

Educator Burnout

STRESS REDUCTION & WELLNESS RESOURCES



Self Check-In

It is important to recognize what state you're in to **know when to ask for help and how to care for yourself** to return to "Ready" and prevent becoming "Critical".

READY	REACTING	INJURED	CRITICAL
- Sense of Mission - Spiritually Healthy - Emotionally Healthy - Physically Healthy - Emotionally Available - Room for Complexity - Healthy Sleep - Gratitude - Vitality	- Sleep Loss - Change in Attitude - Criticism - Avoidance - Loss of Interest or Creativity - Distance From Others - Short Fuse - Cutting Corners - Lack of Motivation - Fatigue	- Sleep Issues - Emotional Numbness - Burnout - Nightmares - Disengaged - Exhausted - Physical Symptoms - Feeling Trapped - Relationships Suffering - Isolation	- Insomnia - Hopelessness - Anxiety & Panic - Depression - Intrusive Thoughts - Feeling Lost or Out of Control - Blame - Hiding Out - Broken Relationships - Thoughts of Suicide

McGladrey, Laura. Adapted from Combat and Operational Stress First Aid, responderalliance.com/stress-continuum.

Complete the Cycle

Our bodies undergo **physiological changes** in response to stress. Sometimes, when the stress cycle is interrupted, **our body needs help returning to baseline**. Complete the stress response cycle by trying these different strategies. See what works best for you!

MOVE	BREATHE	FEEL	CONNECT	CREATE
Physical activity (e.g. <i>biking, walking</i>) tells your brain you're safe. This is the most efficient strategy for completing the cycle!	Taking deep, slow breaths helps down-regulate the stress response.	Connecting with your emotions helps the body let go of stress. Read a funny comic book or watch your favorite sad movie.	Connecting with others signals to our brain that we're safe. Spend time with your pet, engage in a hug (20 seconds) or in a mindful kiss (6 sec.).	Make room for big emotions through creativity. Grab a coloring book, take time to garden, or try a new hobby!

Nagoski, E., & Nagoski, A. (2020). Burnout: the secret to unlocking the stress cycle.

Positive Reappraisal

Recognize and acknowledge that the discomfort, effort, and failures have **value** as steps towards a **worthwhile goal** and as opportunities for **growth**.

Redefining Success

Reflect on your original goals, identify the barriers to accomplishing them, and brainstorm **attainable alternative definitions of success**.

Shin, H., Park, Y. M., Ying, J. Y., Kim, B., Noh, H., & Lee, S. M. (2014). Relationships Between Coping Strategies and Burnout Symptoms, 45(1), 44–56.

Problem-Solving Plan

Identify your stressors, **choose ones you can control**, and take note of a plan and required steps for each. Remember that it's okay to experience stress when executing the plan. **Change takes time.**

STRESSOR	PLAN EXAMPLE
Still thinking about school at home	Create a ritual to complete every day when leaving school (e.g., listen to a podcast while driving home)
Regularly asked to take on things that are outside of my job scope	Create a plan for responding to requests (e.g., "I will think about what you are asking and get back to you") This allows you time to prepare yourself to say no or give a yes.

Van Emmerik, H. (2004). For Better and for Worse, 9(4), 358–373.

Resources

Books & Articles

- 1 Burnout: The Secret to Unlocking the Stress Cycle by Emily Nagoski, PhD, & Amelia Nagoski, DMA [CLICK HERE](#)
- 2 Building Resilience: "Real" Ways to Thrive During Tough Times - The Wharton School [CLICK HERE](#)

Videos & Podcasts

- 1 Speaking of Psychology: Why We're Burned Out and What To Do About It, with Dr. Christina Maslach [CLICK HERE](#)
- 2 How to Do Laundry When You're Depressed by Therapist KC Davis [CLICK HERE](#)

Additional Resources

- 1 Self-Assessment | Evaluating Your Wellbeing | Stanford Medicine [CLICK HERE](#)
- 2 Guided Visualization: Dealing with Stress, with Dr. Krystal Lewis [CLICK HERE](#)
- 3 Self-Compassion Exercises by Dr. Kristin Neff [CLICK HERE](#)
- 4 Mindfulness Coach Mobile App [CLICK HERE](#)

CHECK IN

PLAN

REAPPRAISE

REDEFINE

SHARE

MOVE

BREATHE

FEEL

CONNECT

CREATE

Psychological Safety

TRAUMA INFORMED CARE AND SAFETY OF STUDENTS & FAMILIES



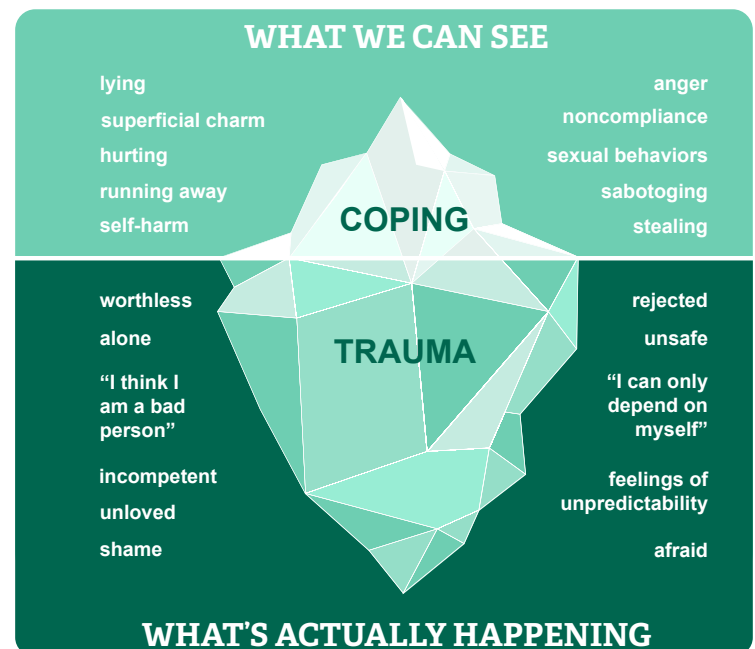
Maslow's Hierarchy of Needs

When our needs aren't met, we are hardwired to try to get those needs met **before we do anything else**. We try to fulfill these needs **starting at the base**, as best we can, which might mean externalizing behaviors appear.

Adapted from Mcleod, Saul. (2024) Maslow's Hierarchy of Needs. *SimplyPsychology*. <https://www.simplypsychology.org/maslow.html>.

All Behavior is Communication

Sometimes **behavior isn't always what it seems**. All behavior is a human being's best attempt at **meeting their needs** in the best way they know how, with the tools that they have.



Graphic adapted from Attachment & Trauma Network, 2021. <https://www.instagram.com/p/CTzuQBbLoAp/>.

Resources

Value Cards

ACTIVITY:
Value Card Sorting
Exercise
(think2perform.com)

CLICK
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Child Comfort

VIDEO:
How to Comfort an
Upset Child - Dr. Dan
Siegel ([youtube.com](https://www.youtube.com))

CLICK
HERE

Brain Model

VIDEO:
Hand Model of the
Brain - Dr. Dan Siegel
([youtube.com](https://www.youtube.com))

CLICK
HERE

Happiness Trap

BOOK:
The Happiness Trap:
Stop Struggling, Start
Living - Russ Harris,
et al. ([1590305841](https://www.amazon.com/dp/1590305841)).

CLICK
HERE

Spark

BOOK:
Spark: The Revolution-
ary New Science of
Exercise & the Brain
- John Ratey MD, et al.
([0316113514](https://www.amazon.com/dp/0316113514)).

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How to Meet Needs

STRATEGIES FOR PREVENTING NEED-SEEKING BEHAVIORS

Set Classroom Norms

CONSISTENT EXPECTATIONS CREATE SAFETY

- 1 Expectations that are **clear & consistent** provide **safety**. Setting expectations and boundaries is a kind thing.
- 2 **Include families** in norm setting both in how you work together and in the classroom

Name & Validate Feelings

TEACH HOW TO IDENTIFY AND NAME FEELINGS

- 1 **Teach emotions** in the **brain** and **body** and teach the **temporary nature** of feelings.
- 2 **Validate emotions** and welcome all feelings -- "I see that you feel angry." Then make time for them to **self-reflect**.
- 3 **Model feeling language** - "Today, I feel really frustrated." This demonstrates and teaches **emotional intelligence**.

Talk to Resistant Families

CREATE SHARED GOAL W/ RESISTANT FAMILIES

- 1 Begin discussions by **identifying your shared goal**: helping the student be the best student they can be.
- 2 **Name challenges clearly & directly**. Additionally, ensure to **define your role** (which is to educate your class).
- 3 **Establish a win-win scenario** and plan to accomplish that shared goal together. Decide on a plan **as a team**.

Connect & Cultivate Joy

POSITIVE CONNECTION IS PREVENTION

- 1 Provide opportunities for **joy & connection**. Positive connections will **gain you more time back** in the classroom.
- 2 **Communicate** with families in a strength-based way by demonstrating **positive regard** to build connections.

Build Esteem

REGULATE THROUGH ESTEEM BUILDING

- 1 Create **authentic roles** for learners using everyday tasks. Start and **stay curious** while building partnerships.
- 2 Take time in team meetings to **assess who is connected** & identify strengths. Use behavior data to find unmet needs.
- 3 **Advocate for skill building** rather than avoidance in behavior plans, 504's and IEP's.

Move!

MOVEMENT IS CRITICAL FOR THE BRAIN

- 1 **Movement is essential** to cognitive performance, memory, and mood.
- 2 Exercise releases those feel good hormones that **help a chaotic brain calm down**.
- 3 Kids are **not** moving as much as needed. Make time for **frequent movement** breaks to **enhance concentration**.

Christie, Caroline. (2024). Trauma Informed Care/Psychological Safety for Students & Families.

Play the Long Game

When in distress, we lose access to the part of our brain responsible for **critical thinking, planning**, and understanding that actions have **consequences**. Once a child has lost access to their planning brain, it's very difficult to get it back.

Set the Stage

Set the stage to **meet needs in advance to avoid need-seeking behaviors**. Playing the long game will give your time back in the end.

Henley, C. (2021). Planning of Movement. In *Foundations of Neuroscience* (p. 314). Michigan State University Libraries.

Trauma-Informed Care

TIC AND PSYCHOLOGICAL SAFETY FOR SCHOOL STAFF

Why?

THE IMPORTANCE OF IMPLEMENTING TRAUMA-INFORMED PRACTICES IN SCHOOLS

- 1 Helps recognize and address student needs
- 2 Creates a safe and supportive environment
- 3 Improves academic outcomes
- 4 Reduces discipline disparities
- 5 Promotes staff well-being and safety
- 6 Builds resilience and coping skills
- 7 Promotes equity and social justice
- 8 Creates a culture of learning and growth

THE FOUR R'S OF Trauma-Informed Approach

REALIZE

Realize that trauma is widespread. Often when students are traumatized, the educators are too.

RECOGNIZE

Recognize the signs and symptoms of trauma and the impact they have.

RESPOND

Respond to trauma with the implementation of trauma-informed teaching practices

RESIST

Resist retraumatization by being mindful of practices or types of interactions that could mimic trauma.

Szkodny, Lauren (2024) "Trauma-Informed Care/Psychological Safety for Staff," Dartmouth Health.

Realize

WHEN STUDENTS ARE TRAUMATIZED, EDUCATORS ARE TOO...

PRIMARY TRAUMA	when educators are directly exposed to violence or scary events (e.g. physical victimization by students)
SECONDARY TRAUMA	when educators are indirectly exposed to violence or scary events through witnessing others experience violence or scary events (e.g. witnessing a student experience homelessness).
COMPASSION FATIGUE	emotional and physical fatigue leading to feelings of helplessness and hopelessness, and emotional detachment caused by repeated exposure to primary and/ or secondary trauma
BURNOUT	emotional exhaustion due to prolonged stress (e.g. repeatedly dealing with behavioral concerns of students, lack of administrative support)

Walker, Tim (2023). "My Empathy Felt Drained": Educators Struggle With Compassion Fatigue," NEAToday.

Recognize

Recognize the signs and symptoms of trauma in educators, staff, & others within the education system. **Recognize that trauma impacts many domains**, including your emotional regulation, ability to control behavior, cognition, identity/ self-concept, attachment and interpersonal connections, and our neurobiology.

Respond

HOW TO PROMOTE PSYCHOLOGICAL SAFETY FOR EDUCATORS & STAFF ON THE...

INDIVIDUAL LEVEL:

- 1 Practice self-reflection
- 2 Set clear boundaries that feel supportive
- 3 Seek out supportive social connections
- 4 Practice mindfulness and self compassion
- 5 Set realistic expectations
- 6 Develop coping strategies
- 7 Be a curious continued learner
- 8 Advocate for the support you need
- 9 Increase awareness & understanding of your own emotional responses

SYSTEMS LEVEL:

- 1 Create a culture of respect and trust
- 2 Promote work-life balance
- 3 Provide professional development
- 4 Offer resources and support
- 5 Identify and address workplace stressors
- 6 Encourage feedback and input
- 7 Recognize and celebrate achievements
- 8 Provide leadership development
- 9 Establish clear policies and boundaries
- 10 Lead by example

Resist

Resist retraumatization. Avoid practices that could lead to unintentional retraumatization. Do this by building **trauma-informed practices** within the bedrock of the organization.

Resources

Toolkits & Assessments

- 1 **Creating, Supporting, and Sustaining Trauma-Informed Schools** | NCTSN
- 2 **Secondary Traumatic Stress: A Fact Sheet for Child-Serving Professionals** | NCTSN
- 3 **Professional Quality of Life (ProQOL) Self-Assessment Tool** | ProQOL
- 4 **A Toolkit for "I Thought About Quitting Today..."** | SPLC

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Articles & More

- 1 **Helping Teachers Manage the Weight of Trauma** | Harvard Graduate School of Education
- 2 **Trauma-Informed Care** | The National Child Traumatic Stress Network (NCTSN)
- 3 **Center for Safe & Resilient Schools and Workplaces** | traumaawareschools.org
- 4 **Secondary Traumatic Stress** | NCTSN

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REALIZE

RECOGNIZE

RESPOND

RESIST

Student Substance Use

APPROACHING MENTAL HEALTH AND SUBSTANCE USE IN SCHOOLS

Mental Health Continuum

JUST LIKE WE ALL HAVE PHYSICAL HEALTH,

WE ALL HAVE MENTAL HEALTH

Typical and often appropriate fluctuations in feelings/mood that don't meet diagnostic criteria

Symptoms that meet criteria for mental health diagnoses (e.g. depression, anxiety, PTSD, ADHD, OCD)

Pilcher, Lucy (2024) "Practical Approaches to Mental Health & Substance Use in Schools." Dartmouth Health.

Substance Use

MOST COMMON (IN ORDER):



Alcohol



Marijuana



Nicotine/Vaping

CDC (2024). "High-Risk Substance Use Among Youth."

Quick Facts

61%

Substance use increased 61% in eighth graders between 2016-2020

3.5x

Alcohol use before age 15 is associated with being 3.5x more likely to develop **Alcohol Use Disorder**

Age

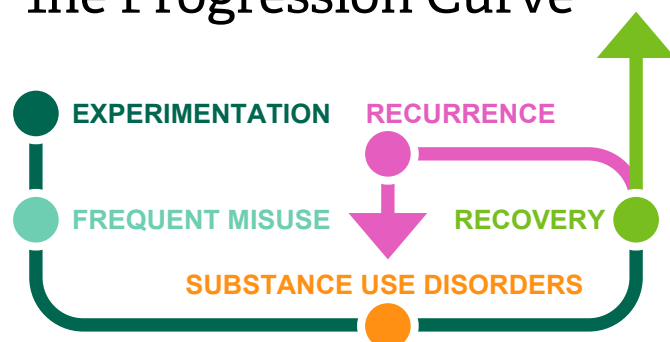
Age of first substance use is one of the biggest predictors of developing **Substance Use Disorder** later in life

Rural

Rural populations are more likely to engage in **substance use & high risk behaviors** (e.g. drinking and driving)

SAMHSA (2021) "2021 National Survey on Drug Use and Health (NSDUH)", and CDC (2024)

The Progression Curve



Pilcher(2024) "Practical Approaches to Mental Health & Substance Use in Schools." Dartmouth Health.

WHY DO TEENS USE SUBSTANCES?

- | | |
|---|-------------|
| 1 Peer pressure | 8 Curiosity |
| 2 Family or friends use | 9 Boredom |
| 3 Testing boundaries | 10 Trauma |
| 4 Desire to engage in risky behaviors | |
| 5 Misinformation about the risk of the substance | |
| 6 Mental health (e.g. desire to escape, feel relief) | |
| 7 Desire to be perceived positively (e.g. to look cool) | |

CHOC (2023) "Why are youths resorting to substance and drug use?" health.choc.org.

RISK FACTORS FOR YOUTH HIGH-RISK USE

- Family history of substance use
- Parental substance use
- Low parental monitoring
- Association with peers who use substances
- Mental health struggles
- Lack of school connectedness
- Low academic achievement
- Childhood sexual abuse
- Family rejection of sexual orientation or gender identity
- Favorable parental attitudes towards the behavior (e.g. parents are okay with or relaxed about substance use)

CDC (2024). "High-Risk Substance Use Among Youth" <https://www.cdc.gov/youth-behavior/risk-behaviors/substance-use-among-youth.html>

Substance Use Prevention

Protective Factors & Strategies

Mental Health Care

Mindfulness

Family Awareness

Parental Engagement

Building Stress Tolerance

Harm Reduction

Healthy Peer Relationships

Structured Activities/Schedules

Parent-Child Connection

Hope & Optimism

Connections w/ School Staff

Mental Health Knowledge

Curiosity

Motivational Techniques

Decisional Balance

Knowledge of Substance Use Dangers

CDC (2024). "High-Risk Substance Use Among Youth" <https://www.cdc.gov/youth-behavior/risk-behaviors/substance-use-among-youth.html>

Motivational Enhancement

USE WITH STUDENTS THAT HAVE SUBSTANCE USE DISORDER

EMPATHY	Provide empathy, NOT negative judgement. Apply reflective listening skills.
DISCREPANCY	Help the student develop discrepancies between their current state and their ideal state, and help them recognize them.
AVOID ARGUMENTS	Don't fight resistance, especially if the student is against change.
SELF-EFFICACY	Help boost the student's self-esteem.

CHOC (2023) "Why are youths resorting to substance and drug use?" health.choc.org.

Familial Addiction Discussion Tips

- The preferred term is addiction
- Words like 'stuck' and 'trapped' help children understand addiction
- Keep it simple and concrete
- Help children separate the person they love from the disease
- Teach children about relapse, loss of control, treatment, & recovery

Resources

THE 7 C'S OF DISCUSSING ADDICTION

You didn't **C**ause the problem.
You can't **C**ontrol it.
You can't **C**ure it.

BUT YOU CAN...

Help take **C**are of yourself.
Communicate your feelings.
Make healthy **C**hoices.

- 1 National Association For Children of Addiction (NACOA)
- 2 Children's Program Kit | NACoA
- 3 Parental Addiction | Sesame Workshop
- 4 Parents for Healthy Schools Resources | CDC
- 5 DBT Worksheets for Adolescents | Therapist Aid
- 6 Motivational Interviewing for Teens & Adolescents | TheraPlatform
- 7 School-based harm reduction with adolescents: a pilot study | Substance Abuse Treatment, Prevention, and Policy | Full Text

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Family Engagement

TOOLS & STRATEGIES FOR SCHOOLS TO ENGAGE FAMILIES

7 Core Principles of Community Engagement

1

CAREFUL PLANNING & PREPARATION

2

INCLUSION & DEMOGRAPHIC DIVERSITY

3

COLLABORATION & SHARED PURPOSE

4

OPENNESS & LEARNING

5

TRANSPARENCY & TRUST

6

IMPACT & ACTION

7

SUSTAINED ENGAGEMENT & PARTICIPATORY CULTURE

Attendance Quick Facts



1 in 3

Nearly 1 in every 3 Students in the 2021-2022 school year were **Chronically Absent** (6 Per Average Class)

31%

About 31% of students in the 2021-22 school year in the US were **chronically absent**.

10%

Students who miss 10% of the school year are considered **chronically absent**.

The White House. (2024). Every Day Counts Summit Release, Facts Sheet.

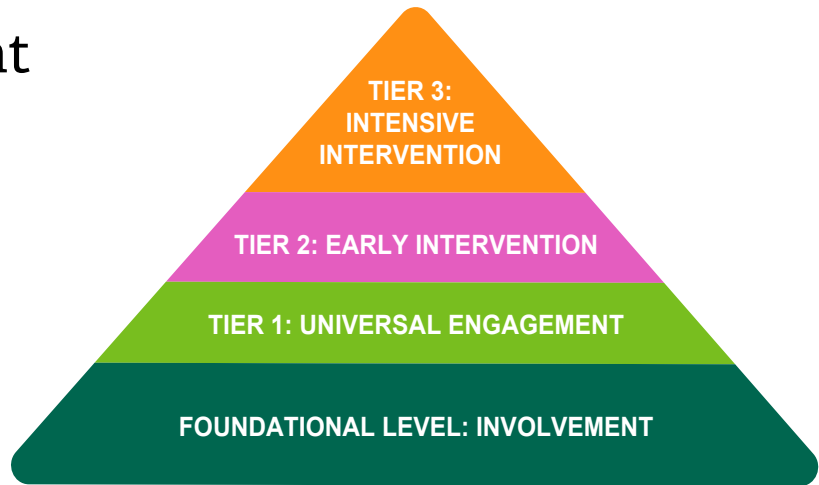
Attendance Team Meetings

- Every school identifies members, District Social Worker as common participant at all meetings
- Meets regularly; either monthly or every other week
- Reviews data, both full day attendance and tardies, trends, & demographics
- Identifies interventions to try based on data (letters, phone calls, etc)
- Follow up on interventions identified at last meeting

Training for Staff: Engagement Basics

- Onboarding: clearly state expectations
- Regular communication
- Text & Email
- Phone Calls
- In-person
- Opportunities for school involvement
- How to build a professional positive relationship (7 core engagement principles)

Tiers of Engagement in Schools



FOUNDATIONAL	TIER 1	TIER 2	TIER 3
- Community Involvement - Welcoming Environment for all Families - Open Houses & Community Events	- Universal engagement - Shared data with family, positives and negatives - Shared expectations regarding engagement	- Early intervention - Hometown/team meetings - Welcome letter for families of incoming classes	- Intensive intervention - Creative educational plans

Adapted from "3 Tiers of Intervention," Attendance Works. <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>.

Resources

The LEAP Effect

The LEAP Effect: Taking A Systemic Approach to Improving Attendance & Engagement | CSDE with contributions from Attendance Works, CREC, & EdAdvance

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HERE

Family Engagement, Attendance, & Performance

Family Engagement, Attendance, and Performance on Statewide Assessments in Kansas | Kansas Technical Assistance Network

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Lamoille Restorative Center

Lamoille Valley School Engagement Program (LVSEP) | Lamoille Restorative Center

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Engagement Toolkits

Early Matters: District and Site Level Practices, Engagement Toolkits | Attendance Works

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