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Finding the resilient teacher within: A workshop to address K-12 teacher well-being

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Finding the Resilient Teacher Within:

A Workshop to Address K-12 Teacher Well-Being

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Dedication

This work is dedicated to Charlie and Carmelle.

Without you two, I would not have survived the Dirty D.

Thank you.

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Abstract

Teacher stress comes from a variety of sources: accountability pressures, lack of time to relax, students who are not motivated, excessive duties and responsibilities that go beyond the classroom, testing pressure, large class size, lack of administrative support, and general concern for the safety and well being of their students (Richards, 2012). As a result of the constant high stress, more teachers are reporting mental/physical health issues and leaving the profession (Richards, 2012). One way to help deal with the stress teachers are feeling is to strengthen the teacher from within by using the resources they have already. This paper focuses on a wellness workshop for teachers. The workshop has three core components: cognitions, social support, and behavior techniques. Twenty teachers from the Mississippi Teacher Corps attended a 3.5-hour workshop. All twenty teachers are in their first year of teaching and are in high needs, low performing schools in Mississippi. In their post-workshop reflections, the participants found all three components of the workshop helpful. The participants stated how powerful it was to step back and take a moment to think about themselves and how they are actually doing. Implications from this study include an understanding of specific activities and topics for discussion that could be used with teachers as they train to enter the profession or those who are currently in the field. From here, research may look into the long-term effectiveness of workshops such as the one presented. Another possible area of research is looking into the impact of each individual component of the workshop.

> *"I spend hours at home in the evenings trying to keep caught up. Sometimes I go in on weekends as well. By the time I am done with meetings, and calling parents and making copies, etc., I have little time left to get things graded or recorded, much less do any planning. I get to school before 7 am, and don't leave until at least 4:30, sometimes later— and often take things home to fi nish—and I am an effi cient, organized person. I'm tired."* (Richards, 2012, p. 303)

> *"After 5 years of teaching I went to a therapist to help me cope with my feelings of inadequacy and inability to "get it all done." As a National Board Certifi ed Teacher, Teacher of the Year, and Master Teacher in [my state], I feel like an inadequate teacher who cannot control and teach her 25 students every day. I'm exhausted at the end of each and every day and often feel very defeated."* (Richards, 2012, p. 302)

The words expressed here seem to be a desperate cry for help and support from teachers who are at the end of their ropes and who are near burn out. Teachers are a part of an ever evolving system that includes students, parents, administrators, communities, and policies, all of which they do not control. Yet most of the pressure to get students to succeed ends up on the shoulders of teachers. Teachers work on average 51 hours a week (Bauer et al., 2006). These hours include not only direct instruction, but also additional work, such as lesson preparation and other administrative and extracurricular responsibilities.

As a result of the excessive demands of the educational system, teachers have developed physical as well as mental health issues. Researchers in Japan looked at 261 teachers in their country and found a direct correlation between physical/mental well-being and stress. The teachers reported significantly higher rates of persistent irritability, persistent anxiety, periods of high blood pressure, headaches, insomnia, bruxism, heart palpitations, unusual heart rhythms, inability to concentrate, and forgetfulness (Jin, Yeung, Tang, & Low, 2008). This is very disconcerting, because the presence of these

symptoms means teachers may be more likely to take sick days or to be present in the

classroom when they are not performing at their potential. The mental and physical

symptoms that the teachers are presenting with are hurting and potentially limiting

students.

The aforementioned study was conducted in Japan, a country whose educational

system is very different from America's. Unfortunately, much of the current research on

teacher stress is based in countries outside of the US. This is important to keep in mind

because the types of stress, level of stress, and impact of stress may look slightly different

in American teachers. The lack of large, current studies in the US may reflect a

difference in value and importance placed on education. That being said, this is a

potentially concerning issue for our nation, because the level of stress teachers are under

can eventually lead to burnout.

Maslach and Jackson (1981) defined burnout as a syndrome that is a combination

of emotional exhaustion, depersonalization, and reduced personal accomplishment.

Emotional exhaustion refers to teachers being unable to physically and emotionally

provide for children due to stress. Depersonalization is a shift in attitude in a way that

causes the teacher to view students, parents, and the school in general in a more cynical

manner. Finally, a reduction in personal accomplishment refers to the teacher no longer

feeling like he or she is having an impact on students. The presence of these three factors

positively correlates with a teacher's chance of burning out (Grayson & Alvarez, 2007).

Burnout is a costly issue that all Americans should be aware of, because it can

lead to increased teacher turnover, which hurts our schools academically and financially.

The National Commission on Teaching and America's Future (NCTAF) conducted an

18-month study to look at the effects of teacher burnout and came to two key

conclusions. First, NCTAF estimates that one-third of new teachers leave after three

years, and 46% are gone within five years (Barnes, Crowe, & Schaefer, 2007). New

teachers need time to learn and perfect their art form, and if they are leaving within the

first years of their teaching experience, we are never getting our teachers at their fullest

potential.

       The second key finding is the financial burden associated with burnout. NCTAF

estimates that approximately $7.3 billion a year is spent on teacher turnover (Barnes et

al., 2007). This statistic does not include teachers who move from school to school within

a district. Nor does it include any federal or state investment money lost. That is U.S.

tax money that could be going towards improving education rather than simply keeping

educational systems afloat.

       As a former high school mathematics teacher I have a personal connection to this

project. I went through an "Alternative Route Program" in Mississippi, where I taught for

two years. Alternative route programs are a way to become a licensed teacher without

needing to go back to school full-time to earn a degree. Each program is developed

differently, but in general, participants receive basic training over the course of a summer

and then enter in the fall under an emergency teaching license. Then, as the participant

works as a teacher, she or he is also attending classes to receive a full teaching license.

This is a very taxing experience. During my two years in Mississippi, I witnessed my

fellow teachers struggle with mental health issues, as did I. The worse part was that we

had to deal with our mental health on our own. Feelings of worthlessness, apathy,

hopelessness, and helplessness were shared amongst all. Depression was common and

severe. In my cohort of 26, two members dropped out after the summer training, one

member took a four-week mental health break in the middle of the school year, and

another other dropped out of our two-year program after the first year. All of us started

this program because we were passionate about education. I understand that teaching

comes with a certain level of stress, but it is sad to me that such creative, intelligent, and

dedicated people are no longer in the classroom because they did not receive the support,

including mental health support, that they needed. Not too mention how this trickles

down to the students. Losing a teacher right before school starts or in the middle of the

school year causes chaos and possibly other complications , which are sure to impact the

students' learning.

The purpose of this paper is to develop a workshop to help K-12 teachers deal

with all that they have on their plate. It would be ideal to take away all the work-related

stressors, and thus the foundation to the problem is dissolved. However, not all stressors

can be taken away. Teaching, like most jobs, comes with stress. Furthermore, many of

the stressors are out of the teachers' hands. For example, the high student-teacher ratio is

often a result of a school's financial constraints. The solution to teacher stress then

becomes developing ways that teachers can either prevent or improve their well-being on

their own. My hope for the workshop is to encourage teachers to begin to think about

their own well-being and what is in their control.

Literature Review

Types of stressors

The first formal studies of teachers' work-related stress began in the 1960s and

1970s. Since then, there have been a multitude of studies that have looked to identify the

stressors, as well as analyze the effects of them.

One of the earliest studies on teacher stress was conducted in England in the

1970s by Kyriacou and Sutcliffe (1978). The study surveyed 257 schoolteachers and

asked them to describe their work-related stress. The teachers described the following as

sources of stress in their profession: teaching pupils who lack motivation, maintaining

discipline, time pressures and workload, coping with change, being evaluated by others,

dealings with colleagues, self-esteem and status, administration and management, role

conflict and ambiguity, and poor working conditions (Kyriacou, 1978). The factors that

were found to have the highest stress ratings were pupil discipline, poor working

conditions, time pressures, and poor school ethos (Kyriacou, 1978).

Similarly, in 1986, Joseph Blasé identified what work related factors are sources

of stress for teachers. The results of the study showed organizationally based stressors

(extra duties, paperwork, meetings, etc.) were identified as occurring most frequently,

while stress related to students, administrators, and other teachers were the next most

frequent responses (Blasé, 1986). A unifying factor in all four stressors was anything that

took time away from teacher instruction/classroom process, such as dealing with student

behavior, pep rallies, or absences. Altogether, these four factors constituted 83.1% of the

responses.

Thirty-nine percent of the teachers mentioned a factor that falls under the label "Organizational Stress" (Blasé, 1986). This includes "time, paperwork, lack of material, extra duties, meetings, class size, poor scheduling, interruptions, travel, conflicting demands, and athletics" as sources of stress (Blasé, p. 18).

The second biggest stressor was "Student Stress." Eighteen percent mentioned either student discipline, student apathy, low student achievement, or student absences as as a source of stress (Blasé, 1986). Teachers described student stress further as "verbal abuse," "fighting," "screaming," "vandalizing school property," "cheating," "teasing," "violent outbursts," and "drug use."

Although "Organizational Stress" was mentioned more frequently, "Student Stress" seemed to profoundly affect the teachers, especially student stress related to discipline. Focusing on discipline in the classroom forced the teachers to play roles beyond what was expected of them. For example, they mentioned feeling like a "babysitter" or the "police" (Blasé, 1986). These roles were obviously not how the teachers saw themselves, and this was not the atmosphere they believed was conducive to learning. According to the teachers, when they tried to deal with a discipline issue, it was either ignored or blown out of proportion, thus, leaving the teacher feeling disrespected and "increasing the psychological and social distance between the teacher and students" (Blasé, 1986, pg 18). The teachers studied listed factors that would fall under "Organizational Stress" more often, but the stressors that had the biggest impact were those that fell under "Student Stress."

The third factor that was mentioned the most was "Administrative Stress." Seventeen percent of respondents stated that stress stemmed from unclear expectations,

lack of knowledge or expertise, lack of support (backing, recognition), inconsistency,

unreasonable expectations, poor evaluation procedures, indecisiveness, lack of

opportunities for input, failure to provide resources, lack of follow-through, harassment,

and favoritism on behalf of the administration (Blasé, 1986). Finally, the fourth highest

rank factor was other "Teacher Stress." This refers to stress stemming from dealings

with coworkers, for example conflict or lack of cooperation, incompetence or

irresponsibility, negative attitude, and lack of communication"(Blasé, 1986).

Table 1: Factors Contributing to Stress

Organizational Stress	Student Stress	Administrative Stress	Teacher Stress
Time	Verbal abuse	Unclear expectations	Conflict or lack of cooperation
Paperwork	Fighting	Lack of knowledge or expertise	Incompetence/ irresponsibility
Lack of materials	Screaming	Lack of support (backing, recognition)	Negative attitude
Extra duties	Vandalizing school property	Inconsistency	Lack of communication
Meetings	Cheating	Unreasonable expectations	
Class size	Teasing	Poor evaluation procedures	
Poor scheduling	Violent outbursts	Indecisiveness	
Interruptions	Drug use	Lack of opportunity for input	
Travel		Failure to produce resources	
Conflicting demands		Lack of follow through	
Athletics		Harassment	
		Favoritism	

Table A lists all factors which the teachers in this study listed as contributing to

their stress. What happens to teachers under stress from all these sources? The teachers

reported that the results of the stress took a toll in a multitude of ways. Many of the

teachers mentioned feeling "powerless," "revengeful' "abused," "apathetic," and

"rebellious" (Blasé, 1986).

> *"Teachers are loaded with extra work.... Much of this work doesn't have anything to do with the classroom. I like to do everything the best I can, but with so much to do I can't.... I feel like a marionette.... I have lost confidence in having done a good job in the classroom.... I feel frustrated, angry, and helpless." (Blasé, 1986, p. 30)*

The teachers also described how the extreme stress stunted their creativity and left them using the same tired and old material (Blasé, 1986). Furthermore, their intellectual curiosity and enthusiasm for the subject fizzled, hurting not only the students but also adding to the negative feelings.

> *"When I first started teaching I was excited.... I would try all kinds of things to make the class interesting. I was learning, growing myself.... Teaching drains you! I've lost a lot of my enthusiasm for the subject. It's hard to keep up a facade of excitement when so many kids and parents don't give a damn about education." (Blasé, 1986, p. 32)*

The field of education has changed greatly since Blasé (1986) and Kyriacou (1978) conducted their studies. There have been reforms that were meant to improve the state of education. Unfortunately, the sources of work-related stress are still present for teachers. Bauer et al. (2006) studied the workload of nearly 1000 teachers in Germany and the mental strain it placed on them. They found that 42.6% of teachers experienced verbal assaults, 6.8% deliberate damage to personal property, 4.4% threat of violence, and 1.4% of teachers were personally affected by violence (Bauer). Physical violence and discipline problems were brought up by the teachers that Blasé and Kyriacou worked with as well.

Bauer et al. (2006) reported 29.8% of teachers were at or above the cut off for significant strain with respect to mental health. This means that nearly 300 of the 1000 teachers were at risk for mental health issues. For comparison sake, it has been found that between 11-15% of a given population would fall above the cut off for being at

significant risk for developing a mental disorder (as cited in British Heart Foundation, 2006). With a rate of 29.8%, this indicates that teachers are at about double the risk as compared to the typical population in England for mental health concerns. Not only is this concerning for the well-being of the teacher, but teachers are responsible for the well-being of our students. What impact does this have on the instruction and general atmosphere in the classroom?

Howard and Johnson (2004) conducted a study in Australia on resilient teachers in disadvantaged schools and referred to sources of stress that were similar to those in the earlier studies. All the teachers in this study were teachers who had successfully found ways to cope with the stress of teaching and had been able to stay in the profession for a significant amount of time. Even though they were resilient teachers, work related stress was still present. The number one stressor that they all mentioned was the moral strain that teaching caused. The teachers were aware of their students' home lives. They knew that their students came to school hungry and neglected. It was emotionally hard on them because "you know at the end of the day they are returning to the same conditions" (Howard & Johnson, 2004).

> *"In-school behavior can be controlled or modified through the application of rules and sanctions… food programs and clothing exchanges can assist families provide for their children. Other problems arising in families however are often beyond the school's or individual teachers' power to control or influence." (Howard & Johnson, 2004, p.)*

The sentiments these teachers discuss could be a factor in the emotional exhaustion that many teachers describe. Teachers are no longer simply in charge of their students' academic success, but now their emotional well-being as well (Grayson & Alvarez, 2007). When families and communities are failing to meet the emotional needs

of a child, a teacher is expected to step in. Added to that is the rise in mental health

awareness for our students and the pressure that places on the teachers to always be

aware of their students' mental state (Grayson & Alvarez, 2007). Our teachers are

expected to be counselors as well as academic professionals, whether or not they have

had the appropriate training.

Compassion fatigue refers to the drain one feels from hearing stories and

supporting clients, particularly those that have traumatic or overwhelming stories

(Skovholt & Trotter-Mathison, 2011). As the role of the teacher shifts to include

counseling, compassion fatigue will begin to play a larger role in the classroom. As

compassion fatigue increases, it will become even more important for teachers to learn

appropriate self-care practices.

According to teachers, work-related stress comes from the students,

administrators, other teachers, parents, and community as a whole. Given all the burdens

placed on teachers, there must be an impact on their mental health in some capacity.

Stress and Mental Health

Stress is a part of life, and, in many ways, is beneficial. However, our bodies

cannot withstand prolong periods of stress. Constant stress means that the pituitary-

adrenal system is constantly activated (Roder & Hudson, 1995). When this happens, our

hormones are not working properly. resulting in impairment to metabolism, growth,

reproduction, and the immune system (Kyrou & Tsigos, 2009). Stress can result in

physical symptoms such as weight gain, lethargy, diabetes, and increased illness,.

Furthermore, stress can impair us mentally because stress causes a disruption in our

serotonin levels, which regulates our moods (Kyrou & Tsigos, 2009).

      Given the many sources of stress present for teachers, it would be expected to see both physical and mental ramifications of stress. Most studies focus on the mental aspect, and do indeed find a negative relationship between stress and well-being. When teachers are asked, "Overall, how stressful do you find being a teacher?", the majority of teachers ranked their job as very or extremely stressful (Jin, Yeung, Tang, & Low, 2008). The teachers themselves stated that it affected them physically and mentally. This sentiment was reinforced by increased sick days and low job satisfaction in the same group of teachers.

      Because they are at the start of their profession, beginning teachers are known for their enthusiasm, dedication, and effort that they put into their work. It does not take long before the amount of effort they put in far outweighs the rewards they are getting back. This is called the effort-reward model. In a study of 259 Hong Kong and British teachers, 91.6% reported high levels of effort with little reward (Tang, Leka, & MacLennan, 2013). They also reported stress levels and mental health scores that were higher than average. This leaves teachers more vulnerable to job dissatisfaction and burnout.

      Another study followed 184 first year teachers to track their stress and mental health. Schonfeld (2001) found that high levels of stress in the fall was closely related to higher rates of depressive symptoms, lower self-esteem, lower job satisfaction, and lower motivation in the spring. When looking at the teachers in the worst working environments, the depressive symptoms and self-esteem effects were noticeably larger and occurred almost immediately after starting the school year (Schonfeld). From this study, we can see the impact of just one year of teaching on mental health. Symptoms

can occur almost immediately within their first year when they have yet to reach their

peak effectiveness. From the first day of school, teachers are feeling the mental strain,

thereby highlighting the importance of building in mental health supports for teachers on

day one.

A study in Germany found that the 408 teachers studied fell into one of four

categories: type S (unambitious), type G (healthy-ambitious), type B

(exhausted/resigned), and type A (tense) (Bauer et al. 2004). A type S teacher would be

described as one who has a focus on self, is not involved with work, can dissociate from

work problems, and has a strong mental resilience. All in all, they are relatively content.

An example would be a worker who prioritizes family and sees work as something that is

just necessary. Type G teachers have clear but not excessive work involvement, healthy

distance from work problems, positive coping, and thus a healthy and positive out look

on life. A type G teacher may be the passionate teacher who was able to build resiliency

to stress and appropriate work/life boundaries. Both type S and type G are teachers who

are mentally healthy.

Meanwhile, type B teachers are not highly involved with work but not able to

dissociate from work problems and have a tendency to resignation and reduced mental

resilience. Type B teachers are left with limited enjoyment of life and raised health risk.

Type B teachers may be already burnt out and disengaged teachers who still feel the

weight of their work struggles. Finally, type A teachers are highly involved at work and

not able to dissociate at all and have reduced mental resilience. They too get limited

enjoyment of out of life and have elevated health risk (Bauer et al. 2004). Type A

teachers may be deeply passionate about education but were not able to build resiliency

to stress and appropriate work/life boundaries. Both type B and type A teachers are considered to be not in a healthy mental state.

Comparing the mental health of the teachers in each group, type B followed by A were the two groups with the highest number of teachers showing psychiatric symptoms (Bauer et al. 2004). When given a depression inventory, type B was found to have the highest presence of symptoms. This means that those teachers that were not able to separate from their work and did not have the appropriate coping mechanisms were more likely to be vulnerable to mental health symptoms. Interestingly, the study did find that teachers in this group who lived with a significant other had slightly lower rates of mental health symptoms (Bauer et al. 2004). Living with someone can be a form of social support, which may mitigate the effects of stress.

Social support was also one of the factors looked at in a study of 83 teachers in China (Chan, 2002). The researchers were looking at what sources of stress were present for teachers, as well as their perceived generalized self-efficacy, social support from family and friends, and experience of psychological symptoms. Stress, self-efficacy, and social support were all found to have significant effects on psychological distress (Chan, 2002).

The researchers found social support to be particularly interesting because it could moderate stress. Those teachers who were under a large amount of stress but had the support of friends and family seemed to fare much better in regards to their well-being (Chan, 2002). Based on these findings the data were analyzed again. Each of the teachers were placed into one of four groups based upon the amount of stress they felt at work as well as the amount of support that they felt they received - high-stress/high-

support, high-stress/low support, low-stress/high-support, and low-stress/low-support

(Chan, 2002). The first finding was that both high-support groups did not differ in terms

of psychological distress. Also of significance is the fact that the high-stress/low-support

had the highest level of symptoms when compared to the other three groups. They were

most vulnerable to somatic problems, anxiety, dysphoria, and suicidal ideas (Chan,

2002). These findings highlight a crucial point: Social support has intervening effects on

mental health, no matter what level of stress is present.

      Research indicates that there is a difference between the support that a teacher can

receive from friends and family versus the support they receive from the administration,

other teachers included. Support from friends and family does have an impact on

reducing depressive symptoms and increasing self-esteem (Schonfeld, 2001). However,

support from these sources does not decrease job satisfaction, or ultimately burn out.

Comparatively, support from the administration and colleagues had an impact on job

satisfaction (Schonfeld). Therefore, when exploring job morale in an effort to keep

teachers in the classroom, the support a teacher receives from work appears more

powerful than support from friends and family. The unfortunate reality is that, in general,

support in the school environment occurs in a way that those in the more stressful work

environments have the least amount of support, and those in the least stressful work

environments have the most amount of support (Schonfeld, 2001). Given the power that

support can provide, it is unfortunate that those that need it the most, and could benefit

from it the most, are simply not getting it.

      Stress is weighing down teachers both physically and mentally. However, not all

teachers are succumbing to it. How are some teachers surviving and thriving? What is

the difference between the teachers in high stress/low support schools that stay as

compared to the teachers who burn out? It is important to look at the characteristics of

thriving teachers to see how those traits can be developed in struggling teachers.

Thriving Teachers

Most studies have looked at why teachers were leaving, or in other words, what

was going wrong. However, a small portion of research has started to look at what is

keeping teachers in the classroom. What characteristics of teachers or school systems are

present that enable certain teachers to be resilient to the stress? The research that is

currently available centers around five main sources of resiliency: an internal locus of

control; a realistic understanding of the population and system they are entering;

depersonalization of events; social support; and the use of various stress reduction

techniques.

Teachers who have a strong belief in their ability to control what happens to them

have higher chances of staying in the classroom (Howard & Johnson, 2004). In other

words, they have an internal locus of control. In a study of nearly 400 German nurses, it

was found that those who believed they have little control over events in their lives were

more vulnerable to stress and burnout (Schmitz, Neumannb, & Oppermann, 2000). If a

teacher believes in his or her ability to make change, that translates into practice and

enhances his or her morale (Howard & Johnson, 2004). Students, other teachers, parents,

and the administration are placing demands on teachers, but some teachers realize, at the

end of the day, the teacher is in control of his or her life, not these other sources.

Having an internal locus of control should not be confused with an unrealistic

expectation that teachers are going to make a grand change in all students' lives when

they enter the classroom. Beginning teachers often have a lot of energy and passion to

make an impact on their students, and that is a desirable quality in all teachers! However,

that energy and passion often comes with an unrealistic expectation of what it is like to

teach. Beginning teachers do not anticipate the daily disrespect and insults that occur

(Schonfeld, 2001). This wears teachers down and can be very demoralizing. Resilient

teachers seem to have a better understanding of the demands of the job. For those

resilient teachers who enter high-needs schools, they have a better understanding of the

demands of the system that they are entering than their peers who burn out (Howard &

Johnson, 2004). Realistic expectations allow teachers to define more accurately the

limits of their control. It is helpful for teachers to believe that they do have control over

what happens in their own lives. However, that comes with an understanding that their

control does have boundaries. For example, a teacher can be well prepared for a lesson

and do everything right, but then it turns out horrible because of the students' behavior or

some other catastrophe.

A third thing that resilient teachers do is depersonalize events. Referring back to

Howard and Johnson's (2004) extensive qualitative study of resilient teachers, it was

found that the resilient teachers discussed a process of depersonalization as see in Table

B.

Table 2: Steps to Depersonalizing an Event

1. Assess what had happened. Did the teacher act appropriately? If so, then chose not to take fault or to feel guilty about it.
2. Acknowledge that are occasions where things could have been handled better. Do not agonize about it - chose to learn from the event and move on.
3. Strive to understand the offending parent's or student's motivation and circumstances.
4. Use strategies to depersonalize stressful events by others - 'OK, that's your choice but it has nothing to do with me'   (Howard & Johnson, 2004)

Depersonalizing is about acknowledging the event and then moving on without placing the burden of the event solely on the teacher's shoulders. In doing so, there is less guilt and less rumination for the teacher. The teacher is still learning from his or her mistakes but not fixated on the event. It is important to note that this is not the depersonalization that Maslach (1981) mentions leading to burnout, which is depersonalization that involves disconnecting from work almost entirely and taking on a cynical view of the world. The type of depersonalization involved in resiliency is a healthy way to disconnect from events so that one does not carry the burden of it. Interestingly, all the teachers in this study mentioned being taught about depersonalizing from other more experienced teachers and through the process of journaling (Howard & Johnson, 2004).

Support from friends, family, and, in particular, work sources can be significantly impactful on a teacher. Friends and family remind teachers that there are people who care about them, which is important when faced with daily disrespect and discouragement (Howard & Johnson, 2004). Often, this support network includes both teachers and non-teachers. Of course, friends who are teachers and school colleagues understand the demands and struggles of the profession because they experience them as well. This support can boost morale and keep motivation up (Howard & Johnson, 2004). But the type of support that is actually the most beneficial in terms of job satisfaction is support from the administration. Unfortunately, that is not always present and is not something that a teacher can easily change if absent. In these cases, teachers need to seek support from other sources, such as former professors or previous administrators.

Finally, resilient teachers are aware of their stress and employ healthy coping techniques to reduce their stress. Stress reducing activities vary widely and include things such as reading, journaling, exercising, or watching tv. Some teachers report utilizing the car ride to and from school to talk/bond with other teachers if carpooling, or to simply jam to music (Howard & Johnson, 2004). These teachers are creating a buffer mentally from work. These actions (jamming to music or talking while in the carpool) trigger the mind to transition into and out of work mode.

Based on the research on the benefits of mindfulness or focusing in on the present, that may be one concept that would be particularly helpful for teachers. Teacher well-being workshops that focus on mindfulness through deep and brief relaxation techniques have been proven effective in reducing stress, especially when paired with a follow-up session a few weeks later (Roder & Hudson,1995). Resilient teachers figure out what healthy coping mechanism works for them in reducing stress, and they use it throughout their days.

Maslach (1981) is a forerunner in burnout research, and she feels strongly that the burden for ending burnout falls on the work environment and requires making changes on the large scale (Skovholt & Trotter-Mathison, 2011). When applied to education, this would involve more funding to reduce class size and influencing administrations so that they are supportive. Hopefully those changes do occur, but in the mean time, what about all those passionate teachers in the classrooms? They need ideas and tools that they can use to improve their situation right now. This workshop proposal therefore involves working with and strengthening our teachers in their current conditions.

The research on resilient teachers is the foundation for this workshop. The workshop includes a cognitive component that discusses the teachers' locus of control and realistic expectations. There is a techniques building section, where the teachers will grow and strengthen their repertoire of coping skills. Finally, there is an in-depth discussion and exploration into the teachers' support systems. These three areas are the foundation for building a resilient teacher. All teachers leave the workshop having explored which of the three areas may need a little attention and with a plan of action to address their over all mental well-being.

Finding the Resilient Teacher Within Workshop

Participants and Procedure

The participants consisted of 20 first year teachers in the Mississippi Teacher

Corps, (MTC). All 20 participants are in high needs, low performing schools. High needs

refers to schools that struggle to fill teacher positions. Low performing refers to schools

in the lowest 10 percent within a state based on test scores and schools with large

achievement gaps (U.S. Department of Education, 2012). The workshop took place on a

Saturday during their regularly scheduled class time and lasted for 3.5 hours. There was

a pre-workshop and a post-workshop survey. Of the twenty participants, 18 responded to

the pre-workshop survey and 12 responded to the post-workshop survey.

The presence of each part of the workshop was based on the previously

mentioned research. An outline of the day is provided in Appendix A and gives a quick

snap shot of the workshop as well as the potential amount of time each activity may need.

The workshop components and time allotments are flexible and can be shaped toward the

needs of the group attending the workshop.

Components of Workshop

Pre-Workshop Survey

One week prior to the workshop, a survey was sent to all participants. The goal of

the survey was two fold. First, the survey assessed the participants' current levels of

stress. This enabled the researcher to better understand where the teachers were

mentally. The second part of the survey asked the participants what they were currently

doing to deal with stress, and if there was anything in particular that they wanted from the

workshop. The pre-workshop survey can be found in Appendix B.

The workshop components are flexible enough to allow for the needs of the group. If there is a topic that is mentioned by participants in the survey, there is room to add it in. For example, several participants stated that they wanted things they could do in school to help get through the day. By asking this in the pre-survey, the researcher was able to make sure that behavioral techniques that could be used throughout the school day were included.

Part One: Cognitions

Activity One - Naming all the things that impact a student's academic success

A high school student's name was placed on the white board. The participants were split into groups. Each group was given post-it notes. The instructions were to write anything that could impact the student's success in the classroom. They were told to be specific. For example, "work," as in a job that you get paid for, is too general. Instead, think about what at work impacts the student, such as their supervisor, their hours, the money, or the physical/mental drain. The goal is to create a large web of all the people, places, and things that may impact, positively or negatively, a student and their behavior in the classroom. As they worked, the groups put the post-its on the white board around the student's name and thereby demonstrating the infinite and ever growing system that influence the student.   Examples from the post-its include – sleep, their children, deaths, births, involvement in sports, being on your period, your teacher, eating breakfast, the weather, and the news.

The end result is a powerful visual that lends perspective of how teachers fit into a student's life. This activity is based on the research findings on unrealistic expectations that first year teachers have when entering the classroom. This activity is not about

taking away the energy and enthusiasm from the teacher. Rather, it is about

understanding realistically how much influence a teacher has over a student's academic

success.

The researcher described each post-it note as balls that can grow or shrink based

on the amount of influence that the ball has on the student's life at the moment - the

larger the ball, the larger the influence on the student. For example, teacher was written

on a post-it note as someone who influences a student. Sometimes, the teacher ball is

huge, meaning the teacher is able to make a big impact. Other times, the teacher ball is

small because there are other demands in the student's life that have a stronger drive.

The goal is for the teacher to see that they are not the only reason a child succeeds

or fails. There are many other forces pulling at the student. Seeing the classroom from

this perspective could potentially reduce the guilt or stress that a teacher is experiencing.

Activity Two - Defining success

The participants were asked to write their definition of success. This was then

discussed as a group. Overall the definition was that success is determined by the goals

set and whether or not they meet these goals. The group then applied this to teaching and

saw that success in the classroom was determined by their student's success. This was

then connected to the prior activity in which it was discussed that teachers could

potentially have such a small impact on a student's academic success. Thus, the teacher

has little control over his or her own rates of success.

If this is the way that schools want to define a teacher's success, then there is

nothing that a teacher can do about that. However, teachers can decide if they want to

determine their success solely off of their students. After a discussion, the teachers got

the opportunity to write three goals for themselves to complete on Monday. These goals,

whether about school or not, would help the teacher to determine if the day was

successful or not. This activity gave the control in determining what is success back to

the teacher.

Like the previous activity, the basis of this activity stems from the research that

states realistic expectations and an understanding of one's control can improve the

resiliency of a teacher (Howard & Johnson, 2004; Schmitz, Neumannb, & Oppermann,

2000). The environment within schools and society as a whole is one that puts the

pressure for student academic success almost entirely on teachers. Understanding that

individual teachers cannot change the atmosphere, these two activities aimed to give the

teachers a different perspective of the situation. They are not the only reason a child

succeeds or fails and that outcome does not singly determine their success as a teacher.

Part Two: Social Support

Staying connected with loved ones

The researcher began by discussing her own struggle with staying connected to

loved ones, which is a common struggle among first year teachers. For many reasons, an

invisible wall develops. Whether because of physical distance, fear that no one will

understand, not wanting others to see how much distress you are in, or for a multitude of

other reasons, the result is isolation and a sense of loneliness that only proves to add to a

teacher's level of distress. The participants briefly discussed as a group their social

support systems. Some mentioned a growing network of support from fellow teachers.

Others mentioned the strain this is placing on their relationships. From here, the teachers

were given 20 minutes to write letters to loved ones about anything they desired. The

goal was just connection and fighting against the isolation.

       The research suggested a powerful connection between social support and stress.

The effect of social support can reduce depressive symptoms and improve self-esteem

(Schonfeld, 2001). It is important to also have a conversation about finding a support

network in school or among peers in the profession because there is a difference between

the social support provided from friends/family and that from school

administration/colleagues (Schonfeld, 2001).

Part Three: Behavioral Techniques

Mindfulness and Breathing

       To begin, the researcher conducted a brief overview of what mindfulness is and

its benefits. There were a few handouts given to the participants to explore mindfulness

further on their own. These handouts can be seen in Appendix C. The researcher then

led the group through a diaphragmatic breathing exercise. A discussion of what the

breathing experience was like followed.

       Mindfulness and breathing have been shown to reduce depression, anxiety, and

stress (Gold et al., 2010). Teachers are under chronic levels of stress, and thus practicing

mindfulness regularly could prove extremely beneficial. Breathing specifically was

included as a response to the pre-workshop survey in which the teachers requested tools

that could be used in the middle of the day.

Stations

       The participants were broken into three groups and proceeded to rotate through

three stations: mindful coloring, gratitude journals, and a time management station. There

is research to support the benefits of these three topics in stress reduction. However, these three skills to reduce stress could be substituted for others depending on the needs of the participants. Other possible topics may include guided meditation, yoga, or a discussion on eating/sleeping well.

In the coloring station, they were given information and ideas regarding art and other creative outlets as a form of stress relief. This can be found in Appendix D. After reading the information, they were given the remainder of the time in this rotation to pick a picture and color. They were encouraged to focus on the coloring and, at the end, discussed what it was like with their group members.

Art has been shown to reduce anxiety (Sandmire, Gorham, Rankin, & Grimm, 2012). Even if the art activity is brief and only occurs once, it has short-term effects. Furthermore, research finds no difference between actively doing art as opposed to passively viewing art (Abbott, Shanahan, & Neufeld, 2013). This finding is critical because often times a criticism of art-like activities is "I have no artistic ability." It is important to mention this finding when applying this to teachers. Activities such as coloring or viewing nature screens are very feasible in-between classes for teachers who describe themselves as not artistic.

The second station was on gratitude. There was an informative sheet given on the topic, which can be found in Appendix E. The groups then discussed whether they had heard of gratitude before, whether it was something they were open to, and what possible obstacles there may be to gratitude journaling. Finally, each participant was asked to reflect on three things that they were grateful for and why.

Gratitude has been shown to have a powerful effect on many different aspects of life, including reducing anxiety and stress and improving overall happiness (Seligman, Steen, & Peterson, 2005). The power of gratitude comes from seeing things from a new perspective and appreciating the world around us.

The final station focused on time management. The participants were given a table, which can be found in Appendix F, that represented the hours they have each week. They were instructed to first fill in time for the parts of their week that were obligatory, such as time to sleep and eat plus hours they are at work. Next, they found time to lesson plan/grade. Finally, they blocked off free time/time to relax. After they individually filled out their tables, the group came together to discuss their plans.

Time management is a struggle for most first year teachers and is often listed as one of the top sources of stress (Kyriacou, 1978; Blasé, 1986; Richards, 2012). Between grading, planning, making manipulatives, meetings, phone calls, etc, there is a lot to balance. Time management is a learned skill. One way to begin to balance it all is for a teacher to see how he or she is spending their time daily. The goal of this activity was not only to help the teachers improve their time management, but also to help them find time to incorporate some of the other topics from the day, such as time to relax or time to reach out to friends and family.

Part Four: Wellness Contract

The teachers were asked to develop a wellness contract using the worksheet provided (Appendix G). They were instructed to think about what relaxation techniques and coping methods they would use for the next 30 days to help lower their stress levels and, generally, improve their wellness. They explored what challenges may arise and

how they may fight through these challenges. Finally, they were asked how they would

reward themselves for sticking to the plan. After this was completed they found an

accountability partner within the group that they would check in with throughout the 30-

day trial period.

Not only is the wellness contract a good review of the topics covered, but it also is

a way to increase the impact of the workshop. Ideally, the topics from this workshop

would be carried out over multiple sessions. Roder & Hudson state the effectiveness

exponentially grows when the workshop is coupled with a follow-up session (1995).

There are no penalties for not following through. Yet, if a set of partners checks in with

each other even once, perhaps this will mimic a follow-up session and have a similar

impact.

Additional Handouts

Additional handouts were provided at the beginning of the session in a folder.

The first handout (Appendix H) gave examples of websites and cell phone applications

that help with relaxation. Some of the apps. are mindfulness based. Others simply

provide calming melodies.

The next piece of information was a packet that focused on areas of stress

management that are important, but were not able to be discussed during the workshop

due to time (Appendix I). There are general stress management tips on exercising, eating

healthy, and improving sleeping habits, as well as a list of 185 different ways to have fun.

The third handout discussed unhelpful thinking styles that the teachers could find

themselves trapped in (Appendix J). Although there was not time for it in this workshop,

there is possibility for in-depth discussion on these thinking styles and ways to break the

pattern.

The final item in the folder was a copy of the consent form, which included

information regarding the University of Mississippi counseling center should they need it.

The consent form as well as the entire IRB approval form can be found in Appendix L.

Post-Workshop Survey

One week after the session a follow-up survey was sent out. The goal of this

survey was to see what parts of the workshop was effective and what was not effective.

The participants were also given an opportunity to speak about what other topics they

would like to see included in future sessions. Finally, they were asked what techniques

they are going to employ to reduce stress and anxiety. The post-workshop survey can be

seen in Appendix K.

Participants Responses

When asked how effective the workshop was on educating the participant on

stress management using a likert scale, 11 out of 12 participants (92%) stated that it was

either effective or highly effective. When asked how effective the workshop was at

actually reducing stress, there was a drop to 8 participants (67%) answering effective or

highly effective. A possible reason to explain this subtle difference between the

psychoeducational component of the workshop and the effectiveness of the workshop is

that it was a one day session. As stated earlier, workshops with a follow-up session are

more effective than single session workshops (Roder & Hudson,1995). Therefore, the

participants' perceptions of the effectiveness of the workshop may increase if it were a

multi-session workshop.

Table 3: Which parts of the workshop did you find HELPFUL? Click all answers that apply.

Answer	Response	%
Station 1: Coloring	10	83%
Writing a letter to a loved one	9	75%
Station 3: Gratitude	8	67%
Opening: Factors that impact a student	7	58%
Station 2: Time Management	5	42%
Defining Success	4	33%
Breathing exercise	4	33%
Wellness plan	4	33%

Looking at the table above, the top four activities that the participants found

helpful were the coloring experience (83%), writing a letter to a loved one (75%),

gratitude journaling (67%), and the opening activity where the participant defined factors

that impact a student (58%). The foundation of this workshop focused on cognitions,

social support, and behavior techniques. Both the coloring and the gratitude journals

were part of the behavioral section. The letter to the loved one was from the social

support section. And the opening activity focused on cognitions. There was at least one

activity in each of these areas that the participants found helpful.

Comparatively, the participants were asked to list what parts of the workshop

were least helpful. The top two responses were the breathing exercises (7 responses,

58%) and defining success activity (6 responses, 50%). When comparing the table

reflecting the most helpful activities (table 3) and least helpful activities (table 4), the

responders seemed to mark more activities as helpful than not, which is evidenced by

higher percentages in table 3.

Table 4: Which parts of the workshop did you find LEAST HELPFUL? Click all answers that apply.

Answer	Response	%
Breathing exercise	7	58%
Defining Success	6	50%
Station 2: Time Management	4	33%
Wellness plan	2	17%
Opening: Factors that impact a student	2	17%
Writing a letter to a loved one	1	8%
Station 1: Coloring	0	0%
Station 3: Gratitude	0	0%

Overall, participants enjoyed the workshop and thought it was necessary to focus on stress management techniques.

> *"I really, really enjoyed the workshop and wish we could have done something like this this summer when we started struggling with teacher mental health. I am so appreciative of the workshop and the knowledge shared on teacher mental health."*

One participant simply stated, "I enjoyed all the quiet time to do calming activities." This highlights the fact that even if the participants did not take away specific techniques from the workshop, they did gain an awareness of the power that can come from making time to relax and reflect.

While some gained something from simply being able to simply stop and reflect on themselves during the workshop, many mentioned actually implementing specific techniques.

> *"I really enjoyed the workshop. My favorite part was defining success. This was a huge eye opener for me. I went back to school that week with three "ME" centered things that defined my success, and my attitude improved by 100%. Even my students noticed my change in attitude, which lead to an even better classroom atmosphere."*

Six participants mentioned doing some version of gratitude journaling, while four mentioned focusing on breathing practices.

> *"It was very helpful. The time we spent that day thinking about our well-being helped me feel better, and the cognitions and behaviors we talked about have helped me since the workshop ended. The breathing and the gratitude journal -- especially the breathing -- have been wonderful aides."*

Other techniques that the participants state they are implementing include exercising, connecting with friends and family, and general time for self.

Finally, participants were asked what topics they would like to include in the workshop. The first major theme was a focus on exercise, eating healthy, and ways to improve sleep. Although this was stated at various times throughout the session, it was not a highlight. Taking care of one's body through these three ways are the foundation to healthy living and certainly deserve more of a focus. Making sure to check in with the participants in these three areas on the pre-survey may be one way to figure out if the group needs a focus on them.

The other items that the participants want to be included in future sessions include a focus on thought patterns, specific mental health disorders, and one-on-one time to

discuss time management and/or their wellness plans. The thought patterns could definitely be implemented, especially if there were multiple sessions. There was a thought patterns worksheet included in their packets. As information on specific mental health disorders and one-on-one time to discuss time management and/or their wellness plans, that would be something determined on a case-by-case basis. With certain groups, there may be a need for discussion on a specific disorder expressed in the pre-survey. Other groups may have the luxury to meet one-on-one with the presenter. Again, both of these ideas may be more likely to happen if this were a multiple session workshop.

Personal Reflection

On a personal note, I find it important to report the messages from the participants that were not recorded in the post-workshop survey. Throughout the session, I had participants approach me, some with tears in their eyes, and state how thankful they were for this time. The response rate to the survey was 60% and expressed their formal views of the workshop. Informally, the teachers were appreciative of the space to just focus on themselves. I granted them all permission at the beginning to be selfish for the day and only focus on themselves – not their students, administrators, fellow teachers, or anyone else. Almost everyone embraced the challenge and embraced their emotions. Throughout the morning, I heard participants say, "I had never thought of that." By the end, the room felt energized, yet relaxed. For many, it will be a struggle to find the time to focus on themselves again, especially without support. But this workshop seemed to show them that it is possible, the importance of it, and how they could feel from doing it just once. At the end, more than one participant approached me and stated how much better they

felt. We do not know the lasting effect of this workshop, but I do believe the fact that it

even occurred once is powerful.

Implications and Future Research

The goal of this research was to build the foundation for a workshop focused on

teacher stress reduction. From the research, it was gathered that social support, relaxation

techniques, and attention to cognitions were the building blocks for wellbeing. A

workshop was created around these topics and implemented. The responses from the

participants highlighted that all three areas of focus were found to be useful. At least one

activity in each of these three key areas was listed as helpful. There was expected

variation between participants. All participants did not state that all areas of focus were

helpful. For example some loved the breathing technique and others hated it. This could

be explained by the needs of individuals being different from one another. Even with that

taken into consideration, the responses reflected all three areas (social support, relaxation

techniques, and attention to cognitions) as impactful.

One powerful way to use the results of this study would be to begin to pay

attention to these three core areas in a teacher training, whether traditional or alternative

route. This study worked with teachers who were already in the classroom. In a way,

this workshop was trying to mend teachers who were already showing signs of burnout.

Introducing the topics of social support, relaxation, and cognitions before the teachers

enter the classroom may prove to strengthen the teachers' resiliency and prevent burnout

further.

From here, the research could go in a few different ways. Now that prior research

has been compiled and there is an understanding of what a good foundation of a

comprehensive workshop may look like, it would be necessary to test its effectiveness. One study could be a longitudinal study that would analyze the teachers' stress over time and look at the statistical significance of each component of the workshop. Also, a larger, more diverse sample size would enable generalization of the results.

It has been stated multiple times how a multi-session workshop may impact the results. Future research should explore this further. It would be important to keep in mind the importance of time for teachers. Lack of time is often listed as one of the major sources of stress (Blasé, 1986). Therefore, there would have to be incentives for a multi-session workshop. However, even a three-session workshop would give the ability to focus on one of the three areas (social support, relaxation techniques, and attention to cognitions) per session and thus allowing for more depth into each topic. Multi-session workshops also allow for participants to go home and try a few techniques then come back and discuss their struggles and successes. Finding time, money, and incentive for teachers may be a struggle for a multi-session wellness workshop, but it may be the most effective.

Future research could also focus in on the power of changing cognitions and how focusing in on that area alone may have longer effects. One hypothesis the researcher has is that the teachers in this workshop preferred the social support and behavioral techniques because it gave them something concrete and in the moment. They wanted immediate stress relief. Changing cognitions or thinking patterns takes time and, thus, the impact will not be seen instantly. Is it possible that, because this is a deeper level change, it will have a greater and more long lasting impact? This is definitely an area for future research.

Conclusions

During the summer of 2010, I started what I thought was a career in teaching. By the summer of 2013, I was done being a full-time teacher. I had become part of the statistic - part of the 40-50% of new teachers that leave within five years of teaching. My story is not unique. The same stressors mentioned throughout this paper were present for me and pushed me over my limit. I believe I am a teacher at heart but was not given the right supports to keep me in the profession. Workshops like the one presented here are aimed at building the resiliency from within. This workshop acknowledges that teachers work within a system. They cannot change all the parts of the system. They cannot change their administration, the policies of the school, or even the community mindset. But it is possible to focus on certain aspects within that will improve, although not completely erase, the teacher's stress level and overall wellbeing.

This workshop can be tweaked based on the needs of the group, but has three general areas of focus: attention to cognitions, social support, and relaxation techniques. Cognitively, it has been found that resilient teachers have realistic expectations of themselves and their students, an internal locus of control, and an awareness of any unhealthy patterns of thinking (Howard & Johnson, 2004). In this workshop, cognitions were addressed by the opening activity that had participants naming all the things that impact a student's academic success and a separate activity that had them defining what success meant to them. Throughout the day, there was a discussion of being part of a system and what that means about the level of control one has.

Support found from friends, family, and work sources is extremely beneficial and a critical component to building a resilient teacher (Howard & Johnson, 2004). In this

workshop, participants discussed how they have been staying in contact with loved ones, the struggles to do so, and the invisible wall that starts to develop that prevents one from reaching out. In their reflections, being given the time to write a letter to a loved one was listed as one of the most helpful components of the workshop.

Finally, the participants learned different skills and techniques that they could start implementing immediately and throughout their days to reduce stress. This could include discussion on eating/sleeping patterns, exercising, and other activities that the participants use to de-stress. This workshop highlighted mindfulness through coloring and attention to breath as well as looking at how the teachers are managing their time. This section has a lot of flexibility and can change depending on the needs of the group.

The nation cannot afford to lose quality teachers, however, the US spends approximately $7.3 billion a year on teacher turnover (Barnes et al., 2007). Nation-wide educational reform needs to occur, but in the meantime, focusing on what individual teachers can do to improve their mental wellbeing is crucial. Finding the power within, tapping into resources, and reaching out for support is the path to reducing stress and truly allowing the teacher to live up to his or her true potential.

Appendix A

Workshop Lesson Plan

Objective: The goal of this workshop is to provide a safe and welcoming space for the participants to check-in with their own mental and physical wellbeing and to tap into the resources that they have within and learning new techniques to do so.

Time: This workshop was 3.5 hours but can be adapted to shorter or longer lengths

Agenda:

       Introductions and preview of the day (10 minutes)

       Opening: Factors Impacting a Student (30 minutes)
       Materials: Post-it notes, markers/pens, white board

       Defining Success (30 minutes)
       Materials: Success worksheet

       Discussion of social support and letter to a loved one (20 minutes)
       Materials: blank cards and envelops, pens

       <u>Break</u>

       Stations (20 minutes each, 60 minutes total):
       Coloring, time management, and gratitude
       Materials: worksheets for each station, markers, color pencils, crayons,

       Relaxation: Deep breathing (15 minutes)

       Wellness Contract (15 minutes)
       Materials: Wellness contract, pens

       Conclusion (10 minutes)

Note: If possible, having a raffle and giving away free things throughout the workshop

may be a way to keep things interesting and participants motivated. For example,

coloring books, stress balls, and a plant were all raffled during this workshop.

Appendix B

Pre-Workshop Survey
Weblink: http://jmu.co1.qualtrics.com/SE/?SID=SV_dmbRgJtsvVpyB2B

1. What year in the program are you?
2. Read each statement and decide if it describes you.

	Not at all	Rarely	Sometimes	Often	Very Often
I often feel fatigued, even when I have not been doing hard physical labor.					
I often lose my appetite or eat when I am not hungry.					
My decisions tend to be more impulsive than planned; I tend to feel unsure about my choices and change my mind often.					
The muscles of my neck, back, or stomach frequently get tense.					
I have thoughts and feelings about my problems that run through my mind for much of the time.					
I have a hard time getting to sleep, wake up often or feel tired.					
I feel the urge to cry or to escape and get away from my problems.					
I tend to let anger build up and then explosively release my temper in some aggressive or destructive act.					
I have nervous habits (tapping my fingers, shaking my leg, pulling my hair, scratching, wringing my hands, etc.)					
I tend to not meet my expectations, either because they are unrealistic or I have taken on more of a burden than I can handle.					
My anger gets aroused easily.					
I tend to spend a great deal of time worrying about things.					
My use of alcohol, coffee, drugs or tobacco has increased.					
I feel anxious, often without any reason that I can identify.					
I tend to be short tempered and irritable with people.					

3. What activities or techniques do you currently use to reduce stress?

4.

How open are you to a workshop focused on ways to reduce stress?	Not at all	Very little	Somewhat	Quite a lot	A significant amount

5. What would you like to learn about or work on in a stress reduction workshop?

Appendix C – Mindfulness Handouts

what is mindfulness?

Have you ever noticed that when you are doing quite familiar and repetitive tasks, like driving your car, or vacuuming, that you mind is often miles away thinking about something else? You may be fantasising about going on a vacation, worrying about some upcoming event, or thinking about any number of other things.

In either case you are not focusing on your current experience, and you are not really in touch with the 'here and now.' This way of operating is often referred to as **automatic pilot** mode.

Mindfulness is the opposite of automatic pilot mode. It is about experiencing the world that is firmly in the 'here and now.' This mode is referred to as the **being** mode. It offers a way of freeing oneself from automatic and unhelpful ways of thinking and responding.

Benefits of Mindfulness

By learning to be in mindful mode more often, it is possible to develop a new habit that helps to weaken old, unhelpful and automatic thinking habits. For people with emotional problems, these old habits can involve being overly pre-occupied with thinking about the future, the past, themselves, or their emotions in a negative way. Mindfulness training in this case does not aim to immediately control, remove, or fix this unpleasant experience. Rather, it aims to develop a skill to place you in a better position to break free of or not 'buy into' these unhelpful habits that are causing distress and preventing positive action.

Core Features of Mindfulness

Observing

The first major element of mindfulness involves observing your experience in a manner that is more direct and sensual (**sensing mode**), rather than being analytical (**thinking mode**). A natural tendency of the mind is to try and think about something rather than directly experience it. Mindfulness thus aims to shift one's focus of attention away from thinking to simply observing thoughts, feelings, and bodily sensations (e.g., touch, sight, sound, smell, taste) with a kind and gentle curiosity.

Describing

This aspect of mindfulness relates to noticing the very fine details of what you are observing. For example, if you are observing something like a tangerine, the aim is to describe what it looks like, what is its shape, colour, and texture. You might place a descriptive name to it, like "orange", "smooth", or "round". The same process also can be applied to emotions (e.g. "heavy", "tense").

Participating Fully

An aim of mindfulness is to allow yourself to consider the whole of your experience, without excluding anything. Try to notice all aspects of whatever task or activity you are doing, and do it with your full care and attention.

Being Non-Judgemental

It is important to adopt an accepting stance towards your experience. A significant reason for prolonged emotional distress relates to attempts to avoid or control your experience. When being more mindful, no attempt is made to evaluate experiences or to say that they are good, bad, right, or wrong, and no attempt is made to immediately control or avoid the experience. Accepting all of one's experience is one of the most challenging aspects of mindfulness, and takes time and practice to develop. Bringing a kind and gentle curiosity to one's experience is one way of adopting a non-judgmental stance.

Focusing on One Thing at a Time

When observing your own experience, a certain level of effort is required to focus your attention on only one thing at a time, from moment to moment. It is natural for distracting thoughts to emerge while observing, and there is a tendency to follow and 'chase' these thoughts with more thinking. The art of 'being present' is to develop the skill of noticing when you have drifted away from the observing and sensing mode, into thinking mode. When this happens it is not a mistake, but just acknowledge it has happened, and then gently return to observing your experience.

How to Become Mindful

Mindfulness is a skill that takes time to develop. It is not easy, and like any skill it requires a certain level of effort, time, patience, and ongoing practice. Mindfulness can be taught in a number of ways. Meditation is one of the key techniques used in mindfulness training, but not the only technique. Contact your mental health professional for further information on mindfulness training and whether it may be suited to your needs.

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calming technique

Everyone knows that breathing is an essential part of life, but did you know that breathing plays an essential role in anxiety? This information sheet will briefly discuss the role of breathing in anxiety and guide you through a simple calming technique that uses breathing patterns to help you relax.

Breathing is a powerful determinant of physical state. When our breathing rate becomes elevated, a number of physiological changes begin to occur. Perhaps you've noticed this yourself when you've had a fright; you might suddenly gasp, feel a little breathless and a little light-headed, as well as feeling some tingling sensations around your body. Believe it or not, the way we breathe is a major factor in producing these and other sensations that are noticeable when we are anxious.

Anxious breathing

You might already know that we breathe in oxygen – which is used by the body – and we breathe out carbon dioxide. In order for the body to run efficiently, there needs to be a **balance** between oxygen and carbon dioxide, and this balance is maintained through how fast and how deeply we breathe. Of course, the body needs different amounts of oxygen depending on our level of activity. When we exercise, there is an *increase* in both oxygen *and* carbon dioxide; in relaxation there is a *decrease* in both oxygen *and* carbon dioxide. In both cases the balance is maintained.

When we are anxious though, this balance is disrupted. Essentially, we take in more oxygen than the body needs – in other words we overbreathe, or *hyperventilate*. When this imbalance is detected, the body responds with a number of chemical changes that produce symptoms such as dizziness, light-headedness, confusion, breathlessness, blurred vision, increase in heart rate to pump more blood around, numbness and tingling in the extremities, cold clammy hands and muscle stiffness.

The normal rate of breathing is 10-12 breaths per minute – what's your breathing rate?

The Calming Technique

While overbreathing and hyperventilation are not specifically dangerous (it's even used in medical testing!), continued overbreathing can leave you feeling exhausted or "on edge" so that you're more likely to respond to stressful situations with intense anxiety and panic.

Gaining control over your breathing involves both slowing your rate of breathing and changing your breathing style. Use the calming technique by following these steps and you'll be on your way to developing a better breathing habit.

1. Ensure that you are sitting on a comfortable chair or laying on a bed
2. Take a breath in for 4 seconds (through the nose if possible
3. Hold the breath for 2 seconds
4. Release the breath taking 6 seconds (through the nose if possible)., then pause slightly before breathing in again.
5. Practise, practise, practise!

Breathing tips

- When you first begin changing your breathing, it may be difficult to slow your breathing down to this rate. You may wish to try using a 3-in, 1-hold, 4-out breathing rate to start off with.

- When you are doing your breathing exercises, make sure that you are using a stomach breathing style rather than a chest breathing style. You can check this by placing one hand on your stomach and one hand on your chest. The hand on your stomach should rise when you breathe in.

- Try to practise at least once or twice a day at a time when you can relax, relatively free from distraction. This will help to develop a more relaxed breathing habit. The key to progress really is practise, so try to set aside some time each day.

By using the calming technique, you can slow your breathing down and reduce your general level anxiety. With enough practice, it can even help to reduce your anxiety when you are in an anxious situation.

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progressive muscle
relaxation

One of the body's reactions to fear and anxiety is muscle tension. This can result in feeling "tense", or can lead to muscle aches and pains, as well as leaving some people feeling exhausted. Think about how you respond to anxiety. Do you "tense up" when you're feeling anxious? Muscle relaxation can be particularly helpful in cases where anxiety is especially associated to muscle tension. This information sheet will guide you through a common form of relaxation designed to reduce muscle tension.

Muscle tension

Muscle tension is commonly associated with stress, anxiety and fear as part of a process that helps our bodies prepare for potentially dangerous situations. Even though some of those situations may not actually be dangerous, our bodies respond in the same way. Sometimes we don't even notice how our muscles become tense, but perhaps you clench your teeth slightly so your jaw feels tight, or maybe your shoulders become. Muscle tension can also be associated with backaches and tension headaches.

Progressive Muscle Relaxation

One method of reducing muscle tension that people have found helpful is through a technique called Progressive Muscle Relaxation (PMR). In progressive muscle relaxation exercises, you tense up particular muscles and then relax them, and then you practise this technique consistently.

preparing for relaxation

When you are beginning to practice progressive muscle relaxation exercises keep in mind the folloing points.

- **Physical injuries.** If you have any injuries, or a history of physical problems that may cause muscle pain, always consult your doctor before you start.
- **Select your surroundings.** Minimise the distraction to your five senses. Such as turning off the TV and radio, and using soft lighting.
- **Make yourself comfortable.** Use a chair that comfortably seats your body, including your head. Wear loose clothing, and take off your shoes.
- **Internal mechanics.** Avoid practicing after big, heavy meals, and do not practice after consuming any intoxicants, such as alcohol.

general procedure

1 Once you've set aside the time and place for relaxation, slow down your breathing and give yourself permission to relax.
2 When you are ready to begin, tense the muscle group described. Make sure you can feel the tension, but not so much that you feel a great deal of pain. Keep the muscle tensed for approximately 5 seconds.
3 Relax the muscles and keep it relaxed for approximately 10 seconds. It may be helpful to say something like "Relax" as you relax the muscle.
4 When you have finished the relaxation procedure, remain seated for a few moments allowing yourself to become alert.

Relaxation sequence

1. **Right hand and forearm**. Make a fist with your right hand.
2. **Right upper arm.** Bring your right forearm up to your shoulder to "make a muscle".
3. **Left hand and forearm.**
4. **Left upper arm.**
5. **Forehead.** Raise your eyebrows as high as they will go, as though you were surprised by something.
6. **Eyes and cheeks.** Squeeze your eyes tight shut.
7. **Mouth and jaw.** Open your mouth as wide as you can, as you might when you're yawning.
8. **Neck. !!!** Be careful as you tense these muscles. Face forward and then pull your head back slowly, as though you are looking up to the ceiling.
9. **Shoulders.** Tense the muscles in your shoulders as you bring your shoulders up towards your ears.
10. **Shoulder blades/Back.** Push your shoulder blades back, trying to almost touch them together, so that your chest is pushed forward.
11. **Chest and stomach.** Breathe in deeply, filling up your lungs and chest with air.
12. **Hips and buttocks.** Squeeze your buttock muscles
13. **Right upper leg**. Tighten your right thigh.
14. **Right lower leg**. !!! Do this slowly and carefully to avoid cramps. Pull your toes towards you to stretch the calf muscle.
15. **Right foot.** Curl your toes downwards.
16. **Left upper leg.** Repeat as for right upper leg.
17. **Left lower leg**. Repeat as for right lower leg.
18. **Left foot**. Repeat as for right foot.

Practice means progress. Only through practice can you become more aware of your muscles, how they respond with tension, and how you can relax them. Training your body to respond differently to stress is like any training – practising consistently is the key.

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Appendix D

Art and Other Creative Outlets

Using the creative parts to your brain has been a proven way to decrease stress/anxiety. Some people say they are not creative and so setting aside time to "do art" is not feasible for them. Good thing research has also found passive art (looking at art say in a museum) to be just as effective. Besides, there are many other ways to be creative other than painting or drawing.

Read the suggestions and then enjoy the rest of the time simply coloring. What is important is that you are focused in on the act. Enjoy!

Art Ideas

- Work your way through the alphabet creating an image (or taking a photo) of something that starts with each letter. Could also use clay and sculpt something representing each letter.
- Look around you and find an object to sketch. Challenge your self to spend at least 15 min drawing, no matter how simple the object is. Think color, texture, depth, shadowing, etc!
- FINGER PAINT!
- Get a rock and paint it.
- Write a quote you like on a piece of paper and draw what it means to you around it.
- Journal or create/read poetry. Writing is a creative outlet as well. Make time for it!
- Create a collage
- Cook! Cooking is actually a really creative event. Rather than thinking of it as a chore, look up new recipes or find ways to bring joy to this inevitable task.
- Paint, draw, or sketch to your favorite music.
- Create a postcard or card that you can choose to send to someone…or not!

Gratitude and Psychology

Three decades ago, Martin Seligman and colleagues launched the field of "Positive Psychology". Here began the scientific study emotions such as gratitude, optimism, forgiveness, happiness, compassion and altruism. At the time, this was a revolutionary idea in the field of psychology since most of the data about human emotion had previously focused on "negative psychology" such as mental illness, trauma, addiction and stress.

What we have learned is that cultivating personal attributes fortifies us during times of adversity and emotional turmoil and leads to greater happiness and resilience. Moreover, of all the attributes one can develop, gratitude is most strongly associated with mental health.

Gratitude is our emotion that relates to our ability to feel and express thankfulness and appreciation. Traditionally, the study of this emotion has been relegated to the fields of theology and philosophy. In 2007, Robert Emmons began researching gratitude through a psychological lens. He found that expressing gratitude improves mental, physical and relational well-being. Being grateful also impacts the overall experience of happiness, and these effects tend to be long-lasting.

Cultivating Gratitude

The most common method for cultivating gratitude is by keeping a "gratitude journal" and recording experiences for which one is grateful. The idea is to write about at least three positive experiences on a daily basis. Examples include taking notice of something in nature, an object of beauty, a pleasant conversation with a friend, a good cup of coffee or helping someone with a problem.

Recording these positive experiences boosts levels of alertness, enthusiasm, determination, attentiveness and energy, especially when compared to those who recorded or focused on negative events. Our days rarely go according to plan or without unexpected challenges. Some of us can naturally appreciate the sweet moments as they happen throughout the day, while many of us need to cultivate this sense of appreciation.

Research shows that recording experiences for which one is grateful for only two consecutive weeks has lasting positive effects sustained for up to six months. It therefore behooves us to keep a gratitude journal. In fact, the American Greetings Company recently launched a project in which they encourage people to build their gratitude quotient by simply building a ThankList for those aspects of life that bring us joy.

Benefits of Gratitude
o Improved physical, emotional, and social well-being
o Greater optimism and happiness,
o Improved feelings of connection in times of loss or crises
o Increased self-esteem
o Heightened energy levels
o Strengthened heart, immune system, and decreased blood pressure
o Improved emotional and academic intelligence
o Expanded capacity for forgiveness
o Decreased stress, anxiety, depression, and headaches
o Improved self-care and greater likelihood to exercise
o Heightened spirituality -- ability to see something bigger than ourselves

My Gratitude Journal

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

_____

3. _____

_____

_____

_____

_____

_____

Appendix F
How to Use the Time Management Worksheet

PART A: Identify Obligated Time
1. Fill in your MANDATORY work hours. Make sure to mark your planning period as "planning period."
2. Fill in the hours you have to come in early/stay after school each week. Only fill in the time slots that you know for sure will be taken each week.
3. Fill in the time it takes to get ready and travel between home, school, and work.
4. Fill in any other regular appointments (church, transporting children, etc.)
5. Fill in a Breakfast, Lunch, and Dinner Break. Include time for food preparation
6. Establish a set time to go to sleep and get up in the morning

PART B: Identify Free Time
1. Schedule fun events-- recreation, watching television, going out with friends, exercising, etc. Even if it is just once or twice a week, find time to do something you WANT to do.
2. Block off time to regularly lesson plan/grade.
3. Schedule regular breaks and rewards for completing a task.

PART C: Analyze Your Situation and Discuss With Your Group
1. Have you found "hidden time" you didn't know you had?
2. Is there the time that you set aside for lesson planning realistic? Is it too much?
3. Did anything surprise you as you completed your week?
4. How likely are you to actually stick to this schedule?
5. What are the benefits/drawbacks to having and following this schedule?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							

Appendix G
Wellness Plan
How I define success:

_____

_____.

Methods I choose to use to increase my relaxation:
-

-

When I get stressed, I will use the following coping strategies:
-

-

My living healthy (stress less) goals are:
-

-

Obstacles I may have to reaching my goals and reducing my stress levels are:
-

-

Possible solutions to these obstacles are:
-

-

I will reward myself for sticking to my wellness plan by:
-

-

I CHOOSE to be well because I deserve it. I will use this plan to take care of myself for the next month. I understand that I cannot help others if I am not healthy myself. In one month, my partner and I will reconnect to see are accomplishments. At anytime, I may reach out to my partner for support or to revise my plan.

Name: _____   Partner's Name: _____

Signature: _____   Partner's Signature: _____

Appendix H

Websites and Apps to Relax

All sites selected are free. This is by no means the end all, be all list of apps. This is merely a suggested starting place.

Calm.com	Website with calming nature scene and sound. Also walks you through a brief mindfulness activity if you want. Also in app form.
Stop, Breathe, & Think	App that is great for beginners but also has some quality guided meditations and mindfulness activity. Great for short breaks or longer sessions. Gives you an opportunity to check in with your emotional and physical well-being.
Breathe2Relax	App that focuses on breath. Always you to choose the pace!
Meditation Timer	App that is a simple meditation timer. Noises chime to denote the start and end to a meditation period. Set a notification so that you are reminded to meditate.
Relax Melodies	App that allows you to create a combination of noises to help you fall asleep.
Songza	Website/app that is great for playing music but they have playlists for relaxation and going to sleep.

Appendix I

coping with stress

Stress and Stressors

Stress is something that is part of normal life, in that it is experienced by everyone from time-to-time. However, some people suffer from stress which is so frequent or so severe that it can seriously impact on their quality of life. Stress can come from a huge range of sources (*stressors*), such as:

◊ Relationships with others
◊ Work-related issues
◊ Study demands
◊ Coping with illness
◊ Life changes, such as marriage, retirement, divorce
◊ Day-to-day activities and tasks
◊ Positive events, such as organising holidays or parties
◊ Juggling many roles or tasks at the same time

Some people are aware of what tends to trigger their stress, and this increases their ability to either prevent stress or to handle it more effectively. Many others are less able to deal with stress, and identifying stressors is a key step in this. If you often experience stress, take some time to consider what tends to set it off for you.

Symptoms of Stress

Some people do not even notice that they are stressed until symptoms begin to occur, including:
◊ Irritability or moodiness
◊ Interrupted sleep
◊ Worrying or feeling of anxiety
◊ Back and neck pain
◊ Frequent headaches, minor to migraine
◊ Upset stomach
◊ Increased blood pressure
◊ Changes in appetite
◊ Rashes or skin breakouts
◊ Chest pains
◊ Making existing physical problems worse
◊ More susceptible to cold/flu and slower recovery

These symptoms reduce quality of life, and people suffering from stress may notice that work performance or relationships suffer more as a result. You may be able to use some the strategies listed here, or you may find it useful to consult a professional for more help.

Stress Management Tips

1) **Identify your stressors**, and see if there are some things within your control to manage better. Some things will be beyond your control, for example if you work a job that is based on working towards deadlines then you can't change this without changing jobs. But perhaps you can control some aspects, such as scheduling to have at least a short lunch break each day, or to go to bed earlier so that you have more energy to cope with the daytime.

2) Build **regular exercise** into your life - as well as being part of a healthy , balanced lifestyle and giving you more energy, many people find that working out at the gym or playing sport helps them to unwind.

3) Make sure that you **eat and sleep well.**

4) **Take time out** for family, friends and recreational activities. Most of us know that this is important but we do not all do it. If you find it hard to make time for this, perhaps you need to take deliberate steps to have time out, such as set aside one evening a week where you meet up with friends or enjoy a hobby, or set aside one day of the weekend for relaxing at home.

5) **Problem-solving techniques** can be a useful way of clarifying the problem, brainstorming possible solutions, and then choosing one to put into action after listing the pros and cons of each option. See the handout *Problem Solving* for more details about this.

6) **Learn calming techniques** such as controlled breathing and progressive muscle relaxation, to train your mind and body to become more relaxed. These techniques require practice but can be helpful with regular use. See handouts *Calming Technique* and *Progressive Muscle Relaxation.*

7) You may wish to speak to a professional about **assertiveness training and communication skills** which can help you to deal with challenging situations more effectively, thereby reducing stress. See the handout *Assertive Communication.*

8) Last but definitely not least, consider whether there is **negative thinking** which is contributing to your stress. Negative thinking can make us worry more than is necessary, increasing stress, and generally does not motivate us to take positive actions. See the handouts *Thinking & Feeling, Analysing Your Thinking* and *Changing Your Thinking.*

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Fun Activities Catalogue

The following is a list of activities that might be fun and pleasurable for you. Feel free to add your own fun activities to the list.

1. Soaking in the bathtub
2. Planning my career
3. Collecting things (coins, shells, etc.)
4. Going for a holiday
5. Recycling old items
6. Relaxing
7. Going on a date
8. Going to a movie
9. Jogging, walking
10. Listening to music
11. Thinking I have done a full day's work
12. Recalling past parties
13. Buying household gadgets
14. Lying in the sun
15. Planning a career change
16. Laughing
17. Thinking about my past trips
18. Listening to others
19. Reading magazines or newspapers
20. Hobbies (stamp collecting, model building, etc.)
21. Spending an evening with good friends
22. Planning a day's activities
23. Meeting new people
24. Remembering beautiful scenery
25. Saving money
26. Card and board games
27. Going to the gym, doing aerobics
28. Eating
29. Thinking how it will be when I finish school
30. Getting out of debt/paying debts
31. Practising karate, judo, yoga
32. Thinking about retirement
33. Repairing things around the house
34. Working on my car (bicycle)
35. Remembering the words and deeds of loving people
36. Wearing sexy clothes
37. Having quiet evenings
38. Taking care of my plants
39. Buying, selling stocks and shares
40. Going swimming
41. Doodling
42. Exercising
43. Collecting old things
44. Going to a party
45. Thinking about buying things
46. Playing golf
47. Playing soccer
48. Flying kites
49. Having discussions with friends
50. Having family get-togethers
51. Riding a motorbike
52. Sex
53. Playing squash
54. Going camping
55. Singing around the house
56. Arranging flowers
57. Going to church, praying (practising religion)
58. Losing weight
59. Going to the beach
60. Thinking I'm an OK person
61. A day with nothing to do
62. Having class reunions
63. Going ice skating, roller skating/blading
64. Going sailing
65. Travelling abroad, interstate or within the state
66. Sketching, painting
67. Doing something spontaneously
68. Doing embroidery, cross stitching
69. Sleeping
70. Driving
71. Entertaining
72. Going to clubs (garden, sewing, etc.)
73. Thinking about getting married
74. Going birdwatching
75. Singing with groups
76. Flirting
77. Playing musical instruments
78. Doing arts and crafts
79. Making a gift for someone
80. Buying CDs, tapes, records
81. Watching boxing, wrestling
82. Planning parties
83. Cooking, baking
84. Going hiking, bush walking
85. Writing books (poems, articles)
86. Sewing
87. Buying clothes
88. Working
89. Going out to dinner
90. Discussing books
91. Sightseeing
92. Gardening
93. Going to the beauty salon
94. Early morning coffee and newspaper
95. Playing tennis
96. Kissing
97. Watching my children (play)
98. Going to plays and concerts
99. Daydreaming
100. Planning to go to school
101. Thinking about sex
102. Going for a drive
103. Listening to a stereo
104. Refurbishing furniture
105. Watching TV, videos
106. Making lists of tasks
107. Going bike riding
108. Walks on the riverfront/foreshore
109. Buying gifts
110. Travelling to national parks
111. Completing a task
112. Thinking about my achievements
113. Going to a footy game (or rugby, soccer,

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basketball, etc.)
114. Eating gooey, fattening foods
115. Exchanging emails, chatting on the internet
116. Photography
117. Going fishing
118. Thinking about pleasant events
119. Staying on a diet
120. Star gazing
121. Flying a plane
122. Reading fiction
123. Acting
124. Being alone
125. Writing diary/journal entries or letters
126. Cleaning
127. Reading non-fiction
128. Taking children places
129. Dancing
130. Going on a picnic
131. Thinking "I did that pretty well" after doing something
132. Meditating
133. Playing volleyball
134. Having lunch with a friend
135. Going to the hills
136. Thinking about having a family
137. Thoughts about happy moments in my childhood
138. Splurging
139. Playing cards
140. Solving riddles mentally
141. Having a political discussion
142. Playing cricket
143. Seeing and/or showing photos or slides
144. Knitting/crocheting/quilting
145. Doing crossword puzzles
146. Shooting pool/Playing billiards
147. Dressing up and looking nice
148. Reflecting on how I've improved
149. Buying things for myself
150. Talking on the phone
151. Going to museums, art galleries
152. Thinking religious thoughts
153. Surfing the internet
154. Lighting candles
155. Listening to the radio
156. Going crabbing
157. Having coffee at a cafe
158. Listening to the radio
159. Getting/giving a massage
160. Saying "I love you"
161. Thinking about my good qualities
162. Buying books
163. Taking a sauna or a steam bath
164. Going skiing
165. Going canoeing or white-water rafting
166. Going bowling
167. Doing woodworking
168. Fantasising about the future
169. Doing ballet, jazz/tap dancing
170. Debating
171. Playing computer games
172. Having an aquarium
173. Erotica (sex books, movies)

174. Going horseback riding
175. Going rock climbing
176. Thinking about becoming active in the community
177. Doing something new
178. Making jigsaw puzzles
179. Thinking I'm a person who can cope
180. Playing with my pets
181. Having a barbecue
182. Rearranging the furniture in my house
183. Buying new furniture
184. Going window shopping
185. Thinking I have a lot more going for me than most people

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sleep hygiene

What is Sleep Hygiene?

'Sleep hygiene' is the term used to describe good sleep habits. Considerable research has gone into developing a set of guidelines and tips which are designed to enhance good sleeping, and there is much evidence to suggest that these strategies can provide long-term solutions to sleep difficulties.

There are many medications which are used to treat insomnia, but these tend to be only effective in the short-term. Ongoing use of sleeping pills may lead to dependence and interfere with developing good sleep habits independent of medication, thereby prolonging sleep difficulties. Talk to your health professional about what is right for you, but we recommend good sleep hygiene as an important part of treating insomnia, either with other strategies such as medication or cognitive therapy or alone.

Sleep Hygiene Tips

1) **Get regular.** One of the best ways to train your body to sleep well is to go to bed and get up at more or less the same time every day, even on weekends and days off! This regular rhythm will make you feel better and will give your body something to work from.

2) **Sleep when sleepy.** Only try to sleep when you actually feel tired or sleepy, rather than spending too much time awake in bed.

3) **Get up & try again.** If you haven't been able to get to sleep after about 20 minutes or more, get up and do something calming or boring until you feel sleepy, then return to bed and try again. Sit quietly on the couch with the lights off (bright light will tell your brain that it is time to wake up), or read something boring like the phone book. Avoid doing anything that is too stimulating or interesting, as this will wake you up even more.

4) **Avoid caffeine & nicotine.** It is best to avoid consuming any caffeine (in coffee, tea, cola drinks, chocolate, and some medications) or nicotine (cigarettes) for at least 4-6 hours before going to bed. These substances act as stimulants and interfere with the ability to fall asleep

5) **Avoid alcohol**. It is also best to avoid alcohol for at least 4-6 hours before going to bed. Many people believe that alcohol is relaxing and helps them to get to sleep at first, but it actually interrupts the quality of sleep.

6) **Bed is for sleeping**. Try not to use your bed for anything other than sleeping and sex, so that your body comes to associate bed with sleep. If you use bed as a place to watch TV, eat, read, work on your laptop, pay bills, and other things, your body will not learn this connection.

7) **No naps.** It is best to avoid taking naps during the day, to make sure that you are tired at bedtime. If you can't make it through the day without a nap, make sure it is for less than an hour and before 3pm.

8) **Sleep rituals.** You can develop your own rituals of things to remind your body that it is time to sleep - some people find it useful to do relaxing stretches or breathing exercises for 15 minutes before bed each night, or sit calmly with a cup of caffeine-free tea.

9) **Bathtime**. Having a hot bath 1-2 hours before bedtime can be useful, as it will raise your body temperature, causing you to feel sleepy as your body temperature drops again. Research shows that sleepiness is associated with a drop in body temperature.

10) **No clock-watching**. Many people who struggle with sleep tend to watch the clock too much. Frequently checking the clock during the night can wake you up (especially if you turn on the light to read the time) and reinforces negative thoughts such as "*Oh no, look how late it is, I'll never get to sleep*" or "*it's so early, I have only slept for 5 hours, this is terrible.*"

11) **Use a sleep diary.** This worksheet can be a useful way of making sure you have the right facts about your sleep, rather than making assumptions. Because a diary involves watching the clock (see point 10) it is a good idea to only use it for two weeks to get an idea of what is going and then perhaps two months down the track to see how you are progressing.

12) **Exercise.** Regular exercise is a good idea to help with good sleep, but try not to do strenuous exercise in the 4 hours before bedtime. Morning walks are a great way to start the day feeling refreshed!

13) **Eat right.** A healthy, balanced diet will help you to sleep well, but timing is important. Some people find that a very empty stomach at bedtime is distracting, so it can be useful to have a light snack, but a heavy meal soon before bed can also interrupt sleep. Some people recommend a warm glass of milk, which contains tryptophan, which acts as a natural sleep inducer.

14) **The right space.** It is very important that your bed and bedroom are quiet and comfortable for sleeping. A cooler room with enough blankets to stay warm is best, and make sure you have curtains or an eyemask to block out early morning light and earplugs if there is noise outside your room.

15) **Keep daytime routine the same.** Even if you have a bad night sleep and are tired it is important that you try to keep your daytime activities the same as you had planned. That is, don't avoid activities because you feel tired. This can reinforce the insomnia.

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Appendix J

unhelpful thinking styles

When a person experiences an unhelpful emotion (eg, depression or anxiety), it is usually preceded by a number of unhelpful self-statements and thoughts. Often there is a pattern to such thoughts and we call these, "unhelpful thinking styles". One of the things we have noticed is that people use unhelpful thinking styles as an automatic habit. It is something that happens out of our awareness. However, when a person consistently and constantly uses some of these styles of thinking, they can often cause themselves a great deal of emotional distress. This information sheet describes a number of "unhelpful thinking styles". As you read through them, you might notice some thinking patterns and styles that you use consistently. Some of these styles might sound similar to one another. They are not meant to be distinct categories but to help you see if there is a kind of pattern to your thoughts.

Mental Filter:
This thinking styles involves a "filtering in" and "filtering out" process – a sort of "tunnel vision," focusing on only one part of a situation and ignoring the rest. Usually this means looking at the negative parts of a situation and forgetting the positive parts, and the whole picture is coloured by what may be a single negative detail.

e.g., Lisa has gained 2kgs. She is sure that everyone finds her unattractive now, despite the fact that she was asked out on a date last week and her friends told her they like a recent photo of her

Jumping to Conclusions:
We jump to conclusions when we assume that we know what someone else is thinking (mind reading) and when we make predictions about what is going to happen in the future (predictive thinking).

e.g., She probably thinks I am fat and lazy OR if I eat more than 1000 calories a day my weight will keep going up and it won't stop

Personalisation:
This involves blaming yourself for everything that goes wrong or could go wrong, even when you may only be partly responsible or not responsible at all. You might be taking 100% responsibility for the occurrence of external events.

e.g., It is all my fault that my parents fight

Catastrophising:
Catastrophising occurs when we "blow things out of proportion".., and we view the situation as terrible, awful, dreadful, and horrible, even though the reality is that the problem itself is quite small.

e.g., If I do not stay this thin it would be awful because nobody will ever be attracted to me ever again

Black & White Thinking:
This thinking style involves seeing only one extreme or the other. You are either wrong or right, good or bad and so on. There are no in-betweens or shades of gray

e.g., if I don't stick to my diet perfectly then I have failed. If I eat one biscuit I may as well have eaten 10

Shoulding and Musting:
Sometimes by saying "I should…" or "I must…" you can put unreasonable demands or pressure on yourself and others. Although these statements are not always unhelpful (eg "I should not get drunk and drive

home"), they can sometimes create unrealistic expectations.

e.g., I should never eat carbohydrates

Overgeneralisation:
When we overgeneralise, we take one instance in the past or present, and impose it on all current or future situations. If we say "You always…" or "Everyone…", or "I never…" then we are probably overgeneralising.

e.g., last time I regained weight my boyfriend and I broke up, so I'm never going to put on weight again

Labelling:
We label ourselves and others when we make global statements based on behaviour in specific situations. We might use this label even though there are many more examples that aren't consistent with that label.

e.g., I am weak because I binge eat

Emotional Reasoning:
This thinking style involves basing your view of situations or yourself on the way you are feeling. For example, the only evidence that something bad is going to happen is that you feel like something bad is going to happen.

e.g., I feel fat so I must have gained weight

Magnification and Minimisation:
In this thinking style, you magnify the positive attributes of other people and minimise your own positive attributes. It's as though you're explaining away your own positive characteristics or achievements as though they're not important.

e.g., She said I looked pretty but that doesn't count because she is always polite

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Appendix K
Post-Workshop Survey
Weblink: http://jmu.co1.qualtrics.com/SE/?SID=SV_eUJvlURRys74xRH

   1.

	Very Ineffective	Ineffective	Neither Effective nor Ineffective	Effective	Very Effective
How effective was this workshop on educating you on stress and ways to reduce it?					
How effective was this workshop at actually reducing your stress?					

2. Which parts of the workshop did you find HELPFUL? Click all that apply.
   - Opening: Factors that impact a student
   - Defining success
   - Writing a letter to a loved one
   - Breathing exercise
   - Station 1: Coloring
   - Station 2: Time Management
   - Station 3: Gratitude
   - Wellness Contract
3. What did you DISLIKE about the workshop?
   - Opening: Factors that impact a student
   - Defining success
   - Writing a letter to a loved one
   - Breathing exercise
   - Station 1: Coloring
   - Station 2: Time Management
   - Station 3: Gratitude
   - Wellness Contract

4. Overall, what were your thoughts regarding the workshop?
5. If you were to attend the workshop again, what topic(s) would you include?
6. What behavioral techniques, if any, are you implementing or hoping to implement in the near future?
7. Any further questions/comments?

Appendix L
IRB Approval

James Madison University
Human Research Review Request

FOR IRB USE ONLY:			
Exempt: ☐	**Protocol Number:**	**1st Review:** _____	**Reviewer:** _____
Expedited:X ☐	**IRB:** <u>16-0072</u>	**2nd Review:**	**Reviewer:**
Full Board: ☐	**Received:** _____	**3rd Review:**	

Project Title:	<u>Finding the Resilient Teacher With-In: A Workshop Proposal to Address K-12 Teacher Well-Being</u>
Project Dates: (Not to exceed 1 year minus 1 day)	From: <u>9 /1 /15</u> To: <u>10 / 1 /15</u> MM/DD/YY MM/DD/YY

Minimum # of Participants:	<u>20</u>
Maximum # of Participants:	<u>50</u>

Funding:	**External Funding:** **Yes:** ☐ **No:** X **If yes, Sponsor:**
	Internal Funding: **Yes:** ☐ **No:** X **If yes, Sponsor:**
	Independently: **Yes:** ☐ **No:** X
Incentives:	**Will monetary incentives be offered? Yes:** ☐ **No:** X
	If yes: How much per recipient? _____ **In what form?**
Must follow JMU Financial Policy:	http://www.jmu.edu/financemanual/procedures/4205.shtml#.394IRBApprovedResearchSubjects http://www.jmu.edu/financemanual/procedures/4205.shtml - .394IRBApprovedResearchSubjects

http://www.jmu.edu/financemanual/procedures/4205.shtml - .394IRBApprovedResearchSubjects

Responsible Researcher(s):	<u>Laura Jones</u>
E-mail Address:	<u>laura,jessica.jones@gmail.com</u>
Telephone:	<u>703.623.7435</u>
Department:	<u>Graduate Psychology - Counseling Program</u>
Address (MSC):	<u>85 N. High St., Apt F, Harrisonburg, VA 22802</u>
Please Select:	☐ Faculty ☐ Undergraduate Student
	☐ Administrator/Staff Member X Graduate Student

(if Applicable):	
Research Advisor:	<u>Renee Staton</u>
E-mail Address:	<u>statonar@gmail.com</u>
Telephone:	<u>540-568-7867</u>
Department:	<u>Graduate Psychology</u>
Address (MSC):	<u>7401</u>

Investigator: Please respond to the questions below. The IRB will utilize your responses to evaluate your protocol submission.

1. **X YES**   ☐ **NO**   Does the James Madison University Institutional Review Board define the project as *research?*

The James Madison University IRB defines "research" as a "*systematic* investigation designed to develop or contribute to *generalizable knowledge*." All research involving human participants conducted by James Madison University faculty and staff and students is subject to IRB review.

2.   X YES   ☐ NO   Are the human participants in your study *living* individuals?

"Individuals whose physiologic or behavioral characteristics and responses are the object of study in a research project. Under the federal regulations, human subjects are defined as: living individual(s) about whom an investigator conducting research obtains:
(1) data through intervention or interaction with the individual; or (2) identifiable private information."

3.   X YES   ☐ NO   Will you obtain data through *intervention* or *interaction* with these individuals?

"Intervention" includes both physical procedures by which data are gathered (*e.g.*, measurement of heart rate or venipuncture) and manipulations of the participant or the participant's environment that are performed for research purposes. "Interaction" includes communication or interpersonal contact between the investigator and participant (*e.g.*, surveying or interviewing).

4.   ☐ YES X NO   Will you obtain *identifiable private information* about these individuals?

"Private information" includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, or information provided for specific purposes which the individual can reasonably expect will not be made public (*e.g.*, a medical record or student record). "Identifiable" means that the identity of the participant may be ascertained by the investigator or associated with the information (*e.g.*, by name, code number, pattern of answers, etc.).

5.   ☐ YES X NO   Does the study present *more than minimal risk* to the participants?

"Minimal risk" means that the risks of harm or discomfort anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during performance of routine physical or psychological examinations or tests. Note that the concept of risk goes beyond physical risk and includes psychological, emotional, or behavioral risk as well as risks to employability, economic well being, social standing, and risks of civil and criminal liability.

CERTIFICATIONS:

For James Madison University to obtain a Federal Wide Assurance (FWA) with the Office of Human Research Protection (OHRP), U.S. Department of Health & Human Services, **all** research staff working with human participants must sign this form and receive training in ethical guidelines and regulations. "Research staff" is defined as persons who have direct and substantive involvement in proposing, performing, reviewing, or reporting research and includes students fulfilling these roles as well as their faculty advisors. The Office of Research Integrity maintains a roster of all researchers who have completed training within the past three years.

Test module **at ORI website**

http://www.jmu.edu/researchintegrity/irb/irbtraining.shtmlhttp://www.jmu.edu/researchintegrity/irb/irbtraining.shtml

Name of Researcher(s) and Research Advisor	Training Completion Date
Laura Jones	05/22/2015
Dr. Renee Staton	02/05/2013

For additional training interests, or to access a Spanish version, visit the National Institutes of Health Protecting Human Research Participants (PHRP) Course at: http://phrp.nihtraining.com/users/login.php.

By signing below, the Responsible Researcher(s), and the Faculty Advisor (if applicable), certifies that he/she is familiar with the ethical guidelines and regulations regarding the protection of human research participants from research risks. In addition, he/she agrees to abide by all sponsor and university policies and procedures in conducting the research. He/she further certifies that he/she has completed training regarding human participant research ethics within the last three years.

_____   _____

Principal Investigator Signature   Date

_____   _____

Principal Investigator Signature   Date

_____   _____

Principal Investigator Signature   Date

_____   _____

Faculty Advisor Signature   Date

Submit an electronic version (in a Word document) of your **ENTIRE** protocol to
researchintegrity@jmu.edu.
Provide a **SIGNED** hard copy of the Research Review Request Form to:
Office of Research Integrity, MSC 5738, 601 University Boulevard, Blue Ridge Hall, Third Floor, Room # 342

Purpose and Objectives

In one study, when teachers were asked, "Overall, how stressful do you find being a teacher?", the majority of teachers ranked their job as very or extremely stressful (Jin, Yeung, Tang, & Low, 2008), stating that work-related stress affected them physically and mentally. This sentiment was reinforced by increased sick days and low job satisfaction in the same group of teachers (Jin, Yeung, Tang, & Low, 2008). Stress is a part of life and in many ways is beneficial, but our bodies cannot withstand prolonged periods of stress. Excessive stress can impair us physically and emotionally, causing disruption in our serotonin levels which regulate our moods (Kyrou & Tsigos, 2009).

Along with high levels of stress in teachers is a high level of burnout. The National Commission on Teaching and America's Future (NCTAF) estimates that one-third of new teachers leave after three years, and 46% are gone within five years (Barnes, Crowe, & Schaefer, 2007). NCTAF also estimates that approximately $7.3 billion a year is spent on teacher turnover (Barnes et al., 2007).

The purpose of this research is to pilot a workshop to help K-12 teachers build resiliency to the stressors that are present in the profession and therefore begin to reduce teacher burnout. Many of the stressors present are out of the teachers' hands, for example the high student-teacher ratio is often a result of a school's financial constraints. However, my hope for the workshop is to encourage teachers to think about their own well-being and what is in their control. It is hypothesized that participants will report increased use of stress reduction techniques, which include cognitive, social, and behavioral components.

Procedures/Research Design/Methodology/Timeframe

Describe your participants. From where and how will potential participants be identified (e.g. class list, JMU bulk email request, etc.)?

Participants will be at least 18 years of age and members of the 2017 cohort of the Mississippi Teacher Corps (MTC), which is a program that is a part of The University of Mississippi in Oxford, Mississippi. MTC is an alternative route teaching program. Alternative route programs are a way to become a licensed teacher without needing to go back to school full time to earn a degree. The participants receive training over the summer. Then during the school year, they work full-time during the week and attend classes on certain weekends each semester. The program is 2 years long and culminates in participants graduating from the University of Mississippi with a Master's of Education. The main researcher was a part of the 2012 cohort.

How will subjects be recruited once they are identified (e.g., mail, phone, classroom presentation)? Include copies of recruitment letters, flyers, or advertisements.

Students enrolled in the Teacher Corps cohort meet eight Saturdays out of the semester. For one of those Saturdays, the workshop will be held as part of their regularly assigned class schedule. Cohort members will be notified of the study by their professor via email. One week prior to the class meeting, the consent letter and pre-workshop survey will be emailed out to participants. A member may choose not to participate in the study, but may still participate in the workshop.

Describe the design and methodology, including all statistics, IN DETAIL. What exactly will be done to the subjects? If applicable, please describe what will happen if a subject declines to be audio or video-taped.

One week before the workshop, a consent form and a survey will be emailed to all members of the cohort. The participants will be asked to sign and send the consent form back electronically by scanning the document. Paper versions of the consent form will also be present on the day of the workshop. The purpose of the survey is to assess participants' perceptions of their current stress levels as well as what they need and desire from a stress management workshop. The survey can be seen in the appendix.

The workshop will consist of one two-hour session. The first part of the session will include behavioral techniques (boundary setting, time management) and utilizing social support systems. The second half of the session will emphasize mindfulness (muscle relaxation and breathing techniques) and a focus on cognitions (reframing, irrational beliefs, and cognitive appraisal of stressors).

Finally, a follow-up survey will be sent after the session to gauge the effectiveness of the workshop and to see what techniques the participant is utilizing. This assessment can be seen in the appendix.

Emphasize possible risks and protection of subjects.

One of the goals of the experimenter is to provide a safe space for the participants to do some self exploration. With this comes the possibility that participants may explore new areas of themselves, which may be unexpected. Participants will be reminded that they have access to the University of Mississippi counseling center. Phone numbers, emails, and hours of operation will all be provided to all participants.

What are the potential benefits to participation and the research as a whole?

Participants in this study will gain new stress reduction techniques. The participants will also explore areas (relationships, academics, career, self) of their lives with which they are comfortable, and what areas may need extra attention.

Overall, this research will begin to explore the effectiveness of stress workshops for teachers. The qualitative assessments will highlight areas that may be beneficial to focus on and/or expand on in future workshops as well as which areas were not as helpful.

Will data be collected from any of the following populations?

                Minors (under 18 years of age); Specify Age: _____

                Prisoners

                Pregnant Women, fetuses, or neonates

                Cognitively impaired persons

                Other protected or potentially vulnerable population

    X   **Not Applicable**

Where will research be conducted? (Be specific; if research is being conducted off of JMU's campus a site letter of permission will be needed)

The campus of The University of Mississippi. The site letter is attached.

Will deception be used? If yes, provide the rationale for the deception. Also, please provide an explanation of how you plan to debrief the subjects regarding the deception at the end of the study.

No

What is the time frame of the study? (List the dates you plan on collecting data. This cannot be more than a year, and you cannot start conducting research until you get IRB approval)

The pre-workshop survey will be sent out September 12, 2015, pending IRB approval. The workshop will be held September 19, 2015. The follow-up assessment will be sent out September 19, 2015.

Data Analysis

How will data be analyzed?

Data will be in the form of narrative responses to the pre and post workshop surveys. The data will be analyzed using content analysis.

How will you capture or create data? Physical (ex: paper or tape recording)? Electronic (ex: computer, mobile device, digital recording)?

Data will be collected electronically via Qualtrics. Prompts to complete the pre and post workshop surveys will be sent via email. Paper copies will be brought to the workshop in case of technical difficulties. In the event that paper copies are necessary, the participants will be instructed not to put their names on the surveys, the researcher will leave the room, and the completed surveys will be placed into an envelope to ensure anonymity.

Do you anticipate transferring your data from a physical/analog format to a digital format? If so, how? (e.g. paper that is scanned, data inputted into the computer from paper, digital photos of physical/analog data, digitizing audio or video recording?)

If there are technical difficulties and I have to use the paper versions, I will then need to convert them into a digital version. I will input the data into my password-protected computer manually on site at the University of Mississippi.

How and where will data be secured/stored? (e.g. a single computer or laptop; across multiple computers; or computing devices of JMU faculty, staff or students; across multiple computers both at JMU and outside of JMU?) If subjects are being audio and/or video-taped, file encryption is highly recommended. If signed consent forms will be obtained, please describe how these forms will be stored separately and securely from study data.

Electronic consent forms received prior to the workshop will be printed and placed in a locked cabinet in the faculty supervisor's office in Johnson Hall. If paper consent forms are necessary, they will be collected on-site at the University of Mississippi and then carried back to James Madison via a locked box. Once there, they will be placed in the locked cabinet in Johnson Hall.

All survey data will be submitted anonymously via Qualtrics. If the paper surveys are necessary, the surveys will be kept secure by the researcher in a portable lock box (that is separate from the consent form lock box) until they are entered, on-site, on the researcher's password-protected computer. Office space is available to the researcher at the University of Mississippi for this purpose. After the data are entered, the paper surveys will be shredded on-site at the University of Mississippi. As stated above, the consent forms will be transported back to JMU in their locked box.

Who will have access to data? (e.g. just me; me and other JMU researchers (faculty, staff, or students); or me and other non-JMU researchers?)

Just me.

If others will have access to data, how will data be securely shared?

n/a

Will you keep data after the project ends? (i.e. yes, all data; yes, but only de-identified data; or no) If data is being destroyed, when will it be destroyed, and how? Who will destroy the data?

Yes, all digital data will be retained; all are de-identified.

Reporting Procedures

Who is the audience to be reached in the report of the study?

The intended audience are all mental health professionals that work with teachers, school counselors, and teachers.

How will you present the results of the research? (If submitting as exempt, research cannot be published or publicly presented outside of the classroom. Also, the researcher cannot collect any identifiable information from the subjects to qualify as exempt.)

The research will be presented to the graduate community at James Madison University and potentially state conferences and publications.

How will feedback be provided to subjects?

All participants will be able to read the results of the study. They will be emailed information regarding this at the conclusion of the study.

Experience of the Researcher (and advisor, *if student*):

Please provide a paragraph describing the prior relevant experience of the researcher, advisor (if applicable), and/or consultants.If you are a student researcher, please state if this is your first study. Also, please confirm that your research advisor will be guiding you through this study.

Ms. Jones is in her final year of the master's program in counseling at James Madison University. She is the student researcher in charge of this project. She has

experience in the classroom as a licensed high school math teacher. She has completed the IRB training.

Dr. Renee Staton is a Professor in the Department of Graduate Psychology and has supervised student research projects here since 1999. She has published in national journals such as *Counselor Education and Supervision, The Professional School Counselor,* and *The Journal of Mental Health Counseling* and is committed to enhancing her students' research and data-gathering experience. She will be the advisor for this project.

"Web"/ "Email" Cover Letter (used in anonymous research)

Identification of Investigators & Purpose of Study

You are being asked to participate in a research study conducted by Laura Jones from James Madison University. The purpose of this study is to pilot a workshop to help K-12 teachers build resiliency to the stressors that are present in the profession. This study will contribute to the researcher's completion of her master's thesis.

Research Procedures

This study consists of participation in one two-hour workshop and the completion of a series of online surveys that will be administered to individual participants through Qualtrics (an online survey tool). You will be asked to provide answers to a series of questions related to stress and the workshop.

Time Required

Participation in this study will require a total of 3 hours of your time. There will be one two-hour workshop. There will be 2 short questionnaires that should require no more than 15 minutes of your time each.

Risks

The investigator perceives the following as a possible risks arising from your involvement with this study: One of the goals of the experimenter is to provide a safe space to do some self-exploration. With this, comes the possibility that exploring new areas may be unexpected. As a reminder, you have access to the University of Mississippi counseling center. Call 662-915-3784 to make an appointment or email counslg@olemiss.edu.

Benefits

Potential benefits from participation in this study include new stress reduction techniques as well as exploration into areas of personal relationships, academics, career, and the self. Overall, this research will begin to explore the effectiveness of stress workshops for teachers. The qualitative assessments will highlight areas that may be beneficial to focus on and/or expand on in future workshops as well as which areas were not as helpful.

Confidentiality

The results of this research will be presented to the graduate community at James Madison University and, potentially, state conferences and publications. While individual responses are anonymously obtained and recorded online through the Qualtrics, data is kept in the strictest confidence. No identifiable information will be collected from the participant and no identifiable responses will be presented in the final form of this study. All data will be stored in a secure location only accessible to the researcher. The researcher retains the right to use and publish non-identifiable data. At the end of the study, all records will be destroyed. Final aggregate results will be made available to participants upon request.

Participation & Withdrawal

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind. However, once your responses have been submitted and anonymously recorded you will not be able to

withdraw from the study. Furthermore, you can choose not to participate in the study, but to participate in the workshop.

Questions about the Study

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

Laura Jones	A. Renee Staton, Ph.D., LPC
Graduate Psychology	Professor, Counseling Program, Graduate Psychology
James Madison University	James Madison University
Laura.jessica.jones@gmail.com	statonar@gmail.com

Questions about Your Rights as a Research Subject

Dr. David Cockley
Chair, Institutional Review Board
James Madison University
(540) 568-2834
cocklede@jmu.edumailto:cocklede@jmu.edu

Giving of Consent

I have been given the opportunity to ask questions about this study. I have read this consent and I understand what is being requested of me as a participant in this study. I certify that I am at least 18 years of age. By completing and submitting this anonymous survey, I am consenting to participate in this research.

_____ _____
Name of Researcher (Printed)   Date

This study has been approved by the IRB, protocol # _____.

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