

# Managing Student Stress

Westlake Board of Education  
Citizens Advisory Committee (CAC)

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## Executive Summary

Some level of stress is normal and can actually be productive. When stress levels get so high that normal functioning is impeded, a student's mental and/or physical health, well-being, relationships, and academic and/or extracurricular engagement may suffer. The current culture of academic competitiveness results in increased levels of stress as students strive to be the best at all costs. Whether the stress is perceived to be from teachers, parents or themselves, students need a variety of tools to ultimately deal with the stressors and related stress. Each student is different and their stressors and related stress can be unique. Thus, each student may respond differently to different stress-management techniques. There is no "one size fits all" solution to managing stress.

Each of the WCSD schools recognizes that student stress is an issue causing their students challenges with which they have not had to deal in the past. Offering one-on-one and group counseling sessions seems to be the primary strategy for helping students manage stress, with WHS also adding two mental health counselors on-site this year. While individual and small group sessions can be very effective, they do not reach all students, or even those who appear to be "stress-free" but in reality are over-stressed. Similarly, other schools/districts are experimenting with approaches that rely on both internal methods and external resources.

The research shows that in order to aid students in managing their stress, multiple approaches should be offered within the classroom and within the school building, with the support of counselors, teachers, and parents. Therefore, providing more tools that teachers, counselors and staff can easily leverage to reach more students appears to be the best approach.

## Project Definition

### **Topic approved by Westlake City School District's Board of Education:**

Best practices for managing student stress through a balanced curriculum that offers the opportunity for more physical education/activity and flexible learning environments.

### **Project Scope:**

The scope of the CAC's research is focused on managing student stress during the school day, specifically in grades 5-12.

### **Project Focus:**

The focus of this research paper is to present best practices for managing student stress in four specific areas:

1. Awareness and Education (for teachers, counselors, students, parents)
2. Physical Environment of the Classroom/Building (Spatial)
3. Physical Education/Recess
4. Classroom Strategies

Due to the broad nature of this topic, the Committee decided that the following areas are **out of scope** for this research: 1) early education/elementary students, 2) managing teacher/staff stress, 3) managing stress outside of the school day and 4) managing traumatic or toxic stress.

## Introduction

When researching stress-related topics, it's important to understand that, in general, stress can be grouped into one of three categories.

- Acute Stress (sometimes referred to as Positive Stress) - "is the most common form of stress. It comes from demands and pressures of the recent past and anticipated demands and pressures of the near future. Acute stress is thrilling and exciting in small doses, but too much is exhausting." (American Psychological Association: <https://www.apa.org/helpcenter/stress-kinds>)
- Episodic Acute Stress (sometimes referred to as Tolerable Stress) - occurs when an individual suffers acute stress frequently, and their life is so disordered that they are a study in chaos and crisis." (American Psychological Association: <https://www.apa.org/helpcenter/stress-kinds>)
- Chronic Stress (sometimes referred to as Traumatic or Toxic Stress) - Unlike Acute Stress, Chronic Stress is not thrilling and exciting; it can be debilitating. "Chronic stress comes when a person never sees a way out of a miserable situation. It's the stress of unrelenting demands and pressures for seemingly interminable periods of time..... Chronic stress kills through suicide, violence, heart attack, stroke and, perhaps, even cancer." (American Psychological Association: <https://www.apa.org/helpcenter/stress-kinds>)

Almost all students will experience some form of stress during high school due to normal academic demands, but some may experience more severe forms of stress due to other, personal circumstances. Student stress is not derived only from school or demanding teachers and schoolwork. Stress can come from overwhelming social change, extracurricular activities, parental pressures to excel, and real troubles related to complex family lives.

The Committee has concluded that it's not a question of whether or not schools SHOULD play a large role in helping students manage stress, it's a question of HOW. Research reveals that there are several tactics that can be used during the school day to help students alleviate their stress and foster their own success.

## Published Data Findings

### Student Stress is on the Rise

There are several reports indicating stress in children is on the rise. In a [recent poll](#) that asked tens of thousands of high school students how often they feel stressed, nearly 45% said "all the time," citing relationships and teachers as the primary reasons why. "How often are you stressed," was one of the four questions asked in the stress and mental health awareness poll. The [American Psychological Association survey](#) shows teen stress rivals that of adults – **nearly 45% said they were stressed by school pressures.**<sup>5</sup> Teens report that their stress level during the school year far exceeds what they believe to be healthy.<sup>1</sup> [Studies](#) confirm that anxiety in teens and young adults has skyrocketed in girls. The number of girls who said they often felt nervous, worried or fearful jumped 55% from 2009 to 2014.

Furthermore, research reveals that middle school students have not yet developed the capacity for self-regulation, making it difficult to cope with daily stressors.<sup>15</sup>

“When NPR asked on Facebook if stress is an issue for teenagers, they spoke loud and clear:

- "Academic stress has been a part of my life ever since I can remember," wrote Bretta McCall, 16, of Seattle. "This year I spend about 12 hours a day on schoolwork. I'm home right now because I was feeling so sick from stress I couldn't be at school. So as you can tell, it's a big part of my life!"
- "At the time of writing this, my weekend assignments include two papers, a PowerPoint to go with a 10-minute presentation, studying for a test and two quizzes, and an entire chapter (approximately 40 pages) of notes in a college textbook," wrote Connor West of New Jersey.
- "It's a problem that's basically brushed off by most people," wrote Kelly Farrell in Delaware. "There's this mentality of, 'You're doing well, so why are you complaining?' " She says she started experiencing symptoms of stress in middle school, and was diagnosed with panic disorder and generalized anxiety disorder in high school.

In addition, excess stress in early life (adversity) can affect how the brain is wired “Stress dysregulation (SDR) is a common consequence of early adversity. It acts as a silent disruptor in the classroom and in school life generally. More students are arriving at school with SDR and with difficulties in coping, making it hard to build a positive learning environment. The source of this dynamic is more obvious in schools that serve a high proportion of students from families facing major economic and social challenges, but **it is also observed in schools that serve students from advantaged families with highly competitive expectations**”<sup>5</sup> (Emphasis added.)

## Common Causes of Student Stress

There are various sources of stress for students. Here are some common examples:

- Perceived pressure from teachers and parents
- Social pressures (i.e. competitiveness among high-achieving students, lifestyle conformity, perceived necessity for academic perfection, adhering to an archetype that portrays one attractively in the context of their peers, etc.)
- Taking important tests
- Homework overload: The amount of homework students receive in middle school is markedly higher than elementary school, with an average of over 3 hours of homework per night for students with 5 classes according to [one study](#).
- Preparing for college
- Lack of sleep

## Methods for Alleviating Stress

- [Physical Activity/Physical Education](#)

Numerous articles and studies support the relationship between physical activity and reduced stress and anxiety levels in children and adults alike.

The US Department of Health and Human Services’ Center for Disease Control published “[Strategies for Recess in Schools](#)” in 2017. The report defined recess as “a period of time when students are encouraged to be physically active and engaged with their peers in activities of their

choice, **at all grade levels, kindergarten through 12th grade.**<sup>3,5</sup> Although these physical activity periods may not always be called recess in secondary schools, they serve the same purpose—to provide student-selected opportunities to engage in physical activity and take a break from academic work during the school day. **Middle and high schools are integrating recess or physical activity periods in creative ways throughout the school day.**<sup>6</sup> These physical activity periods can be led by teachers or students. They allow students to connect with each other and teachers in new ways, fostering greater connectedness to the school community. Physical activity during exploratory programs, midmorning breaks, and lunchtime intramural activities, or as part of physical activity clubs, are all forms of recess in secondary schools.”

In an [article published by Harvard Medical School](#), the impact of regular exercise on an individual can be chemical and behavioral. “The mental benefits of aerobic exercise have a neurochemical basis. **Exercise reduces levels of the body's stress hormones**, such as adrenaline and cortisol. It also stimulates the production of endorphins, chemicals in the brain that are the body's natural painkillers and mood elevators.”

“Behavioral factors also contribute to the emotional benefits of exercise. As your waistline shrinks and your strength and stamina increase, your self-image will improve. You'll earn a sense of mastery and control, of pride and self-confidence. Your renewed vigor and energy will help you succeed in many tasks, and the discipline of regular exercise will help you achieve other important lifestyle goals.”

The American Psychological Association’s annual Stress in America survey concluded that “when it comes to good health, physical activity matters. Exercise and physical activity improve overall fitness, body mass index, and cardiovascular and muscular health.<sup>1</sup> **Studies even show exercise can relieve stress, reduce depression and improve cognitive function.**<sup>2,3,4</sup> “

The survey found that “53 percent of teens say they feel good about themselves after exercising, 40 percent say it puts them in a good mood and 32 percent say they feel less stressed after exercising.....Thirty-seven percent of teens say they exercise specifically to manage stress. Sixty-eight percent of teens who say they exercise or walk to help manage stress say the technique is very or extremely effective.”

The *US News & World Report's* [article](#) “Get Moving: The Benefits of Exercise for Teen Mental Health” addresses the question “Why is exercise so essential for teens?” The answer: “Because physical activity has significant benefits for teen mental health, according to a large body of research. In fact, exercise can even be as effective as antidepressants. And, on the flip side, physical inactivity is associated with the development of psychological disorders.”

“Studies show that exercise has the following benefits for teen mental health:

- Positively impacts levels of serotonin, a chemical that helps regulate mental health.
- Releases endorphins, the body's natural "happy chemicals."
- **Lowers levels of the stress hormone cortisol .**
- Stimulates the neurotransmitter norepinephrine, which improves mood.
- Increases self-esteem and body positivity.
- Helps teens sleep better.”

- **Movement During the School Day**

Physical exercise is a readily available, highly effective method of stress reduction, and one that can be promoted in school settings as part of the school day. Numerous researchers found that movement activates brain cells. It wakes children up so they can perform better and pay closer attention during class. Changing positions and allowing opportunities for movement can contribute to better classroom behaviour as well.

One such example is [BrainErgizers](#) which is based on the scientific theory that if you give kids physical activity their ability to focus improves, as well as their executive functioning and time on task. Resources include short videos that lead students through a mini workout involving movements from several sports. The program is designed to increase activity without the need for sports equipment. A version is available to schools at no charge.

Standing desks provide a break from sitting and help students feel like they have ownership in their learning space. Clusters of standing desks are useful in small group discussions.

Studies have shown that wobble chairs and stools help fidgety children stay focused.

Yoga or stability balls allow kids to roll and bounce while completing work at their desk.

Bouncy Bands are an under-desk accessory that allows students to stretch their legs and add movement to their day from a seated position. A research study from Clemson University shows the bands have a positive effect on individuals who are typically less engaged in the classroom.

- **Autoregulation Exercises (e.g. Mindfulness )**

Just as physical activity can help reduce stress and anxiety, the [Harvard Medical School article](#) also states that autoregulation exercises can reduce stress. “Autoregulation exercises are a group of techniques designed to replace the spiral of stress with a cycle of repose.” Three approaches outlined include: breathing exercises, mental exercises, and progressive muscular relaxation. Mindfulness may be considered an autoregulation exercise, and could include some or all three of these components.

Mindful.org states that “Mindfulness is the basic human ability to be fully present, aware of where we are and what we’re doing, and not overly reactive or overwhelmed by what’s going on around us.” Studies have been conducted showing the effects of mindfulness training in adolescents, college students, and adults, and its positive impact on academic performance, cognitive development, mental health/well-being, social and emotional health, and stress. Specifically, a study in the [journal of Psychiatry Research](#) showed that the brain’s gray matter density increased in individuals who practiced mindfulness techniques, suggesting “that mindful awareness practices can increase brain size in regions involved in learning, memory processing, emotion regulation, self-referential processing, and perspective taking.” One may then propose that providing individuals with greater capacity for emotion regulation and perspective taking will increase their ability to deal with stress.

Another study in the journal *Emotion* sought to link mindfulness practices with Working Memory Capacity (WMC). “WMC is used in managing cognitive demands and regulating emotions. Yet persistent stress may deplete WMC and lead to cognitive failures and emotional disturbances. The authors found that participants who had mindful awareness training improved WMC compared to a control group. They also found that practice time mediated the gains in WMC as well as gains in wellbeing and reductions in stress and anxiety.” (*Jha, A. P., Stanley, E. A., Kiyonaga, A., Wong, L., & Gelfand, L. (2010). Examining the protective effects of mindfulness training on working memory capacity and affective experience. Emotion, 10(1), 54-64.*)

## **Westlake Student Survey**

A survey was designed to gather input from WCSD students in grades 5-12. Specifically, the survey addressed current levels of stress, causes of stress, personal habits/situations that may impact stress levels (e.g. advanced courses, amount of sleep), current methods for relieving stress (including both constructive and potentially harmful activities) and ability to handle major and minor stress. It also asked for feedback on what WCSD could do, or offer, to help lower student stress or help students manage their stress.

Due to the WCSD’s commitment to administer the Youth Truth Survey again in spring 2019, the Board decided to forego the CAC’s student stress management survey at this time. (The Youth Truth Survey was sent in May.) The WCSD may consider administering the CAC stress management survey in the future in order to gather more specific information on Westlake student stress as well as students’ ideas for managing and/or lowering stress levels.

See sample survey in [Appendix](#).

## **Current Westlake City School District Practices**

Each of the WCSD schools utilizes various methods to address student stress and anxiety. Some approaches are more formalized, while others are individualized. Teachers may employ their own techniques within the classroom, with varying degrees of effectiveness, and each building’s Counselors provide structured sessions and/or one-on-one guidance.

### **Dover Intermediate School**

#### **Kerry Brickman, Counselor**

At Dover Intermediate School, the counselor deals primarily with students on an individual basis when handling student stress. Common practices employed in individual meetings are:

- Deep breathing
- Positive self-talk/thoughts
- Encouraging the student to communicate their stressors with trusting adults at home
- Discussion about problem solving (if possible)
- Breaks centered around student’s interest (coloring, music, etc).
- [Comfortable Cafeteria](#)
- Teacher(s) offer yoga during flex ad hoc periods

### **K-6 Mindfulness Program (“Mindful Life Today”)**

The Mindful Life Program was piloted this year in Westlake’s K-6 schools, with positive results.

<https://mindfullifetoday.com/programs-for-teachers-and-schools/> The prek-6 counselors completed the online intensive training which included the **weekly wellness program** that they piloted. It is the plan to pilot, review, and consider scaling up for next year. Since DIS’s 2019-20 schedule will allow for small group sessions, the DIS counselor intends to make mindfulness one of the small group sessions, with the ultimate goal of having each student participate in this program.

### **Lee Burneson Middle School**

**Amanda Musselman, Principal**

At Lee Burneson Middle School, the School Counseling Program Annual Calendar ([link](#)) reflects the various activities/sessions the school counselors conduct throughout the academic year, many addressing student stress, anxiety, depression, conflict, bullying, peer pressure and related topics. Some of the activities/sessions currently offered by the counselors to aid students in managing stress and anxiety include:

- Classroom lessons at both grade levels addressing anxiety and healthy coping strategies, as well as additional classroom lessons addressing other issues that can trigger anxiety (bullying, peer pressure, healthy relationships, time-management, learning styles and studying techniques, understanding feelings, and conflict resolution)
- Individual counselor support during the school day, including counselor-guided and self-guided activities to help student manage immediate anxiety symptoms (breathing exercises, access to anxiety-focused apps like CALM, coloring, music, games, knitting, fidget toys, stress balls, and other manipulatives)
- Referrals for higher level of care when needed (New Leaf Counseling now provides services in the building)
- Small group counseling when needed
- Recent: Student-led initiative to start Aevidum (<http://aevidum.com/cms/>) club at Burneson to help raise awareness and create peer support for common mental health challenges faced by teens (anxiety, depression, suicide prevention, etc.)
- Monthly Coffee and Conversation for ongoing discussion opportunities between parents and school
- Burneson+ - Is the 7<sup>th</sup> and 8<sup>th</sup> grade PBIS group. The goal of the group is to promote initiatives that create a positive environment in the building.

### **Westlake High School**

**Paul Wilson, Principal**

At Westlake High School, initial strategies to address student stress start in the classroom, and may result in the student meeting with the counselor. In an effort to address student stress management, WHS has added the following offerings:

- A Yoga class is now being offered during the school day.
- Some of the special education classes offer Music therapy and Art therapy.
- Beginning in 2019, WHS now has two clinical mental health counselors from Bellefaire JCB in the building to provide consultation and preventative services for students. These services provide

additional levels of support to aid students in coping with symptoms of mental health issues, appropriate peer interactions, and overall healthy functioning, both in individual and/or group settings.

- The Bellefaire counselors are offering and facilitating “Executive Functioning Groups” for those students who have their own created stressors, as identified based on needs listed on IEPs and 504 plans.
- Last academic year and this year, WHS has offered programming for parents to increase awareness of and provide resources for student mental health issues, such as stress, anxiety, depression, suicide.

## **Other Schools/Districts**

Other schools/districts are also struggling with how to address increased student stress and anxiety. No one seems to have identified an ideal method, but all are experimenting with approaches that rely on both internal approaches and external resources. A summary of what other schools are doing follows.

### **Inner Explorer (Mindfulness program)**

**Janice Houlihan, Co-Founder, 1-888-466-9732 ext. 700**

CAC research identified an opportunity through the Cleveland-based DBJ Foundation (named for David and Barbara Jacobs) which financially supports mindfulness within schools. Specifically, the DBJ Foundation will provide grants to Northeast Ohio schools to cover 50% of the Inner Explorer mindfulness program. <https://innerexplorer.org/>

- The DBJ Foundation grants are only for the Inner Explorer mindfulness program and cover 50% of the cost for one year.
- The Inner Explorer program annual license costs \$1,000 per school, regardless of number of students within each school.
- The program is broken down by grades:
  - PreK-K
  - Elementary School
  - Middle School
  - High School
- The license includes:
  - Daily 5-10 minute on-line audio-guided mindfulness practices (This includes a “transition track” with shorter exercises, 1- 5 minutes, to be used during “crunch times”, such as state testing.)
  - A community edition for parents to use at home
  - “Tune In” – The ability for parents to be notified when the mindfulness practice is occurring in their child’s classroom and then watch the session at home within 24 hours
  - Optional, brief on-line training/educational info for teachers and parents
- Inner Explorer offers a free 30-day trial for teachers.
- If WCSD is interested in using the DBJ Foundation grants for the Inner Explorer program, Janice would prepare the proposal and secure the funding.
- Inner Explorer is CASEL approved (Collaborative for Academic, Social and Emotional Learning)

### **Avon School District**

**Avon School District, Jason Call, Director of Student Services**

- Formal programs to help students manage stress?
  - No formal program, however, the guidance staff at AMS and AHS teach stress management and coping strategies. The guidance staff at AMS instructs students formally on Self-Awareness and Managing Emotions (Identifying when you are upset and how to cope proactively). The guidance staff also works with students one-on-one as issues arise. They collaborate with teachers, parents, and outside professionals to follow suggested protocols.
  - New social worker works with students weekly regarding mental health referrals, which informally assess stress levels and possible antecedents. At the high school, the 9th grade Health/Personal Wellness Course has a component geared toward effective stress management.
  - Another element adopted at the Middle School level is titled "Prime Time". This period of time is added once monthly to the building schedule that allows each staff member to be assigned 7-9 students with which to connect as part of an informal caseload to discuss relevant topics (such as stress management) in an open -forum and a small setting.
  - At the high school level, the guidance counselors oversee an Anxiety Group, where students are identified for individualized support. Additionally, the media specialist oversees a "Safe Zone" where students are afforded a location to unwind during periods of heightened anxiety/stress.
- Utilize resources of outside agencies/partners?
  - Utilize district connection with the NORD Center, with Dr. Juth conducting a Girls' Circle Group with 6th graders, with an emphasis on building relationships with peers and stress management. The Nord Center also assists with mental health referrals.

### Avon Lake School District

**Natalie Matthews, Curriculum Director, 440-933-7591**

- Formal programs to help students manage stress?
  - Piloted BAAM (Breathing, Aromatherapy, Acupressure, Movement) in 5<sup>th</sup>/6<sup>th</sup> grade building. Saw a 19% decrease in disciplinary actions; attendance rate increased; increased responses of never feeling angry and sad. [See Appendix](#).
- Utilize resources of outside agencies/partners?
  - Partner with OhioGuidestones to provide short-term mental health counseling for students.
  - Partner with LCADA (Lorain County Alcohol & Drug Abuse Services) to provide drug and alcohol counselors/education to students and families.
- Other resources/efforts within the school district?
  - Have had Meghan Barlow (Behavioral Health for Families) train teachers and parents.
  - Hired a Social Worker for the district in 2018. Developing plan for utilization within the district.
  - Had all staff view the documentary "Angst – Raising Awareness Around Anxiety" and discussed how to help students manage stress/anxiety. HS teachers continue to meet; trying to identify what they can do to address student stress. Students thought it was great that teachers viewed "Angst" to better understand students' stress/anxiety and help students.

- Offered viewing of “Angst” to parents followed by a panel discussion with Prevention Specialist, LCODA and OhioGuidestones representatives, district social worker and building principals. Discussing whether to show “Angst” to students, and if so, which grade levels. “Angst” is recommended for ages 10+ and costs \$650 per showing.
- Provided suicide training for staff.
- Offer Yoga to grades K-6 as an indoor recess option during winter months. (Tied into idea that the lunchroom and recess are extensions of the classroom where healthy life skills are offered.)
- Also offer Yoga to staff members after school as part of the “Healthy Habits” campaign.
- Had offered Yoga as part of PE classes, but objections were raised by a few parents that it was “religious”, so discontinued.
- Offer some “Mindfulness” activities in classrooms.
- Considering having social and emotional curriculum for grades K-12.
- Last year at high school, eliminated a “top 10” list based on GPA ranking. Still have GPAs, but class rank not on transcript. Staff supportive of this change; parents mostly supportive.

### North Olmsted City School District

#### Anne Pyros, Assistant Superintendent

- Formal programs to help students manage stress?
  - The District does not have a formal program.
- Utilize resources of outside agencies?
  - The District plans to show the edu-documentary **Angst** next fall. The target audience is parents and staff. They are also considering the film, **Liked** which would be appropriate for students.
- Other resources/efforts within the school district?
  - The District also has a full time Social Worker that connects families with resources to support a variety of mental health situations with students.
  - Overall, assisting students to manage stress is embedded within other various curriculums, such as health and the district Freshman transition course.

### Lakewood City School District

#### Lisa Bruening, Director of Student Services

- Formal (internal) programs to help students manage stress?
- Utilize resources of outside agencies?
  - Partner with Cleveland Clinic, Bellefaire, Guidestone
- Other resources/efforts within the school district?
  - As they built the new HS, they were able to create a physical site for a on-site health clinic.
  - Initially, they began offering mental health services which consisted of a social worker 20 hours per week and a child psychologist five hours every Thursday.
  - Currently, they have increased to two full time social workers and a child psychologist all day on Thursdays.
  - In addition to care provided, the social workers and psychologist offer “coffee talks” with staff.

- The clinic services are funded by a grant from Three Arches (formerly Lakewood Hospital Foundation).
- The social workers assist in bridging the student transition when a student has been out due to physical or mental condition and is returning to school.
- They have one district nurse and every building has a health aide (employed by LCSD).
- The on-site clinic location is also staffed with a Cleveland Clinic nurse practitioner and a receptionist.
- Wednesdays are a “teen only” day. No adults/staff. Otherwise all services are available to staff as well as students.
- The Cleveland Clinic staff, the district nurse, health aides, social workers, psychologist, staff from Bellefaire and Guidestone have a monthly collaboration meeting. The staff is also receiving professional development support.
- Student attendance has improved. For example, they no longer have to leave school and travel to a doctor or psych appointment. Students have better relationships with counselors.
- Families who might not otherwise seek or be able to afford care have it offered right at school. It now includes medical, psych, dental and optometry.

### St. Edward’s High School

**Tom Carey, Director of School Counseling, 216-221-3776 x260**

- Formal programs to help students manage stress?
  - Mental Health Awareness Week - once per semester
  - Support Groups Family Issues, Social Skills, Vaping Intervention, PRISM (formerly GSA (Gender Sexuality Alliance)) - weekly & bi-weekly
  - Trusted Adult List (each student is asked which adults in the building they trust)
  - Referrals to school counselors for students enduring stress - daily
- Utilize resources of outside agencies?
  - Refer out to therapists on a regular basis
  - Have support folks from PSI and MEG (McKeon Education Group) who work at St. Ed’s (PSI is an agency that provides support to schools - e.g. school psychs, health aides, etc.)
  - NAMI comes out for Mental Health Awareness Week - (National Alliance on Mental Illness - offer a variety of free support groups, education programs, information, referral and advocacy)
  - LifeACT - 2 day presentation to sophomores annually <http://lifeact.org/home> The focus is to help students identify when feeling down is more than just having a bad day and could be depression. And then what to do if they or a friend of theirs begins to talk about ending their life. **The main purpose is to direct students to know where to go (an adult) for help.** They also refer to a lot of famous people who struggle with depression and anxiety and how they dealt with it. The presenter over the past several years has been Elaine Myers. Her email is [akrahe@lifeact.org](mailto:akrahe@lifeact.org).
- Other resources/efforts within the school district?
  - Meditation is taught through Theology and Health classes, offered during student community period as well as before and after school

### Fairview Park City School District

- Nine high school juniors chosen to take part in the Educational Service Center of NE Ohio's First Ring Student Leadership Academy have the goal to improve mental health awareness among peer students in the district.
- Their survey of middle and high school students found that 60 percent deal with some type of mental illness, including stress.
- As a result, they planned a day of "Find Your Balance: How to Cope Workshops" for students in grades 6-12.
- The group of nine juniors want to normalize the subject of mental health, improve relationships with others, and find preferred ways in which their peers cope with daily stress.
- <https://www.cleveland.com/community/2019/03/fairview-high-school-students-helping-peers-deal-with-stress.html>

### Cleveland Metropolitan School District

Online commentary from Paige Baublitz-Watkins 04/17/2017.

- Riverside PreK-8 has instituted the following strategies to reduce anxiety and stress in students:
  - Sensory Room and Sensory Diet Awareness: Successful adults have navigated the sensory under and overload minefield. They self-regulate all day in unconscious ways. Riverside invests time and training for their students to practice sensory awareness.
  - Advisory for Middle School: Advisory provides a purposeful opportunity for youth to connect with each other and with adults in their lives.
  - CHOICE: Students get to choose classes that interest them and ignite their passions. Riverside offers Bridge, Chess, Acting, Service Learning, etc.
  - Monday Morning Meeting: Riverside allots time to celebrate success and plan for the upcoming week in order to help adults and students alike relieve stress.
  - Growth Master Recognition: Celebrating student growth and not just proficiency allows students who struggle academically to see that their efforts pay off.

## Summarized Research

The Committee did not find research revealing common best practices across the published data or when looking at other schools. However, it was evident that several different tactics are being used to help students manage stress during the school day. The Committee grouped these tactics into **four themes**: Awareness & Education, Physical Environment of the Classroom/Building, Physical Education/Recess, and Strategies in the Classroom.

### Awareness & Education

Ideas for increasing awareness and education for teachers/staff, counselors, students and parents:

- Educate students on how to recognize stress in themselves and provide them with practical tactics to relieve stress during the school day (begins to encourage self regulation)
- Survey WCSD teachers and staff on their perceptions of student anxiety/stress, areas of concern, and suggestions for improvement and/or school board support.
- Help teachers learn to recognize anxiety (what to look/listen for)
- Teach visual journaling to students
- Educate teachers on how to practice mindfulness in the classroom

- Continue to educate students about becoming aware of their mindset and the importance of having a growth mindset (so they are more likely to see setbacks as temporary, therefore lowering their stress level)
- Implement tactics to help children write their concerns down in order to put them aside to address later (and focus now)
- Help students bridge their insecurities with the abilities of school counselors
- Build a **culture** of resilience (from the top down) by focusing on student's strengths instead of focusing on undesirable traits and incorporate the following elements.<sup>36</sup>
  - A safe, stable and secure physical environment
  - A psychologically safe space
  - Supportive relationships and a tight-knit community
  - Emotional security with fellow peers
  - A sense of belonging and identification
  - Positive social norms
  - Opportunities for skill-building, decision-making, and planning
  - Social and cultural integration of the family and the community

### Physical Environment of the Classroom/Building (Spatial)

Ideas for increasing physical movement during the school day and ideas for physical space within the school building:

- Offer restless students the opportunity to move while working - Stability balls, standing desks, etc.
- Reduce extraneous noise
- Play music - classical music is great for the classroom; music helps with relaxation and focus
- Flexible learning environments (gives students a choice in what kind of learning space works best for them to help them work collaboratively, communicate, and engage in critical thinking)
- Identify a physical area within the building where students can unwind during periods of heightened stress/anxiety.

### Physical Education/Recess

Ideas for increasing physical movement during the school day via formal education/time.

- Yoga class plans such as those offered through [www.cosmickids.com](http://www.cosmickids.com)
- Aerobic activities such as walking, running, or jogging
- Muscle-strengthening activities such as resistance band stretches, push-ups, tricep dips
- Bone-strengthening activities such as jumping rope or obstacle courses in school yard.
- Team sports
- Regularly scheduled gym classes that extend throughout the entire school year
- Daily recess to allow for brain breaks and movement

### Strategies in the Classroom

Ideas teachers can implement in the classroom:

- Teachers can build in mandatory physical movement time during each class period, such as taking mid-period breaks (deep breathing, meditation, focus time, games, yoga/stretching, walk around the building)
- Have students move around the room WHILE they are working on school activities (jotting down ideas, etc. on different whiteboards or posters, stand up )
- Take the class period of students outside at times – the fresh air and change in scenery can help reduce stress
- Build in time for transitions between topics within the class period (mental break)
- Schedule time for students to organize themselves at the beginning and end of each class
- Prevent homework overload (coordinate between teachers to avoid piling on too much homework on the same nights or scheduling tests on the same day)

## Tactics for Consideration

Addressing student stress is an ongoing challenge for all students, parents, counselors, teachers/staff, and school administration. School districts throughout the country continue to introduce/implement different techniques in the hope that students will benefit from them. Based on the results of the team’s external and published research, the team has identified tactics for potential consideration by the Board, grouped by the four themes identified previously.

### Awareness & Education

- Continue to promote a school culture of inclusion, anti-bullying and other (existing and new) initiatives to help alleviate student stress
- Continue to increase teacher/staff awareness:
  - How to recognize and address student stress
  - Provide additional professional development by partnering with internal or external behavioral health specialists, such as Bellefaire or Megan Barlow & Associates (e.g. speaking events or workshops dealing with executive functioning, managing stress, growth mindset, etc.)
  - Offer screening of “Angst” documentary for teachers, **parents**, and possibly students. “Angst – Raising Awareness Around Anxiety” “is an IndieFlix Original documentary designed to raise awareness around anxiety. The film includes interviews with kids, teens, educators, experts, parents and a very special interview with Michael Phelps. Our goal specifically is to help people identify and understand the symptoms of anxiety and encourage them to reach out for help.” <https://angstmovie.com/>
- Conduct a survey of WCSD students in Grades 5-12 to assess current levels of stress, causes of stress, personal habits/situations that may impact stress levels, current methods for relieving stress (including both constructive and potentially harmful activities), ability to handle major and minor stress, and feedback on what WCSD could do, or offer, to help lower student stress or help students manage their stress. (see [Appendix](#) for proposed survey questions)
- Consider forming a multi-stakeholder team of students, teachers, parents and counselors to discuss the specific problems they are seeing. This group can be thoughtful in identifying specific tactics to try for each building.

## Physical Environment of the Classroom/Building (Spacial)

- Consider adding stability balls or standing desks to classrooms.
- Offer anxiety-fighting baskets in each class with stress balls or fidget tools for use at-will or around test time.
- Establish location within building for students to unwind during increased stress (such as a relaxation room, nature/plant room, music room with headphones, or blue-light room).
- Provide walking paths around school to encourage movement

## Physical Education/Recess

- Consider regularly scheduled physical education or recess in grades 5-8. At the time of this report, LBMS offers phys ed every day for one quarter and does not offer recess. DIS offers phys ed every day for one quarter and offers recess.
- Maintain daily recess at DIS and consider adding 20 minute recess at LBMS to optimize students' social, emotional, physical, and cognitive development based on the American Academy of Pediatrics assertion that adolescent students are more attentive and better able to perform cognitively after daily recess.

## Strategies in the Classroom

- Consider expanding the mindfulness program to all grades; explore alternatives (such as Inner Explorer and BAAM - Breathing, Aromatherapy, Acupressure, Movement) to get the most effective program for students, parents and teachers
- Compile/develop a toolkit of ideas for teachers to leverage in the classroom to aid students in managing stress

## Recommendations

While the tactics presented above are all worth consideration by the Board, the research team recognizes that not all tactics can be implemented due to budget, time and personnel constraints. Therefore, the team recommends the following tactics for further action by the Board and WCSD.

- Budget neutral:
  - Form multi stakeholder team to discuss specific problems and possible strategies to address student stress
- Teacher-driven:
  - Create and disseminate classroom strategies toolkit: building in proven practices and lasting changes.
- District-funded:
  - Expand mindfulness program or explore alternatives
  - Screen "Angst" documentary
  - Continue ongoing professional development to increase teacher/staff awareness & tactics

# APPENDIX

## Sample Stress Management Survey for WL Students

1. What school do you attend?
  - a. DIS
  - b. LBMS
  - c. WHS
  
2. What grade are you in?
  - a. 5
  - b. 6
  - c. 7
  - d. 8
  - e. 9
  - f. 10
  - g. 11
  - h. 12
  
3. What is your gender?
  - a. Female
  - b. Male
  - c. Other/Prefer not to respond
  
4. On a scale of 0-5, what is your current level of stress as a student at school?
  - a. 0 - No stress
  - b. 1 - Minimal stress
  - c. 2 - Limited stress
  - d. 3 - Moderate stress
  - e. 4 - Much stress
  - f. 5 - High stress
  
5. Which of the following caused you stress in the past month? (Check all that apply.)
  - a. Taking tests
  - b. School grades
  - c. Homework
  - d. Electronic devices (social media, device withdrawal, etc.)
  - e. Relationships with classmates and fitting in
  - f. Relationship with parents
  - g. Relationship with siblings
  - h. Relationships with friend(s), boyfriend/girlfriend
  - i. Money issues
  - j. Sports activities (balancing schedule with school demands, making the team, prepping for a big game, coaches, etc.)
  - k. Physical health issues
  - l. Mental health issues (dealing with depression, anxiety, addiction, etc.)
  - m. Planning for life after high school (job, college)
  - n. Other (please specify) \_\_\_\_\_

6. How many advanced courses (e.g. Advanced Math, Honors, AP, CCP, IB) are you taking this year?
- a. 0
  - b. 1
  - c. 2
  - d. 3
  - e. 4
  - f. 5 or more
7. How much homework do you do on a typical school night? (Only count time you are actually working on homework, not when you are supposed to be working and might be doing something else, such as social networking, texting.)
- a. 0-1 hour
  - b. 1-2 hours
  - c. 2-3 hours
  - d. 3-4 hours
  - e. More than 4 hours
8. How much sleep do you get on a typical school night?
- a. More than 8 hours
  - b. 7-8 hours
  - c. 6-7 hours
  - d. 5-6 hours
  - e. Less than 5 hours
9. If you sleep less than 7 hours, what is the main reason?
- a. Homework/studying
  - b. Sports and other extracurricular activities
  - c. Entertainment (TV, computer games, etc.)
  - d. Social networking (texting, Instagram, etc.)
  - e. Don't feel tired at night
  - f. I get more than 7 hours of sleep
  - g. Other (please specify) \_\_\_\_\_
10. What helps you relieve stress best? (Select up to 3 items from options a.-s. below.)
- a. Cardio workout (running, dancing, playing a sport)
  - b. Listening to music or playing an instrument
  - c. Mindfulness exercises
  - d. Watching TV
  - e. Playing games on an electronic device
  - f. Checking into social media
  - g. Eating too much or too little
  - h. Relaxing activity (yoga, massage, quiet walk in nature)
  - i. Crying or screaming
  - j. Sleeping, vegging out, ignoring responsibilities
  - k. Talking to a family member

- l. Talking to a teacher
- m. Talking to the school guidance counselor
- n. Talking to your friend(s)
- o. Alcohol
- p. Smoking/vaping
- q. Drugs
- r. Cutting
- s. Other (please specify) \_\_\_\_\_

11. How well do you handle MINOR stress when you are experiencing it?

- a. I handle it well.
- b. I can get through it with help.
- c. It's very difficult for me.

12. How well do you handle MAJOR stress when you are experiencing it?

- a. I handle it well.
- b. I can get through it with help.
- c. It's very difficult for me.

13. What is something that your school could do to help lower your stress or help you manage your stress? (Select all that apply.)

- a. Physical movement in the classroom (e.g. stretching breaks, walking)
- b. Additional gym or recess time
- c. Play classical music during class quiet time
- d. Addiction support group
- e. Stress support group
- f. One-on-one sessions with counselor
- g. One-on-one or group/class time with a teacher
- h. Offer stress management sessions (such as mindfulness techniques/exercises/yoga)
- i. Other (please specify) \_\_\_\_\_

14. If a student session was offered on stress management, would you attend?

- a. Yes
- b. No
- c. Maybe

Published Data

Title	Link	Date	Summary	Theme
1-Link to Comprehensive School Physical Activity Program (CSPAP)	<a href="https://www.cdc.gov/healthyschools/physicalactivity/cspap.htm">https://www.cdc.gov/healthyschools/physicalactivity/cspap.htm</a>		Center for Disease Control: approach by which school districts and schools use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of <b>physical activity each day</b> , and develop the knowledge, skills, and confidence to be physically active for a lifetime.	Physical Activity
2-State Policies on Physical Activity in Schools	<a href="http://knowledgecenter.csg.org/kc/content/state-policies-physical-activity-schools">http://knowledgecenter.csg.org/kc/content/state-policies-physical-activity-schools</a>	Mar 2017	The Council of State Governments: This research brief, the first in a two-part series on <b>physical activity in schools</b> , provides a general overview of physical activity legislation in the states.	Physical Activity
3-Evidence that aerobic fitness is more salient than weight status in predicting standardized math and reading outcomes in fourth- through eighth-grade students.	<a href="https://www.ncbi.nlm.nih.gov/pubmed/23465408">https://www.ncbi.nlm.nih.gov/pubmed/23465408</a>  <a href="https://www.jpeds.com/article/S0022-3476(13)00015-2/fulltext">https://www.jpeds.com/article/S0022-3476(13)00015-2/fulltext</a>	Aug 2013	The Journal of Pediatrics: <b>Aerobic fitness was a significant predictor of academic performance; weight status was not.</b> Although decreasing BMI for an overweight or obese child undoubtedly improves overall health, results indicated all students benefit academically from being aerobically fit regardless of weight or free/reduced lunch status. Therefore, to improve academic performance, school systems should focus on the aerobic fitness of every student.	Physical Activity
4-SURVEY: School Stress Takes A Toll On Health, Teens And Parents Say	<a href="https://media.npr.org/documents/2013/dec/rwjf_npr_harvard_edpoll.pdf">https://media.npr.org/documents/2013/dec/rwjf_npr_harvard_edpoll.pdf</a>  <a href="https://www.npr.org/sections/health-shots/2013/12/02/246599742/school-stress-takes-a-toll-on-health-teens-and-parents-say">https://www.npr.org/sections/health-shots/2013/12/02/246599742/school-stress-takes-a-toll-on-health-teens-and-parents-say</a>	2013	Harvard School of Public Health: The <b>survey asked parents whether their child had had stress</b> over the last school year from a variety of potentially stressful school experiences. (pages 9, 19)	Stress in Students
5-Dealing with Stress at School in an Age of Anxiety	<a href="https://www.psychologytoday.com/us/blog/stressful-lives/201708/dealing-stress-school-in-age-anxiety">https://www.psychologytoday.com/us/blog/stressful-lives/201708/dealing-stress-school-in-age-anxiety</a>	Aug 2017	Psychology Today: Outlines a culture of resilience at school → <b>social connections, mindfulness, attention to the physical</b>	Managing Stress Resiliency
6-Stress in School: A Parent, Teacher & Student Guide to	<a href="https://www.accreditedschoolsonline.org/resources/student-stress/">https://www.accreditedschoolsonline.org/resources/student-stress/</a>		Outlines <b>causes and symptoms of stress</b> in students by grade level, related stress disorders, <b>how teachers can help</b> limit student stress, classroom activities to reduce stress,	Stress in Students Managing Stress

Symptoms & Solutions			parent tips for reducing stress and quick student stress busters	
7-American Psychological Association Survey Shows Teen Stress Rivals That of Adults	<a href="https://www.apa.org/news/press/releases/2014/02/teen-stress.aspx">https://www.apa.org/news/press/releases/2014/02/teen-stress.aspx</a>	Feb 2014	Stress in America™ survey finds similar <b>patterns of unhealthy behavior</b> in teens and adults, especially during school year	Stress in Students
8-Just breathe: Simple changes can reduce student stress and improve learning, say Stanford researchers	<a href="https://ed.stanford.edu/news/just-breathe-simple-changes-can-reduce-student-stress-and-improve-learning-say-stanford">https://ed.stanford.edu/news/just-breathe-simple-changes-can-reduce-student-stress-and-improve-learning-say-stanford</a>		New book by scholars at Challenge Success describes ways in which schools, teachers and parents can <b>create healthy learning environments</b> for students.	Managing Stress
9-BOOK: Overloaded and Underprepared	<a href="http://www.challengesuccess.org/overloaded-and-underprepared/">http://www.challengesuccess.org/overloaded-and-underprepared/</a>	Jul 2015	Our society’s over-emphasis on grades, test scores, and rote answers has stressed out some students and marginalized many more. We know that these students have lost their enthusiasm for learning and aren’t retaining important concepts and skills. This book provides the <b>tools needed to begin making immediate changes at school</b> , in the community, and at home that will benefit all kids.	Managing Stress
10-Doctors and teachers could team up to reduce stress in schools	<a href="https://www.reuters.com/article/us-health-children-stress-education/doctors-and-teachers-could-team-up-to-reduce-stress-in-schools-idUSKBN1ET2F8">https://www.reuters.com/article/us-health-children-stress-education/doctors-and-teachers-could-team-up-to-reduce-stress-in-schools-idUSKBN1ET2F8</a>	Jan 2018	<b>Partnerships between teachers and doctors</b> could help students and school staffers better deal with “toxic stress,” suggests a former teacher turned doctor.	Managing Stress
11-5 Easy Ways to Reduce Student Stress in the Classroom	<a href="https://www.teachthought.com/archive/d/5-easy-ways-to-reduce-student-stress-in-the-classroom/">https://www.teachthought.com/archive/d/5-easy-ways-to-reduce-student-stress-in-the-classroom/</a>	Oct 2018	1) Monitor physical surroundings, 2) Allow for movement and fidgeting, 3) Reduce extraneous noise, 4) Build in time for transitions, 5) Make students aware of their own mindset	Managing Stress
12-Why we Need to Make Time for Middle School Recess	<a href="https://yourteenmag.com/teenager-school/teenager-middle-school/middle-school-recess">https://yourteenmag.com/teenager-school/teenager-middle-school/middle-school-recess</a>		Common myths and what teachers and parents can do to <b>get kids moving</b>	Physical Activity
13-PUBLICATION: Getting the Buffalo Off Their Chests	<a href="http://www.ascd.org/publications/educational-leadership/d ec17/vol75/num04/">http://www.ascd.org/publications/educational-leadership/d ec17/vol75/num04/</a>	Jan 2018	ASCD – Educational Leadership: A teacher-research project finds that <b>mindfulness in the classroom can have beneficial effects on students</b> . It is not	Managing Stress Mindfulness

	<a href="#">Getting-the-Buffalo-Off-Their-Chests.aspx</a> (ERIC)		unusual for adolescents to be stressed by some combination of demanding schoolwork, overwhelming social change, or parental pressures to excel, all in addition to the very real troubles that can come with today's complex family lives	
14-PUBLICATION: Havens of Resilience	<a href="http://www.ascd.org/publications/educational-leadership/sept13/vol71/num01/Havens-of-Resilience.aspx">http://www.ascd.org/publications/educational-leadership/sept13/vol71/num01/Havens-of-Resilience.aspx</a> (ERIC)	Sep 2013	ASCD – Educational Leadership: Schools are natural environments for helping all children cultivate the resilience that resides within them. <b>Resilience research</b> also answers the question I asked myself many times after I grew into adulthood—a question that every educator has asked at one time or another: Why is one student who's dealing with serious stresses, even trauma, able to overcome these conditions and succeed, while another student cannot?	Managing Stress Resiliency
15-Teenagers in Middle School Facing More Stress Than You May Think	<a href="http://developmentalempathy.org/middle-school-student-stress/">http://developmentalempathy.org/middle-school-student-stress/</a>		Middle school students have not developed capacity for self regulation.	Stress in Students
16-Mindfulness in the middle school classroom: Strategies to target social and emotional well-being of gifted students	<a href="https://proxy.oplin.org:2458/ehost/detail/detail?vid=3&amp;sid=1be2472f-39b0-4a83-a9a6-a47c10705fcb%40sdc-v-sessmgr03&amp;bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=EJ1176392&amp;db=eric">https://proxy.oplin.org:2458/ehost/detail/detail?vid=3&amp;sid=1be2472f-39b0-4a83-a9a6-a47c10705fcb%40sdc-v-sessmgr03&amp;bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=EJ1176392&amp;db=eric</a> (ERIC)		Instructors of a middle school gifted language arts class implemented a <b>30-day unit of study on mindfulness</b> in order to help students learn techniques to alleviate stress, perfectionistic tendencies, and anxiety.	Managing Stress Mindfulness
17-Making Minds Matter: Infusing 18-Mindfulness into School Counseling	<a href="https://proxy.oplin.org:2458/ehost/detail/detail?vid=10&amp;sid=1be2472f-39b0-4a83-a9a6-a47c10705fcb%40sdc-v-sessmgr03&amp;bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=EJ947124&amp;db=eric">https://proxy.oplin.org:2458/ehost/detail/detail?vid=10&amp;sid=1be2472f-39b0-4a83-a9a6-a47c10705fcb%40sdc-v-sessmgr03&amp;bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=EJ947124&amp;db=eric</a> (ERIC)			Mindfulness
19-A Comprehensive	<a href="https://eric.ed.gov/?id=EJ1012304">https://eric.ed.gov/?id=EJ1012304</a>	2013	The American School Counselor Association developed national standards for students to	Managing Stress School Counselors

<p>Stress Education and Reduction Program Utilizing a Well-Being Model: Incorporating the ASCA Student Standards</p>	<p>(ERIC)</p>		<p>provide a framework for a holistic approach to student academic, career, and personal/social development. While the ASCA Student Standards are comprehensive, little attention is given to stress. Adolescents are experiencing greater stress associated with academic performance, extracurricular activities and worry about the future. The utilization of a <b>well-being model and the integration of the ASCA Student Standards into school counseling programs</b> for middle and high school students can create a more holistic approach to providing stress education and stress reduction techniques.</p>	
<p>20-Managing Stress and Maintaining Well-Being: Social Support, Problem-Focused Coping, and Avoidant Coping</p>	<p><a href="http://oh0238.oplin.org:2054/login.aspx?direct=true&amp;db=eric&amp;AN=EJ930559&amp;site=ehost-live">http://oh0238.oplin.org:2054/login.aspx?direct=true&amp;db=eric&amp;AN=EJ930559&amp;site=ehost-live</a> (ERIC)</p>		<p>This study tested a <b>model that links stress, social support, problem-focused coping, and well-being</b>. First, it looks at how high support significantly moderated the association between stress and well-being. Next, the students' problem-focused coping was seen as mediating this moderated association. Finally, a 3-way interaction of stress, social support, and avoidant coping revealed that only frequent use of avoidant coping accelerated the association between stress and well-being in a negative way at both low and high support.</p>	
<p>21-Student Teachers' Proactive Strategies and Experienced Learning Environment for Reducing Study-Related Burnout</p>	<p><a href="http://oh0238.oplin.org:2054/login.aspx?direct=true&amp;db=eric&amp;AN=EJ1164495&amp;site=ehost-live">http://oh0238.oplin.org:2054/login.aspx?direct=true&amp;db=eric&amp;AN=EJ1164495&amp;site=ehost-live</a> (ERIC)</p>		<p>The study aims to gain a better understanding of the <b>interrelation and the development of student teachers' proactive coping strategies</b>, i.e., self-regulative and co-regulative strategies, perceived learning environment and study-related burnout. Longitudinal data were utilized with three annual measurements during bachelor studies. Altogether, 270 primary school student teachers completed the survey. The data was analyzed by using Structural Equation Modeling (SEM). Results showed that the self-regulative strategy adopted by student teachers promoted the use of co-regulative strategy. Co-regulative strategy use in turn contributed to the perceived fit between the student teacher and the learning environment, and further, reduced study-related burnout. Moreover, student teachers' ability to utilize proactive self-regulative strategies to buffer potential</p>	<p>Managing Stress</p>

			stressors in advance, i.e., an ability to manage one's own study pace in the direction of well-being, was effective in reducing the risk of developing burnout. Results also showed that both the key determinants for reducing study-related burnout, i.e., proactive strategies and experienced learning environment, and the study-related burnout symptoms themselves were relatively stable.	
22-A Positive Model for Reducing and Preventing School Burnout in High School Students	<a href="http://oh0238.oplin.org:2054/login.aspx?direct=true&amp;db=eric&amp;AN=EJ1148371&amp;site=ehost-live">http://oh0238.oplin.org:2054/login.aspx?direct=true&amp;db=eric&amp;AN=EJ1148371&amp;site=ehost-live</a> (ERIC)		This study aims to develop and test the validity of a model limited to attitude towards the future and subjective well-being for <b>reducing and preventing the school burnout that high school students can experience</b> . The study is designed as a relational screening model conducted over 389 high school students. The data in this study are analyzed using the structural equation modeling technique. In this regard, confirmatory factor analyses have been conducted to determine whether the scale's factor structures can be confirmed through the research data in terms of attitudes toward the future, subjective well-being, and school burnout. After revealing that the models defined for the factor structures of the scales had a good fit with the data gathered, a model regarding the relationships among the attitudes towards the future, subjective well-being and school burnout was established. These relationships were modeled using a path diagram. According to the developed model, a positive relationship exists between subjective well-being and attitude toward the future. Both attitude toward the future and subjective well-being negatively relate to school burnout. The developed model can be used for reducing high school students' burnout.	Managing Stress
23-Reducing Teacher Burnout by Increasing Student Engagement: A Children's Rights Approach	<a href="http://oh0238.oplin.org:2054/login.aspx?direct=true&amp;db=eric&amp;AN=EJ843546&amp;site=ehost-live">http://oh0238.oplin.org:2054/login.aspx?direct=true&amp;db=eric&amp;AN=EJ843546&amp;site=ehost-live</a> (ERIC)		Teacher burnout has long been understood to have significant negative effects on teaching efficacy. Research has indicated that student misbehaviour, often a result of disengagement, is a major predictor of teacher burnout. In part to address student disengagement, Hampshire County in England has undertaken a whole-school rights-based reform initiative called "Rights, Respect and	Stress in Teachers

		<p>Responsibility" (RRR). This study was designed to examine the effects of RRR on student engagement and teacher burnout over a three-year period. The sample initially comprised a total of 15 schools (four infant, five primary and six junior) and 127 teachers. At the second time of measure, one year later, the sample was reduced to 69 teachers from 13 of the schools. At both times teachers completed the following measures: the Maslach Burnout Inventory, the perceived effect of RRR on teaching, and student engagement. In the third year of the study we obtained data on the Maslach Burnout Inventory from 100 teachers at 12 of the schools. Findings suggest that RRR can improve student engagement and reduce teacher burnout. Of particular note was the predictive power of student participation in the classroom and school in reducing teacher burnout.</p>	
<p>24-Inquiry-Based Stress Reduction Meditation 26-Technique for Teacher Burnout: A Qualitative Study</p>	<p><a href="http://oh0238.oplin.org:2054/login.aspx?direct=true&amp;db=eric&amp;AN=EJ1140082&amp;site=ehost-live">http://oh0238.oplin.org:2054/login.aspx?direct=true&amp;db=eric&amp;AN=EJ1140082&amp;site=ehost-live</a> (ERIC)</p>	<p>An inquiry-based intervention has been found to have a positive effect on <b>burnout and mental well-being parameters among teachers</b>. The aim of the current study was to qualitatively evaluate the effect of the inquiry-based stress reduction (IBSR) meditation technique on the participants. Semi-structured interviews were conducted before and after the IBSR intervention and were analyzed using the interpretative phenomenological analysis method. Before the intervention, the teachers described emotional overload caused by two main reasons: (1) multiple stressful interactions with students, parents, colleagues, and the educational system, and (2) the ideological load of their profession--trying to fulfill high expectations of performance and the manifesting educational values. Following the intervention, the teachers described a sense of centeredness and a greater ability to accept reality. They reported improvements in setting boundaries, thought flexibility, and self-awareness. These improvements assisted them in coping with the complex and dynamic nature of their profession. These positive</p>	<p>Stress in Teachers</p>

			effects suggest that IBSR is an effective technique in reducing teachers' burnout and promoting mental well-being.	
27-Why Students Need Breaks	<a href="https://www.theodysseyonline.com/why-students-need-breaks">https://www.theodysseyonline.com/why-students-need-breaks</a>	Jan 2017	Over the years schools have increased the necessary material children need to know and decreased the amount of breaks they get. This could lead to chronic stress in teens which extremely bad for adolescents developing mind and body. According to NAMI, 1 in 5 children ages 13-18 have, or will have, a mental illness. Over 50 percent of all lifetime cases of mental illnesses begin by age 14.	Consequences of shortened breaks in schools
28-Why Kids Shouldn't Sit Still in Class	<a href="https://www.nytimes.com/2017/03/21/well/family/why-kids-shouldnt-sit-still-in-class.html">https://www.nytimes.com/2017/03/21/well/family/why-kids-shouldnt-sit-still-in-class.html</a>	March 2017	A 2013 report from the Institute of Medicine concluded that children who are more active "show greater attention, have faster cognitive processing speed and perform better on standardized academic tests than children who are less active." "Activity helps the brain in so many ways," said James F. Sallis, a professor of family medicine and public health at the University of California, San Diego, who has done research on the association between activity breaks and classroom behavior. "Activity stimulates more blood vessels in the brain to support more brain cells. And there is evidence that active kids do better on standardized tests and pay attention more in school."	Benefits of brain breaks
29-Turning Anxiety into Creativity: Using Postmodern Principles to Alleviate Anxiety and Stress through the Art Curriculum and Beyond	<a href="https://eric.ed.gov/?q=reducing+student+stress+in+the+classroom&amp;id=ED567777">https://eric.ed.gov/?q=reducing+student+stress+in+the+classroom&amp;id=ED567777</a>	2016	The purpose of this action research study is to help students alleviate their anxiety and stress symptoms using activities based on Olivia Gude's postmodern principles. The activities included are the participants own take-along visual art journal kit and classroom projects. Professional learning outcomes include the knowledge to equip teachers with the ability for increased collaboration with guidance departments, expand teacher skill to foster engagement and productivity with not only students with anxiety disorders, but also all students in the classroom, and promote the ability for teachers to guide students to use art in the community. <b>"...the participants use of the visual art journal kit, based on the postmodern principles, helped alleviate their anxiety and/or stress, and all students have a voice, freedom of choice, and fostered their</b>	Anxiety/Stress → Creativity, Freedom and Confidence

			<b>self-confidence. This research holds substantial evidence that educators can use as a tool for reducing anxiety and/or stress to create a positive environment in the classroom and beyond.”</b>	
30-Classroom Stress Promotes Motivated Forgetting of Mathematics Knowledge	<a href="https://eric.ed.gov/?q=reducing+student+stress+in+the+classroom&amp;id=EJ1149982">https://eric.ed.gov/?q=reducing+student+stress+in+the+classroom&amp;id=EJ1149982</a>	Aug 2017	The purpose of this research study is to show how stress can create a deteriorating education system for students regarding their growth in academia. Furthermore, the study emphatically confirms the notion that stress and anxiety in the classroom siphons previously learned knowledge from students and consequently impedes them from becoming widely knowledgeable in any certain subject.	Stress/Anxiety Ruining Purpose of Education
31-Assessing Teacher Appraisals and Stress in the Classroom: Review of the Classroom Appraisal of Resources and Demands	<a href="https://eric.ed.gov/?q=methods+for+reducing+stress+in+the+classroom&amp;id=EJ1110196">https://eric.ed.gov/?q=methods+for+reducing+stress+in+the+classroom&amp;id=EJ1110196</a>	Sep 2016	The purpose of this study is to discuss the effects of a relatively new educational development called the Classroom Appraisal of Resources and Demands (CARD), which mainly entails measuring ‘teachers’ appraisals of their classroom demands and resources in order to assess their risk for experiencing occupational stress.’ The study shows results that indicate the implementation of CARD is definitely in the best interest of the welfare of both students and teachers.	Classroom Evaluation
32-The Science Behind Student Stress	<a href="https://www.edutopia.org/article/science-behind-student-stress">https://www.edutopia.org/article/science-behind-student-stress</a> <a href="https://onlinelibrary.wiley.com/doi/abs/10.1111/cdev.13116">https://onlinelibrary.wiley.com/doi/abs/10.1111/cdev.13116</a>	Aug 2018	Grades often decline during the high school transition, creating stress. In how they handled that stress, two clear groups emerged. Students who believed that intelligence can be developed—a growth mindset—were more likely to see setbacks as temporary, and not only had lower overall cortisol levels but were able to return to lower levels shortly after a setback. Students who believed that intelligence is fixed, on the other hand, maintained high cortisol level for longer, said researchers—a stress response that tends to depress problem solving and intellectual flexibility.	Growth/Fixed Mindset
33-So we know students are stressed. . . now let’s talk about it	<a href="https://www.npr.org/sections/ed/2016/05/12/474083552/s-o-we-know-students-are-stressed-out-now-lets-talk-about-it">https://www.npr.org/sections/ed/2016/05/12/474083552/s-o-we-know-students-are-stressed-out-now-lets-talk-about-it</a>	May 2016	Opening up a dialogue about stress and being overwhelmed helps train students to be able to do the same thing with their teachers, she says.	

34-Move over, 'sit still'! Why kids need to move in school	<a href="https://www.cnn.com/2018/05/03/health/children-movement-schools-classroom/index.html">https://www.cnn.com/2018/05/03/health/children-movement-schools-classroom/index.html</a>		More teachers are incorporating movement into their school day. Research shows that movement can benefit school performance and behavior in the classroom	Physical Activity
35-Synchronizing education to adolescent biology: 'let teens sleep, start school later'	<a href="https://www.tandfonline.com/doi/pdf/10.1080/17439884.2014.942666">https://www.tandfonline.com/doi/pdf/10.1080/17439884.2014.942666</a>	2014	The conventional wisdom that going to bed early and getting up early leads to productivity and success is, in the case of teenagers at least, simply wrong. Paul Kelley, Steven Lockety, Russell Foster and Jonathan Kelley argue that letting students sleep and starting school later can lead to better health and academic outcomes.	
36-Teaching Resilience in Schools and Fostering Resilient Learners	<a href="https://positivepsychologyprogram.com/teaching-resilience/">https://positivepsychologyprogram.com/teaching-resilience/</a>	Feb 2019		Resiliency
37- Fairview High School students help peers deal with stress	<a href="https://www.cleveland.com/community/2019/03/fairview-high-school-students-helping-peers-deal-with-stress.html">https://www.cleveland.com/community/2019/03/fairview-high-school-students-helping-peers-deal-with-stress.html</a>	March 2019	Nine students at Fairview High are seeking to increase awareness about mental health among students in the district (grades 6-12). Their campaign involves workshops, a survey, normalization of mental health discussions, etc.	Student-led initiatives at Fairview H.S.
38-Stress relief: Schools get creative to reduce student anxiety	<a href="https://www.k12insight.com/trusted/stress-relief-schools-get-creative-to-reduce-student-anxiety/">https://www.k12insight.com/trusted/stress-relief-schools-get-creative-to-reduce-student-anxiety/</a>	2017	Snapshot of what 3 different school districts (MA, WA, TX) are doing to prioritize and relieve student stress. Examples include de-emphasizing competition and entrance to ivy league schools, introducing free-periods to unwind, and practicing mindfulness as part of physical education.	Prioritizing mental health
39-Under Pressure: Confronting the Epidemic of Stress and Anxiety in Girls	<a href="#">Book</a>		Though anxiety has risen among teens and young adults overall, studies confirm that it has skyrocketed in girls. Research finds that the number of girls who said that they often felt nervous, worried, or fearful jumped 55 percent from 2009 to 2014 while the comparable number for adolescent boys has remained unchanged	
40-Strategies for Recess in Schools	<a href="https://www.cdc.gov/healthyschools/physicalactivity/pdf/2016_12_16_schoolrecessstrategies_508.pdf">https://www.cdc.gov/healthyschools/physicalactivity/pdf/2016_12_16_schoolrecessstrategies_508.pdf</a>	Jan 2019	CDC recommendations for recess in grades K-12 to support Physical Activity Guidelines from Dept of Health and Human Services.	Physical Activity

41-How Teens Can Benefit from Recess	<a href="https://education.cu-portland.edu/blog/readers-link/middle-high-school-recess/">https://education.cu-portland.edu/blog/readers-link/middle-high-school-recess/</a>	Oct 2018	Montpelier High School in Vermont, which operates on a block schedule with 85-minute blocks for class time, has an extra fifteen minutes built into their schedule that they use for a break called “Unplugged.” The time is used for activities like yoga, board games, and theater improvisation.	Physical Activity
42-From Pets to Recess: High School Stress Relief	<a href="https://www.mprnews.org/story/2013/02/03/education/high-school-stress-relief">https://www.mprnews.org/story/2013/02/03/education/high-school-stress-relief</a>	2013		

### BAAM - (Breathing, Aromatherapy, Acupressure, Movement)

Diane Mastnardo, BS, LMT, developed the BAAM program/initiative and has piloted its delivery in the Avon Lake schools this past year with positive results. Students were surveyed pre and post-delivery of BAAM to assess effectiveness. Students were also asked to provide feedback after a week of the program in order to adapt the curriculum in subsequent weeks.

The pilot program involved Diane and her business partner presenting the program in classrooms for 10 minutes a day, 2-3 times per week, for 8 weeks. This ensured the classroom teachers did not have another responsibility to take on, and allowed them to participate in the BAAM activities, too. The goal was to introduce social and emotional learning in the classroom without burdening the teachers.

Piloting the program allows Diane to collect data to refine and support the program. Would like to continue to pilot in other school districts and to find grant funding for delivery of the program.

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The following overview was provided by Diane Mastnardo.

### **BAAM Initiative**

Our initiative is to teach children four self-care techniques in five to ten-minute increments during the school day. The technique uses **breathing, aromatherapy, acupressure and movement -BAAM!**

There is an increasing awareness that self-regulation is an important predictor of children's skills versus difficulties when navigating the social and academic stressors of school. Being able to pay attention, remember, and appropriately respond to a teacher's directives is more than cognitive learning skills, children also have to regulate their own emotions, read and respond to others' emotions, particularly during heated moments at lunch or on the playground. When feeling anxious, frustrated or depressed learning and comprehension has been known to decrease.

Chronic stress can lead to depression, obesity, and a host of other issues. Studies have shown cognitive and emotional dysregulation represents an indicator of behavioral problems for children while the ability to self-regulate is prospectively associated with positive outcomes later in life, including higher social competence, academic competence, and impulse control. Providing accessible, no-low cost learning opportunities children and teachers can decrease future chronic health issues, increase impulse control (less violence) and build self esteem.

The goal of the BAAM technique is to engage with the students and teachers to decrease stress and increase impulse control and attention for academic competence through nervous system regulating techniques. (Breathing – bringing attention to our breath takes us from fight or flight to rest & relax; aromatherapy is a direct connection to our brain through the olfactory nerve; acupressure connects the body to the mind through sensors in the skin & muscles; movement connects to the space around us through the vestibular system).

During our pilot program at a Lorain County public school we identified a few outcomes that may be surfacing in the teams that participated in BAAM including, nineteen percent decrease in disciplinary action, increase attendance and educational performance. Pre/post survey's by children indicated a 10 percent increase in never feeling angry and 5.3% never feeling sad after the intervention. Some quotes from our post evaluation: *"It made me feel a little better of myself to be able to use something I have been able to learn"; "When I use aromatherapy it calmed me down and helped me focus"; "I noticed I used a lot of breathing with tests and when I'm nervous"; "When I have headaches I use one of them, and it helps"; "I felt happy because I helped my mom out and she even uses the thinking spot".*

While we don't have enough data/evidence to say anything definitive at this point, we strongly believe we have evidence that suggests the need for further implementation and evaluation.