

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

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

Virtual PBIS Leadership Forum | #PBISForum

October 26-28, 2021

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Virtual Forum Expectations

EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	<ul style="list-style-type: none"> Use a shared action plan for your team Complete session evaluations 	<ul style="list-style-type: none"> Post positive on-topic comments Questions for the presenters go in the POLLS tab 	<ul style="list-style-type: none"> Add questions before and/or during session
BE RESPECTFUL	<ul style="list-style-type: none"> Limit distractions Follow up on your assigned action items 	<ul style="list-style-type: none"> Use inclusive language 	<ul style="list-style-type: none"> Use sincere phrasing Complete additional polls when prompted
BE SAFE	<ul style="list-style-type: none"> Take movement breaks Be aware of your stress level 	<ul style="list-style-type: none"> Engage in productive dialogue 	<ul style="list-style-type: none"> Ask solution-oriented questions
For Presenters	<ul style="list-style-type: none"> Ensure Files Tab has current materials and related weblinks 	<ul style="list-style-type: none"> Monitor and remove inappropriate comments 	<ul style="list-style-type: none"> Identify common Qs to address in final 15 minutes

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Tips for Participants

Finding Your Registered Sessions in Pathable


Your Personalized Schedule (My Agenda)

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.

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Tips for Participants
Navigating the Session Page




- Session Details** (Title, Presenters, Date & Time, Description, Keywords)
- Join Session**
- Interact through Chat, Polls, & Uploaded Files**



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Tips for Participants
Chat, Polls, and Q&A

- Use **Chat** for engaging with other participants around the session topic.
Presenters may use chat differently in specific sessions.
Follow overall Forum expectations for *responsible, respectful, and safe* chatting.
- Find the **Q&A** under **Polls**. Questions for presenters go there.
- Some sessions have other **Polls** or more **Specific Questions**. Complete those when prompted.



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Tips for Participants
Be careful of accidentally navigating away

While participating in a live Session... Be Present!

- If you navigate away from the live Session you will need to press the "Join Meeting" button to get back in.
- What does **navigating away** look like? Here are some examples:
 - Clicking on any area of the navigation menu
 - Clicking on a Person's name

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Tips for Participants

Support is Available

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

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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.

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Support Educators through Equity-focused PD

Disaggregate All Data by Student Group

Adapt Practices to Meet Needs and Values

High Expectations for Each Student

Reproduced with permission from the Center on PBIS

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Data

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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

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A Wellness Model

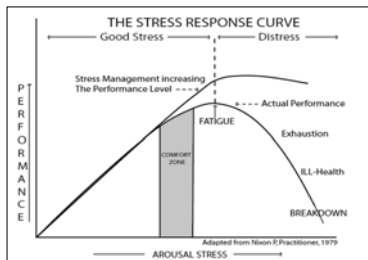


- **Physical:** Nourishing a healthy body through exercise, nutrition, sleep, etc.
- **Mental:** Engaging the world through learning, problem-solving, creativity, etc.
- **Emotional:** Being aware of, accepting and expressing our feelings, and understanding the feelings of others.
- **Spiritual:** Searching 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.

Global Wellness Institute, 2021

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Stress

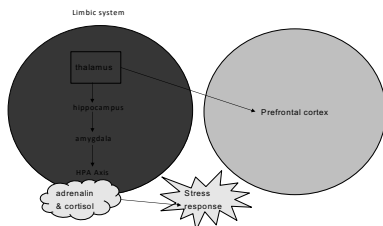


(Karmakar, 2017)

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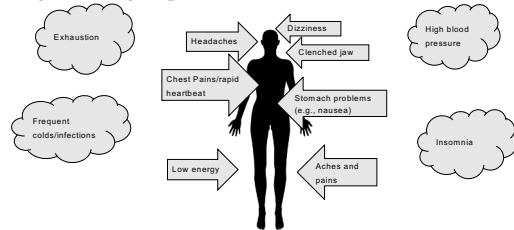
"Amygdala Hijack"

"Fight or flight" response



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Physical symptoms of stress



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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)

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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; Sutchter et al., 2019)
- Increased levels of irritation, impatience, and frustration with students (Brock & Grady, 2000)
- Reduced beliefs of self-efficacy leading to lowered interest in problem-solving and building relationships (Jennings, Frank, Snowberg, Coccia, & Greenberg, 2013)

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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?

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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

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Practices

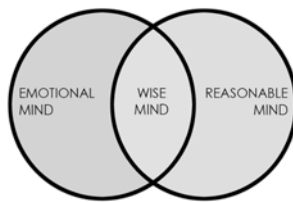
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Dialectical Behavioral Therapy

- 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.

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Dialectical Behavioral Therapy



(Therapist Aid, 2021)

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Dialectical Behavioral Therapy

- 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.

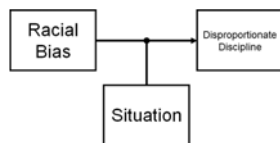
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Conditions Necessary to Neutralize Implicit Bias

- 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)



Vulnerable Decision Points

Subjective Behavior	Hunger
Vague Discipline System	Fatigue
Prior Incidents	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

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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

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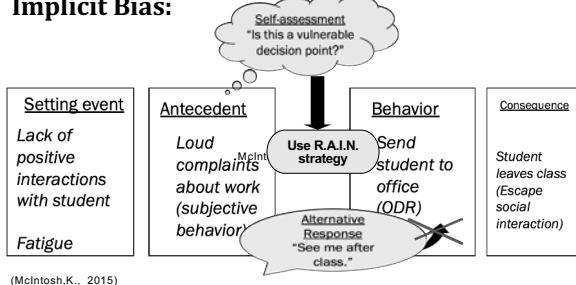
DBT-Mindfulness: RAIN strategy

- **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 I am feeling this now?
- **Nurture:** What can I do to soothe myself? How can I take care of myself in this moment?

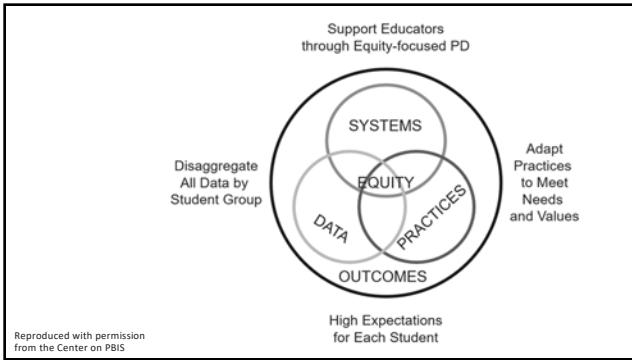
(Reutter, K., 2019)

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Neutralizing Routines for Reducing Effects of Implicit Bias:



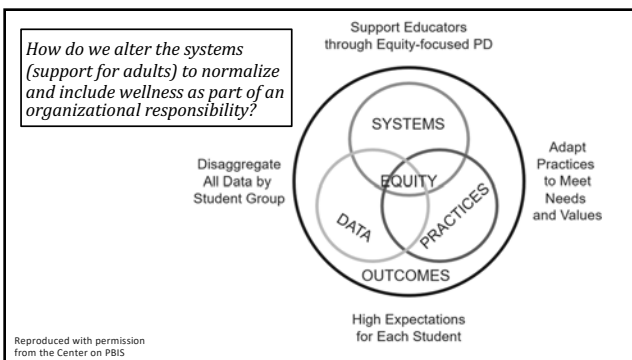
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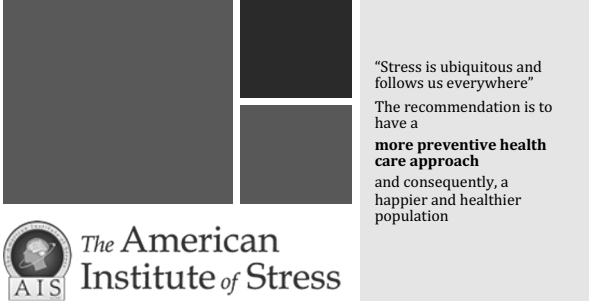
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Systems

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"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

Retrieved from Retrieved from: <https://www.stress.org/if-life-were-easy-they-would-have-asked-for-volunteers>, Adapted from Kirsch, Daniel L. and Woodbury, Michel A. *Stress in Health and Disease, Psychiatric Clinics of North America*, 37(4), 2014.

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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
 - move to incorporating more self care as part of the technical components of an EBP (mindfulness, collaboration time, workload-alignment is critical)

(Brady and Wilson, 2021)

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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 improve organizational health (Bradshaw et al., 2008).
- 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 well-being)



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Building a Culture of Staff Wellness through MTSS/PBIS/: A Collective Efforts

- Resource:
<https://www.pbis.org/resource/building-a-culture-of-staff-wellness-through-multi-tiered-system-of-supports>

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



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Please Complete this Session's 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"

OR

2. QR Code



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

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

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