# TEACHER MENTAL HEALTH 2024:

# MIDDLE SCHOOL



• WEBINAR 1:

#### \* STRESS MANAGEMENT PRACTICES

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sample 5/22 slides

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## RATIONALE

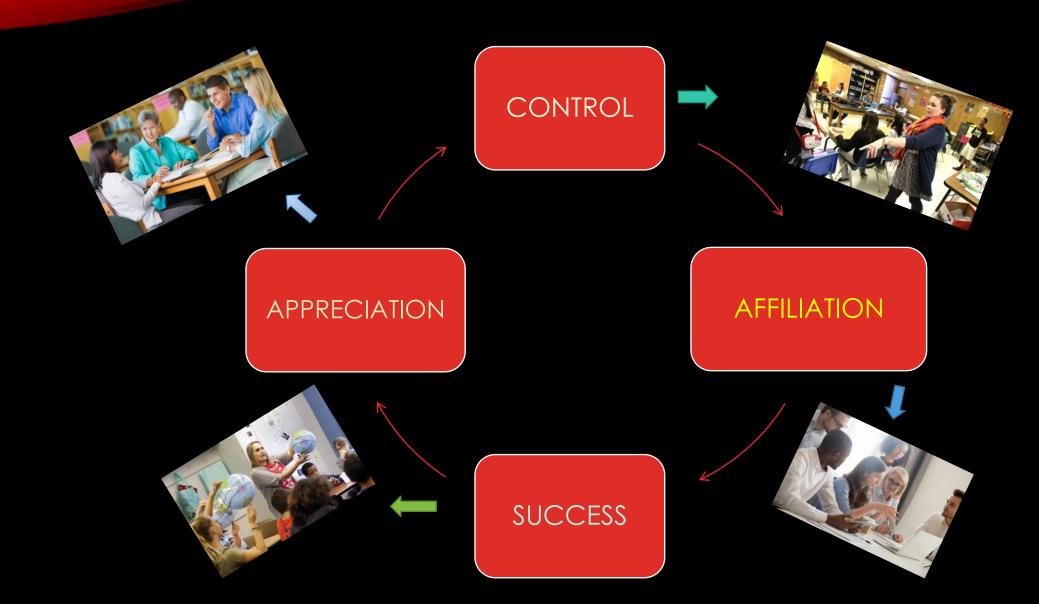
This generation of educators is experiencing a rising level of stress magnified by the coronavirus trauma.

Inadequate university preparation, placement in chronically failing schools, depressed test scores, and a combination of societal indifference and criticism, among others, are <u>inescapable</u> realities lacking resolution.

- Implementing innovative instructional systems, combined with programming for students' social – emotional – behavioral requirements, demands different pedagogy and psychological investment.
- Staff performance and longevity is severely compromised without proactive interventions to reverse this trend.

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#### **REFERENT POWER**



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#### students' needs

- playing experience
- personal support
- corrective feedback
- time management (stressors)



music: N = 15

#### teacher's needs

- \* instruct lesson (success)
- \* manage time (control)
- \* mastery (recognition)
- \* organization (control)

### ATTRACTIVENESS

- Maximizing personal 'attractiveness' is fundamental to sustaining mental health.
- Identify three (3) primary attractiveness qualities correlated with referent power needs.
  - Be specific. Cite examples linked to referent power requirements.
  - ex: "Jumpy, I'm impressed by your attention in class!" (pleasant/<u>control</u>) "I appreciate working together on our art project." (friendly/<u>affiliation</u>) "Cluster 3 has shown improvement since March." (caring/<u>success</u>) "I feel humbled by our group's progress this year." (sincere/<u>appreciation</u>)