



Central East (HHS Region 3)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

School Mental Health Virtual Learning Series

November 2021-June 2022



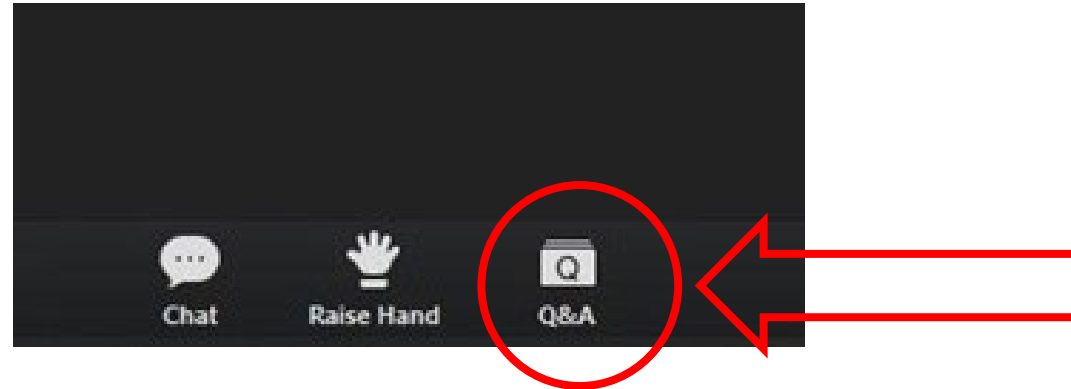
Educator Well-Being
December 1, 2021



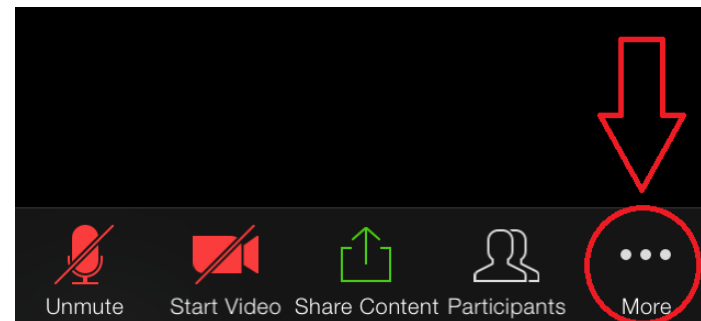
Technology Support

- Slides will be posted on the NCSMH website (www.schoolmentalhealth.org)
- Please type questions for the panelists into the Q&A box.
- Use chat box for sharing resources, comments, and responding to speaker

Web



Mobile App





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Oscar Morgan
MHTTC Project Director



Michael Thompson
MHTTC Sr. TA Specialist



Dave Brown
Senior Associate: School-based Training and Behavioral Health Equities



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



Tiffany Beason
NCSMH Faculty



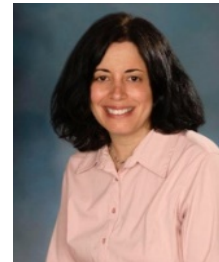
Lorraine Bernstein
Coordinator



Dana Cunningham
PGSMHI Director



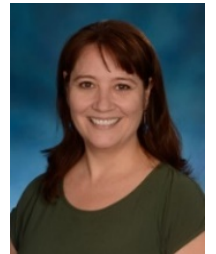
Sharon Hoover
NCSMH Co-Director



Nancy Lever
NCSMH Co-Director



Perrin Robinson
Communications Manager



Kris Scardamalia
NCSMH Faculty

Central East Geographical Area of Focus

HHS REGION 3

Delaware

District of Columbia

Maryland

Pennsylvania

Virginia

West Virginia





What Does Central East MHTTC Do?

Actions

- **Accelerate** the adoption and implementation of evidence-based and promising treatment and recovery-oriented practices and services
- **Strengthen** the awareness, knowledge, and skills of the behavioral and mental health and prevention workforce, and other stakeholders, that address the needs of people with behavioral health disorders
- **Foster regional** and national alliances among culturally diverse practitioners, researchers, policy makers, funders, and the recovery community
- **Ensure** the availability and delivery of publicly available, free of charge, training and technical assistance to the behavioral and mental health field

National Center for School Mental Health

MISSION:

Strengthen policies and programs in school mental health to improve learning and promote success for America's youth

- Focus on advancing school mental health policy, research, practice, and training
- Shared family-schools-community mental health agenda

Directors: Drs. Nancy Lever & Sharon Hoover

Faculty: Tiffany Beason, Ph.D. Jill Bohnenkamp, Ph.D., Elizabeth Connors, Ph.D, Britt Patterson, Ph.D., Sam Reaves, Ph.D., Kris Scardamalia, Ph.D., Cindy Schaeffer, Ph.D.



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School Mental Health Webinar Series

Objectives

- Gain increased awareness of high quality, sustainable multi-tiered system of school mental health supports and services
- Support trauma-informed systems in schools
- Discover the impacts of social determinants of health on student academic and social-emotional-behavioral success
- Learn to provide more culturally responsive and equitable services and supports
- Hear perspectives on school mental health from school, district and state levels
- Obtain insight into how youth, families, schools and communities can best work together to address student mental health needs



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Upcoming Webinars (3:00-4:00 ET, 2:00-3:00 CT, 1:00-2:00 MT, 12:00-1:00 PT)

January 5th – Cultural Responsiveness, Anti-Racism and Equity (CARE) Best Practices in School Mental Health (SMH) – Teaming

January 19th – Cultural Inclusiveness and Equity (CIE) Part 1: Understanding How Social Injustices Impact Student Mental Health

February 2nd – CIE Part 2: Understanding How Educator Bias Impacts Student Mental Health

Today's Presenter



Kris Scardamalia, Ph.D.

Assistant Professor

National Center for School Mental Health


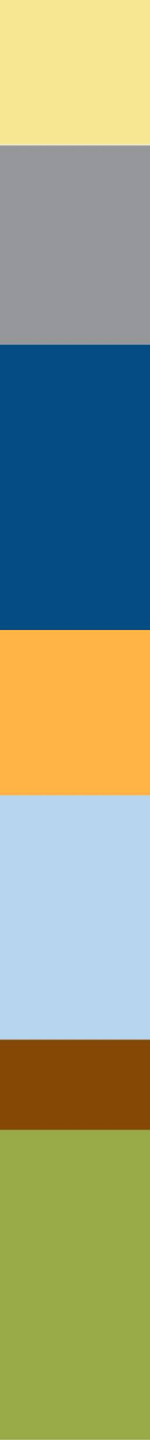
Division of Child and Adolescent Psychiatry

University of Maryland School of Medicine

When life gives you lemons.....



Will SANTINO



*What are your
beliefs about
self-care?*



Acknowledgements

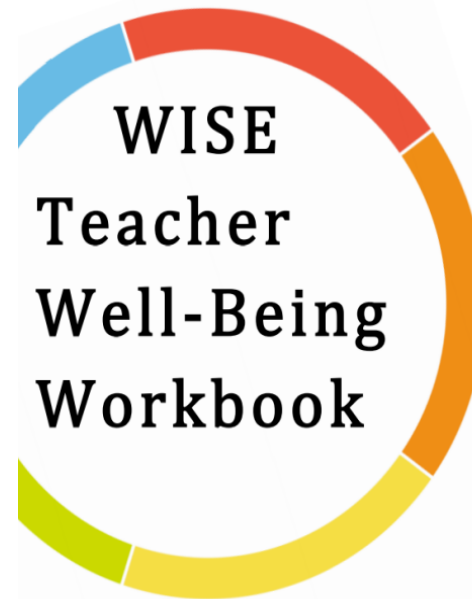


WISE

MedStar Georgetown
Center for Wellbeing in
School Environments

Jeff Bostic, EdD, MD
Neal Horen, PhD
Matt Biel, MD

www.medstarwise.org



New Resource!

<https://www.medstarwise.org/resources>



What is TeacherWise?

TeacherWise is a research-informed program that helps teachers and school staff manage five areas of their well-being:



Physical



Occupational



Intellectual



Social



Emotional

New Resource!

<https://www.providerwellbeing.org>



Site Features

Evidence Based



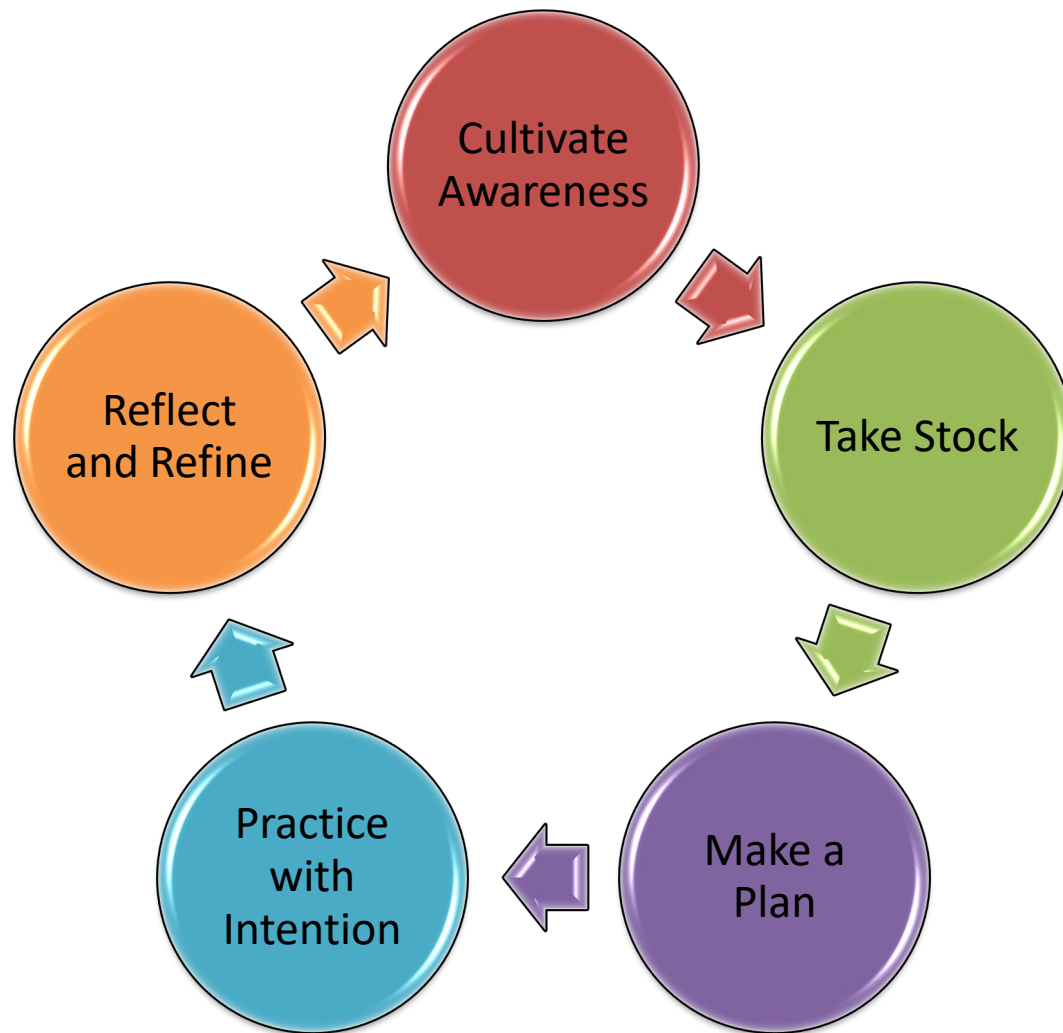
Individual Well-being Course

Individual Well-being Resources

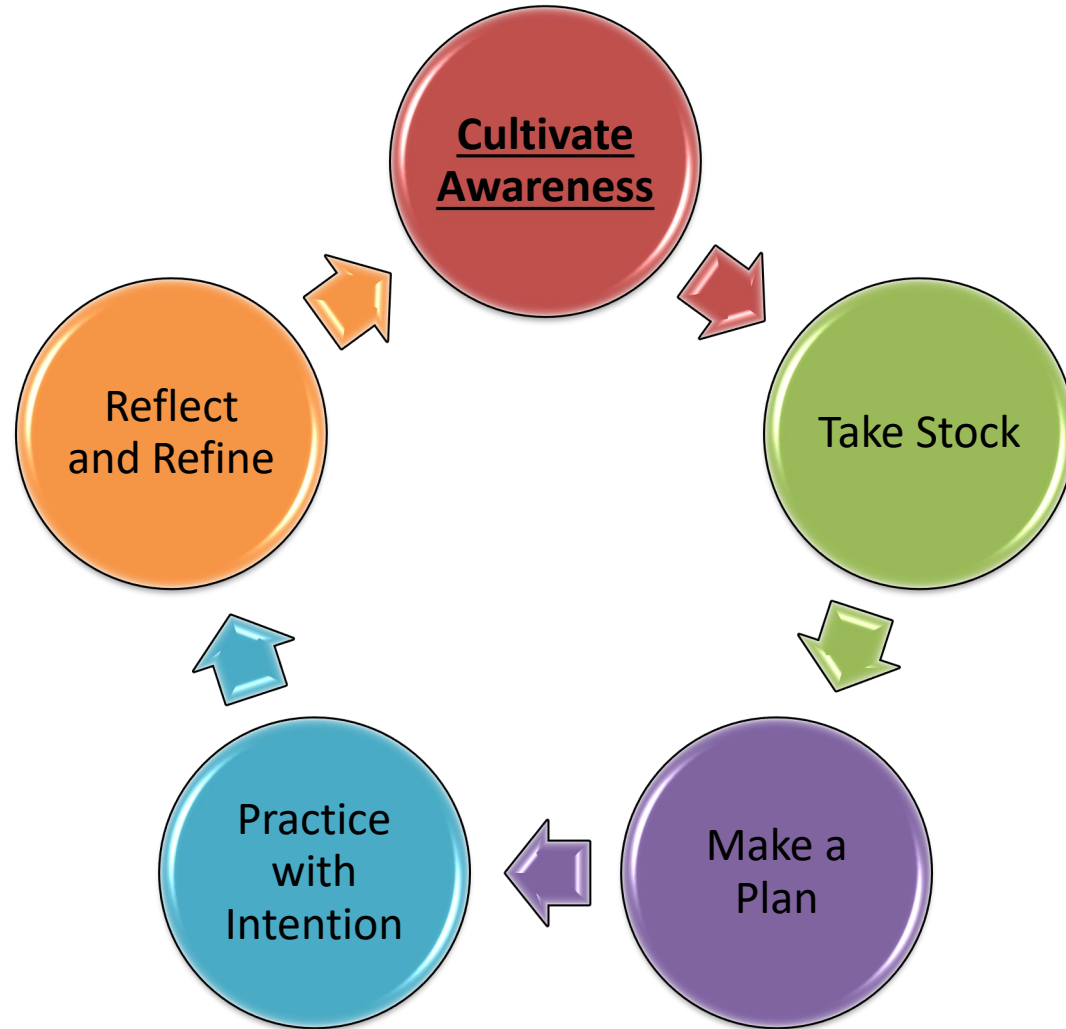
Organizational Well-being Assessment

Organizational Well-being Resources

Provider Well-being was adapted in collaboration with Central East Mental Health Technology Transfer Center (MHTTC), the University of Maryland School of Medicine, Department of Psychiatry, and the Georgetown University Medstar Hospital/Georgetown University School of Medicine, Department of Psychiatry. The result is a culmination of measures, information, and resources proven effective at assessing and improving both personal and professional well-being for behavioral healthcare providers in various settings.



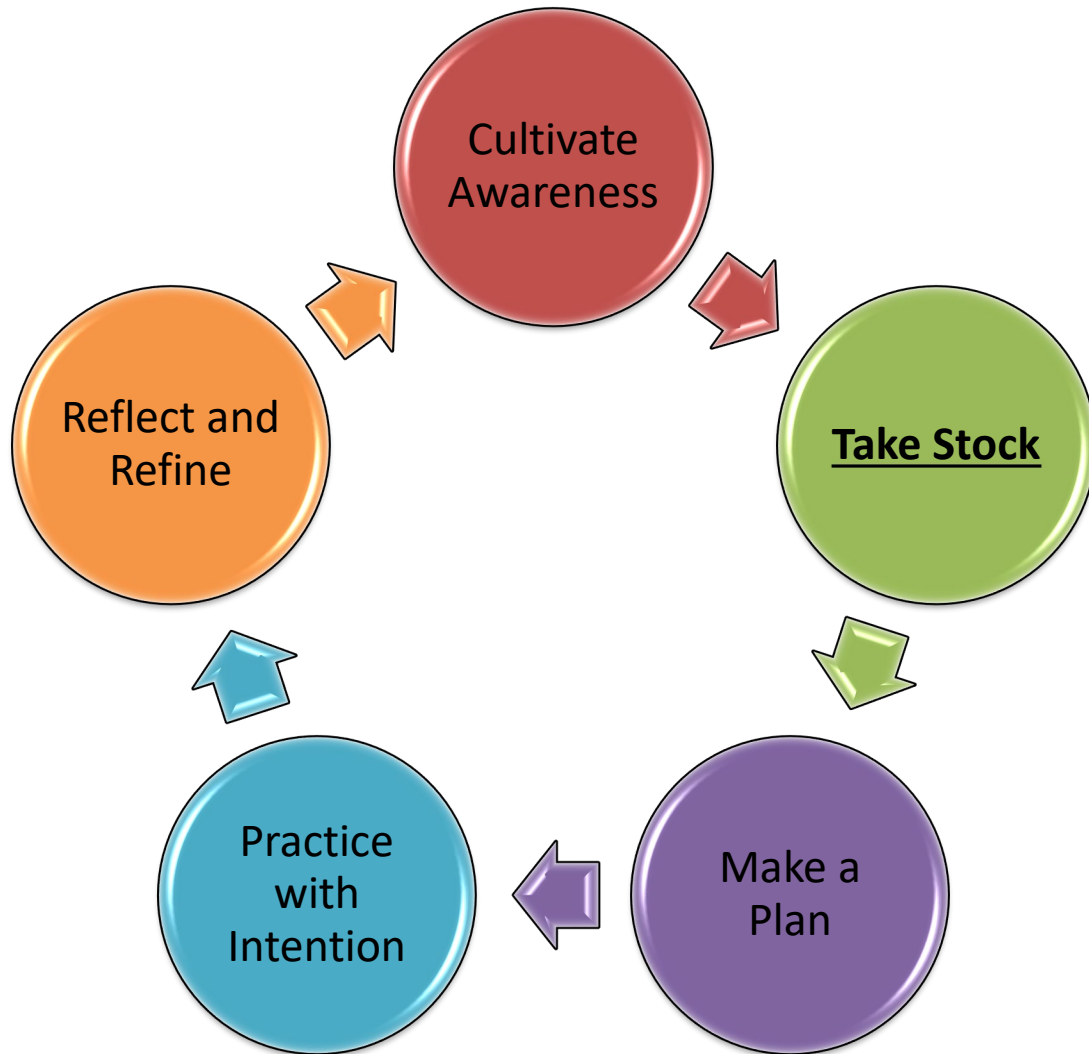
How stress manifests



- *Musculoskeletal Signs*
 - Frequent headaches, tense muscles
 - Restlessness, eye twitching, grinding teeth
 - Shaking, stammering, quivering voice
- *Visceral Signs*
 - Sweating, Dizziness, flushed skin
 - Insomnia or interrupted sleep
 - Upset stomach, dry mouth, chills
- *Mood and Demeanor*
 - Preoccupied, forgetful, confused
 - Anxious, helpless, edgy
 - Exhausted, irritable, depressed

Stress Reaction Log

Week of:	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
<i>1=no stress; 5 = moderately stressed but handling; 10 most stressed I've ever been</i>							
Stress Rating							
Frequent Headaches							
Joint/Neck Stiffness							
Trembling/Shaking							
Stuttering/Stammering							
Biting Nails							
Eye Strain							
Tense Muscle/Back							
Restlessness							
Voice Quivering							



What is the most stressful thing or the stress reaction you would most like to change? Ask yourself:

- Do I have control over this? What aspects can I impact?
- What about 'this' bothers me the most?
- What do I have energy to tackle?

Pullis Stress Inventory (Adapted for Teachers)

Part I: Sources of Stress

Please rate your anxiety level, most days, from the stress for each of the items.

0= Not anxious at all 1 = Mildly anxious 2 = Moderately anxious 3 = Extremely anxious

In general, how stressful do you find:

1. Loud, noisy, disruptive students?	0	1	2	3
2. Students' impolite or rude behavior?	0	1	2	3
3. Poorly motivated students?	0	1	2	3
4. Dealing with the parents of the students?	0	1	2	3
5. Students' defiance of teacher/school/professional authority?	0	1	2	3
6. Threat of aggression or physical harm?	0	1	2	3
7. Lack of appreciation from your students?	0	1	2	3
8. Being a teacher/school professional?	0	1	2	3
9. Poor career opportunities?	0	1	2	3
10. Inadequate salary?	0	1	2	3
11. Low status of the teaching/school profession?	0	1	2	3

1-7 Students And Their Challenging Behaviors

8-13 Teaching Profession Itself

14-22 Staff/School

19-24 Workload

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

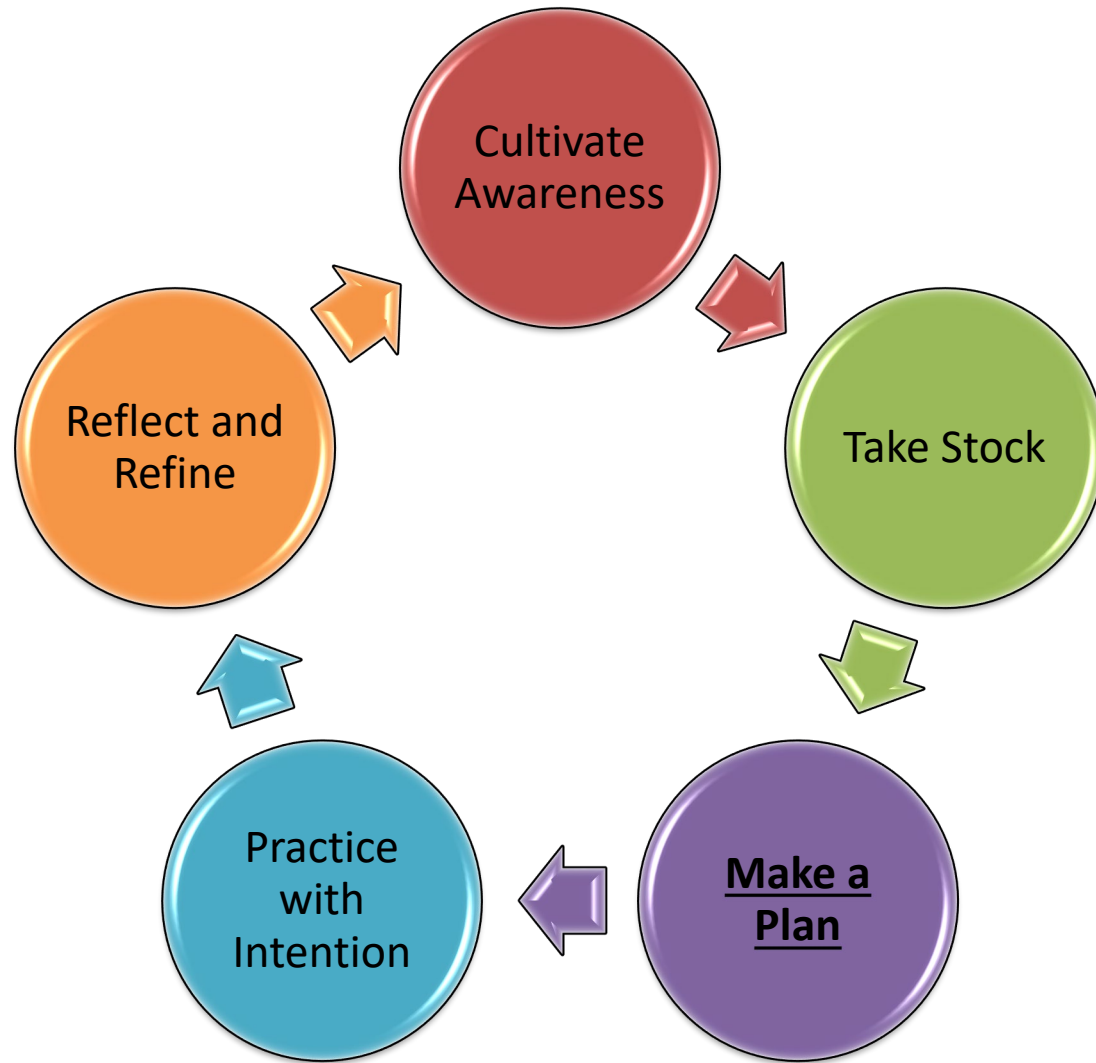
- | | | | | |
|--|---|---|---|---|
| 1. Used a substitute healthy activity to clear my mind for a bit. | 0 | 1 | 2 | 3 |
| 2. Let my feelings out in a safe place/way. | 0 | 1 | 2 | 3 |
| 3. Wrote/drew/journaled about my experiences. | 0 | 1 | 2 | 3 |
| 4. Exercised/jogged/worked out. | 0 | 1 | 2 | 3 |
| 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 |

1-6 Healthy Alternative Activities

7-12 Reframing

13-18 Problem Solving

19-24 Social Support



Be Specific – Write it Down

- Start with one or two strategies
- Be ok with scaling back
- Track progress
- Engage social support – wellness partners
- Celebrate small successes

Self Care Plan

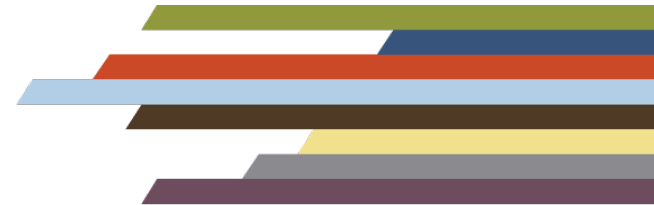
1. Fill in the coping strategy you want to try this week in the top row.
2. Used CS row: Mark whether or not you used the strategy that day. You can also note the number of times you used the strategy.
3. Rating row: Using the scale below, rate the effectiveness of the coping strategy.

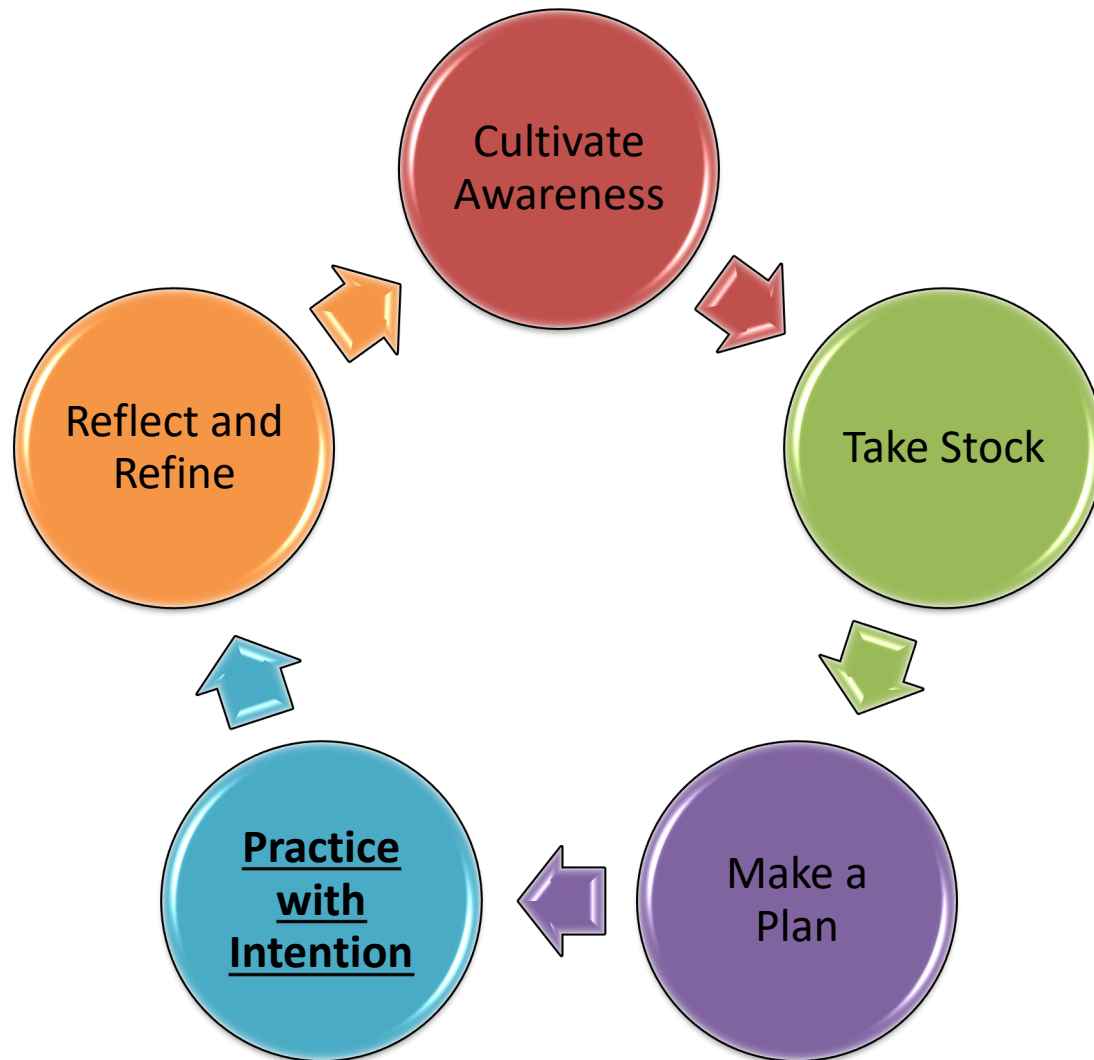
Effectiveness Rating scale

- 2 *I felt considerably worse*
- 1 *I felt a little worse*
- 0 *I didn't notice a difference*
- +1 *I felt a little better*
- +2 *I felt considerably better*

4. At the end of the week, average the daily effectiveness of the coping strategy.

Positive Coping Strategy #1:							
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Used CS							
Rating							
Notes:							
Weekly Average _____							





In the moment strategies

- Mindful breathing exercise
- Muscle relaxation break
- Movement breaks
- Gratitude journals
- Lifting up others

Healthy ways to respond to stress

Healthy Alternative Activities

doing something else, distract yourself

Reframing

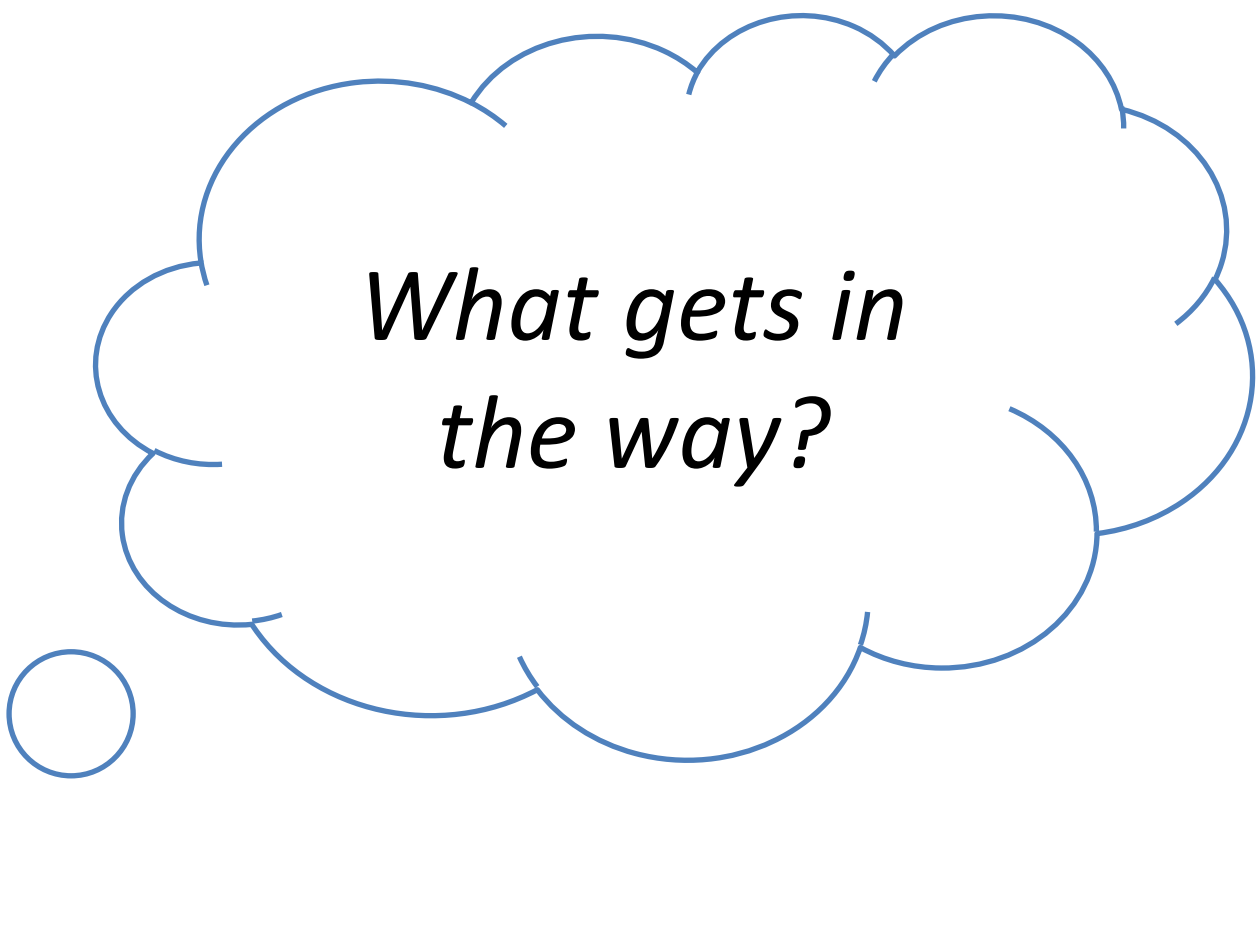
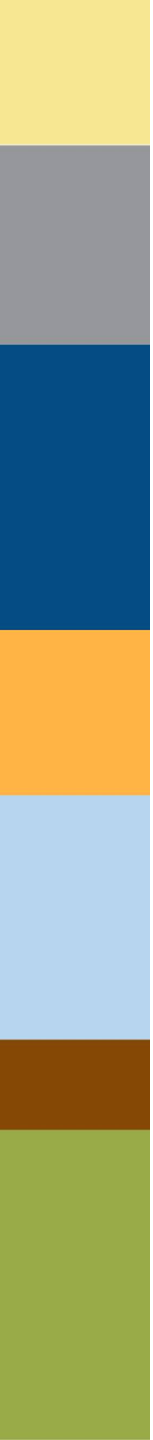
finding the lesson to be learned in this situation

Problem Solving

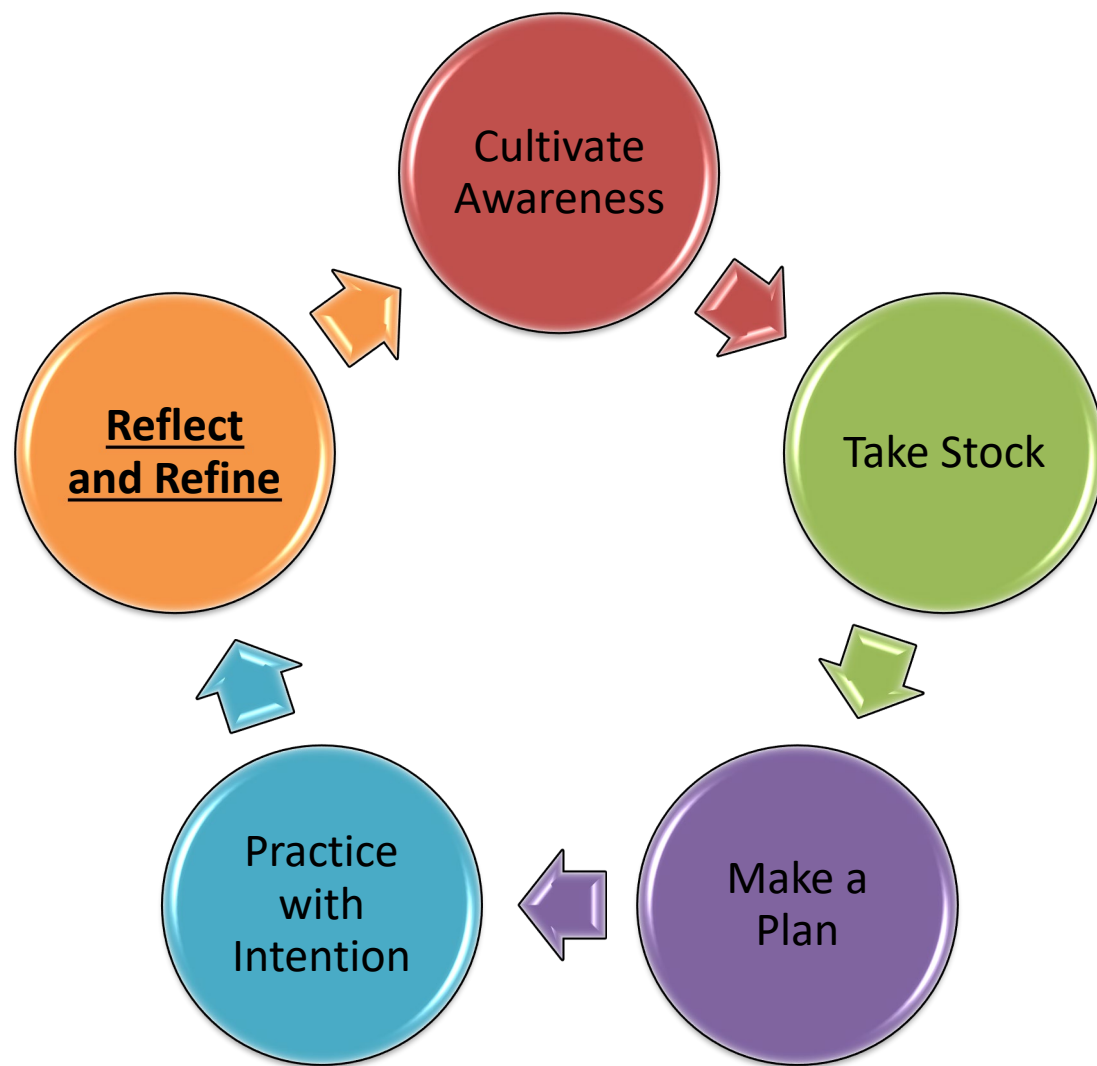
Breaking down the issue or trying to look at it differently

Social Support

seeking ideas or clarity from others



*What gets in
the way?*

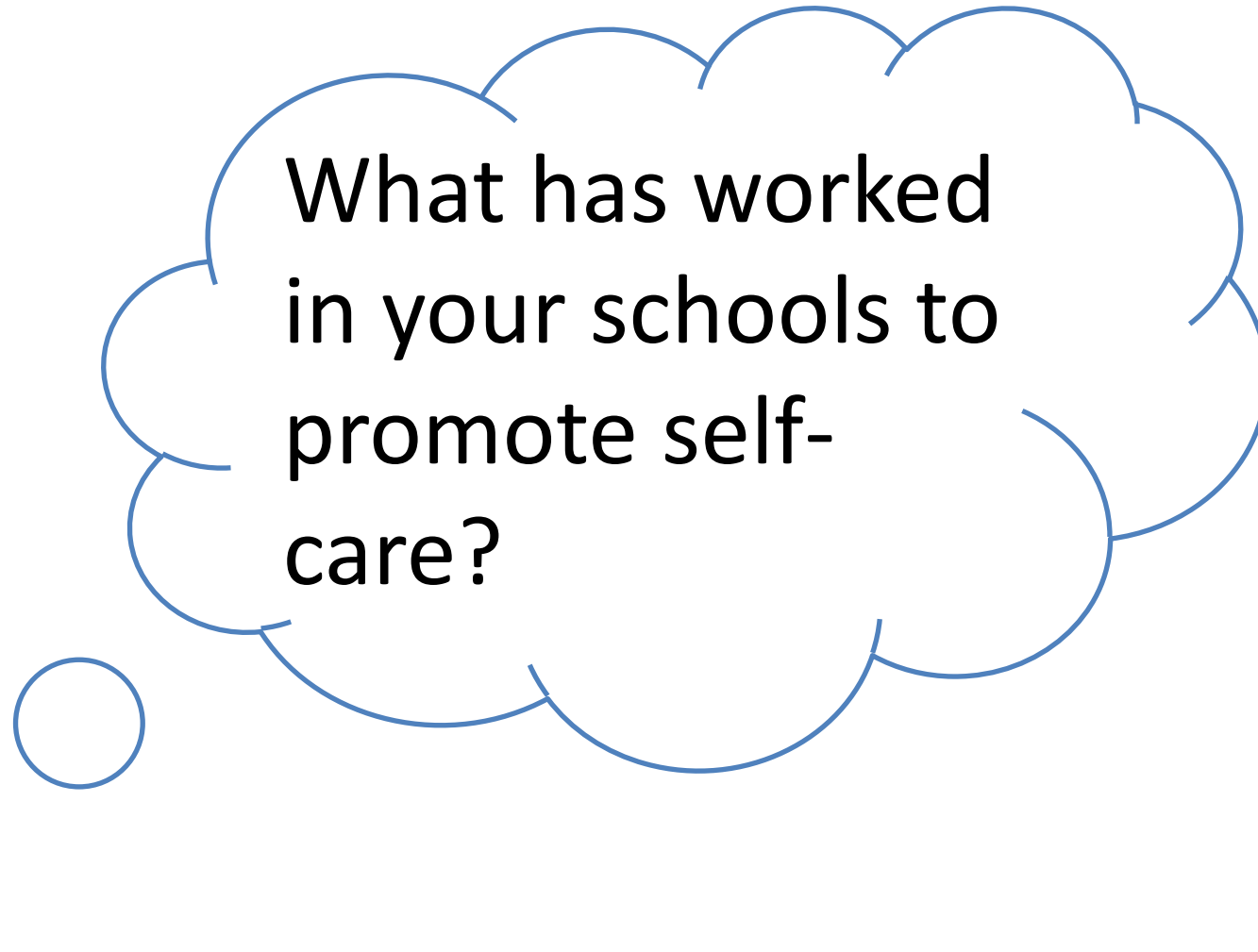
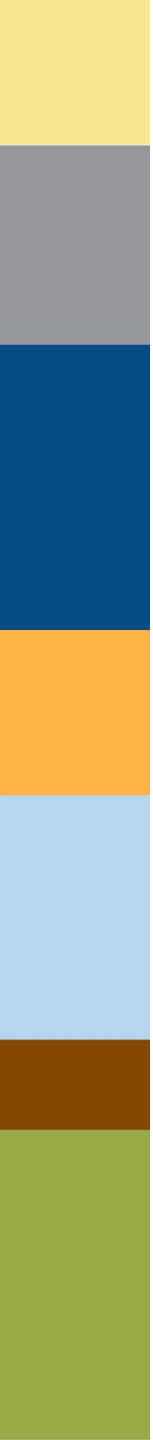


Reflection

- Was the plan feasible? Can it be tweaked?
- What did you like? Not like?
- Did you get the result you wanted?
- Were there any surprises?
- What do you want to keep?

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Stuttering/Stammering							
Biting Nails							
Eye Strain							
Tense Muscle/Back							
Restlessness							
Voice Quivering							



What has worked
in your schools to
promote self-
care?

Please Share Your Feedback!

Evaluation

Thank You

