



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

January through May 2023



Individual Well-Being: School Staff Wellness and Self-Care

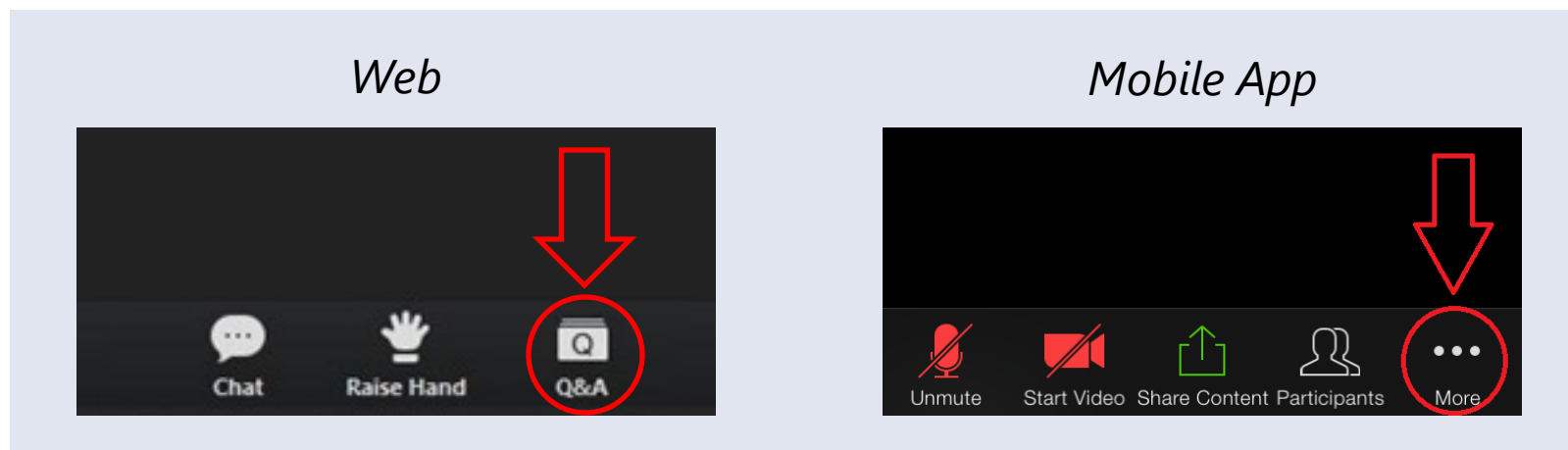


March 14, 2023



Technology Support

- Slides will be posted on the NCSMH website: www.schoolmentalhealth.org
- Please type questions for the presenters into the **Q&A box**:



- Use **chat box** for sharing resources, comments, and responding to speakers

* CE credits not available for this series



Certificates of Attendance

Process:

1. Complete GPRA Post-Event Evaluation
2. Redirected to a *Certificate Request* form
3. Submit name and email address
4. Expect to receive Certificate within 30-45 days from webinar

Notes:

- You must attend **at least 50%** of webinar *in real time*
- Your Zoom name **must match** name on registration form
- **If you are calling in**, email csheedy@som.umaryland.edu & confirm your phone number
- To access evaluation, use **any code** you are comfortable with & will easily remember:

Provide the last 3 digits of your personal zipcode; last 4 digits of your phone number; 2 digit birth year; first 3 letters of preferred name.
Personal Code (please use uppercase letters): Ex. 734036172BRI

Last 3 digits of your personal zipcode:

Last 4 digits of your phone number:

2 digit birth year:

First 3 letters of preferred name



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Please Introduce Yourself

Type your responses in the chat box:

- Name, Role, Location
- Why is this topic- *Individual Well-Being: School Staff Wellness and Self-Care*- important to you?



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THE DANYA INSTITUTE



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



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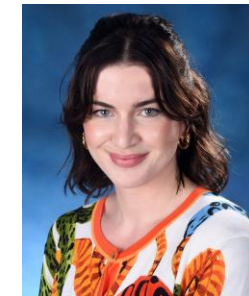
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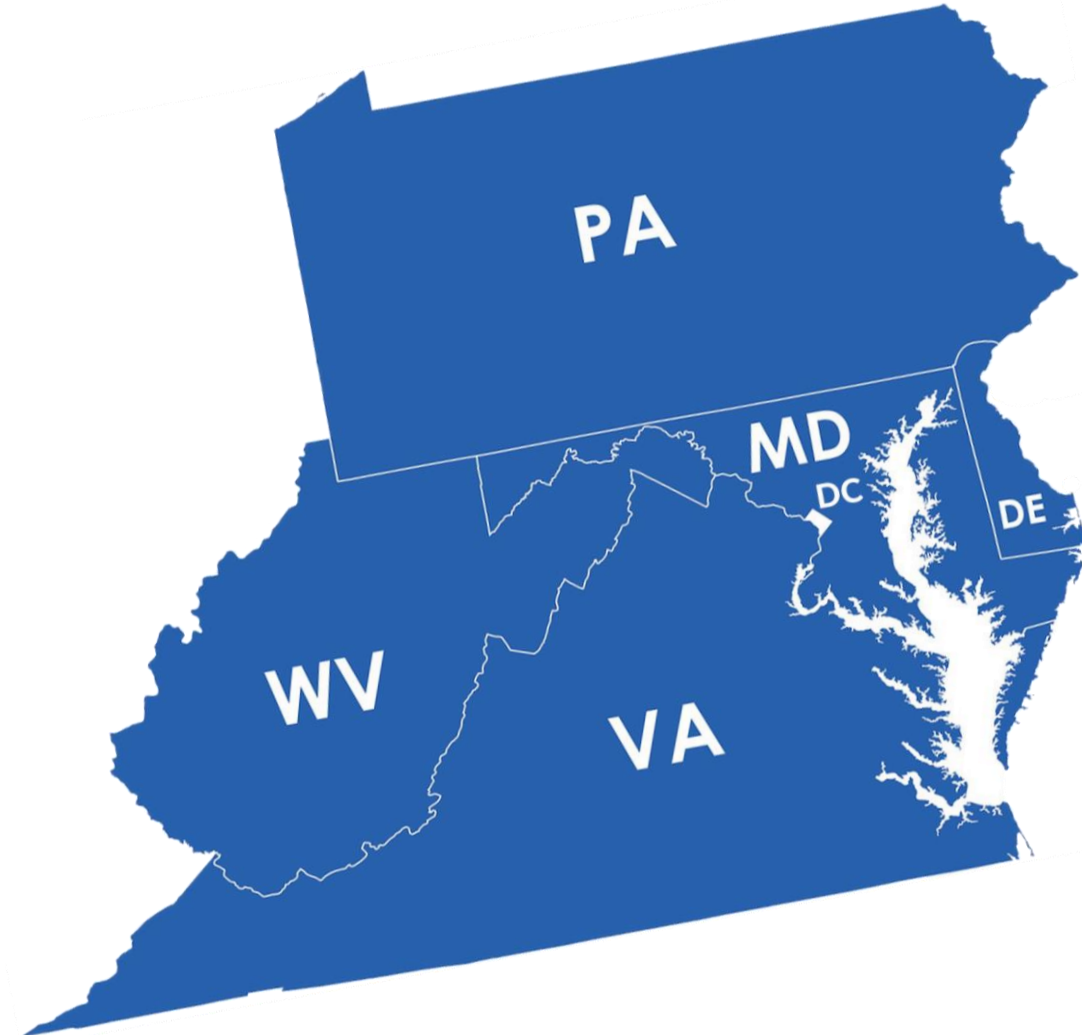
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Central East Geographical Area of Focus

HHS REGION 3

- Delaware
- District of Columbia
- Maryland
- Pennsylvania
- Virginia
- West Virginia





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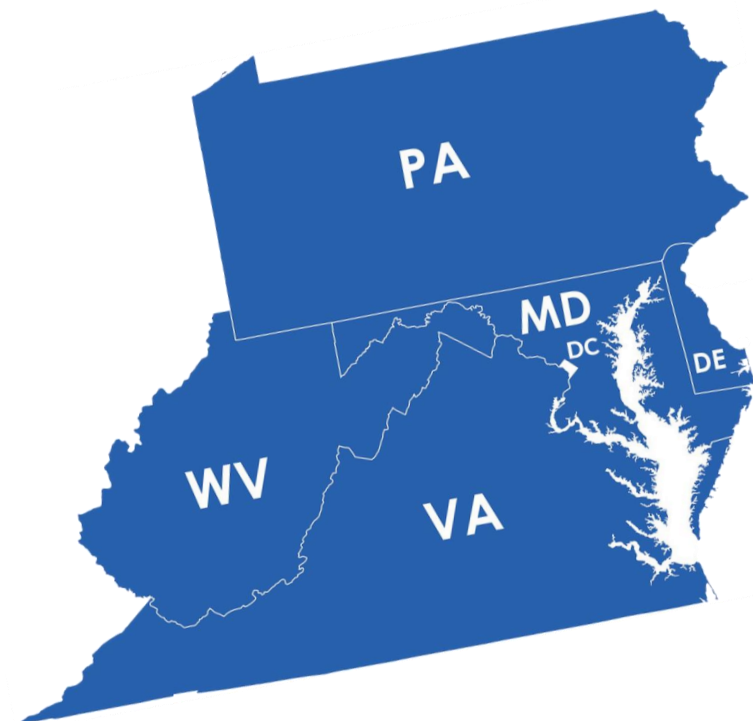


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Attn: Central East Region Partners

Join our upcoming Learning Community!



Topic:

Promoting School Well-Being

- *Individual Well-Being (School Staff)*
- *Organizational Well-Being (School/District Leadership)*

Timeline:

March – June

Commitment:

Participate in **four 60-minute virtual sessions**

For more details or questions, please email miranda.r.zahn@usd.edu

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.*





**BLACK
LIVES
MATTER**

Commitment

- Racial and social justice lens
- Cultural responsiveness and equity
- Developing and modeling equitable and anti-racist policies and practices
- Learn, heal, grow together

School Mental Health Virtual Learning Series

Objectives

- **Gain increased awareness of school well-being** within a multi-tiered system of school mental health supports and services
- **Support trauma-informed systems** in schools
- **Increase understanding of strength-based practices** that promote 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

Meet Our Presenter



Kris Scardamalia

PhD

My Roles


- **Assistant Professor of Psychiatry,** University of Maryland School of Medicine
- **Core Faculty,** The National Center for School Mental Health
- Background in school psychology

My Lens

- White/Caucasian
- She / her / hers
- Cisgender
- Heterosexual
- Non-religious
- Middle Class
- Non-disabled

When life gives
you lemons...





*What are your
beliefs about
self-care?*

What is well-being?

- **Not** the absence of stress or negative feelings
- Having good health, happiness, high life satisfaction and a sense of meaning or purpose
- Feeling a balance of positive emotions and stress or challenge
- Having the ability to manage distressing emotions

How each person defines and experiences happiness or positive emotions is individual and unique



Online Resources!



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

- ✓ Teacher & Classroom focused
- ✓ Self paced online modules
- ✓ Downloadable PDF also workbook
- ✓ Additional resources on the website

- ✓ Mental Health and Behavioral Health focused
- ✓ Self paced online modules
- ✓ Additional resources including mindfulness audio scripts

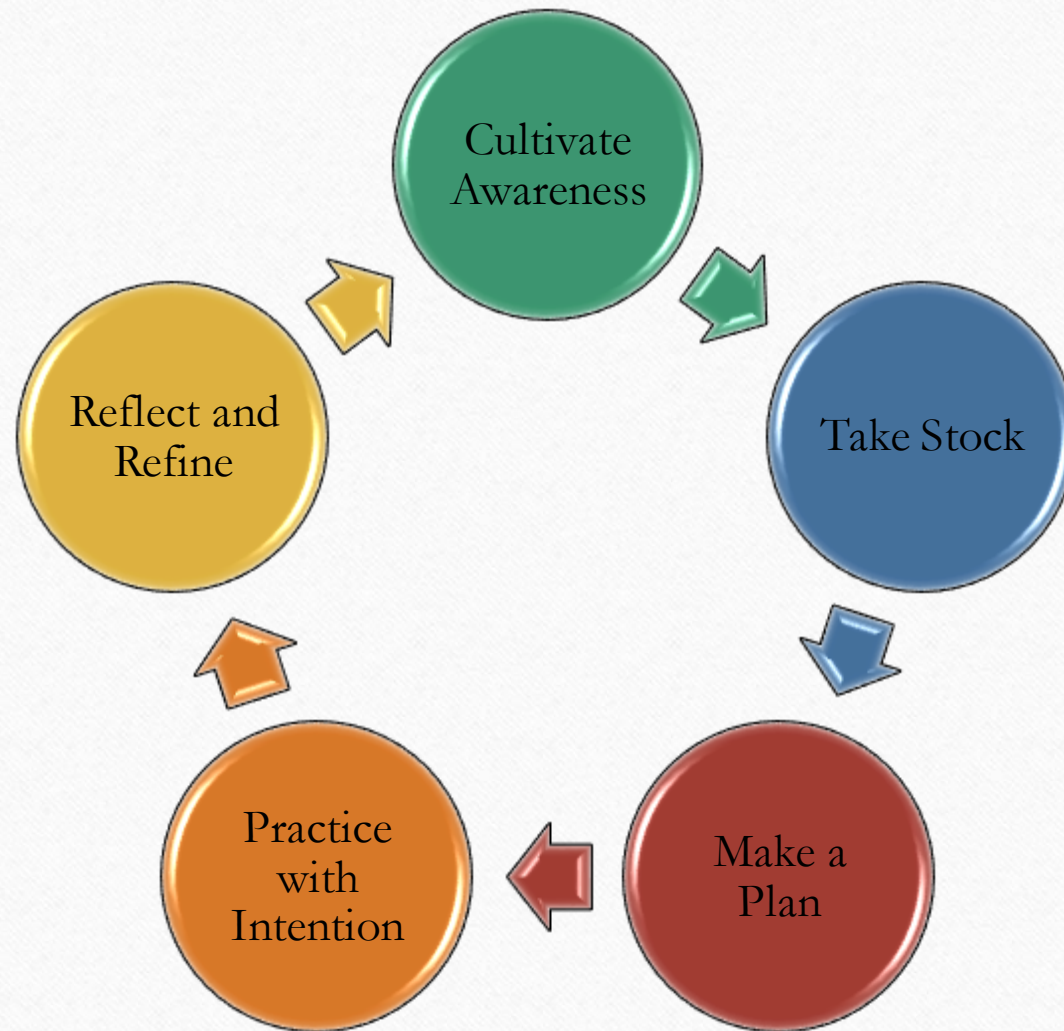
www.providerwellbeing.org

What is Provider Well-being?

Personal well-being is a state of feeling satisfied, fulfilled, and having a sense of meaning or purpose.

Organization well-being is an organization's ability to promote and maintain the physical, psychological, and social health for all employees.





How stress manifests

Musculoskeletal Signs

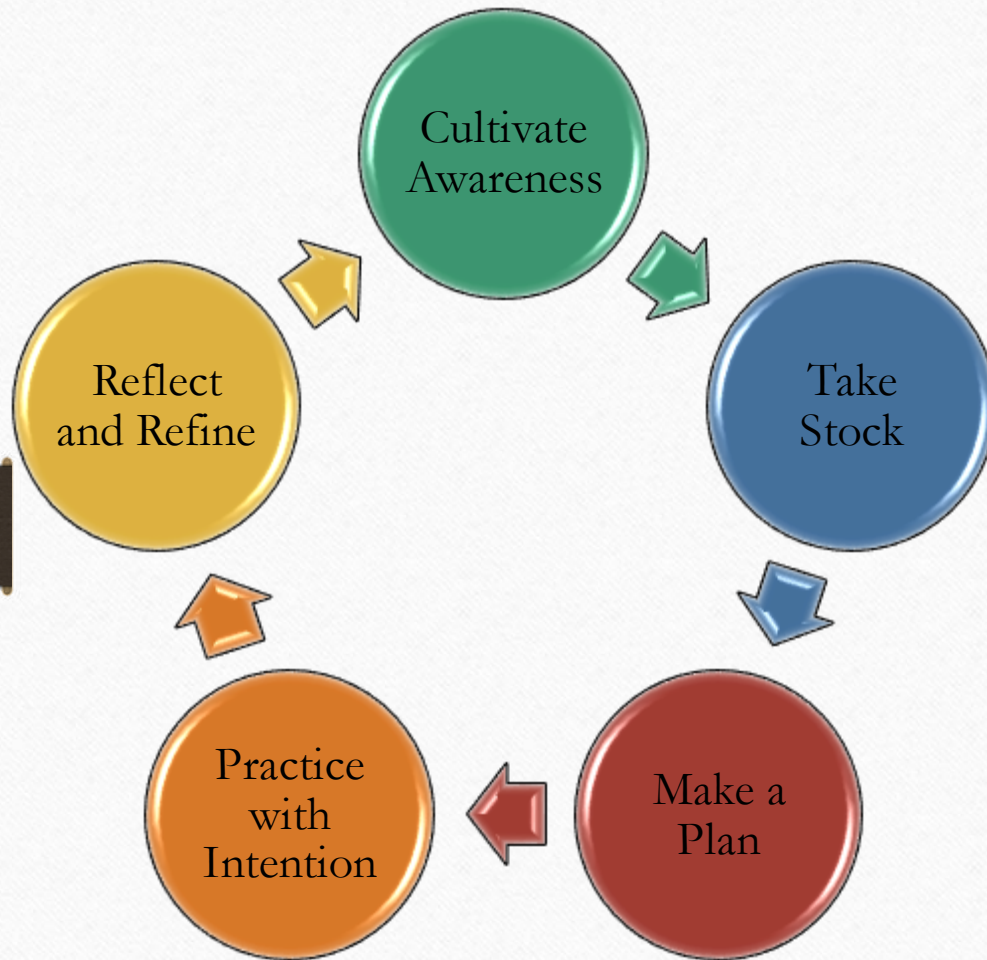
- Frequent headaches, tense muscles
- Restlessness, eye twitching, grinding teeth
- Shaking, stammering, quivering voice

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							
Coping Activity Used?							
Frequent Headaches							
Joint/Neck Stiffness							
Trembling/Shaking							
Stuttering/Stammering							
Biting Nails							
Eye Strain							
Tense Muscle/Back							
Restlessness							
Voice Quivering							
Picking Skin							

Professional Quality of Life (www.proqol.org)

- Free
- A 30-item self report, self scored
 - Compassion Satisfaction and Compassion Fatigue Scales
- Compassion Fatigue subscales
 - Burnout
 - Secondary Trauma

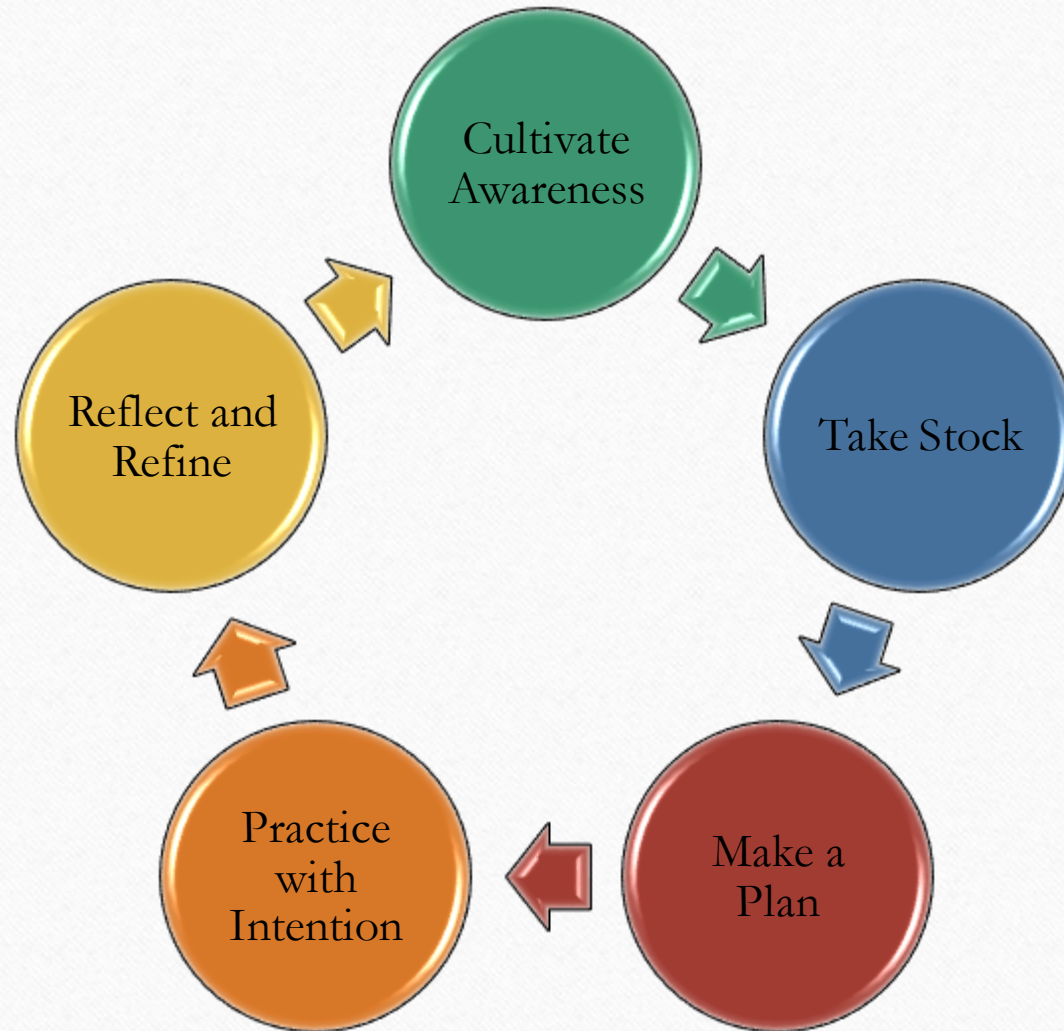
PROFESSIONAL QUALITY OF LIFE SCALE (PROQOL)
COMPASSION SATISFACTION AND COMPASSION FATIGUE
(PROQOL) VERSION 5 (2009)

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

	1=Never	2=Rarely	3=Sometimes	4=Often	5=Very Often
_____ 1.					
_____ 2.					
_____ 3.					
_____ 4.					
_____ 5.					
_____ 6.					
_____ 7.					
_____ 8.					
_____ 9.					
_____ 10.					
_____ 11.					
_____ 12.					

© Beth Hudnall Stamm, 2009. *Professional Quality of Life Scale (ProQOL)*. www.proqol.org. This test may be freely copied as long as (a) author is credited, (b) no changes are made without author authorization, and (c) it is not sold.

What's the Source?



- What is lightening my day right now?
- What is making me feel heavy?
- What am I avoiding or anxious about?
- What prompts mood or energy changes?
- If I could only change **ONE** thing, what would it be?

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:

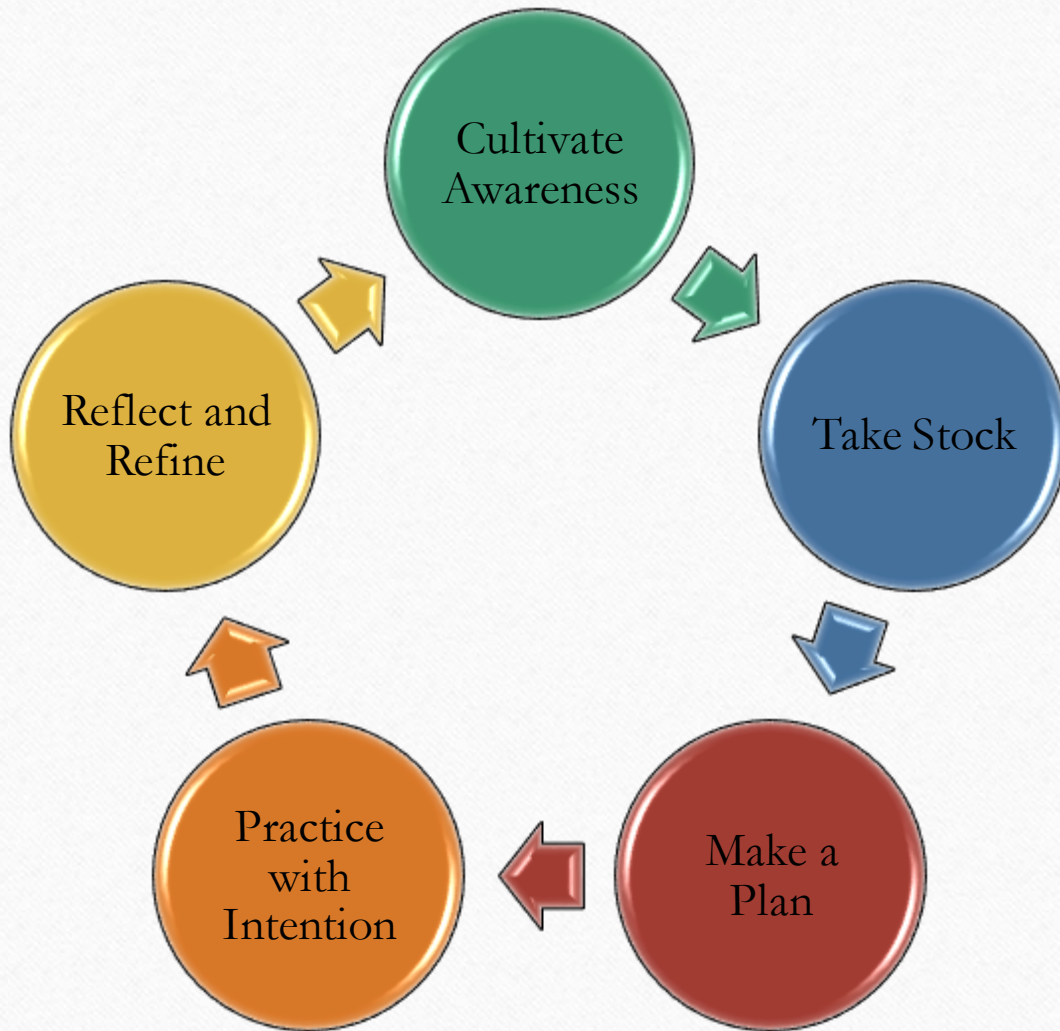
1. Loud, noisy, disruptive students?	0	1	2	3
2. Students' impolite or rude behavior?	0	1	2	3
3. Poorly motivated students?	0	1	2	3
4. Dealing with the parents of the students?	0	1	2	3
5. Students' defiance of teacher/school/professional authority?	0	1	2	3
6. Threat of aggression or physical harm?	0	1	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
12. Inability to meet your personal or professional goals?	0	1	2	3
13. Lack of fun/enjoyment involved in working in schools?	0	1	2	3

1-7 Students And Their Challenging Behaviors

8-13 Teaching Profession Itself

14-22 Staff/School

19-24 Workload



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

The Plan

Change Plan Worksheet

The changes I most want to make right now are:

The most important reasons I want to change are:

The steps I plan to take in making this change are:

Some things that could interfere with my plan are:

SMART Goals

Salient- Choose meaningful goals that are easy to understand.

Measurable- Define exactly what needs to be accomplished.

Active- State what actions are needed.

Reachable- Make these realistic, based on one's skill and experience.

Timed- Set a clear date for completion.

Goal 1:

Goal 2:

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

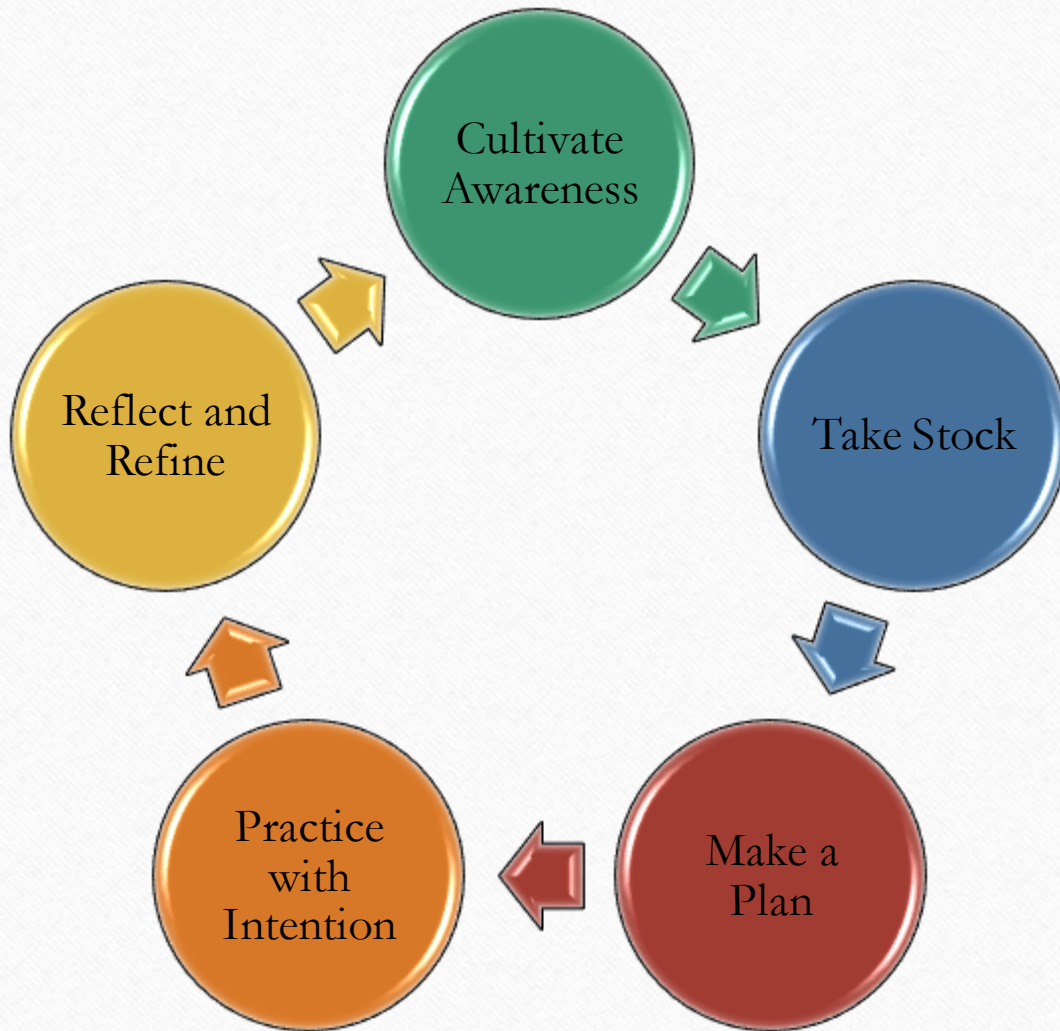
1. Used a substitute healthy activity to clear my mind for a bit.	0	1	2	3
2. Let my feelings out in a safe place/way.	0	1	2	3
3. Wrote/drew/journaled about my experiences.	0	1	2	3
4. Exercised/jogged/worked out.	0	1	2	3
5. Listened to music that improves how I feel.	0	1	2	3
6. Tried to sleep or eat better 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

1-6 Healthy Alternative Activities

7-12 Reframing

13-18 Problem Solving

19-24 Social Support



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?

Self Care Plan

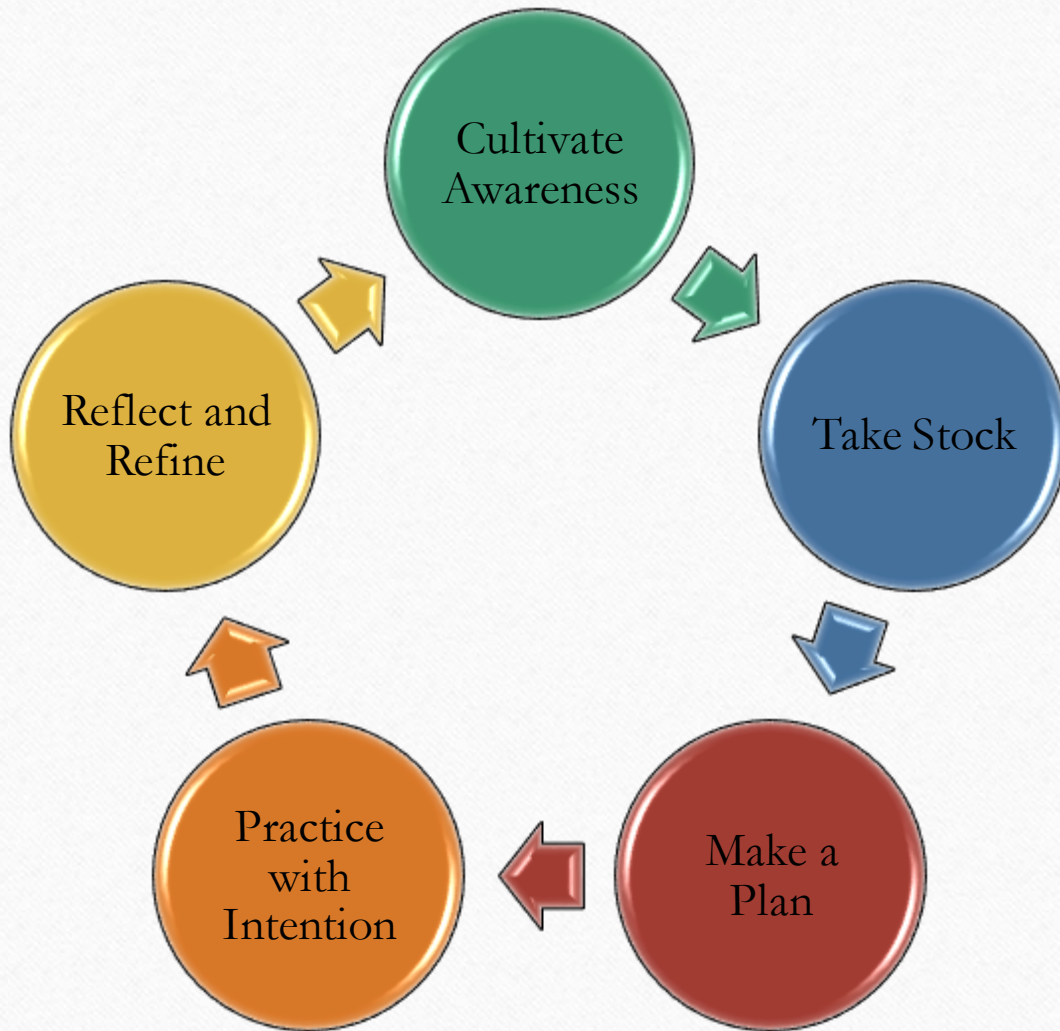
1. Fill in the coping strategy you want to try this week in the top row.
2. Used CS row: Mark whether or not you used the strategy that day. You can also note the number of times you used the strategy.
3. Rating row: Using the scale below, rate the effectiveness of the coping strategy.

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*

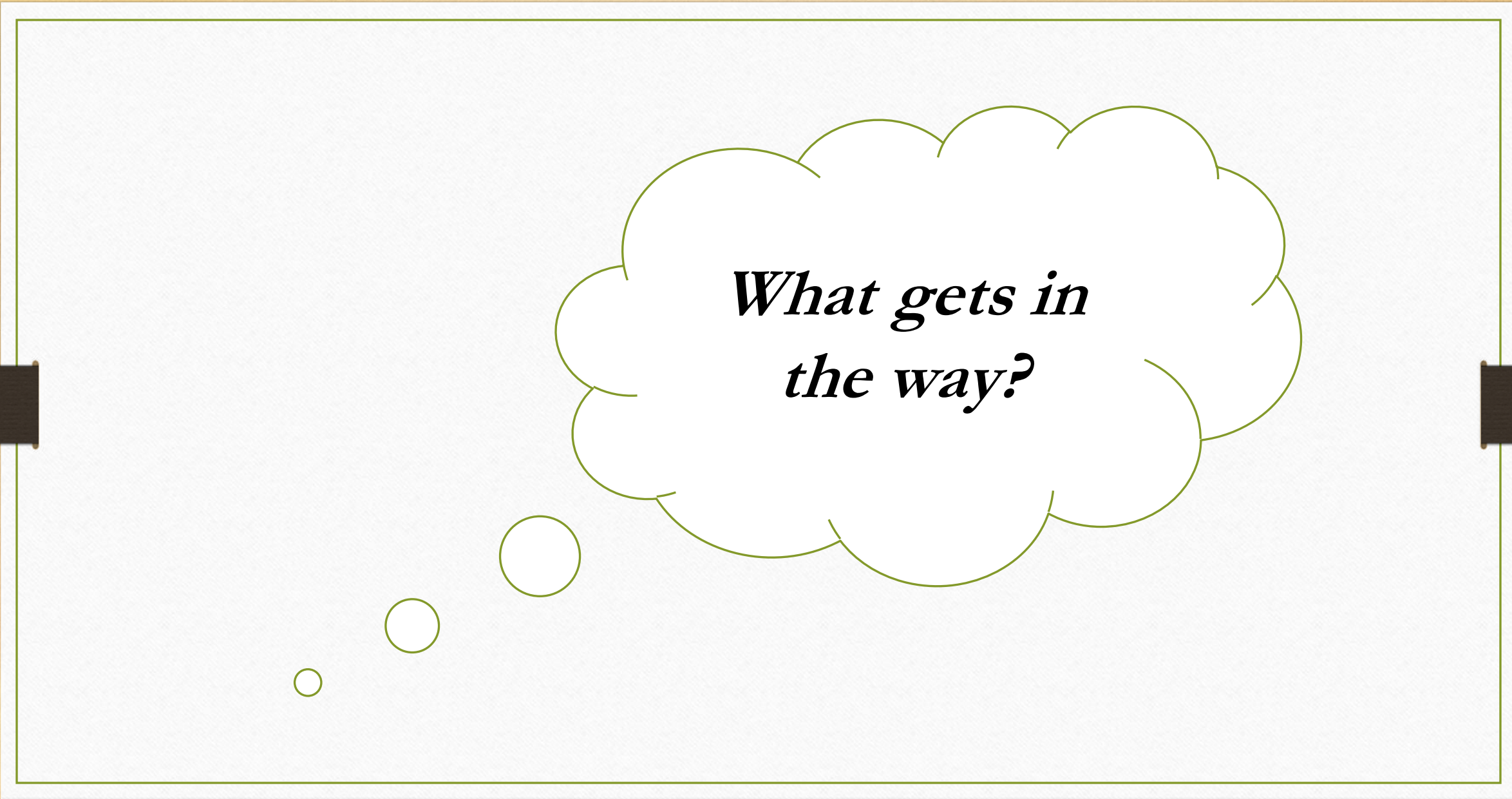
4. At the end of the week, average the daily effectiveness of the coping strategy.

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



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?



*What gets in
the way?*

Moral Injury

- When you must do something that goes against your beliefs (act of commission)
- When you cannot do something that is in line with your beliefs (act of omission)
- When you experience a betrayal (of actions or values) from leadership or others in positions of power
- Individuals can experience guilt, shame, disgust, anger

Feeling Defensive

Me, You, and the Students too!

- Occurs when we aren't feeling emotionally or psychologically,
- As if you are being blamed, a judgment is being made about you, or you are a bad person
- Like you are undervalued and what you say doesn't matter
- That you look silly or that others will think you are stupid and that our value is diminished.

Lowering Defenses

Re-frame the behavior/ request

Reduce the perceived danger

Ask questions rather than make statement

Move from dogmatism to openness

Treat people as equals/ Give yourself grace

What I can control and what I can't

Data source: @mindfulenough | Infographic design by @agrassoblog for educational and motivational purposes



Let's Talk Strategies



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

Three Approaches

1. Manage feelings

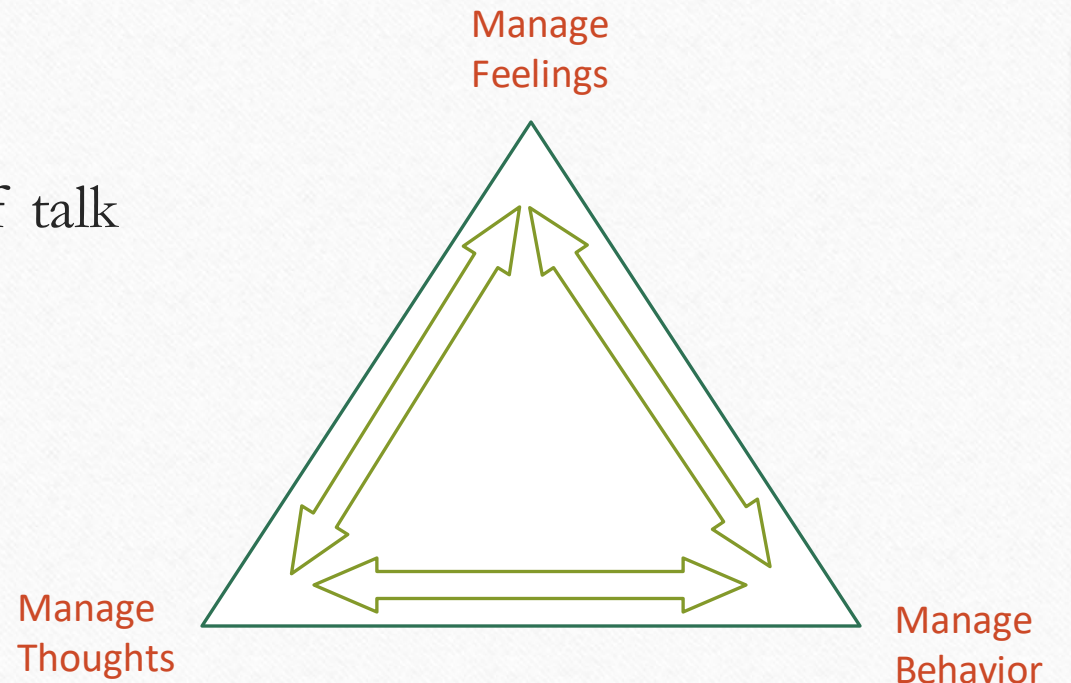
Ex) Listen to music, find a distraction

2. Manage thoughts

Ex) 'Recognize and redirect', positive self talk

3. Manage actions

Ex) Physical movement, nutrition, sleep



Daily (ish) Practices


- Go for a walk
- Mindful stretching for 5 minutes
- Eat something with high nutritional content
- Write down 3 positive things from the day
- Connect with a friend, loved one, neighbor, or acquaintance
- Say or write an affirmation to yourself
- Laugh!

Creating Space and Boundaries

- Establish 'no work-talk' time with colleagues, friends, and partners
- Create routines that separate home and work
- Establish boundaries around checking email, responding to messages, and other work-related actions during personal time
- Use automatic responses to ease anxieties
- One work free-space at home
- Enlist others to brainstorm, support, and join!

Strategy	Instructions	Can help when feeling/having or needing...
4-7-8 Breathing	Breathe in through your nose for 4 seconds, hold it for 7, exhale for 8 seconds through your mouth. The goal is to be perfectly out of breath at the end of the 8 seconds.	Racing thoughts/need to physically calm body and mind
Progressive Muscle Relaxation	Start from your feet and work your way up your body, gradually alternating tensing and relaxing muscles one by one. As you do this, notice the feelings of tension and relaxation throughout your body.	Tense/need to physically calm body
5-4-3-2-1	Sit comfortably. Identify 5 things you can <u>see</u> ; 4 things you can <u>touch</u> ; 3 things you can <u>hear</u> ; 2 things you can <u>smell</u> ; and 1 <u>positive self-statement of encouragement</u> .	Grounding/Mindfulness/ Unfocused/distracted

Strategy	Instructions	Can help when feeling/having or needing...
Categories	Pick a category (e.g., animals, food, celebrities, etc.) and try to list as many things as you can. This can be done alone or with another person.	Distraction – just need to change perseverative thoughts
Reframing	What evidence do I have that this thought is true? What evidence is there that it is not true? Will this matter in 1 year? 5 years? What would a friend say? What is a different perspective?	Negative thoughts/feeling discouraged
Call a friend	Call a friend!	Social support, problem solving
Go for a walk/change environment	Find a new place to be, away from the situation; go for a walk.	Movement, physiological



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

Finish each day and be done with it. You have done what you could. Some blunders and absurdities have crept in; forget them as soon as you can. Tomorrow is a new day. You shall begin it serenely and with too high a spirit to be encumbered with your old nonsense.

Ralph Waldo Emerson

Resources

1. **School-Based Health Alliance. Hallways to Health: Creating a School-Wide Culture of Wellness:** <https://tools.sbh4all.org/hallways-to-health/hallways-to-health-home/>
2. **CDC Healthy Schools:** https://www.cdc.gov/healthyschools/employee_wellness.htm
3. **Coming soon! OWBI-S:** <https://www.theshapesystem.com/>
4. **Center for Wellbeing in School Environments:** <https://www.medstarwise.org/>
5. **Structural Supports to Promote Teacher Well-Being:**
https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_19.pdf
6. **The Positive Education Podcast:** <https://instituteofpositiveeducation.com/products/the-positive-education-podcast>
7. **Provider Well-Being Online Resources:** <https://www.providerwellbeing.org/> &
<https://www.medstarwise.org/>
8. **NCSMH SMH Webinar Series**

*** All referenced worksheets are included at the end of this slide deck**



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Upcoming Webinars

April 11, 3pm-4pm EST: Promoting Family & Community Empowerment to Strengthen Positive School Climate

May 9, 3pm-4pm EST: Collaboration Between School & Community Settings – Development of Meaningful & Sustainable Partnerships Between Schools & Community Partners

Summer Series (June-Aug): TBA

Register at: schoolmentalhealth.org/webinars



Please Share Your Feedback!

Evaluation

Thank you!



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Q & A

PROFESSIONAL QUALITY OF LIFE SCALE (PROQOL)

COMPASSION SATISFACTION AND COMPASSION FATIGUE

(PROQOL) VERSION 5 (2009)

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some-questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

1=Never

2=Rarely

3=Sometimes

4=Often

5=Very Often

- _____ 1. I am happy.
- _____ 2. I am preoccupied with more than one person I [help].
- _____ 3. I get satisfaction from being able to [help] people.
- _____ 4. I feel connected to others.
- _____ 5. I jump or am startled by unexpected sounds.
- _____ 6. I feel invigorated after working with those I [help].
- _____ 7. I find it difficult to separate my personal life from my life as a [helper].
- _____ 8. I am not as productive at work because I am losing sleep over traumatic experiences of a person I [help].
- _____ 9. I think that I might have been affected by the traumatic stress of those I [help].
- _____ 10. I feel trapped by my job as a [helper].
- _____ 11. Because of my [helping], I have felt "on edge" about various things.
- _____ 12. I like my work as a [helper].
- _____ 13. I feel depressed because of the traumatic experiences of the people I [help].
- _____ 14. I feel as though I am experiencing the trauma of someone I have [helped].
- _____ 15. I have beliefs that sustain me.
- _____ 16. I am pleased with how I am able to keep up with [helping] techniques and protocols.
- _____ 17. I am the person I always wanted to be.
- _____ 18. My work makes me feel satisfied.
- _____ 19. I feel worn out because of my work as a [helper].
- _____ 20. I have happy thoughts and feelings about those I [help] and how I could help them.
- _____ 21. I feel overwhelmed because my case [work] load seems endless.
- _____ 22. I believe I can make a difference through my work.
- _____ 23. I avoid certain activities or situations because they remind me of frightening experiences of the people I [help].
- _____ 24. I am proud of what I can do to [help].
- _____ 25. As a result of my [helping], I have intrusive, frightening thoughts.
- _____ 26. I feel "bogged down" by the system.
- _____ 27. I have thoughts that I am a "success" as a [helper].
- _____ 28. I can't recall important parts of my work with trauma victims.
- _____ 29. I am a very caring person.
- _____ 30. I am happy that I chose to do this work.

WHAT IS MY SCORE AND WHAT DOES IT MEAN?

In this section, you will score your test so you understand the interpretation for you. To find your score on **each section**, total the questions listed on the left and then find your score in the table on the right of the section.

Compassion Satisfaction Scale

Copy your rating on each of these questions on to this table and add them up. When you have added them up you can find your score on the table to the right.

3. _____
 6. _____
 12. _____
 16. _____
 18. _____
 20. _____
 22. _____
 24. _____
 27. _____
 30. _____
Total: _____

The sum of my Compassion Satisfaction questions is	And my Compassion Satisfaction level is
22 or less	Low
Between 23 and 41	Moderate
42 or more	High

Burnout Scale

On the burnout scale you will need to take an extra step. Starred items are "reverse scored." If you scored the item 1, write a 5 beside it. The reason we ask you to reverse the scores is because scientifically the measure works better when these questions are asked in a positive way though they can tell us more about their negative form. For example, question 1. "I am happy" tells us more about

- *1. _____ = _____
 *4. _____ = _____
 8. _____
 10. _____
 *15. _____ = _____
 *17. _____ = _____
 19. _____
 21. _____
 26. _____
 *29. _____ = _____

The sum of my Burnout Questions is	And my Burnout level is
22 or less	Low
Between 23 and 41	Moderate
42 or more	High

You Wrote	Change to	
	5	the effects of helping when you are <i>not</i> happy so you reverse the score
2	4	
3	3	
4	2	
5	1	

Total: _____

Secondary Traumatic Stress Scale

Just like you did on Compassion Satisfaction, copy your rating on each of these questions on to this table and add them up. When you have added them up you can find your score on the table to the right.

2. _____
 5. _____
 7. _____
 9. _____
 11. _____
 13. _____
 14. _____
 23. _____
 25. _____
 28. _____
Total: _____

The sum of my Secondary Trauma questions is	And my Secondary Traumatic Stress level is
22 or less	Low
Between 23 and 41	Moderate
42 or more	High

YOUR SCORES ON THE PROQOL: PROFESSIONAL QUALITY OF LIFE SCREENING

Based on your responses, place your personal scores below. If you have any concerns, you should discuss them with a physical or mental health care professional.

Compassion Satisfaction _____

Compassion satisfaction is about the pleasure you derive from being able to do your work well. For example, you may feel like it is a pleasure to help others through your work. You may feel positively about your colleagues or your ability to contribute to the work setting or even the greater good of society. Higher scores on this scale represent a greater satisfaction related to your ability to be an effective caregiver in your job.

If you are in the higher range, you probably derive a good deal of professional satisfaction from your position. If your scores are below 23, you may either find problems with your job, or there may be some other reason—for example, you might derive your satisfaction from activities other than your job. (Alpha scale reliability 0.88)

Burnout _____

Most people have an intuitive idea of what burnout is. From the research perspective, burnout is one of the elements of Compassion Fatigue (CF). It is associated with feelings of hopelessness and difficulties in dealing with work or in doing your job effectively. These negative feelings usually have a gradual onset. They can reflect the feeling that your efforts make no difference, or they can be associated with a very high workload or a non-supportive work environment. Higher scores on this scale mean that you are at higher risk for burnout.

If your score is below 23, this probably reflects positive feelings about your ability to be effective in your work. If you score above 41, you may wish to think about what at work makes you feel like you are not effective in your position. Your score may reflect your mood; perhaps you were having a “bad day” or are in need of some time off. If the high score persists or if it is reflective of other worries, it may be a cause for concern. (Alpha scale reliability 0.75)

Secondary Traumatic Stress _____

The second component of Compassion Fatigue (CF) is secondary traumatic stress (STS). It is about your work related, secondary exposure to extremely or traumatically stressful events. Developing problems due to exposure to other's trauma is somewhat rare but does happen to many people who care for those who have experienced extremely or traumatically stressful events. For example, you may repeatedly hear stories about the traumatic things that happen to other people, commonly called Vicarious Traumatization. If your work puts you directly in the path of danger, for example, field work in a war or area of civil violence, this is not secondary exposure; your exposure is primary. However, if you are exposed to others' traumatic events as a result of your work, for example, as a therapist or an emergency worker, this is secondary exposure. The symptoms of STS are usually rapid in onset and associated with a particular event. They may include being afraid, having difficulty sleeping, having images of the upsetting event pop into your mind, or avoiding things that remind you of the event.

If your score is above 41, you may want to take some time to think about what at work may be frightening to you or if there is some other reason for the elevated score. While higher scores do not mean that you do have a problem, they are an indication that you may want to examine how you feel about your work and your work environment. You may wish to discuss this with your supervisor, a colleague, or a health care professional. (Alpha scale reliability 0.81)

Let's first examine what types of situations you find most stressful by completing the Pullis Stress Inventory (adapted for teachers). Please complete this scale to help illuminate the types of situations that are most likely to trigger a fight-flight-freeze state for you.

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
12. Inability to meet your personal or professional goals?	0	1	2	3
13. Lack of fun/enjoyment involved in working in schools?	0	1	2	3
14. Inadequate disciplinary policy of the school?	0	1	2	3
15. Attitudes and behavior of the building principal?	0	1	2	3
16. Lack of recognition for good teaching/work?	0	1	2	3
17. Inadequate equipment and instructional materials?	0	1	2	3
18. Lack of effective consultation and assistance?	0	1	2	3
19. Attitudes and behavior of other teachers/professionals?	0	1	2	3
20. Having to punish students or use aversive techniques?	0	1	2	3
21. Lack of participation in decision-making?	0	1	2	3
22. Evaluation by principal or supervisors?	0	1	2	3
23. Not enough time allotted to do the work?	0	1	2	3
24. Participation in IEP or other mandatory meetings?	0	1	2	3
25. Too much work to do?	0	1	2	3
26. Responsibility for the students' progress/learning?	0	1	2	3
27. Writing and on-going evaluation of IEPs (paperwork)?	0	1	2	3
28. Constant monitoring of the students' behavior?	0	1	2	3

29. Demands on after-school time?	0	1	2	3
30. Number of students/lack of time to spend with individual kids?	0	1	2	3

Other Sources of Stress: Please describe other factors that are stressful to you, especially those sources of stress associated with the types of students or setting where you work.

After completing the Pullis Inventory, look at the scores to the right. Notice if you scores are highest in any particular group of items.

Items:

- 1-7:** indicate how stressful you find **students and their challenging behaviors**,
- 8-13:** indicate how stressful you find the **teaching profession itself**,
- 14-22:** indicate how stressful you find the **staff/school**,
- 23-30:** indicate how stressful you find the **workload**.

If your highest scores are in a particular group of items, you may want to make changes in that area:

Student Behaviors: efforts to find better ways to work with students and classroom management, and how to work best with these students (e.g., age group)

Teaching/Profession: efforts to find other faculty members whose approach is similar to yours, or to ascertain what it is about the school that is stressful and whether changes are feasible.

Staff/School: efforts to find others or by identifying which faculty either engage around similar approaches, or what about the school is stressful (and whether changes are feasible)

Workload: efforts to possibly alter the workload by sharing tasks with others or identifying more efficient ways to accomplish demands may be helpful.

You may find that your scores are not higher in one of these groupings, but instead you have scattered high scores about “specific” things in various areas that you find stressful. In this case you’ll want to prioritize those items that make you most stressful, AND that you have some reasonable opportunity to alter or change (you may not be able to alter the school resources at this moment, etc.).

What patterns did you notice for yourself?

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							
Coping Activity Used?							
Frequent Headaches							
Joint/Neck Stiffness							
Trembling/Shaking							
Stuttering/Stammering							
Biting Nails							
Eye Strain							
Tense Muscle/Back							
Restlessness							
Voice Quivering							
Picking Skin							
Eye Twitching							
Muscle Twitching							
Tapping Feet							
Grinding Teeth							
Heart Pounding							
Cold Chills							
Dry Mouth							
Profuse Sweating							
Frequent Insomnia							
Dizziness							
Cold Hands/Feet							
Upset Stomach							

Sweaty Palms							
Interrupted Sleep							
Light-headedness							
Numbness							
Diarrhea							
Flushed Skin							
Tingling							
Preoccupied							
Uneasy/Uncomfortable							
Edgy							
Anxious							
Exhausted							
Forgetful							
Nervous							
Irritable							
Worried							
Hopeless							
Confused							
Distressed							
Angry							
Depressed							
Helpless							

Change Plan Worksheet

The changes I most want to make right now are:

The most important reasons I want to change are:

The steps I plan to take in making this change are:

Some things that could interfere with my plan are:

SMART Goals

Salient- Choose meaningful goals that are easy to understand.

Measurable- Define exactly what needs to be accomplished.

Active- State what actions are needed.

Reachable- Make these realistic, based on one's skill and experience.

Timed- Set a clear date for completion.

Goal 1:

Goal 2:

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*.)

From this exercise, you can see what types of responses you most often use when stressed.

Items:

- 1-6:** *Healthy Alternative Activities* (doing something else, that's healthy for you to distract yourself or stand back and then regroup to examine the stressful circumstances when you're in a better state)
- 7-12:** *Reframing* (finding the lesson to be learned in this situation)
- 13-18:** *Problem Solving* (breaking down the issue or trying to look at it differently)
- 19-24:** *Social Support* (seeking ideas or clarity from others)

What are your strongest/most comfortable ways to respond to stress?

- 1) _____
- 2) _____

Which of the coping strategies listed above do you not currently practice regularly but appeal to you to try?

- 1) _____
- 2) _____

On the next page, let's review the basic coping mechanisms that people use to manage stress.

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_____

Positive Coping Strategy #2:							
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Used CS							
Rating							
Notes:							
							Weekly Average_____

Menu of Strategies

Strategy	Instructions	Can help when feeling/having or needing...
4-7-8 Breathing	Breathe in through your nose for 4 seconds, hold it for 7, exhale for 8 seconds through your mouth. The goal is to be perfectly out of breath at the end of the 8 seconds.	Racing thoughts/need to physically calm body and mind
Progressive Muscle Relaxation	Start from your feet and work your way up your body, gradually alternating tensing and relaxing muscles one by one. As you do this, notice the feelings of tension and relaxation throughout your body.	Tense/need to physically calm body
5-4-3-2-1	Sit comfortably in your chair. Identify 5 things you can see; 4 things you can touch; 3 things you can hear; 2 things you can smell; and 1 positive self-statement of encouragement.	Grounding/Mindfulness/ Unfocused/distracted
Categories	Pick a category (i.e. animals, food, celebrities, etc.) and try to list as many things as you can. This can be done alone or with another person.	Distraction – just need to change perseverative thoughts
Reframing	Ask yourself: What evidence do I have to support that this thought is true? What evidence to support that this thought is not true? Will this matter in 1 year? 5 years? What would a friend say about this thought? How can I think about this situation from a different perspective?	Negative thoughts/feeling discouraged
Call a friend	Call a friend!	Social support, problem solving
Go for a walk/change environment	Find a new place to be, away from the situation; go for a walk.	Movement, physiological