

Mindfulness Training and Teacher Health, Well-Being and Classroom Behavior



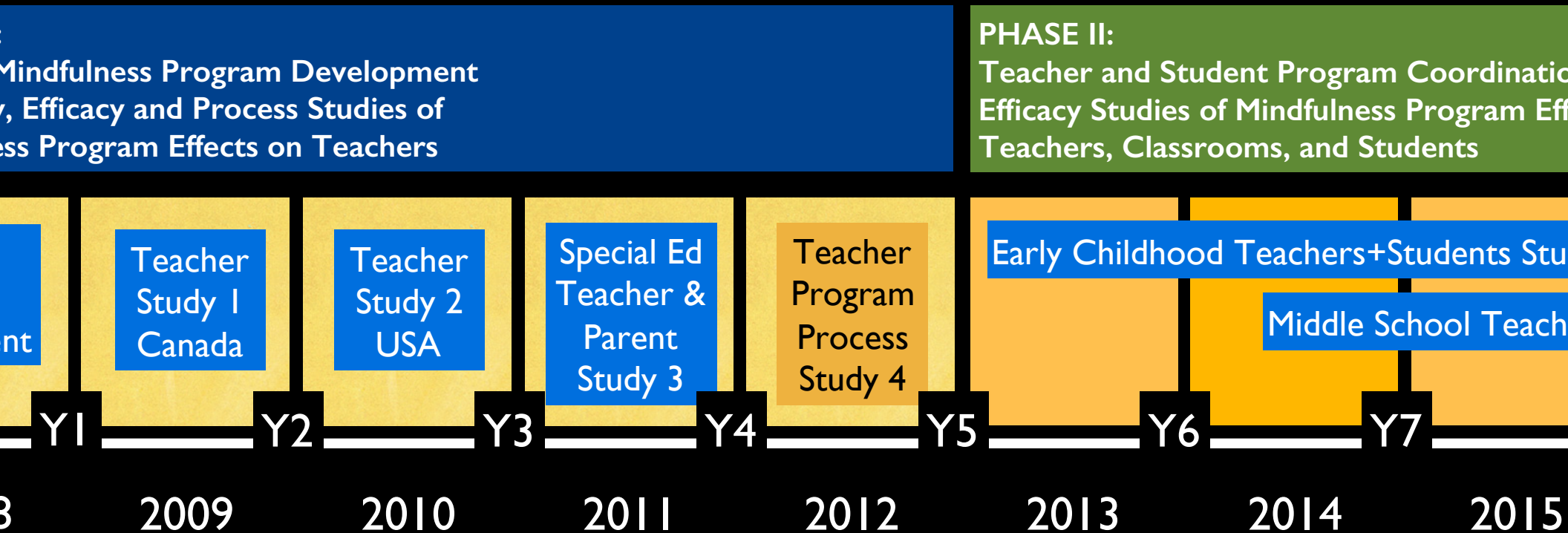
Mindfulness and Total Worker Health
Conference
Fall 2015

Robert W. Roeser, PhD

DEPARTMENT OF PSYCHOLOGY
PORTLAND STATE UNIVERSITY

Mindfulness Training for Teachers and Students

Department of Psychology
Culture and Contemplation in Education Laboratory
Portland State University



Receiving
Care

Self
Care

Extending
Care

Widespread “Empathy-Fatigue” in Human Service Professions

- **Social workers**
- **Hospice workers**
- **Nurses**
- **Psychotherapists**
- **Childcare Workers**
- **Emergency Responders**
- **Teachers**

Structural Stressors in Human Service Professions

- HSP are forms of emotional work requiring self-control and emotion regulation skills
- HSP are inherently social work requiring the management and maintenance of relationships over time
- HSP are inherently uncertain requiring mental flexibility, problem-solving, and attunement to others “on the fly”
- Human service professionals may benefit from skills and strategies that help them to meet the social-emotional demands of their work, while also practicing self-care.
- Human service professionals are often not given opportunities to developing stress-management and resilience skills and strategies in professional schools or professional development settings

Caring for Caregivers

First,

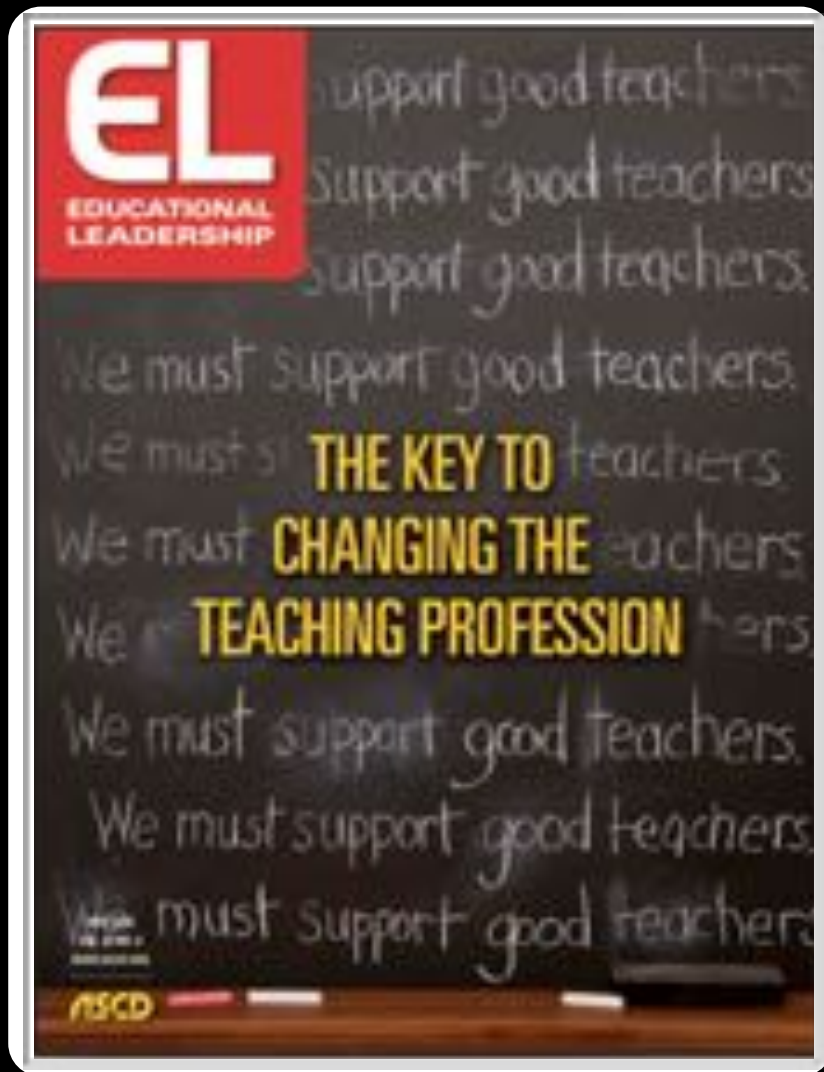


Then...

High quality employee wellness programs
yield a \$3:1 rate of return on investment in people
regarding health care and \$2:1 on absenteeism costs¹

mindfulness becoming more common approach to employee wellness

¹Baicker, K., Cutler, D., & Song, Z. (2010). Workplace wellness programs can generate savings. *Health Affairs*, 29, 304-311.



Supporting teachers succeed
in part by cultivating their Self-Care Skills

Shinzen Young



Three-fold attentional skillset consisting of **concentration, clarity and equanimity** that provides us insight into the nature of ourselves & reality (inner, other, outer)

Concentration:

The ability to attend to what is deemed relevant at a given time and to let go of what is deemed irrelevant

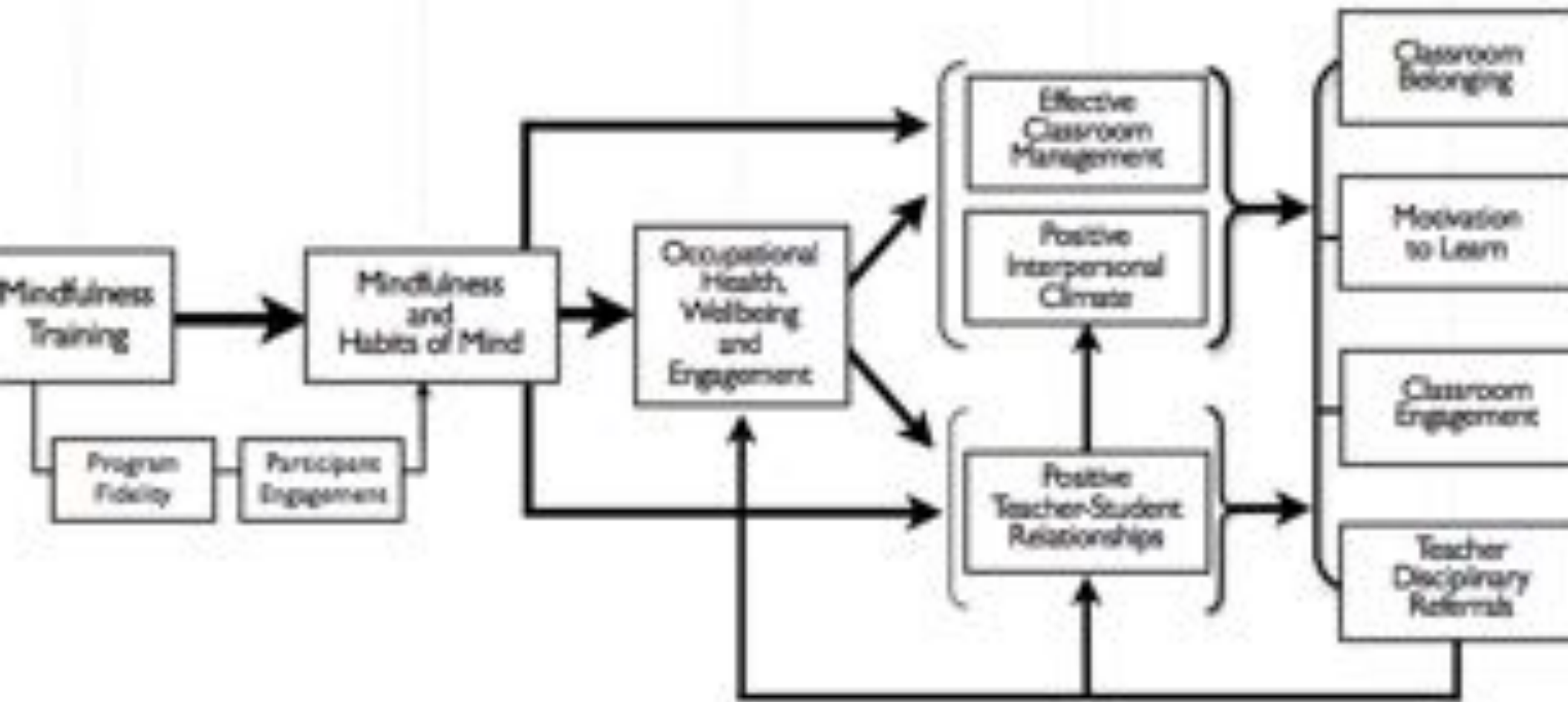
Clarity:

The ability to experience something *just as it is*. This requires the ability to note and label the components of experience as they rise moment to moment.

Equanimity:

The willingness to experience something *just as it is*; taking a matter-of-fact attitude to moment-to-moment experience such that we neither suppress or fixate on what is arising each moment.

Teacher Programs → Teacher Habits of Mind → Teacher Outcomes → Classroom Outcomes → Student Outcomes



Receiving
Care

Self
Care

Extending
Care

Mindfulness-Based Skills Hypothesized to Reduce Stress and Distress and Improve Health and Wellbeing

Greater:

Mindful Awareness

Self-Compassion

Emotion Regulation

Forgiveness

Lesser:

Rumination

Self-Criticism

Emotional Reactivity

Unforgiveness

(Mindfulness-based Emotional Balance Program by Margaret Cullen)

ualized Program

y Margaret Cullen)

11 session after-work program

essions are 2 or 2.5 hours; total of 28-36 contact hours

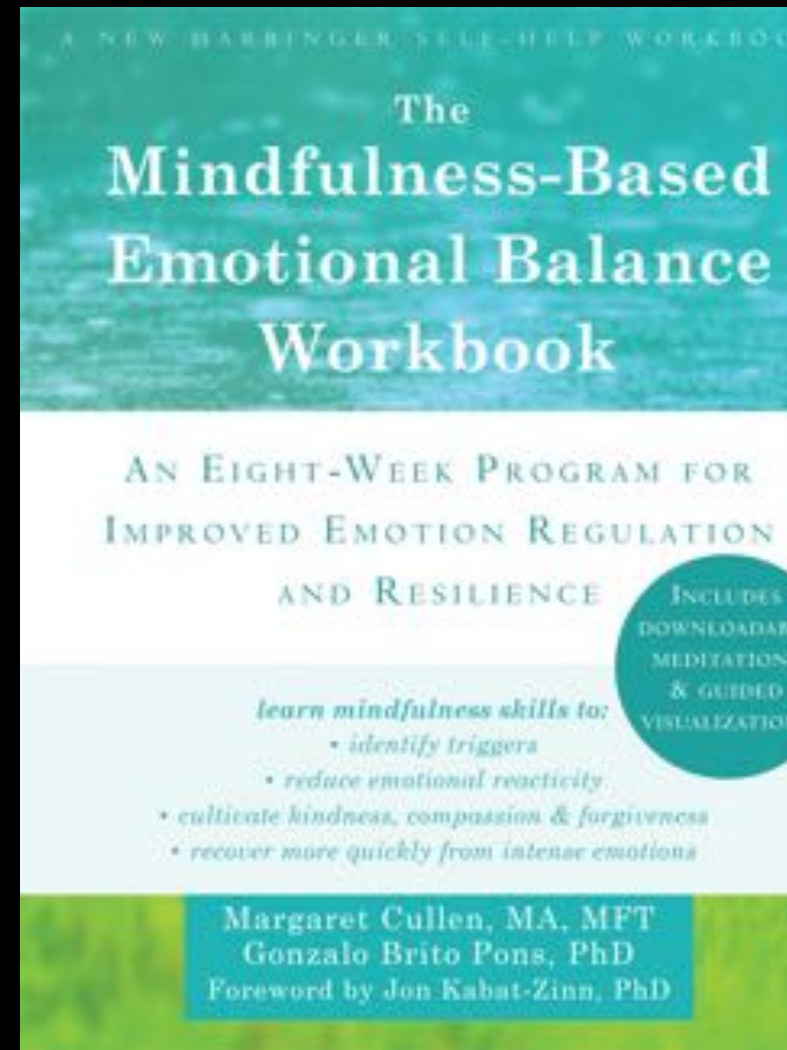
lay retreats (5-6 hours)

n content:

indfulness-based Stress Reduction

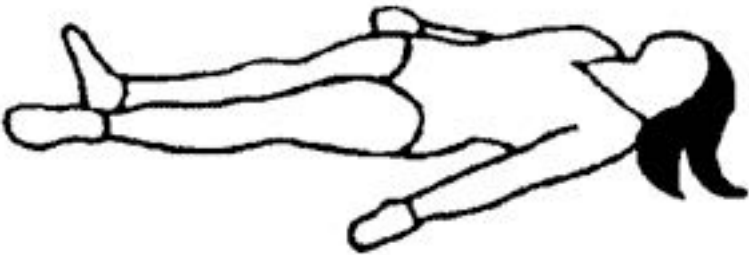
indfulness and Emotion Theory

indfulness and Forgiveness



Margaret
Cullen





Body
Scan



Mindful
Stretching



Breath
Practice

Insight
Practice

M
I
N
D
F
U
L
N
E
S
S



M I N D F U L N E S S

Loving-Kindness
Practice

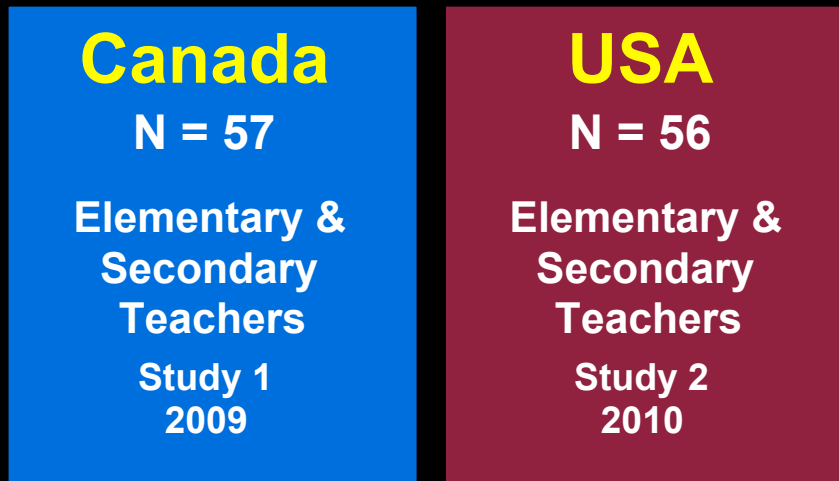
Gratitude
Practice

Forgiveness
Practice**

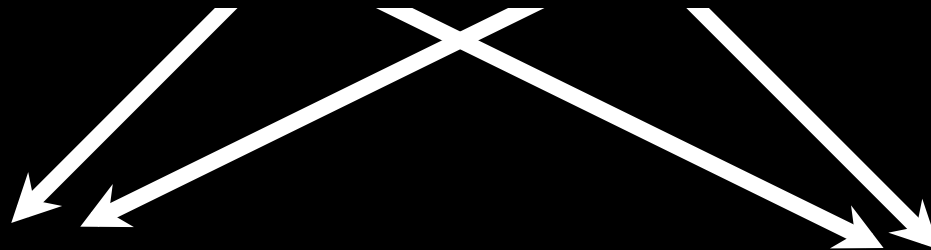
Mindful Listening
Practice

ANALYSIS OF RCT STUDIES

**RCT
Efficacy
Studies**



Randomization



**Treatment
Group**

**Control
Group**

T1

March

T2

June

T3

Sept

Study Samples

Canada

N = 57

Elementary &
Secondary
Teachers

Study 1
2009

USA

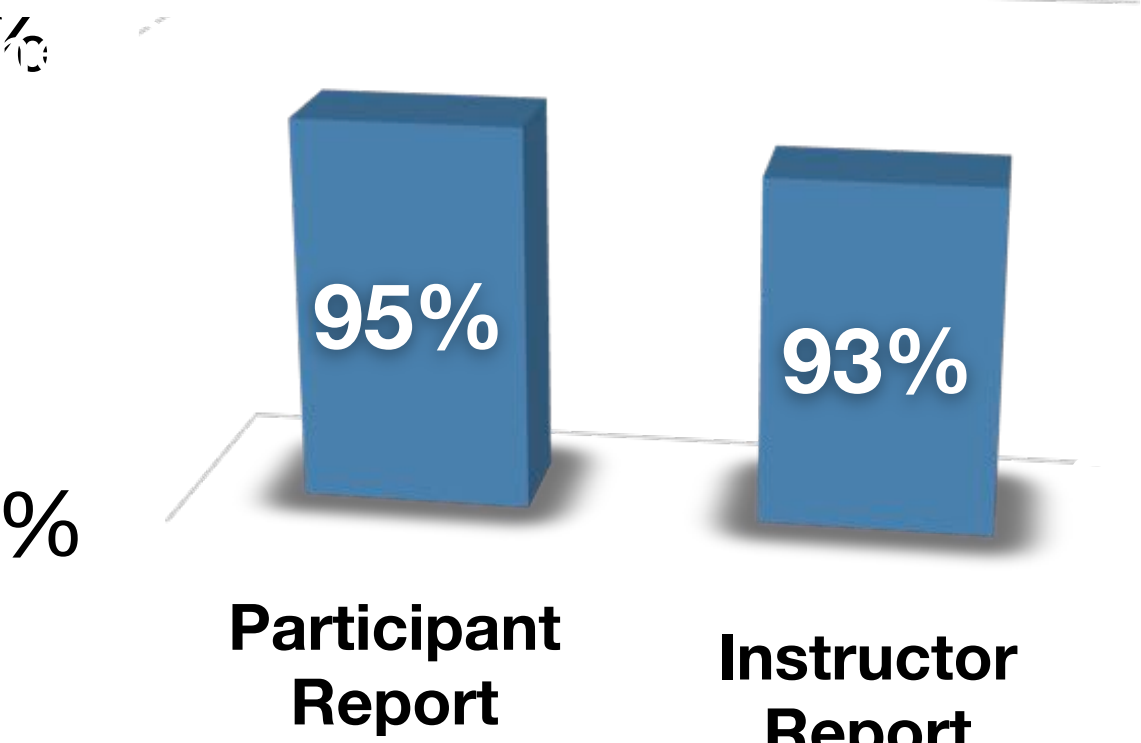
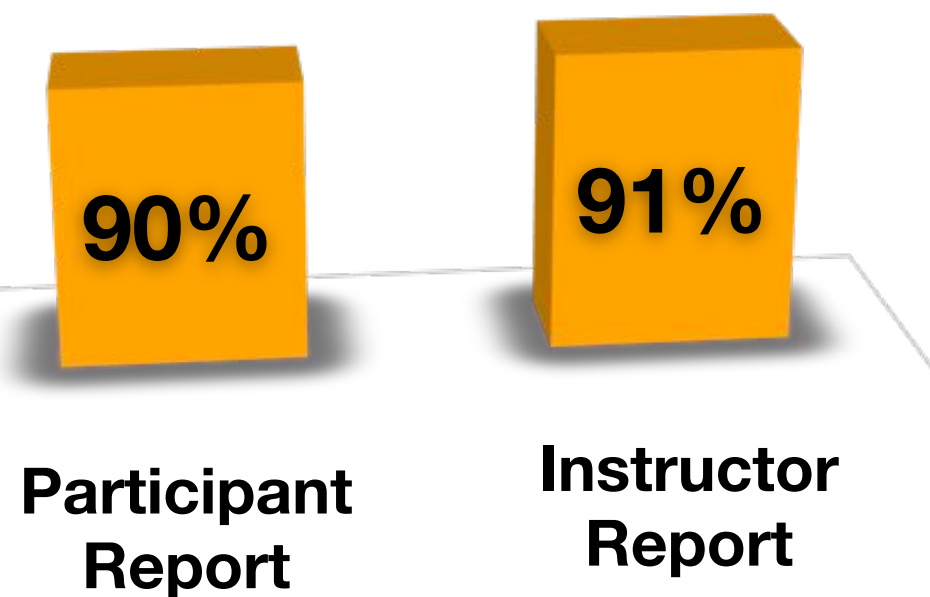
N = 56

Elementary &
Secondary
Teachers

Study 2
2010

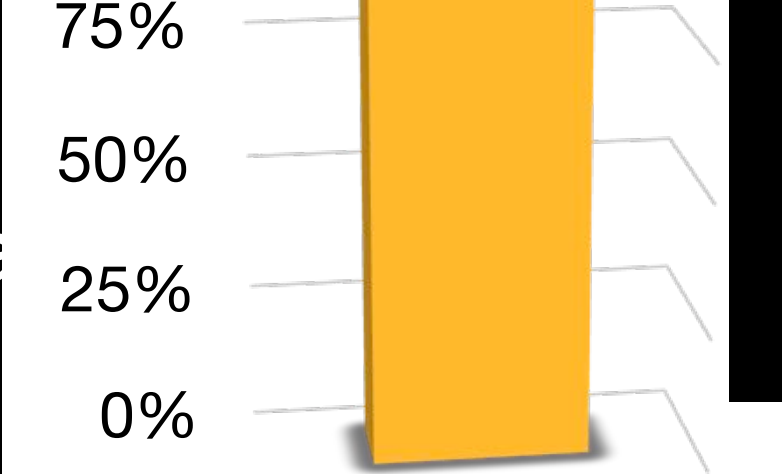
- **Self-Nominated (motivated) Samples**
- **90% Female**
- **85% European-American/Canadians Teachers**
- **Average experience in teaching = 15 years**
(Range 1-35, Mode = 6, Media = 13)

Attendance Rates (11 total)

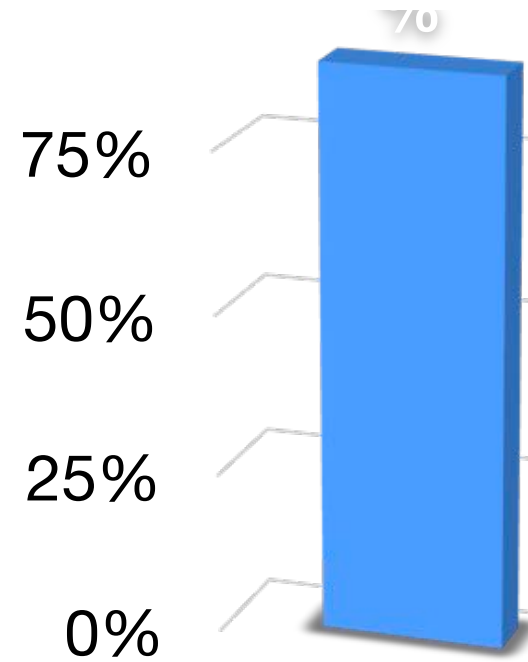


**Canada
Study**

Completion Rate (=> 9 sessions)



**SA
Study**



Home Practice Minutes from Diaries

(Teacher Self-report)

MT Instructor assigns 15 minutes
of home practice per day.

Canada

N = 57

Elementary &
Secondary
Teachers

Study 1
2009

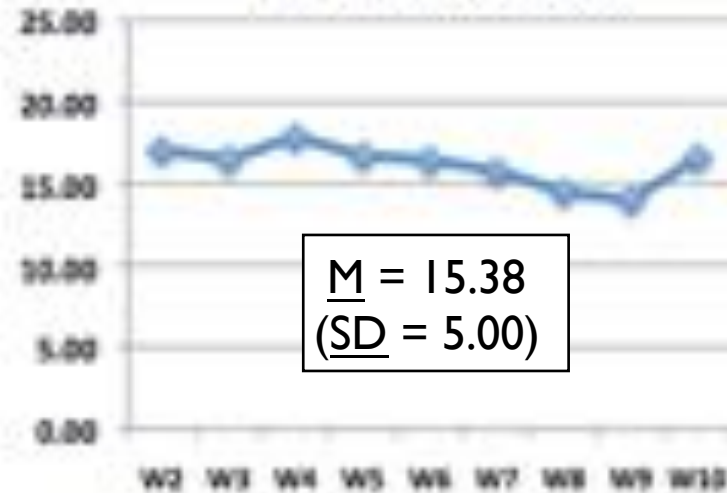
USA

N = 56

Elementary &
Secondary
Teachers

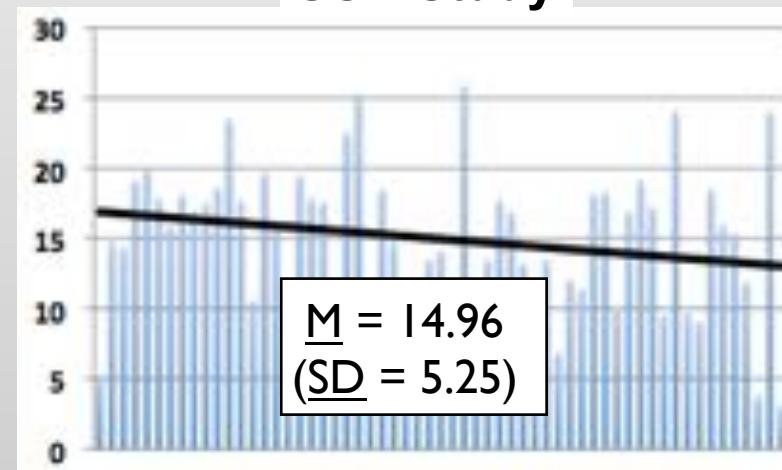
Study 2
2010

Average Daily Minutes



USA Study

Average Daily Minutes



For newer studies, we created an i-App and collect this

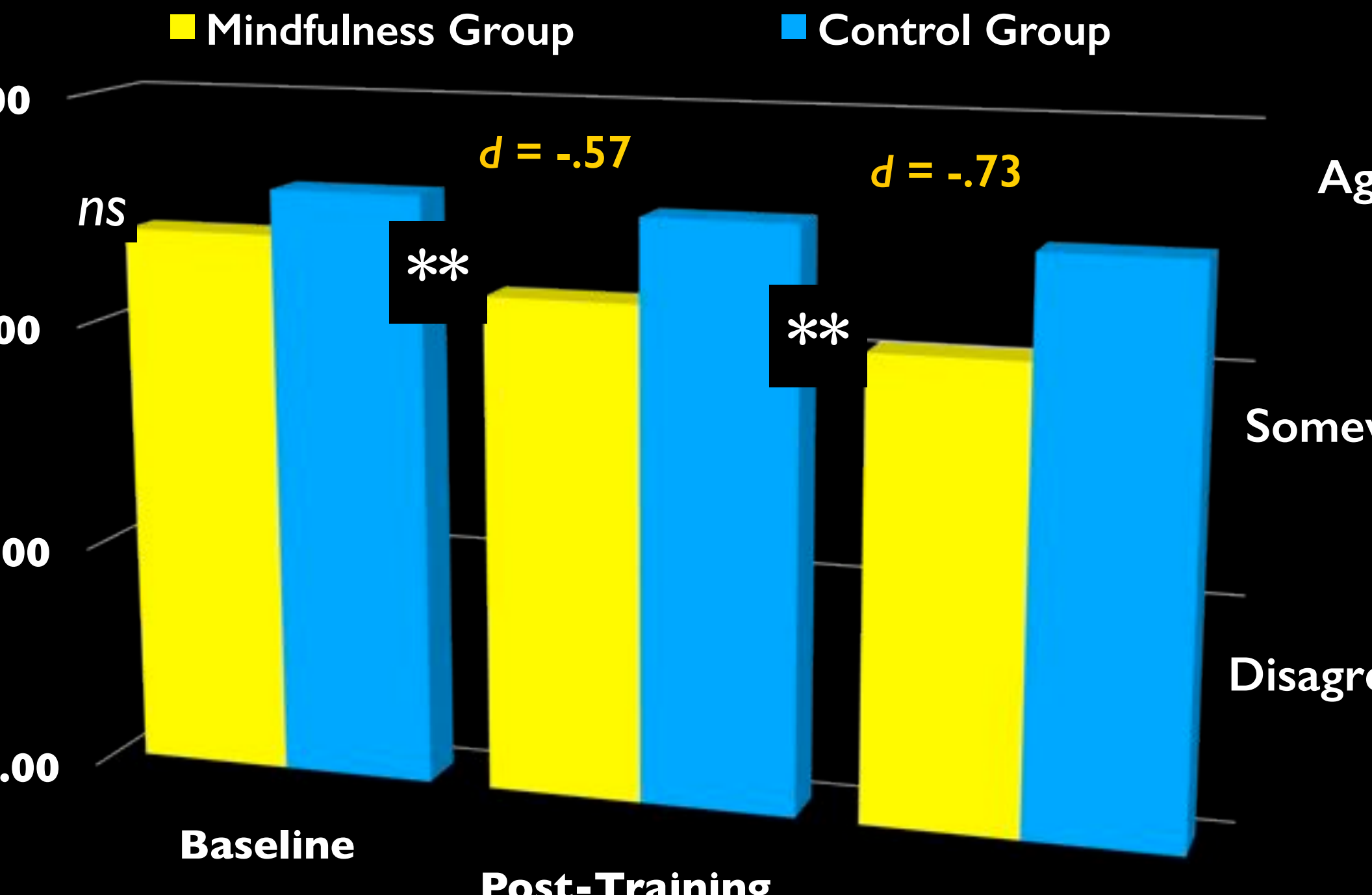
**Mindfulness
Training Reduces
Job Stress & Burnout
(ANCOVAs)**

Perceived Job Stress

(7 items, Alphas > .70 at T1, T2, T3)

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1	2	3	4	5
<p>Trying to complete reports and paper work on time causes me a lot of stress at work.</p>				
<p>Having to participate in school activities outside of normal working hours is stressful for me.</p>				
<p>I find dealing with student discipline problems puts a lot of stress on me.</p>				
<p>Trying to provide a good education in an atmosphere of decreasing financial support is very stressful.</p>				
<p>There is a lot of stress at work just keeping up with changing professional standards.</p>				
<p>I find trying to be attentive to the needs of fellow teachers is very stressful.</p>				
<p>I feel overwhelmed by the emotional-behavioral problems some of my students have.</p>				
<p>Trying to keep my work from being too routine and boring puts a lot of stress on me.</p>				

Moderate to Large Decreases in Teachers' Job Stress



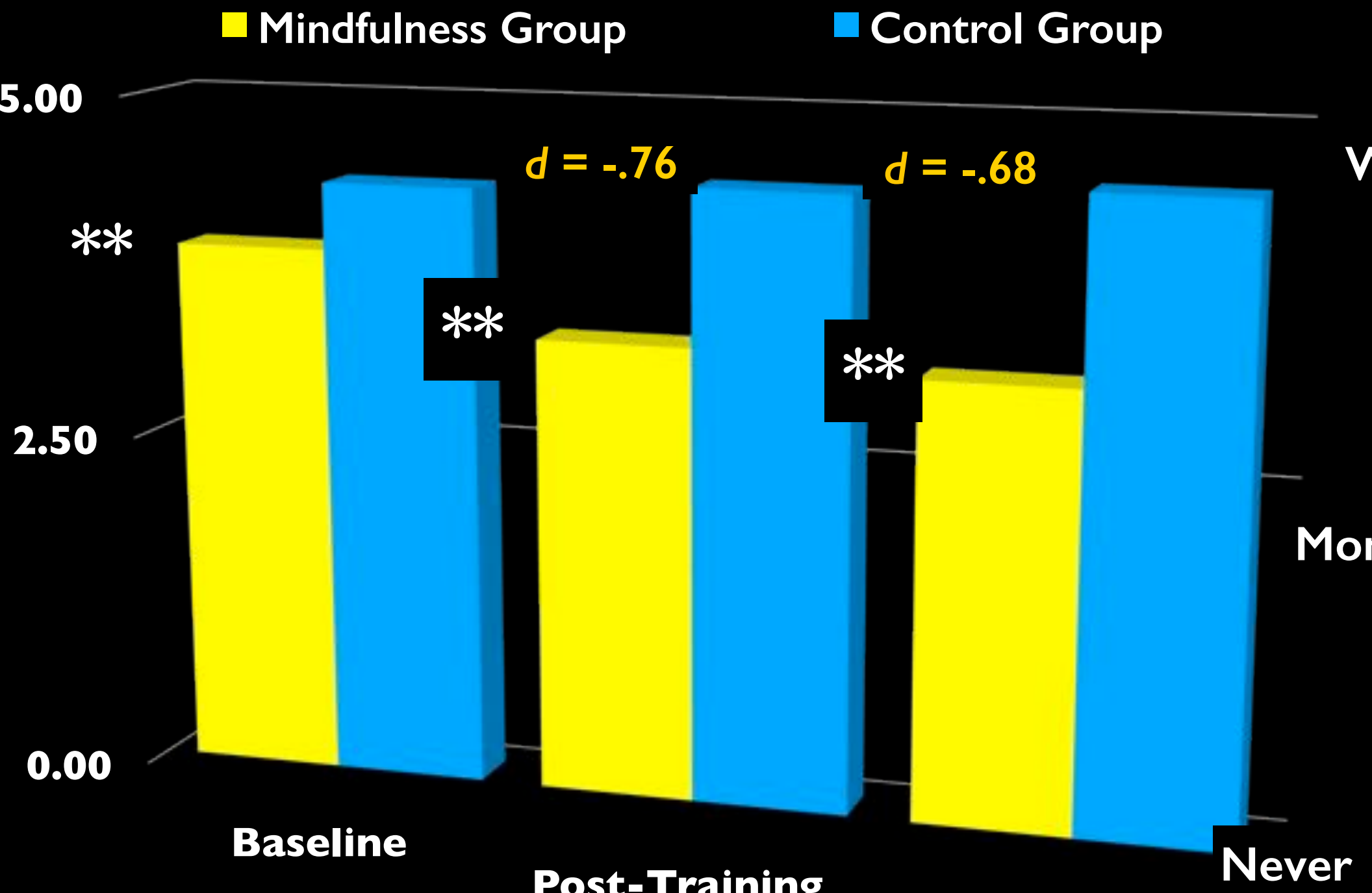
Symptoms of Occupational Burnout



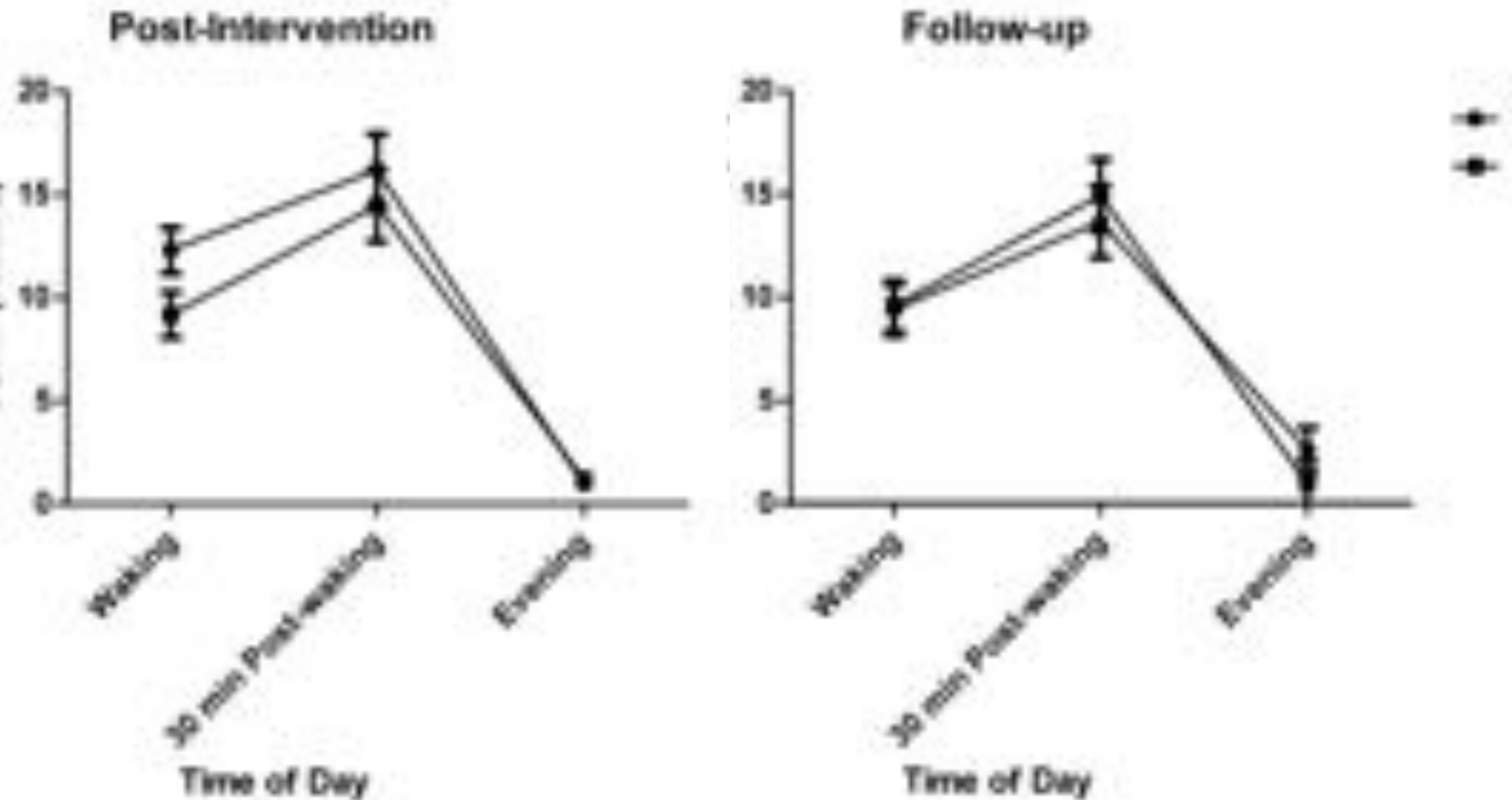
- *Emotional Exhaustion*
- **Depersonalization**
- **Lack of Accomplishment**

Maslach et al. (2001)

Mindfulness Training Associated with Large Decreases Teachers' Emotional Exhaustion at Work



on Working Mondays by Condition



Non-significant Differences Controlling for Pre-Test Cortisol

Mindfulness Skillsets and Mindsets as Mediators

The 5-Factor Mindfulness Scale

(39 items, Alphas > .90 at T1, T2, T3)

Mindful awareness of sensations, emotions and thoughts
I pay attention to sensations, such as the wind in my hair or the sun on my face.

Being non-reactivity towards experience
I perceive my feelings and emotions without having to react to them

Taking a non-judgmental attitude towards experience
I tell myself I shouldn't be feeling the way I am feeling (reversed)

Acting mindfully rather than mindlessly
When I am reading, I focus all my attention on what I am reading.

Competence at verbalizing emotional experience
I am good at finding words to describe my feelings.

Teachers' Self-reported Mindfulness

■ Mindfulness Group

■ Control Group

$d = .79$

$d = .87$

Often

**

**

ns

Sometimes

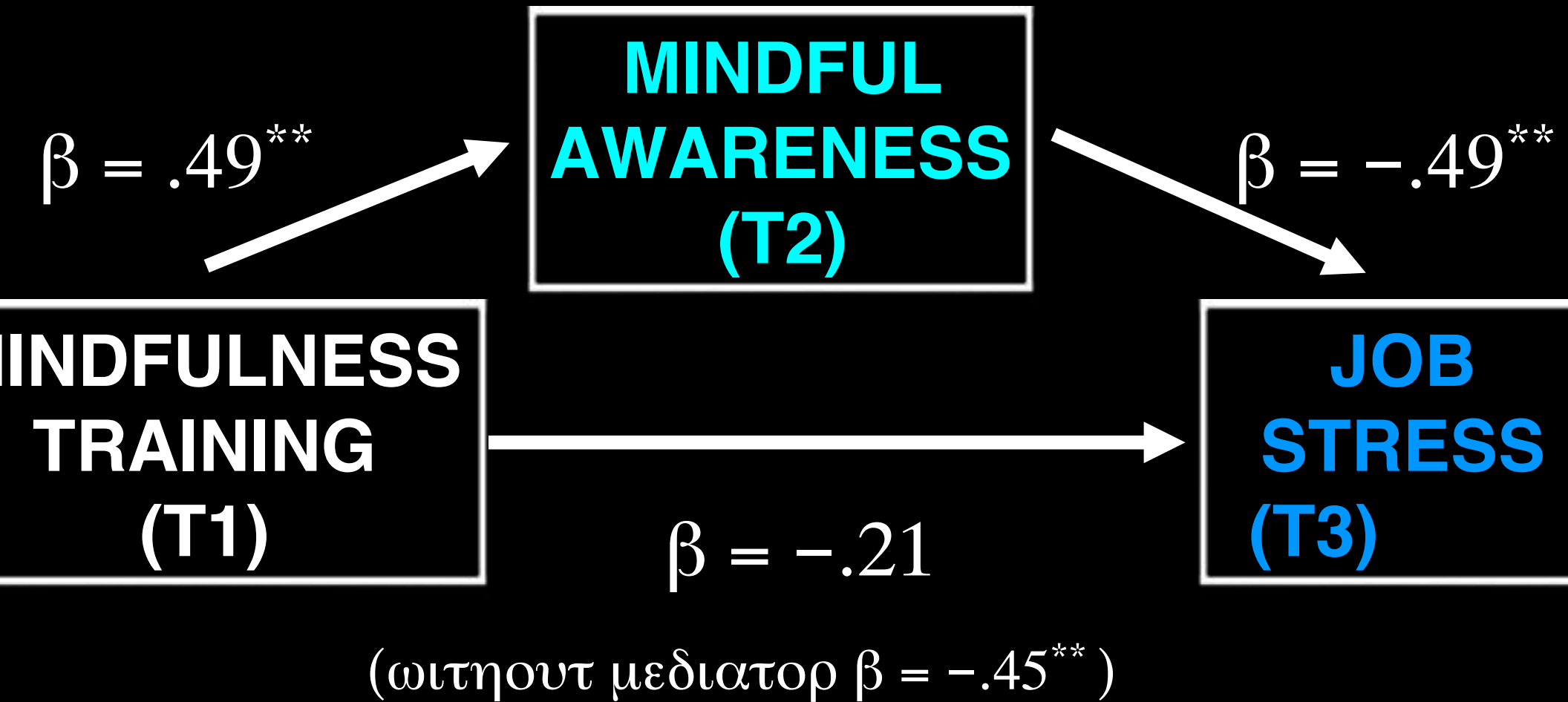
T1 (PRE)

T2 (POST)

Rarely

0

Reductions in Teacher Job Stress (and Burnout, Anxiety & Depression)



Indirect Effect = -.24

Teacher Occupational Self-Compassion

(13 items, Alphas > .89 at T1, T2, T3)

Dimension 1: Self-Kindness vs. Self-Judgment

I try to be understanding and patient with myself when those aspects of my personality that I don't like come out in the classroom.

When times are really difficult at work, I tend to be tough on myself. (R)

Dimension 2: Common Humanity vs. Isolation

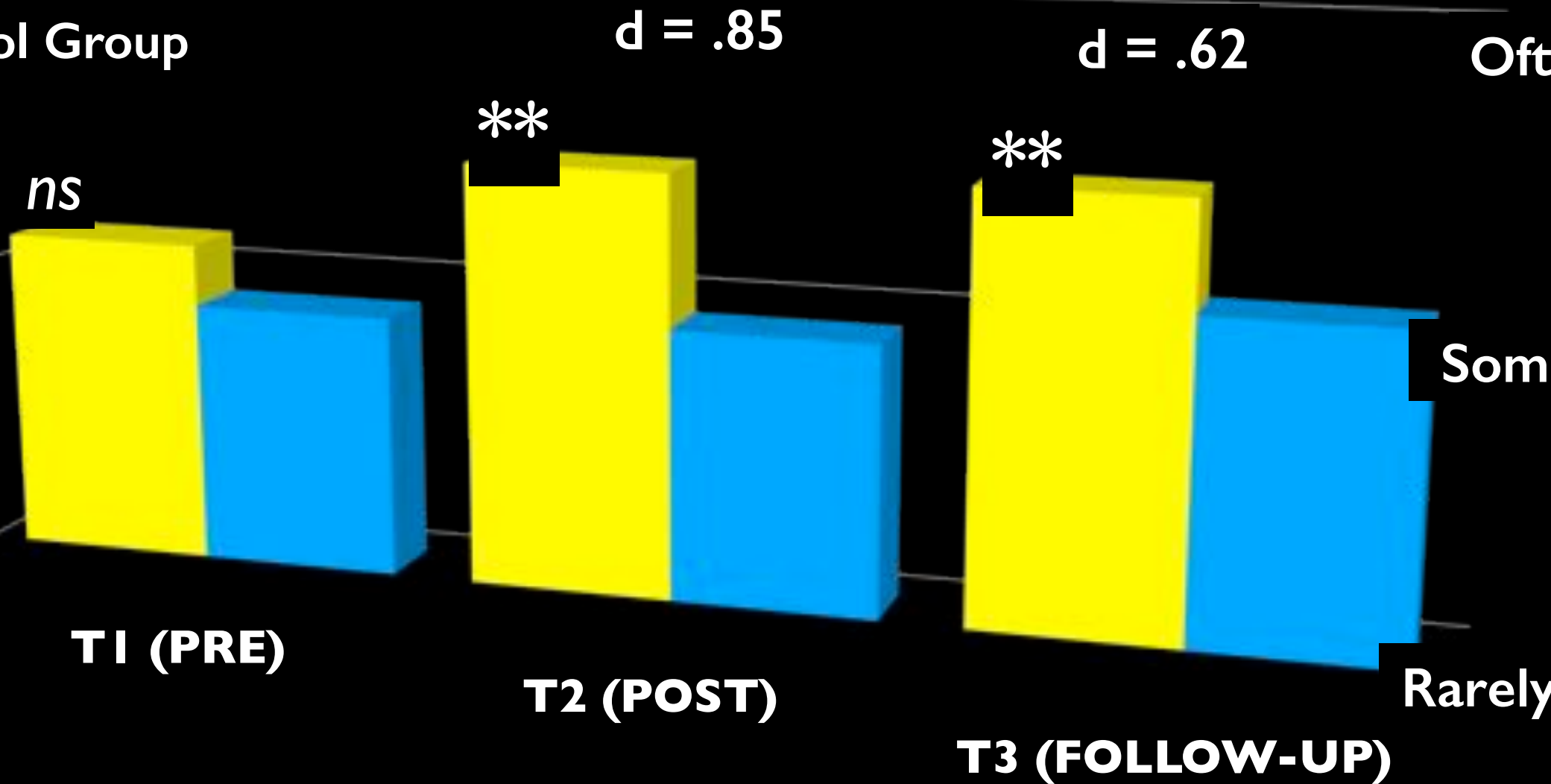
*When I feel inadequate in my role as a teacher in some way,
I try to remind myself that most teachers experience feelings of inadequacy.*

*When I'm really struggling with my teaching,
I tend to feel like other teachers must be having an easier time of it (R)*

Dimension 3: Mindfulness / Equanimity (not included)

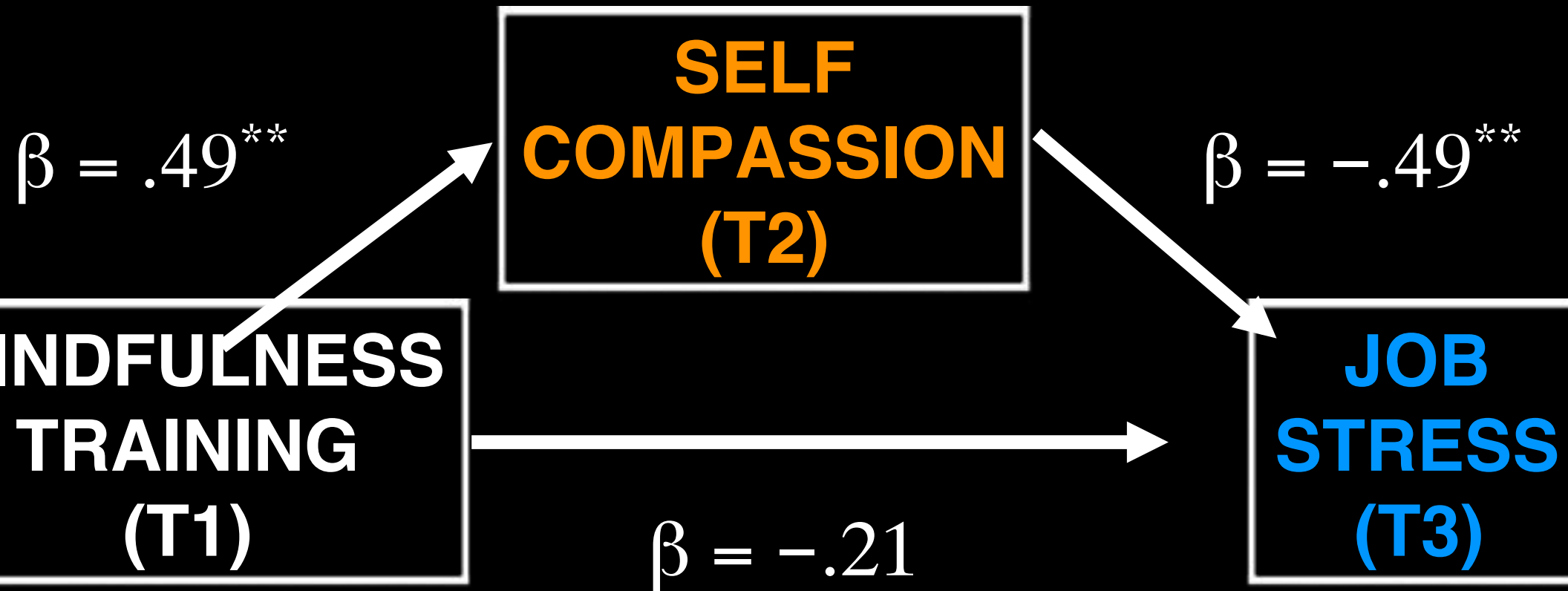
Changes in Teachers' Occupational Self-Compassion

Intervention Group
Control Group



Mindfulness training

Reductions in Teacher Job Stress



(without mediator $\beta = -.45^{**}$)

Indirect Effect = -.24

Teacher Tendency to Forgive Others

(4 items, Alphas $> .83$ at T1, T2, T3)

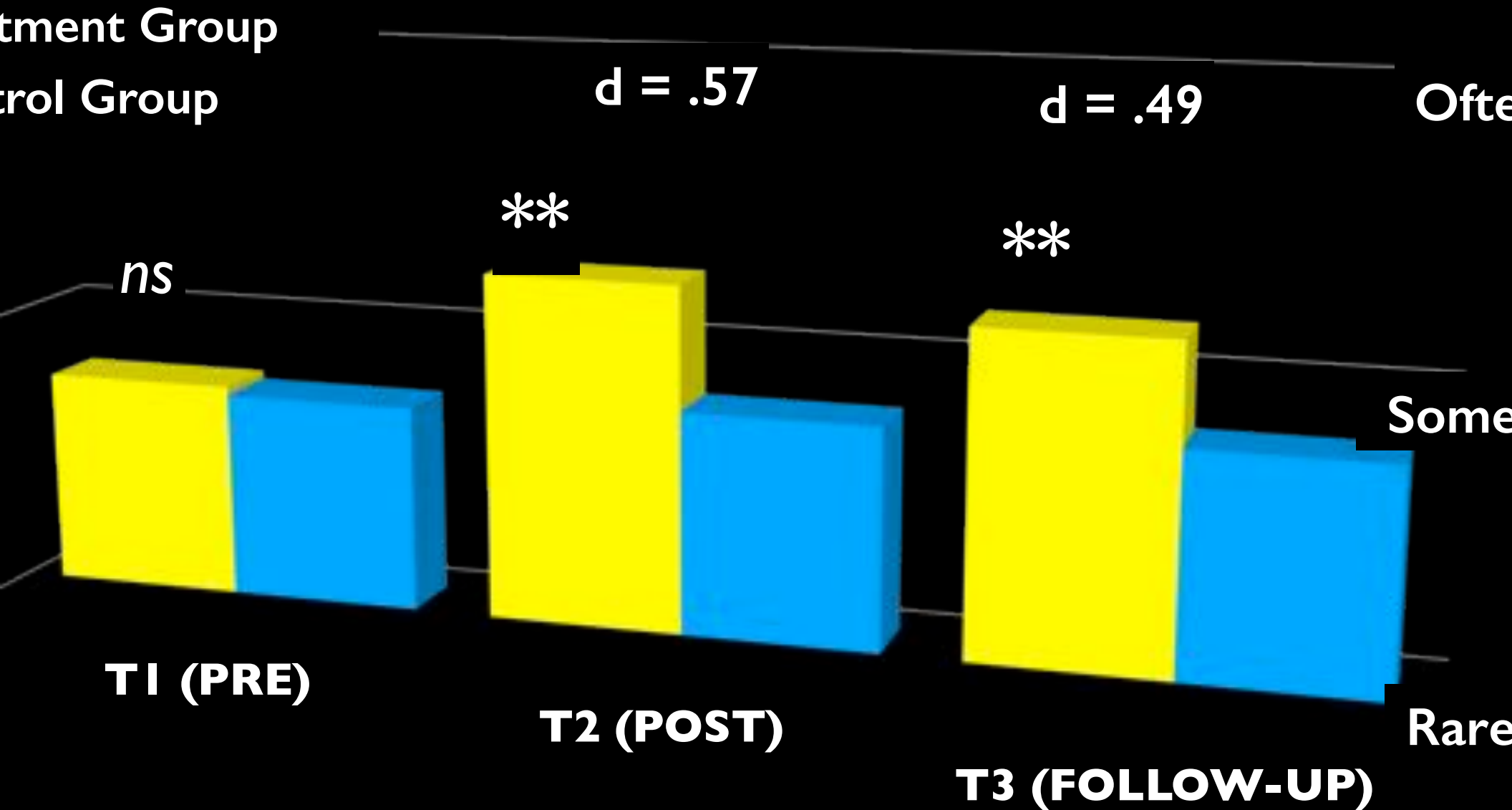
I have a tendency to harbor grudges. (R)

When people wrong me, my approach is just to forgive and forget.

I tend to get over it quickly when someone hurts my feelings.

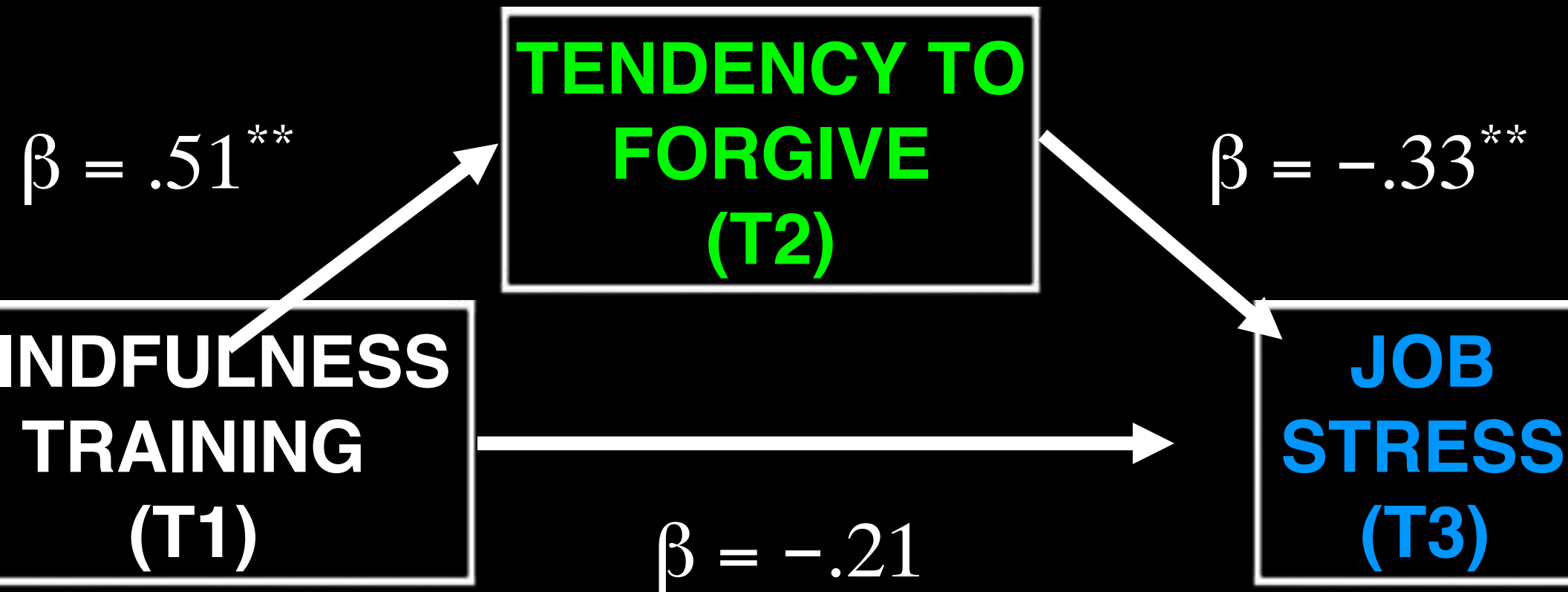
When someone wrongs me, I often think about it a lot afterwards (R).

Changes in Teachers' Tendency to Forgive Others



Mindfulness training associated with increase in

Reductions in Teacher Job Stress



(without mediator $\beta = -.42^*$)

Indirect Effect = -.17

Mindfulness Training



Increased Mindfulness
Reduced Rumination



**Work
Life**

**Stress
Management**

**Home
Life**

**Sleep
Cycle**

WORK-WEEK DAILY RHYTHM

**Positive
Intervention
Effect**

*Improved Mood at Work
Improved Satisfaction at Work*

**Positive
Intervention
Spillover Effect 1**

*Improved Mood at Home
Improved Satisfaction at Home*

**Positive
Intervention
Spillover Effect 2**

*Improved Sleep Quality
Improved Sleep Quantity
Reduced Daytime Sleepiness
Reduced Insomnia*

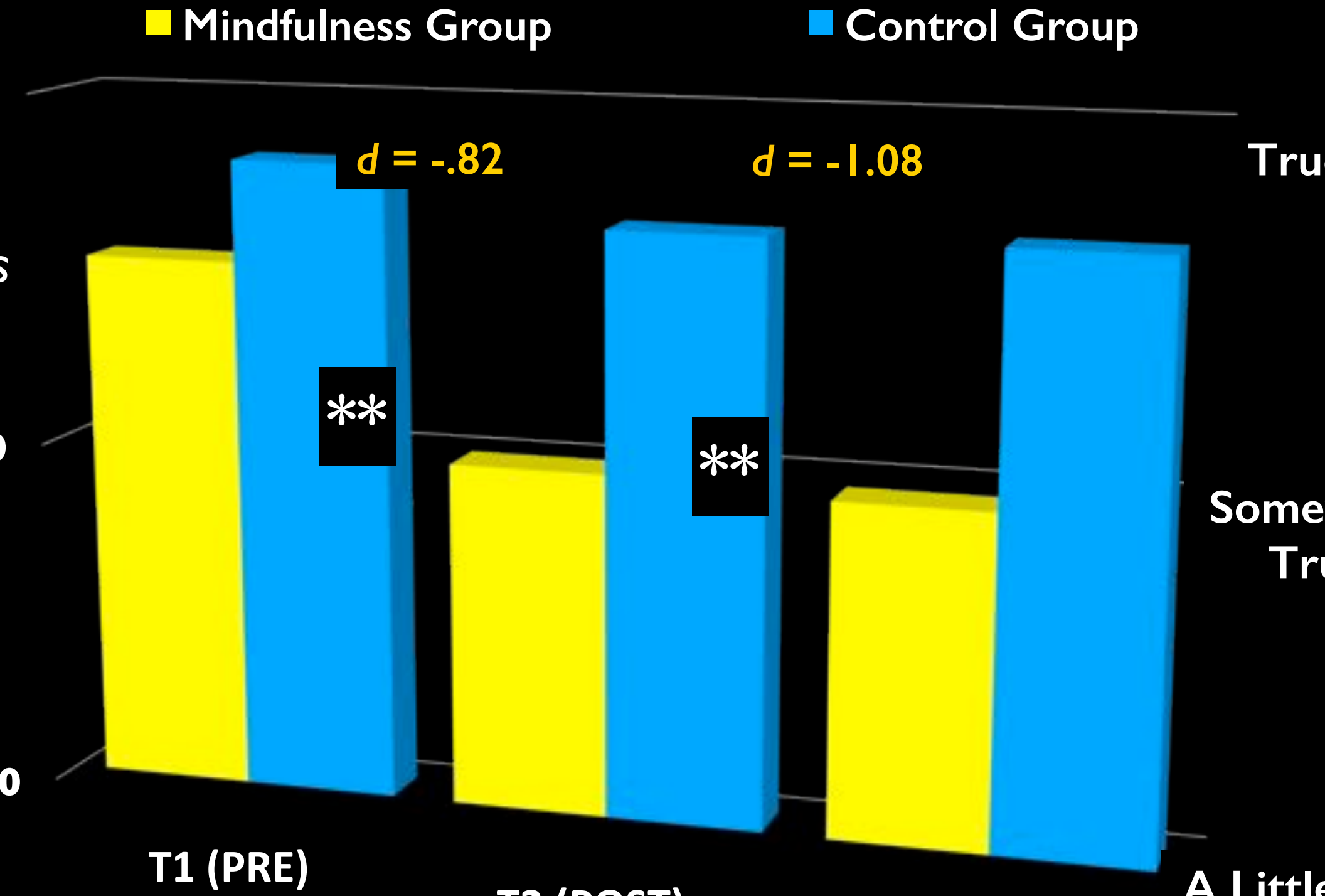
Teacher Rumination on Work at Home

(2 items, Alphas > .89 at T1, T2, T3)

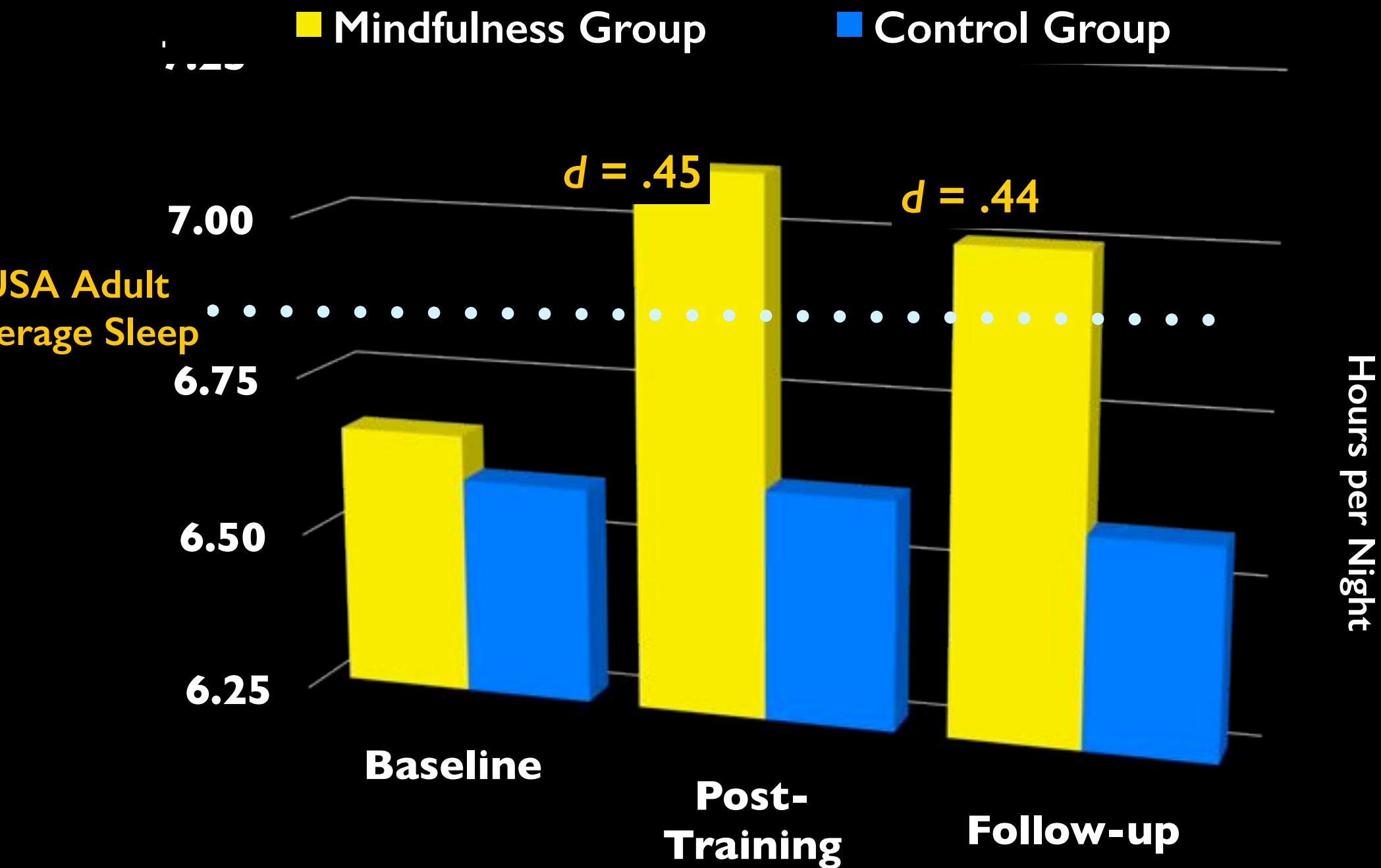
Job worries distract me when I am at home
Job worries distract me when I am at home.

Stress at work makes me irritable at home.

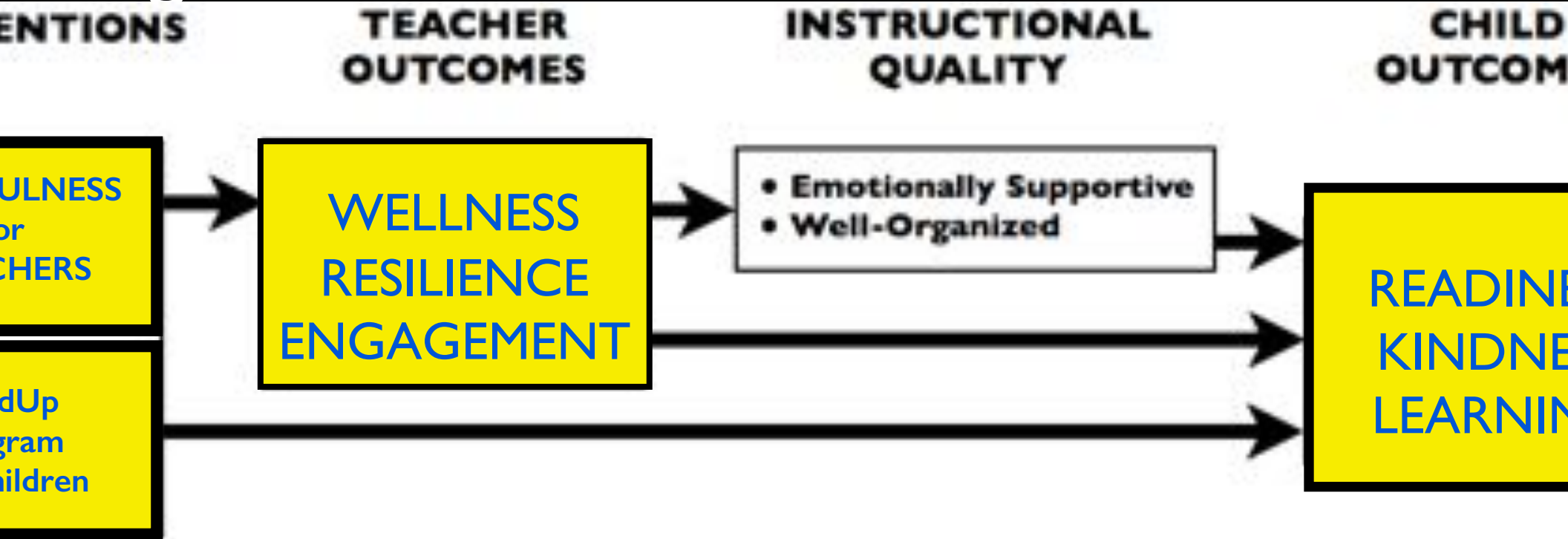
Teachers' Habit of Ruminating on Work at Home



Mindfulness Training Associated with Increases in Teachers' Quantity of Weekday Sleep



Proof-of-Concept Study on Mindfulness Training for Undergarten to 3rd Grade Teachers and Students



Study Design and Conditions

Quasi-Experimental, Proof-of-Concept Study

2-Year, Sequential Implementation of Programs

(Teacher Program, Student Program, Professional Learning Communities)

Two Highly Impacted Elementary Schools in Same District

Multi-Method Research

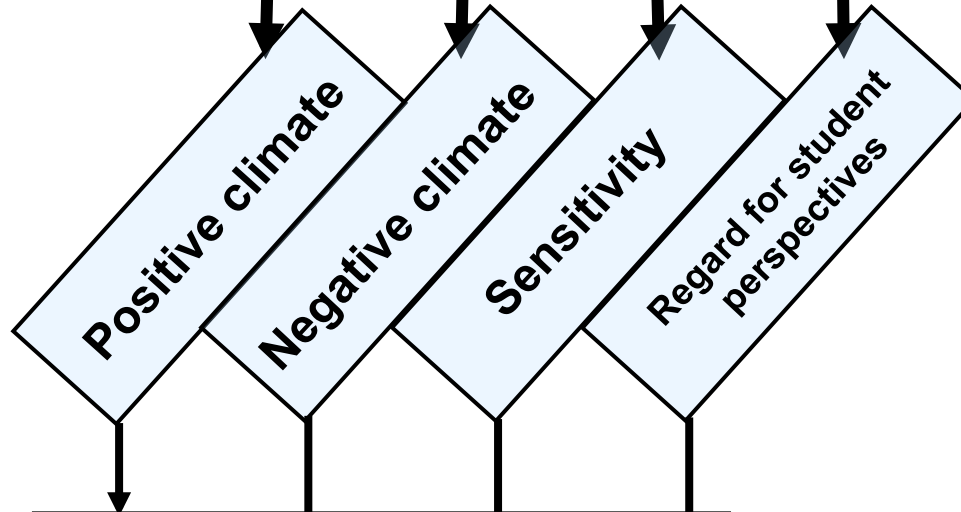
- Surveys, Interviews, Behavioral Measures, Observations, Field Notes and Arch

Sample = 21 K-3 grade teachers and 224 of their students

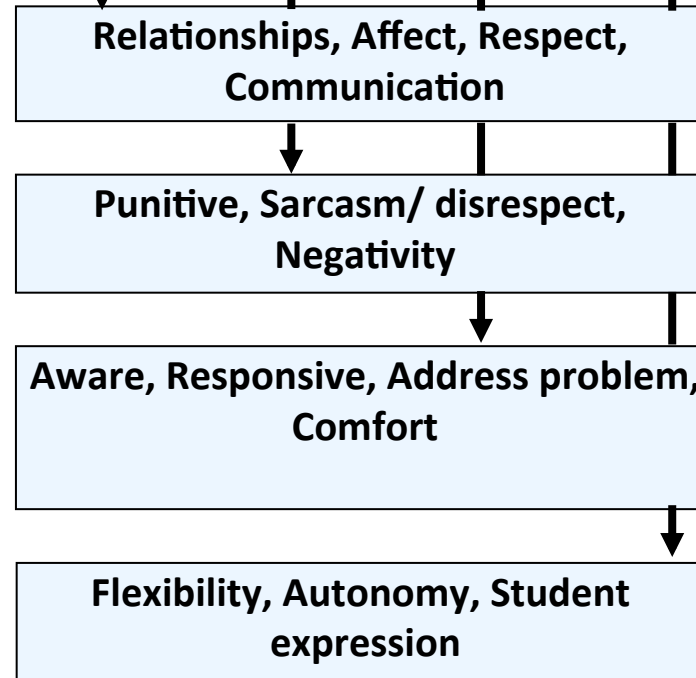
DOMAINS



DIMENSIONS

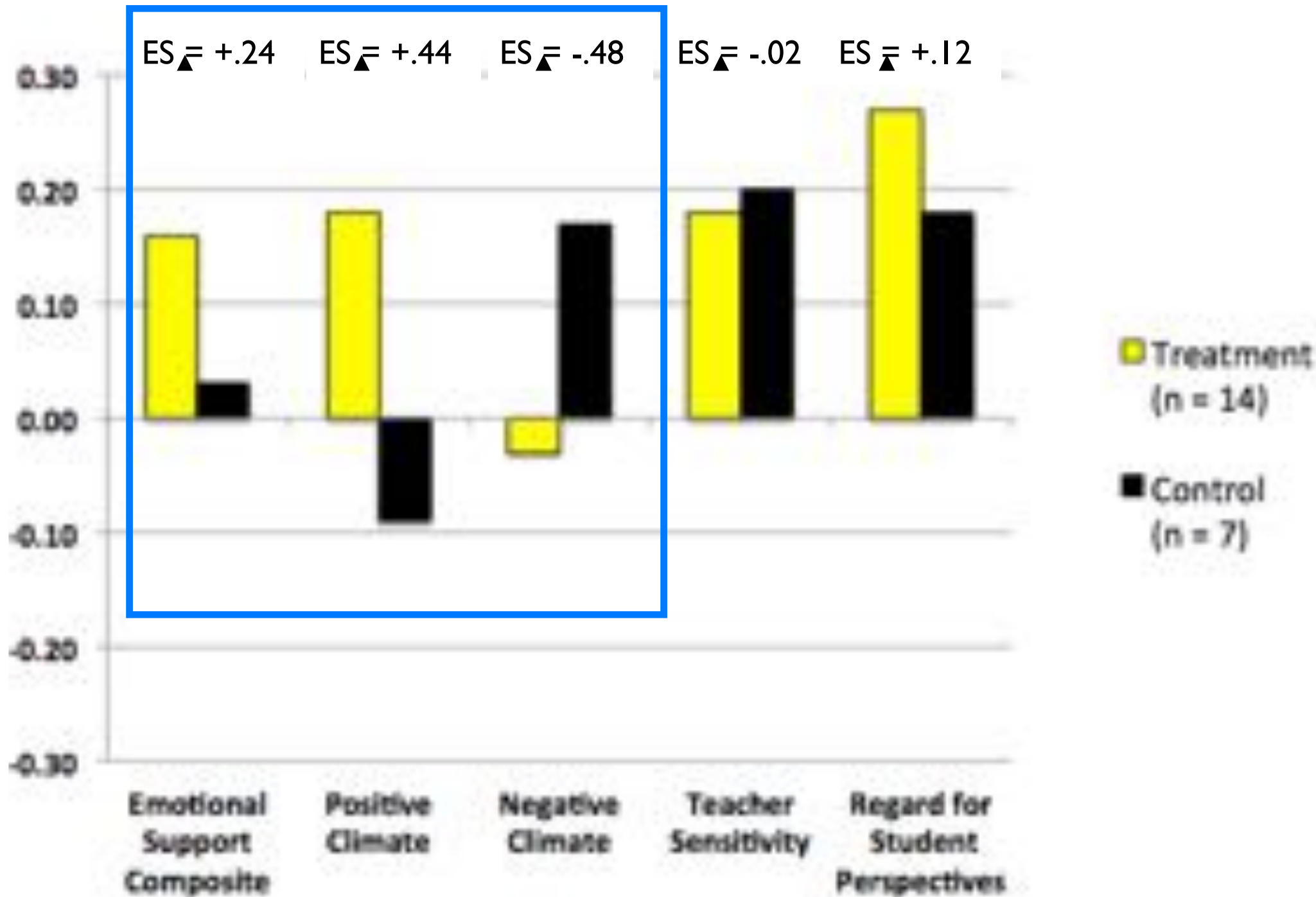


INDICATORS



Emotionally Supportive Classroom Climate

Standardized POST-PRE Change Score



A decorative graphic on a dark blue background. It features a central text element surrounded by stylized floral and leaf motifs. On the left, there are white, thin, curving lines resembling stems or roots. To the right, there are red leaves and a branch with small, light blue or grey leaves. The overall design is elegant and artistic.

SMART

MINDFULNESS PROGRAM

Overall Summary

- Stress and related health problems are very prevalent in the culture and affect worker health, absenteeism, relationships, productivity, and organizational health care and hiring costs
- Workplace interventions for stress are effective, and mindfulness approaches are a new frontier beyond cognitive-behavioral programs
- Promising evidence that mindfulness interventions can be effective in high stress, human service professions like teaching on measures of teacher well-being, health, and performance
- Next frontier is to create mindful and compassionate workplace settings and not just interventions for individual employees (supervisors and supervisees)

amberley Schonert-Reichl (U British Columbia)
argaret Cullen (Berkeley, CA)
drew J. Mashburn (Portland State)
en Skinner (Portland State)
ayne Sorenson (Portland OR)
queline Eccles (UC Irvine)
phen Peck (U Michigan)
n Urdan (Santa Clara)
ve Vago (Harvard)
rk Greenberg (Penn State)
h Jennings (UVA)
da Lantieri (New York, NY)
hard Davidson (UW Madison)
ishi Jha (U Miami)
a Benn (U Michigan)
n Akiva (U Pittsburgh)
n Dunne (UW Madison)
vid Meyer (U Michigan)
malini Rao (Facebook)
ha Wilensky (PassageWorks)
da Wallace (Boulder, CO)
am Engle (Mind and Life Institute)
upten Jinpa (U Toronto)
amberly Kahn (Portland State)
ssa Epel (UC San Francisco)
rk Glaser (UC Berkeley)

- **Cynthia Taylor (Portland State)**
- **Jessica Harrison (Portland State)**
- **Eva Oberle (U British Columbia)**
- **Kim Thomson (U British Columbia)**
- **Cristi Pinela (Portland State)**
- **Nicolette Rickert (Portland State)**
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- **Jeff Beers (Portland State)**
- **Tori Crain (Colorado State U)**

- **Jodi Wall (ESD112)**
- **Corina McEntire (ESD112)**
- **Lana Penley (Portland Public Schools)**
- **Andre Jackson (Portland Public Schools)**
- **Lisa Padrini (Vancouver School Board)**
- **Bob Jameison (Boulder Valley School District)**

- **Mind & Life Institute**
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- **William T. Grant Foundation**
- **Impact Foundation and Ulco Visser**
- **1440 Foundation**
- **The Hawn Foundation**
- **Fetter Institute**
- **Random Acts of Kindness Foundation**
- **Portland State University**