

Refinement and Evaluation of the CARE for Teachers Program

Patricia A. Jennings, M.Ed., Ph.D.
Pennsylvania State University



GARRISON INSTITUTE

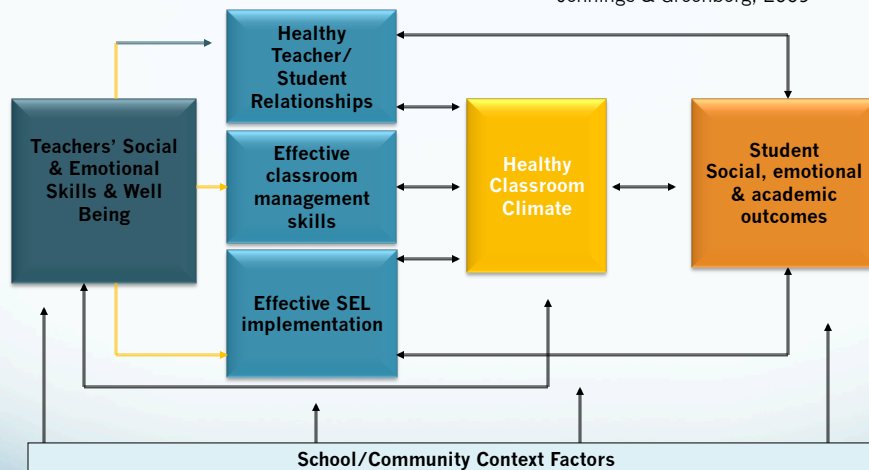
PENNSTATE

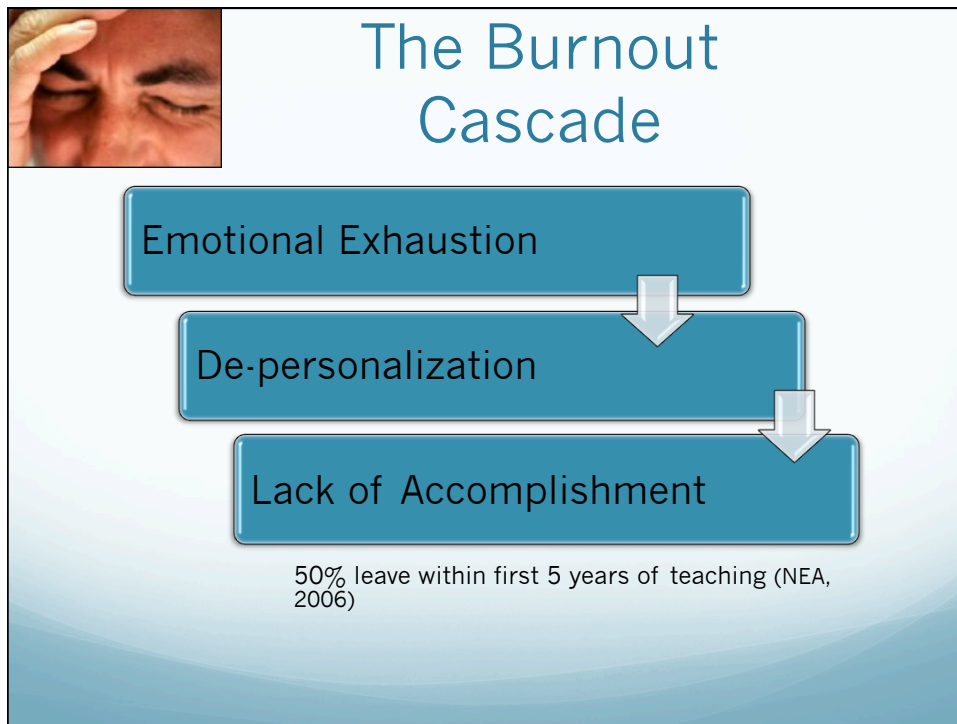


The Prosocial Classroom:

A Model of Teacher Social and Emotional Competence and Classroom and Child Outcomes

Jennings & Greenberg, 2009





What is Mindfulness?

- Self-regulation of attention
 - Allows for metacognitive awareness of one's emotional and cognitive experience
- Non-judgmental awareness
 - Characterized by curiosity, openness, and acceptance

(Bishop, et al., 2004, p.232)

What are Indicators of Mindfulness in Interpersonal Contexts?

- **Listening with full attention** to children and colleagues
- **Present-centered awareness** of emotions experienced by self and students during interactions
- Openness and **non-(low?) judgmental acceptance** and receptivity to child's thoughts and feelings
- **Self-regulation in teaching /parenting- Low reactivity** and **Low automaticity** in reaction to normative child and adolescent behavior
- **Awareness of and responsiveness to** child's individual needs – "teachable moments"
- **Compassion** for self and students

Coatsworth, Duncan, Jennings, Turksma, Greenberg

Supporting Teachers

- Enhance regulatory processes that buffer against psychological distress
- Promote flexibility and self-reflection
- Overcome the tendency to make automatic, reactive appraisals of student behavior that contribute to emotional exhaustion
- Improve SEL program implementation quality



GARRISON INSTITUTE



- Cultivating
- Awareness
- Resilience
- Education

www.CARE4Teachers.org



CARE for Teachers

- 30 Contact hours over 4 weeks + booster
- Instructional methods
 - Didactic
 - Experiential
 - Reflection
 - Discussion
 - Applications of these to teaching through discussion and role plays

CARE Components: Emotional Knowledge

- Introduction to emotions, purpose, universal expressions, relevant brain research
- How emotions affect teaching and learning
- Didactic information about emotions including biological, cognitive and behavioral responses
- Exploring individual differences in emotional expression (emotional profile, triggers & scripts)

CARE Components: Mindfulness

- Setting intention
- Body awareness
- Basic breath awareness
- Awareness of emotions and thoughts
- Centering
- Mindful walking
- Simple interactions
- Role plays to practice mindfulness in context of a challenging social interaction

CARE Components: Compassion

- Reflection on feeling loved or cared for
- Caring practice – guided reflection focused on caring for self, loved one, colleague, challenging person
- Mindful listening exercises

The Study

- Data from second year of a two-year IES-funded intervention development project
- CARE presented as in-service professional development program for working teachers
- Pilot RCT

Hypotheses

- Teachers who receive the CARE program will show increases in measures of well-being, motivational orientation/efficacy, and mindfulness compared to control teachers

Sample

- 50 Teachers from urban and suburban public schools
- 92% female, 8% non-white
- Mean age = 36 (SD = 9), range: 22-60
- Graduate degree = 70%
- Mean years of teaching = 12 (SD = 8), range 1-36
- Cohort 1 (n = 26)
 - 19 regular classroom teachers(elementary level)
 - 7 specialists
- Cohort 2 (n = 24)
 - 8 regular classroom teachers (elementary level)
 - 7 subject area teachers (secondary level)
 - 9 specialists

Procedures

- Pre-Intervention
 - Self-report measures
- CARE
- Post-Intervention
 - Self-report measures
 - Evaluation survey (CARE only)
 - Focus Groups (CARE only)
- Analyses
 - ANCOVA

Measures

- Well-being
 - Positive and Negative Affect Schedule (PANAS; Watson, Clark, & Tellegen, 1988)
 - The Center for Epidemiologic Studies Depression Scale (CES-D; Radloff, 1977)
 - Time Urgency Scale (TUS); Landy, Rastegary, Thayer, & Colvin, 1991)
 - Daily Physical Symptoms (DPS; Larsen & Kasimatis, 1997)
 - Emotion Regulation Questionnaire (Gross & John, 2003)
 - Maslach Burnout Inventory (Educators' Survey)(Maslach, Jackson, & Leiter, 1997).

Measures

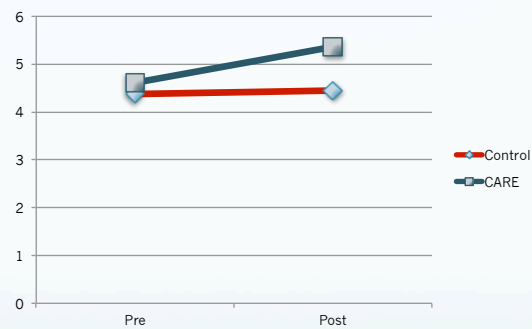
- Teaching efficacy
 - Teachers' Sense of Efficacy Questionnaire (TSES; Tschannen-Moran & Woolfolk Hoy, 2001)
- Mindfulness
 - Five Facet Mindfulness Questionnaire (FFMQ; Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006)
 - Interpersonal Mindfulness in Teaching Questionnaire (IMT; Greenberg, Jennings & Goodman, 2010)

Measures

- Evaluation Survey & Focus Groups
 - Program satisfaction
 - Perceptions of effects on classroom and students

ERQ: Reappraisal

Emotion Regulation Questionnaire (Gross & John, 2003)
Raw Means:



Covariance Adjusted Means: $d = .80, p = .002$

ERQ: Suppression

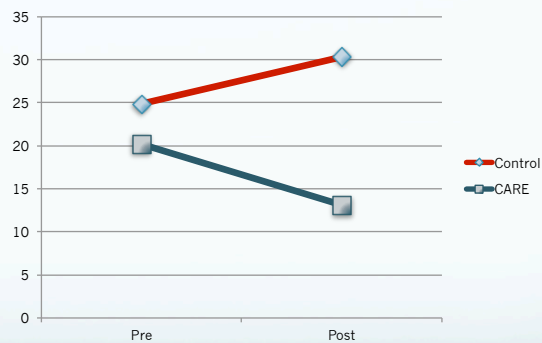
Emotion Regulation Questionnaire (Gross & John, 2003)
Raw Means:



Covariance Adjusted Means: $d = -.43, p = .08$

Physical Symptoms

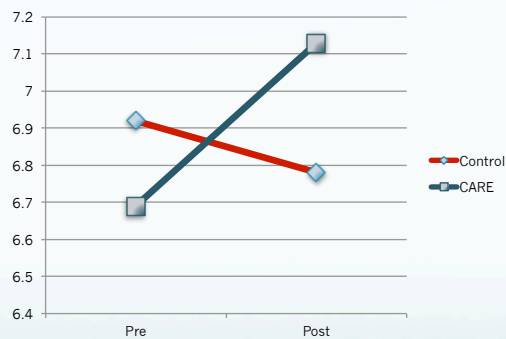
Daily Physical Symptoms (Larsen & Kasimatis, 1997)
Raw Means:



Covariance Adjusted Means: $d = -.32$, $p = .004$

Efficacy: Total

Teachers' Sense of Efficacy Questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001).
Raw Means:

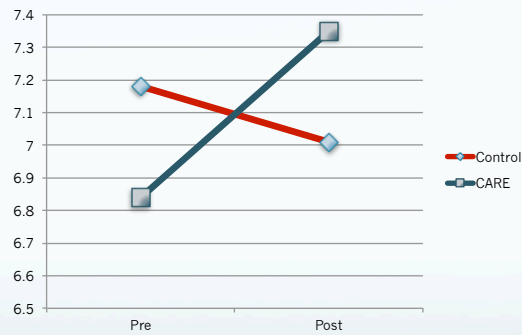


Covariance Adjusted Means: $d = -.60$, $p = .002$

Efficacy: Instructional

Teachers' Sense of Efficacy Questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001).

Raw Means:

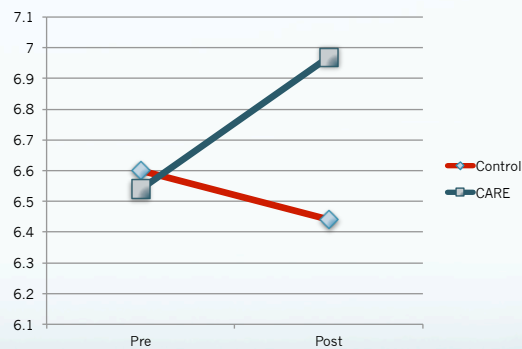


Covariance Adjusted Means: $d = .59, p = .001$

Efficacy: Student Engagement

Teachers' Sense of Efficacy Questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001).

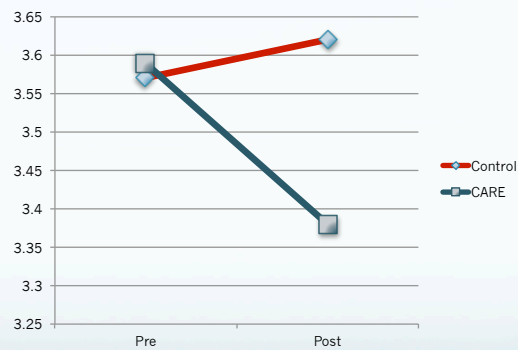
Raw Means:



Covariance Adjusted Means: $d = .56, p = .002$

Time Urgency: General Hurry

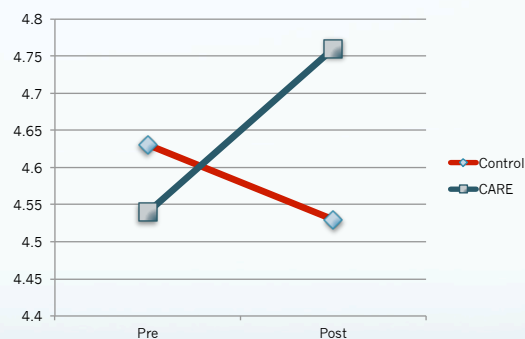
Time Urgency Scale (Landy, Rastegary, Thayer, & Colvin, 1991)
Raw Means:



Covariance Adjusted Means: $d = -.42, p = .025$

Burnout: Personal Accomplishment

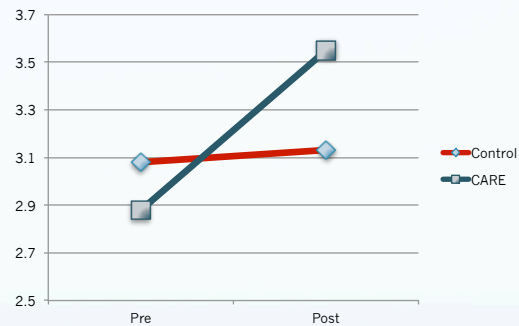
Maslach Burnout Inventory (Maslach, Jackson, & Leiter, 1997).
Raw Means:



Covariance Adjusted Means: $d = .40, p = .05$

Mindfulness: Observe

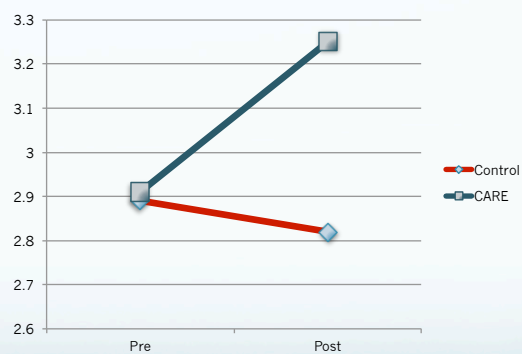
Five Facet Mindfulness Questionnaire (Baer et al., 2006)
Raw Means:



Covariance Adjusted Means: $d = .69$, $p = .003$

Mindfulness: Non-react

Five Facet Mindfulness Questionnaire (Baer et al., 2006)
Raw Means:



Covariance Adjusted Means: $d = .73$, $p = .006$

Results: Program Satisfaction

- 87% “strongly agreed” or “agreed” that this type of program should be integrated into preparation and in-service training for all teachers
- 96% reported CARE improved self-awareness
- 92% reported CARE improved well-being
- 77% “strongly agreed” or “agreed” they are “better able to manage classroom behaviors effectively and compassionately”
- 83% “strongly agreed” or “agreed” they are “better able to establish and maintain supportive relationships” with the children they teach
- 76% “much better” or “better” prosocial and on-task student behavior on-task behavior (66%), and
- 57% “much better” or “better” student academic performance

Awareness

“I’m being more aware of the kids, more opportunities to talk with them, just more aware in general, of myself, what I’m feeling, what I’m eating, what I’m doing, where I’m going...my awareness has just been heightened. And if I can just keep reminding myself of that, just to be aware, aware of other people, aware of my own ‘stuff’, that’s a huge thing for me in life.”

Self-Regulation/De-centering

“I’m much more calm. Even when I’m at home, drinking coffee, my mind’s not racing in a thousand different places, I’m just liking my coffee. I’ve learned how to just take things for what they are and not keep everything on my shoulders all the time. And because I’m not doing that anymore, that allows me to treat my kids better and address their needs better and try and teach them to be that way through my example.”

Being Intentional

“I think what helps me is when I get frustrated on my way to school, I just stop myself and set an intention. What do I really want to do today? What’s really important that I do today. It’s more freeing than setting a goal or a to-do list.”

Insight/Attributional Shift

“I like ‘attitude adjustment’. I think that’s a good way (to describe CARE). Because it really is your whole, the way you look at lots of different things...it’s almost like you give people a cushion, and I’ve given my kids a cushion, and I’ve given myself a cushion, and allowed myself to realize why I react certain ways to certain things and that helps me...to maybe just not put it on other people anymore. I think about myself differently, and I think about my students differently now. I think ‘attitude adjustment’ is a good way to put it, not that you had a bad one before, but you look at everything differently.”

Future Research Directions

- IES Efficacy Cluster RCT (#R305A120180)
 - 32 schools in NYC
 - 192 teachers
 - Random selection of 50% of students
 - Teacher and student longitudinal outcomes
- Test CARE + SEL Factorial Design
 - CARE + SEL program
 - Teacher, student, and school longitudinal outcomes

Support

- The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A090179 to the Pennsylvania State University-University Park. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

With Gratitude

- Mark Greenberg
- Christa Turksma
- Richard Brown
- Kari Snowberg
- Jennifer Frank
- Michael Coccia

Discussion

