

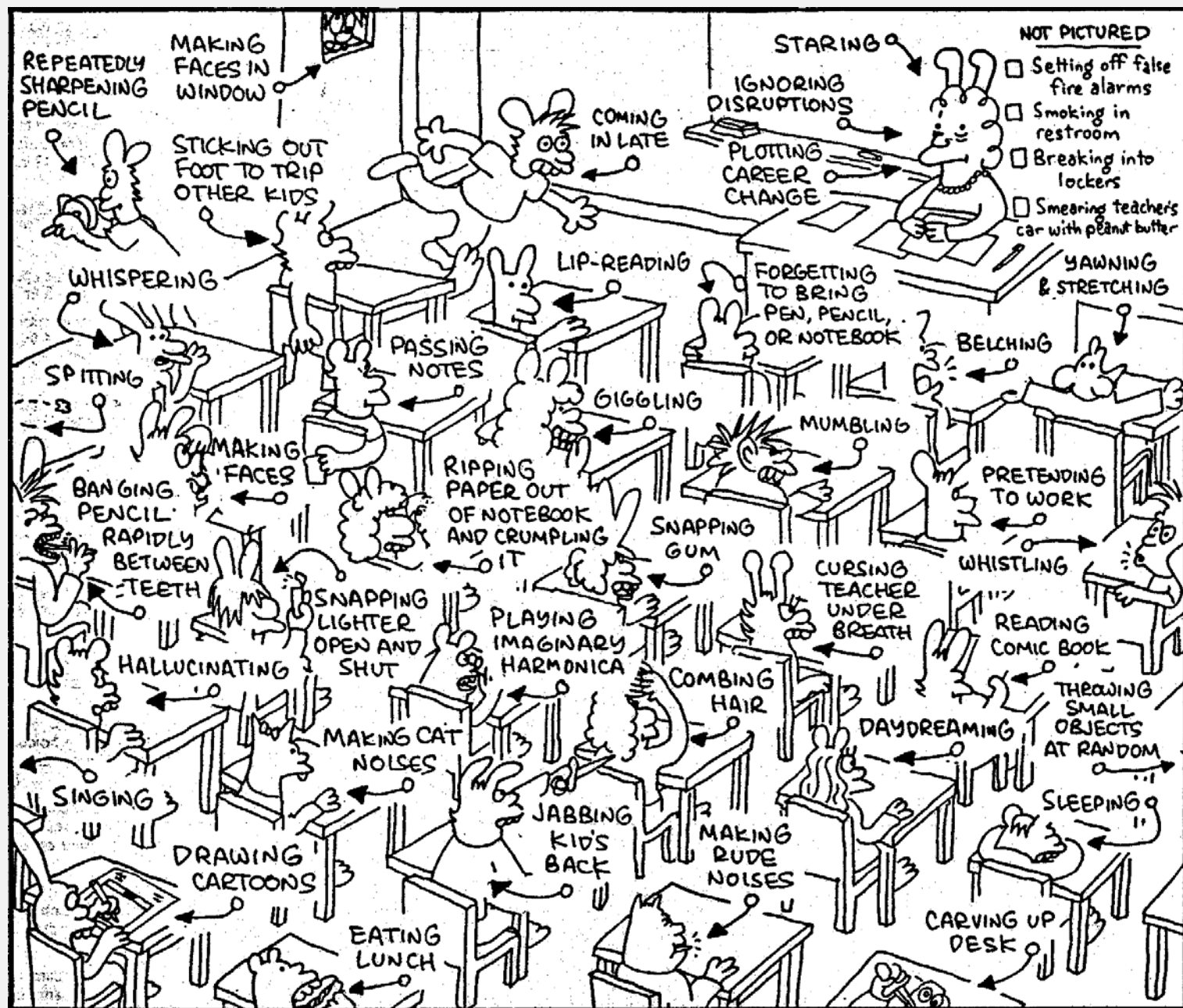
**MINDFULNESS TOOLS TO PREVENT BURNOUT:  
FOSTERING TEACHERS' SOCIAL AND  
EMOTIONAL COMPETENCIES**

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**February 11<sup>th</sup>, 2020**



**Teaching =  
Cognitive  
+  
Emotional  
Demands**

# TEACHER STRESS – A GROWING PROBLEM



- 50% report regular, excessive stress



- 40% leave teaching in first 5 years



- Attrition from stress  
& heavy workloads, not salary

## **Emotional labor**

Feeling you must suppress your emotions daily (e.g. by keeping a smile on) when your personal values don't match up with work expectations (e.g. wanting more time to support every student but needing to meet curriculum demands)

## **Compassion fatigue**

Feeling helpless when constantly exposed to students who you can't help and who are suffering (e.g. from poverty, homelessness, racism, violence)

## **Burnout**

High work-related stress piled up over months or years including mental, physical, and emotional exhaustion that leads to not being able to cope with demands (e.g. from parents, students, policies, curriculum)



# TEACHER STRESS – THE BURNOUT CASCADE

**Deteriorating Classroom  
Climate**



**Student Misbehavior**

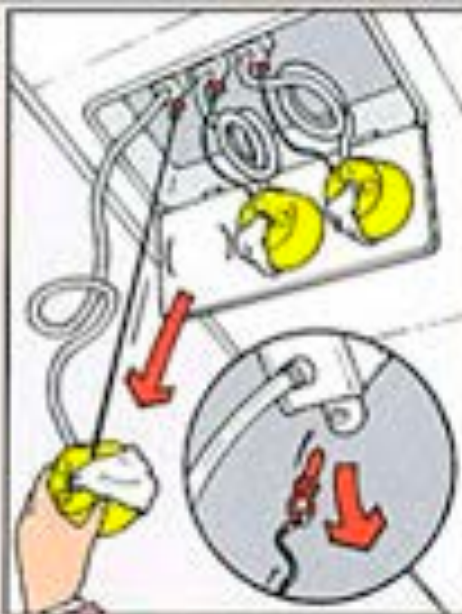
**Emotional Exhaustion**

**Callousness**





1



2



3



4





# SEL is...

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

# SOCIAL AND EMOTIONAL LEARNING

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others



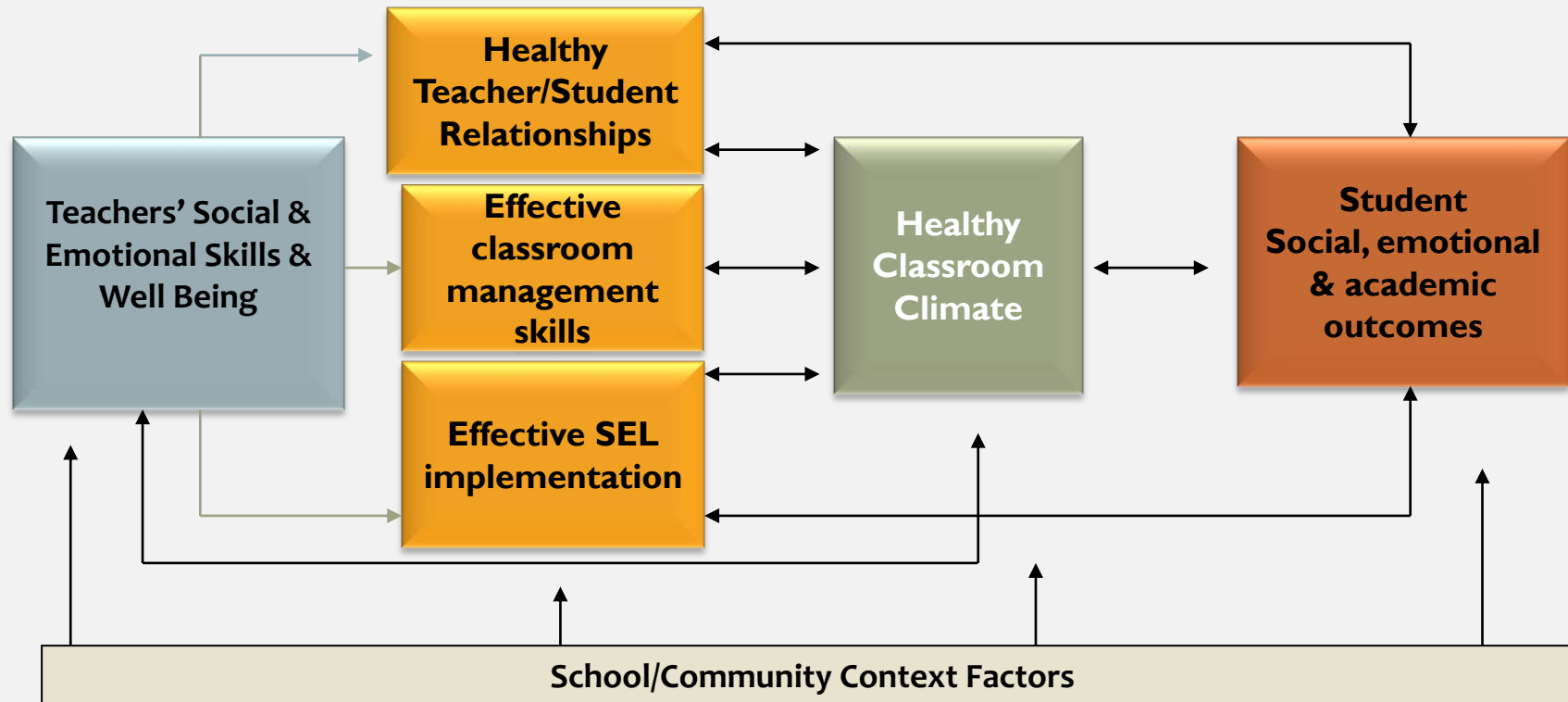
- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help



# TEACHER SOCIAL & EMOTIONAL WELLBEING CAN IMPACT STUDENTS



Jennings & Greenberg (2009)

## SEL WORKS: COMPELLING NATIONAL EVIDENCE

### Science Links SEL to Adult Gains



Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer** because they're able to work more effectively with challenging students —one of the main causes of burnout.

# ADULT SEL IMPROVES SCHOOLS



## **Leadership-staff relationships**

(Patti & Tobin, 2003)



## **Staff-staff relationships**

(Bryk & Schneider, 2002)



## **Staff-student relationships**

(Jennings & Greenberg, 2009, Durlak et al., 2011, Marzano & Marzano, 2003)



## **Classroom interaction quality**

(Jennings et al., 2017, Brown et al., 2017)

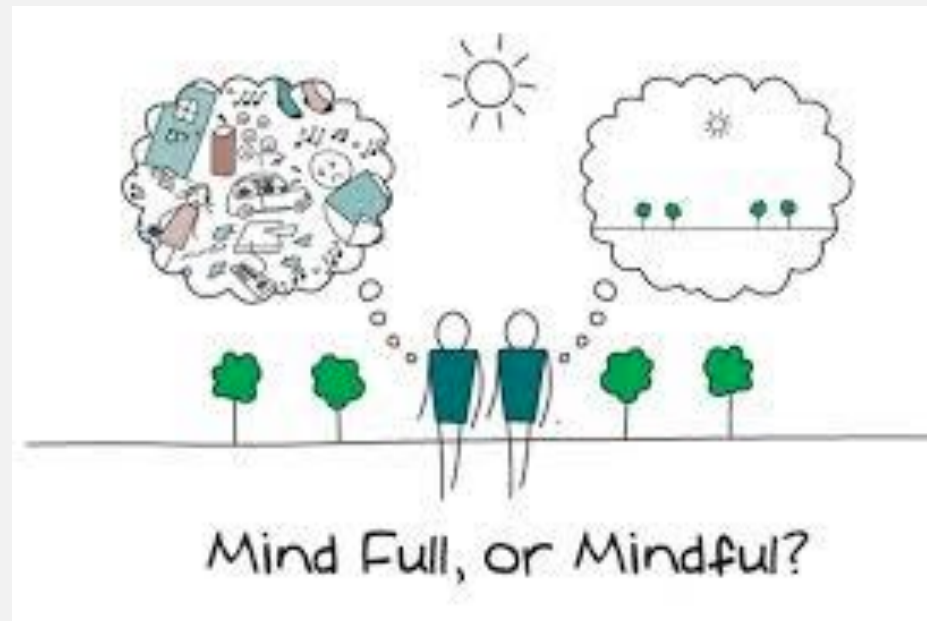
HOW CAN WE PROMOTE  
ADULT SEL?





# MINDFULNESS

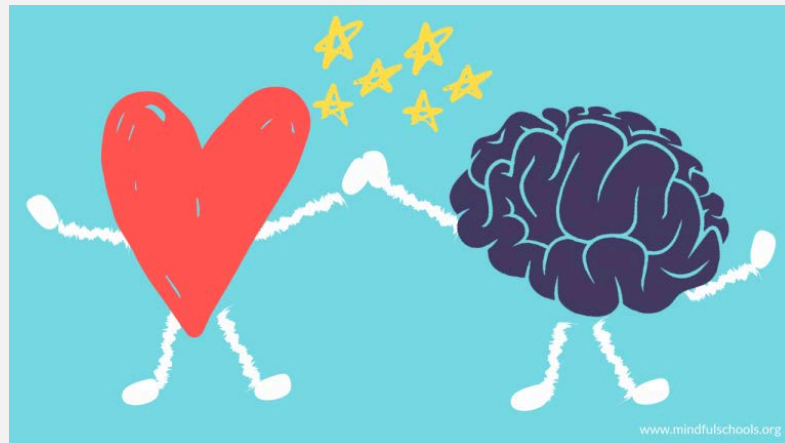
*Paying attention in a particular way; on purpose, in the present moment without judgment.*



## MINDFULNESS & SEL

**SEL** uses an outside-in approach with a focus on building skills; **Mindfulness** works from the inside-out, building on everyone's innate capacities for relationship building, such as empathy and kindness.

(Lantieri & Zakrezewski, 2015).

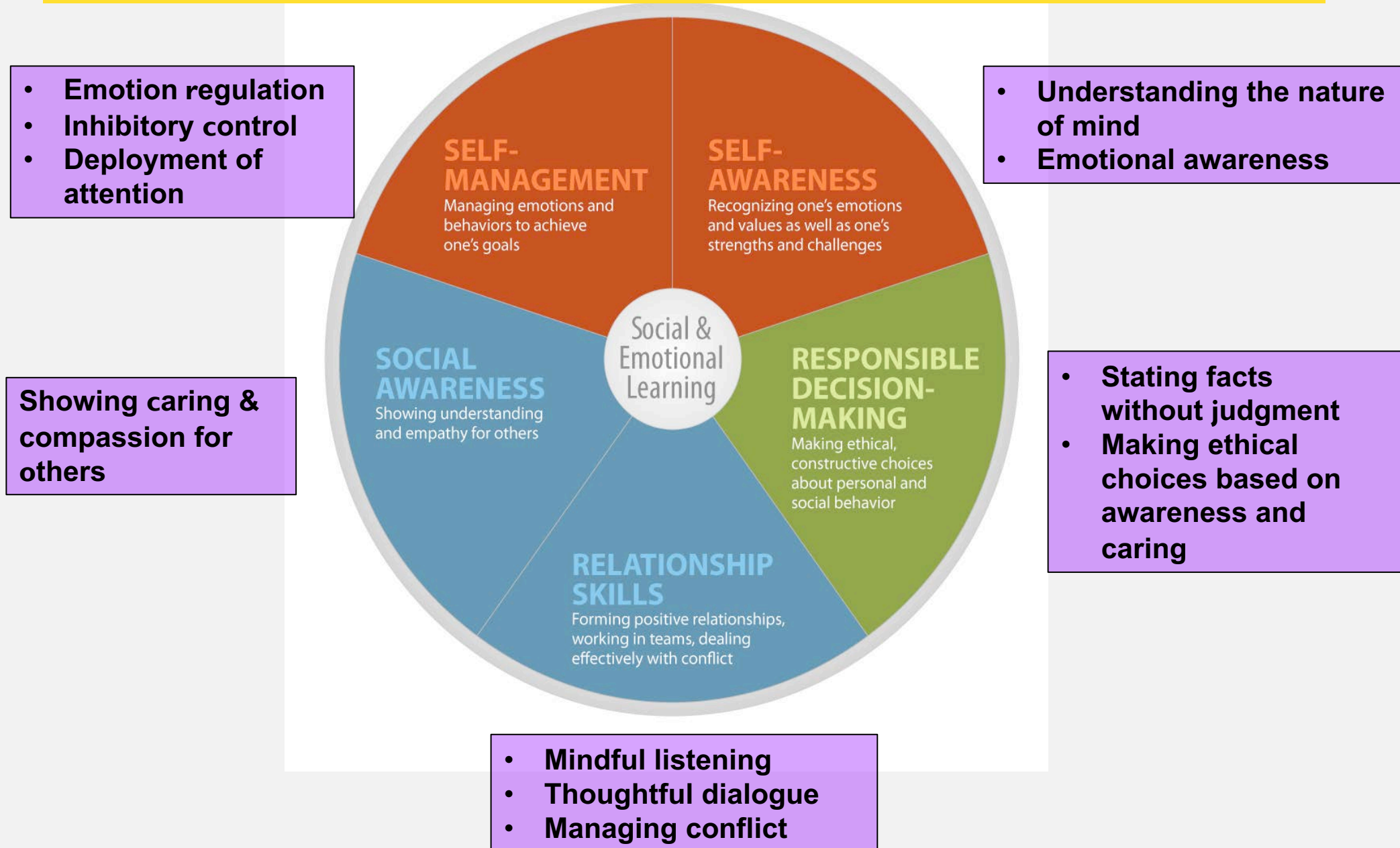


## Social & Emotional Learning Core Competencies



**MINDFULNESS**  
works from the inside-out;  
helping us practice  
monitoring our inner selves  
and building emotion  
regulation

# Mindfulness Practices Enhance SEL Skills





# MINDFULNESS AWARENESS PRACTICES (MAPS)

**Exercises that promote a state of heightened and receptive attention to moment-by-moment experience** (Bishop et al., 2004; Siegel, 2007)



*Meditation, yoga, tai-chi, mindful walking,  
centering prayer, dance, qigong etc.*

## MINDFULNESS & TEACHERS: RESEARCH SUMMARY

**Studies suggest that when teachers practice mindfulness, students' misbehavior and other stressors become like water off a duck's back, allowing them to stay focused on what teachers really want to do: teach.**



## C.A.R.E

(Cultivating Awareness & Resilience in Education)

- 4 day retreat for teachers
- Provides emotion regulation practice & mindfulness training to teachers
- Positive impacts on teacher wellbeing & student.



**C.A.L.M.**

## Community Approach to Learning Mindfully

- Daily, 20 minute group meetings in school building
- Focus on intention setting & gratitude
- Showed reduction in physical symptoms of chronic stress & self-reported burnout.

(Katz, Harris, Abenavoli, Greenberg, & Jennings, 2018; Harris et al., 2018)



# MINDFULNESS IMPROVES TEACHER WELLBEING

## Emotion Regulation

Mindfulness creates changes in the brain that correspond to less reactivity and better ability to engage in highly emotional activities

Goldin & Gross, 2010; Roemer, Williston, & Rollins, 2015

## Greater Compassion

People randomly assigned to mindfulness training are more likely to help people in needs and have greater self-compassion

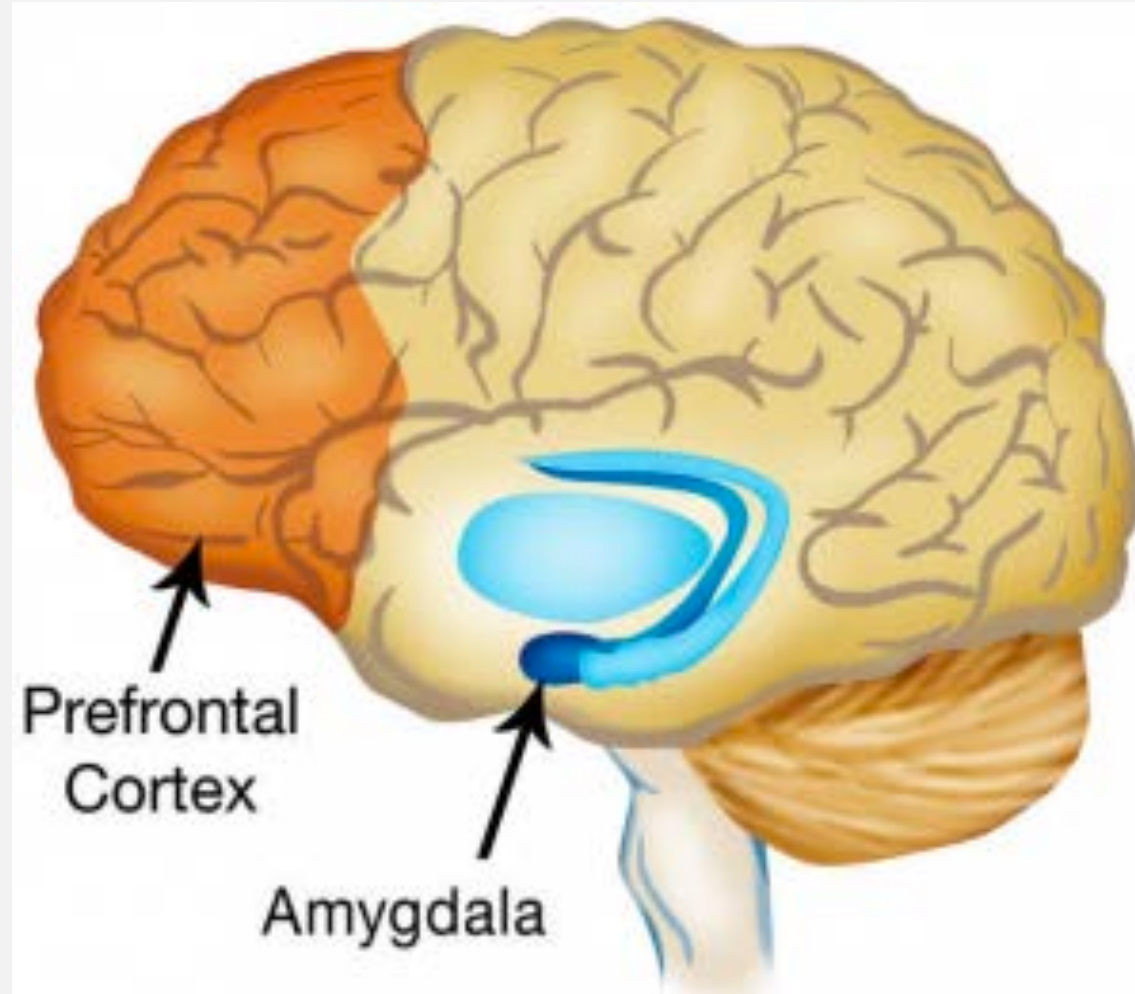
Birnie, Spica & Desteno, 2013; Condon, Desbordes, Miller, Neff & Gremer, 2013; Katz et al., 2018;

## Reduced Stress & Anxiety

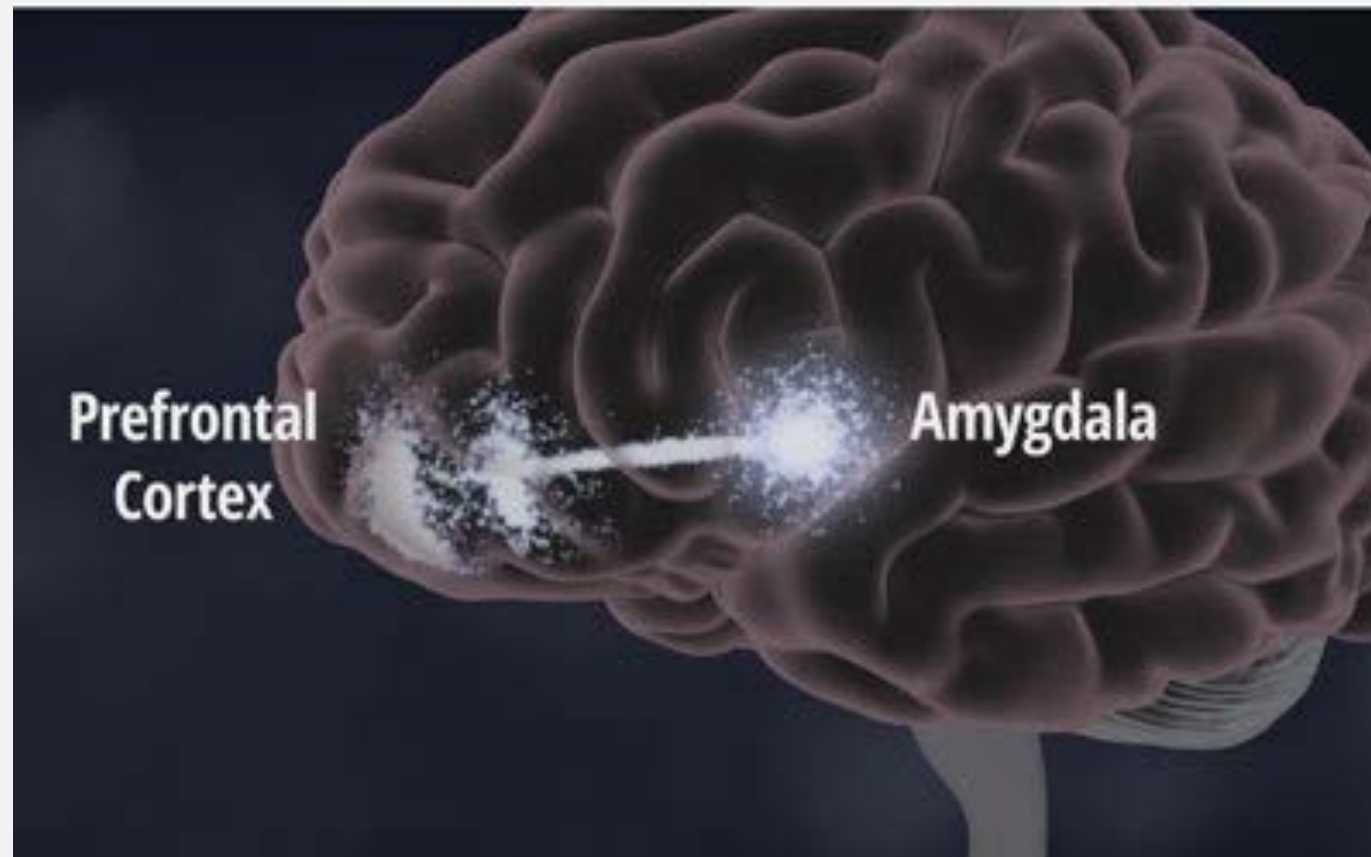
Mindfulness reduces feelings of stress and improves anxiety and depression in stressful social isolation

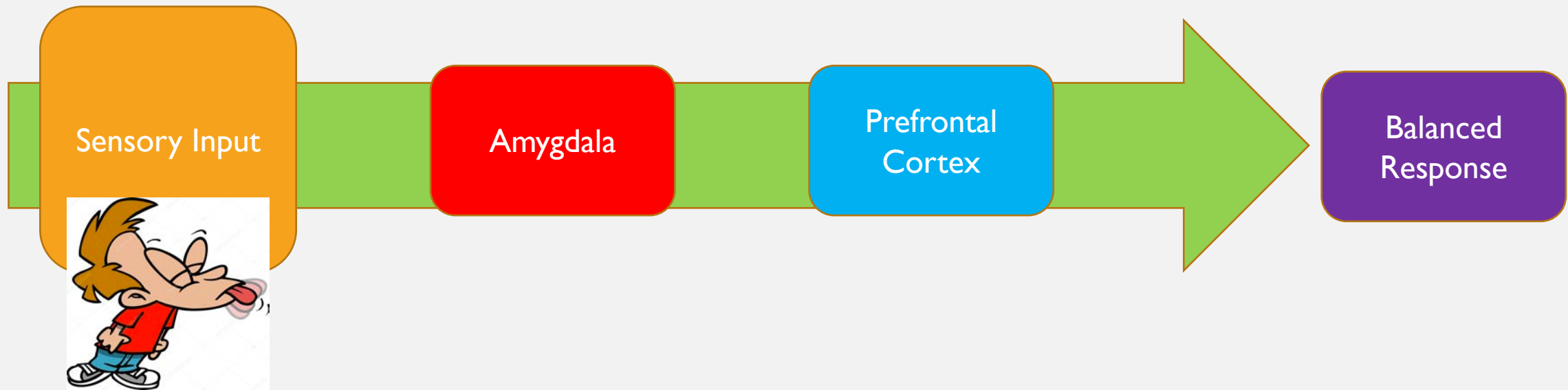
Chiesa & Serretti, 2009; Hodge et al., 2013; Shapiro, Brown, & Biegel, 2007; Flook et al., 2013; Harris et al., 2013; Abenavoli, Jennings, Greenberg, Harris, & Katz, 2013; Harris, Jennings, Katz, Abenavoli, & Greenberg, 2016; Katz, Greenberg, Jennings, & Klein, 2016

# MINDFULNESS & THE BRAIN

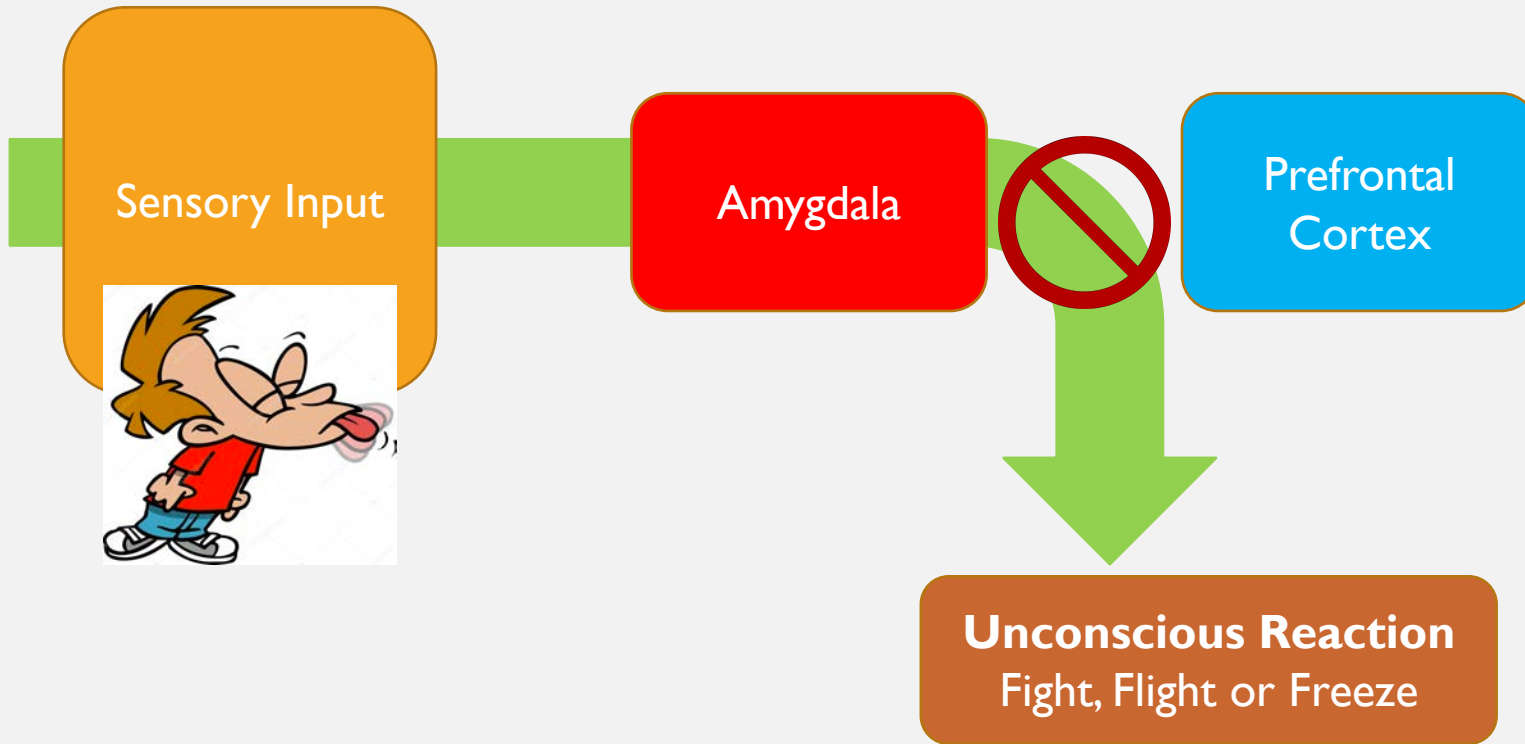


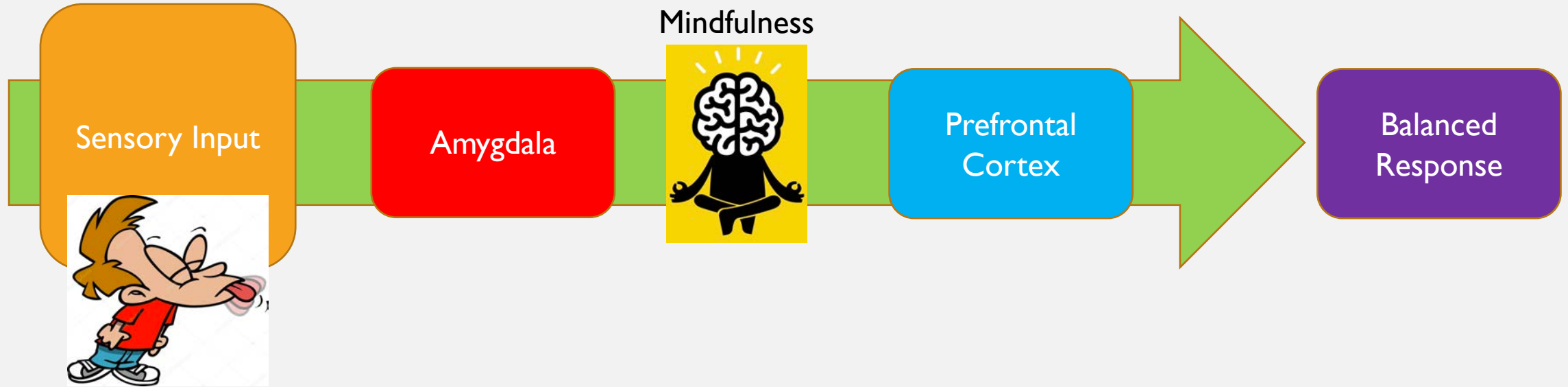
# MINDFULNESS BUILDS NEURAL CONNECTIONS











Mindfulness creates space, shifting brain activity to the prefrontal cortex, reducing unconscious reactivity

# WHAT DOES MINDFULNESS FEEL LIKE?



## HOW TO GET STARTED

# Set an intention to practice

**Intention:** A determination to act in a certain way  
(different from a goal)

## HOW TO GET STARTED

**Designate a place & time to practice**

## HOW TO GET STARTED

**Choose a resource to support  
your practice & develop a routine**



## HOW TO PRACTICE MINDFULNESS?

**JUST DO IT.**



It's the  
regularity of  
the practice  
that is most  
important!

## WHAT TO DO

### Stop & Notice

**S**top what you are doing.

**T**ake a deep breath. Breathe in for a count of 3, hold for a count of one and exhale for a count of 5.

**O**bserve what is happening around you at this moment.

**P**roceed with what you were doing



## WHAT TO DO

# Use the “I am aware” sentence starter to check in with yourself

- *"I am aware that I am feeling upset at Francis for continually getting out of his seat."*
- *"I am aware I'm feeling surprised by how well the guided practice part of the lesson went."*
- *"I am aware I'm anxious about seeing Jenna next period, since yesterday we had a tough moment in class."*

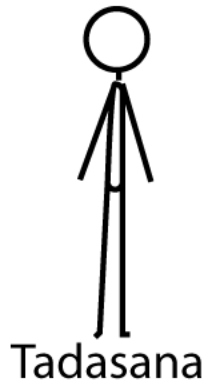


## WHAT TO DO

**Use ‘Wait time’ for you**

Use it to mindfully take a nice, deep breath.

If you are standing, notice the weight of your feet on the ground.



WHAT DO TO

**Choose what works for you and do it.**

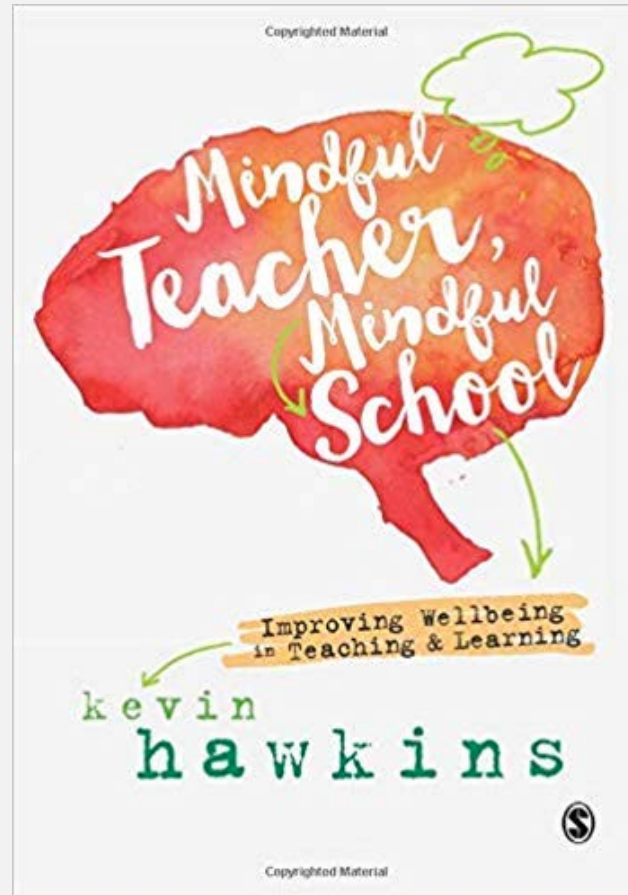
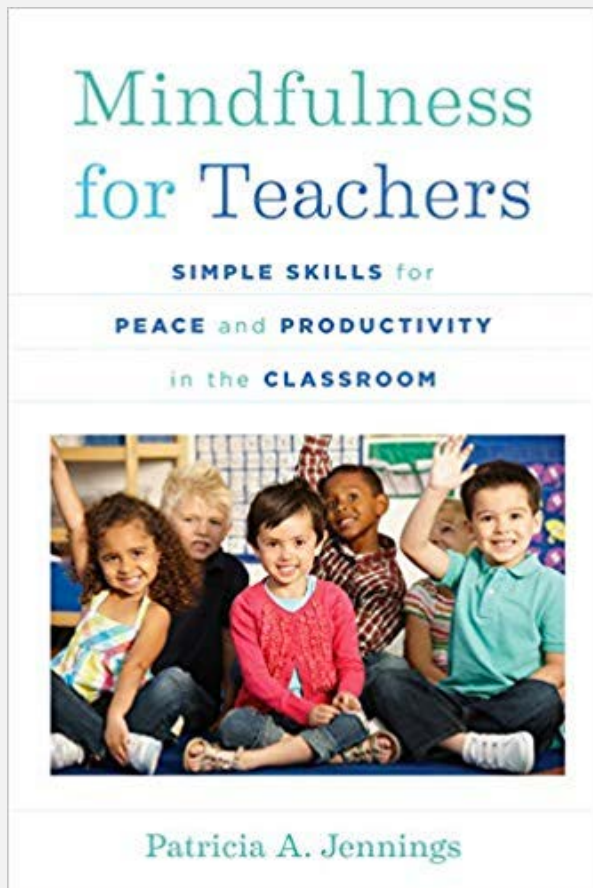




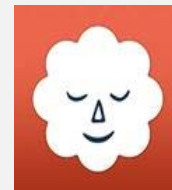
THANK YOU!



# RESOURCES

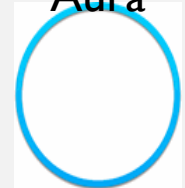


Calm



Stop, Breathe  
& Think

Aura



FOR MORE INFORMATION ON SCHOOLWIDE SEL, JOIN US  
THIS SUMMER!

