H3 – You Can’t Pour from a Cracked Vessel: Wellness as the Pre-cursor/Foundation for Effective, Nurturing Classrooms

Presenters:
Jennifer Rose, Loyola University Chicago
Kimberly Yanek, Center for Social Behavior Supports, Old Dominion University (VA)

- Topic: Classroom, Systems, Well-being
- Keywords: Classroom, Systems, Teacher Well-being

Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+QA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>Use a shared action plan for your team</td>
<td>Pose positive example comments</td>
<td>Add questions before and during session</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Limit distractions</td>
<td>Use inclusive language</td>
<td>Use evidence sharing</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Take movement breaks</td>
<td>Be aware of your own level</td>
<td>Use adaptive language</td>
</tr>
<tr>
<td>For Presenters</td>
<td>Ensure Files Tab has current materials and related weblinks</td>
<td>Monitor and remove inappropriate comments</td>
<td>Identify common Qs to address in final 15 minutes</td>
</tr>
</tbody>
</table>

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Tips for Participants

- Finding Your Registered Sessions in Pathable
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. Follow overall Forum expectations for responsible, respectful, and safe chatting.
3. Find the Q&A under Polls. Questions for presenters go there.
4. Some sessions have other Polls or more Specific Questions. Complete those when prompted.

Tips for Participants: Be careful of accidentally navigating away

- If you navigate away from the live session, you will need to press the "Join Meeting" button to get back in.
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Tips for Participants

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Session Description

Discussions of educator wellness (i.e., emotional and physical) have increased significantly over the past year. This session will describe how teacher self-care has always been relevant within PBIS as it directly impacts the ability to implement high leverage practices. Strategies such as neutralizing routines, and grounding to facilitate effective instruction, both for academic and social-emotional-behavioral (SEB) growth for students, will be shared.
Health and Wellness

- Health = “A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” - World Health Organization (WHO)

- Wellness = “The active pursuit of activities, choices and lifestyles that lead to a state of holistic health.” - Global Wellness Institute
A Wellness Model

- Physical: Nourishing a healthy body through exercise, nutrition, sleep, etc.
- Mental: Engaging the mind through learning, problem-solving, creativity, etc.
- Emotional: Being aware of and expressing our feelings, and understanding the feelings of others.
- Spiritual: Searching for meaning and higher purpose in human existence.
- Social: Connecting and engaging with others and our communities in meaningful ways.
- Environmental: Fostering positive interrelationships between planetary health and human actions, choices, and wellbeing.

Stress

“Amygdala Hijack”

“Fight or flight” response
Physical symptoms of stress

- Low energy
- Aches and pains
- Chest pains/rapid heartbeat
- Clenched jaw
- Headaches
- Dizziness
- Stomach problems (e.g., nausea)
- Exhaustion
- High blood pressure
- Insomnia
- Frequent colds/infections

Teachers and stress

- Kyriacou (2001) defined teacher stress as “the experience by a teacher of unpleasant, negative emotions, such as anger, tension, frustration, or depression, resulting from some aspect of work as a teacher” (p. 28).
- Difficulty juggling multiple roles and maintaining focus (Ansley, Houchins, & Varjas, 2016)

Teacher stress and student relationships

- Affects classroom environment (Travers & Cooper, 1996); higher teacher stress can affect student stress levels (Braun et al., 2019; Larson et al., 2018); student motivation (Shen et al., 2015); and academic success (Herman et al., 2018; Sutcher et al., 2019)
- Increased levels of irritation, impatience, and frustration with students (Breck & Grady, 2000)
- Reduced beliefs of self-efficacy leading to lowered interest in problem-solving and building relationships (Jennings, Frank, Snowberg, Coccia, & Greenberg, 2013)
Impact of pandemic on teacher stress

- COVID-19
  - Fear of catching the virus
  - Childcare issues
  - Learning new technology for remote instruction
  - Student engagement during virtual instruction
  - Parental involvement
  - Other factors?

How does this impact the way we show up as teachers?

- Response vs react
- VDPs & ability to access a neutralizing routines
- Defusing disruptive behavior - traditionally technical changes (prevention plus response), but think about what it takes for a teacher to be able to ground, show up as calm, connected, present self in order to recognize an escalation and responding

Practices
Dialectical Behavioral Therapy

- Dialectical Behavioral Therapy (DBT) was developed by psychologist Marsha Linehan, PhD over 25 years ago.
- The treatment, originally developed to treat persons with Borderline Personality disorder, has been proven to help everyday people who struggle with emotional regulation.

Four elements:
- Mindfulness
  - Nonjudgmental awareness of your thoughts, emotions, physical sensations, and actions in the present moment.
- Distress Tolerance
  - The ability to manage stress/distress in a healthy way.
- Interpersonal effectiveness
  - The ability to recognize how one's behavior affects others and the willingness to make adjustments.
- Emotion Regulation
  - The ability to effectively manage one's emotions and adjust to the current situation.
Conditions Necessary to Neutralize Implicit Bias

- We must be **aware** of our biases.
- We must be **concerned** about the consequences of our biases.
- We must know **when** biased responses are most likely.
- We must have **replacement behaviors** to respond in ways consistent with our values.

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Vulnerable Decision Points (VDP)

- **Racial Bias**
  - **Situation**
  - **Vulnerable Decision Points**
    - Subjective Behavior
    - Vague Discipline System
    - Prior Incidents
  - **Hunger**
  - **Fatigue**
  - **Unfamiliar with Student**

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Neutralizing Routine

When a problem behavior arises:

1 - Stop

2 - Ask: "Is this a VDP?" (situation and decision state)

3 - If yes, use agreed upon alternative response
Good Alternative Response

- Delay: “See me after class”
- Pause: Think it through
- Use least exclusionary choice:
  - Delayed ODR
- Ask:
  - Am I acting in line with my values?
  - If tired, delay decision until I can think clearly
- State your confidence in student; discuss privately

DBT-Mindfulness: RAIN strategy

- Recognize: How do I know this feeling is coming? Where do I feel it in my body?
- Allow: Imagine this feeling coming and going as a wave. How can I ride this wave instead of fighting it?
- Investigate: Where did this feeling come from? Why am I feeling this now?
- Nurture: What can I do to soothe myself? How can I take care of myself in this moment?

(Reutter, K., 2019)

Neutralizing Routines for Reducing Effects of Implicit Bias:

(McIntosh, K., 2015)
How do we alter the systems (support for adults) to normalize and include wellness as part of an organizational responsibility?
“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.

A few points about teaching & learning environment (system supports)

- Built into the day verses compulsory self-care activities added on to the day
- Shift in Professional Learning for staff
  - more to incorporating more self-care as part of the technical components of an EBP (mindfulness, collaboration time, work-load alignment is critical)

PBIS is built on the public health prevention framework...

- Emphasizes whole system of prevention and effective response
- Improves teacher self-efficacy, teacher perception of school safety and improves organizational health (Bradshaw et al., 2018)
- Uses a framework to identify, organize, and deploy our resources to support the needs of ALL, SOME, and a FEW most efficiently & effectively
- Focus on use of comprehensive data to evaluate impact, social validity, & fidelity
- Incorporates stakeholder voice & choice (a must for planning for an organizational response to teacher wellbeing)
Building a Culture of Staff Wellness through MTSS/PBIS: A Collective Efforts

- Recorded Webinar: https://www.pbis.org/video/using-pbis-to-build-a-culture-of-wellness-for-all

What questions can we explore together?

Evaluation Session #H3 - You Can’t Pour from a Cracked Vessel: Wellness as the Precursor/Foundation for Effective, Nurturing Classrooms

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

Evaluations are anonymous! We send reminder emails to all participants.

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Session #H3 - You Can’t Pour from a Cracked Vessel: Wellness as the Precursor/Foundation for Effective, Nurturing Classrooms

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