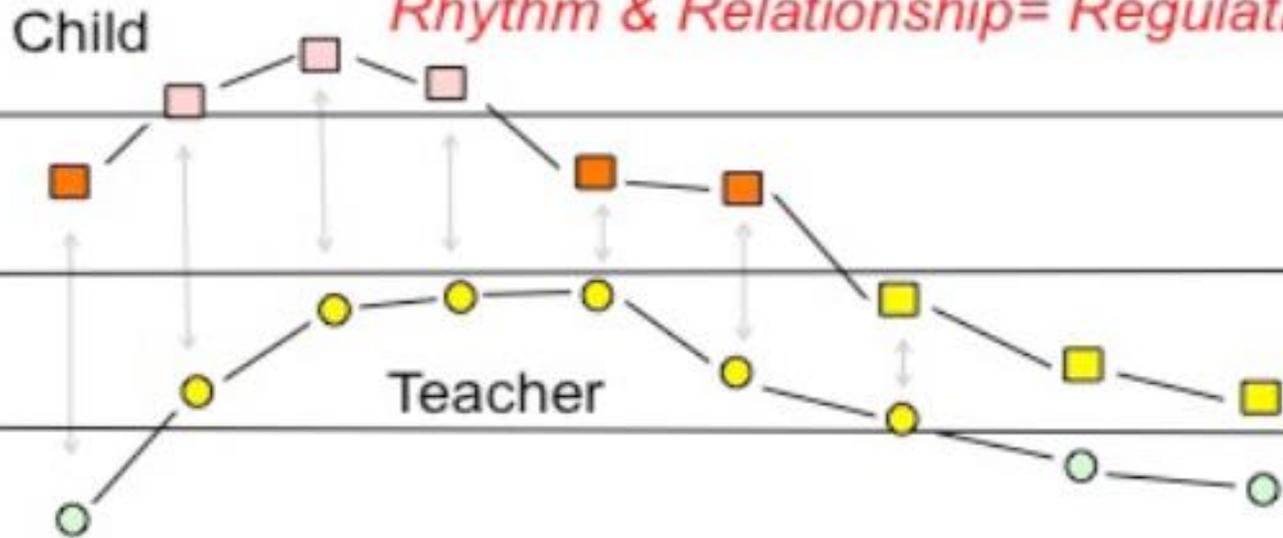
Child

Rhythm & Relationship = Regulation

Alarm

Alert

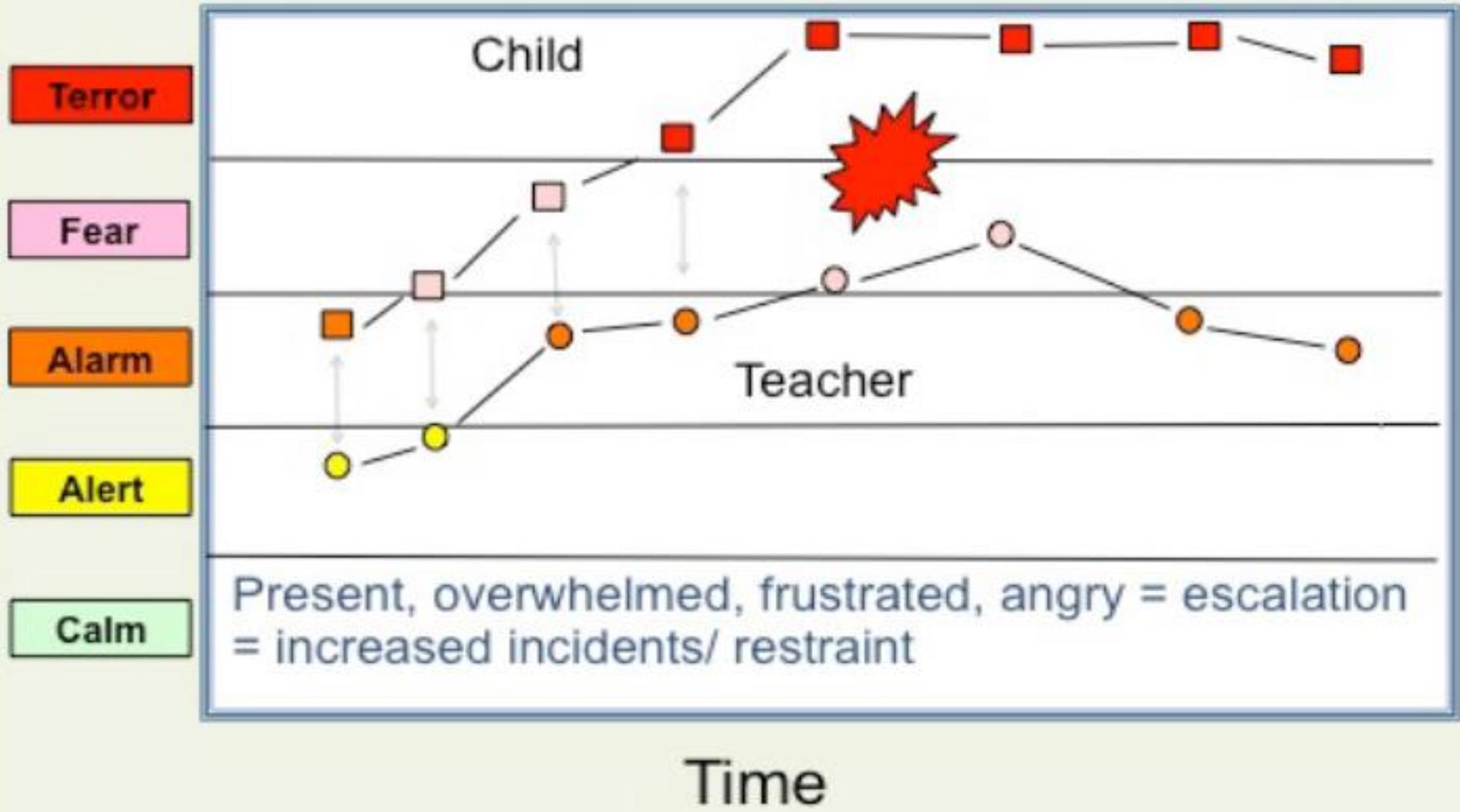
Calm



Time

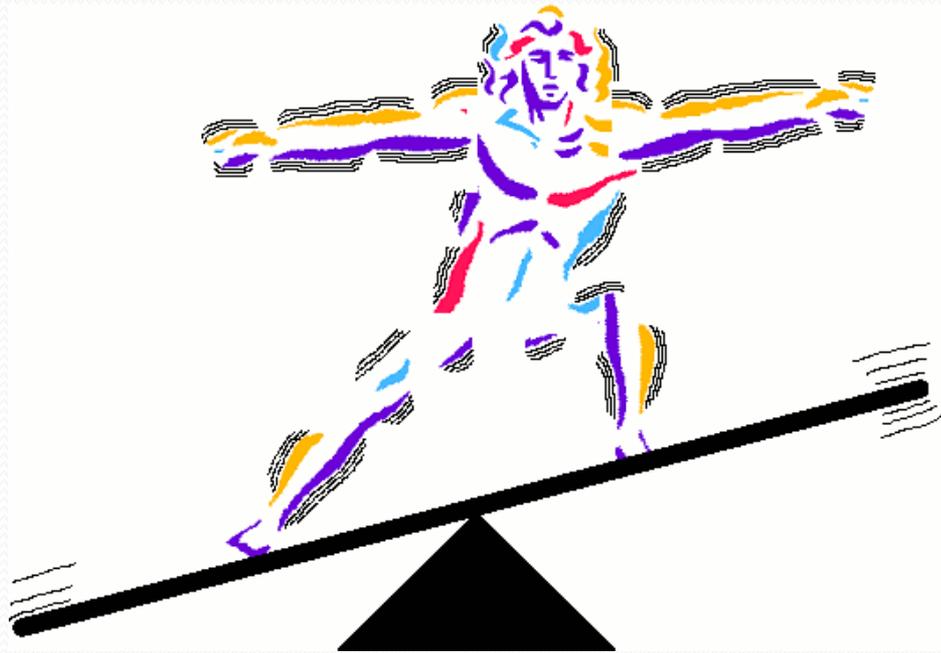
Co-dysregulation

Reactive child and overwhelmed teacher



Present, overwhelmed, frustrated, angry = escalation
= increased incidents/ restraint

Resilience: A Personal Journey



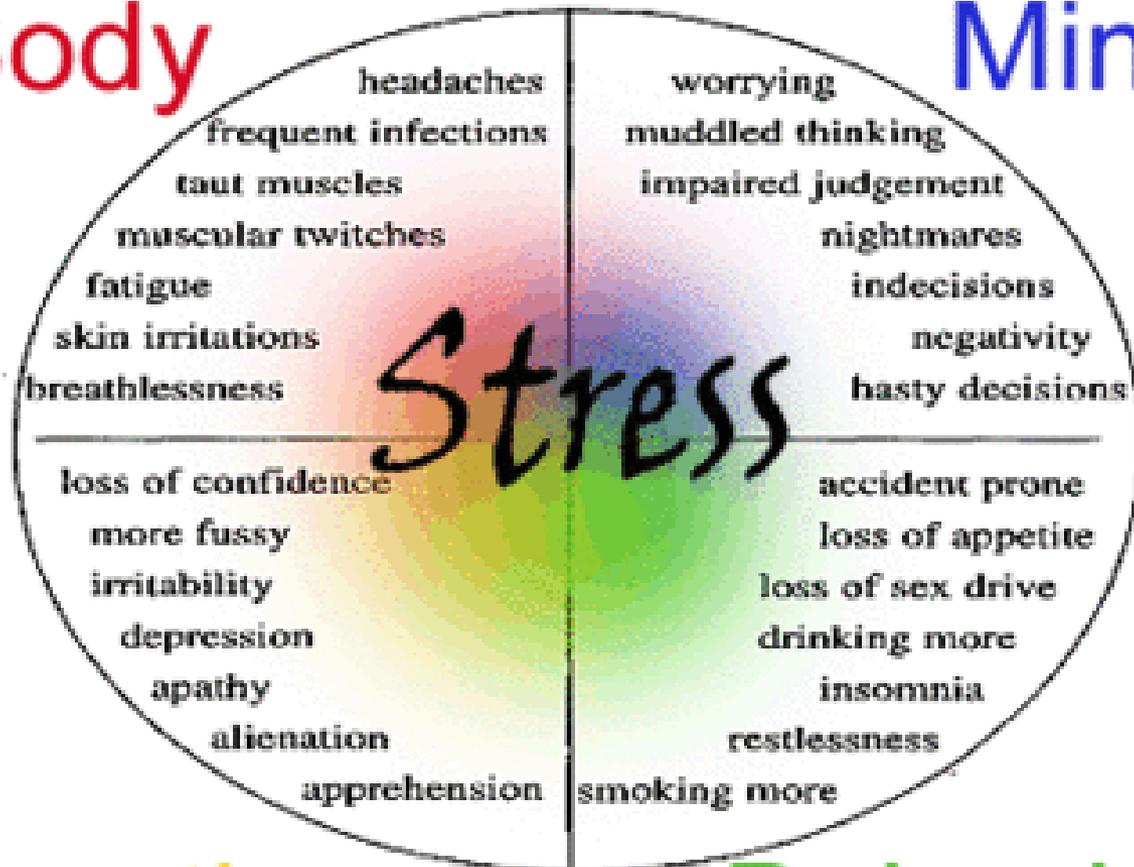
Process of adapting well in the face of adversity, trauma, and significant sources of stress.

It means “bouncing back” from difficult experiences.

It’s about having flexibility and balance in your life.

Body

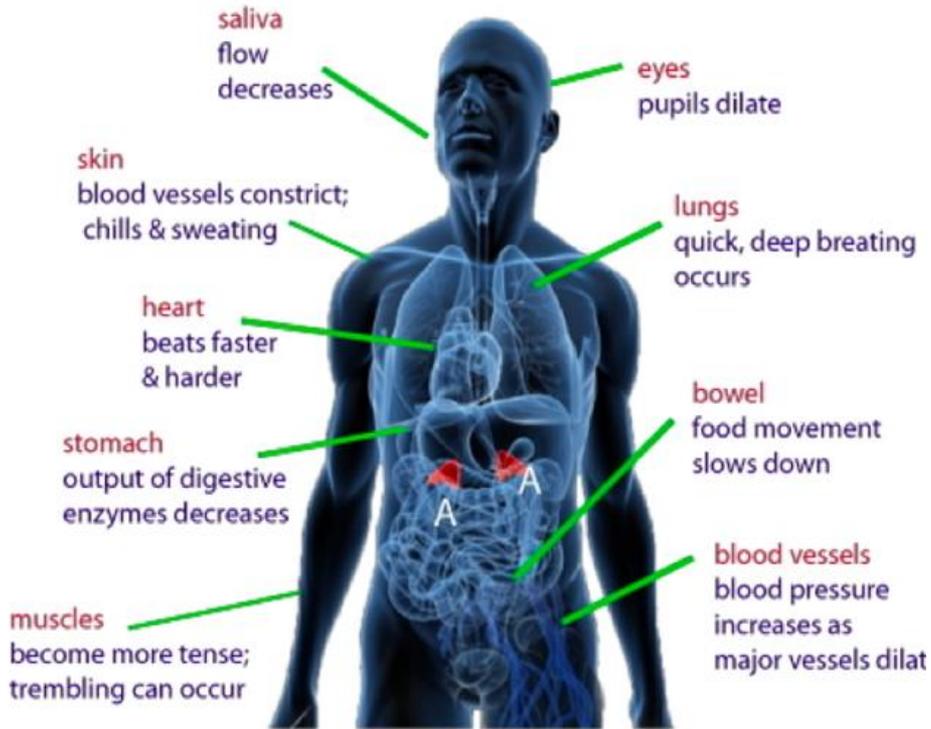
Mind



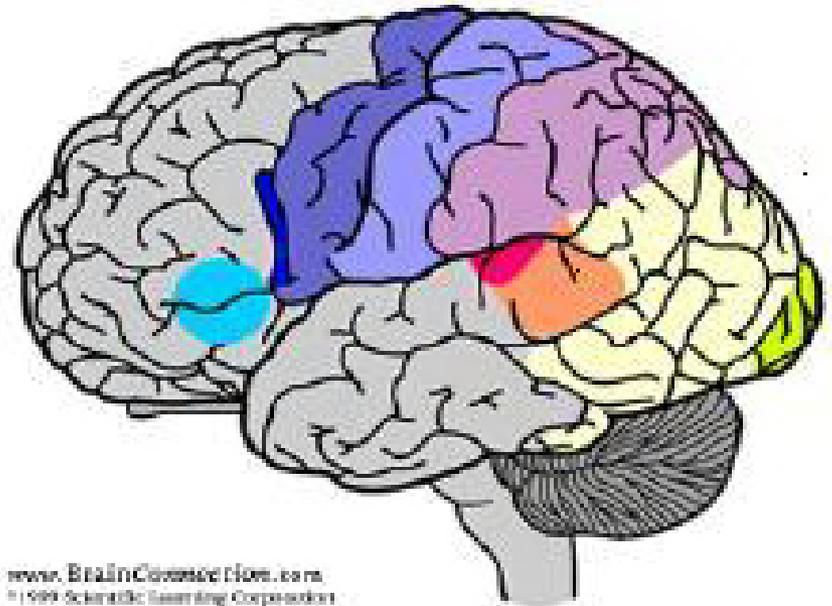
Emotions

Behavior

Body changes during stress



Mind-Body-Brain Impacts of Stress



Impacts of Chronic Stress on Performance

- Attention
- Memory
- Emotional self-regulation
- Decision making
- Team work
- Relationships
- Social skills
- Learning and professional growth

GOT STRESS?

NEW SCIENCE OF STRESS REVEALS

HOW YOU
THINK ABOUT
STRESS **MATTERS!**

healthylivinghowto.com



My Resilience Plan

Name		Date	
Nurturing My Resilience	I. My stress triggers are...	II. How I feel... How I think...when highly stressed...	
	III. To keep my mind and body healthy I plan to try...(state what and when)	IV. What I will do to prevent stress...	

Stress Busters

Read a good book

Be mindful



Take a walk

Make music

Draw

Play with your pet



Relax in a comfortable spot

Talk with a friend 

Breathe deeply

Play sports or exercise



Laugh



Listen to calming music

Yawn and Stretch

Sit quietly for few minutes

Picture yourself in a beautiful place



Stress Management Practices

- Controlled breathing practices
- Progressive muscle relaxation
- Imagery
- Movement
- Gratitude practices
- Prevention strategies
- Reframing
- Mindfulness practice
- Building emotional resilience



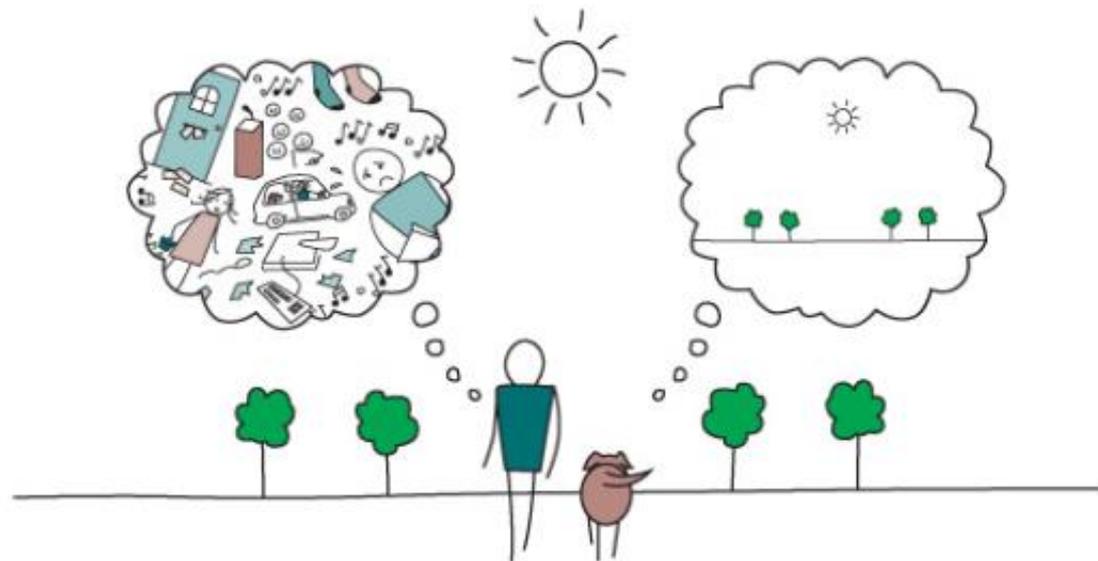
What Teachers Say

I had an unexpectedly stressful situation pop up today. After feeling myself starting to get very tense, I practiced deep breathing and found I was able to calm down and let my body relax. :)

E. G. , High School Teacher, Santa Ana USD

Mindfulness

Mindfulness practice is the intent to remain present in moment-to-moment experiences in a nonjudgmental way (Kabat-Zinn, 2003).



Mind Full, or Mindful?

The Neurobiology of Mindfulness



*Without
Mindfulness*

Stimulus



Reaction

*With
Mindfulness*

Stimulus



Mindfulness



Response

Mindfulness develops the prefrontal cortex, the ability to pause and choose before acting on an impulse, allowing for self-regulation, empathy, & improved decision making.

Mindfulness: Emerging Research on Teachers

- Reductions in psychological symptoms and burnout; improved classroom organization and self-compassion
- The creation and sustenance of supportive relationships in the classroom, and a positive classroom climate
- Reductions in teacher stress, anxiety and improvement in teacher performance
- Increased self-compassion and emotional balance of educators of children with special needs

(Flook et al., 2013; Roeser et al., 2012; Jennings et al., 2009; Jennings et al., 2011A; Jennings et al., 2011B; Solaway, 2011A; Sollaway, 2011B; Gold et al., 2010; Poulin, 2009; Benn et al., 2012)

What Teachers Say

Things are tough right now on campus...morale is low... I honestly feel like Mindful Practice is keeping me in the profession as cheerfully as I am.

...Mindfulness is also a way to make sure I don't bring my outside stress into the classroom with students. I can better control my reactions to stressful situations and that lowers the anxiety climate for everyone.

-RML 6-month Implementation Survey Spring 2018 Cohort

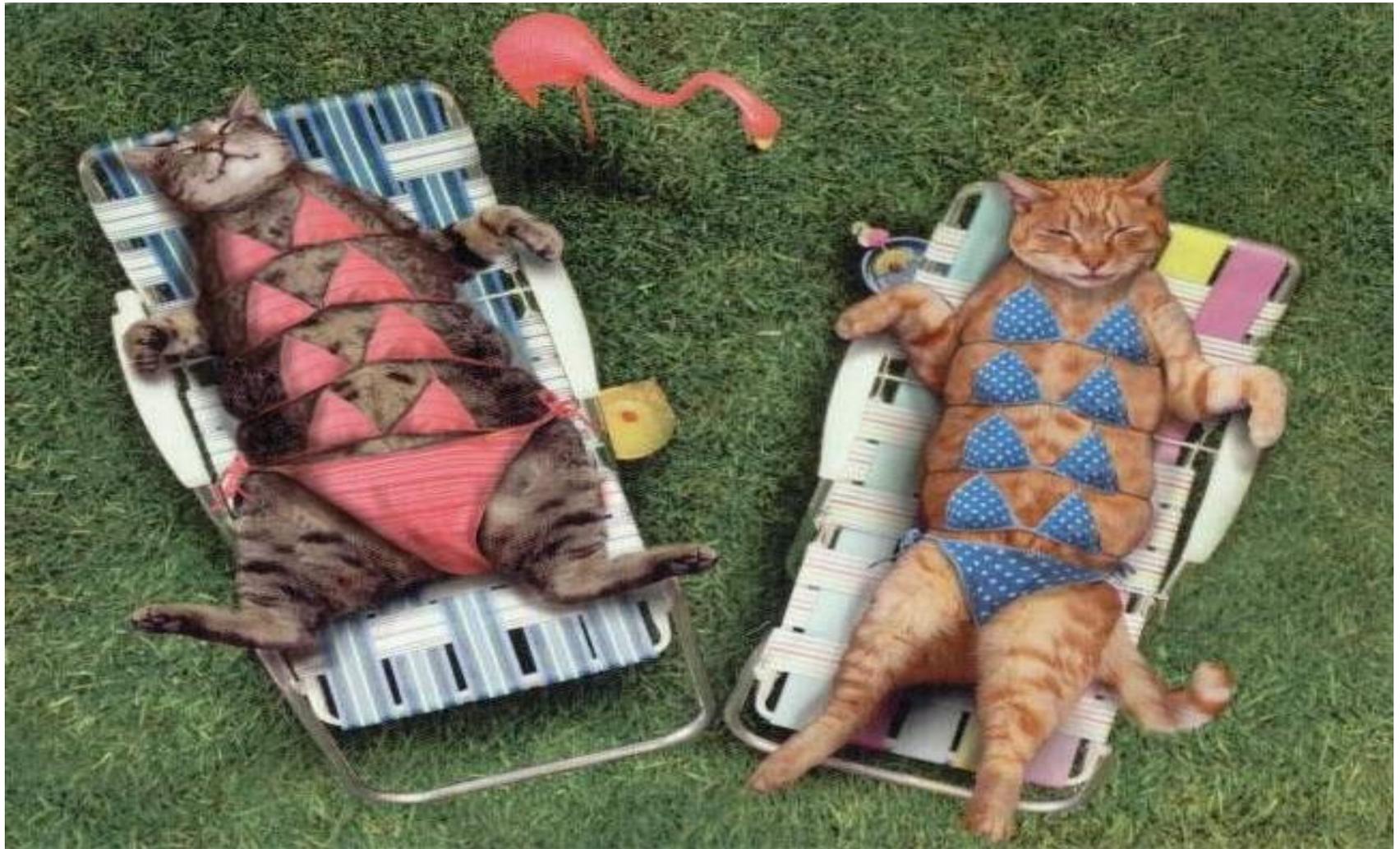
What Teachers Say

“I have a few students that have untreated ADHD and emotional disturbances. The mindfulness has just kept my relationship with this particular student positive and productive and it has allowed me to breathe instead of react to him and his needs and his behaviors.”

What Teachers Say

Thank you for the wonderful program..., it has made a huge difference in my life! I was starting to burn out ("ground hog day") after 12 years of teaching, but adding mindfulness into my teaching has made it more relevant, special, insightful, calming, and less stressful!!

High School Chemistry teacher, Saddleback Valley USD



**I can not, and should not, be cured of my stress,
but merely taught to enjoy it.**

Hans Selye, 1950

Yesterday I was clever, so
I wanted to change the world.
Today I am wise, so I am
changing myself.

Rumi





Orange County Department of Education

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Resilient Mindful Learner Project: Stress Management for Teachers and Students

We teach students reading and math, but we leave stress management skills entirely to chance.

Why Focus on Resilience and Stress Management?

Unmitigated stress impacts both students and teachers. For students, stress is the enemy of learning and impacts their ability to focus, remember, pay attention, self-regulate their emotions, and manage their behavior, thus jeopardizing their academic, social and emotional development. Children who have experienced early, chronic trauma such as family or community violence can develop emotional, behavioral, cognitive, and relationship difficulties that can make it very difficult for them to learn and function well in school (Cole et al. 2005). For teachers, meeting the academic, social and emotional needs of students can take a toll making burnout and emotional fatigue a present reality. Both teachers and students can benefit by supports and skills that can help them cope healthfully with their stress, build their resiliency and flourish in the academic setting and in their personal lives.



The goals of the project are to:

- Develop the capacity of classroom teachers to gain knowledge about adult and youth resiliency, stress, its impacts on mind, body and performance, and ways to promote resiliency and emotional

<https://ocde.us/EducationalServices/LearningSupports/HealthyMinds>

Resilient Mindful Learner Project

Accepting Applications for
Fall 2019 Cohort & Spring 2020 Cohort

No-Cost Training for K-12 Classroom Teachers*

- > Increase your stress-coping skills & mindful presence
- > Integrate student stress-reduction & self-regulation practices into your classroom routines
- > Teach students how to self-calm & manage their emotions & impulses
- > Create a calm classroom & school

Benefits for Participants

Weekly after-school training sessions

Mindfulness retreat

In-classroom support

Learning community of teachers

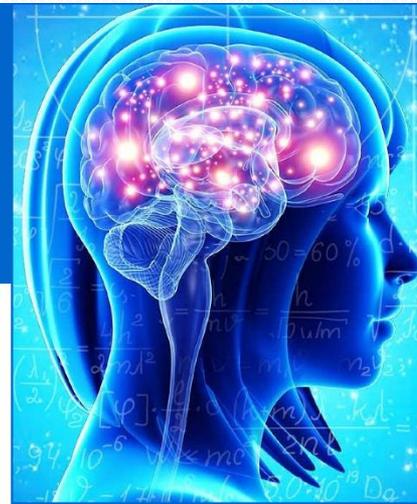
Teaching materials

\$500 stipend

* Orange County public, private and charter school classroom teachers with a consistent roster of students are eligible to apply.

Project questions? Contact Dr. Lucy Vezzuto
lvezzuto@ocde.us (714) 327-1081
Application questions? Contact Susan Guerrero
sguerrero@ocde.us (714) 327-1087
<http://tinyurl.com/y5gh8z7a>

Training content aligns with LCAP priorities
student engagement and school climate.



Calm Mindful Teacher
Calm Focused Students

What You Need to Know

The project provides 24.5 hours of training with seven after-school sessions from 4 p.m. - 6:30 p.m. at the Orange County Department of Education. Participants are required to teach the stress coping and self-regulation skills to students for an eight-week period and log their teaching. The all-day mindfulness retreat is held on a Saturday.

Before applying please read about project eligibility, requirements and schedule at:

<https://tinyurl.com/y399z9an>

Application Due Date Training Begins

Fall Cohort	August 30	October 8
Spring Cohort	December 20	February 4

To apply go to: <https://tinyurl.com/yxgdgbcef>

Individuals with disabilities in need of auxiliary aides and services may request assistance by contacting sguerrero@ocde.us. OCDE may take photographs of participants at the events. These photographs might be used to document the event, promote events in written materials, posted on the OCDE website or supplemental web pages, or on the digital frame in the entry to OCDE offices.



Funded by the OC Health Care Agency (OCHCA),
Behavioral Health Services, Prevention and Intervention
Division, Mental Health Services Act/ Prop.63

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