A7– Building a Culture of Staff Wellness Through Multi-Tiered System of Supports

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- Topic: Social-Emotional Well Being
- Keywords: Social relationships, Social Skills

Virtual Forum Expectations

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<td>BE RESPONSIBLE</td>
<td>Use a shared action plan for your team</td>
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<td>Add questions before and/or during session</td>
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<td>BE RESPECTFUL</td>
<td>Use inclusive language</td>
<td>Refrain from using jargon and other formalities</td>
<td>Use direct, authentic language</td>
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<td>BE SAFE</td>
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Tips for Participants

Finding Your Registered Sessions in Pathable

Locate the Agenda Menu, Select "My Agenda" from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
Tips for Participants

Navigating the Session Page
1. Session Details (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files

Tips for Participants
Chat, Polls, and Q&A
1. Use Chat to engage with other participants around the session topic.
2. Find the Q&A under Polls. Questions for presenters go there.
3. Some sessions have other Polls or more specific questions. Complete those when prompted.

Tips for Participants
Be careful of accidentally navigating away
While participating in a live Session... Be Present!
1. If you navigate away from the live session, you will need to press the ‘Join Meeting’ button to get back in.
2. What does navigating away look like? Here are some examples:
   a. Clicking on any area of the navigation menu
   b. Clicking on a Person’s name

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Tips for Participants
Session Details (Title, Presenters, Date & Time, Description, Keywords)

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Support is Available

If at any time you need support as a participant, use the Help Desk:

Session Description

The need to focus on wellness of adult as well as students has never been more clear. Using key features of a MTSS, we will describe ways to organize, align, and allocate resources to cultivate a culture of health and wellness for staff.

IF we could rename our session:

A two-prong approach to a culture of wellness
Multiple definitions

"...a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize." The American Institute of Stress (n.d.)

Why a two-prong approach?

Empirically-supported models of stress reactions underscore the notion that stress involves interactions between individual and systems-level factors, including (school) organizational factors (Lazarus, 1991).

Unfortunately, many recommended well-being strategies focus primarily, if not solely, on the individual educator rather than the systems in which they are embedded, including the contributions and changes needed to the systems that contribute to acute and ongoing stressors.

Stress and Educators

Most comprehensive definitions of stress include the consequences of unhealthy, prolonged stress on emotional health, physical health, sense of well-being, and behavior (Schneiderman, Ironson, and Siegel, 2005).

In addition to its harmful effects on individuals, educator stress also impacts all facets of education systems, including workforce retention, absenteeism, and student academic performance and social-emotional adjustment (Split, Koomen, and Thijs, 2011).
Chronic Stress includes:
• irritability
• anxiety
• depression
• headaches
• insomnia

The Burnout Mantra

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


Six Causes of Burnout

1. Workload
2. Perceived lack of control
3. Lack of reward or recognition
4. Poor relationships
5. Lack of fairness

Possible barriers that reflective of our culture

- Rewarding busy and overwhelm
- Believing multi-tasking is real
- Competing demands on our time to practice and cultivate greater self-awareness

Why is addressing this problem important?

Schools that prioritize staff wellness demonstrate positive staff interactions, a shared commitment to student success, and an increased sense of warmth

(Bradshaw, et al., 2008)

However, teachers who experience occupational stress tend to demonstrate a lack of emotional support and negative interactions with students, producing additional stress for at-risk students

(Hamre, & Pianta, 2005; Oberle & Schonert-Reichl, 2016)

What if we think about wellness (individual and collective) as a precursor to showing up as our best selves... What would that look like and sound like?
How do you define wellness? What matters to you in terms of wellness? What do you prioritize around wellness?

Well-being

- Not a fixed definition, not static
- Set of skills

Examples of well-being could include:

- Positive outlook
- Rebounding from negative emotions
- Mindfulness
- Caring for others

Center for HealthyMinds University of Madison Wisconsin
Research provides tools for achieving the 'how' of well-being. 12/7/20

A short series of analogies explaining our individual psychological functioning.
THERE IS GOOD NEWS AND POTENTIAL BAD NEWS

LET'S START WITH THE POTENTIAL BAD NEWS

Are we really going to allow our inside world (happiness) to depend on our outside world?

THE GOOD NEWS RESILIENCE
THE GOOD NEWS: RESILIENCE

Your brain is not set. You can question your own assumptions and biases, and this has tremendous potential to heal the division and 'othering' that we see in today's society.

Richard Davidson

“innate basic goodness” – the human propensity to desire happiness and be free from suffering. All humans share this same basic quality, and we bring this to the fore in all of our interactions. It enables us to respond to those around us in ways that maximize their and, in turn, our own well-being.

Richard Davidson Center for Healthy Minds, Madison, Wisconsin.

OUR EXPERIENCE OF LIFE COMES FROM OUR THINKING
**Feelings and emotions** are like the rumble strips on the side of the road. They are **warning system** that we may need to **pause** in this space...

The rumble strips (mood/feelings) warn us of the guard rail and the edge of the cliff.

There needs to be space because that is where we can respond vs react. Warning strips, like emotions/feelings, give us constant feedback ...

We are working towards...

**Emotional Agility**

“Emotional agility... choosing how you’ll respond to your emotional warning system... between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and freedom.” p.5

It also means honoring all of our emotions, even the difficult ones...

Why does this matter?
Think of the acting-out cycle of behavior

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<th>Stimulus</th>
<th>React</th>
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<td>SPACE</td>
<td>Respond</td>
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Having the clearest view (calm mind, snow globe is settled)

OPENS UP SPACE BETWEEN

How you feel

How you respond

This space is where we tap into our own resilience.
Recognizing the space is the mindfulness

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Mindfulness

- Popular stand in
- Catch all for meditation
- Noticing when the mind wanders
- Sequence of focus, wander, focus

“The awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience.” Jon-Kabat-Zinn

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Meditation

- Catch-All Word
- Contemplative practices
- Results Vary

“All share one goal: letting go of the constant grasping—the 'stickiness' of our thoughts, emotions and impulses” p.154

Self Efficacy

“Teachers sense of self efficacy is a significant predictor of productive teaching practices.”

Let’s use nature to think about our own self efficacy

We each have individual responsibilities to continue to grow and develop.
We need to recognize our collective efficacy to get through difficult times.

Collective Efficacy

“For schools perceived collective efficacy refers to the judgement of teachers in a school that the faculty as a whole can organize and execute the courses of action required to have a positive effect on students.”

Collective efficacy...

Using key features of a MTSS, we will describe ways to organize, align, and allocate resources to cultivate a culture of health and wellness for staff.
“Stress is ubiquitous and follows us everywhere”

The recommendation is to have a **more preventive health care approach**
and consequently, a happier and healthier population

Teacher Well-being

Individual teacher well-being is best understood as a process that is constructed in relation to the context, which for teachers is the **school culture and environment** (Brady and Wilson, 2021).

Although well-intended, compulsory well-being activities or initiatives, such as yoga, mindfulness, and exercise events scheduled outside regular workday hours, can have a negative impact on teacher well-being due, in part, to the imposition on autonomy with respect to personal time (Brady and Wilson, 2021). Well-being efforts created in response to a perceived problem, especially without input from staff, may also have negative effects due to the subjective nature of both stress and well-being.

Teacher Well-being

Teacher feedback on school-level efforts aimed at addressing well-being indicate a preference for initiatives that are embedded in the school culture with a focus on decreasing workloads, maximizing opportunities for autonomy, and developing healthy relationships with colleagues and students, as well as supporting teacher efficacy (Brady and Wilson, 2021).
Why Use a MTSS Framework?

- Emphasizes whole system response and is prevention focused
- Provides instructional framework for aligning initiatives to support instruction and support to meet the continuum of needs
- Focus on use of comprehensive data to evaluate impact & fidelity
- Sustainability


When implemented with fidelity...

PBIS has shown to improve teacher self-efficacy, teacher perception of school safety and improve organizational health.  
(Bradshaw et al., 2008).

Building a Culture of Staff Wellness through MTSS/PBIS

- Resource:  
- Recorded Webinar:  
  https://www.pbis.org/video/using-pbis-to-build-a-culture-of-wellness-for-all
What data sources do you use or might you use to uncover strengths and needs of staff wellness?

- Naturally occurring data sources (surveys, regular check-ins integrated into staff mtgs, and all other staff meetings)
- “Suggestion Box”
- Surveys
- Attrition & Retention
- Leave time patterns in the aggregate
- Aggregate data for access to EAP, types of resources access

Professional Quality of Life Measure

- Professional Quality of Life: Elements, Theory, and Measurement
- Compassion Satisfaction and Compassion Fatigue
-Burden, Secondary Traumatic Stress, Interpersonal Traumatization, and Workforce Transformation

ProQOL.org

https://proqol.org/Home_Page.php

School & District Policies and Focus

- Is teacher/staff wellness included in the school and/or district strategic plan?
- Is school administrator and district administrator wellness included in strategic planning?
- Are Employee Assistance Programs (EAP) reviewed, enhanced to respond to the needs of ALL, Some, and a Few
Resource Mapping & Initiative Mapping

- Overlooked and undervalued as a way to improve systems to support educator well-being
- Opportunities to stop doing (less demand)
- Opportunities to align above the level of implementation (administrator and teacher levels)

Public Health Prevention Approach:
Tiered Logic Model for a Culture of Wellness

Accessible EAP Driven by Data-Informed Needs

Self-Selected Wellness Teams focused on self-care themes (nourishment, mindfulness, yoga, mental wellness), Holistic Health Education Programs (Community Partners), Accessible EAP
PROMOTE healthy nourishment practices, regular movement, work-home balance/adequate rest & sleep, reasonable work-load, voice & choice, self-compassion, flexibility, collaboration, holistic health practices (mind, body, spirit) infused into work day, Accessible EAP

Standardize checking in with others...
Wellness Check-In: Team and staff meeting agendas include check-in

Utilize Team Norms, Teaching Matrices to Normalize...

- Wellness practices
- Social Emotional Skills (empathy, healthy discourse)
- Flexibility & Compassion

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<th>Expectations/Values</th>
<th>Behaviors/Skills/Norms</th>
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| **We are Responsible** | Make yourself comfortable (wellness)  
Take care of your needs (biology, mental, emotional) (wellness)  
Consider, I am not here to be right, I am here to Get it Right (practice empathy) |
| **We are Respectful** | Listen to understand  
Use “Ouch!” and “Oops”  
Assume best intentions  
Practice perspective-taking |
| **We are Safe** | Ask for clarity to understand and contribute  
Create a safe space that invites open dialogue and vulnerability – Consider the 3 Gates of Speech: Is what you want to say Kind? True for you? Necessary? |
Our contact information

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- Kimberly Yanek kyanek@odu.edu

References & Resources

Leadership for Staff Self-Care from Midwest PBIS Network:

Planning Resources

https://www.midwestpbis2.org/training-content/trauma/leadership-for-staff-self-care

References & Resources

Community Conversation, Center for Social Behavior Support

Using MTSS to Support a Holistic Approach to Staff Wellness

https://www.youtube.com/watch?v=rZ7zbj19Pws

References & Resources


References & Resources
Toolkit for “I thought about quitting today…”

There are positive and negative effects from working in a helping profession like education. This toolkit will educate in the exploration of the fatigue, burnout and even the trauma they may experience when helping students who are suffering.

ProQOL

Essential Questions
- What is my professional quality of life?
- How much “compassion satisfaction” am I experiencing?
- How much “compassion fatigue”—burnout and secondary trauma—am I experiencing?
- What kinds of self-care do I need in order to be resilient in my work?

https://www.tolerance.org/magazine/fall-2015/toolkit-for-i-thought-about-quitting-today

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Please Complete this Session’s Evaluation
Session #A7 - Building a Culture of Staff Wellness Through Multi-tiered System of Supports

1. In the Event Platform/App: OR 2. QR Code
   - In “Files” tab.
   - In “Evaluations” in the navigation menu
   - In “Chat”

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

We send reminder emails to all participants.

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