

Empowering Teachers to Promote Well-Being: How Wellness Affects Self-Efficacy

LAURA RICHARD, LCSW

ANNA O'DELL, LMSW

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What About You?

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Introduction

Terms to Remember

Teacher Self Efficacy (TSE)

- Belief that teachers can effectively help students learn through their influence and extra effort in classroom processes

Wellness

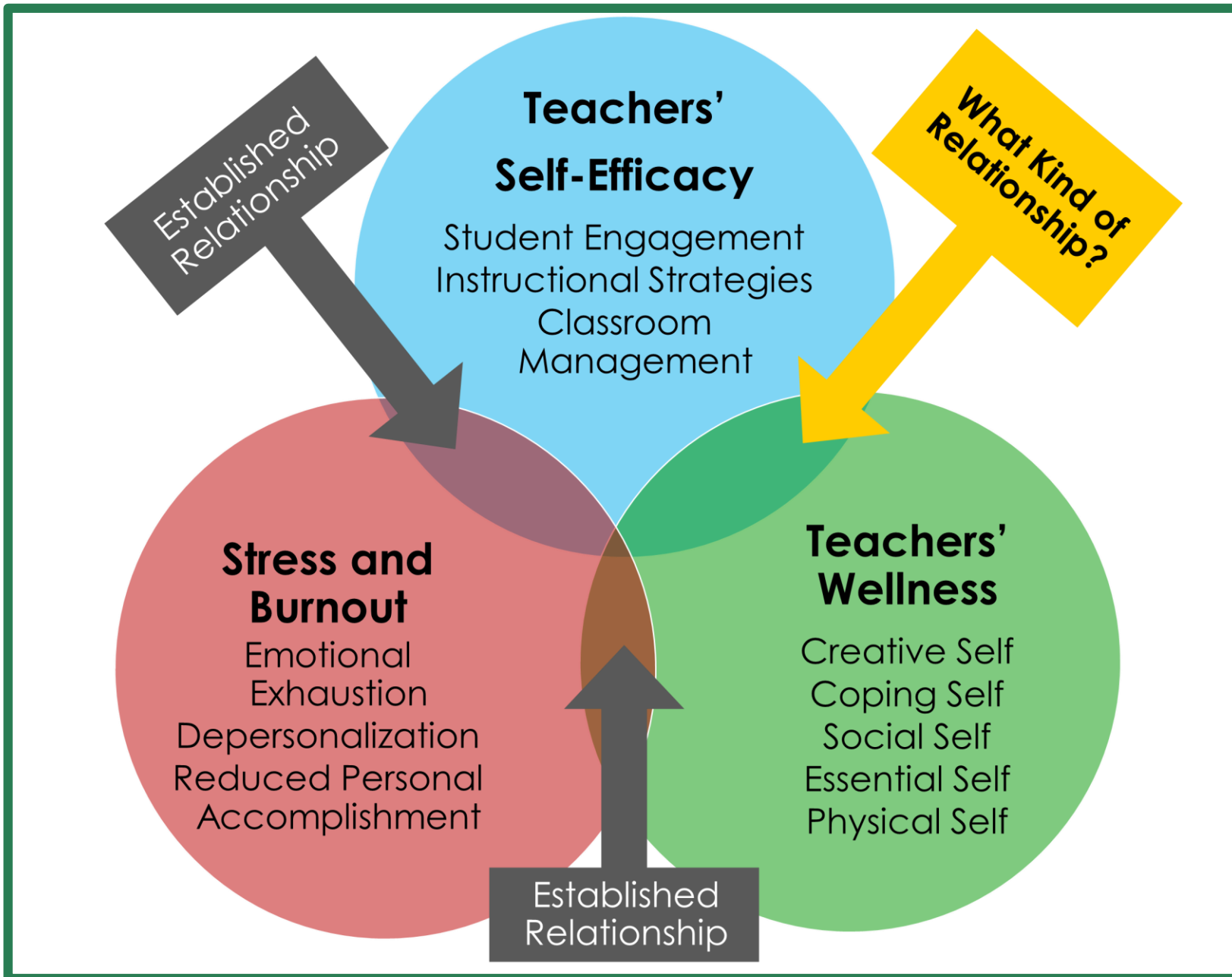
- Both internal and external systems that are integrated and influence one's ability to obtain optimal living
- This includes psychological, emotional, physical, occupational, social, and spiritual areas of wellness

Stressor

- An issue or event that causes a psychophysiological stress response

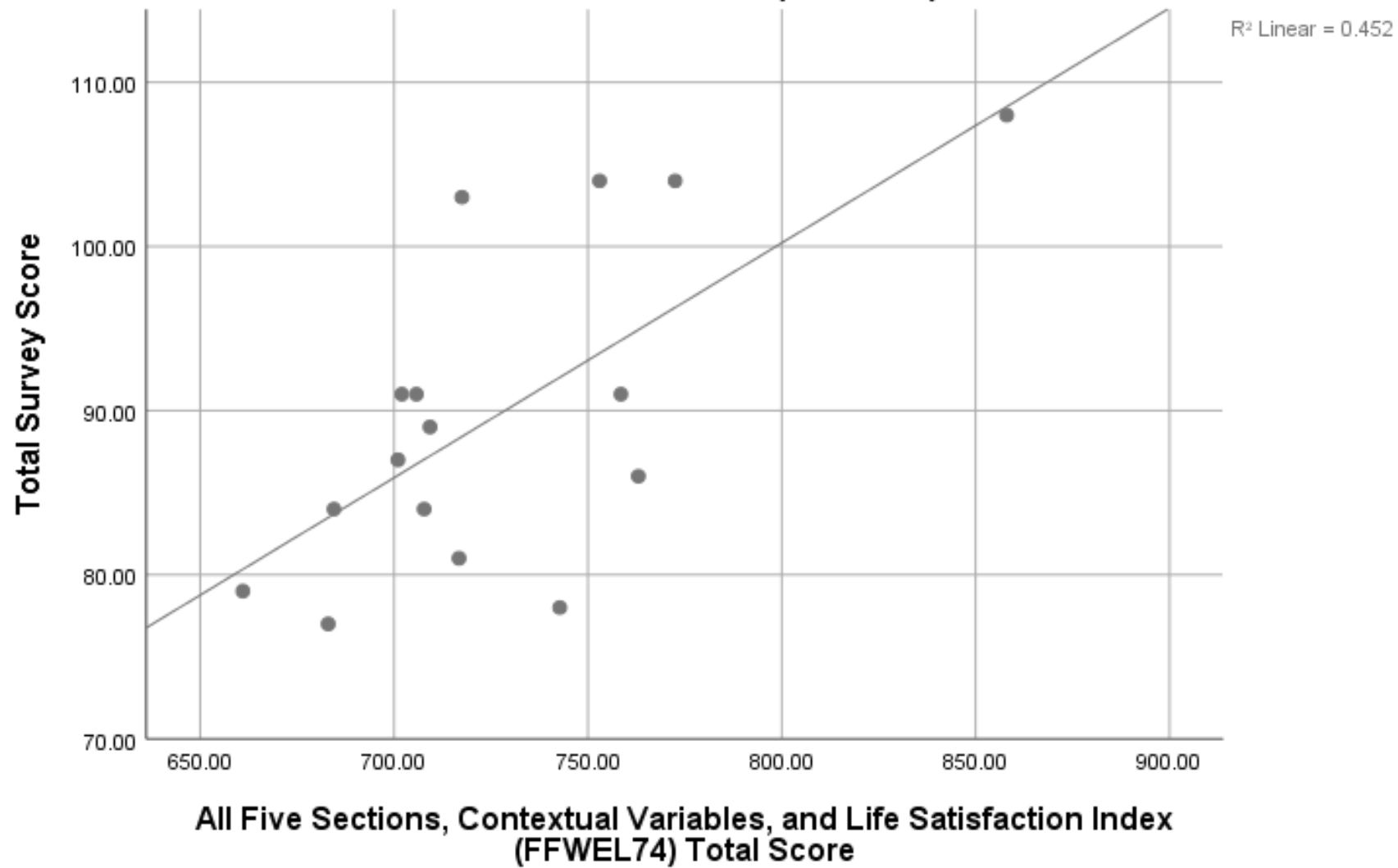
Burnout

- Emotional Exhaustion
- Depersonalization
- Reduced Personal Accomplishment



Results

Simple Scatter with Fit Line of Total Survey Score by All Five Sections, Contextual Variables, and Life Satisfaction Index (FFWEL74) Total Score



Does a teacher's wellness affect their self-efficacy?

YES, there is a positive correlation between a teacher's self efficacy and their wellness!

Are there any significant differences between grade levels?

No, there were no differences in either self-efficacy or wellness between grade levels

Does a teacher's age affect their self-efficacy or wellness?

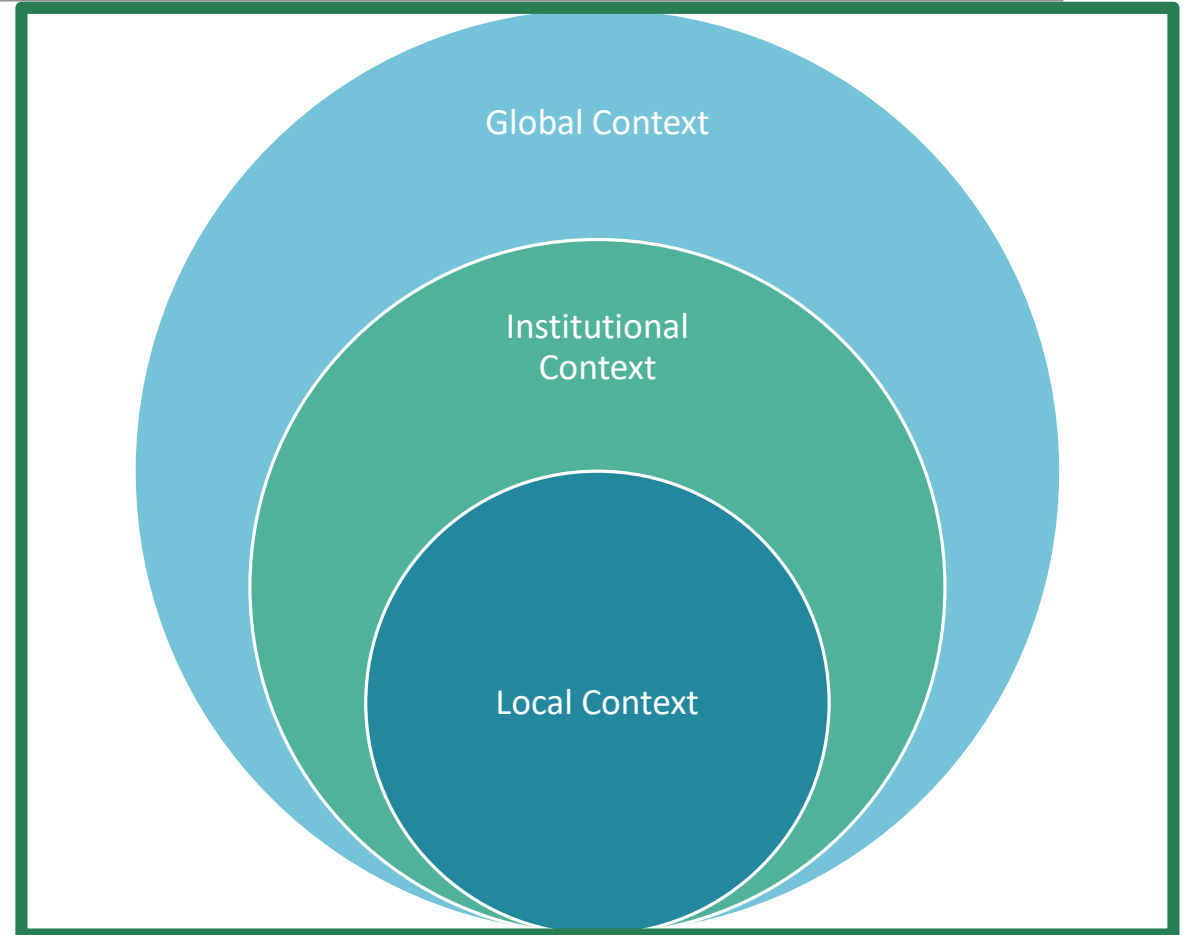
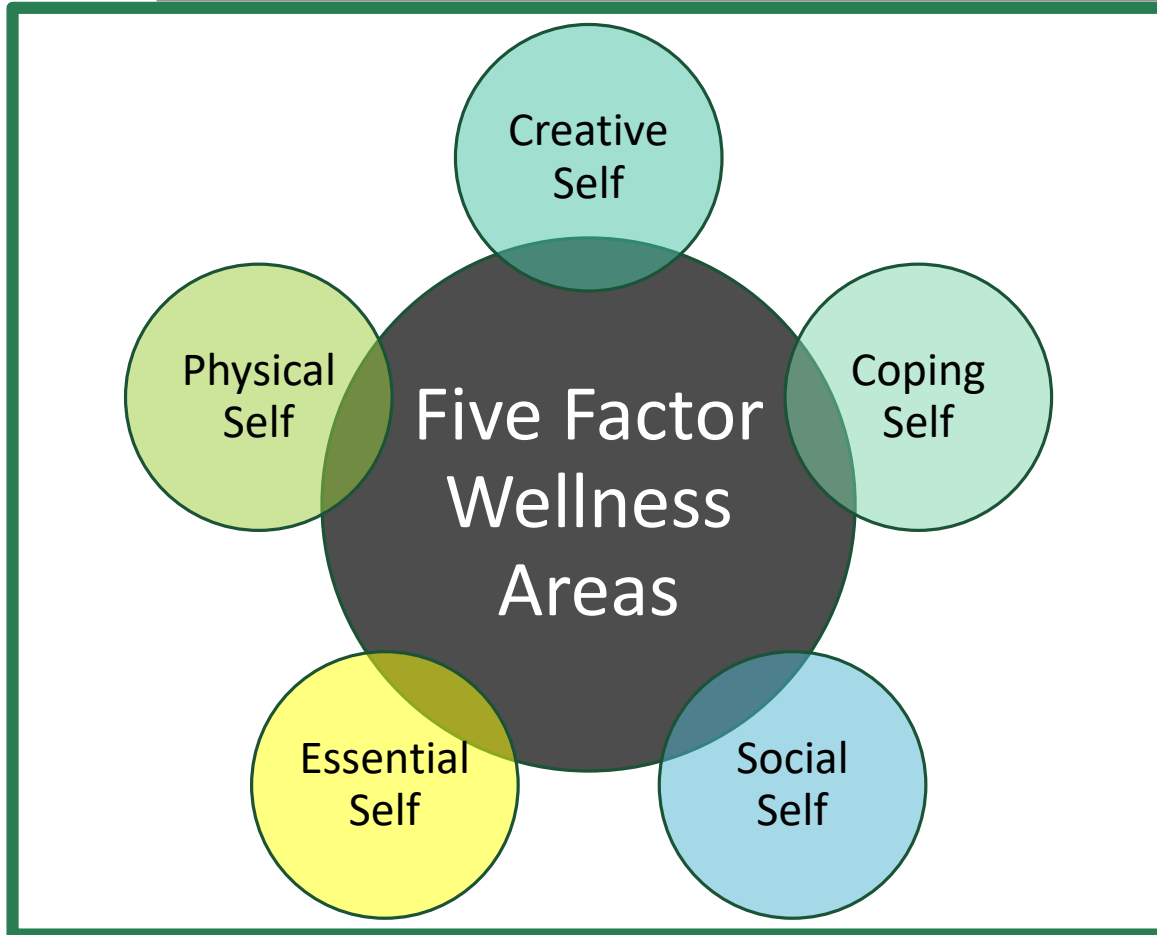
No, there were no significant findings on age and self-efficacy or wellness

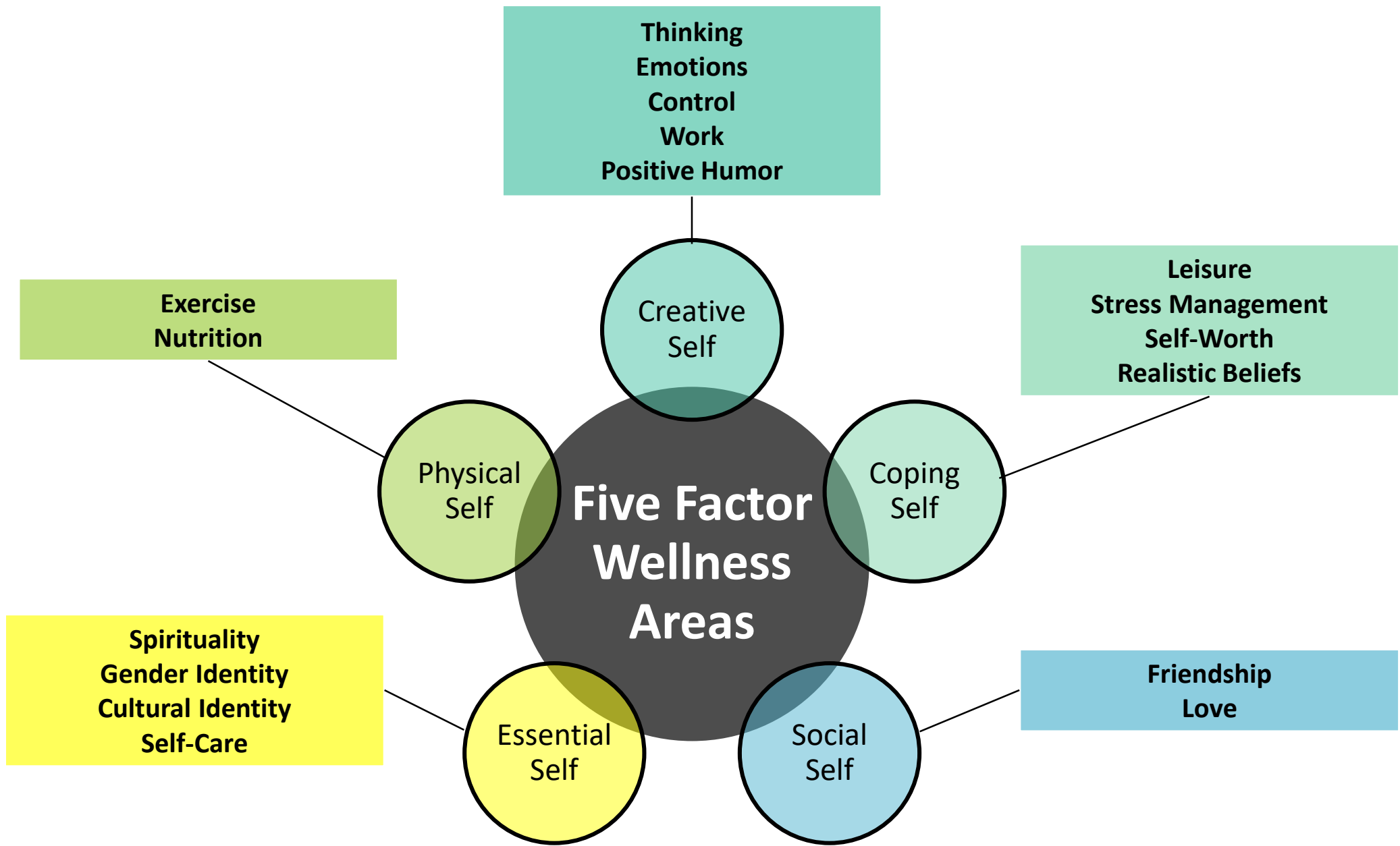
Are there any significant differences in how long one has been teaching?

YES, there is a positive correlation between length of time teaching and self-efficacy!

Wellness Assessment

Five Factor Wellness Inventory





Subsection Scores: 25 Lowest – 50 Middle – 100 Highest

Implications of Findings

Treatment Goals and Objectives

Self Efficacy

Help teachers learn appropriate behavior management techniques and social emotional learning skills

Help teachers by assisting them with students in the classroom and parents outside the classroom

Provide an example and support to teachers in the classroom as they implement new skills

Wellness

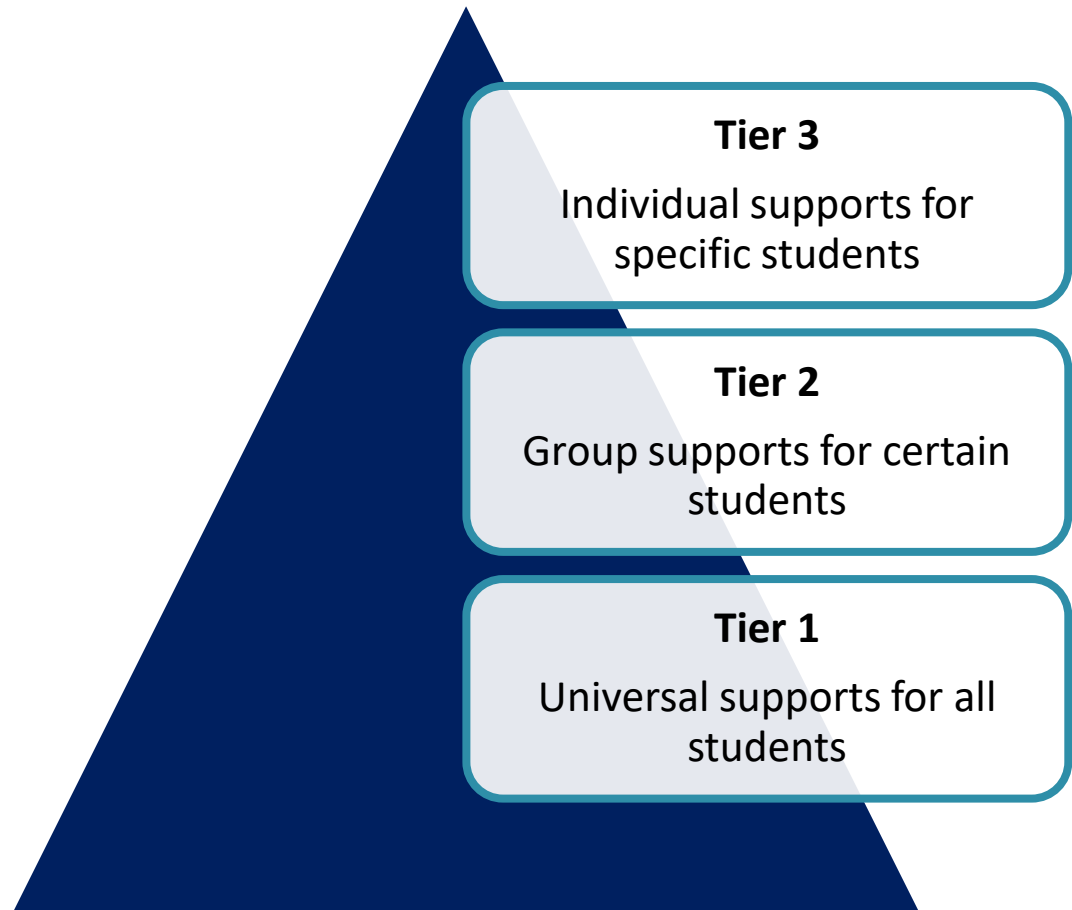
Help teachers learn and implement self-care activities both at home and in the classroom

Help teachers find strategies to increase other parts of their wellness

Provide an example and support to teachers in the classroom as they implement self-care

Practical Application

Positive Behavioral Interventions & Supports (PBIS)



A school-wide system using positive reinforcement and proactive strategies “defining, teaching, and supporting appropriate student behaviors”

Focus is to “improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth” by reinforcing expected behaviors within their respective environments

Supporting Social Competence & Academic Achievement

4 PBS Elements

Supporting Staff Behavior



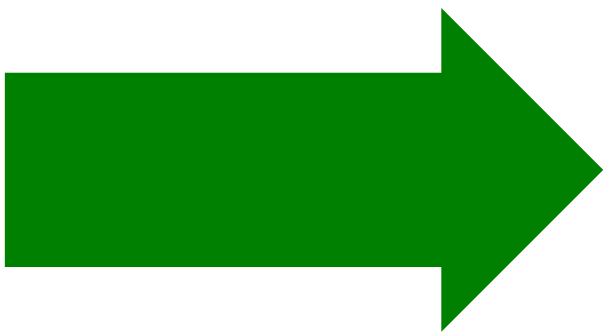
Supporting Decision Making

Supporting Student Behavior

If PBIS works for students...why not teachers too?

Wellness and Self-Efficacy of Students

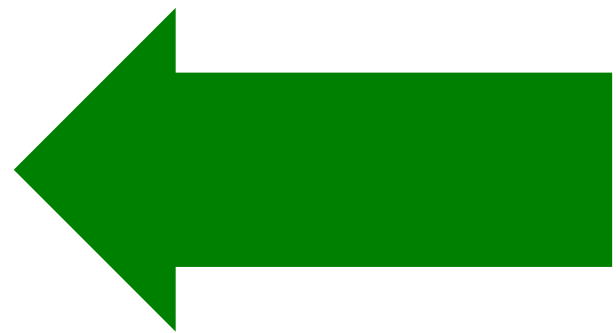
PBIS Student Goal: "...to improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth"



Wellness and Self-Efficacy of Teachers

PBIS Teacher Goal: "...to improve lifestyle results (personal, health, social, family, work, recreation for all [teachers])"

Healthy, Confident, Successful Students and Staff



What About You?

Subscale Wellness Spectrum

90% High Wellness



Total Wellness Score

90% High Wellness



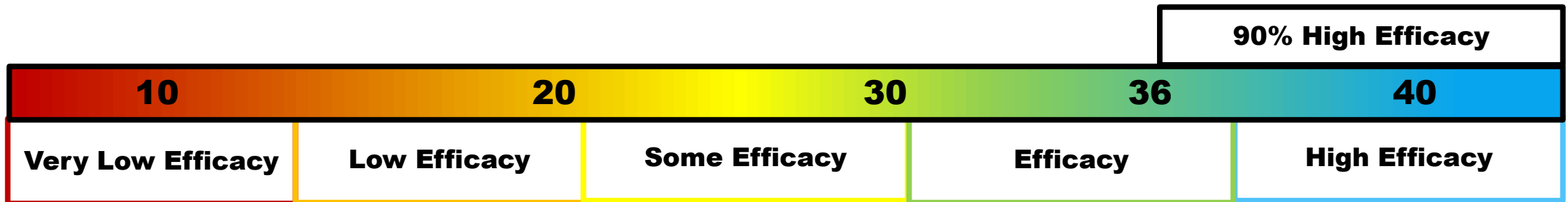
General Self-Efficacy Scale

Scoring:

Not At All = 1 Hardly True = 2 Moderately True = 3 Exactly True = 4

Add up each answer to find the sum of all the items.

The higher the score, the higher your self-efficacy.



References

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Meyer, J.E., & Sweeney, T.J. (2006). The five factor wellness & habit change workbook. Purchase from Mindgarden.com.

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