

# STRESS MANAGEMENT FOR TEACHERS

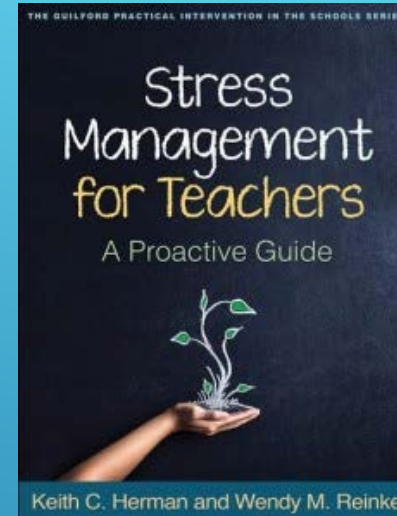
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- ▶ Rationale and Overview
- ▶ The Teacher Coping Model
- ▶ Awareness
- ▶ Adaptive Thinking
- ▶ Adaptive Behaviors
- ▶ Beyond Survival



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

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- ▶ *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

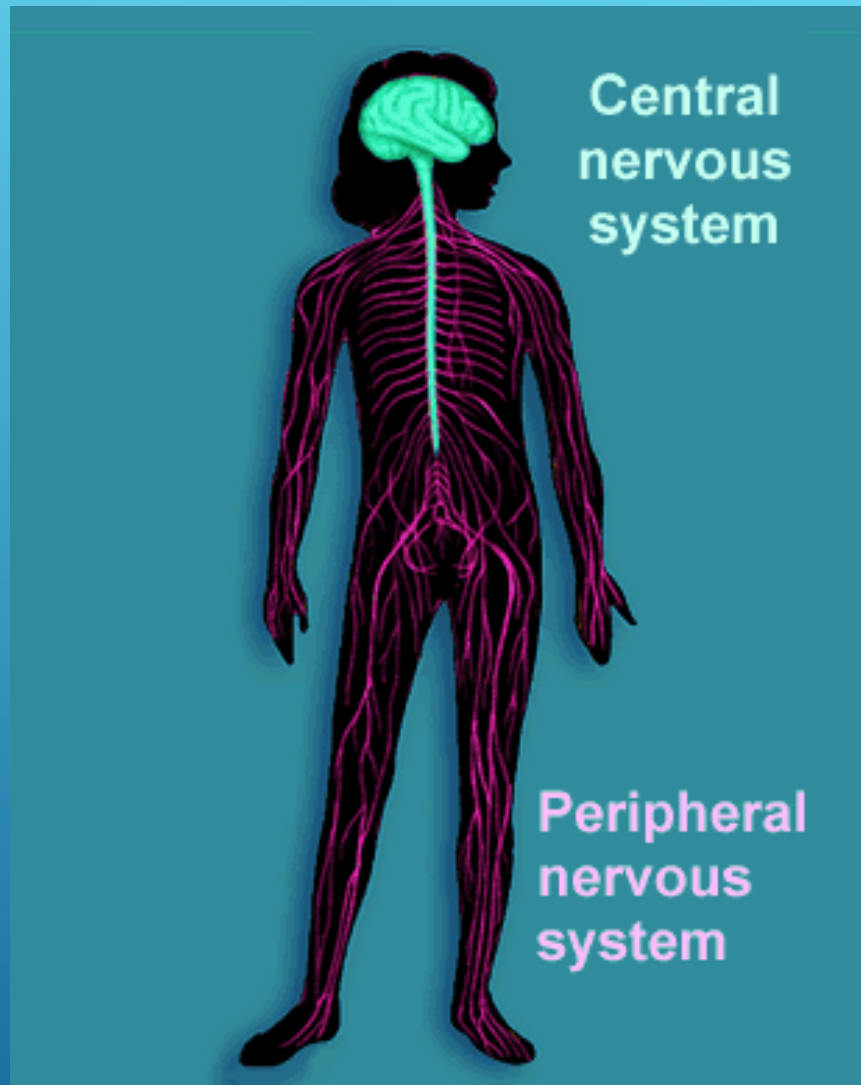


- ▶ Do events, or the things that happen to us, cause our feelings?
  - ▶ So if not events, what has a more direct impact on how we feel?
- 

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

# WHAT IS STRESS?



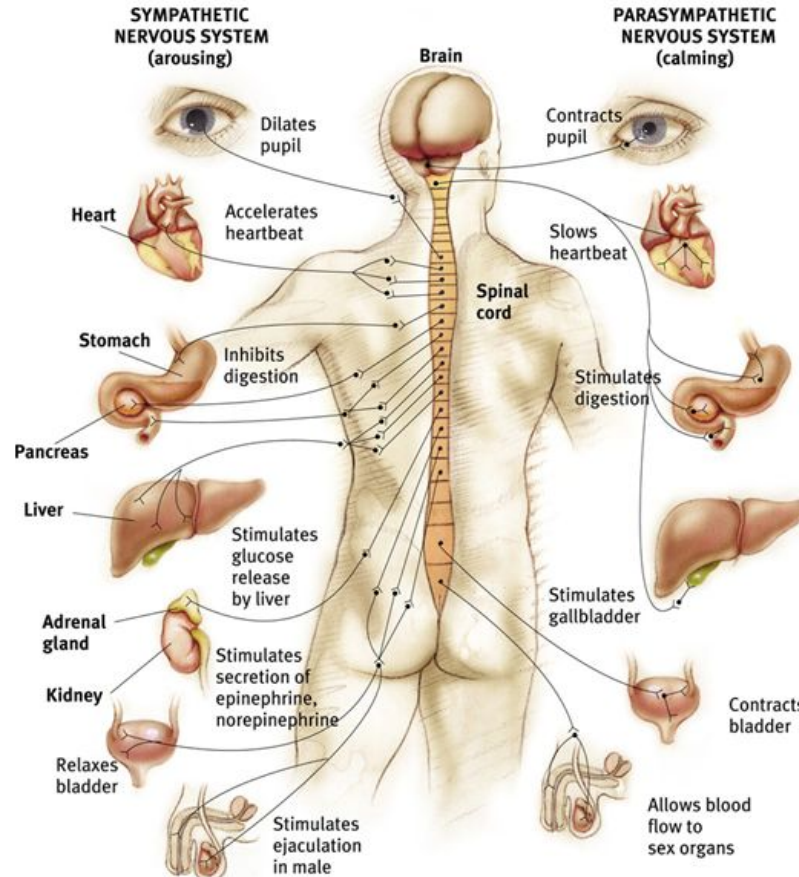


Myers, D. (2007). *Psychology*. Worth Publishers.

# Autonomic Nervous System (ANS)

Sympathetic NS  
"Arouses"  
(fight-or-flight)

Parasympathetic NS  
"Calms"  
(rest and digest)



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



- ▶ Stress response system serves our basic need for survival
  - ▶ But it is poorly designed for the more common types of stress we experience:
  - ▶ **Daily Hassles**
- ▶ To manage stress you need to learn to activate your parasympathetic system and inactivate your sympathetic system more often
  - ▶ Our thoughts and behaviors are intimately involved in reducing chronic stress responses.

TAKE HOME MESSAGE

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▶ **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.*

6<sup>th</sup> 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. Everyone learns differently and has*

▶ **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 3<sup>rd</sup> 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.*

▶ **Parents**

*relationships with every one of them. That's just really hard to do when there are 30 in a class, and some of them are very needy.*

5<sup>th</sup> Grade Teacher

3<sup>rd</sup> Grade Teacher

# WHAT ARE COMMON TEACHER STRESSORS

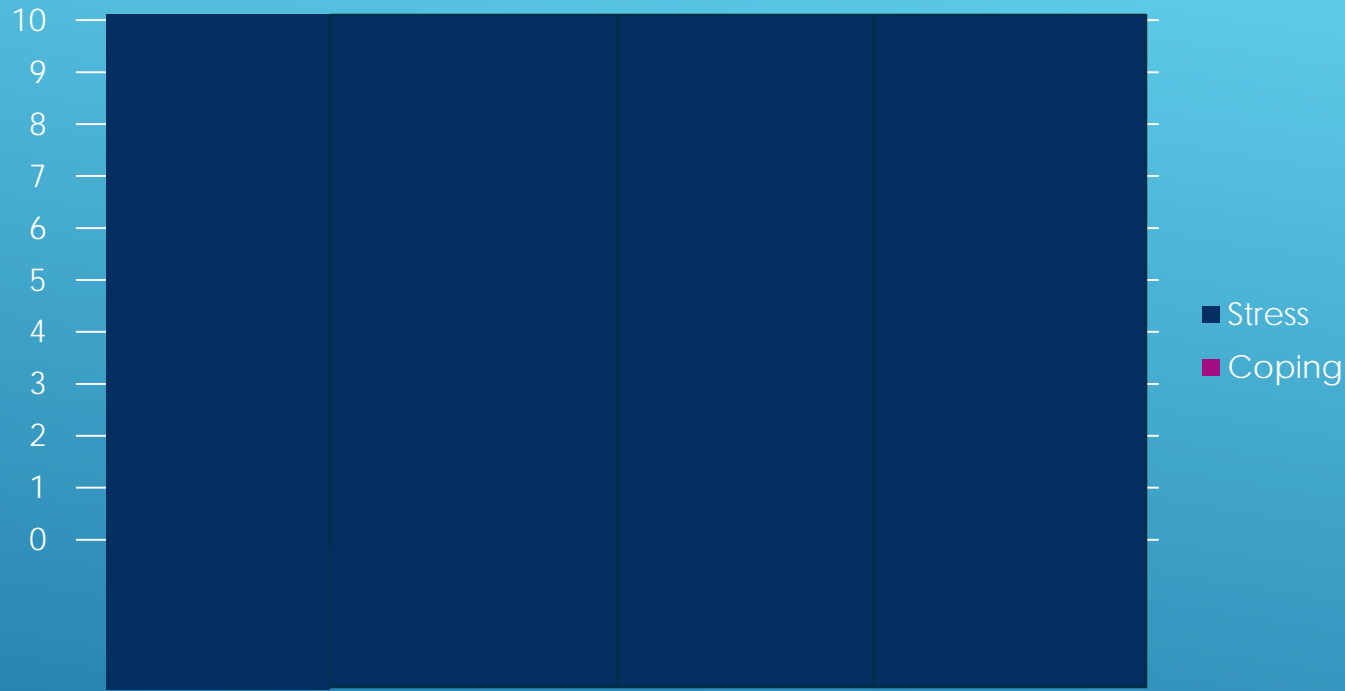
*Every day I feel under attack. Sometimes it feels like nobody respects teachers anymore. At work, many students and parents don't seem to respect us. Even worse, it seems like every time I pick up a paper or turn on the news there is a story about what's wrong with teachers. It's as if society expects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

8<sup>th</sup> Grade Teacher

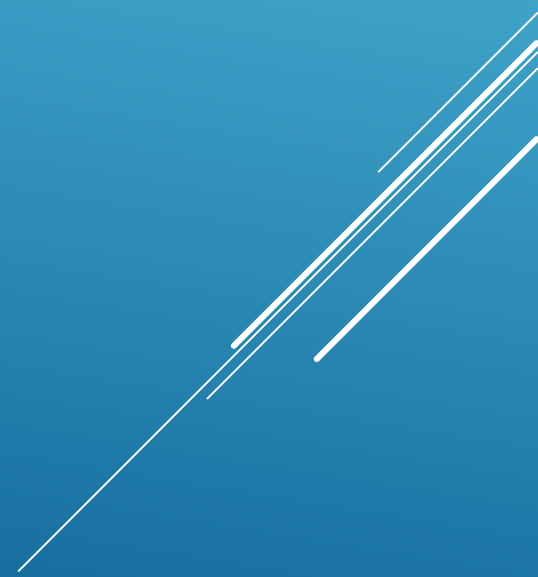
1. How stressful is your job?										
0	1	2	3	4	5	6	7	8	9	10
Not Stressful						Very Stressful				
2. How well are you coping with stress of your job right now?"										
0	1	2	3	4	5	6	7	8	9	10
Not Well						Very Well				

# RATIONALE

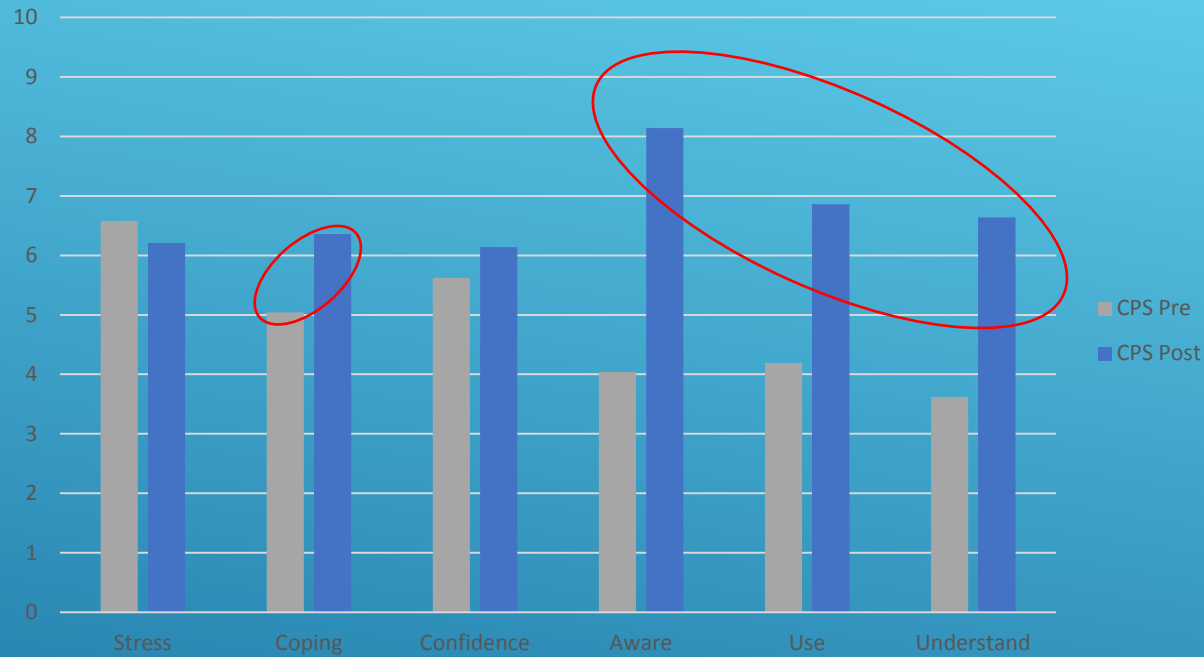
## Profiles of Teacher Stress and Coping



STRESS, COPING, AND  
EFFECTIVENESS



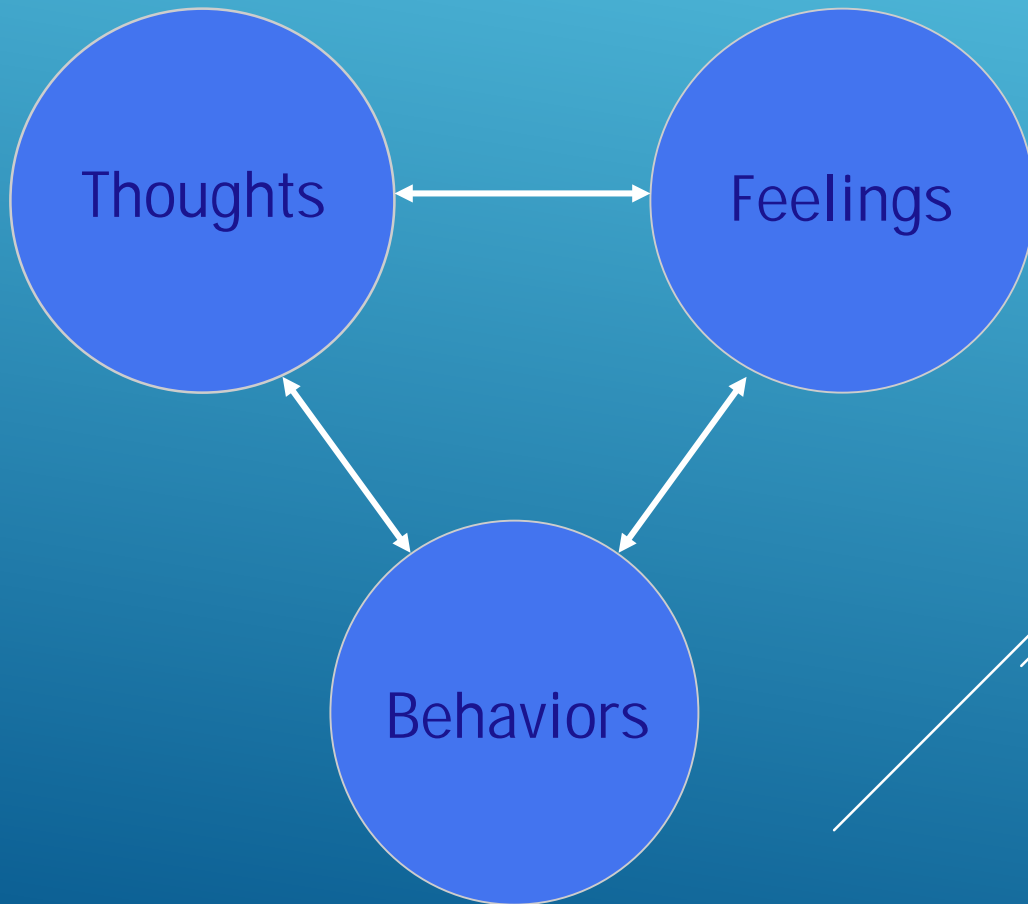
CPS Pre- to Post-Test



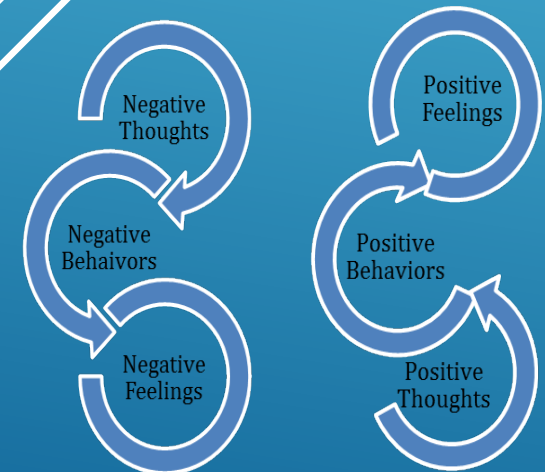
CAN TRAINING IN STRESS  
MANAGEMENT HELP?

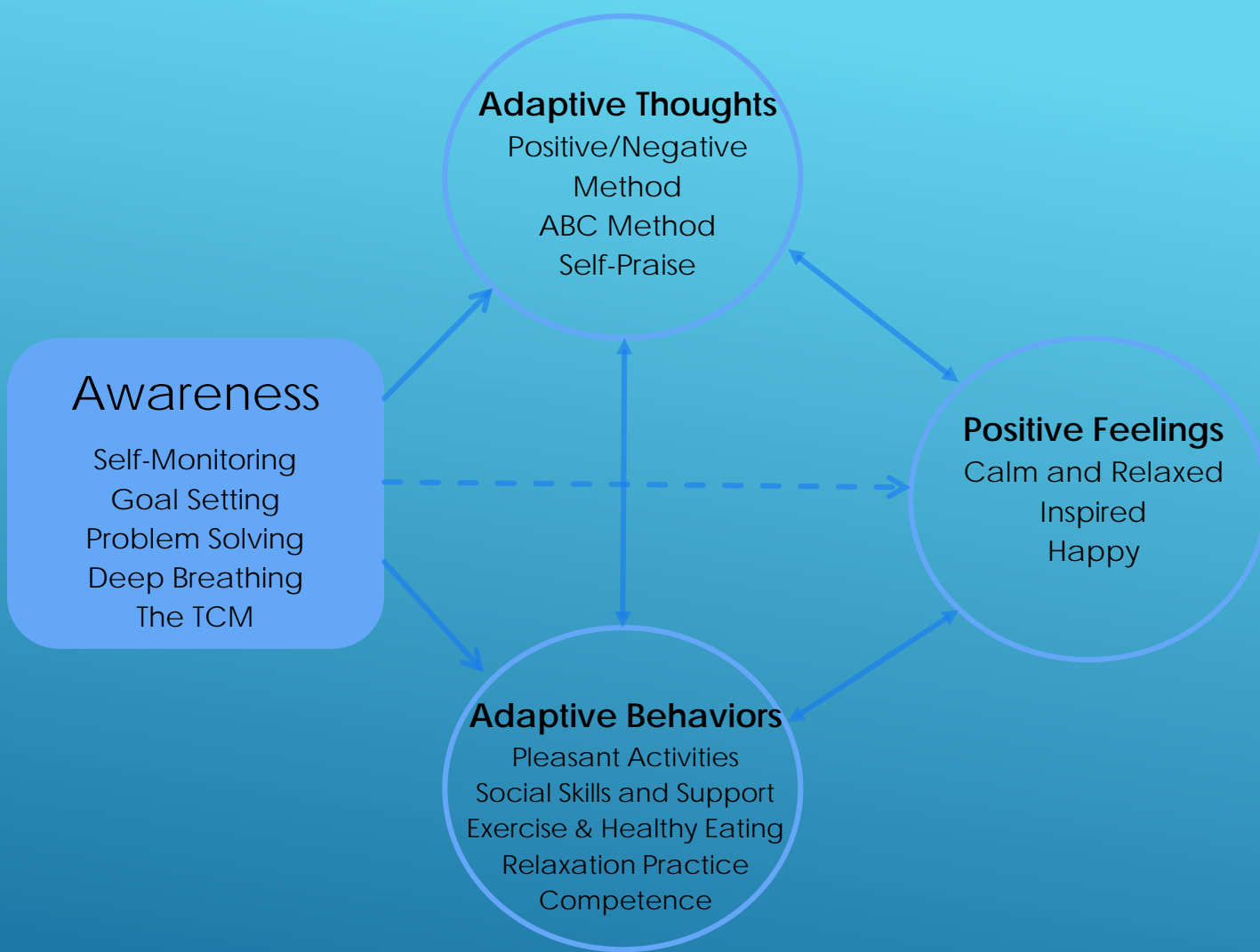
# A GOOD THEORY

Social Learning Theory



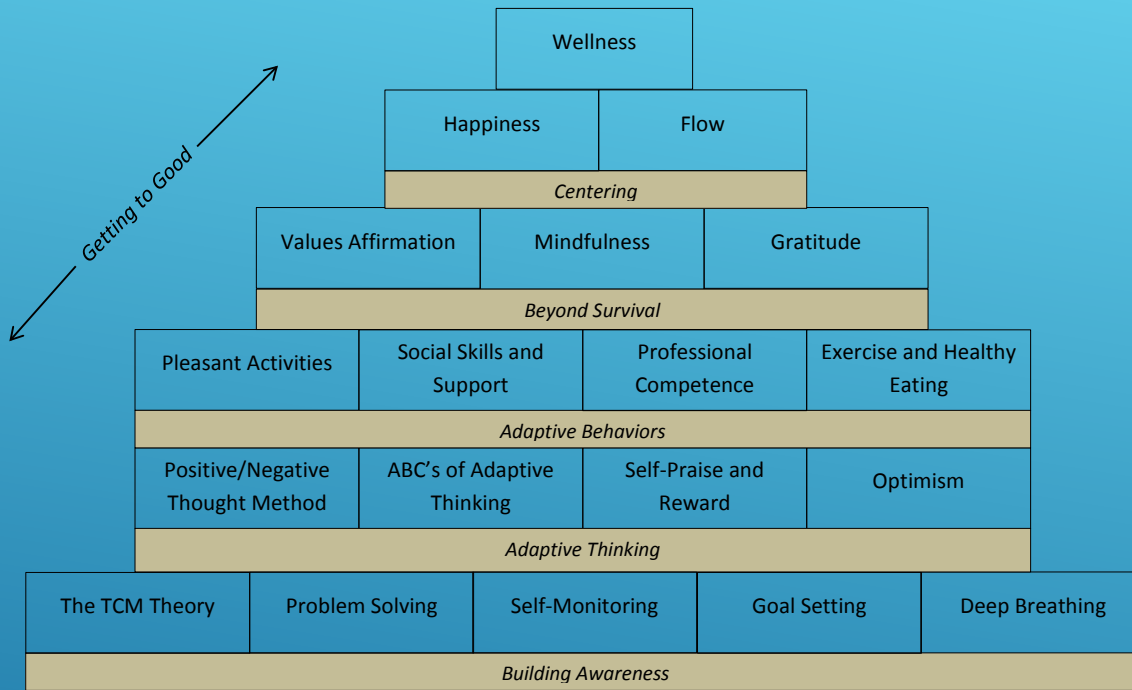
Cycles





# TEACHER COPING MODEL

Figure X. The Teacher Coping Model Pyramid



BUILDING BLOCKS



- ▶ 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:*

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

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# MOOD MONITORING FORM

# Mood Formula

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

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



# 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

- *Inspiration and Recalling Passion* ➤ Take a moment to reflect on why you became a teacher in the first place. See if you can tap into that passion that excited you and called you to action.
- *Priming*
- *Using Cues*
- *Acknowledging Accomplishments* ➤ Document what you most enjoy about being a teacher and rereading the list on a regular basis can help generate positive thoughts
- *Self-Rewarding Thoughts*

INCREASING POSITIVE  
THOUGHTS



- ▶ *I can get through this. This won't last forever.*
- ▶ *It's okay to be upset. It will pass.*
- ▶ *I've handled this before.*
- ▶ *Just remember to breathe.*
- ▶ *One step at a time.*
- ▶ *Keep focused on what I need to do.*
- ▶ *Remember to stay calm.*
- ▶ *Take your time. There's no rush. Time is on my side.*
- ▶ *I will learn from this. It will get easier each time.*
- ▶ *Remember to praise students who are meeting expectations.*
- ▶ *I can do this.*
- ▶ *Staying calm shows that I am in control.*
- ▶ *If I get upset now, he may learn that his misbehavior works to get my attention and the problem could get worse.*
- ▶ *Single words repeated over and over: relax, peace, calm, breathe*

## GENERAL COPING THOUGHTS

- ▶ *My attitude sets the tone.*
- ▶ *I don't fight with 8 year-olds.*
- ▶ *Remember to notice the ones being "good" when I feel stressed.*
- ▶ *I should be as forgiving as my students.*
- ▶ *This situation will not matter in five years.*
- ▶ *Ask myself, Is this situation affecting the entire class or just me?*
- ▶ *I am a model for these children for how to manage my anger by staying calm. For some children, I may be their only positive coping model.*
- ▶ *People don't care what you know until they know that you care.*

# COPING THOUGHTS FROM TEACHERS



- *Worry Time*
- *Time Projection*
- *Exaggeration*

Worry time involves scheduling a time during the day where you allow yourself to worry, setting a timer for no more than 20 minutes, and then ending your worry session at that time. If you find yourself worrying outside of your worry time, simply say to yourself, "Not right now. I will allow myself to worry during my worry time."

DECREASING NEGATIVE  
THOUGHTS



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

<b>Positive Strategy</b>	<b>Negative Strategy</b>
<input type="checkbox"/> <i>Inspiration and Recalling Passion</i> <input type="checkbox"/> <i>Priming</i> <input type="checkbox"/> <i>Using Cues</i> <input type="checkbox"/> <i>Acknowledging Accomplishments</i> <input type="checkbox"/> <i>Self-Rewarding Thoughts</i>	<input type="checkbox"/> <i>Worry Time</i> <input type="checkbox"/> <i>Time Projection</i> <input type="checkbox"/> <i>Exaggeration</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:*

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

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*(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

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### Beliefs

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

	Before	After

### Consequences (Emotions)

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**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*

*Activating Event*

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*Beliefs*

---

*Consequences (Emotions)*

---

*Mr. Gonzalez's ABC Worksheet*

*Activating Event*

---

*Beliefs*

---

*Consequences (Emotions)*

---

*Ms. Malcolm ABC Worksheet*

**A** *ctivating Event*

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**B** *eliefs*

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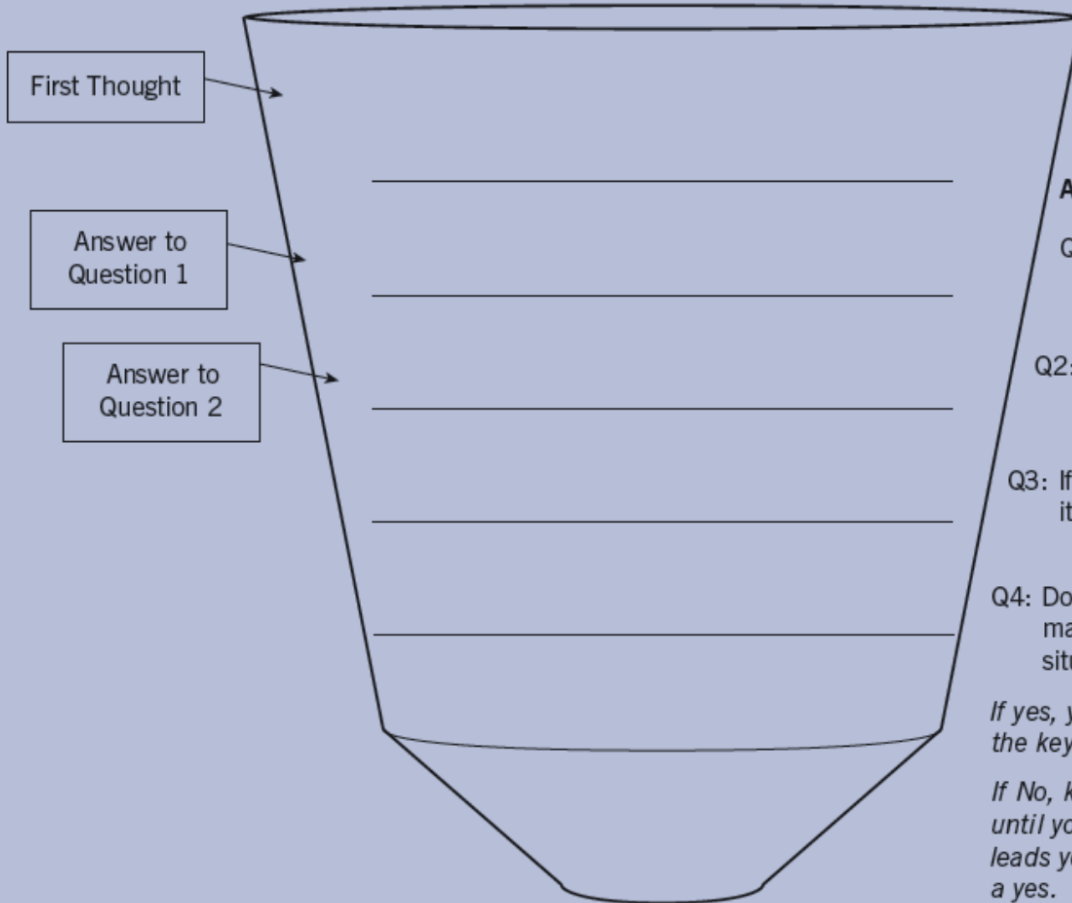
**C** *onsequences (Emotions)*

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Mr. Caldera is nearing the end of his 3<sup>rd</sup> period math instruction when he notices three students in the back texting and not paying attention. Mr. Caldera stops his instruction, charges to the back of the room, waves his finger at the students and shouts, "I am not going to tell you again. Put those away and start paying attention." He hovers over them for several more seconds before quickly turning and walking to the front of the room. The class notices Mr. Caldera is flushed and visibly shaking as he begins instruction again.

	Activating Event		Beliefs		Consequence
	Activating Event		Beliefs		(Emotions) Consequence (Emotions)

## The Funnel Method



### Ask Yourself:

Q1: What about this thought bothers me so?

Q2: What about this thought upsets me most?

Q3: If this were true, what about it would be so upsetting?

Q4: Does just thinking this thought make me as upset about the situation as I ever felt?

*If yes, you have found the key belief.*

*If No, keep asking Qs 1–3 until you hit the belief that leads you to answer Q4 as a yes.*

# FUNNEL METHOD

# ABC Worksheet

Start Here

**Activating Event**

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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.

**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?

**Disprove/Dispute/Debate**

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Evaluate**

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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*

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

### *Beliefs*

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

### *Consequences (Emotions)*

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1. *Frustrated*
2. *Annoyed*
3. *Angry*



Activating Event	Beliefs	Consequence (Emotions)	Dispute	Effect
I was teaching 3 <sup>rd</sup> 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



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

ADAPTIVE BEHAVIORS



## What Went Well in Your Classroom

For the next several nights before you go to bed, take a moment to reflect back on the day. Keep a tablet, piece of paper, journal, or an electronic device you are comfortable writing on next to your bed. Write down three things that went well in your class that day and why; why it went well, why you enjoyed it, and why you experienced it in a positive way. You don't have to write for long, but it is important that you spend time thinking deeply about what happened, why, and what caused it to happen. Within in a few days, you will notice a difference in your ability to tune your feelings to be more positive. Give it a try!

IF YOU ONLY DO ONE THING

A series of white diagonal lines of varying lengths and thicknesses, starting from the bottom right corner and extending towards the top right, set against a blue background.

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

BEYOND SURVIVAL



	<b>Yes or No</b>	<b>Specific Example</b>
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?		



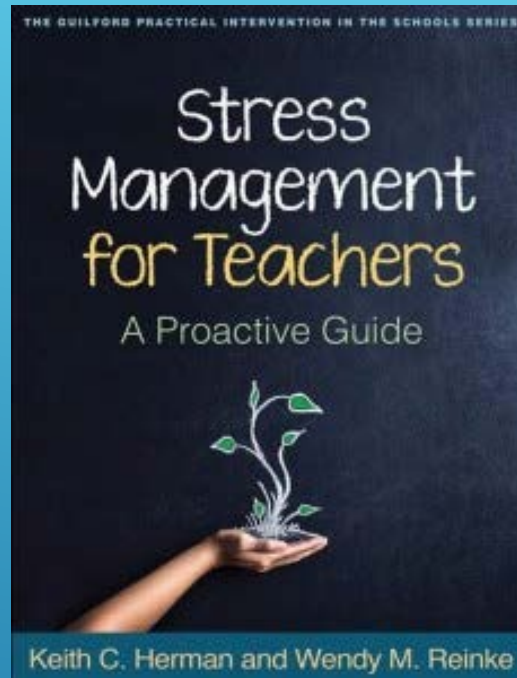
Week	Focus	Reading
1	Introductions/Overview/Rules/Goal Setting	Chapter 1
2	Basics of Stress and Self-Assessment	Chapter 2
3	The Teacher Coping Model	Chapter 3
4	Awareness	Chapter 4
5	Positive/Negative Thought Method	Chapter 5
6	ABC Method	Chapter 6
7	Adaptive Behaviors	Chapter 7
8	Professional Competence	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.