

Teacher Burnout: A Crisis Much Ignored

by

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Abstract

Teacher burnout is a serious concern that is threatening the wellbeing of our educators and the future of our education system. In the context of an ongoing teacher shortage the presence of teacher burnout is causing many educators to retire early or leave the profession outright as they come face to face with the harmful effects of this condition. Teacher burnout is contributing to the teacher shortage further perpetuating the crisis by continuing to drive skilled educators from the field. Research shows that teacher burnout has serious mental, physical, and emotional effects on teachers due to a vast variety of work-related factors that collectively harm the mental health of our educators. Although this phenomenon can be observed across all grade levels and domains there is particular concern for our TESOL educators as the job demands for their positions put them at particular risk for burnout. With factors such as compassion fatigue and secondary traumatic stress, intense workloads, and identity dissonance weighing on the shoulders of our TESOL educators, there is concern for how teacher burnout will affect the future of TESOL education and our educators in the field. A mindfulness-based stress reduction program is designed to support our educators, reduce their stress, and mitigate the threat of teacher burnout.

Keywords: TESOL, teacher burnout, mindfulness-based stress reduction, compassion fatigue, secondary traumatic stress, identity dissonance

Chapter 1: Introduction

Teacher burnout is a major threat to our educational system. With the teacher shortage continuing nationwide we must look at teacher burnout with a critical lens and its roll in this crisis. Many teachers are struggling with feelings of burnout leading them to leave the profession or retire early (McLean et al., 2020; Rumschlag, 2017). Teacher burnout is a detrimental condition with mental, emotional, and physical symptoms that greatly affect the well-being of our educators (Agyapong et al, 2022; Saloviita and Pakarinen, 2021). Teacher burnout is associated with high levels of depression, anxiety, exhaustion, and dissatisfaction among teachers with their position as a result of the strenuous mental, emotional, and physical stressors associated with their job (Agyapong et al, 2022; Rumschlag, 2017). All teachers are at risk for burnout due to a vast quantity of factors that contribute to it, however, there is special concern for our TESOL educators as they experience a unique set of job-related stressors that puts them at higher risk for burnout.

In my own experiences in the field, I have seen how teacher burnout is hitting the TESOL community with particular force. I have worked in districts that have gone years unable to find anyone to fill TESOL vacancies. Among the TESOL educators themselves there is great talk of burnout and the pure exhaustion that they feel in their roles. As a complex teaching position TESOL educators take on a variety of challenges that are leading them to feel exhausted and burnt out such as compassion fatigue, secondary traumatic stress, intense workloads, and identity dissonance (Chen et al., 2023; Jensen & Solheim, 2020; Maddamsetti, 2022).

Burnout, however, is a concern for teachers of all domains and has taken its toll among educators all over the country. If left to continue with no efforts to reduce or eliminate teacher burnout teachers will continue to leave the profession placing greater strain on those remaining

and this will feed into a burnout cycle as those remaining are left to handle the aftermath of these vacancies. Left unresolved teacher burnout could lead to an intense deterioration of our educational system as the teacher shortages continues and schools are put into jeopardy of burning out all of their educators. This is a concern that cannot be ignored for the sake of our teachers and our educational system itself.

The purpose of this study is to determine what factors contribute to teacher burnout and to find a solution to reduce the harmful effects of this condition. Teacher burnout is a complex issue with a wide variety of factors all contributing. Some factors are general to all teachers but we can see there is particular factors that are TESOL specific and reason for concern for our TESOL educators as such. In searching for protective factors, the goal is to create a set of socio-emotional tools to support our educators and reduce their risk of burnout when practiced regularly to be shared through the professional development presentation. Teacher burnout is only going to continue to worsen if no steps are taken to resolve it; that is why the purpose of my study to provide a groundwork to start to resolve this serious matter.

In order to address the serious concern, we will begin by examining the factors that contribute to teacher burnout. In knowing what causes teacher burnout we can begin to look towards what can be done to reduce or eliminate it entirely. Looking at the school and individual teacher level of the issue there is a complex network of factors that all collectively build towards the intense burnout experienced by our educators.

Chapter 2: Literature Review

This Chapter provides insight into the different factors contributing to teacher burnout exploring research on burnout with special consideration for TESOL educators. We review the literature on second language learning theories and teacher burnout conditions as they relate to the various factors presented. Teacher burnout is a complex problem with many individually-based and schoolwide factors that play a part in the development of this condition. This chapter looks at factors such as school climate, gender, student-teacher relationships, compassion fatigue, workload, and identity dissonance and their contributions to teacher burnout. It also explores mindfulness-based stress reduction practices and the benefits that it may provide in reducing or eliminating teacher burnout. We begin with an examination on theories of second language development and learning that relate to the burnout of TESOL educators. Drawing on the work of Krashen (1985), Swain (1985), and Maslow (1954) exploring the interactions between teacher and student stress and the effects on student learning and teacher motivation as they relate to teacher burnout.

Theoretical Understanding of Teacher Burnout

Affective Filter Hypothesis

Teacher and learner anxiety alike affect the students' language acquisition and the teacher's sense of self efficacy. This cycle of negative emotions and exhaustion can contribute to teacher burnout (Arefian, 2023; Mehmood, 2018). Looking at Krashen's (1982) Affective Filter Hypothesis as an explanation we see how teacher and learner stress and anxiety can negatively affect one another and contribute to teacher burnout. Krashen's (1982) Affective Filter Hypothesis claims that people create an affective filter in place when experiencing negative

emotions such as stress or anxiety. This filter makes it increasingly more difficult for people to process and internalize comprehensible input (Krashen, 1982).

When teachers are stressed, their affective filter goes up making it difficult to rationally process input from the learner or otherwise (Arefian, 2023; Krashen, 1985). This is harmful to the teacher as it can make them less effective as a teacher and further contribute to their stress and anxiety as well as lowering their sense of self-efficacy as a result of their reduced effectiveness and struggles. Students in turn are put under strain when exposed to less effective teaching increasing their anxiety and raising their affective filter (Krashen, 1982; Mehmood, 2018). This can cause the students to perform worse and hinder their language acquisition further contributing to the poor self esteem of their teacher and perpetuating the cycle of burnout. Negative emotions raise the affective filter of students and teachers. Stress management strategies are needed to support learners in their language acquisition process and teachers in their effectiveness in supporting the learners and in turn their sense of self-efficacy.

Output Hypothesis

Another theory to consider when discussing second language acquisition and teacher burnout is Swain's (1985) Output Hypothesis. Swain (1985) claims that in order to develop a language students must engage in language output. This means using the target language and creating pushed output in order to advance their skills beyond that what they have already acquired (López Páez 2020; Swain, 1985). In order to produce this output students must possess proper motivation for participation, as output production is only a result of participation and use of the language on the part of the student.

One factor that greatly affects student participation is the relationship between the student and the teacher (Henry & Thorsen, 2018; Quin, 2017). If there is a negative student-teacher

relationship due to emotional stress or strain then students are likely to be less motivated to participate and disengaged from learning activities (Henry & Thorsen, 2018; Quin, 2017). Additionally, the student perception of the teacher and their motivation and attitudes towards learning also affects student motivation and engagement (Drakulic, 2019; Henry & Thorsen, 2018). If a teacher is in emotional distress and disengaged from their position and the students then students are more likely to be disengaged themselves reducing their motivation to produce output (Drakulic, 2019; Henry & Thorsen, 2018). The reduced output can affect the learner's language acquisition negatively creating setbacks in their language acquisition process and limiting academic achievement.

These negative outcomes can further perpetuate the emotional struggles of the teacher resulting in a deteriorated sense of self-efficacy and contributing to their burnout. This further demonstrates how teachers need emotional regulation skills and stress reduction practices to support healthy relationships with their students and promote motivation and engagement for producing output. The teacher needs to be invested in student learning and act as a motivating factor for output otherwise both students and teacher will feel the harmful effects of reduced student output as a result.

Hierarchy of Needs

Yet another important theory to consider when discussing teacher burnout is Maslow's (1954) Hierarchy of Needs. Maslow (1954) claims that there is a hierarchy of human needs organized into a pyramid, with base needs needing to be met before an individual can move up among the levels towards the highest level, self-actualization. This is important in the realm of burnout as self-actualization represents the highest form of contentment and motivation to be the best version of yourself and in the context of teacher burnout, contentment and pride in your

position (Fisher & Royster, 2016; Maslow, 1954). An individual's motivation to be the best version of their teacher self and retention of their position is based on meeting the different levels of the pyramid in this hierarchy (Fisher & Royster, 2016; Maslow, 1954). Teachers cannot reach self-actualization and their full potential unless they have their physiological, safety, love and belonging, and esteem needs met first (Maslow, 1954).

In the context of teacher motivation and burnout these levels can be affected by factors such as respect, security, self-esteem, and teacher effectiveness (Fisher & Royster, 2016; Moloantoa & Geyer, 2021). If teachers have unmet needs due to the effects of burnout and work-related stressors not allowing them to meet the physical or psychological needs of the hierarchy then this will affect their effectiveness as a teacher (Larkin et al., 2016; Moloantoa & Geyer, 2021). This in turn further perpetuates the dilemma of unmet needs lower in the pyramid as it affects their self-esteem and feeds into greater burnout and may impact their retention of the position (Fisher & Royster, 2016; Larkin et al., 2016). This demonstrates once again the importance of emotional regulation strategies and stress reduction practices to ensure that teachers are meeting their base needs in the hierarchy to help them reach self-actualization.

Key Factors Contributing to Teacher Burnout

Impact of School Climate on Mental Health

Research indicates that the quality and availability of support and collaboration in schools affects the rate and intensity of teacher burnout among those educators. Van Droogenbroeck et al.'s (2021) study of 48 countries and 7,135 teachers is one such source that supports this claim. Using the Maslach Burnout Inventory survey and survey items focusing on predetermined independent variables, researchers analyzed the results to determine rates of teacher burnout and their correlation with these variables. One such variable examined was the effect of the presence

of a collaborative school environment. The study consistently found a correlation between higher levels of collaboration and reduced teacher burnout. In particular, as collaboration increased in value, emotional exhaustion was found to decrease in measurement across their results.

Similarly, McLean et al.'s (2020) survey of 265 American undergraduate seniors revealed a link between a negative school climate and adverse mental health outcomes. Participants in this study completed surveys periodically from their last year of training through their first year of teaching, measuring their anxiety, depression, career optimism, classroom environment, covariates, and school climate levels. The findings indicated that school climate was a predictor for all measured outcomes of anxiety, depression, and career optimism over time. Notable, support and school climate were particularly strong predictors of depressive levels among participants throughout the study (McLean et al., 2020).

These findings highlight the critical role of support and collaboration in mitigating teacher burnout. In Saloviita and Pakarinen's (2021) study of 4,567 Finnish primary school teachers where participants were administered a survey with items from the Freidman Teacher Burnout Scale, an adaptation of the Maslach Burnout Scale, findings showed a negative correlation between levels of support and collaboration, specifically from the presence of a TA in the classroom, and teacher burnout. Likewise, Langher et al.'s (2017) study on Italian special education teachers found similar results. In their study 276 lower and higher secondary special education teachers were administered the Perceived Collaboration and Support for Inclusive Teaching Scale and the Maslach Burnout Inventory Educators Survey. Results showed that higher measures of perceived support positively correlated with personal accomplishment. Additionally, perceived support was negatively correlated to emotional exhaustion.

These studies collectively support the assertion that school wide support and collaboration are negatively correlated to teacher burnout levels. That is, teachers in schools where there is low support and collaboration are more likely to experience burnout with the subset of emotional exhaustion being a particularly affected aspect of their condition. Low levels of collaboration and support are contributing to the teacher burnout currently being observed in schools and must be closely considered when searching for solutions to this ongoing issue.

Gender Differences in Teacher Burnout

In addition, gender emerges as another crucial factor affecting teacher burnout. In Rumschlag's (2017) survey of 162 teachers from Ohio using the Maslach Burnout Inventory to determine burnout levels there were notable differences across the emotional exhaustion and depersonalization rates recorded between males and females. Results revealed the percentage of females scoring in the high range of this category was 51%, 23% were in low, and 17% scored in the moderate range. In comparison to the males 57% scored in the high range, 39% in the low, and 4% scored in the moderate range. As for female depersonalization scores, 11% scored in the high range, 73% in the low, and 17% scored in the moderate range. Of the males 22% scored in the high range, 43% in low, and 35% scored in the moderate range for depersonalization. The third measure in the Maslach Burnout Inventory personal accomplishment showed little variation between the two genders. This pattern of gender-related differences in burnout is corroborated by Salovita and Pakarinen's (2021) study on Finnish primary school teachers, which also noted higher overall burnout score among male teachers, particularly in the depersonalization section.

These results show clear differences in teacher burnout and burnout symptoms between genders. What this means in the realm of reducing teacher burnout is that gender-specific needs may need to be considered when planning preventative measures to support our educators. While

issues with collaborative school environments represent a general collective need, considering gender as a factor makes teacher burnout preventative a more personalized individualized issue, with different requirements based on the educator's gender.

Student Behavior and Student-Teacher Relationships

Another factor to be considered is the manner in which students interact with teachers and the quality of relationships between teachers and students. In Van Droogenboeck et al.'s (2021) previously mentioned study, student behavior was studied as an additional variable and as a factor contributing to teacher burnout. In particular, they focused on verbal abuse experienced by teachers from their students. Results of their study found that verbal abuse is negatively correlated to feelings of personal accomplishment and positively correlated to exhaustion and depersonalization. In turn these subcategories further contribute to greater overall teacher burnout. Likewise, Woudstra et al. (2018) investigated learner-to-teacher bullying in South African secondary schools and found high levels of verbal, physical, indirect, and cyberbullying. With a statistically significant relationship observed between exposure to learner-to-teacher bullying and teacher anxiety and depression levels, it is clear how learners' behaviors and interactions with teachers can greatly affect teacher mental health.

Moreover, Mulyani et al. (2021) and Brunsting et al. (2024) both highlight the effects of student behavior on teacher burnout. In Mulyani et al. (2021) study of 323 special education teachers in Pakistan through the use of a survey found that student behavior has a strong effect on teacher burnout, when student behavior is poor teacher stress levels rise when teachers have strong behavior management and students are controlled their stress levels decrease (Mulyani et al., 2021). Similarly, Brunsting et al.'s (2024) survey study of 230 special education teachers from the United States found that behavior management was positively correlated with self-

efficacy which in turn was a predictor of teacher burnout and teacher retention across the study. When teachers had stronger behavioral management and lower behavioral issues from students they felt higher levels of self-efficacy and were more likely to remain in the position with lower measures of burnout. Relatedly, Saloviita and Pakarinen (2021) found that weaker relatedness with students correlated with higher burnout with particularly strong and negative affects to teachers' feelings of self-efficacy. These results support the importance of student behavior and student-teacher relationships as a factor contributing to teacher burnout. When teachers do not have strong positive relationships with their students, they are more likely to experience emotional strain further leading them to burnout.

Special Considerations for TESOL Educators

Compassion Fatigue and Secondary Traumatic Stress

Empathy is an important trait for teachers to possess; however, it can lead to compassion fatigue and secondary traumatic stress when working with students who have high levels of experienced trauma and stress (e.g., Berger & Nott, 2023; Chen et al., 2023). The emotional effects of compassion fatigue and secondary traumatic stress are detrimental to the individual and can be quite harmful to one's mental health, as such compassion fatigue and secondary traumatic stress are contributing factors to teacher burnout (e.g., Koenig et al., 2018; Ondrejková & Halamová, 2022). Compassion fatigue and secondary traumatic stress have been found to affect all types of teachers; however, there is particular concern for teachers that work with demographics of students with high levels of experienced trauma (e.g., Koenig et al., 2018; Ondrejková & Halamová, 2022).

In the context of TESOL educators, this issue becomes more pronounced. English Language Learner students often come into the classroom having experienced or experiencing

trauma and emotional distress (Kostouros et al, 2022; Wilson et al., 2024). However, knowing that the ELL population often experiences trauma in their lifetime and the documented research on compassion fatigue and secondary traumatic stress assumptions can be made on how this affects our TESOL teachers. Thus, it is important to examine how student trauma and compassion fatigue can be directly connected to teacher burnout. In Chen et al.'s (2023) study of 1,049 kindergarten teachers in China researchers used a survey to explore how empathy and compassion fatigue relate to teacher burnout. High levels of empathy were correlated with compassion fatigue, and it was found that there is a strong and significant correlation between compassion fatigue and teacher burnout.

Furthermore, studies including Koenig et al. (2018) and Berger and Nott (2023) highlight the connections between compassion fatigue and emotional exhaustion in connection with overall teacher burnout. In Koenig et al.'s (2018) study of 64 Canadian educators a burnout survey and questionnaire were used to study burnout and compassion fatigue in teachers and how the two measures correlate. They found significant correlation between compassion fatigue and teacher burnout with compassion fatigue measures showing particularly strong positive correlations to emotional exhaustion; one of the major symptoms of burnout among teachers. Likewise, Berger and Nott (2023) conducted a study among 302 Australian teachers to study compassion fatigue in the context of educators' prior mental health and exposure to working conditions often involving students who have experienced trauma. The study was conducted through the use of an anonymous online survey that questioned participants on their own mental health history, their work with students with trauma, prior trauma training, their confidence levels, and an assessment of their mental health state using the Professional Quality of Life Scale. The data of this study yielded similar results, connecting exposure to students with trauma

to higher levels of compassion fatigue and secondary traumatic stress. Of all the participants in the study 37.7% were found to suffer from secondary traumatic stress.

It is important to note that the participants of this study were randomly selected, meaning that the data from this study does not reflect results of a population of teachers working with high numbers of students exposed to trauma and stressors such as many TESOL educators do and how that might change the results in magnitude or severity. Ondrejková and Halamová's (2022) survey study of 607 individuals working in different "helping professions" in Slovakia found a strong correlation among all participants between secondary-traumatic stress and burnout. Furthermore, of the participants in the study pedagogues were found to experience some of the highest levels of compassion fatigue and secondary-traumatic stress second only to doctors (Ondrejková & Halamová, 2022). Pedagogues mean and median measure for compassion fatigue were 49.66 and 49 respectively whereas for doctors, who were the highest scoring of all participants, measured not far off at 52.09 and 51.

These studies demonstrate how taking on the trauma and emotional stress of students due to empathetic connections can cause secondary traumatic stress and compassion fatigue leading to emotional exhaustion and burnout. Knowing that the ELL population often experiences high rates of trauma or emotional stressors in their lifetime and how this contributes to compassion fatigue and secondary traumatic stress and the connections between these conditions and teacher burnout it is clear that TESOL teachers are at particular risk for these factors to contribute to their rates of burnout.

Workload and Teacher Burnout

TESOL educators are at increased risk of burnout due to other factors that are particularly pertinent to them and their responsibilities as is the case of secondary traumatic stress and

compassion fatigue. Another such factor is the work-life balance and workload placed under the responsibility of TESOL educators. Although it is the combined responsibility of all educators to teach ELLs it is often put on TESOL educators to cover broad ranges of material with their students. With the pressure to develop students' English language proficiency while maintaining pace at grade level content expectations the workload of TESOL educators can be quite large. Larger workloads, longer hours, larger class sizes, and greater content material to cover has all been linked to higher levels of teacher burnout (Jensen & Solheim, 2020; Langher et al., 2017). In Zhang et al.'s (2023) study 805 educators from China were surveyed to measure their exposure to job stress, quantified workload, class size, teaching hours, and subjects taught. Their results showed that larger class sizes, longer work hours, and responsibility for greater magnitude of content material correlated with higher stress levels with particular effect on primary school teachers.

Likewise, Zydziunaite et al.'s (2020) study of 418 Lithuanian pre-school, primary, secondary, and vocational teachers demonstrated a link between teacher workload and job related stress. The researchers found that there is a significant relationship observed between the workload of the teacher and the stress that they experience at school. This finding highlights how increased workloads placed on teachers contribute to higher overall stress as a result of their position. In Carroll et al.'s (2022) survey of 749 Australian teachers over an 18 month period data was collected on teacher workload, emotion regulation, and well being with questionnaire items from the Perceived Stress Scale and the Copenhagen Burnout Inventory to examine participants' mental health and levels of burnout. There were significant direct effects observed from teacher workload on the perceived stress levels of the participants of the study. Furthermore, perceived

stress levels were found to be the most significant predictor for perceived stress levels of the participants of the study.

Therefore, it is important to examine how a greater class size leads to greater workload. Jensen and Solheim's (2020) study of 300 first-grade classes in Norway across 150 schools explored this relationship by providing one of two classes at each school with an additional supervising adult for instructional and behavioral support, while the other class acted as a control group. Both teachers and students underwent classroom emotional climate tests, and teachers were additionally administered the Maslach Burnout Inventory. The study found significant negative relationships present between supervisory support and teacher burnout (Jensen & Solheim, 2020).

Smaller classes and more evenly distributed workloads as a result of the supervisory support from the placement of an additional adult reduced teacher stress and led to lower measures of teacher burnout. Similarly, Hojo's (2021) international survey of 5,767 teachers found that teacher stress positively correlated with total work hours and that student-teacher ratios were positively correlated to teacher stress as well. As class size and work hours increased the teachers measured at higher stress levels with lower job satisfaction. This demonstrates once again the importance of reasonable workloads and job expectations for teachers. When too great of a workload is placed on a teacher without equitable distribution of responsibility teachers are placed under greater stress and this contributes to their burnout. In regards to TESOL educators whose workload is broad and large there is reason for concern as to their well-being and how this contributes to their levels of burnout.

Identity Dissonance

Another factor contributing to teacher burnout with TESOL specific implications is the issue of identity dissonance and emotional distress as a result of such conflicts. Within the workplace teachers are forced to come to terms with conflicts between their own personal identities, professional identities, and the pressures imposed on them from society and within the school itself. The internal conflicts that arise from facing social, emotional, and identity dissonances have harmful effects on the educator's emotional wellbeing and is a cause for stress and negative emotions and as such must be examined as a factor contributing to teacher burnout (Karimpour et al., 2023; Maddamsetti, 2022).

One common theme that emerges in regards to identity dissonance across research on TESOL educators is the conflict between agency over one's own teaching styles and preferences and the fear for job stability or of retaliation from supervisors. Teachers feel stifled in their own agency seeking innovative teaching solutions but are repressed in their actions by school policy and pressure from leadership (Karimpour et al., 2023; Maddamsetti, 2022). In Karimpour et al.'s (2023) study this theme is highlighted in the results of their data collection. For this study nine teachers in Iran were administered semi-structured interviews in combination with open-ended questionnaires to isolate themes relating to teacher agency and identity. A common struggle identified among eight out of nine participants of the study was that of having agency to implement teaching practices they felt supported their students in conflict with institutional policy and administrative control.

This put them in a conflict between their identity as an employee of the school, to follow their directives in policy and regulation, and their identity as an individual and an independently thinking teacher seeking to best support their students. Karimpour et al. (2023) also identified a common theme among participating teachers that participants felt stifled by school policy

keeping them from innovative teaching practices that could address the learning needs of their students and the need to conform based on these pressures.

Similarly, in Uştok and Yazan's (2024) study on TESOL practicum students' similar themes of identity dissonance emerged. In their study two mentees in a TESOL practicum course in Turkiye participated in interviews and submitted teaching artifacts to be collected across an academic year. Uştok and Yazan (2024) found that practicum students experienced emotional and identity dissonance as a result of contradicting pressures in their position and identity as a TESOL teacher. Participants reported internal conflict navigating between the ideals they held for themselves and their image of their teacher identity and the ideals imposed upon them based on the ideologies and restrictions originating from school policy and pressure from leadership. Participants also reported emotional conflict and tension based on differing perspectives among TESOL practicum peers and differing views on what was considered right and wrong to practice and promote as a teacher in their position. This not only created dissonance in the participants' identities and emotions but also placed them into the conflict of social dissonance as differing views placed pressures on one another to conform or fall into conflict.

Likewise, in Maddamsetti's (2022) study from Massachusetts, participants reported similar sources of identity dissonance and emotional conflict. This study focused on two teachers; one a fourth grade classroom teacher and the other an ESL teacher. Both teachers were observed and participated in interviews and meetings over a twelve-month period. Critical discourse analysis was used to examine the results and determine what themes emerged in relation to identity dissonance in the data. One theme that emerged from the data was a conflict between the teachers' identities as advocates for their ELL students and their identities as employees to the school whose policy and leadership did not reflect compatible expectations and

ideologies to those as part of their identity as advocates. The teachers felt great pressure to conform while combatting with their desire to advocate for their students and challenge leadership. They felt there was a need to conform to the “norm” not only by pressure from the administration but from their colleagues as well. This once again is an example of social dissonance as the teachers of ELLs felt pressured out of pursuing their advocacy-based approaches due to the majority mindset within the school. Both teachers felt frustrated and anxious trying to fulfill their role as advocates in a school with an adverse climate towards advocacy putting them into emotional distress.

Additionally, a unique aspect of identity dissonance was experienced by one of the participants in the study due to a conflict in their identity as white upper-class woman from a high SES family and the privilege she felt due to her positionality as such. She struggled with reconciling her perceived privileged identity with that of her identity as an advocate for her students and the desire to authentically support them in contrast to her unfamiliarity in this role.

Similarly, in Maddamsetti’s (2021) study of a Massachusetts ESL teacher further related themes on identity dissonance among TESOL teachers emerged. In this study there was only one participant; an ESL teacher originally from Puerto Rico who participated in five interviews. Narrative analysis was conducted on the interview data and identity dissonance themes were identified. One such theme pervasive in the experiences recounted by the participant was that of the conflict between pressures to conform to the dominant language and cultural knowledge in contrast to her identity as a bilingual educator to a diverse group of students. She reported these conflicts in her identity and role as a teacher resulted in increased anxiety and internal conflict. Pressures to conform were reported to originate from monolingualistic policies and the ideologies of her colleagues that were imposed upon her. TESOL educators are placed in a position within

the schools that directly challenges their identities in a variety of manners. These conflicts in identity bring about negative emotions and are emotionally challenging. As such conflicts in identity may contribute to the emotional exhaustion of our TESOL educators and needs to be further examined in connection with teacher burnout.

Mindfulness-Based Stress Reduction as a Solution

Teacher burnout is a multifaceted issue that harmfully affects teachers worldwide. In considering what creates teacher burnout it is important to also consider what reduces its affects or prevents it entirely. One variety of professional practice that has shown positive results in improving teacher mental health, reducing stress levels, and reducing teacher burnout are mindfulness-based stress reduction practices (Carroll et al., 2021; Janssen et al., 2023). In Carroll et al.'s (2021) study on 75 Australian teachers promising results were observed from the implementation of mindfulness-based stress reduction trainings. In this study teachers were divided into two groups, one that received mindfulness-based stress reduction training and the others who continued taking part in the Australian standard Health Enhancement Program. Data from both groups using self-reported questionnaires, cognitive task assessments, and for 47 of the participants the use of MRI scans were used to determine neural correlates of emotion regulation. Participants from the mindfulness-based stress reduction training group demonstrated decreased measures of stress and burnout indicators after participation in the trainings over time. Participants from this group also demonstrated increased measures of mindfulness and a decrease in emotional difficulties. Data collected showed statistically significant improvements overall in all measurements between the pre and post intervention measures. Noticeably, a major improvement in job satisfaction and motivation to maintain their position occurred as the

percentage of participants with intention to quite decreased from 53.7% to 30.7% between the pre and post intervention collections of data (Carroll et al., 2021).

Likewise, in Janssen et al.'s (2023) survey on 120 teachers from 5 secondary vocational schools in the Netherlands similar results were found in the implementation of a mindfulness-based stress reduction training program. Throughout the course of participation in mindfulness-based stress reduction trainings questionnaires were administered to track changes in the participants' mental health and overall job satisfaction and engagement. It was found that participation in the trainings correlated with a significant decrease in negative emotions among the teachers. Participants showed an all around improvement in their mental health and demonstrated better coping mechanisms in the face of stress and improved reactions to emotionally adverse situations after taking part in the MBSR course.

Furthermore, this is reflected in Mérida-López and Rey's (2017) survey on 336 teachers in Spain comparing their emotional regulation ability and teacher mental health. As measures of emotional regulation ability increased participants' reported psychological symptoms decreased. This demonstrates the importance of emotional regulation practices such as mindfulness-based stress reduction to support teachers' mental health. Moreover, in Gouda et al.'s (2016) study from Germany questionnaires were used to track the effects of mindfulness-based stress reduction courses on 29 teachers. Statistically significant differences were reported in the self-reported mindfulness and interpersonal problems of participants who took part in the mindfulness-based stress reduction courses (Gouda et al., 2016). Additionally, participation in these courses resulted in increased measures of self-efficacy and emotion regulation with decreased measures of anxiety and depression.

Likewise, in Ng et al.'s (2021) study 33 total participants were administered questionnaires and underwent EEG-fMRI testing to compare emotion regulation between a control group and participants taking part in mindfulness-based stress reduction training. EEG-fMRI measurements taken during rests, breathing, and body scan periods of participants in the mindfulness-based stress reduction training group showed significant increases in EEG high-beta and low-gamma power overtime in comparison to the control group's measures whose did not show any significant changes in the same time period. These measures demonstrate growth in the emotion regulation and traits of mindfulness of the participants receiving mindfulness-based stress reduction training.

Additionally, in Pang and Ruch's (2019) study from Switzerland 63 participants from varying backgrounds were surveyed to compare outcomes for mindfulness-based stress reduction trained participants and a control group. Of the participants who received instruction on mindfulness-based stress reduction practices a significant decrease in measured stress and a significant increase in their overall well-being, job satisfaction, and task performances were found and no such changes were found among control group participants. Similarly, in Wimmer et al.'s (2019) survey of 169 university students in Germany mindfulness training was studied to determine how these practices affect the emotional regulation of participants. It was found that mindfulness training resulted in participants reporting positive effects on their mood, lower levels of depression, lower levels of distractedness, and reduced anxiety levels.

These findings are further supported in the results of Beblo et al.'s (2024) survey on 192 individuals participating in mindfulness-based stress reduction courses and their experiences independently maintaining these practices over time. Immediate improvements were noted after taking part in these trainings among participants' stress levels, quality of sleep, overall emotional

well-being, life satisfaction, and ability to concentrate. Notably it was reported that 53% experienced continued positive effects up to four years out from the initial trainings (Beblo et al., 2024). In McClintock et al.'s (2019) study involving 138 adults from the United States an eight week mindfulness-based stress reduction course was administered to participants and participants reported on their adherence to independent practice and associated results following. It was found that more time devoted to independent practice of the learned strategies was associated with lower stress levels across time.

In these studies, taking part in mindfulness-based stress reduction strategies teachers were able to implement practices into their own personal and professional life to limit and reduce stress and negative emotions. In turn these practices left educators with improved mental health and coping mechanisms to avoid emotional distress. The positive results associated with mindfulness-based stress reduction practices need to be considered for its possible application towards combatting the emotional challenges among teachers that are leading them to burnout and attrition. Emotional exhaustion is a major concern among educators with factors like available support and collaboration, gender differences, student-teacher relationships, secondhand traumatic stress, compassion fatigue, challenging workloads, and identity dissonance among many other variables all contributing to teacher burnout. With these concerns in mind mindfulness-based stress reduction practices offer a hopeful possibility in combatting the overwhelming emotional stressors that our educators face in the work field.

Chapter 3: Description of the Product and the Tools

We have now established the threat that teacher burnout presents to our educators TESOL and other domains alike. We know that teacher burnout is an urgent concern for the world of education leading many to leave the profession and exacerbating the ongoing teacher shortage (Kollerová et al., 2023; Rumschlag, 2017). It is a crisis, one that is greatly affecting the mental health of our educators. Mindfulness-based stress reduction practices provide a promising method in combatting the teacher burnout threat. With proven benefits in reducing stress and improving overall mental health among teachers it was chosen as the basis of this professional development (Carroll et al., 2021; Janssen et al., 2023). The goal of this professional development is to implement mindfulness-based stress reduction practices in the school community to remediate the harmful effects of burnout and provide preventative and protective supports to reduce the number of teachers affected by burnout.

The participants of this professional development will be the teachers at Maple Hill Elementary School. All other staff members are invited to join as the positive effects of mindfulness-based stress reduction on mental health are not solely teacher specific. Work-based stress is a common issue regardless of the position you hold and MBSR practices have shown great benefits in reducing work-related stress levels across a variety of professions (McClintok et al., 2019; Ng et al., 2021). The professional development is to be piloted at Maple Hill Elementary School and assessed at the end of the year to determine its application for district-wide use. The professional development will take place on August 28, 2024 with two sessions, the first from 8:00am-11:00am and the second from 12:00pm-3:00pm. Sign ups for the timeslots are on a first come first serve basis using a signup sheet that will be sent out in a school-wide email. Additionally, there will be quarterly follow up sessions held after school and optional bi-

monthly yoga sessions. Yoga sessions will occur before school on the first Friday the month and after school the third Friday of the month with half an hour dedicated to each session. The quarterly follow up meetings will be half an hour long from 3:15pm-3:45pm. As contract hours end at 3:30pm no staff members are required to stay for the whole session. TESOL department support meetings will take place the second Tuesday of every month after school from 3:15-3:45 mirroring the same expectations for attendance as the monthly follow up meetings. These meetings will address the specialized needs of our TESOL educators and act as a catalyst for advocacy organization within the school. All meetings for the professional development will take place in the gymnasium to accommodate both the number of attendees and the space and materials required for physical components such as yoga and body scan practices.

Agenda of Events

The professional development is broken up into seven sections: An introduction, four minilessons, two breaks, and a conclusion. The day will start with a 15 minute introduction to the topic and a preview of the agenda for the day. This will be the time that participants will be introduced to the MBSR Resource Guide and Digital Journal (Appendix A). Then the first thirty minute minilesson will begin diving into a lesson on breathwork with an explanation of benefits and use, guided practice, and a question-based share session. Next the group will have a 10 minute break to use the bathroom or enjoy refreshments before moving into the second minilesson on body scans following the same format as the previous minilesson. Directly after the group will move into a minilesson on yoga before a 10 minute break and finishing the collection of minilessons with a section on journaling and supports in the school. The professional development will end with 25 minutes dedicated to a concluding speech, time for questions, and the closing survey.

The intended outcome of this professional development is for all teachers to have the resources and training needed to be able to use mindfulness-based stress reduction practices independently to reduce their stress, improve their mental health, and avoid teacher burnout. The goal is for all teachers to feel comfortable in using these practices and to make resources available to implement a school-wide support system, so no teacher feels alone or overwhelmed in managing their stress on their own.

Breathwork Miniesson

The goal for the breathwork miniesson is for participants to learn the steps for independently using breathwork and the benefits associated with this technique. Using this practice can strengthen participants emotional regulation and help them learn to think clearly in anxiety inducing or emotionally charged situations (Ivtzan, 2020; Tarrant, 2017). In this miniesson the participants will first be introduced to the learning goal for this lesson and an explanation of benefits for this practice. Then I will introduce the steps to breathwork and meditation as reflected in the MBSR Resource Guide and Digital Journal (Appendix A). I will explain each of the 4 steps as listed in the MBSR Resource Guide and Digital Journal giving tips and feedback as participants follow along.

Next the participants will be asked to silently and independently practice these steps for two minutes. All steps and reminders will be projected on the board and a timer will be set (Appendix B). Participants will then be given two questions to reflect on to share their responses with the person sitting next to them. After everyone has had a chance to share their ideas with a partner volunteers will share their responses to spark a whole group discussion on the topic. Guiding questions will be orally given and projected on the board as is shown in the professional development presentation (Appendix B).

Body Scan Miniesson

The goal for the body scan minilessson is for participants to learn the steps to independently complete a body scan and the associated benefits. Practicing body scans can benefit participants by improving emotional regulation and helping them identify physical sensations of stress and negative emotions (Ivtzan, 2020; Ng et al., 2021). Once participants learn to identify these feelings it can help them identify when a situation is causing them emotional distress to then think rationally in handling the situation rather than acting impulsively due to their emotional response. This technique also can help participants learn to calm themselves down in stressful or emotionally difficult situations (Ivtzan, 2020; Ng et al., 2021).

To begin the minilessson I will introduce the learning goal and explain the benefits associated with this practice. Then I will review the components of completing a body scan and guide participants through the steps giving everyone the opportunity to practice together. To do so there will be yoga mats distributed for participants to use when laying on the ground. All steps and reminders will reflect that what is shown in the MBSR Resource Guide and Digital Journal (Appendix A). Then a timer will be set for three minutes and participants will be asked to practice completing a body scan in silence to encourage deeper focus on themselves. Once again, the steps and reminders will be projected at the front of the room for support (Appendix B).

Next, the participants will be provided with questions to reflect on and time to share their responses with the person next to them. The questions will be given orally and will be projected at the front of the room as well (Appendix B). To conclude the minilessson a whole group discussion will take place based on reflections shared in response to these questions.

Yoga Minilesson

The goal for the yoga minilesson is for participants to learn basic yoga positions to practice independently or in group yoga lessons and the associated benefits in doing so. Practicing yoga encourages improved emotional regulation and is associated with lower levels of perceived stress (Ivtzan, 2020; Ng et al., 2021). To begin the lesson, I will share the learning goal with participants and explain the benefits associated with this practice. Then I will demonstrate each yoga position from the MBSR Resource Guide and Digital Journal (Appendix A) taking time to circulate and give feedback as participants attempt each position. As I am circulating a visual of the pose will be projected at the front of the room for participants to view (Appendix B). After all the yoga positions from the presentation have been reviewed participants will be provided with discussion questions to turn and share responses with a person next to them. Once everyone has shared their responses with a person next to them a whole group discussion will commence based on these responses.

Journaling and Supports Minilesson

The goal for the journaling and supports minilesson is for participants to feel comfortable and knowledgeable in journaling their MBSR practices and using the journal as a resource to track their emotional health. An additional goal of this minilesson is to introduce participants to the establishment of a support network in the school and to give them the resources they need to feel comfortable in seeking support through this system. A benefit of journaling is that it can help them track their progress and emotional state. Additionally, through sharing their journal entries with their teacher partner participants can build inter-school connections. The establishment of a system of support builds a supportive school environment and encourages collaboration which

benefits everyone as a contributing factor in decreasing burnout levels (McLean et al., 2020; Van Droogenbroeck et al., 2021).

To begin the minilesson I will start by sharing the learning goals with the participants and the associated benefits of this practice. I will then project what the journal entry looks like (Appendix B) at the front of the room demonstrating how to fill in the emotion tracker and provide examples of relevant information to include in their entries such as experiences using MBSR practices, how they plan to use MBSR practices to support their emotional regulation and struggles or challenges they find to be causing them stress or negative emotions. The journal is in a digital format to make it easily accessible for the participants from work or at home if they choose to use it there.

Then I will introduce the support directory (Appendix A) and explain how a member from each grade level or domain will hold the position as a representative for the school support system. This person will assign a partner teacher to each member of their team. Participants are encouraged to meet with their partner regularly to discuss their MBSR progress and to brainstorm solutions for emotionally challenging situations that they may be struggling to overcome on their own. Participants can also contact their team support leader if they have concerns that they do not feel comfortable communicating with their partner teacher in seeking support. Participants can choose to share their journal with their partner teacher or are welcome to use it as a private practice. Representatives for the support system will be chosen on a volunteer basis and will work under my guidance to fulfill this position. Participants will then be given time to write their first journal entry on their laptops (Appendix A). They will be encouraged to use this entry to reflect on the practices they learned and how they see the application of these practices into their life.

Closing

To conclude the professional development, I will review what was discussed in the seminar highlighting where to find the different resources mentioned. Both the MBSR Resource Guide and Digital Journal (appendix A) and the presentation slides (Appendix B) will be shared with all attendees. The schedule for follow up meetings and yoga sessions will be reviewed. Then participants will be given time to ask any questions they may have about the professional development or related concerns. Then participants will be asked to complete a survey on Google forms (Appendix C) shared with them through email. This survey will ask them about their comfort with and perceived usefulness of each practice and will provide a section for any comments or concerns not addressed in the presentation.

These practices will benefit the participants in a variety of ways. Primarily MBSR practices are reported to reduce stress, improve emotional regulation, and reduce burnout as a result (Carroll et al., 2021; Janssen et al., 2023). These practices give the participants the tools to monitor and manage their stress independently with the added benefit of a support system and resources to aid them when struggling to meet their emotional needs independently. The TESOL department meetings will address the TESOL specific concerns that place these teachers at higher risk. The goal is for these meetings to encourage collaboration and support among the TESOL department and to help them organize for their own advocacy. Teacher burnout is a serious concern, and this professional development provides tools to help reduce work-related stress that greatly contributes to poor mental health outcomes and teacher burnout.

Chapter 4: Conclusion

In this capstone project teacher burnout was examined including the various factors that play a role in the development of teacher burnout and the concern this presents in the context of the ongoing teacher shortage crisis. We examined how teacher burnout causes educators to leave the profession due to the negative mental, emotional, and physical effects that work-related stress factors bring about causing intense burnout (McLean et al., 2020; Rumschlag, 2017). Special concerns for TESOL educators were acknowledged in the manner that the unique requirements of their position put them at particular risk for burnout. As a whole our educational system is at risk as burnout further propels the teacher shortage into new degrees of intensity. Mindfulness-based stress reduction practices were examined, and the promising results shown in implementing these practices to reduce burnout among educators. A professional development plan was presented based on mindfulness-based stress reduction research in hopes of reducing or eliminating burnout among educators who follow the guide outlined in the presentation.

Overview of Previous Research

The research findings address key questions such as: what factors contribute to teacher burnout? What TESOL specific factors are contributing to the intense burnout experienced by TESOL educators? What are protective or preventative factors to combat teacher burnout? Factors that were supported by research in this capstone project include school climate, gender-based differences, and student-teacher relationships (e.g., Brunsting et al., 2024; McLean et al., 2020). Research emphasizes the importance of collaboration and a positive school climate in order to support educators and the learning community within the school (e.g., Langher et al., 2017; Van Droogenbroeck et al., 2021). In addition, gender differences exist among burnout rates and intensity and should be considered when discussing burnout factors (Rumschlag, 2017;

Saloviita and Pakarinen, 2021). Furthermore, the importance of student-teacher relationships and student behaviors was found to be a strong determinant for teacher burnout and a decisive factor for teacher mental health (Brunsting et al., 2024; Mulyani et al., 2021; Woudstra et al., 2018).

Yet another important set of conclusions that emerged from this research was the gravity of TESOL related burnout and the specialized factors that put TESOL educators at high risk for burnout. All educators are at risk for teacher burnout however TESOL educators are of particular concern due to factors such as compassion fatigue and secondary traumatic stress, intense workloads, and identity dissonance (Berger & Nott, 2023; Carroll et al., 2022; Chen et al., 2023). Working with a population of students who experience high rates of trauma and emotional stressors puts TESOL teachers at risk for burnout taking on the emotional distress of their students through their own empathy (Berger & Nott, 2023; Chen et al., 2023; Koenig et al., 2018). There is also the concern of the intense workloads of TESOL educators who are take on a variety of challenges including that of developing students' language proficiency while keeping pace with grade level expectations (Carroll et al., 2022; Jensen & Solheim, 2020; Hojo, 2021). Additionally, there is the matter of identity dissonance and the conflicts TESOL educators experience between their personal and professional identities, their identities as advocates for their students and their identities as dutiful employees to the school and its policies, among various other identity struggles that cause emotional distress (Karimpour et al., 2023; Maddamsetti, 2022). The research backing these concerns demonstrates the importance for advocacy for our TESOL educators and the importance of implementing stress management and emotional regulation practices.

Furthermore, it is important to acknowledge the research examined in this capstone project in regards to mindfulness-based stress reduction practices and the benefits they have been

shown to produce in improving emotional regulation skills and decreasing stress levels. Combatting components of burnout such as emotional exhaustion, anxiety and depression, and other mental health related factors mindfulness-based stress reduction practices have shown to be effective in application (Beblo et al., 2024; Carroll et al., 2021; Gouda et al., 2016). This provides us with a possible solution to our search for a protective factor or practice in combatting teacher burnout. The professional development detailed in this capstone project provides a framework for implementing these practices into a school environment with the aim of reducing teacher burnout in response to the research gathered in this capstone project.

Implications for Student Learning

This research supports the importance of emotional regulation and stress management skills in the context of student learning and teacher burnout. In order to ensure our students' growth and learning we need to support our educators and their mental health and emotional regulation skills for their own wellbeing and for their effectiveness as an educator. When exposed to adverse teaching conditions a harmful cycle begins as lower effectiveness due to the various outcomes of emotional strain on the teacher leads to poorer academic achievement and reduced language acquisition on the part of the learner harming the teacher's sense of self-efficacy and further perpetuating the burnout cycle (Henry & Thorsen, 2018; Mehmood, 2018). Student learning can be affected by teacher burnout due to the emotional distress they experience in their position in the classroom. We need to implement stress reduction and emotional support systems not only for our teachers but also in order to support the students and their learning.

Implications for Teaching

This research demonstrates the importance of teacher mental health and the necessity to care for our educators' emotional wellbeing in order for them to sustainably maintain their

position and fulfill the expectations of their role as a teacher. Specifically, there is reason for concern for TESOL educators based on the high risk for burnout that they face. This research supports the need for greater advocacy for TESOL teacher support from a variety of standpoints. With intense workloads and many work-related emotional stressors TESOL educators need more resources in and outside of the classroom. This calls for the implementation of support systems and the use of strategies such as mindfulness-based stress reduction practices to remediate these emotional challenges and to reduce burnout. For effective teaching it is important to take care of our teachers' mental health, this means educators practicing mindfulness-based stress reduction practices and schools providing greater resources and support for them in the classroom.

Recommendations for Future Research

In the future further research is needed on the topic of teacher burnout. Far too little is known about this issue and without further research and attempts at finding a solution for this ongoing crisis the results could be catastrophic for the wellbeing of our educators and the future of our education system. Particularly so there is a great need for research in the field of TESOL education and burnout. There is far too little research on a topic of such severity, the burnout of our TESOL educators is truly a crisis much ignored. It is important to learn more about what is causing teacher burnout in order to stop the harmful threat these factors impose on our educators. Furthermore, greater research is needed in the direction of finding solutions to teacher burnout as a whole. Further investigation needs to be conducted on mindfulness-based stress reduction practices and the possibilities it may bring in combatting teacher burnout.

The professional development detailed in this capstone project can serve as a baseboard for further mindfulness-based stress reduction practices to be trialed and implemented in the future. After the 2024-2025 school year results of the program should be reviewed to determine

its effectiveness among the teachers at Maple Hill Elementary School. In reviewing the effectiveness of the professional development further insight can be gained into mindfulness-based stress reduction practices and the effects it has on teacher burnout. From there revisions to the program can be made and the professional development practices should be considered for districtwide implementation. Surveys can be used to determine the school population response and to determine if there is any interest in providing other specialized support groups such as that of the TESOL department support group mentioned in chapter three. In the future hopefully mindfulness-based stress reduction practices will find its place in our educational system to provide the emotional support and stress management skills that our educators so desperately need.

Final Thoughts

Teacher burnout is a crisis within our education system threatening the wellbeing of our teachers, the quality of our students' education, and the stability of our education system in the ongoing teacher shortage. It is time to acknowledge the struggles of our TESOL educators and the hardships they face in their complex roles within the school. Burnout is a threat to teachers of all domains, but we must recognize the severity of the situation among TESOL educators facing intense emotional distress lacking proper advocacy for themselves and the challenges they face. We must consider how to advocate for TESOL educators and the possibilities in implementing mindfulness-based stress reduction practices into our schools. Let us no longer leave teacher burnout as a crisis ignored, it is time to take action and use the research available to bring an end to teacher burnout.

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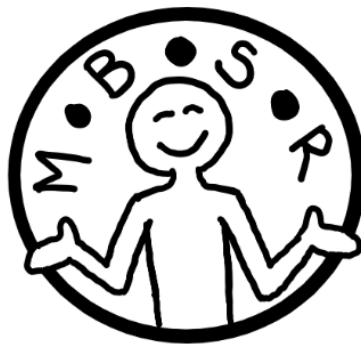
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Appendix A

MBSR Resource Guide and Digital Journal

MBSR Resource Guide and
Digital Journal



2024-2025 School Year

Name: _____

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Support Directory

- Jennie Harvey (PD Speaker and MBSR Committee Coordinator)

Email:

Phone:

- Name (K MBSR Committee Representative)

Email:

Phone:

- Name (1st Grade Committee Representative)

Email:

Phone:

- Name (2nd Grade Committee Representative)

Email:

Phone:

- Name (3rd Grade Committee Representative)

Email:

Phone:

- Name (4th Grade Committee Representative)

Email:

Phone:

- Name (5th Grade Committee Representative)

Email:

Phone:

- Name (Dual Language Committee Representative)

Email:

Phone:

- Name (ENL Committee Representative)

Email:

Phone:

- Name (SPED Committee Representative)

Email:

Phone:

- Name (Math Committee Representative)

Email:

Phone:

- Name (ELA Committee Representative)

Email:

Phone:

- Name (Specials Committee Representative)

Email:

Phone:

- Name (TA Committee Representative)

Email:

Phone:

My Partner Teacher:

Email:

Phone:



Breathwork Steps



(Ivtzan, 2020)

- 1 Close your eyes and focus on breathing deeply.
- 2 Keep your thoughts only on your breathing; in and out.
- 3 Take notice of when your mind wanders- are there patterns of thought breaking your focus? Gently redirect your thoughts back to your breathing.
- 4 Continue this process for as long as needed until your mind is able to remain clear and your body is relaxed.

Helpful Tip: Set a timer each time you engage in breathwork. Try to add thirty seconds to your breath work time each time you practice it to support focus and extend relaxation.



Body Scan Steps

(Ivtzan, 2020)



6

- ① Lay on your back with your arms and legs in a relaxed position and palms facing up.
- ② Close your eyes and breathe slowly and deeply.
- ③ Focus your attention on your left foot. Do you feel any tension there?
- ④ If you sense any tension pause and focus on your breathing, releasing that tension before moving on.
- ⑤ Move your attention to your right foot. Do you feel any tension there?

- ⑥ Continue this process slowly working up your body part by part. Focus on how each part of your body feels pausing to breathe and release any tension you sense.
- ⑦ Once you have released all of the tension in your head from your feet up to your head, continue deeply breathing and allow yourself to slowly bring your attention back to your surroundings.




Example Yoga Poses



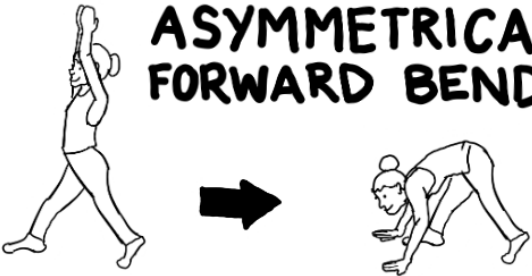
8

(Payne & Feuerstein, 2014)



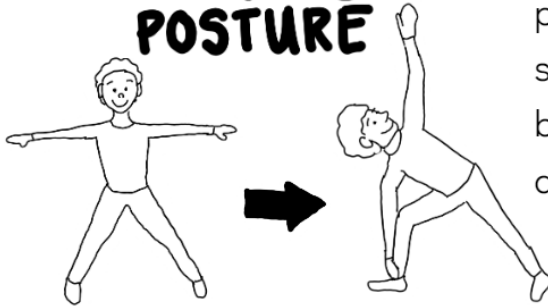
COBRA 1

Cobra 1: Lay on your stomach with your arms flat next to your head. Inhale as you push your body upwards till your arms make a 90 degree angle. exhale as you bring your head down.



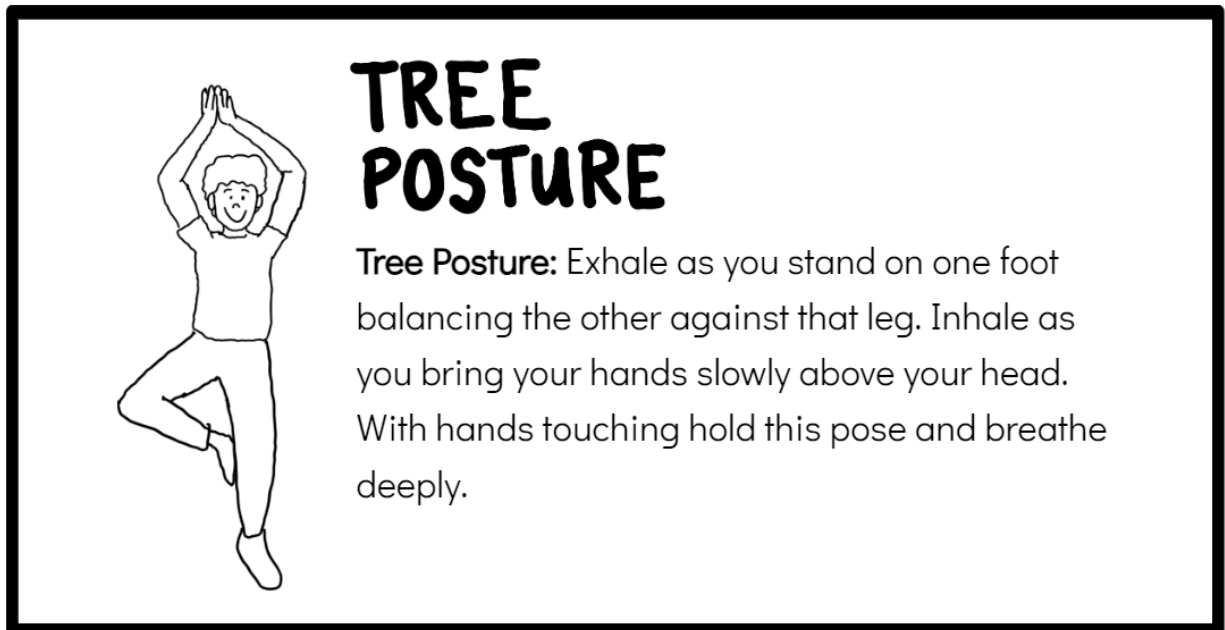
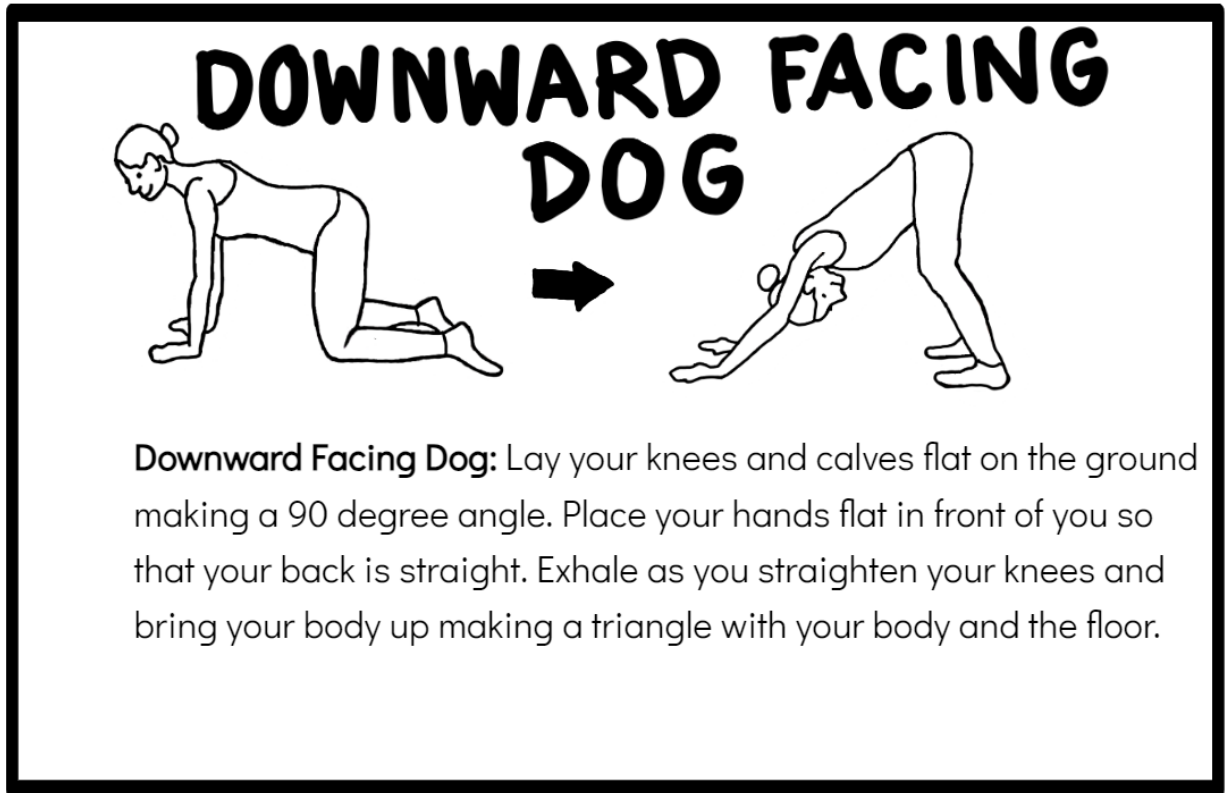
ASYMMETRICAL FORWARD BEND

Asymmetrical Forward Bend: Stand facing one direction arms above your head feet spread and pointed that way too. Exhale as you bring your arms and torso forward placing your hands flat on either side of your front foot and inhale. Repeat on other side.



TRIANGLE POSTURE

Triangle Posture: Stand upright arms parallel to the floor at your sides feet spread wide apart taking a deep breathe in. Exhale as you reach your arm down your leg on the same side reaching with your other arm towards the ceiling and looking up.



Journal Template

EMOTION TRACKER

Date:

Horizontal lines for notes.

Anxiety Sadness Joy Anger

References

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Appendix B

Professional Development Slides

Link to Recorded Presentation: <https://voicethread.com/myvoice/thread/28537815>

Appendix C

End of Presentation Survey

https://docs.google.com/forms/d/e/1FAIpQLSf8I9EZAEpCnQscoGnhpfJ9zsT7gn9YiAgkuQtMp-8QaiRJAg/viewform?usp=sf_link