

(9/3/25) This continuing education resource is from the national  
**Center for MH in Schools & Student/Learning Supports at UCLA**

### Featured

**(1) Addressing Burnout Prevention in Pre- and In-Service Education**

**(2) Improving Student/Learning Supports: Leading the Way**

And, as always, you will find

**(3) Links to a few other resources relevant to continuing education**

**This community of practice Practitioner is designed  
for a screen bigger than an iPhone.**

### For discussion and interchange

#### **>Addressing Burnout Prevention in Pre- and In-Service Education**

From: *Resilience as a professional competence: A new way towards healthy teachers?*

“...Research indicates that resilient teachers can cope with occupational stress and consequently, sustain their health. A potential explanation results from the positive effect of resilience and underlying personal resources in burnout prevention....

An existing program for building resilience is the online learning module “Building Resilience in Teacher Education”. The goal of BRiTE is to build resilience in pre-service teachers based on five modules. The acronym also presents the individual modules of the program:

>*Building Resilience*: theoretical introduction of resilience, highlighting its importance for the teaching profession

>*Relationships*: how to maintain supportive networks, building relationships

>*Wellbeing*: personal well-being, work-life balance, maintaining motivation

>*Taking Initiative*: problem-solving strategies, effective communication, professional development

>*Emotions*: developing optimism, strengthening emotional awareness, managing emotions...

To sustainably promote teachers’ resilience, we need to employ additional structural measures that aim at changing critical system-inherent sources of stress.... In addition to measures promoting resilience resources in individual teachers, we propose structural measures to activate social/environmental resilience resources at the organizational level... It is possible to ensure that teachers’ health can benefit from health-promoting measures in the long term. Resilience at an organizational level is characterized by abilities to

(1) anticipate long-term changes and prepare for them,

(2) flexibly monitor challenging situations, be aware of early warning signs across individual, team, and organizational levels,

(3) respond to occupation-specific challenges (e.g., verbal aggression by students or parents) and reflect on the effectiveness of balancing coping mechanisms, and

(4) learn from experience and understand how adaptation can happen more effectively

At the international level, the Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector proposed a comprehensive school safety framework, which incorporates resilience building and maintenance in education as a core goal

The framework builds on a policy-/system-induced culture of safety and resilience and proposes a risk-informed assessment and planning strategy at system level. It further emphasizes the importance of teacher training and staff development, stakeholder participation and physical, environmental and social levers....

A crucial prerequisite consists in fostering and maintaining a climate of collaboration, responsibility and reflective growth, which provides opportunities for exchange and support among colleagues, gives recognition for individual efforts and achievements, and supports professional growth among teachers. It has further been demonstrated that setting good examples for self-care by school leaders benefits individual teachers' resilience ...

The related shift in organizational culture essentially depends on the commitment to facilitate a climate of mutual respect, which benefits from a transparent information flow and communication as well as contextually sensitive leadership practices. In order to establish an open discussion culture at school level, e.g., regular town hall meetings could be a beneficial instrument. Consistency of professional values and leadership practices, interactions, structures and strategies with school values and visions is essential to establishing and sustaining nurturing relationships within the school community..."

### Center Comments

Stress is a commonplace phenomenon for almost everyone who works in school settings. Some of the stress comes from working with troubled and troubling youngsters. Some stems from difficult working conditions and staggering workloads. Some is the result of the frustration that arises when everyone works so hard and the results are not good enough. The many frustrations, large and small, affect staff (and student) morale and mental health. In the short run, this contributes to the high rate of teacher dropout in their first years on the job. Over time, such stressors can lead to widespread staff demoralization, exhaustion, and burnout. It is easy to overlook the psychological needs of staff. That's a serious mistake because, when school staff don't feel good about themselves, it is unlikely they will be effective in making students feel good about themselves (see

<https://smhp.psych.ucla.edu/pdfdocs/staffwellbeing.pdf> )

For more resources related to resilience and staff support, see our Center Quick Finds on:

#### **>Resilience/Protective Factors**

Personalized professional development certainly is an important facet of helping staff cope with daily stressors. However, in the long run, the policy makers must face up to the full range of fundamental matters relevant to discussions about reducing school staff burnout. These include the role of

- (1) salaries
- (2) recruitment
- (3) preservice professional preparation
- (4) induction into the profession
- (5) personalized on-the-job (inservice) learning
- (6) adequacy of systems of student and learning supports
- (7) career ladders

For a brief overview of these matters, see <https://smhp.psych.ucla.edu/pdfdocs/newteach.pdf>

And, of course, ***Teachers Can't Do it Alone!***

School staff deserve a lot of credit.



Well, if we paid them more,  
they wouldn't need it!

## For discussion and interchange

### **>Improving Student/Learning Supports: Leading the Way**

Maintaining the status quo is no longer tenable. An improved student/learning support system is essential to improving how schools deal with factors that interfere with learning and teaching. Indeed, from our perspective, a *transformation* of student and learning supports is viewed as essential for enhancing equity of opportunity, improving school climate, and ensuring more students have the opportunity to succeed.

Recently, we reported major lessons we have learned from our work with trailblazing states and districts focused on improving how schools address barriers to learning and teaching. See

### **>Transforming Student/Learning Supports & Enhancing Equity of Opportunity: A Journey of Lessons Learned**

In our experience, there always are stakeholders who want to make major improvements in how schools address barriers to learning and teaching. With this in mind, we are experimenting with highlighting a delimited set of resources for designated groups of stakeholders as aids in getting started. On the Center's homepage, see

**>Schools Boards   >Superintendents   >Principals   >Student/Learning Support Staff  
>Teachers   >Community Collaborative Stakeholders  
>Family Members   >Students**

***Click on any of the above to see our first efforts with this.***

Any suggestions for next steps with this strategy will be appreciated.

- >Our online **Clearinghouse Quick Finds** are another way we organize the many resources available from us and a variety of other sources. The menu offers over 130 specific topics.
- >A third resource designed for those involved in improving school systems is our **System Change Toolkit**.

If you think any of the folks we have grouped above would find the resources listed helpful, please forward this information to them. And if you are involved in making improvements in student/learning supports, please let us know how you are working to strengthen a unified, comprehensive, and equitable system.

***National Initiative for Transforming Student and Learning Supports***

***JUST RELEASED   for 2025-2026***

***An Agenda for Improving Student/Learning Supports:  
A Month-by-Month Guide for Systemic Change  
with Existing Resources***

***<https://smhp.psych.ucla.edu/pdfdocs/agendapaper.pdf>***

## >Links to a few other relevant shared resources

- >>Challenges to teacher resilience: conditions count
- >>Thriving not just surviving: A review of research on teacher resilience
- >>Building Supportive Conditions and Comprehensive Supports to Enhance Student and Educator Well-Being and Thriving
- >>Navigating Confidentiality Dilemmas in Student Support
- >>Confidentiality in the Care of Adolescents
- >>The debate around over-pathologising young people's mental health

## A Few Upcoming Webinars

*For links to the following and for more webinars, go to the Center's Links to Upcoming/Archived Webcasts/Podcasts*  
<http://smhp.psych.ucla.edu/webcast.htm>

- 9/3 Strengthening community wellbeing
- 9/3 Grandfamilies & Kinship Support
- 9/4 Social media and teen mental health
- 9/4 Adolescent development
- 9/8 Innovative co-teaching
- 9/9 Engaging youth in program evaluation
- 9/9 Ensuring literacy success across the disciplines for students with disabilities
- 9/10 Rethinking attendance with AI
- 9/10 Supporting grieving families
- 9/10 Theories of change
- 9/10 Homeless youth: McKinney-Vento basics
- 9/11 Understanding special education
- 9/15 Responding to children in crisis
- 9/16 Strengthening family engagement
- 9/16 Creating a low stress environment
- 9/17 Helping families support their child's mental health needs
- 9/17 Engagement of influencers in prevention
- 9/17 Understanding grief
- 9/17 Strategies to improve student engagement
- 9/17 Working toward positive outcomes
- 9/17 Artificial intelligence tools for school counseling
- 9/17 Supporting Unaccompanied youth
- 9/18 How parents can help anxious children
- 9/18 Emotional regulation and academic performance
- 9/18 Special education eligibility
- 9/18 The power of emotion regulation to drive k12 wellbeing
- 9/24 Family Engagement is the Foundation for Attendance and Learning
- 9/25 Understanding the IEP process
- 9/29 De-escalating children in distress
- 10/1 Determining McKinney-Vento eligibility with care
- 10/8 System change: A schoolwide comprehensive model

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### **To Listserv Participants**

- Please share this resource with others. (Everyone has a stake in the future of public education and this is a critical time for action.)
- Let us know what's going on to improve how schools address barriers to learning & teaching and reengage disconnected students and families. (We can share the info with the over 140,000 on our listserv.)

**For those who have been forwarded this and want to receive resources directly, send an email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

**Looking for information? (We usually can help.)**

**Have a suggestion for improving our efforts? (We welcome your feedback.)**

*We look forward to hearing from you! Contact: [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)*

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**THE MORE FOLKS SHARE, THE MORE USEFUL AND  
INTERESTING THIS RESOURCE BECOMES!**

**For new sign-ups – email [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

**Also send resources ideas, requests, comments,  
and experiences for sharing.**

#### **THIS IS THE END OF THIS ISSUE OF THE PRACTITIONER**

Who Are We? Our national Center was established in 1995 under the auspices of the School Mental Health Project (which was established in 1986). We are part of the Department of Psychology at UCLA. The Center is co-directed by Howard Adelman and Linda Taylor.