Staff Wellness: MTSS Approach

Framing adversities and educators' distress as a collective rather than an individual problem

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Behavior Support Specialist
WV Behavior/Mental Health Technical
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West Virginia Behavior/Mental Health Technical Assistance Center at Marshall University is a collaboration between:

West Virginia Department of Education

West Virginia Autism Training Center at Marshall University

Learning Objectives

- The Canary in a Coal Mine: Incentives for focusing on staff wellness
- Four areas of focus
- School-climate and staff wellness
- Staff wellness vs individualized self-care
- A functional communication system and the power of staff/teacher "voice"
- Listening Tours for collecting staff/teacher feedback
- Staff wellness strategies from a multi-tiered system of support approach

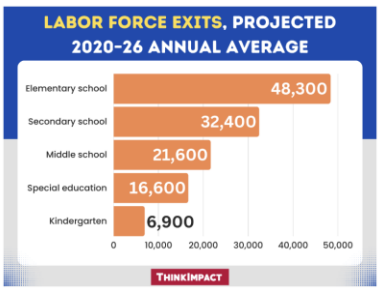
Story of a Canary in a Coal Mine

90% of educators indicate that burnout is a serious problem.

National Education Association, February 1, 2022

Over half of teachers want to leave the profession early, NEA poll finds : NPR

LABOR FORCE EXITS, PROJECTED 2020-26 ANNUAL AVERAGE



51+ Teacher Burnout Statistics 2023-US Burnout Rates (thinkimpact.com)

With Record-High Teacher Vacancies, Schools Are *Asking "Parents" to Sub….*

45% of Public Schools Operating Without a Full Teaching Staff in October 2022

IES NCES National Center for Education Statistics

Press Release: Forty-five Percent of Public Schools Operating Without a Full Teaching Staff in October, New NCES Data Show - December 6, 2022 (ed.gov)

What Are West Virginia *Educators* Saying? …

- Increased demand for results with a lack of "resources", "support" and "time" to meet job responsibilities.
- I feel like I am getting drained from all my energy. I have nothing left to give….
- Feeling isolated, hopeless or helpless
- I have "NO VOICE"

55% of educators now indicate that they are ready to leave the profession earlier than planned.

2022 Teacher Shortage Statistics That Prove We Need To Fix Education (weareteachers.com)

The Burnout Mantra

"...burnout is about your **organization**, not your people"

Moss, Jennifer. The Burnout Epidemic (p.7). Harvard Business Review Press. Kindle Edition.

When Our System Is Stressed....

Are we providing a temporary fix?

Or fixing the system?

Four Areas of Focus

Policies:

1. Is teacher/staff wellness included in the school (or district) strategic plan?
   - *Mentors for "new" teachers*
   - *Crisis Support Plans*
2. Is school administrator and district administrator wellness included in strategic planning?

Four Areas of Focus

Practices:

What practices need to be embedded to improve the "*social-emotional health*" of all staff and students.

Assess Current Practices

Organizational Wellness Crosswalk:

Purpose: Brain development is the same no matter your age. This means the practices in place to support our adults in our system should mimic the practices to support students. This resource map was developed for schools to crosswalk current practices to support students with four trauma-informed components (adapted from the ARC model, which includes Attachment, Regulation and Competency as core domains). Using the logic that adult brains need the same core components to be successful, this resource map will assist your team in crosswalking current staff supports.]

Instructions:

1. List the practices you have in place for all staff (Tier I), some staff (Tier II), and a few staff (Tier III).
2. Places Xs in the columns in which the practices fulfills a component of trauma informed.
3. Review the Xs and columns to identify areas you could strengthen.
4. In another color, develop an action plan for strengthening gaps in implementation.

Tier I

Intervention	How is it trauma informed?			
	Creates Safe, Predictable, & Consistent Environment	Building Community or Relationships	Teaching/ Reinforcing New Skill	Supports Regulation
Staff appreciation days	X	X		
Social Events (e.g., potlucks, celebrations, happy hour)	X	X		
Communication • Wellness Wednesday Email • Established expectation from principal that no email sent after 4:30pm will need a reply or impact work before 8am	X		X	X
PD days for self care strategies (e.g., yoga, meditation) • Provide PD (identified by staff with staff)during monthly staff meetings in small doses (e.g., what is stress, in-the moment strategies)	X	X	X	X

What is ARC? - ARC Framework

Four Areas of Focus

Data:

Use staff feedback data to identify protective factors, needs or risk factors and to problem-solve and guide decisions for staff wellness implementation.

a. % of staff who feel connected (within grade level/team and / or school level)

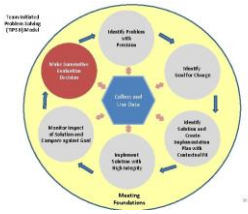
b. % of staff who feel like they have skills to manage student needs

c. % of staff who feel the workload is manageable

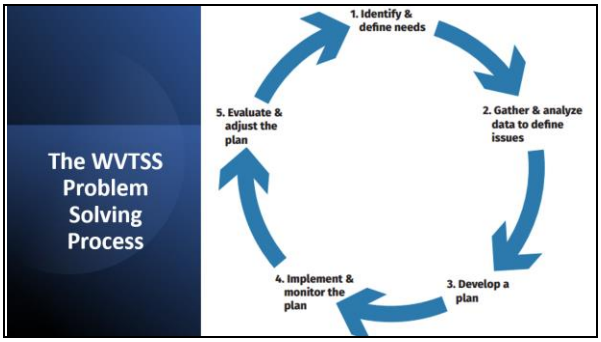
d. % of staff who feel they have a voice at the table

e. % of staff who feel they have the resources and supports to do their job well

Center on PBIS | Resource: Building a Culture of Staff Wellness Through Multi-Tiered System of Supports



Guide for Problem Solving, Collecting Data and Checklists for Fidelity



Four Areas of Focus

School Climate:

A positive school climate encourages a respectful, caring, and trusting relationships with everyone within the school community. It is essential for any school's success and sustainability. Positive School Climate: How Important ... | Saint Nicholas School

Evidence of a Toxic School Climate:

- No clear sense of purpose
- Hostile relationships
- Emphasis on rules over people/mission
- An absence of honest dialogue
- More self-preservation than collaboration
- Punishment instead of recognition
- Lack of safety
- Active back channels over formal lines of communication

10 Signs of a Toxic School Culture (ascd.org)

Staff Wellness is "Directly Affected" by the "Climate" of the School

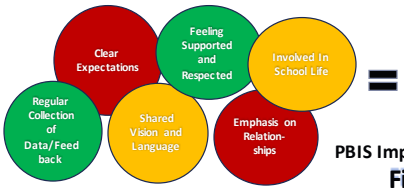
There is no doubt that in schools where there are high levels of harmony and a positive outlook, staff usually experience:

- Fewer teachers leaving/retiring
- Improved sense of belonging
- A sense of safety
- Less absenteeism
- Sense of connection
- Higher levels of job performance

Marie Amaro, How School Culture Impacts Teacher Wellbeing

The Goal of "PBIS" is to Create a Positive School Climate

…to promote common areas and classrooms that are more Predictable, Consistent, Positive, Safe and Engaging.



= Positive School Environment

PBIS Implemented With **Fidelity**

Climate Surveys	Twice a year: • Fall semester • Spring semester	Three related surveys can be administered to the following stakeholders: • Students: » Grades 3-5 » Grades 6-12 • School staff • Parents/caregivers	• Allow schools to evaluate how well students and other stakeholders perceive the climate of the school • Help to inform the effectiveness of universal supports and what areas of emphasis need to be refined by those who are directly involved • Identify areas for school improvement including engagement, safety, and the environment as they relate to WVTSS • "Guidance for the Administration of the West Virginia School Climate Surveys" (Whisman, 2020) • https://wvde.us/data-management-information-systems/education-data/west-virginia-school-climate-

Center on PBIS | Resource: School Climate Survey Suite

School Climate Survey: School Personnel (29 items)

Subscale	Item #s Included in Subscale	Common Measures
Staff Connectedness	1-6	Staff perceptions of the degree to which they feel they fit in and are a part of their school.
Structure for Learning	7-12	Staff perceptions of the degree to which they feel their colleagues treat students fairly, have high expectations, and set clear rules.
School Safety	13-16	Staff perceptions of their own safety at school.
Physical Environment	17-20	Staff perceptions of maintenance of school grounds and resources.
Peer/Adult Relations	21-26	Staff perceptions of how students interact with peers and adults in their school.
Parental Involvement	27-29	Staff perceptions of the degree to which parents are involved in their student's education.

A Staff-Wellness Approach vs Individualized Self-Care

How to become Better at *Taking Care of Each Other…*

- **Framing adversities** and employee distress as a "**collective"** rather than an **"individual"** problem. reinforces genuine connection and better recovery.

"Connectedness has the power to counterbalance adversity."

BRUCE PERRY

~ Wellbeing Can Not Be Achieved Alone ~

Why "Collective Teamwork"?
What Does The Research Say?...

When teams framed setbacks as **"belonging" to the whole team** even when only some members were affected – they **increased their communication and drew closer together.**

Individuals who **persevered through adversities with the support of others** reported **less feelings of isolation, hopelessness and helplessness.**

In contrast, when teams viewed **adversity as something to be coped with individually, members became isolated** with their own pain, fear or anxiety

Harvard Business Review - Michelle A. Barton, Bill Kahn, Sally Maitlis, and Kathleen M. Sutcliffe: Stop Framing Wellness Programs Around Self-Care (April 2022).

Teachers' *Perceptions* of Organizational School Climate and Communication Satisfaction Study

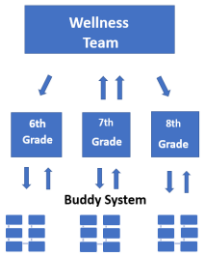
- **Members of the school community want to have a "voice" and "feel valued"**
- **School communication** influences a teacher's attitude and their behavior, thus ***directly impacting school effectiveness*** (Rafferty, 2003).

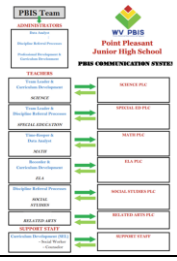
A Functional
"Communication System"
that Connects people while Supporting and Maintaining staff-wellness

An organization's survival hinges on the employee's ability to communicate effectively

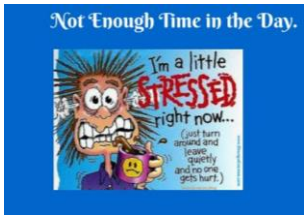
(Downs & Adrian, 2004; Orpen, 1997).

A Two-Way Communication System that Supports *"Staff Wellness"* and a *"Positive School Climate"*





This sounds great but there is not enough time in the day to develop *another "System" and/or "Team"*…

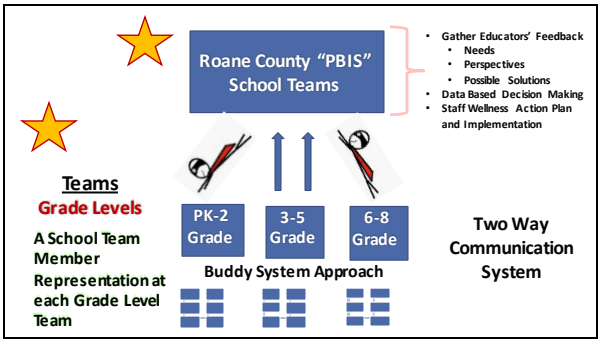


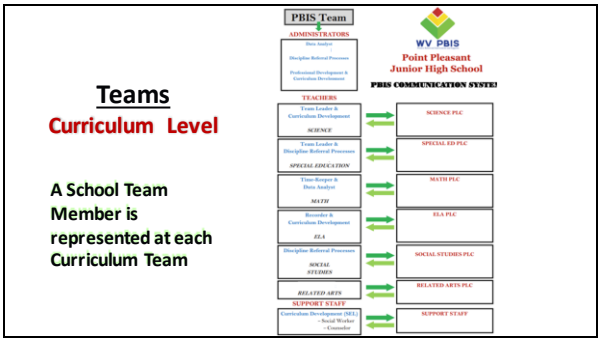
~ Author: Danica Conner ~

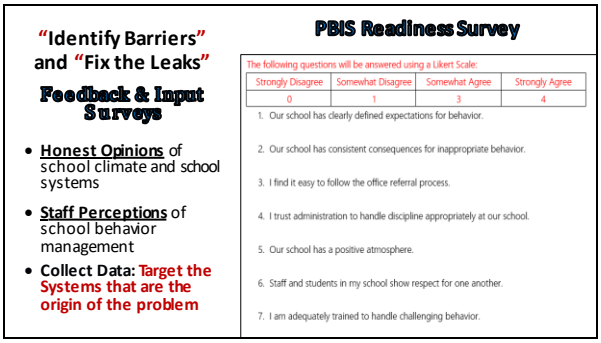
- Aligning Initiatives
- Thinking "Smarter" not "Hardier"…

Wellness teams can be "part of" or "an extension" of a team that already meets.

- Positive Behavioral Interventions and Supports (PBIS) Team
- WV Tiered System of Support Team (District or School Level)
- School-Climate Team
- Strategic Leadership Team
- Trauma-Informed Team


Roane County "PBIS" School Teams
Gather Educators' Feedback
Needs
Perspectives
Possible Solutions
Data Based Decision Making
Staff Wellness Action Plan and Implementation
Teams
Grade Levels
A School Team Member Representation at each Grade Level Team
PK-2 Grade
3-5 Grade
6-8 Grade
Buddy System Approach
Two Way Communication System

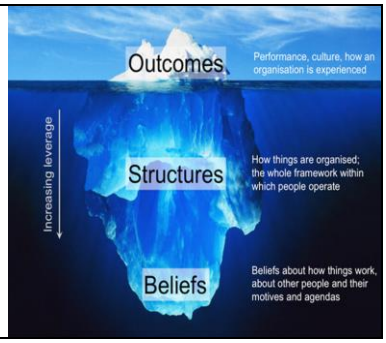

Teams
Curriculum Level
A School Team Member is represented at each Curriculum Team
PBIS Team
ADMINISTRATORS
TEACHERS
SUPPORT STAFF
WV PBIS
Point Pleasant Junior High School
PBIS COMMUNICATION SYSTEM
SCIENCE PLC
SPECIAL ED PLC
MATH PLC
ELA PLC
SOCIAL STUDIES PLC
RELATED ARTS PLC
SUPPORT STAFF


"Identify Barriers" and "Fix the Leaks"
Feedback & Input Surveys
Honest Opinions of school climate and school systems
Staff Perceptions of school behavior management
Collect Data: Target the Systems that are the origin of the problem
PBIS Readiness Survey
The following questions will be answered using a Likert Scale:
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Strongly Agree
0
1
3
4
1. Our school has clearly defined expectations for behavior.
2. Our school has consistent consequences for inappropriate behavior.
3. I find it easy to follow the office referral process.
4. I trust administration to handle discipline appropriately at our school.
5. Our school has a positive atmosphere.
6. Staff and students in my school show respect for one another.
7. I am adequately trained to handle challenging behavior.

Digging Deeper:

Understanding the Power of "Staff/Teacher Voice"

Analyze Feedback Data and Identify Common Themes



Adapted from Booth Sweeny, L. and Meadows, D. (2010). The Systems Thinking Playbook. Chelsea Green Publishing

Too Many Surveys???

Rethink the Email, Text, G-Chat and make the Personal Connection

~ Dr. Bruce Perry Conference, April 2018 ~

Listening Tour:

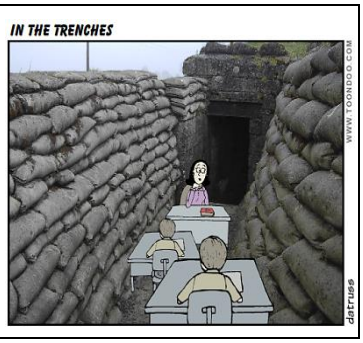
The Past, Present and Future

As school team members meet with grade/curriculum level teams, consider asking these questions to generate feedback.

Suggestions for Improvement….

Questions About the Past Year	• Of the work you accomplished last year, what made you the proudest? • What was the most challenging experience you had in the last year? • If you could change one thing from last year, what would it be? Why?
Questions About the Present	• What is your goal for this school year? • What excites you the most about this year? • What worries you about this year? • What do you identify as your strength as an educator (or another role)? • What is the most frustrating aspect of being a staff member in this school?
Questions About the Future	• Where do you want our school to be in five years? Why? • Where do you see yourself five years from now? • What change(s) would you hope to see in our students over the next five years?

The "BEST" Solutions Often Come From Those In The Trenches



Listening Tour Alternative Questions

Questions Based on Feedback Survey

Suggestions for Improvement….

Q1 – Are major/minor inappropriate behaviors clearly defined and universally understood by all (majority of) teachers?

Q2 – Does the office referral process allow for communication between administration and teachers regarding interventions and consequences?

Q3 – Is there seen & felt respect between staff to student, student to student, admin to staff and staff to admin?

Q4 – What is our school's strength? What's working?

All Feedback Should Be Anonymous

A Few Listening Tour Outcomes

- **Improved hallway transitions** by implementing strategies that reduced the number of students skipping class in addition to *students not following hallway expectations and procedures*.
  - Active Supervision Teacher Teams
  - Hallway Script for administrator(s) and teachers to follow as a guide
- **Developed and/or Enhanced School and Classroom Discipline System** to improve consistency with consequences and to promote *clearer communication between administration-teacher regarding disciplinary action*.

A Few Listening Tour Outcomes

- **Developed an acknowledgment system** for recognizing teachers' strengths and accomplishments.
  - Weekly Teacher Shout-Outs (Teacher-Teacher / Student – Teacher)
  - Administrator(s) acknowledge/recognize 3:1

This Looks Like PBIS

Evaluate the Feedback and "ACT" on At Least One Suggestion.

Rational Optimism
(Problems Are Fixable)

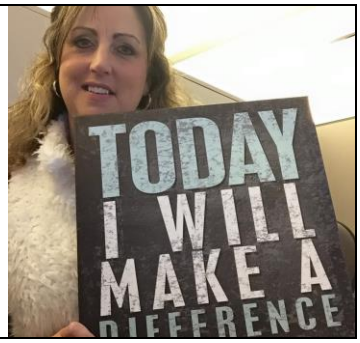
Realistic Assessment of the Present

Picture was taken right before the bull charged

The Message…

Effort = Outcome

My Behavior Matters



Mattering: The Key To Collective Teacher Efficacy and Lower Stress Levels (*Burn-Out*)

- Elliott et al. (2004) stated that **mattering** is "the perception that, to some degree and in a variety of ways, **we are a significant part of the world around us**" (p. 339).
- Teachers want to feel they matter, both **individually and as part of a larger team that has the capacity to make a difference**.

Making a "***culture and expectation***" where teachers are ***problem solving*** at the ***base level*** together

This is where you get your teachers feeling:

- Supported
- Sense of Connection
- Sense of Belonging
- Purpose

Acting on Your Data to get a Win

Based on staff feedback and data, teams develops an "**Action Plan**" for measurable goals, objectives and activities:

We don't need to be a mile wide and an inch deep.

We need to do a "***few things***" really, really well and that's how we can build our systems over time while staying healthy.

Kelly Perales (she/her/hers), LCSW
Co-Director, Midwest PBIS Network

South Charleston High School Action Plan (Short Term)

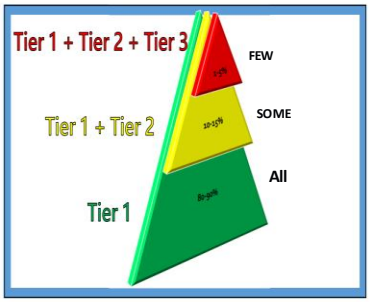
Date Action Plan was developed: _____

Area of Concern	Action	Target/Measure	Timescale/ Deadline	Responsibility	Evaluation of action / Actual result achieved

Strategies:

After identifying the problem

Staff Wellness by Using a <u>Multi-Tiered Support System</u> Approach

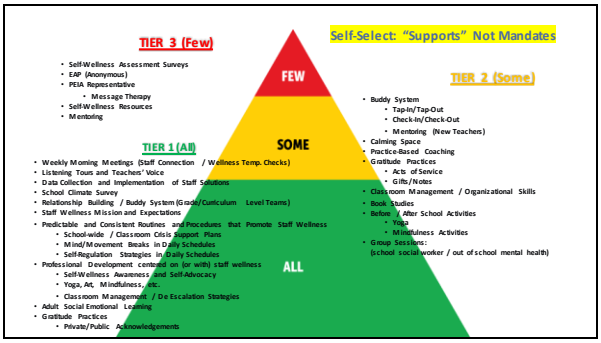


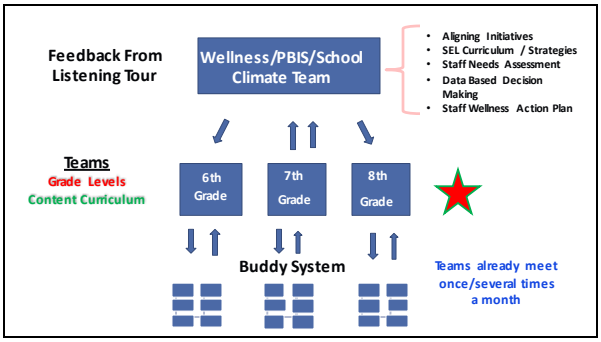
WVTSS

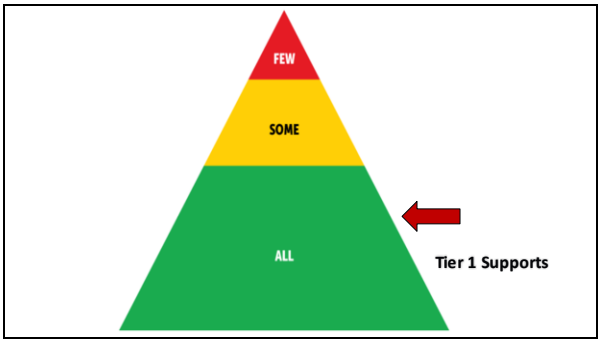
A Framework that suggests flexible use of <u>resources to provide academic, behavioral, and mental health support to enhance learning for all students</u>

	Academics	Behavior	Mental Health
Tier 1: Universal Supports			Staff
Tier 2: Targeted Supports			
Tier 3: Intensive Supports			

West Virginia Department of EDUCATION


TIER 3 (Few)
Self-Wellness Assessment Surveys
EAP (Anonymous)
PEIA Representative
Message Therapy
Self-Wellness Resources
Mentoring
Self-Select: "Supports" Not Mandates
FEW
TIER 2 (Some)
Buddy System
Tap-In/Tap-Out
Check-in/Check-Out
Mentoring (New Teachers)
Calming Space
Practice-Based Coaching
Gratitude Practices
Acts of Service
Gifts/Notes
Classroom Management / Organizational Skills
Book Studies
Before / After School Activities
Yoga
Mindfulness Activities
Group Sessions:
(school social worker / out of school mental health)
SOME
TIER 1 (All)
Weekly Morning Meetings (Staff Connection / Wellness Temp. Checks)
Listening Tours and Teachers' Voice
Data Collection and Implementation of Staff Solutions
School Climate Survey
Relationship Building / Buddy System (Grade/Curriculum Level Teams)
Staff Wellness Mission and Expectations
Predictable and Consistent Routines and Procedures that Promote Staff Wellness
School-wide / Classroom Crisis Support Plans
Mind/Movement Breaks in Daily Schedules
Self-Regulation Strategies in Daily Schedules
Professional Development centered on (or with) staff wellness
Self-Wellness Awareness and Self-Advocacy
Yoga, Art, Mindfulness, etc.
Classroom Management / De-Escalation Strategies
Adult Social Emotional Learning
Gratitude Practices
Private/Public Acknowledgements
ALL


Feedback From Listening Tour
Wellness/PBIS/School Climate Team
Aligning Initiatives
SEL Curriculum / Strategies
Staff Needs Assessment
Data Based Decision Making
Staff Wellness Action Plan
Teams
Grade Levels
Content Curriculum
6th Grade
7th Grade
8th Grade
Buddy System
Teams already meet once/several times a month


FEW
SOME
ALL
Tier 1 Supports

Crisis Support Plan

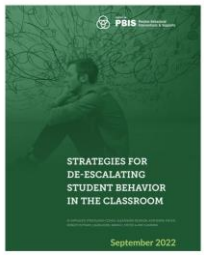
- An **adult routine to help staff stay regulated**, maintain patience, ensure consistent adult implementation, and support students in behavioral crisis/dysregulation to regain self-control.

Midwest PBIS Network 4/1/22

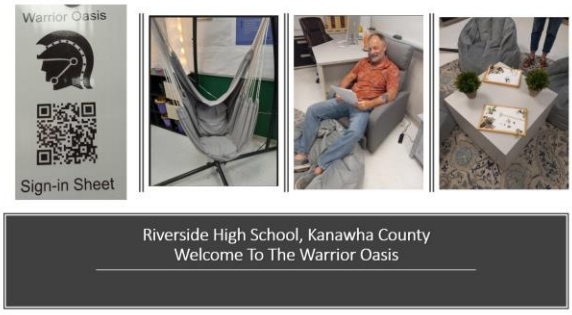
Strategies for De-escalating Students Behavior in the Classroom

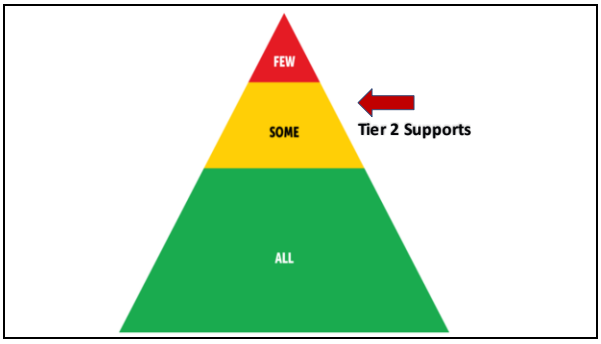
- Provides **practical, research-based strategies** educators can use to de-escalate challenging student behavior in the classroom.

PBIS.org



Strickland-Cohen, m.K., Newson, A., Meyer, K., Putnam, R., Korn, L., Meyer, B. C., & Florentini, A. (September, 2022). Strategies for De-escalating Student Behavior in the Classroom. Center on PBIS, University of Oregon. www.pbis.org





Mentor/Mentee Monthly Checklist

Mentoring, when done effectively, creates a partnership between two individuals—the mentor and the mentee. The goal of the mentoring program is to provide support for the mentee—New Teacher and allow them to have an opportunity to meet with their mentor and discuss/share successes and concerns, and pinpoint areas for improvement. As a mentor, we hope that you will experience enhanced leadership skills, renewed growth, and the satisfaction that you made a difference for a beginning teacher in your advice and support. The monthly checklist will provide a beginning dialogue on specific topics for your meetings.

Mentor Mentee monthly checklists(Duncan).pdf(ok.gov)

August

- ☐ Introduce yourself to the mentee and introduce your mentee to staff members in your building (nurse, counselor, department heads, team leaders, etc.)
- ☐ Take a tour of the building/area
- ☐ Show location of materials (stapler, construction paper, etc.)
- ☐ Share checkout procedures for books, materials, etc.
- ☐ Tour teacher workroom: supplies, copy machine procedures, etc.
- ☐ Debrief staff/team meetings
- ☐ Review assigned duties & responsibilities for each duty
- ☐ Share teacher dress code (Friday spirit day, etc.)
- ☐ Discuss/share grade level/content area daily class schedules
- ☐ Share lesson plan expectations & example of weekly plan
- ☐ Share first day/week activities—provide guidance on organizing the first day & first week
- ☐ Review testing dates, administration procedures, etc.
- ☐ Discuss/share opening announcement procedures & expectations
- ☐ Explain procedures (attendance, tardies, lunch count)
- ☐ Discuss arrival/dismissal procedures
- ☐ Discuss playground rules
- ☐ Discuss student dress code & procedures when a refraction occurs
- ☐ Review procedures for fire drills and escape route
- ☐ Discuss FYI issues regarding school culture and customs
- ☐ Set up a scheduled time to meet as mentor/mentee each month
- ☐ List below any other items discussed in your meetings:

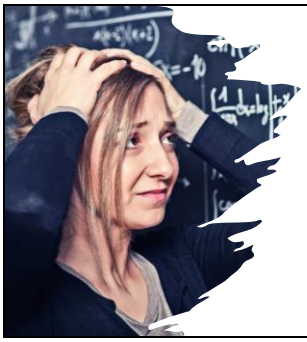
Comments:

Please give an estimate of how often you met during the month of August.

Mentor Signature _____ Date _____

Mentor Mentee monthly checklists(Duncan).pdf(ok.gov)

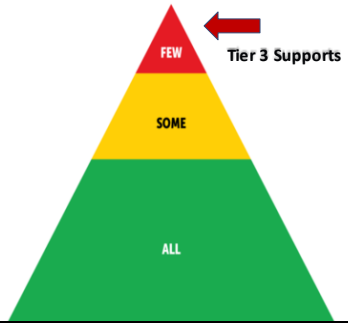
Tap-In/Tap-Out Buddy System: Giving Teachers Time to Recharge (Video 1:50 Minute)



Check-In / Check-Out

Builds a Climate of "*Trust*" and "*Support*"

- **Poking your head in the door and ask the question, "Do you need anything?"**
  - Students with Challenging Behaviors
  - **Newer Teachers**
- Provides an opportunity to show **support,** in addition to **recognizing** a teacher.
  - "You Got This…"
  - Recognition - 3:1 Ratio



Self-Wellness Assessment Surveys

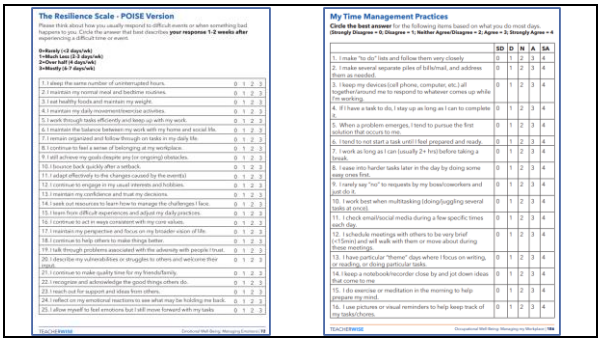
Positive Ways of Working Through Stress

Please read each item below and think about how you have coped with stressful experiences. Using the following rating scale, **circle** to what extent you have used the strategies listed below.

0=Don't use **1=Use a few times per month** **2=Use most weeks** **3=Use most days**

1. Used a substitute healthy activity to clear my mind for a bit.	0	1	2	3
2. Let my feelings out in a safe place/way.	0	1	2	3
3. Wrote/drew/journaled about my experiences.	0	1	2	3
4. Exercised/jogged/worked out.	0	1	2	3
5. Listened to music that improves how I feel.	0	1	2	3
6. Tried to sleep or eat better to improve my body readiness for stress.	0	1	2	3
7. Looked for the good/positive side or lessons I could learn.	0	1	2	3
8. Accepted the next best thing to what I wanted.	0	1	2	3
9. Told myself that I would survive and benefit from this experience.	0	1	2	3
10. Didn't let it get to me; focused on what I could influence.	0	1	2	3
11. Joked about the situation; tried not to take it so seriously.	0	1	2	3
12. Imagined/prayed/meditated for clarity/guidance.	0	1	2	3
13. Just concentrated on what I had to do next – the next step.	0	1	2	3
14. Tried to analyze the problem to explore additional options.	0	1	2	3
15. Examined my role in the situation and what I could do differently.	0	1	2	3
16. Watched to see how others were perceiving and addressing the problem.	0	1	2	3
17. Drew on my past experiences as I've been in a similar situation before.	0	1	2	3
18. Tried to see things from the other person's point of view.	0	1	2	3
19. Accepted understanding and support from someone.	0	1	2	3
20. Apologized or took steps to improve the relationship.	0	1	2	3
21. Talked to someone who could do something about the situation.	0	1	2	3
22. Asked another teacher/colleague I respected for advice.	0	1	2	3
23. Talked to someone about how I was feeling.	0	1	2	3
24. Thought about how a person I admired would handle the situation.	0	1	2	3

(Adapted from Folkman et al (1986) 'Dynamics of a stressful encounter in the Journal of Personality and Social Psychology.)



The Resilience Scale - POISE Version

Please think about how you usually respond to difficult events or when something bad happens to you. Circle the answer that best describes **your response 1-2 weeks after** experiencing a difficult time or event.

0=Rarely (<3 days/wk)
1=Much Less (3-3 days/wk)
2=Over half (4 days/wk)
3=Mostly (6-7 days/wk)

1. I sleep the same number of uninterrupted hours.	0	1	2	3
2. I maintain my normal meal and bedtime routines.	0	1	2	3
3. I eat healthy foods and maintain my weight.	0	1	2	3
4. I maintain my daily movement/exercise activities.	0	1	2	3
5. I work through tasks efficiently and keep up with my work.	0	1	2	3
6. I maintain the balance between my work with my home and social life.	0	1	2	3
7. I remain organized and follow through on tasks in my daily life.	0	1	2	3
8. I continue to feel a sense of belonging at my workplace.	0	1	2	3
9. I still achieve my goals despite any (or ongoing) obstacles.	0	1	2	3
10. I bounce back quickly after a setback.	0	1	2	3
11. I adapt effectively to the changes caused by the event(s).	0	1	2	3
12. I continue to engage in my usual interests and hobbies.	0	1	2	3
13. I maintain my confidence and trust my decisions.	0	1	2	3
14. I seek out resources to learn how to manage the challenges I face.	0	1	2	3
15. I learn from difficult experiences and adjust my daily practices.	0	1	2	3
16. I continue to act in ways consistent with my core values.	0	1	2	3
17. I maintain my perspective and focus on my broader vision of life.	0	1	2	3
18. I continue to help others to make things better.	0	1	2	3
19. I talk through problems associated with the adversity with people I trust.	0	1	2	3
20. I describe my vulnerabilities or struggles to others and welcome their input.	0	1	2	3
21. I continue to make quality time for my friends/family.	0	1	2	3
22. I recognize and acknowledge the good things others do.	0	1	2	3
23. I reach out for support and ideas from others.	0	1	2	3
24. I reflect on my emotional reactions to see what may be holding me back.	0	1	2	3
25. I allow myself to feel emotions but I still move forward with my tasks.	0	1	2	3

My Time Management Practices

Circle the best answer for the following items based on what you do most days.
(Strongly Disagree = 0, Disagree = 1, Neither Agree/Disagree = 2, Agree = 3, Strongly Agree = 4

	SD	D	N	A	SA
1. I make "to do" lists and follow them very closely	0	1	2	3	4
2. I make several separate piles of bills/mail, and address them as needed.	0	1	2	3	4
3. I keep my devices (cell phone, computer, etc.) all together/around me to respond to whatever comes up while I'm working.	0	1	2	3	4
4. If I have a task to do, I stay up as long as I can to complete it.	0	1	2	3	4
5. When a problem emerges, I tend to pursue the first solution that occurs to me.	0	1	2	3	4
6. I tend to not start a task until I feel prepared and ready.	0	1	2	3	4
7. I work as long as I can (usually 2+ hrs) before taking a break.	0	1	2	3	4
8. I ease into harder tasks later in the day by doing some easy ones first.	0	1	2	3	4
9. I rarely say "no" to requests by my boss/coworkers and just do it.	0	1	2	3	4
10. I work best when multitasking (doing/juggling several tasks at once).	0	1	2	3	4
11. I check email/social media during a few specific times each day.	0	1	2	3	4
12. I schedule meetings with others to be very brief (<15min) and will walk with them or move about during these meetings.	0	1	2	3	4
13. I have particular "theme" days where I focus on writing, or reading, or doing particular tasks.	0	1	2	3	4
14. I keep a notebook/recorder close by and jot down ideas that come to me.	0	1	2	3	4
15. I do exercise or meditation in the morning to help prepare my mind.	0	1	2	3	4
16. I use pictures or visual reminders to help keep track of my tasks/chores.	0	1	2	3	4

[TeacherWISE_9.30.21-web.pdf]

Community Support
Provide Human Resource contact information, EAP Program, Local Counseling Professionals and Support Services in the community
Employment Assistance Program
Health & Human Services

As an educator, you face unique challenges…
Today, educators face special challenges – budget cuts, students at risk, parental issues – and more recently, the challenges around teaching during a pandemic. In addition to these on-the-job stressors, you juggle the challenges of your own personal and family issues. Usually, we can handle problems on our own, but sometimes it makes sense to reach out for help.
That's why your employer provides you and your family with a confidential Employee Assistance Program or EAP, a benefit offering resources and solutions for the problems you encounter. Just as health insurance addresses your physical health, your EAP benefits help with your emotional and mental well-being. And your EAP benefits also include much more than just help for problems – we have a host of benefits and opportunities to help you grow professionally, save money, improve your health, and enhance your personal life!
Plus, Educators' EAP is the only EAP specifically designed to address the unique challenges faced by educators. And because your employer has covered the cost of services, there is no cost to you.
GETTING THE HELP YOU NEED
Call anytime for confidential assistance. To reach a counselor for any of your EAP needs, call toll free:
800-252-4555 OR VISIT www.EducatorsEAP.com
COUNSELING BENEFITS
Help with personal issues from relationships to stress and substance abuse.
WORK/LIFE BENEFITS
Assistance for other personal, financial and legal issues.
SELF-HELP RESOURCE BENEFITS
Access a vast collection of self-help tools and articles.
PEAK PERFORMANCE COACHING
One-to-one telephonic personal & professional coaching.
LIFESTYLE SAVINGS BENEFITS
Get negotiated discounts and deals for wellness, shopping, travel & more.
PERSONAL DEVELOPMENT & TRAINING BENEFITS
Over 10,000 eLearning opportunities to grow in your work, life, and career.
WELLNESS BENEFITS
Coaching, information, and resources to improve your overall wellness.
Educators' EAP
A division of ESI
Introducing your Educators' Employee Assistance Program
Get help for problems, grow personally, develop

HOW DOES THE EAP WORK?
800-252-4555
www.EducatorsEAP.com
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LIFESTYLE SAVINGS BENEFITS
PERSONAL DEVELOPMENT AND TRAINING BENEFITS
WELLNESS BENEFITS

Resources to Support the Wellness of Teachers and School Staff

Wellness Apps

- **Calm:** External link; open in new meditation and relaxation app behind the Calm Schools InitiativeExternal link; open in new which offers teachers access to exercises as well as an onboarding package (PDF, 98 KB)External link; open in new to introduce mindfulness.
- **Headspace:** External link; open in new mindfulness app that has partnered with Teach for America (TFA)External link; open in new to be available for TFA corps members and alumni for free by registering with an @tfacorps.org email address.

Wellness Support Groups

- **Happy Teacher Revolution:** External link; open in new network of teachers promoting wellness in their communities with online and virtual training and support group meetings.
- **Teaching With Mental Health in Mind:** External link; open in new Facebook group providing mental health support for educators who come into daily contact with youth.

Teach.com/Resources

Resources to Support the Wellness of Teachers and School Staff

Wellness Websites

- **CARE (Cultivating Awareness and Resilience in Education), Create for Education and the Garrison Institute:** External link; open in new programs to help teachers, principals and other educators develop healthy social and emotional behavior.
- **"How to Teach and Still Have a Life This School Year," Scholastic:** External link; open in new tips, strategies and encouragement for teachers to set boundaries and stay motivated.

Wellness Podcasts

- **Truth for Teachers:** External link; open in new episodes on subjects such as flexible resilience, dealing with personality differences and work-life balance from veteran educator Angela Watson.
- **Teachers' Aid:** External link; open in new episodes focus on social and emotional support for teachers with discussions led by hosts and educators Jon Harper and Mandy Froehlich.

Teach.com/Resources

Teryl Jones, MA

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Check out our Trainings on YouTube!
www.marshall.edu/bmhtac/

Thank You!

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