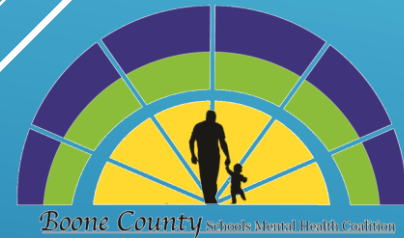


STRESS MANAGEMENT FOR TEACHERS

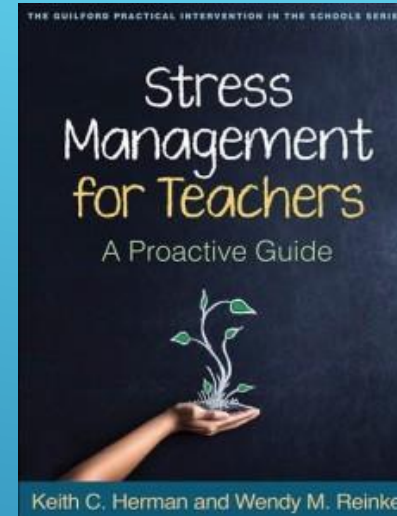
Keith Herman

University of Missouri

hermanke@missouri.edu



- ▶ Rationale and Overview
- ▶ The Teacher Coping Model
- ▶ Self-Monitor
- ▶ Adaptive Thinking
- ▶ Adaptive Behaviors
- ▶ Beyond Survival



PREVIEW

- ▶ What causes people to experience negative emotions like stress, sadness, or anger?
- ▶ Do events cause emotions? That is, are emotions caused by what happens to us?

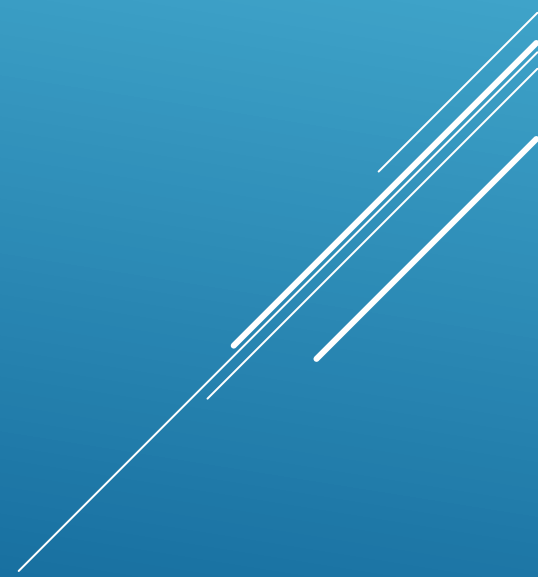
QUESTIONS

A series of several parallel white lines of varying lengths, slanted diagonally upwards from left to right, located in the bottom right corner of the slide.

- ▶ *At a faculty meeting at Riley Elementary school, the principal announces that she will make weekly observations in every teacher's classroom for the remainder of the school year. Three teachers at the school have very different emotional reactions to the news. Ms. Malcolm feels inspired and excited about the announcement, Mr. Gonzales feels anxious, and Ms. Phipps feels angry. They all experienced the exact same event, yet their emotional reactions were completely different.*

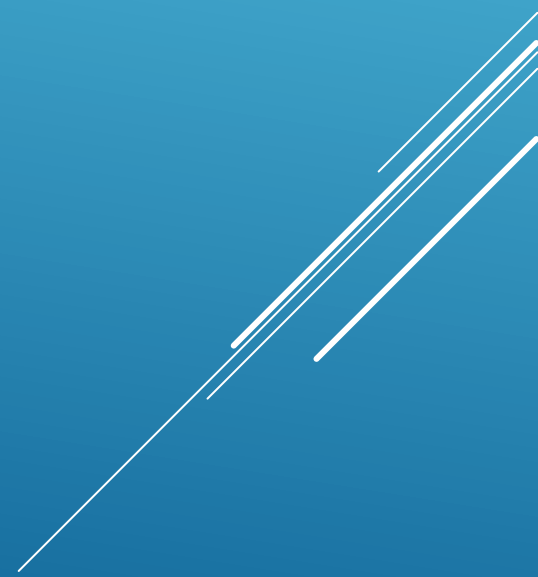
SCENARIO

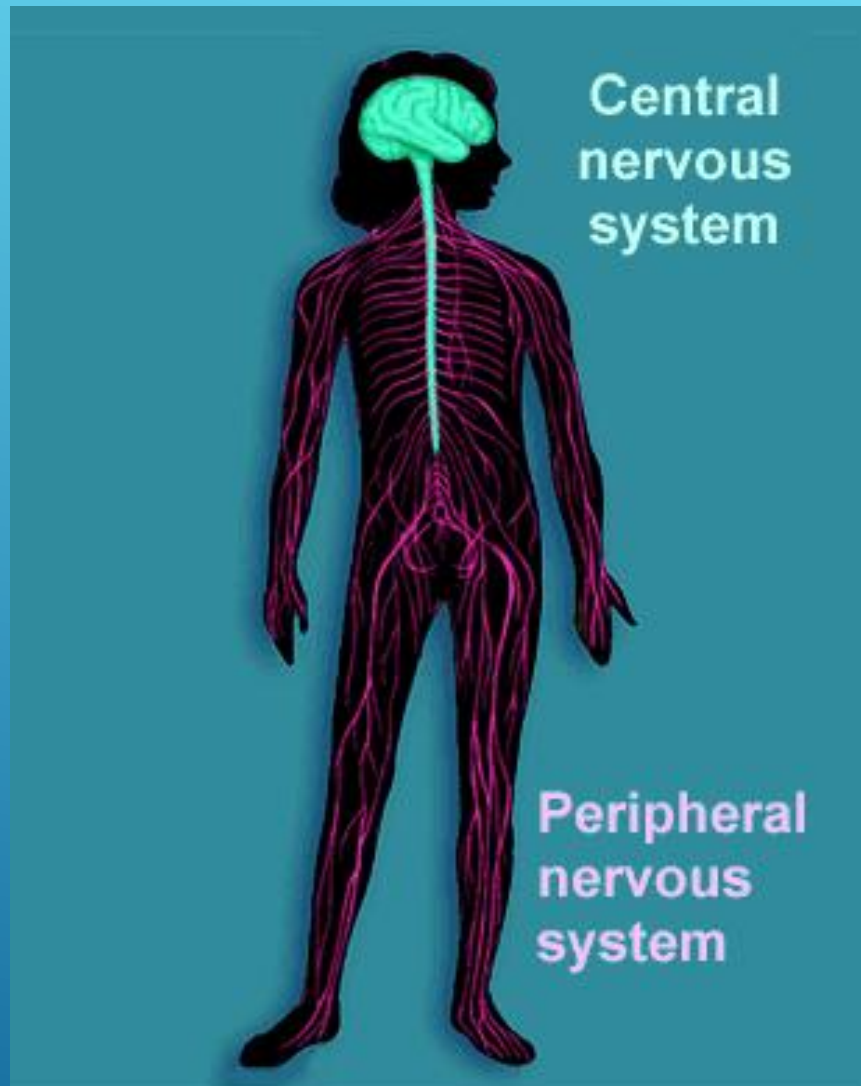
- ▶ Do events, or the things that happen to us, cause our feelings?
- ▶ So if not events, what has a more direct impact on how we feel?



- ▶ How do you experience stress?
- ▶ Is stress good or bad?

WHAT IS STRESS?



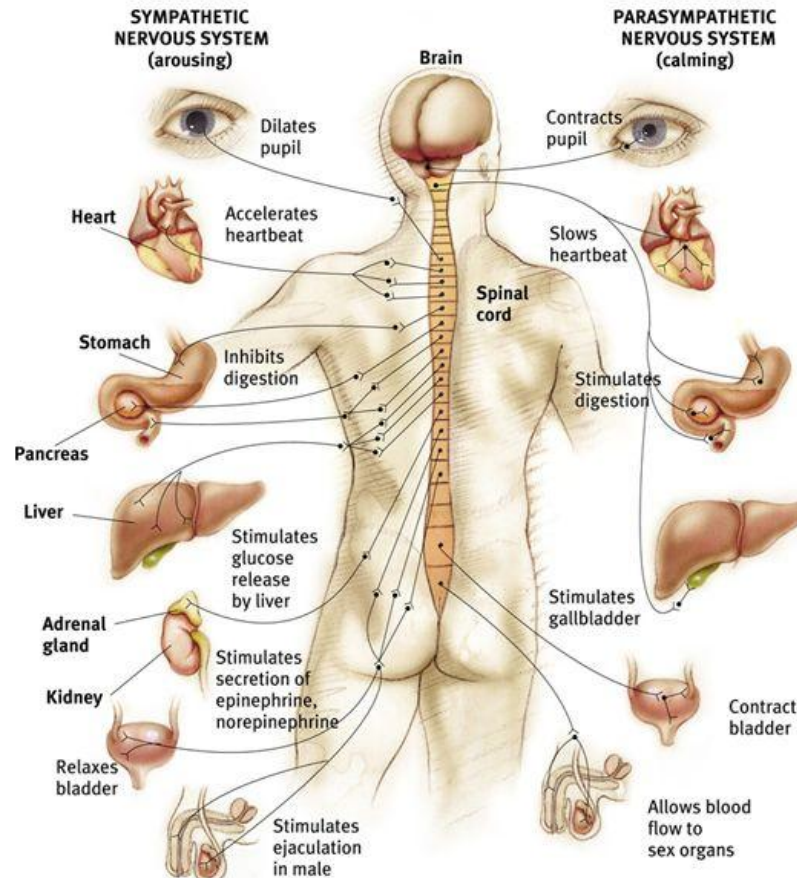


Myers, D. (2007). *Psychology*. Worth Publishers.

Autonomic Nervous System (ANS)

Sympathetic NS
“Arouses”
(fight-or-flight)

Parasympathetic NS
“Calms”
(rest and digest)



Myers, D. (2007). *Psychology*. Worth Publishers.

► **Administrative Support and Expectations**

We're not in it to be recognized, but we are asking to be treated with respect as experts in our area and that's never the message that's given out.

6th Grade Teacher

► **Colleagues**

► **Time Demands and Limited Resources**

► **Diverse Student Needs and Differentiating Instruction**

► **Student Behavior and Attitudes**

There's too many things for us to do in the amount of time we have to do them. I think the most

► **Lack of Preparation**

Everyone's different. Even with the same children, but they are all

► **Life Stress**

different needs. And what happens outside of the classroom, the multitude of behaviors all going on at the same time, that are difficult behaviors. They're not typical 3rd grade child behaviors. The children are very upset many times and aren't able to manage their emotions and so they manifest in so many ways: lashing out at others, being stubborn and unwilling to cooperate, running out of the room. There's so much going on at one time.

3rd Grade Teacher

WHAT ARE COMMON TEACHER STRESSORS

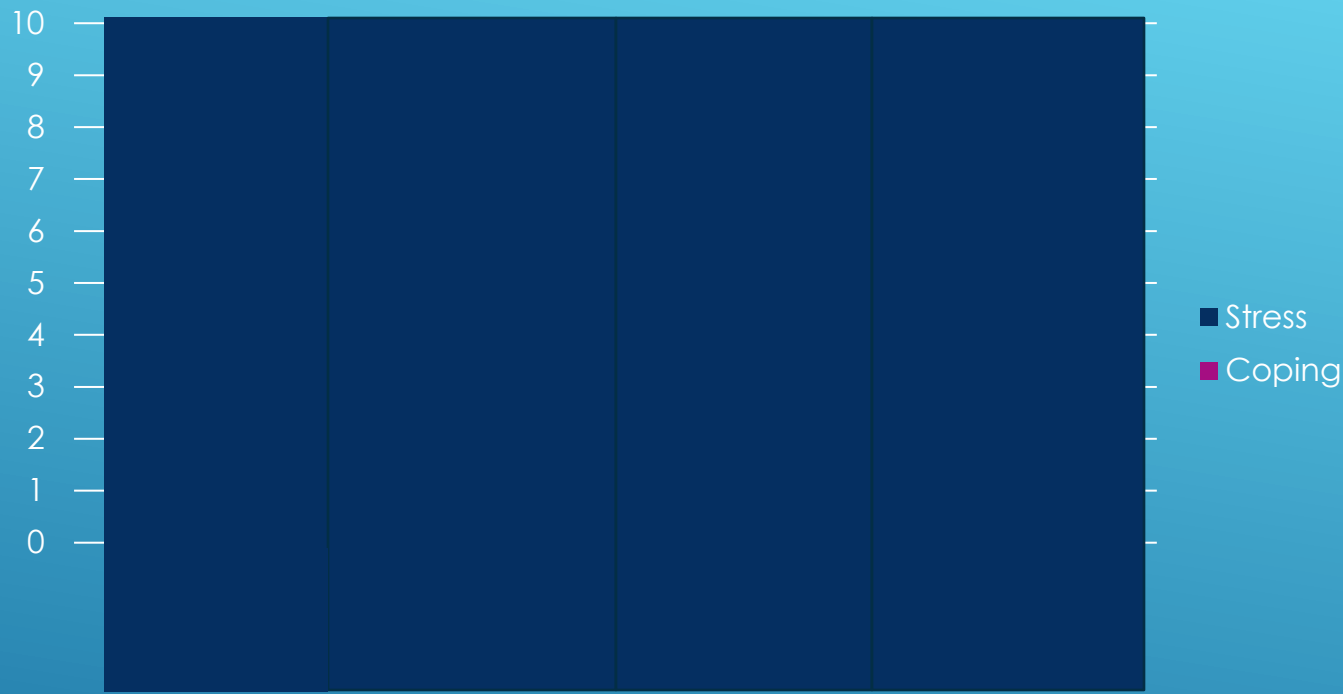
Every day I feel under attack. Sometimes it feels like nobody respects teachers anymore. At work, many students and parents don't seem to respect us. Even worse, it seems like every time I pick up a paper or turn on the news there is a story about what's wrong with teachers. It's as if society expects us to solve all the world's problems and blames us when we don't.

8th Grade Teacher

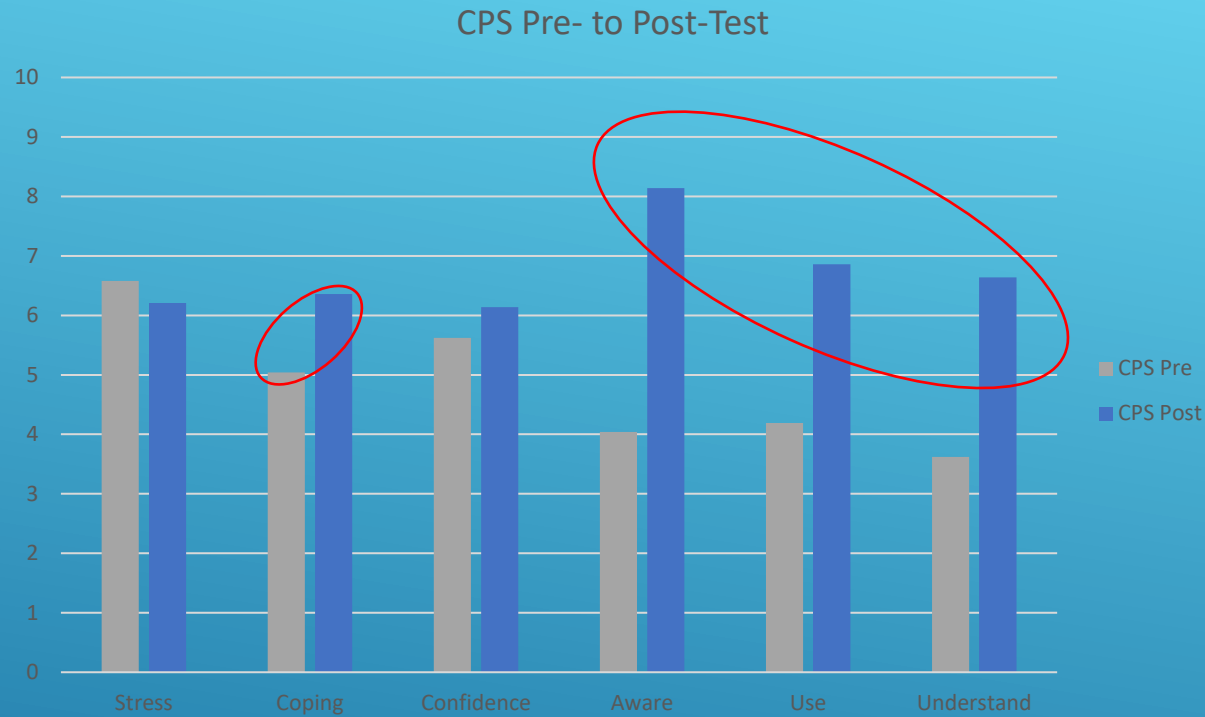
1. How stressful is your job?										
0	1	2	3	4	5	6	7	8	9	10
Not Stressful					Very Stressful					
2. How well are you coping with stress of your job right now?"										
0	1	2	3	4	5	6	7	8	9	10
Not Well					Very Well					

RATIONALE

Profiles of Teacher Stress and Coping



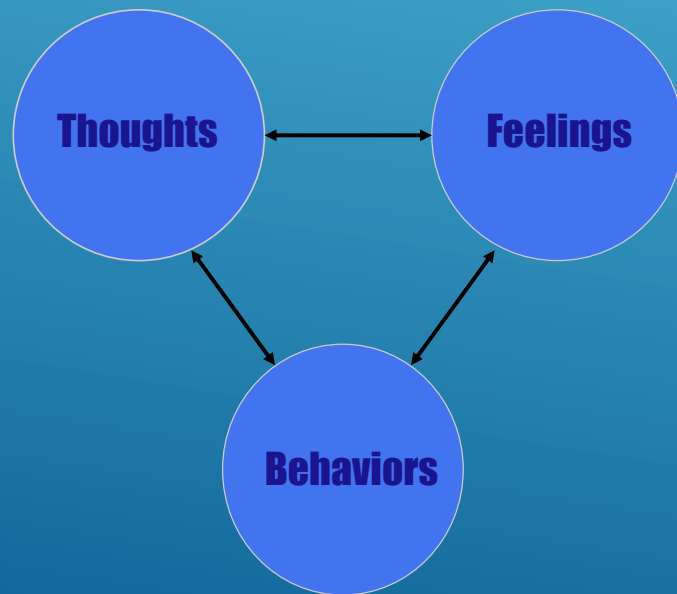
STRESS, COPING, AND
EFFECTIVENESS



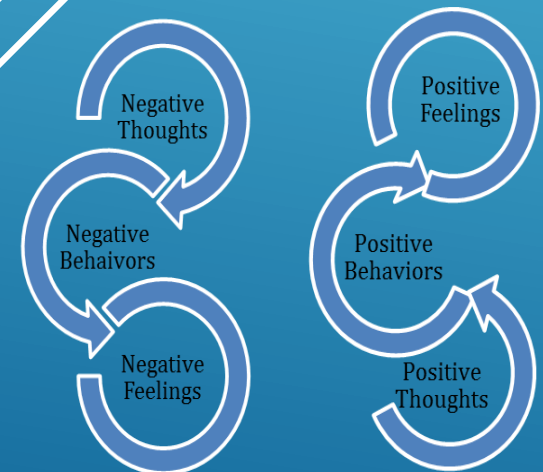
CAN TRAINING IN STRESS
MANAGEMENT HELP?

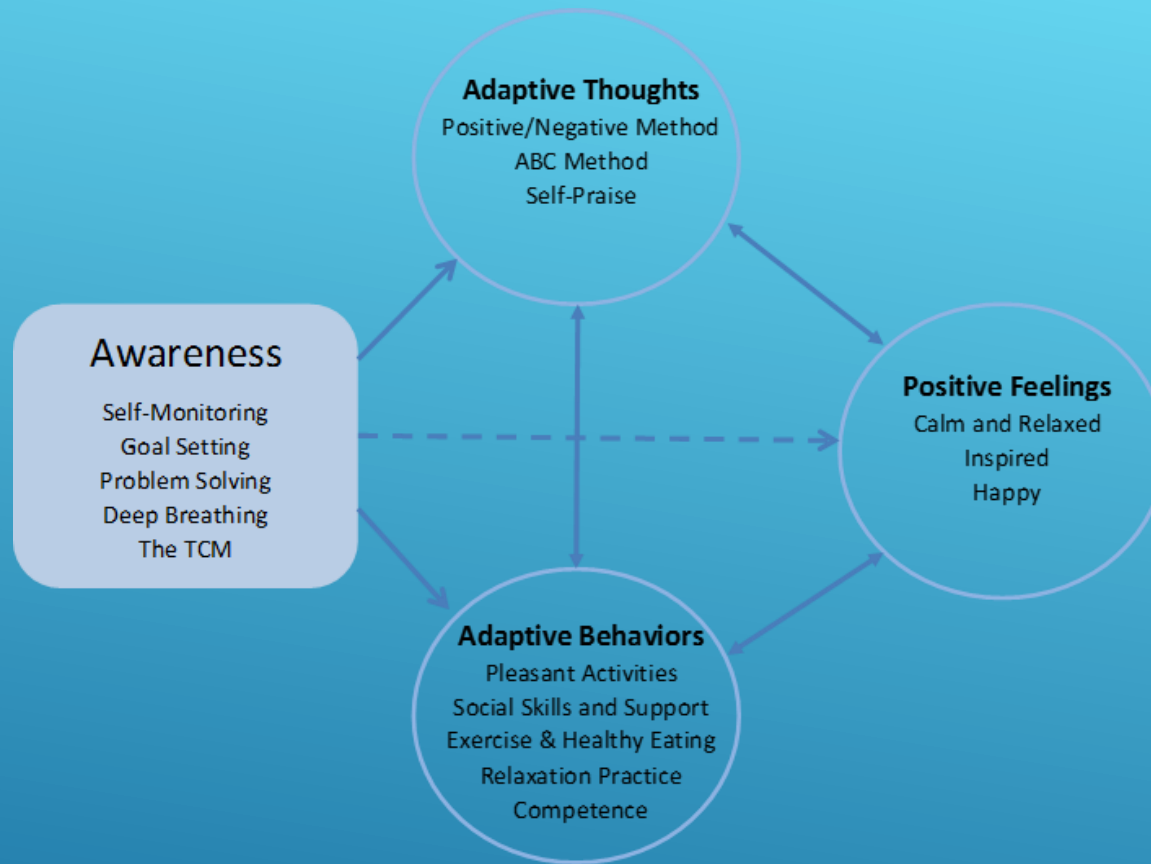
A GOOD THEORY

Social Learning Theory



Cycles



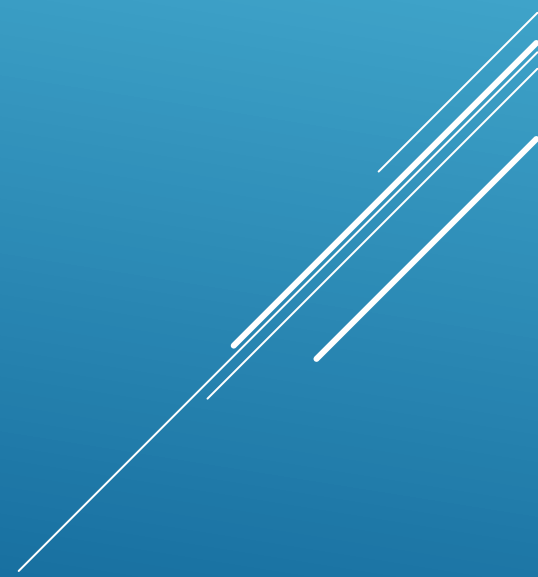


TEACHER COPING MODEL

- ▶ Mood Monitoring
- ▶ Breathing
- ▶ Goal Setting



AWARENESS



Mood Monitoring Form

Happy	Calm	Relaxed
10	10	10
9	9	9
8	8	8
7	7	7
6	6	6
5	5	5
4	4	4
3	3	3
2	2	2
1	1	1
Sad	Mad	Anxious

Sunday

Happy	Calm	Relaxed
10	10	10
9	9	9
8	8	8
7	7	7
6	6	6
5	5	5
4	4	4
3	3	3
2	2	2
1	1	1
Sad	Mad	Anxious

Monday

Happy	Calm	Relaxed
10	10	10
9	9	9
8	8	8
7	7	7
6	6	6
5	5	5
4	4	4
3	3	3
2	2	2
1	1	1
Sad	Mad	Anxious

Tuesday

Happy	Calm	Relaxed
10	10	10
9	9	9
8	8	8
7	7	7
6	6	6
5	5	5
4	4	4
3	3	3
2	2	2
1	1	1
Sad	Mad	Anxious

Wednesday

Happy	Calm	Relaxed
10	10	10
9	9	9
8	8	8
7	7	7
6	6	6
5	5	5
4	4	4
3	3	3
2	2	2
1	1	1
Sad	Mad	Anxious

Thursday

Happy	Calm	Relaxed
10	10	10
9	9	9
8	8	8
7	7	7
6	6	6
5	5	5
4	4	4
3	3	3
2	2	2
1	1	1
Sad	Mad	Anxious

Friday

Happy	Calm	Relaxed
10	10	10
9	9	9
8	8	8
7	7	7
6	6	6
5	5	5
4	4	4
3	3	3
2	2	2
1	1	1
Sad	Mad	Anxious

Saturday

Positive thoughts or activities that made me happy, calm, or relaxed:

Negative thoughts or activities that made me sad, mad, or anxious:

MOOD MONITORING FORM

Mood Formula

20 pleasant activities + 100 positive thoughts
- 3 unpleasant events - 7 negative thoughts = **110 positives**

2 pleasant activities + 8 positive thoughts
- 14 unpleasant events - 86 negative thoughts = **90 negatives**



ADAPTIVE THINKING I: POSITIVE/NEGATIVE THOUGHTS

Negative Thoughts	I have this thought sometimes	Positive Replacement Thought
I'm a terrible teacher.		
It's awful to be disrespected.		
This will never work.		
I can't stand this.		
This is too hard.		
This is not fair.		
I have too many students.		
I can't do this.		
I am losing control.		
I hate being disrespected.		
His parents just don't care.		
She's doing this on purpose.		
I can't let him get away with that. It will make me look weak.		
No one ever supports me.		
This paperwork is such a waste of time.		
I don't know what I'm doing		
This is hopeless.		
He doesn't care so why should I?		
I must get control of this classroom.		
These students should listen to me.		
He always acts this way.		

COMMON NEGATIVE THOUGHTS

This week I am going to use the following strategies for increasing positive thoughts and decreasing negative thoughts:

Positive Strategy	Negative Strategy
☐ <i>Inspiration and Recalling Passion</i>	☐ <i>Worry Time</i>
☐ <i>Priming</i>	☐ <i>Time Projection</i>
☐ <i>Using Cues</i>	☐ <i>Exaggeration</i>
☐ <i>Acknowledging Accomplishments</i>	
☐ <i>Self-Rewarding Thoughts</i>	

My current rate is ____ Positive thoughts for every ____ Negative thought. By the end of the week my goal is to do have ____ Positive thoughts for every ____ Negative thought.

Each day, I reach my goal I will reward myself with the following self-rewarding thoughts:

_____.

When I reach my goal for 3 or more days in a row, I will reward myself with

*_____
(bigger reward).*

POSITIVE/NEGATIVE THOUGHTS STRATEGIES

Men are disturbed not by things, but by the view
which they take of them. Epictetus

ABC Worksheet

Start
Here

2

1

3

Activating Event

Beliefs

How much do you believe each belief?
Rate 0-100 before and after Disputing.

	Before	After

Consequences (Emotions)

Just the Facts

(1) What happened just before I started feeling upset?

(2) Who? What? Where? When?

What Were You Thinking?

(1) What went through my mind about A that caused C ?

(2) Why does that bother me?

(3) If my belief is true, so what?

(4) What does it say about me?

(5) What is the worst part of it?

(6) Are these thoughts enough to make me feel this bad?

- ✓ Watch for "should" "must" "never" "always" "awful"
- ✓ Think of thoughts in complete sentences

How Were You Feeling?

(1) What am or was I feeling?

(2) What's the strongest feeling?

✓ Use single words to identify my feelings.

ADAPTIVE THOUGHTS II: THE ABC METHOD

Ms. Phipps' ABC Worksheet

*A*ctivating Event

*B*eliefs

*C*onsequences (Emotions)

Mr. Gonzalez's ABC Worksheet

*A*ctivating Event

*B*eliefs

*C*onsequences (Emotions)

Ms. Malcolm ABC Worksheet

Activating Event

Beliefs

Consequences (Emotions)

Activating Event		Beliefs	Consequence
Activating Event	Beliefs	Consequence (Emotions)	

Activating Event		Beliefs	Consequence
Activating Event	Beliefs	Consequence (Emotions)	

ABC Worksheet

Start
Here

1

Consequences (Emotions)

2

Activating Event

3

Beliefs

How much do you believe each belief?
Rate 0-100 before and after Disputing.

	Before	After

4

Disprove/Dispute/Debate

5

Evaluate

Just the Facts

(1) What happened just before I started feeling upset?

(2) Who? What? Where? When?

What Were You Thinking?

(1) What went through my mind about A that caused C?

(2) Why does that bother me?

(3) If my belief is true, so what?

(4) What does it say about me?

(5) What is the worst part of it?

(6) Are these thoughts enough to make me feel this bad?

✓ Watch for "should" "must" "never" "always" "awful"

✓ Think of thoughts in complete sentences

How Were You Feeling?

(1) What am or was I feeling?

(2) What's the strongest feeling?

✓ Use single words to identify my feelings.

Questioning

(1) What's the proof?

(2) Are there other ways of thinking about it?

(3) What would an optimist think?

(4) What would I tell a close friend in the same situation?

(5) How does it help/hurt me to think this way?

(6) How will I feel about this in a week/month/year/decade?

Evaluate/Exonerate

(1) How do I feel now?

(2) Did you exonerate yourself?

(3) If I don't feel better, find new arguments in D.

Ms. Phipps' ABCDE Worksheet

Activating Event

My principal announced at our faculty meeting that she would start doing weekly classroom observations starting next week.

Beliefs

- | | Before | After |
|--|--------|-------|
| 1. She is wasting my time. | 100 | |
| 2. She's just trying to show she's in charge. | 90 | |
| 3. She is incompetent and has no business telling me how to teach. | 85 | |

Consequences (Emotions)

1. Frustrated
2. Annoyed
3. Angry

Activating Event	Beliefs	Consequence (Emotions)	Dispute	Effect
I was teaching 3 rd period math and was delivering instruction when I saw three students texting.		1. Furious 2. Frustrated 3. Defeated/ Hopeless		

MR. CALDERA

► Gratitude Note

Think of someone who has made your life better. It may help to close your eyes and see the first person who pops into your mind when you think of someone who has had a positive influence on you. Now find time to write a thank you note to the person, a note of gratitude. Make it specific and detailed, not just a generic thank you. It should be at least a page of writing, about 300 words. Now to make it stick, to make it even more meaningful, deliver the note in person and read aloud. Arrange a time and place to meet with the person where you can express your gratitude. Read the note to them, or if you're artist, sing it to them! Seligman's research tells us, you will be feeling happier and less depressed one month after doing this. We're guessing the person who you deliver your message of gratitude to will also benefit!

IF YOU ONLY DO ONE THING

- ▶ Pleasant Activities
- ▶ Communication and Social Problem Solving Skills
- ▶ Relaxation Skills
- ▶ Minimal Interventions

ADAPTIVE BEHAVIORS

A series of several parallel white diagonal lines of varying lengths, located in the bottom right corner of the slide.



COMPETENCE AND SELF-EFFICACY

- ▶ Getting to Good
- ▶ Mindfulness
- ▶ Values, Affirmations, & Virtues
- ▶ Gratitude and Generosity

BEYOND SURVIVAL

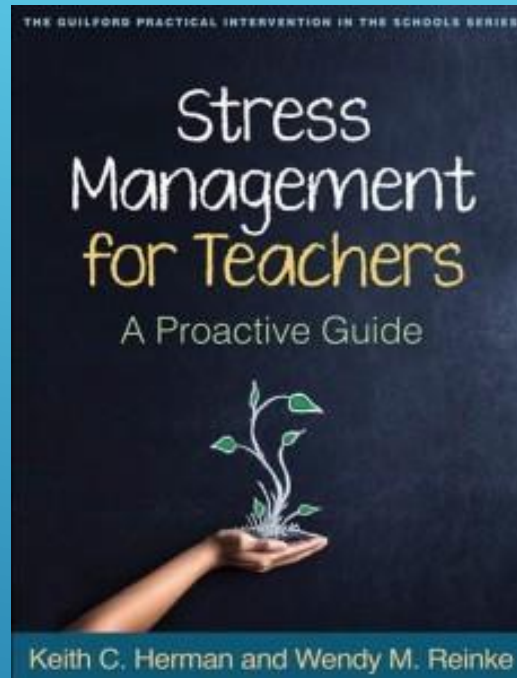
	Yes or No	Specific Example
1. Have you ever forgiven another person when they have hurt you?		
2. Have you ever been considerate of another person's feelings?		
3. Have you ever been concerned with the happiness of another person?		
4. Have you ever put another person's interests before your own?		
5. Have you ever been generous and selfless to another person?		
6. Have you ever attended to the needs of another person?		
7. Have you ever tried not to hurt the feelings of another person?		
8. Have you ever felt satisfied when you have helped another person?		
9. Have you ever gone out of your way to help a friend even at the expense of your own happiness?		
10. Have you ever found ways to help another person who was less fortunate than yourself?		

Week	Focus	Reading
1	Introductions/Overview/Rules/Goal Setting	Chapter 1
2	Basics of Stress and Self-Assessment	Chapter 2
3	The Teacher Coping Model	Chapter 3
4	Awareness	Chapter 4
5	Positive/Negative Thought Method	Chapter 5
6	ABC Method	Chapter 6
7	Adaptive Behaviors	Chapter 7
8	Professional Competence	Chapter 8
9	Getting to Good	Chapter 9
10	Summary and Next Steps	Chapters 10-13

STUDY GROUPS

- **Mood Check-In**
 - Ask everyone to report their mood right now on a scale from 1-10
 - You can change the mood discussed weekly (positive/negative, happy/sad, anxious/calm)
 - Ask participants to identify one thought or behavior related to their mood rating
- **Review Homework from Prior Week's Chapter**
 - What went well?
 - What was challenging?
 - Brainstorm solutions to any barriers or challenges
- **Summary of New Chapter**
 - Ask one participant to summarize the big ideas of this week's reading
- **Group discussion about what did you learn from this week's reading?**
 - What made sense?
 - What did you try or will you try?
 - What was unclear or confusing?
- **Group Exercise(s) from the current chapter**
- **Summary and Goal Setting**
 - Ask a member to summarize the entire meeting
 - Ask each member to set a goal for the coming week
 - Ask each member to say why their goal is important
 - Ask each member to rate their confidence in meeting their goal
 - Problem solve any barriers for members who express low commitment or confidence

GROUP AGENDA



Herman, K.C., & Reinke, W.M. (2015). *Stress management for teachers: A proactive guide*. New York: Guilford Press.