5D Promoting a Culture of Staff Wellness: Moving Beyond Individual Responsibility.

Presenters:
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- **Topic:** Mental Health/Social-Emotional Well-Being
- **Keywords:** Climate, Social Emotional, Social Relationships
Learning Objectives

1. Define what a culture of wellness looks like in your educational setting

2. Know three factors that work against the promotion of a culture of wellness

3. Identify one type of systems-level conversation that is going to be required to promote a culture of wellness
Acknowledgements

- Susan Barrett, Director – Center for Social Behavior Support
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OPENING

Getting Connected
Story of a Canary in a Coal Mine

Don’t save the canary. Fix the coal mine.

Seth Godin
Why a two-prong approach?

Empirically-supported models of stress reactions underscore the notion that stress involves interactions between individual and systems-level factors, including (school) organizational factors (Lazarus, 1991).

Unfortunately, many recommended well-being strategies focus primarily, if not solely, on the individual educator rather than the systems in which they are embedded, including the contributions and changes needed to the systems that contribute to acute and ongoing stressors.
Systems for Organizational Wellness
Addressing Systems Causing Burnout
When our system is stressed.....

Are you providing a temporary fix?

Or fixing the system?
Six Causes of Burnout

What are your leaks? And how are you fixing them?

1. Workload
2. Perceived lack of control
3. Lack of reward or recognition
4. Poor relationships
5. Lack of fairness
6. Values Mismatched

Building a Culture of Staff Wellness through MTSS/PBIS

1. Team based leadership and coordination
2. Evaluation of implementation fidelity
3. Three-Tiered Continuum of evidence-based practices
4. Continuous data-based progress monitoring and decision-making
5. Comprehensive universal screening (for systemic and early access)
6. On-going professional development including coaching with local content expertise

Step 1: Identify Team Leadership & Coordination

What team can lead and coordinate organizational wellness?

• NOT a new team
  • Consider an existing team that monitors school-wide climate and culture
Step 2: Use Data to Define the Problem

a) Data analysis
b) Policies and Priorities
c) Current Practices
Data Analysis

What does our *staff outcome* data tell us?

- **Staff outcome**
  - Attrition & Retention
  - Leave time patterns in the aggregate
  - Aggregate data for access to EAP, types of resources accessed

**Key Questions:**

1) What is causing stay to leave? Or to stay?
2) What adult social-emotional-behavioral needs are not being met? And what skills are missing?
Data Analysis

*What does our student outcome data tell us?*

- **Student outcome**
  - Restraints
  - Students in “crisis”
  - Time out of instruction (e.g., buddy room, care room)

**Key Questions:**

1) How often is this about the lack of adult regulation escalating student regulation?

2) Or a student needing a break versus an adult needing a break?
Data Analysis

*Now use staff perception data to understand why*

- Staff Perception Data
  - Climate Survey Data
  - Self-Assessment Survey Data
  - Feedback & Input Surveys

**Key Questions:**

1) How connected are staff in your organization?
2) How do staff perceive their interactions and support with and from peers?
3) How do staff perceive the environment?
Assess School & District Policies and Priorities

- Is teacher/staff wellness included in the school and/or district strategic plan?
- Is school administrator and district administrator wellness included in strategic planning?
- Are Employee Assistance Programs (EAP) reviewed, enhanced to respond to the needs of ALL, Some, and a Few
Assess Current Practices

Organizational Wellness Crosswalk:

**Purpose:** Brain development is the same no matter your age. This means the practices in place to support our adults in our system should mimic the practices to support students. This resource map was developed for schools to crosswalk current practices to support students with four trauma-informed components (adapted from the [ARC model](#), which includes Attachment, Regulation and Competency as core domains). Using the logic that adult brains need the same core components to be successful, this resource map will assist your team in crosswalking current staff supports.

**Instructions:**
1. List the practices you have in place for all staff (Tier I), some staff (Tier II), and a few staff (Tier III).
2. Places Xs in the columns in which the practices fulfills a component of trauma informed.
3. Review the Xs and columns to identify areas you could strengthen.
4. In another color, develop an action plan for strengthening gaps in implementation.

<table>
<thead>
<tr>
<th>Tier I</th>
<th>Intervention</th>
<th>How is it trauma informed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Creates Safe, Predictable, &amp; Consistent Environment</td>
</tr>
<tr>
<td>Staff appreciation days</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Social Events (e.g., potlucks, celebrations, happy hour)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>- Wellness Wednesday Email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Established expectation from principal that no email sent after 4:30pm will need a reply or impact work before 8am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD days for self care strategies (e.g., yoga, meditation)</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Step 3: Define Vision and Desired Future

a) Define Organizational Wellness
b) Define Agreements
c) Define Continuum of supports for staff

Led and coordinated by team AND defined by all.
Organizational wellness implies that employees perceive that the relationships, policies, and social norms across their workplace support optimal wellness for everyone (Reynolds & Bennett, 2019).
What does it look like and sound like?

Core Elements in a Positive Workspace: The Six R’s

- Relevant
- Rhythmic
- Repetitive
- Relational
- Rewarding
- Respectful

Dr Bruce Perry – 2022 OSEP Leadership and Project Director’s Conference, July 19, 2022
## Consider Aligning with School-wide Expectations

<table>
<thead>
<tr>
<th>Expectations/Values</th>
<th>Behaviors/Skills/Norms</th>
</tr>
</thead>
</table>
| **We are Responsible** | - Make yourself **comfortable (wellness)**  
- Take care of your **needs** (biology, mental, emotional) **(wellness)**  
- Consider, I am **not here to be right**, I am here to **Get It Right (practice empathy)** |
| **We are Respectful** | - **Listen** to understand  
- Use “Ouch” and “Oops”  
- Assume **best intentions**  
- **Practice perspective-taking** |
| **We are Safe** | - **Ask** for clarity to understand and contribute  
- Create a safe space that invites open dialogue and vulnerability – **Consider the 3 Gates of Speech:** Is what you want to say **Kind? True for you? Necessary?** |
## Expectations Are for ALL

<table>
<thead>
<tr>
<th>School-wide Expectations</th>
<th>Virtual classroom/ Synchronous</th>
<th>Independent learning at home/ Asynchronous</th>
<th>Packets</th>
<th>Technology</th>
<th>When I feel upset</th>
<th>Wellness</th>
</tr>
</thead>
</table>
| Be Safe                   | *Keep your password private  
*Log off when finished  
*Wipe down device before/after use | *Ask for help when needed (hotline#, email, etc)  
*Follow directions  
*Use materials as needed | *Only open emails from people you know  
*Use your school email address only  
*Only use school approved websites  
*Report suspicious activity to teacher | *Talk to someone you trust if that will make you feel better  
*Use my strategies to calm myself (positive self-talk, walk away, count to 25, belly breaths, music) | *Stay connected with friends via social media/phone/safely  
*Exercise at least 15 min/day while physical distancing  
*Take breaks from screen time | *Take some time for yourself  
*Practice self-compassion |
| Be Respectful            | *Stay on mute until it's your turn to talk  
*Use hand raise to signal you have something to say  
*Listen to understand | *Keep the volume low so others (family members) can work too (check with family)  
*Keep your workspace organized | *Speak kindly to those helping me  
*Use the Gates of Speech before posting/responding:  
*Is it True?  
*Is it Kind?  
*Is it necessary? | *Ask for a break if you need a moment  
*Express your feelings using “I feel” statements | | |
| Be Responsible           | *Stay on the correct window and leave all others closed  
*Think before posting anything online  
*Log in 5-10 min early | *Choose a distraction free place to work  
*Follow the schedule  
*Turn in all assignments on time | *Set aside time each day to work  
*Keep all of my materials in one place  
*Turn in all assignments on time | *Think before posting anything online  
*Stay on the correct window and leave all others closed  
*Check school website videos “What to do if” | *Recognize what you’re feeling “I feel...  
*Stop and take a few deep breaths | *Use your calming strategies  
*Eat healthy food |
| How can my teachers support me? | Greet students warmly  
Teach & practice expectations with feedback regularly | | | | | |
| How can my family support me? | | | | | | |
Role of the Leader

• Be self-aware of your current practice

• Model agreements or be clear with expectations

Example Email Signature:
My working hours may not be your working hours. Please do not feel obligated to reply outside of your normal work schedule.
Public Health Prevention Approach: Tiered Logic Model for a Culture of Wellness

Accessible EAP Driven by Data-Informed Needs

Self-Selected Wellness Teams focused on self-care themes (nourishment, mindfulness, yoga, mental wellness), Holistic Health Education Programs (Community Partners), Accessible EAP

PROMOTE healthy nourishment practices, regular movement, work-home balance/adequate rest & sleep, reasonable work-load, voice & choice, self-compassion, flexibility, collaboration, holistic health practices (mind, body, spirit) infused into work day, Accessible EAP

What *might* a continuum of supports for staff self-care look like?

**ALL**
- Expectations for staff self-care are defined and aligned to SW expectations
- All staff have self-care plans
- All meetings begin with wellness check (e.g.: grade level/dept meetings, PLCs, one-one meeting with admin)

**SOME**
- Groups for practicing self-care (e.g., walking club, book club)
  - Self-Care Buddy

**FEW**
- Employee Assistance Programs
  - Self Care Coach
  - On-Site Therapy

~5% responding

~15% responding

~80% responding
Strategies

After defining the problem
Workload

*Burnout Cause 1*

Strategies to consider
Align & Prioritize

- Establish a realistic workload and a manageable approach to teaching an aligned and integrated curriculum for academics and SEB instruction. Feeling competent is part of wellness.

- Invest in a small number of evidence-based practices (EBP) matched to student needs. Work to align practices for more efficiency with teaching.

## Example of Aligning Teaming Structures

<table>
<thead>
<tr>
<th>Initiative/Committee/Team</th>
<th>Purpose and Strategic Goal Supported</th>
<th>Data Based/Measurable Outcome(s)</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>Overlap? Modify? Eliminate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS</td>
<td>Ensure positive, safe, predictable and consistent environment</td>
<td>ODRs, suspensions, attendance, universal screening data, school climate surveys</td>
<td>All students, staff, and families</td>
<td>Principal Social Worker 3 General Education Teachers 1 Special Education Teacher</td>
<td>Overlapping purpose of PBIS/Safety/Trauma Informed Teams; Combine teams and name Climate &amp; Culture Leadership Team: Ensure Trauma informed leads are part of team; Additional meeting time in May for updating safety protocols</td>
</tr>
<tr>
<td>Safety / Crisis team</td>
<td>Update protocols to ensure safe environment and plan for crisis</td>
<td>None</td>
<td>All students, staff, and families</td>
<td>Principal Social Worker 2 General Education Teachers</td>
<td>Expand use of data to monitor police contacts from school and safety assessments conducted</td>
</tr>
<tr>
<td>Trauma Informed Team</td>
<td>Ensure students feel safe, supported and ready to learn</td>
<td>ODRs, suspensions, attendance, universal screening data, school climate surveys</td>
<td>All students, staff, and families</td>
<td>Principal Social Worker 2 General Education Teachers</td>
<td>Overlap with PBIS team Combine team ensuring Mr. Smith and Mrs. Morris are on team as PBIS Coaches</td>
</tr>
</tbody>
</table>
# Initiative Inventory - Sample

**Step 2b: Conduct a review of current initiatives**

<table>
<thead>
<tr>
<th>Name of Initiative</th>
<th>What is connection to DCLT mission?</th>
<th>What personnel are involved in the implementation?</th>
<th>What is expected outcome?</th>
<th>What evidence of outcomes are there thus far?</th>
<th>What is financial commitment and source of funding?</th>
<th>What fidelity measures exist?</th>
<th>What PD exists including coaching and performance feedback?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PBIS</strong></td>
<td>School climate and culture</td>
<td>All Staff</td>
<td>Reduction in suspensions, ODRs, restrictive placements</td>
<td>Improved suspension, ODR and restrictive placements</td>
<td>District Coach FTE, Stipends for building coaches, &amp; professional development</td>
<td>Time fidelity measures</td>
<td>Quarterly coaching for building coaches; PD for new staff; On-going PD and coaching for all staff</td>
</tr>
<tr>
<td><strong>Social Emotional Behavioral Skills Curriculum</strong></td>
<td>School climate and culture through social and emotional learning</td>
<td>School counselors and social workers</td>
<td>Improved skills for students in grades K-5</td>
<td>Reduction in ODRs in last school year</td>
<td>Professional development for integrating into academic content</td>
<td>Self-report of counselor or social worker</td>
<td>None</td>
</tr>
<tr>
<td><strong>Wellness</strong></td>
<td>Increasing awareness of whole child</td>
<td>All Staff</td>
<td>Improved awareness of mental health issues</td>
<td>Unknown</td>
<td>Paying for materials for each teacher</td>
<td>None</td>
<td>1 hour PD for staff</td>
</tr>
<tr>
<td><strong>Bullying Prevention, Stop, Walk, Talk</strong></td>
<td>Aligns with rules and regulations</td>
<td>All elementary staff</td>
<td>Increased awareness of interactions and respect for self and others</td>
<td>SWIS data shows reduction in ODRs for bullying behavior</td>
<td>None</td>
<td>Part of fidelity check for PBIS – TFI</td>
<td>Teachers receive ongoing PD, coaching and TA from district and building coaches</td>
</tr>
<tr>
<td><strong>Suicide Prevention</strong></td>
<td>Increasing awareness of whole child</td>
<td>All high school staff</td>
<td>Increase awareness</td>
<td>Increase in suicide ideation and attempts</td>
<td>None</td>
<td>None</td>
<td>8 hours of PD for all staff</td>
</tr>
</tbody>
</table>

* Items indicated in red are “flagged” for conversation and action to be taken by DCLT.
## School Intervention Map

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Intervention</th>
<th>Expected Outcome / Need being met</th>
<th>Who Facilitates</th>
<th>Decision Rules (In, On, Out)</th>
<th>% of students in intervention</th>
<th>% of students responding to intervention</th>
<th>Is intervention an EBP</th>
<th>Is intervention implemented with fidelity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Second Step - Weekly Lessons</td>
<td>Increased SEL instructional time</td>
<td>Classroom Teacher</td>
<td>None - all students</td>
<td>All</td>
<td>Time out of class reduced by 10%</td>
<td>Yes</td>
<td>Measured by walkthroughs - yes</td>
</tr>
<tr>
<td></td>
<td>Classroom Community Circles</td>
<td>Increased community and safety perceptions</td>
<td>Social Worker</td>
<td>None - all students</td>
<td>All</td>
<td>Student Climate Survey increased by 13%</td>
<td>No</td>
<td>Measured by walkthroughs - yes</td>
</tr>
<tr>
<td>Tier 2</td>
<td>CICO</td>
<td>Low level behavioral needs</td>
<td>Special Edu Teacher</td>
<td>Suspensions ODRs Low elevation on screener</td>
<td>12%</td>
<td>74%</td>
<td>Yes</td>
<td>CICO - Fidelity Implementation Measure</td>
</tr>
<tr>
<td></td>
<td>Problem Solving Skills Group</td>
<td>Anger Management, problem solving skills</td>
<td>Social Worker</td>
<td>No response to CICO Suspension for physical aggression Teacher or family referral</td>
<td>5%</td>
<td>70%</td>
<td>Yes - skills from Second Step</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Groups</td>
<td>Social Skills; Regulation Skills; Academic-Behavior Skills</td>
<td>School and community clinicians</td>
<td>Teacher or family referral</td>
<td>3%</td>
<td>Unsure</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

*EBP*: Evidence-Based Practice
Perceived Lack of Control

*Burnout Cause 2*

Strategies to consider
Self-Assessment Survey (SAS)

**WHAT**: Annual assessment of staff perception of PBIS implementation

**WHO**: All school staff

**WHEN**: Annually – preferably spring

**WHY**: Identifies implementation status and improvement priority for School Wide, Classroom, Non-classroom and Individual Student Systems

**WHERE**: www.PBISApps.org
Climate Feedback

School Climate Survey

Formal measures with strong evidence of reliability and validity for measuring quantitative perceptions of school climate.

Feedback & Input Surveys

Give you more meaningful qualitative information about the experiences and suggestions of students, families, and school personnel.

- Use each survey separately or in combination.
- Each survey includes a set of demographic questions about the participants.
Crisis Support Routine

What is it?

An adult routine to help staff stay regulated, maintain patience, ensure consistent adult implementation, and support students in behavioral crisis/dysregulation to regain self-control.

Midwest PBIS Network 4/1/22
Example Crisis Support Routine

Step 1: Regulate [choose one]:
- Praise approximations -or-  
  *i.e. Praise any component of behavior*
- Non-Verbal prompt of regulation routine -or-  
  *Previously taught and practiced*
- Offer time and space

Step 2: Relate to Student [choose one]:
- Sincere words of empathy (brief) -or-
- Express concern (brief)
  *Focus on overall SW expectations (e.g. Be Safe);  
  Limit attention to inappropriate behavior*

Step 3: Simple Instruction
- One simple instruction to assess regulation  
  *Focus on what student should do, rather than stop doing*
Strategies for De-escalating Student Behavior in the Classroom

Provides practical, research-based strategies educators can use to de-escalate challenging student behavior in the classroom.

Poor Relationships

*Burnout Cause 4*

Strategies to consider
Dr. Bruce Perry’s Six R’s

Rethink the Email, Text, G-Chat and make the personal connection

Bruce Perry conference, April 2018
A Routine in Meetings

• **All** meetings start with a wellness check-in (e.g., staff meetings, PLCs, one-one meeting with administrator)
Staff Circles Examples

Compassion Resilience Toolkit

https://compassionresiliencetoolkit.org/schools/a-toolkit-for-schools/
Learn about Your Staff

Sample Questions:
• What do you love most about the work you do?
• What makes you most successful at work?
• How do you like to be recognized for your work (i.e., public praise, private praise, tangible acknowledgement)?
• What is your favorite snack?
• What do you do in your free time?
• Tell me about your family.

Then use the information....
• Ask about their family by name
• Praise in their preferred way
• Track feedback to ensure all staff receive feedback
• Acknowledge with their favorite snack
Summary to Address Systems

Steps to problem solve:

1. Identify team leadership & coordination
2. Use data to define the problem
3. Define vision and desired future

Some Common Response Strategies:

- Align and prioritize using inventory tools
- Use staff input to guide action plans to improve implementation of school-wide supports
- Establish systems that prioritize relationships and wellness
SECTION TWO
This is section is for you if you are thinking “But what about if...”

CONSIDERATIONS AND RECOGNITIONS

(NOT STRATEGIES)
CAN WE BUBBLE BATH OUR WAY OUT OF THIS?

IF THAT WERE POSSIBLE, WE WOULD HAVE ALREADY DONE IT.
What is adult SEL?

“Adult SEL is an emerging field. While robust research confirms that adults need to cultivate and practice social and emotional skills, much is yet to be established about how to support this development strategically and systemically.”

https://schoolguide.casel.org/focus-area-2/overview/

Question: Is this a trick to avoid talking about systems?

Answer: We still must talk about systems. Always.
Consider a different definition of resilience...

Resilience is more of an innate capacity—an inborn ability to right ourselves when we lose our balance.

Resiliency is our psychological immune system. It allows us to:
- Put life into proper perspective
- Recognize our thinking
- Not take life or the opinions of others too personally or seriously.
- Focus in the moment
- Connect to others
- Come to insights as needed for learning, responding, and living our lives.

Like our immune system, it can be compromised.

We already know how to be resilient, we have simply suppressed this instinctual knowledge with habitual insecure thinking.

What is social emotional well-being in adults?

Consideration: well-being is bigger/more than the absence of being miserable.

“How is your school year going?”
“Well, it isn't awful.”

OBJECTIVE SELF-AWARENESS
a reflective state of self-focused attention in which a person evaluates himself or herself and attempts to attain correctness and consistency in beliefs and behaviors. This involves the viewing of oneself as a separate object, acknowledging limitations and the existing disparity between the ideal self and the actual self. Objective self-awareness is often a necessary part of self-regulation.

https://dictionary.apa.org/objective-self-awareness
WHEN DEVELOPING SELF-AWARENESS:

PLEASE CONSIDER STARTING with THESE RECOGNITIONS

• The first step in self-awareness is recognizing that you think and if you believe your thinking, it will create your reality.

• The second step is recognizing you don’t have control over what you think.

• The third step is recognizing thoughts are all neutral (we label bad, good, wrong, right).

• The fourth step is recognizing if you wait until you are calm, an insight will arrive.

• The fifth step is recognizing that it might take a bit for calm to arrive.
Step One: recognizing that you think and that shapes our reality

OUR EXPERIENCE OF LIFE COMES FROM BELIEVING your THINKING THOUGHTS
Let’s examine the idea that other people can make us feel a certain way

- She makes feel incompetent
- He makes feel like I am not smart
- He frustrates me
- She makes me unsure of myself
- When he is at the party he makes me feel self-conscious
- They make me look down on myself
- They make me feel like I am not smart enough
- She makes me feel like I am not as good as her
- She makes me feel insecure
- They make me angry
- Their attitude bums me out
- This job is CAUSING me stress
- My boss is making me feel incompetent.
- This project makes me feel confused.

Let’s examine the idea that other people can make us feel a certain way

- She makes me feel great.
- He makes feel like I am smart.
- He empowers me.
- She makes me sure of myself
- When he is at the party he makes me feel attractive.
- They make me feel confident.
- They make me feel like I am smart enough
- She makes me feel like I am as good as her
- She makes me feel secure
- They make me happy
- Their attitude excites me
- This job is awesome.
- My boss is kind and reassuring.
- This project makes me feel hopeful.

**THESE are ALL THOUGHTS. Every. Single. One. Of. Them.**
If your happiness, life satisfaction and sense of ease are dependent upon external factors...well....

ARE YOU GOING TO BELIEVE EVERYTHING YOU THINK?

Are we really going to allow our outside world determine our happiness?
Step Two: recognizing you don’t have control over what you think.

“Melisa, I forgot to tell you, we are combining some classes and we are adding ten more students to your class.”

Wait, what?

This is ridiculous.

Public education is so...

I should have been an attorney!

• I have too much work.
• This is impossible.
• I cannot do handle this.
• Not enough time where I am not working.
• I am going to quit and be a barista.
• I don’t know if I am doing it right, good enough, etc.
• My administrator doesn’t have time to meet with me.
• My administrator is so stressed out I don’t want to bother them.
• Why do we keep taking on more (initiatives, programs, etc).
• I don’t want to work all weekend like x does.
Step Two: You do not have control over your thoughts

Because if you did have control it would look more like this...

That rainbow I saw at Yellowstone when I was twelve was so beautiful.
Ice cream is soooooo delicious.
I am good enough.
I can do what I can do.
I understand new initiatives are about the ongoing process of improvement.
I have control over my boundaries.
I have agency.
Unicorns are magical.
STEP THREE is recognizing that thoughts are all neutral.

Your brain creates thoughts. That is what brains do.

Thoughts are like data. Data is just data. Data is neutral.

We get in a habit of labeling them bad, good, wrong, right.

Thoughts are just thoughts.

Thoughts do not have power over us unless we give them meaning and then we believe that meaning.
This is not about:

• This is not about thought replacement.

• This is not about thinking more positively.

You cannot Jedi mind trick yourself.
Other people cannot Jedi mind trick you.
STEP FOUR

Recognizing that if you wait until you are calm, an insight will arrive.
Brains work in a way that insight can happen,

Internal gps....
STEP FIVE

Recognizing that you may need to be patient and wait for calm and wait for the insight.

We may need to foster an environment that will help move us in the direction of calm. There are people and places and situations that we might need to step back from to move in the direction of calm.
Back to the canary in the coal mine and the bucket.

The canary is not broken.
We are not broken. We do not need fixed.
Kids are not broken. Kids do not need fixed.

We may need to get rid of the bucket and fix the roof.
We may want to recognize how self-awareness can play a role in having a better life.
A few reference slides from last year...
Rain will fall on the picnic. **You will run late for work.** The basement will flood. The car tire will go flat. The computer’s hard drive will crash. The light in the kitchen will burn out. The ceiling fan will stop running. The refrigerator will stop cooling. The sidewalk will crumble. The roof will leak. **A student will fail a test in your class.** The check will bounce. The shoestring will break. The pot will burn. The cup will crack. The shirt will shrink. The blanket will unravel. The garbage disposal will stop working. **You will be quarantined.** The dryer will stop producing hot air. The water heater will stop heating water. The boss will criticize the report. The kids will leave. The milk will spoil. The silver will tarnish. The cheese will mold. The ice cream will melt. The car lock will freeze. **Everyone will move to virtual learning for fourteen days.** The brakes will squeak. The flowers won’t bloom. The paint will peel. The photograph will yellow. The page will crumble. The house won’t sell. Interest rates will fall. The market will crash. The flight will be delayed. The crop won’t come in. The clock will lose time. The candle will melt. The chain will rust. The vacuum will clog. Partners leave. Hair will thin. Muscle will atrophy. Joints will ache. The dog has fleas. Eyes lose their focus. Ears lose their hearing. Teeth loosen and fall out. Kidneys produce stones. Reactions slow. **You will get behind in your work.** Arteries clog. Unwanted growths grow in the wrong places. Discomfort and pain become intimate companions. Waist lines increase. Retirement income is too little. Loneliness is too great. Property values diminish. Friends die. Careers fizzle. Livers stop cleaning blood. Lungs stop charging blood with oxygen. Immune system fall into disrepair. Neurons fire haphazardly. Hearts stop beating. Money or no money, property or no property, health or no health, peace or no peace, it all falls apart.
Are we really going to allow our inside world (happiness) to depend on our outside world?
Feelings and emotions are like the rumble strips on the side of the road. They are warning system that we may need to pause in this space...
The rumble strips (mood/feelings) warn us of the guard rail and the edge of the cliff.

There needs to be space because that is where we can respond vs react. Warning strips, like emotions/feelings, give us constant feedback ...
Imagine your thoughts look like the snow in a snowglobe that was just shaken.
Please Complete this Session’s Evaluation

10/28/22

5D – Promoting a Culture of Staff Wellness: Moving Beyond Individual Responsibility

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Contact Us!

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Extra Slides for Strategies for Burnout Causes

Not covered in this session
Lack of Recognition and Reward

*Burnout Cause 3*

*Strategies to Consider*
Strategies from *Burnout Epidemic*

- Start positive gossip
- Gather feedback through gratitude sharing
- Set a recurring thank-you meeting

*Do these sound familiar to systems we mention in PBIS training?*
Dr. Bruce Perry’s Six R’s

• Rewarding (meaningful & fairly compensated)
  • The most rewarding is being present to staff

• Respectful (individual, team, culture)
Components of School-Wide Acknowledgement System for Students STAFF

Examples of Individual acknowledgements: Gotchas, ticket lottery, special announcements, positive calls home, Hi-five button, raffles, rotating trophy, etc.

Components

- **High frequency/Predictable**
  Delivered at a high rate for a short period
- **Intermittent and/or Unexpected**
  Bring “surprise” attention to certain behaviors or at scheduled intervals
- **Short-term Celebrations**
  - E.g. Weekly or bi-weekly whole class or whole school rewards
  - DJ Friday’s, Game choice, free time in class, Lunchroom Music, etc.
- **Mid-term Celebrations**
  - E.g. monthly activities
  - Assemblies, yoga in the yard before school, fancy lunch day, field trips

Example of a Layered Plan

I. **Individuals**: Tiger tokens (prompt adults) to use behavior specific praise with students. (e.g. Approx 10 per day)

II. **Classroom Group Contingencies**: Classes collect tiger tokens. Every 25 earned = whole-class social reinforcer (approx. 1-2 per week)

III. **Grade Level or School-wide Group Contingencies**: School tracks whole-class reinforcers, and every 15 = school-wide social reinforcer (approx. 1-2 per month)
How Are We Recognizing Staff?

• Keep staff motivated and appreciated!
• Use community resources and local businesses
• Incentives for staff could include:
  – Tangibles
  – Tokens
  – Symbolic
  – Celebrations
Rotating Staff Recognition

Golden Plunger Award

Door Welcome Mat Reward
Staff Reinforcements

- **Restaurant coupons** for staff who gave winning student coupon
- **Auto detailing** for staff member
- **Starbucks** delivered to class
- “**Rock Star**” (parking closest to school)
- “**Whale Done**” Trophy - The principal presents it to the first recipient at the first faculty meeting, modeling how it is to be presented. After that each winner looks for a colleague to whom the trophy can be given the next time
- **Principal takes over a teacher’s classroom** for ½ hour one time during the course of a week if their name is pulled with a student’s gotcha
- **Extra planning period**
- **Thank you cards** to teachers for support
<table>
<thead>
<tr>
<th>No or Low Cost Rewards for Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult gets to rent the principal’s chair for the day</td>
</tr>
<tr>
<td>At Family Math Night all the adults are highlighted in a video montage</td>
</tr>
<tr>
<td>Bulletin board highlighting staff of the day showing treasures provided by their family (surprise) If you have about 90 staff members one every other day would work</td>
</tr>
<tr>
<td>Dim the lights in the staff lounge and get a volunteer masseuse to come provide 5 minute neck rubs during planning periods - Play restful music</td>
</tr>
<tr>
<td>Donut day - These donuts are in honor of Peggy’s contribution to the PTO</td>
</tr>
<tr>
<td>During morning announcements highlight something that an adult in the building did and tell why</td>
</tr>
<tr>
<td>Duty free lunch period</td>
</tr>
<tr>
<td>Find a beauty school and get someone to volunteer to come in and do 5 minute manicures</td>
</tr>
<tr>
<td>Flowers on the desk from someone’s garden (with permission)</td>
</tr>
<tr>
<td>Get a donation of a shopping cart to keep at the school for adults bringing in huge loads of supplies</td>
</tr>
<tr>
<td>Golden plunger award from custodian for classroom that was the cleanest</td>
</tr>
<tr>
<td>Golden spatula award from cafeteria staff for most polite class of the week</td>
</tr>
<tr>
<td>GOOSE - Get Out Of School Early - No staying for the 30 after</td>
</tr>
<tr>
<td>Have the principal make up a rap song about being cool in school and perform it on the CCTV for the school - Staff of the Day get to be background dancers</td>
</tr>
<tr>
<td>Limo ride to school and home for staff of the day - This sounds weird but funeral parlors will sometimes provide this service for free if they aren’t using the cars that day - Don’t Tell rule applies</td>
</tr>
<tr>
<td>Mini-fridge for a week in the adults’ office area filled with his or her favorite drink</td>
</tr>
<tr>
<td>Once a month host an ice cream social with a “sister” - “brother” school. Alternate schools each month and let teachers tour getting ideas from each other on lesson plans, bulletin boards, etc. I Spy something great I’d like to duplicate</td>
</tr>
<tr>
<td>Permission to leave the building at lunch time for lunch off campus</td>
</tr>
<tr>
<td>Plan a big faculty meeting or inservice at someone’s house - with a pool and a grill instead of sitting</td>
</tr>
</tbody>
</table>

Source, Laura Riffel: https://drive.google.com/file/d/1MeC4iG_alredqYYQCYljrfP5w5o84rW3/view?usp=sharing
Lack of Fairness

_Burnout Cause 5_

Strategies to consider
Strategies from *Burnout Epidemic*

- Define policy or mechanism for reporting unfair treatment

- Research recommendations:
  - Establish a complaint mechanism.
  - Define consistent awareness of unfair treatment.
  - Respond to all grievances.
  - Take all matters seriously.
  - Act quickly.
  - Maintain healthy work environment throughout investigation.

- Ontario Human Rights Commission, 2008
Dr. Bruce Perry’s Six R’s

• Repetitive (predictable routines and rituals)
  • Expectations
  • Priorities
  • Visibility
  • Communication (e.g., Monday warm-up, Friday wrap-up)
  • Input and feedback (e.g., consistent questions and procedures)
Considerations for Input from Staff on Recognitions

• Consider peer to peer nominations

• Systems to track your feedback and recognitions to staff
Values Mismatched

*Burnout Cause 6*

Strategies to consider
Strategies from *Burnout Epidemic*

- Find a path to utilize skills
- Communicate and support the plan

Dr. Bruce Perry

- Relevant (matched to skill level)
  - Are people in the right jobs?
Consistency Matters

Common Vision/Expectations

SCHOOL COMMUNITY

Common Practices

Common Language

(USDOE OSEP PBIS TA Center, 2010)
How would your staff respond to this prompt? Would it match your current vision and goals?

If you could create the school of your dreams, what would it look like and sound like with a positive, proactive, and instructional approach to discipline?
School & District Policies and Focus

• Is teacher/staff wellness included in the school and/or district strategic plan?
• Is school administrator and district administrator wellness included in strategic planning?
• Are Employee Assistance Programs (EAP) reviewed, enhanced to respond to the needs of ALL, Some, and a Few
Workforce Capacity

• How do job descriptions and interviewing processes reflect your core values and mission?