



SELF-CARE GUIDE FOR ALL STAFF



MODULE 3





Self-Care Guide for All Staff

Introduction

This self-study module shifts the focus to you.

Whatever stresses you feel are intensely personal. Therefore, we've pulled the topic out of the classroom and designed it to be examined in small groups, as pairs, or by yourself.

Stress comes from many different parts of our lives and affects individuals in different ways. The discussion about trauma and adverse childhood experiences in Module 1 may have sparked some realizations from your own life.

Only you walk in your shoes, and yet, resilience involves engagement and connecting with others, which require taking some emotional risks to build trust. Therefore, we encourage you to pursue this module with at least one other person so you can talk about any issues raised by the self-examination. In the process, we hope you find the unique strength that comes from purposeful vulnerability and use that strength to turn self-care into a regular health regimen.

Organization

We present the information in three sections. Each section contains learning objectives to guide your attention to major points in the material. Answering questions for reflection after each section will help you to assess your progress toward achieving each learning objective. To obtain the maximum benefit from the material, we urge you to write thoughtful responses where they are sought, complete the inventories and lists, and respond to the questions for reflection.

The module ends with you creating a custom self-care plan. We hope you will share this plan with another person who is also doing the same. Personal accountability to at least one person goes a long way toward fulfilling a promise to yourself.

Overall Objective

During the course of completing this module, participants will create a personal self-care plan.

Grantees funded by the U.S. Department of Education cite the importance of addressing staff self-care as a key part of their resilience-building approach. “We talk about trauma with students,” the teachers would say, “but what about us?” Teachers advocate that other schools seeking to nurture resilience address staff self-care early in the process of a school wide resilience-building effort.

—Chicago Public Schools, *Promoting Student Resilience Program*



Are You Stressed Out?

Whether or not toxic stress is a big problem where you work, job stress is a fact of life in most careers. We're not talking about the positive stress from a touch of stage fright or from pressure to meet a deadline or from excitement about throwing a party. We're talking about the kind of stress that leaves you wiped out and physically and emotionally exhausted. Unmanaged stress is a hefty contributor to workplace turnover and attrition.

Then, of course, there's the stress you deal with off the job—for example, at home; in relationships; with your own children; over money; and from health problems, including other people's health problems. The list could go on and on. But, even if you don't feel stressed out all the time or even every day, when stress is a problem, its effects accumulate unless you take self-care seriously.

Your Experience Questions

1. What sort of effects on your students do you notice on a day when you come to work already feeling tense or stressed out?

2. What sort of effects on yourself do you notice on a day when a student begins displaying signs of agitation or stress?

Learning Objectives

After completing this section, you will be able to

1. Distinguish between potentially helpful and harmful sources of stress,
2. Identify from a list of common sources of educator stress the one over which you exercise control,
3. Connect a decline in student outcomes to teacher burnout and stress, and
4. Recognize when chronic stress has led to burnout.

Teacher Stress

The stress that educators feel stems from many of the same things that affect corporate employees. Teacher stress also affects job performance. Unfortunately, teachers carry an added burden because their stress can affect a room full of students. Decades of research emphasize that burden—showing that educator stress directly impairs teaching quality and student engagement—threatens learning outcomes and resilience for all parties.



Unmanaged stress can lead to burnout, which is partly responsible for the high rate of attrition among new teachers. Nationwide, 44.6% of new teachers leave the job in 5 years (roughly equal to that of new police officers), but attrition can vary within school districts because of the climates at different schools (Citation 1).

Teacher stress is a serious problem around the world. Furthermore, everyone deals with personal pressures and challenges that arise outside of work. In the United States, teacher stress tends to boil down to

- Lack of support on the job,
- Exclusion from involvement in decision-making,
- Rising pressure from high-stakes testing,
- Student behavior problems and difficult parents,
- Tight work resources, and
- Inadequate social and emotional learning (SEL) skills.

From this list alone, teachers clearly deal with many things over which they have little or no control. This module, however, offers a means for you to develop a custom plan for assuming responsibility for the only thing over which you have sole power: yourself.

The last item in the list—SEL skills—addresses the responsibility and power that is uniquely yours and calls for proactive personal education if your district doesn't offer it. SEL is the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Citation 2).

You may have already encountered SEL skills in association with strategies that facilitate classroom management. SEL clearly overlaps with the four resilience factors discussed in the first two modules—positive relationships, empowerment, adaptive skills, and supportive context.

Signs of Stress

The sensations and behaviors that signal stress erupt along a continuum from the tingle of excitement to crippling symptoms of fight, flight, or freeze—which are three common reactions to significant traumatic events. Depending on the cause, duration, and the response of the person feeling it, the effects of stressful experiences can produce personal growth or do damage.

1. Here are some of the more common effects of stress on the body, mood, and behavior. Check the effects that you recognize in yourself and note the type of situation that caused it. If an effect you experience is not listed, add it at “Other” and explain.

Body

- Changes in sex drive _____
- Chest pain, rapid heartbeat _____



- Clenched jaw, grinding teeth _____
- Dry mouth _____
- Fatigue, low energy _____
- Forgetful or muddled thinking _____
- Frequent illness _____
- Headache _____
- Muscle tension or pain _____
- Sleep problems _____
- Unusual shakiness or clumsiness _____
- Upset digestion _____
- Other _____

Mood

- Anxiety, worry, agitation _____
- Difficulty relaxing _____
- Feel bad about yourself _____
- Feel overwhelmed _____
- Humorless (nothing is funny) _____
- Irritable or angry _____
- Pessimism _____
- Poor judgment _____
- Racing thoughts _____
- Sadness or depression _____
- Unmotivated or unfocused _____
- Other _____

Behavior

- Angry outbursts _____
- Easily frustrated _____



- Excess television or device time _____
- Exercising less often or far more _____
- Fidgeting, nail biting, pacing _____
- Increased use of drugs, alcohol, or tobacco misuse _____
- Overeating or undereating _____
- Procrastination _____
- Social withdrawal, avoiding others _____
- Other _____

2. Overall, what situations or experiences do you tend to find stressful or overwhelming?

3. How can you tell when you've absolutely lost it?

When Stress Becomes Burnout

Chronic, unrelieved stress leads to burnout. Burnout can take people by surprise, especially those who started their careers bursting with enthusiasm and energy, happy to put in extra hours to build solid lesson plans and create inspiring classrooms. People under stress can typically identify the source, but burnout smolders under the surface, perhaps undetected, leaving cold ashes where passion once glowed. Disillusionment, frustration, and overwork can eat away at commitment quickly or slowly, depending on the individual experience. One's attitudes about a teaching career may be completely soured by a handful of unaddressed issues encountered on the job, resulting in

- **Emotional exhaustion**, the sense of being overburdened, which leaves a person fatigued and drained of physical and emotional resources;
- **Depersonalization**, a type of emotional detachment that produces the negative, irritable, and cynical attitudes that a burned-out teacher can bring to the classroom; and
- **Reduced sense of personal accomplishment**, which presents itself internally as a person's conviction that they are doing a poor job. While inexperience or incompetence could explain the lack of confidence, the impression here is of lost capability (Citation 3).

Burnout among teachers with 5 or fewer years of experience contributes substantially to that 44.6% attrition rate. Teacher attrition is particularly tied to discipline problems among students, poor teacher–student



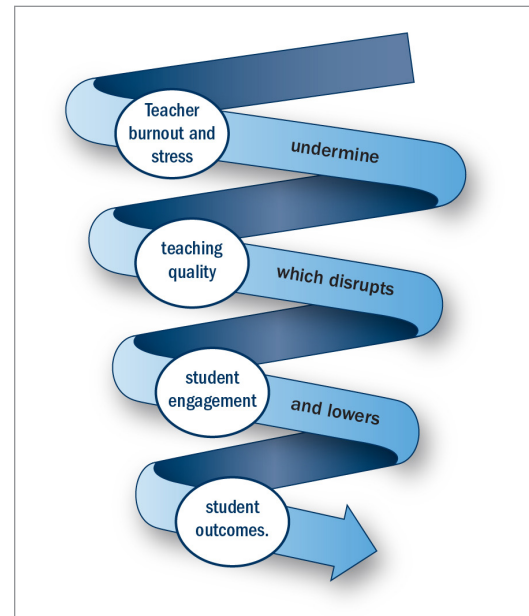
relationships, lack of student progress, and diversity of student needs. Students with substantial emotional and behavioral issues also raise the risk of severe educator stress and burnout (Citation 3).

Effects on Students

New teachers are not the only ones affected by burnout. Even experienced teachers who report burnout feel more stressed and increasingly less effective in their teaching and classroom management, less connected to their students, and less satisfied with their own work.

One study of students and their teachers in 17 classrooms in Grades 4–7 found that burnout—self-reported by educators using the well-known Maslach self-inventory—was closely correlated with elevated morning levels of cortisol in the saliva of students (Citation 4). Cortisol is an indicator of individual stress. The results of the study strongly suggest that teacher and student stress are physiologically related.

Not surprisingly, researchers recognized a downward spiral associated with teacher stress and burnout, whereby teacher burnout and stress undermine teaching quality which, in turn, disrupts student engagement and lowers student academic outcomes (Citation 5). Job performance and job satisfaction clearly suffer under conditions of chronic stress, and when stress reaches the burnout stage, teacher engagement and effectiveness and student outcomes go down the drain.



But There's Hope

Even if you feel close to being burned out, making dramatic life changes is not always the answer. What you may need is a relatively small change in conditions and a regular self-care regimen that can enhance your resilience to the particular stresses you face. As urgent as the need for change may feel, you're likely to get a clearer perspective on your needs and your options by committing to self-care.

Questions for Reflection

Refer to previous section as needed.

1. (True or False?) Stress is always bad because it creates crippling symptoms of fight, flight, or freeze.

2. (Fill in the blank) Declining teaching quality due to stress and burnout disrupts _____,

_____, which produces lower student academic outcomes.



3. Of the following sources of educator stress, which one can you control? (Check one)
- a. Tight work resources,
 - b. Rising pressure from high-stakes testing,
 - c. Inadequate SEL skills,
 - d. Lack of support on the job, or
 - e. Exclusion from involvement in decision-making.
4. When educators are convinced that they have achieved little or nothing during the course of their careers, that is a definite symptom of which of the following?
- a. Frustration,
 - b. Burnout,
 - c. Fatigue,
 - d. Failure, or
 - e. Depersonalization.

Reflection Answers

Answers to the questions include the number of the learning objective to which they relate.

1. **False.** Stress can be positive, for example, creating the motivation to study for a test, learn lines in a play, or meeting new people. (Learning Objective 1)
2. **Student engagement.** (Learning Objective 3)
3. **c.** Inadequate SEL skills because you can make sure you learn them. (Learning Objective 2)
4. **b.** Burnout. (Learning Objective 4)



Develop Your Own Resilience

Implicit in the image of downward-spiraling effectiveness is the awareness that keeping educators engaged is just as important as keeping students engaged. In fact, Christina Maslach, the same researcher who led the study depicting downward spirals around burnout, argued that the most successful approach to keeping stress from becoming burnout in the workplace is building engagement among the workforce (Citation 6). As showed in Module 2 (Building Resilience in the Classroom), implementing four resilience factors—positive relationships, empowerment, adaptive skills, and supportive context—encourages engagement.

Your Experience Questions

1. What keeps you engaged at work?

2. What do you consider to be your most useful adaptive skill(s)?

Learning Objectives

After completing this section, you will be able to

1. Describe the connection between engagement and resilience,
2. Distinguish abilities that serve as adaptive skills, and
3. Name a type of professional development that could reduce your stress.

Resilience Factors at Work

The same resilience factors are as important for educators as they are for students. Strong, **positive relationships** are essential to a **supportive context** that **empowers** each member to participate and to develop the **adaptive skills** necessary to succeed at work and in life. Self-motivated and enthusiastic participation, or engagement, arises from the sense of belonging created by each individual’s supportive context. Adaptive skills empower a person to develop positive relationships. Empowerment allows a person to develop the adaptive skills that work best for him or her. The many interactions between factors multiply the impact of each factor and contribute to engagement.

From the perspective of work cultures in general, Maslach named six predictors of engagement: workload, control, rewards, community, fairness, and values. She said that, although dissatisfied employees will often describe their main issue to be too much work or too little pay, the more critical issues are often control,



community, or fairness—suggesting perhaps a need to review school climate from both employee and student perspectives.

This is a good time to take a deep breath and reflect on the factor you can really control: yourself.

Notice that *community* keeps coming up, whether in terms of environment, supportive context, or relationships.

Pinpointing and Developing the Adaptive Skills You Need

Now, consider the adaptive skills that students need to succeed at school: the abilities to establish relationships, make plans, set goals, make decisions, identify feelings, manage behaviors, solve problems, manage stress, communicate, and participate in meaningful ways. The same skills will help you bounce back from the stresses of adult life. It's important to note that the term "skill" refers to something you can develop with practice.

Of course, there are other important adaptive skills. They're survival skills that you develop in the process of maturing and taking on increasing responsibility. They're specific to the environments where you work and live, and they change over time. For example, one such skill that adults eventually need to cultivate is the capacity to accept and grow from constructive criticism (not abuse or condemnation).

What might be some other useful adaptive skills for your work environment?

Pick one and describe what are you doing to acquire it.

Requesting the Professional Development You Need

Internal strengths and external assets known to help teachers cope with occupational stress include a keen sense of making a difference and adequate resources, such as supportive relationships with colleagues and school leaders and access to high-quality professional development opportunities. Acquiring a particular strength or asset may be the very change you need to combat stress and burnout.

Many educational communities are enhancing strengths and assets through programs that build a positive school climate by encouraging student learning and by enhancing employee satisfaction. Such programs are based on evidence that engagement improves student outcomes, safety, attitudes, and SEL skills. Three additional types of programs are effective at building professional social support and helping students and staff improve on the adaptive skills that contribute to resilience and success. All of the programs promote engagement (Citation 2).



- **Teacher mentoring programs** offer mentors from the same subject area, open communication with administration, professional development, time management assistance, and team building aids.
- **Workplace wellness programs and policies** seek to reduce health risk behaviors through risk assessments, nutrition education, weight management, and physical fitness.
- **Social and emotional learning curricula** seek to increase positive student outcomes and improve teacher functioning. Multitiered approaches that include, for example, positive behavioral interventions and supports (PBIS), also enhance the impact of SEL efforts.

Do you participate in any programs like these?

If these options are not currently available in your system, how could you request that your school or district make the necessary investments in these types of professional development opportunities?

Question for Reflection

Refer to the previous section as needed.

1. Which of the adaptive skills might you need to work on? The ability to: (check all that apply; if an adaptive skill is not listed, add it at “Other”)

- Build relationships,
- Plan,
- Make decisions,
- Set goals,
- Identify feelings and manage behavior,
- Solve problems,
- Manage stress,
- Communicate,
- Participate meaningfully, and
- Other _____

2. Which type of professional development content do you think would help you the most? Why?



3. Arrange the following into a sequence that supports engagement.

a. Empowerment b. Supportive context c. Belonging d. Positive relationships

_____ ⇨ _____ ⇨ _____ ⇨ _____ ⇨ Engagement

Reflection Answers

Answers to the questions include the number of the learning objective to which they relate.

1. All answers are correct. (Learning Objective 2)
2. All answers are correct. (Learning Objective 3)
3. A likely sequence, although others are possible, is d. Positive relationships ⇨ a. Empowerment ⇨ b. Supportive context ⇨ c. Belonging ⇨ Engagement. (Learning Objective 1)



Self-Care Every Day

One of the first things babies figure out is a way to comfort themselves when they are uncomfortable or stressed. Some suck their thumbs. Some nuzzle their blanket. Even demanding to be held is an effort at self-comfort. Adults have also evolved ways to calm down. Ways to calm down are not always healthy, although some are, and they can range widely from solitude and quiet to groups and noise.

Ultimately, we as adults are responsible for doing what we can to take care of ourselves. Self-care involves recognizing our own strengths and vulnerabilities and using wellness strategies that work for us. Self-care can be integrated into our daily routine, helping us to balance our jobs and our lives outside of work. As different as each human being is, so too are the many ways through which each of us finds joy and peace.

Your Experience Questions

1. Start by thinking about an acutely stressful episode in which you lost it. In retrospect, what tends to be the best way for you to regain control?

2. Take a moment to think about anything that helps you relax. What things come to mind?

Learning Objectives

After completing this section, you will be able to

1. Construct a personal self-care plan.

We All Find Ways to Cope

Everybody has different ways of handling stress or relaxing at the end of the workday and on days off. Because resilience factors include positive relationships and a supportive context, it's up to you to develop relationships with persons with whom you can share activities that mitigate stress in healthy ways. At the same time, we need to appreciate that the extent of human diversity means something that works for you, healthy and positive as it may seem, may not work—may even be taboo—for someone else, and vice versa. Differences help to keep life interesting.



1. Here are some actions that people find helpful when they feel stressed out or upset. Which actions work for you? If you don't see your go-to stress relievers here, add them at "Other."

- Deep breathing
- Drawing or painting
- Exercising
- Getting suggestions
- Having a good listener
- Having time and space to calm down
- Listening to music
- Looking at pictures
- Napping
- Reading
- Taking a shower or soaking in a bath
- Walking
- Writing
- Yoga or stretching
- Other _____

2. Some responses from other persons are not particularly helpful when you feel upset, stressed out, or overwhelmed. Check all that apply. If one is missing, add it at "Other."

- Attempting to jolly me out of my distress
- Giving advice
- Making suggestions
- Raising their voices
- Talking to me
- Telling me it will be fine
- Telling me why I'm wrong to feel this way
- Touching me
- Other _____

It's a funny thing about what works for one individual but not another. Notice the overlap with the previous question.



Self-Care Basics

Just as stress can undermine body, mood, and behavior, self-care enhances all three by way of personal connection, rest or sleep, exercise, diet, and fun or creativity. These are basic areas of your life that help to keep you balanced, and they naturally coincide with the resilience factors. Here are the stress relief basics:

- **Personal connection.** Reach out to the people who matter to you. Call a friend you can talk to or do things with. Talk to mentors, faith leaders, or counselors with whom you can discuss personal concerns. Connections don't have to be heavy. They need to be real though, and that builds trust and self-confidence.
- **Rest or sleep.** You need your rest or sleep even when work at home and other stresses lengthen the day. The mind rejuvenates when at rest. Getting enough sleep helps you feel refreshed and relaxed. To aid your sleep an hour before bed, turn off the electronic screens, including television, and listen to music or read something relaxing. Make the bedroom temperature cool, if possible.
- **Exercise.** Reduce stress hormone levels and generate endorphins with consistent exercise that builds strength and stamina. The right exercise—meaning whatever exercise you can do regularly—can even be fun.
- **Diet.** Healthy eating habits can help to control stress hormones. Good food choices include green vegetables; lean protein; high-fiber fruits, like raspberries, blueberries, and strawberries; and complex carbohydrates, as found in whole grains. Eat every few hours to keep your blood sugar balanced. Drink plenty of water. Limit your intake of caffeine, sugar, nicotine, alcohol, and salt.
- **Fun and creativity.** Hobbies can be satisfying and take your mind off problems for a while. Trying something new can generate a little undemanding excitement. Doing something creative without pressure can help you to achieve perspective on job, life, and parenting performance (Citation 7).

Self-Care Inventory

1. Noting the various categories of self-care, check all actions that you do regularly to take care of yourself. If a technique you use is not listed, add it to the appropriate category at “Other” (Citation 8).

Body

- Do physical activities that are fun for me
- Eat regular, healthy meals
- Exercise
- Get enough sleep
- Get massages or other body work
- Get medical care when needed
- Get regular medical care for prevention
- Practice martial arts
- Stretch



- Take a break from demanding technology
- Take day trips or mini-vacations
- Take time off when I'm sick
- Take time to be sexual
- Take vacations
- Wear clothes I like
- Other _____

Mind

- Be curious
- Do something at which I am a beginner
- Learn something new; go see a museum, art, performance, or sporting event or experience another culture
- Let others know different aspects of me
- Make time for self-reflection
- Meditate
- Notice my inner experience: dreams, thoughts, imagery, feelings
- Practice receiving from others
- Read literature unrelated to work
- See a psychotherapist or counselor for myself
- Spend time outdoors
- Say no sometimes to extra responsibilities
- Take steps to decrease stress in my life
- Write
- Other _____

Workplace/professional self-care

- Arrange my workspace so it is comfortable and comforting
- Ask for help when I need it
- Balance my workload so no one day is too much
- Get regular supervision or consultation
- Make quiet time to complete tasks
- Identify projects or tasks that are exciting, growth-promoting, and rewarding
- Negotiate for my needs (e.g., benefits, quiet time, raises, time off)



- Participate in a peer support group
- Set limits with clients and colleagues
- Take a real break every few hours
- Take time to chat with coworkers
- Take time to eat lunch
- Use paid time off
- Other _____

Feelings

- Appreciate the nonmaterial aspects of life
- Allow myself to cry
- Be open to inspiration
- Be open to mystery, to not knowing
- Celebrate with rituals meaningful to me
- Cherish optimism and hope
- Express gratitude
- Express my outrage in constructive ways
- Feel proud of myself
- Find things that make me laugh
- Have awe-filled experiences
- Identify that which is meaningful to me and notice its place in my life
- Listen to my favorite music
- Make time for prayer, meditation, and reflection
- Maintain contact with supportive people
- Memorialize loved ones who have died
- Nurture others
- Participate in a spiritual gathering or group
- Play with children or pets
- Pursue comforting activities, objects, people, relationships, and places
- Reread favorite books and rewatch favorite movies
- Sing
- Spend time in nature
- Spend time with others whose company I enjoy



- Stay in contact with important people in my life
- Stop and breathe deeply as needed
- Support causes I believe in
- Talk to myself kindly
- Other _____

2. Who can you go to for support when you need it?

Self-Care Habits

Here's where things get a little tricky. No matter how personal and well-thought out, a self-care plan is only as good as the commitment to follow it. Lots of things can get in the way, but for your own sake, you need to succeed at taking care of yourself. One way to avoid a sense of failure, if your effort falls short, is to think of the plan as a work in progress—that is, something that becomes more effective as you increasingly incorporate self-care into your daily life and something that changes over time as you get new ideas and learn what truly works for yourself. The ultimate goal is for self-care activities to become life-long habits.

It helps to anticipate barriers and mind tricks that can get in the way. Come up with your own ways to respond to barriers. Does the night siren call for chunky fudge ice cream drown out the attraction of new walking shoes? Remember: Walking is intended to help you de-stress, not train for the Olympics, so maybe take an abbreviated walk before you get out the spoon.

On the next page, we provide My Custom Self-Care Plan (Citation 9), a form that indicates aspects of you and your life that call for self-care efforts. Consider all of them and complete the plan. Space is included for anticipating and addressing your personal impediments to sticking with the plan. Sharing the plan introduces a modicum of accountability, so you might find it helpful to share your plan with your study partner or another colleague who supports your efforts. As a possible aid to producing your plan, we have also included a Resilience Self-Reflection Tool (see page 20) that might help you consider your resilience by generating a score from your responses (Citation 10).

Put the plan somewhere you can see it regularly and tweak it as needed.



My Custom Self-Care Plan

Body To maintain as healthy a body as possible, I will do the following . . .

Every day	Every week

Mind To keep my mind alert and refreshed, I will do the following . . .

Every day	Every week



Workplace To help make the place where I work also work for me, I will do the following . . .

Feelings To stay on top of my feelings and learn from them, I will do the following . . .

Barriers and Mind Tricks

What can get in the way?

What will I do about that?



Resilience Self-Reflection Tool

Resilience is the ability to navigate and recover from adversity with awareness, intention, and skill. Resilience develops naturally through healthy connections with others, balanced self-care, and an open and engaged mind.

During the past 3 months, how often have the following statements been true for you? Rate yourself by circling a number based on a scale from 1 to 4: 1 (never or rarely), 2 (sometimes), 3 (often), and 4 (always or almost always).

Connections	I have close, supportive people in my life whom I trust AND who know each other.	1	2	3	4
Benefiting Others	I strive to benefit others without depleting myself or imposing unwelcome efforts.	1	2	3	4
Physical Self-Care	I am physically active for 30–60 minutes daily, sleep consistently and adequately, spend at least 1 hour in outdoor daylight, and eat a balanced and moderate diet of mostly wholesome and minimally processed foods.	1	2	3	4
Stress Reduction Practice	I participate in at least one practice to quiet my mind and body (e.g., deep breathing, time in nature, prayer, journaling, sensory grounding, meditation, yoga, tai chi, qigong, progressive muscle relaxation, autogenic training, biofeedback, imagery work). Other practices: _____	1	2	3	4
Flexible Thinking	When I am going through a difficult time, I consider multiple perspectives on it, as well as multiple options for responding to it.	1	2	3	4
Self-Confidence	I trust myself, my intuition, and my abilities.	1	2	3	4
Openness to Experience	I seek and enjoy experiences that are new to me.	1	2	3	4
Workability	I approach challenges as though I can work through them somehow.	1	2	3	4
Awareness	I notice the world around me, and I anticipate opportunities and challenges because of what I notice.	1	2	3	4
History of Adaptive Coping With Adversity	When I have faced adversities, I have found healthy and adaptive ways to work through them.	1	2	3	4



Willingness	When challenges arise, I face them. I do not deny them; ignore them; or use alcohol, other drugs, or self-harming behaviors to avoid or cope with them.	1	2	3	4
Engagement	I engage earnestly in one or more activities that offer a positive challenge, focus my attention, and deeply reward me (e.g., meaningful work, playing a musical instrument, dance, artistic expression, volunteering, sports, deep learning). Other activities: _____	1	2	3	4
Big Picture	I keep perspective on my challenges by considering the bigger picture (e.g., <i>looking beyond my challenges to consider my strengths, supports, resources, opportunities, and privilege; considering my challenges in the context of the adversity that others face; considering the humor in life's challenges and absurdities; and looking for what I can learn from current and past challenges</i>).	1	2	3	4

Add the numbers you circled for your total score _____

Reviewing Your Overall Resilience

Score	Assessment
36 or higher	You are likely to view yourself as resilient. Assuming your view is accurate, you are likely to thrive in the face of challenges and could serve as a strong support and role model for others.
21–35	You are likely to view yourself as having adequate resilience, and you will likely do fine with most challenges. Unless you are selling yourself short on your assessment, you have some room for enhancing your resilience. Read below to learn more.
20 or lower	You are likely to view yourself as struggling or having limited options in the face of difficult challenges. Lower scores sometimes reflect having some strengths but limited options. Low scores across items are common among people who have had few challenges early in life or have been overwhelmed by challenges early in life. History is not destiny!

Adapted from Weis, A. (2017). *Resilience self-reflection*. Carlton College Student Health and Counseling. https://apps.carleton.edu/studenthealth/assets/Resilience_Self_Reflection.pdf



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