

Promoting Organizational and Individual Well-Being for DE-MTSS Tier 3 Facilitators

April 11, 2024

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Project GROW



Project GROW



Growing Resilience, Opportunities, and Wellness in Delaware Schools

Project GROW is a partnership between Delaware school systems, university training programs and centers, and state and community agencies to advance training and practice in evidence-based, equity-centered school mental health service delivery within a multi-tiered systems of support (MTSS) framework.

Funded by the United States Department of Education through [the Mental Health Service Professional Demonstration Grant Program](#) and the [Delaware Department of Education](#), Project GROW seeks to address two documented societal crises: (a) the prevalence of mental health needs among children and adolescents and (b) the shortage of school-based mental health service professionals.



Learning Objectives

By the end of this webinar, you will be able to:

1. Describe the importance of promoting and prioritizing well-being for individuals providing academic and non-academic supports at Tier 3 of a DE-MTSS framework
1. Reflect on organizational and individual practices that promote and sustain well-being
1. Use resources and tools to support organizational and individual well-being



Agenda

- 1 Prioritizing Well-Being for Tier 3 Professionals**
Why is it so important?
- 2 Unpacking Organizational Well-Being**
What does well-being look and feel like at the systems level?
- 3 Unpacking Individual Well-Being**
What does well-being look and feel like at the individual level?
- 4 Tools for Well-Being Promotion**
What resources and tools are available to support organizational and individual well-being promotion?
- 5 Application and Wrap-Up**
What does all of this mean for us and our work?



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Let's Check In. How are you feeling?



I am... *

☐ starting my day.

☐ beginning a break

☐ ending my break.

☐ ending my day.

How are you feeling right now? *

☐ 🤩 Excited

☐ 😊 Happy

☐ 😕 Confused

☐ 😊 Content/OK

☐ 😞 Sad

☐ 😰 Anxious

☐ 😨 Scared

☐ 😡 Angry

☐ 😴 Tired

☐ Other...

What is a strategy or support that may help my ability to focus? *

☐ Deep Breathing

☐ Muscle Relaxation

☐ Journaling

☐ Listening to Music

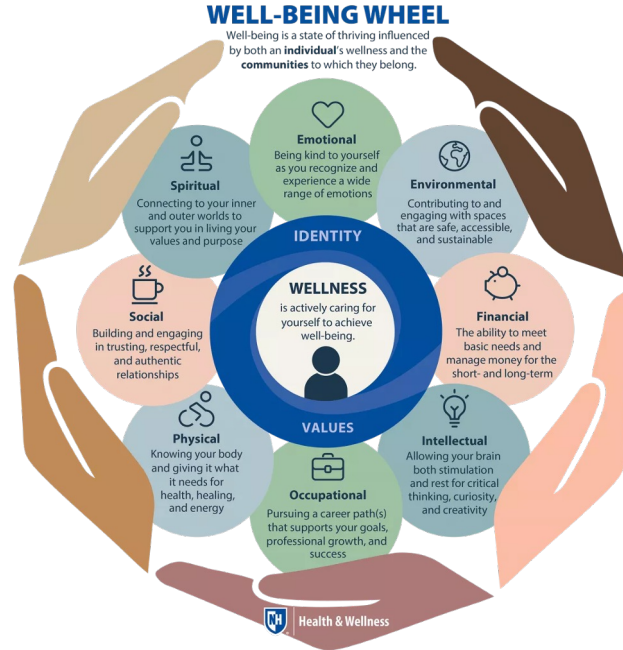
☐ Movement Break - Stretching

☐ Another strategy, support, or problem-solving technique

Scan for a copy of the
Google form.



Well-Being and Wellness



University of New Hampshire. (2020, March 18). *The Well-Being Wheel*. Health & Wellness. <https://www.unh.edu/health/wellbeing-wheel>

Meet Jenine

- Recent changes in building leadership, and there are several new colleagues in the building this year.
- Each day she arrives at school early to prepare her room for the day or attend either a building leadership team, or problem-solving team meeting.
- Jenine supports a multi-grade level group of students with a variety of individualized academic and non-academic needs.
- Uses a variety of individualized approaches to support students' achievement
 - Increased voice & choice
 - Brain breaks
 - Direct support of de-escalation & restorative conversations
- Behind in the pacing guide
 - Stays late to adjust her lesson plans and collaborate with others
- Mentors a new colleague



Does this sound familiar?

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In your breakout room:

1. Identify and discuss what's likely contributing to Jeanne's wellbeing.
1. Self-Reflect (i.e., share with others if you'd like): What's currently contributing to your wellbeing at work?

Why is this Important to Educators Supporting Tier 3 Interventions?

- Educators' experiences and emotions impact...
 - School culture
 - School climate
 - Students' emotional responses [e.g., emotional contagion]
 - Students' academic achievement



Stark, K., & Koslouski, J. (2022). Using Emotions as Data: A Framework for Supporting Educators' Well-Being and Improving Professional Practice. TEACHING Exceptional Children, 0(0). <https://doi.org/10.1177/00400599221081039>



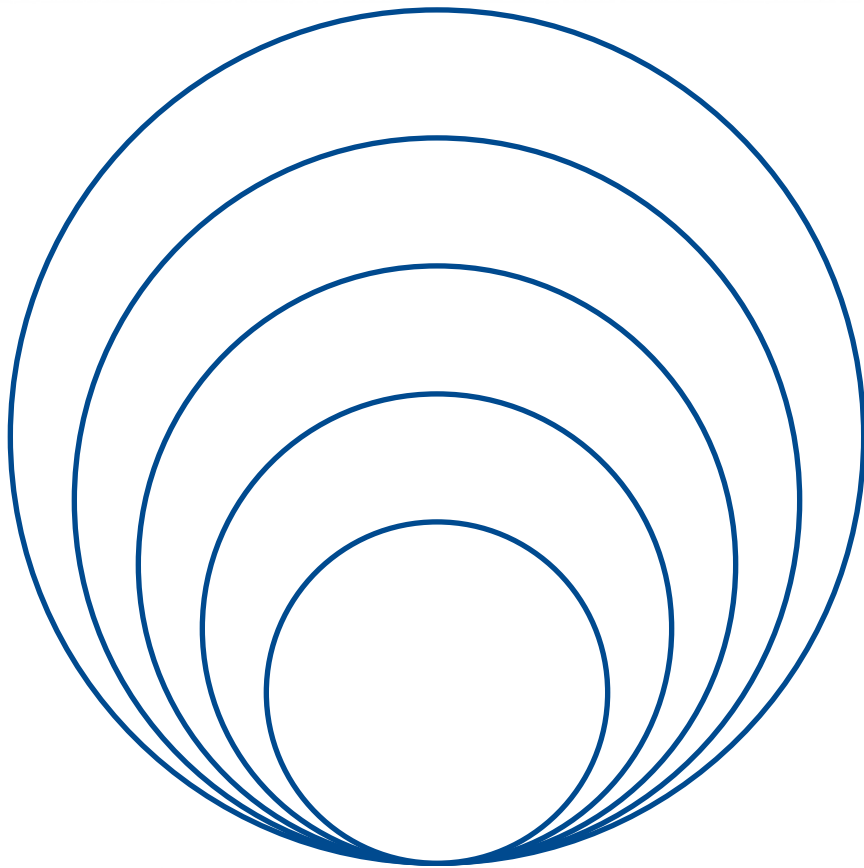
How Do We Support the Well-Being of Tier 3 Facilitators?



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**Organizational
Well-Being**

- Work Climate and Environment
- Input, Flexibility, and Autonomy
- Professional Development and Recognition
- Organizational and Supervisory Support
- Self-Care
- Diversity, Equity, Inclusion, Access
- Purpose and Meaningfulness
- Professional Quality of Life

Indicators of High Organizational Well-Being

- **Work Climate and Environment:** Professionals perceive the organization as safe, friendly, and supportive.
- **Input, Flexibility, and Autonomy:** Professionals' input is sought and acted upon. They are afforded opportunities to work flexibly within their roles.
- **Professional Development and Recognition:** Professionals receive high-quality training and support in role-relevant skills. Their personal and professional successes are celebrated.
- **Organizational and Supervisory Support:** Professionals have clearly defined roles, receive support in completing their responsibilities, and are evaluated fairly.



Indicators of High Organizational Well-Being

- **Self-Care:** The organization provides opportunities for professionals to evaluate and promote their self-care.
- **Diversity, Equity, Inclusion, Access:** All individuals receive fair and just treatment, including opportunities to share perspectives and contribute to decision-making.
- **Purpose and Meaningfulness:** Professionals find their work to be meaningful and align with their personal values and strengths.
- **Professional Quality of Life:** Professionals have positive workplace relationships and derive pleasure from doing their work well.



Potential Impacts of Low Organizational Well-Being

- High levels of **professional stress, burnout, and compassion fatigue** (*stay tuned!*)
- High **job dissatisfaction**
- High rates of **turnover**
- Low levels of **evidence-based implementation** of Tier 3 practices
- Negative **effects on students** in need of Tier 3 support (e.g., widened gaps in academic, social, emotional, and/or behavioral skills)



Self-Reflection

<https://bit.ly/wb-reflection>

Worksheet: Well-Being Reflection

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Part 1: Reflection on Organizational Well-Being

Well-Being Component	What this component of well-being looks and feels like for me:	Ideas for promoting this area to share with my school team:
Work Climate and Environment	•	•
Input, Flexibility, and Autonomy	•	•
Professional Development and Recognition	•	•
Organizational and Supervisory Support	•	•
Self-Care	•	•
Diversity, Equity, Inclusion, Access	•	•
Purpose and Meaningfulness	•	•
Professional Quality of Life	•	•

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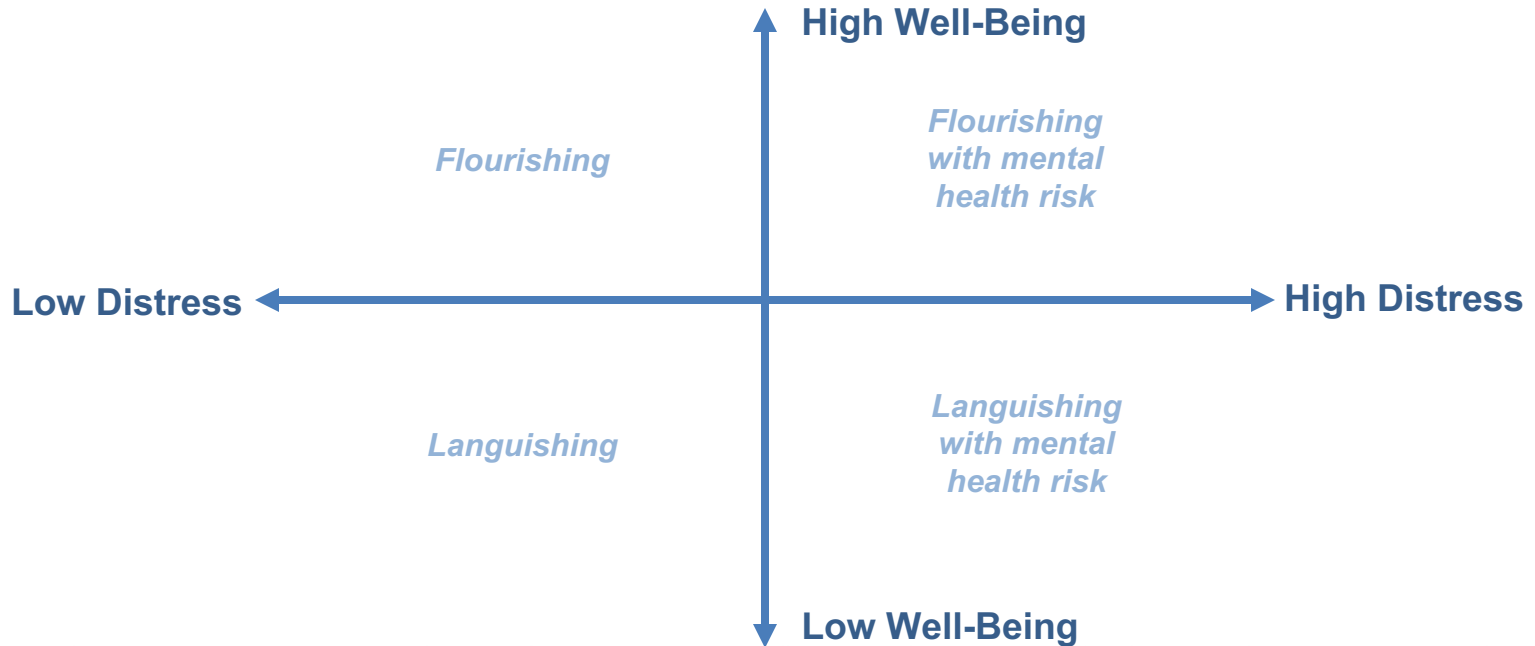
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The Dual-Factor Model of Mental Health



The Dual-Factor Model of Mental Health



The Dual-Factor Model of Mental Health



Key Terms, Defined

Stress

Experience of emotional strain and pressure due to perceived threats in one's environment

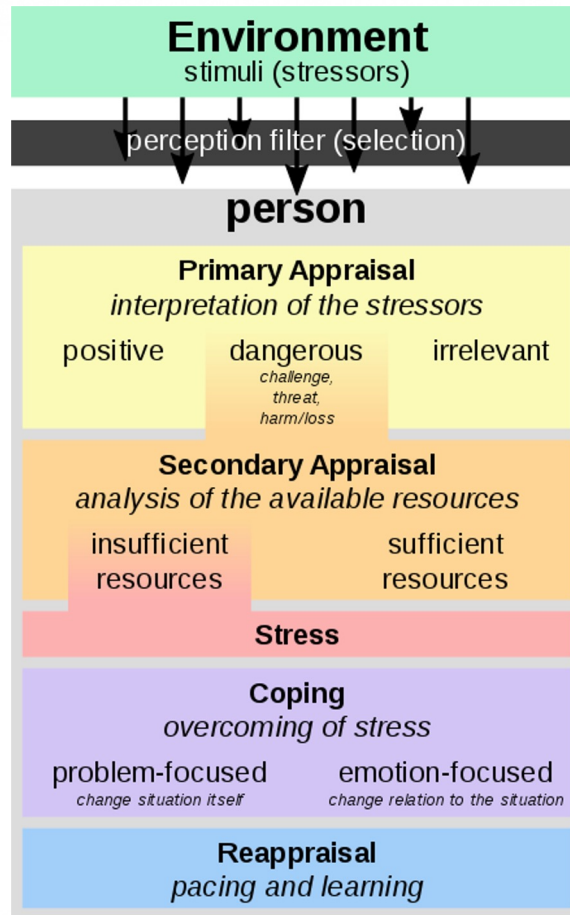
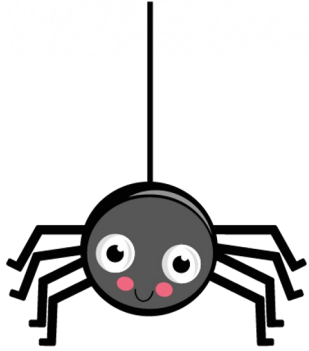
Burnout

Prolonged response to chronic emotional and interpersonal stressors resulting in exhaustion, cynicism, and a sense of inefficacy

Compassion Fatigue

Mental exhaustion and emotional withdrawal experienced by those who care for individuals experiencing hardship or trauma over an extended period





Burnout



Exhaustion

Chronic fatigue · Insomnia · Impaired concentration and attention · Physical symptoms · Illness · Loss of appetite



Cynicism

Loss of enjoyment · Pessimism · Isolation · Detachment

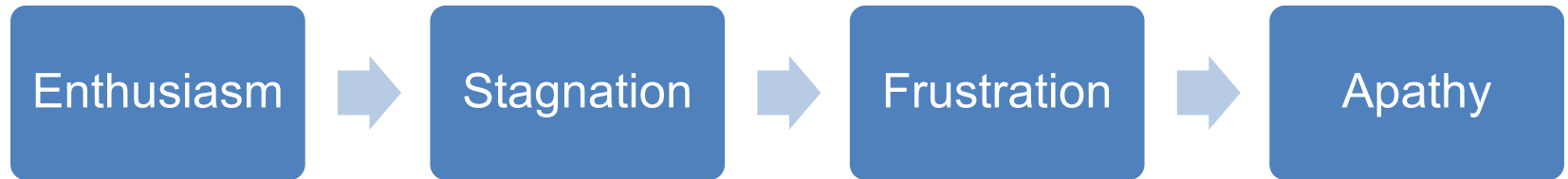


Sense of Inefficacy

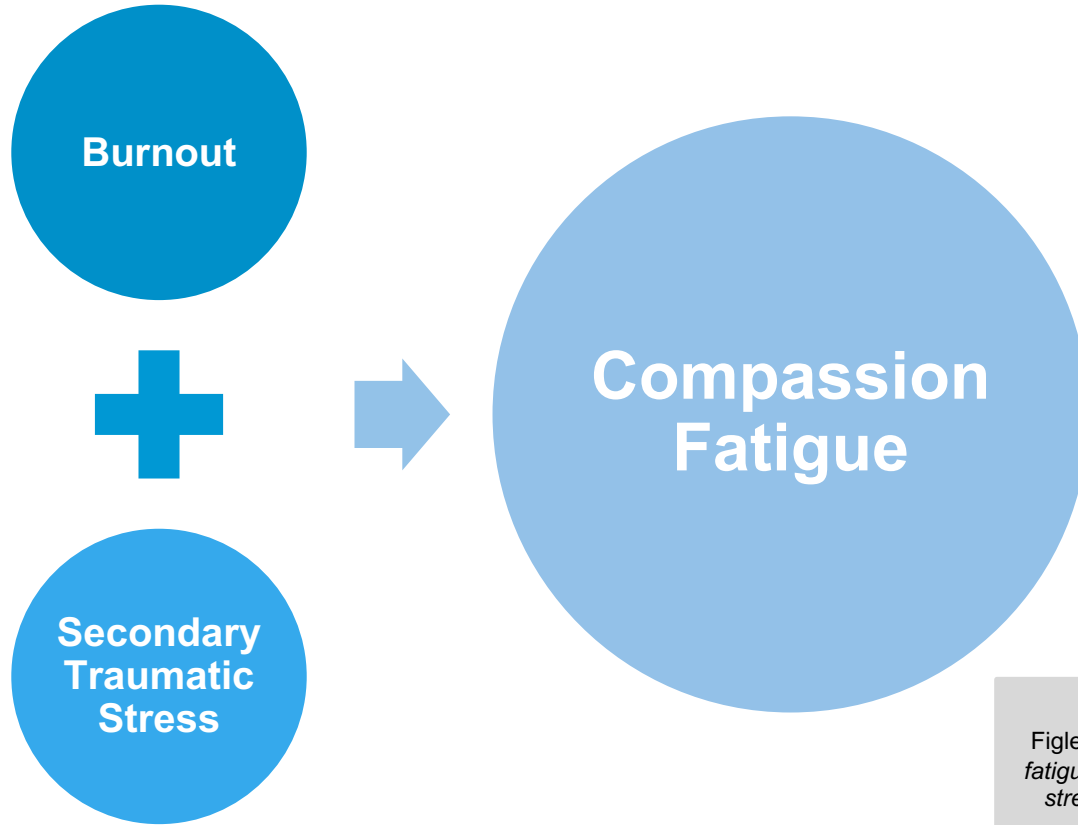
Apathy · Helplessness · Hopelessness · Irritability · Lack of productivity · Impaired performance



Burnout



Further reading:
The American Institute of Stress.
(2019). *Stress defined*.
<https://www.stress.org/military/for-practitionersleaders/compassion-fatigue>




Further reading:

Figley, C. R. (Ed.). (1995). *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized*. Brunner/Mazel.



Key Terms, Defined



Mental health professionals are NOT the only ones at risk!

Secondary Traumatic Stress

Type of indirect trauma response

Collection of **PTSD-like symptoms** resulting from working with someone who has experienced trauma

E.g., Distressing thoughts, depressed mood, irritability, problems with concentration

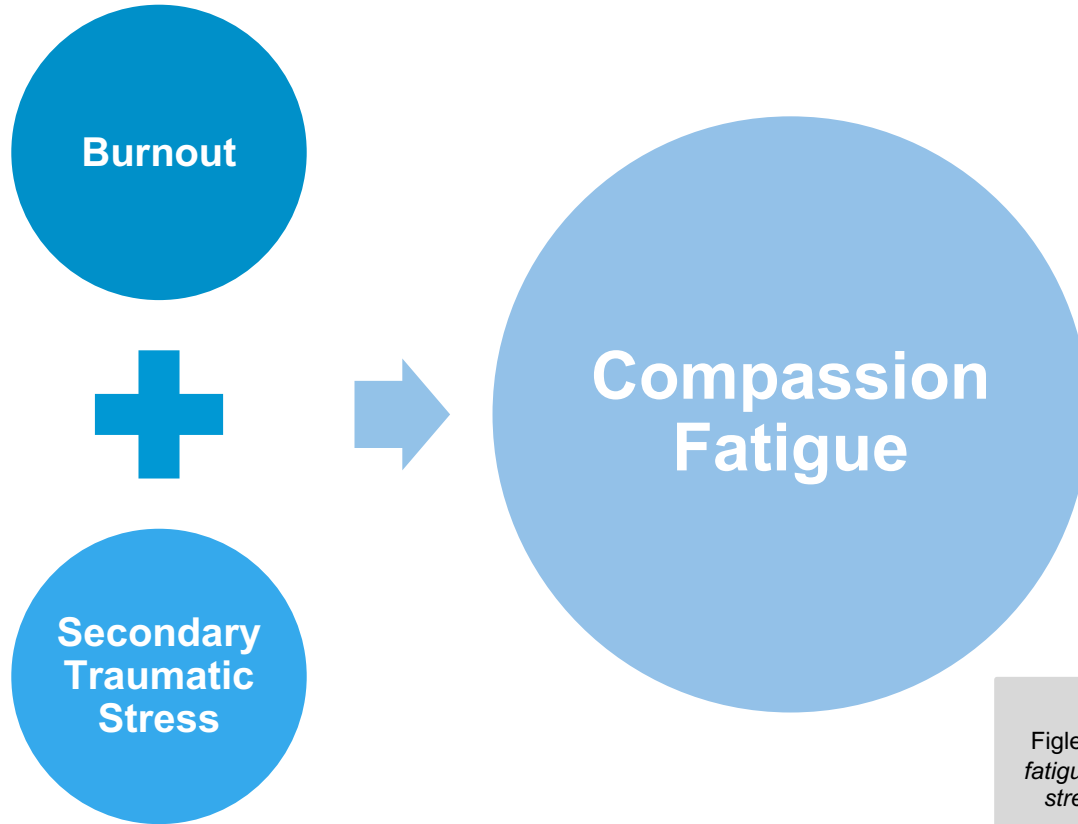
Vicarious Trauma

Type of indirect trauma response

Profound **shift in worldview** as a result of working with someone who has experienced trauma

E.g., Distrust of students' caregivers and of other adults' treatment of own children





Further reading:

Figley, C. R. (Ed.). (1995). *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized*. Brunner/Mazel.





Compassion Fatigue



Increased concern about safety



Intrusive thoughts about students' traumatic experiences



Avoidance of individuals or situations activating intrusive thoughts or distress



Difficulty maintaining work-life boundaries



Irritability with colleagues, students, and families

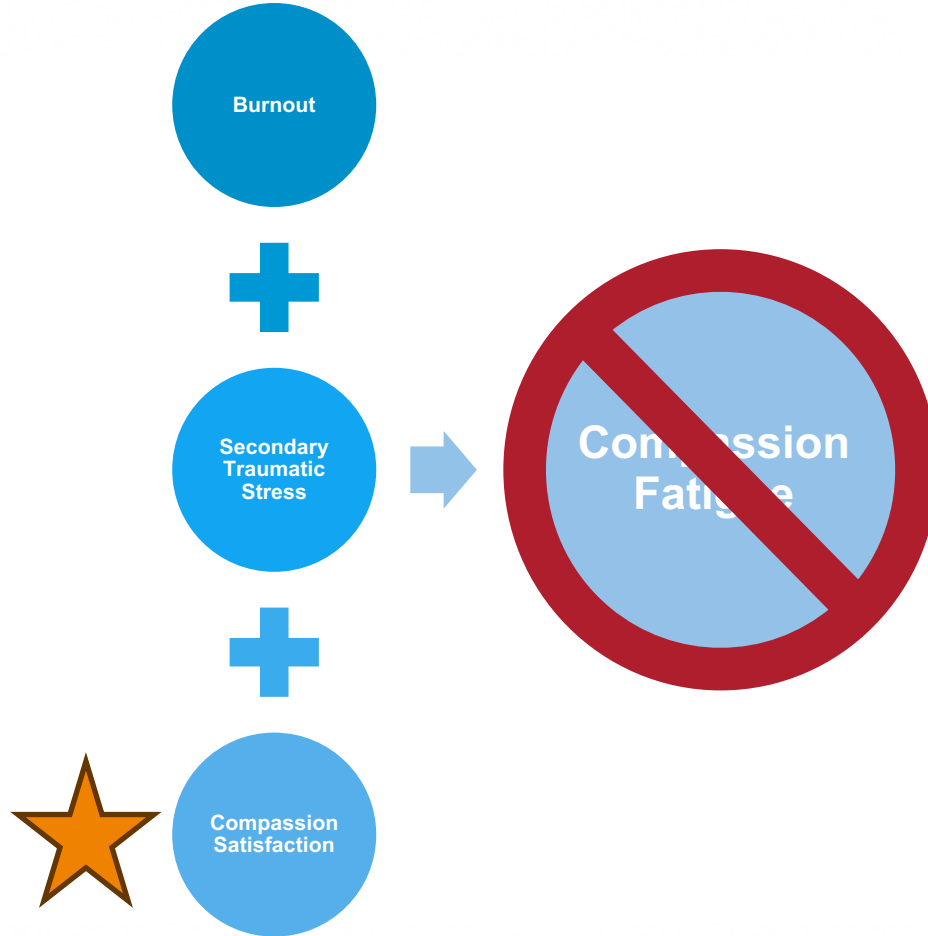


Diminished energy and patience



Reduced self-efficacy





The Dual-Factor Model of Mental Health



Defining “Well-Being”

Emotional

Social

Intellectual

Physical

Professional



Self-Reflection

<https://bit.ly/wb-reflection>

Worksheet: Well-Being Reflection ☆ 📁 ☁

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Part 2: Reflection on Individual Well-Being

Type of Well-Being	What this type of well-being looks and feels like for me:	What I can do to promote my well-being in this category:
Emotional	•	•
Social	•	•
Intellectual	•	•
Physical	•	•
Professional	•	•
Economic	•	•

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Tools for Well-Being Promotion

Frameworks

Data Tools

Professional
Learning and
Growth Tools



Tools for Well-Being Promotion

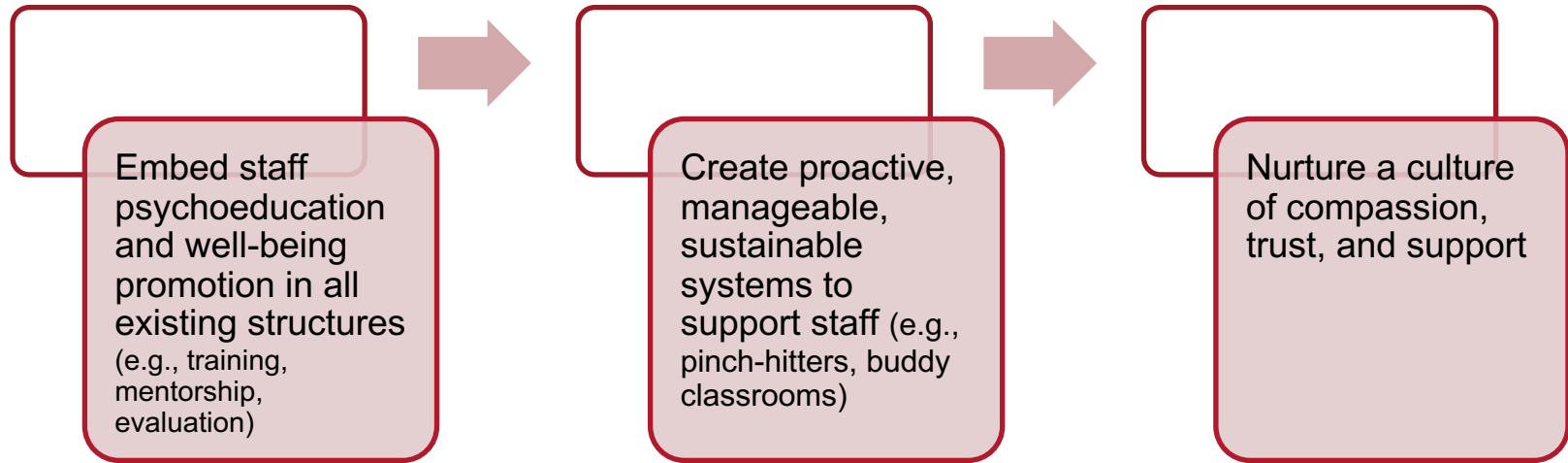
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Know your ABCs...



Further reading:

Sweeney, B., & Caringi, J. (2020). Addressing secondary traumatic stress in trauma-informed schools. In E. Rossen (Ed.), *Supporting and educating traumatized students: A guide for school-based professionals* (2nd ed., pp. 313–324). Oxford University Press.

...and engage in trauma stewardship:

“A **daily practice** through which individuals, organizations, and societies tend to the hardship, pain, or trauma experienced by humans...

By developing the **deep sense of awareness** needed to care for ourselves while caring for others and the world around us, we can greatly enhance our potential to work for change, ethically and with integrity, for generations to come.”

Further reading:

Lipsky, L. v. D., & Burk, C. (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. Berrett-Koehler Publishers, Inc.



What it means to engage in stewardship:

Avoiding internalizing others' struggles or assuming them as your own

Responding to even the most urgent human conditions in a **sustainable** and **intentional** way

Engaging in nonjudgmental **self-observation and -reflection**: “How am I different now than I was?”

Maintaining **compassion** for self and others

Further reading:

Lipsky, L. v. D., & Burk, C. (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. Berrett-Koehler Publishers, Inc.



What it means to engage in stewardship:

Creating Space for Inquiry

Why am I doing what I'm doing?
Is this working for me?

Choosing My Focus

Where am I putting my focus?
What is my Plan B?

Building Compassion and Community

How can I practice compassion for myself and others?
What can I do for large-scale systemic change?

Finding Balance

How can I engage with my life outside of work?

A Daily Practice of Centering Myself

Further reading:

Lipsky, L. v. D., & Burk, C. (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. Berrett-Koehler Publishers, Inc.

Tools for Well-Being Promotion

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Selecting An Approach for Assessing Well-Being



**Surveys/Rating
Scales**



Focus Groups



Interviews



Selecting Tools for Assessing Well-Being

Questions to Ask

- What is your team interested in measuring?
- How will your team use the tool?
- What are your team's goals with administration?
- Has the tool been found to be valid and reliable?
- Is the tool a good fit for your school and community culture?
- Will it be feasible for respondents to complete the tool?
- Will it be feasible for your team to interpret the tool's results?



Delaware School Climate Survey

Teacher/Staff Form



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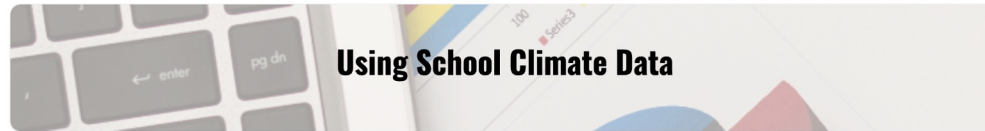


Delaware Positive Behavior Support

The Delaware Department of Education PBS/MTSS Technical Assistance Center

Who We Are Foundations Professional Learning School Resources District Resources Topics Evaluation Q

DE-School Climate Survey



Subscales of interest:

Staff Relations
Teacher–Student Relations
Student–Student Relations
School Safety



Organizational Well-Being Inventory for Schools (OWBI-S)



School Health Assessment
and Performance Evaluation System

[Overview](#) [Assessments](#) [Resource Library](#) [Learn & Share SHAPE](#) [Join A Team](#)

Individual Account

The Organizational Well-Being Inventory for Schools (OWBI-S)

The OWBI-S provides an overview of the organizational well-being of your school system, often surfacing numerous strengths and opportunities for improvement or growth.

Administration time is less than 20 minutes. Feedback reports and comprehensive guides will be generated to support schools and districts as they work to enhance their organizational well-being.

[Printable Version](#)



Scales:

Work Climate and Environment
Input, Flexibility, and Autonomy
Professional Development and Recognition
Organizational and Supervisory Support
Self-Care
Diversity, Equity, Inclusion, Access (DEIA)
Purpose and Meaningfulness
Professional Quality of Life



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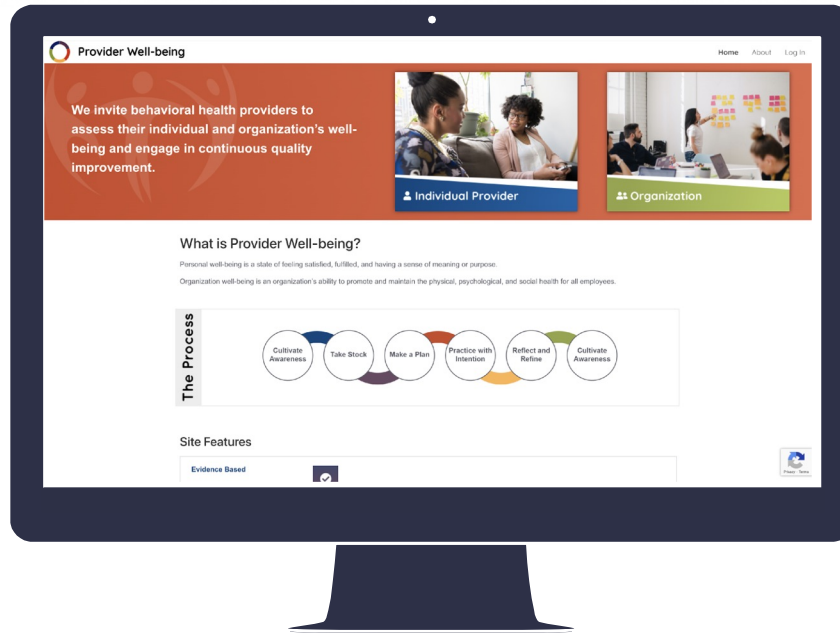




TeacherWISE

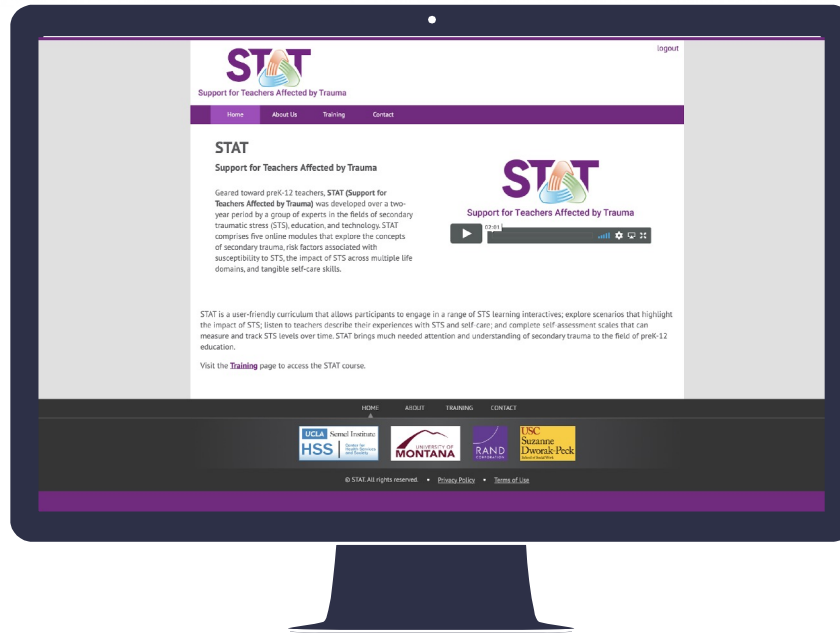
<https://teacherwise.org/>





Provider Well-Being

<https://providerwellbeing.org/>



STAT: Support for Teachers Affected by Trauma

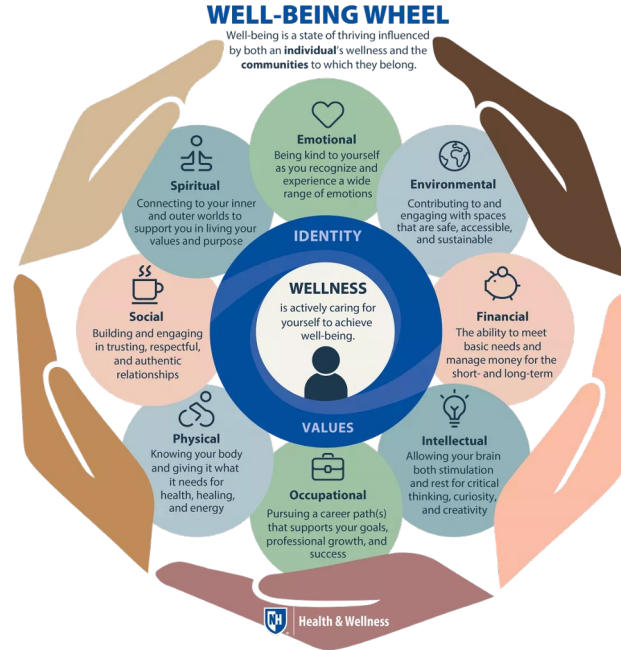
<https://statprogram.org>

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Next Steps for Jenine & Her School

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In your breakout room:

1. If you were consulting with Jenine's school, what strategies could be implemented to support the well-being of the organization?
1. What specific strategies could you suggest to Jenine to better support her well-being?



One Step

What's one step you can take tomorrow to promote your organization's or your individual wellbeing?



Session Feedback



**Any Additional
Questions or
Ideas?**



Thank you for GROWing Wellness in our DE Schools!

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