



Happy
Teacher
Project

The Price of Happiness: Needs for Investing in Teachers' Well-Being

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Acknowledgement

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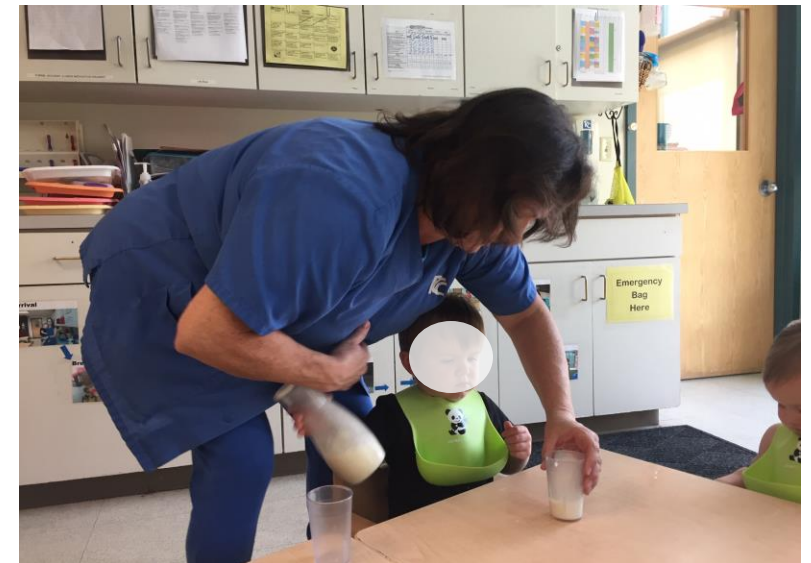


Ms. Sexton's Story



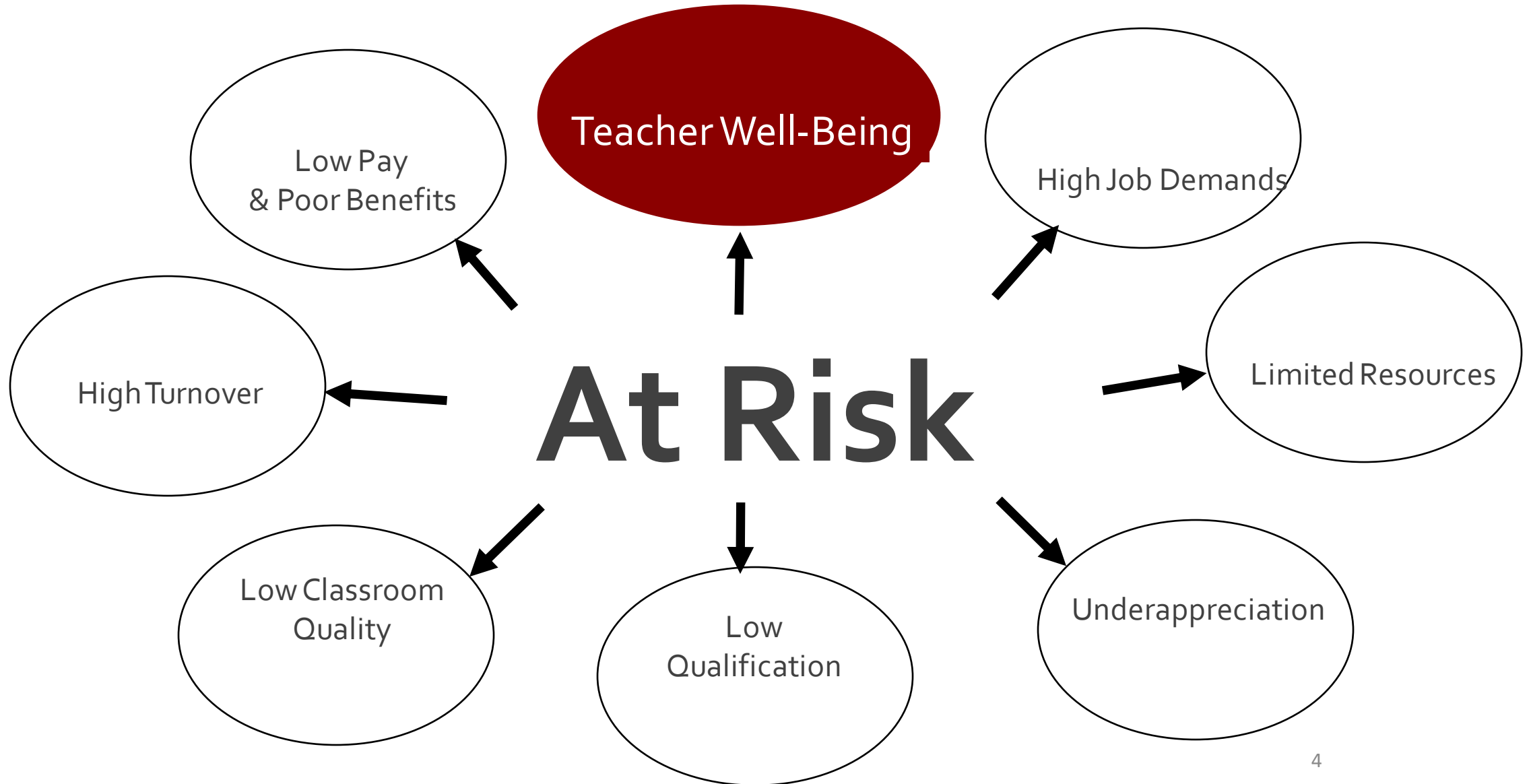
I've had **my knees replaced.**

It's some genetic, but also the work I do. I am up and down, up and down, up and down all the time. I recently had a rib out of place so I went to therapy and was out of work for six weeks because I couldn't lift. I think these issues are kind of normal for teachers, I guess.



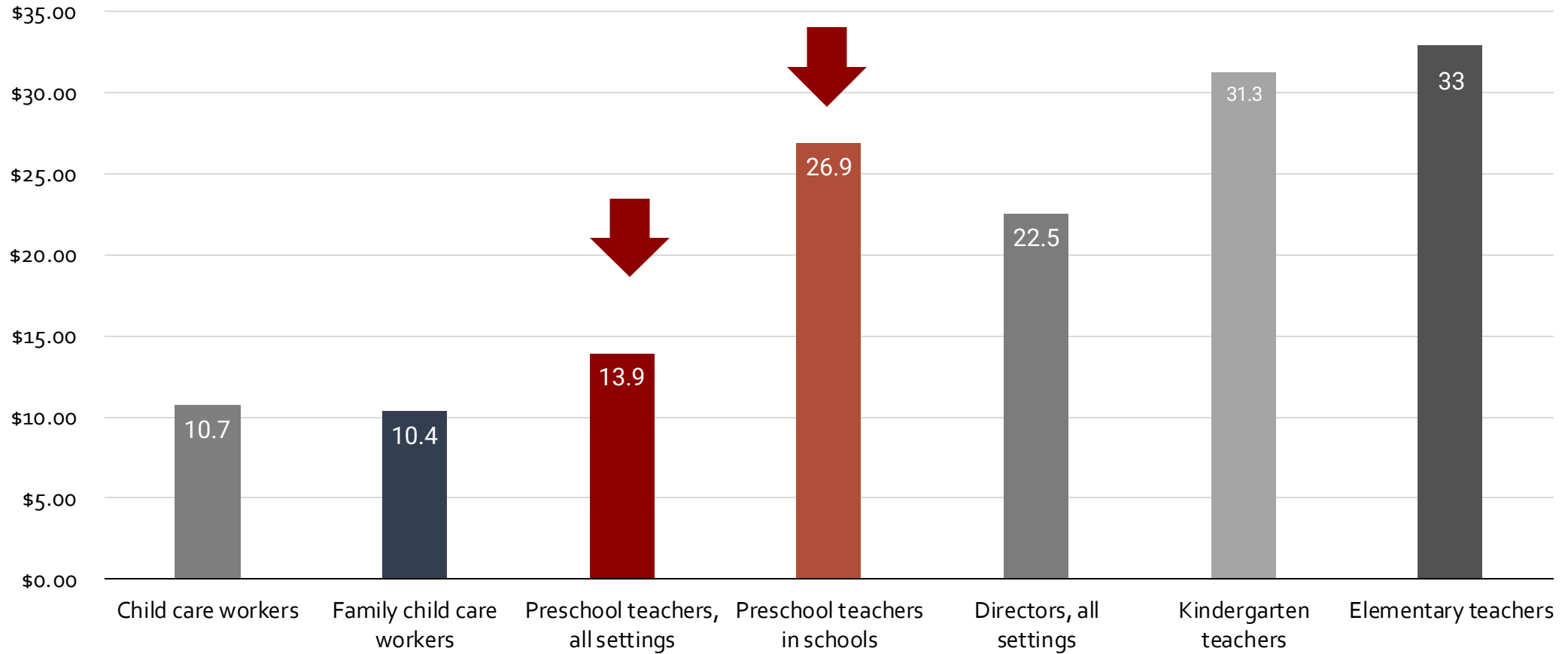


Early Childhood Workforce



Median Hourly Wages by ECE Occupation

(Whitebook et al., 2018)





Happy Teacher Project:

Understanding and Supporting Whole Teacher Well-Being

Conceptual Modell



Integration of Two Studies on Teacher Well-Being

Happy Teacher Project

Phase 1: 262 early childhood teachers (serving children age 0-preK) in Oklahoma

Phase 2: 40 teachers

Phase 1: Teacher questionnaire & direct assessment

Phase 2: Observation & interviews about teacher well-being and working conditions

COVID-19 Impact Study

1,434 early childhood teachers serving children age 0-K across states in U.S.

Online survey on teacher well-being and work during the COVID-19 pandemic



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Research Findings

Psychological Well-Being

Happy Teacher Project (n=262 in OK)

23% Depressed

21% 4+ACES scores

COVID Impact Study (n=1,434 in US)

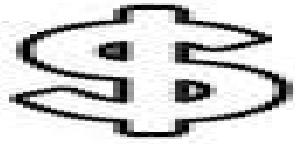
48% Negative change in
psychological well-being

35% Depressed

31% Diagnosed anxiety



Working Conditions



31% No health insurance provided by employer

39% No paid sick days

42% No Retirement plan

30% No resources for well-being

44% No designated break

75% Work environment somewhat positively +

33% No place for relaxation
No storage for belongings
Noise level disturbing

19% Furniture not adult size



Noise Level

Acoustics (Sound) Levels			
(measured in db)			
	Morning		Nap Time
Low	54.8		44.35
High	73.85		69.85
Mean	63.94		55.62
Recommended Level	35		

American National Standard Acoustical Performance Criteria (ANSI)
S12.60

Decibel (dB) Range Chart

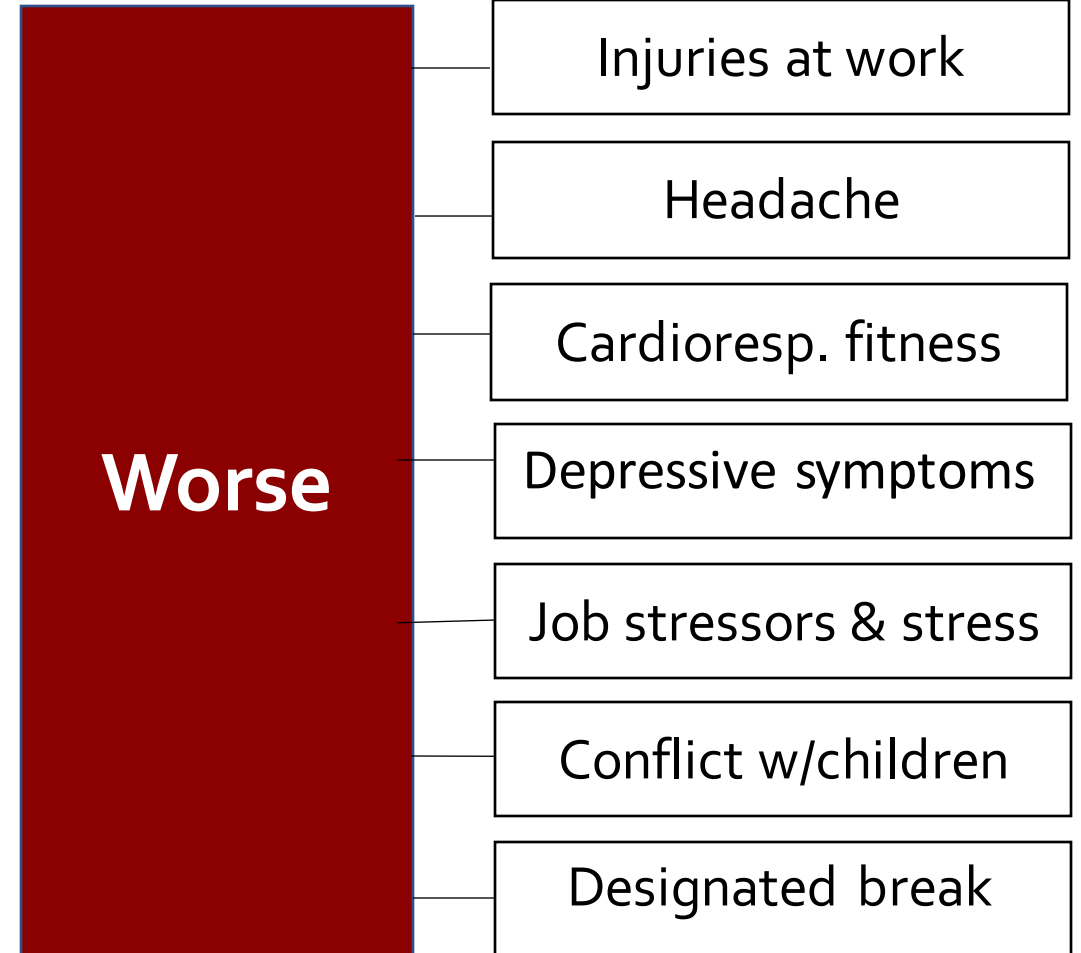
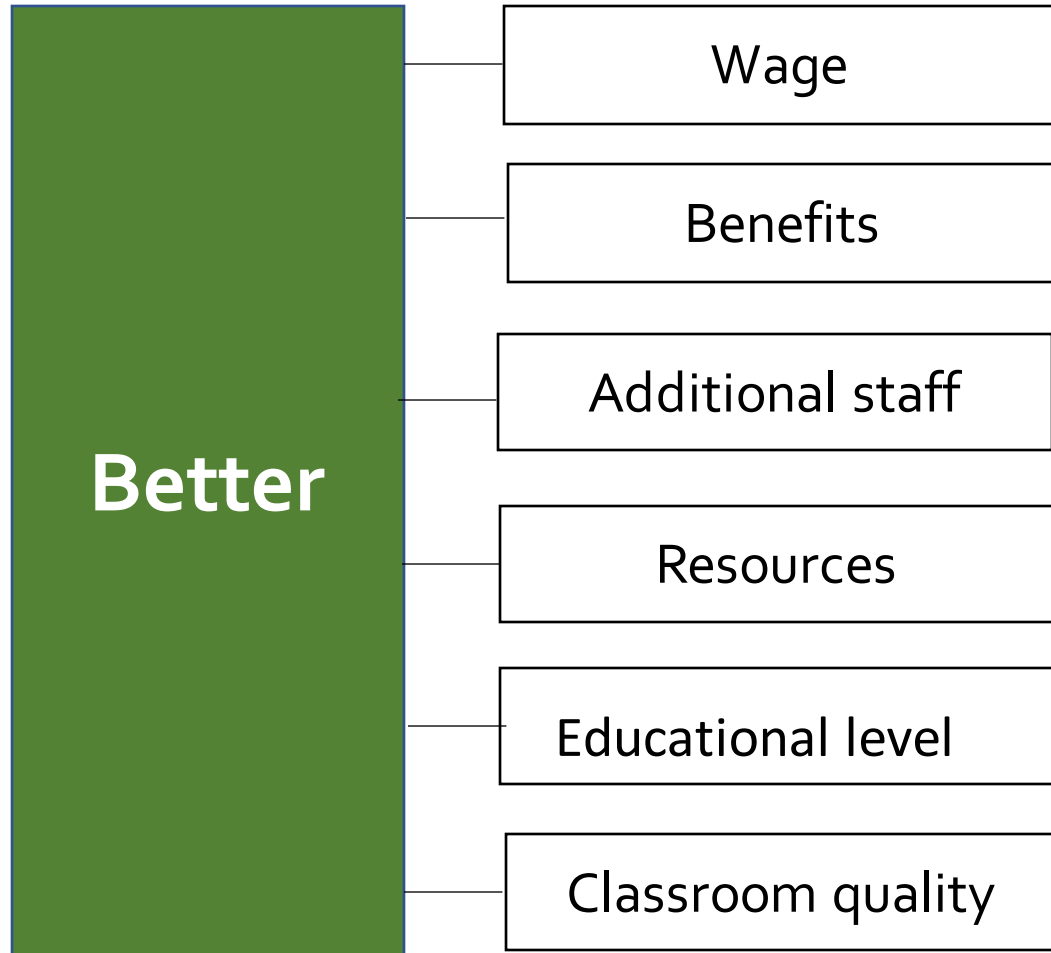




Teachers' Well-Being
in the Context of
Head Start
(n=262 in OK)



Working Conditions & Well-Being of Head Start Teachers (n=112) vs. Non-Head Start ECE Teachers (n=150)





Teachers' Well-Being
in the Context of
COVID-19
(n=1,434 in US)



Well-Being Risk During the Pandemic by Teaching Modality

Teaching In-Person
(27%)

→ Highest Risk Group

- Physical job demand ↑
- Ergonomic pain ↑
(Severity & # of area)
- Personal stress ↑
- Depression ↑
- Food insecurity ↑
- Job commitment ↓
- Life satisfaction ↓

Teaching Online
(37%)

- Secondary trauma ↑
- Skill discretion
(requiring high levels
of job skills) ↑

School Closed
(36%)

→ Lowest Risk Group

BUT well-being significantly varies by whether they are paid during the school closure



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Teachers' Physical Well-Being

Ken Randall, PhD

Happy Teacher Project:

Supporting Teachers' Physical and Psychological Well-Being

Conceptual Model



Physical Well-Being

Happy Teacher Project (n=262 in OK)

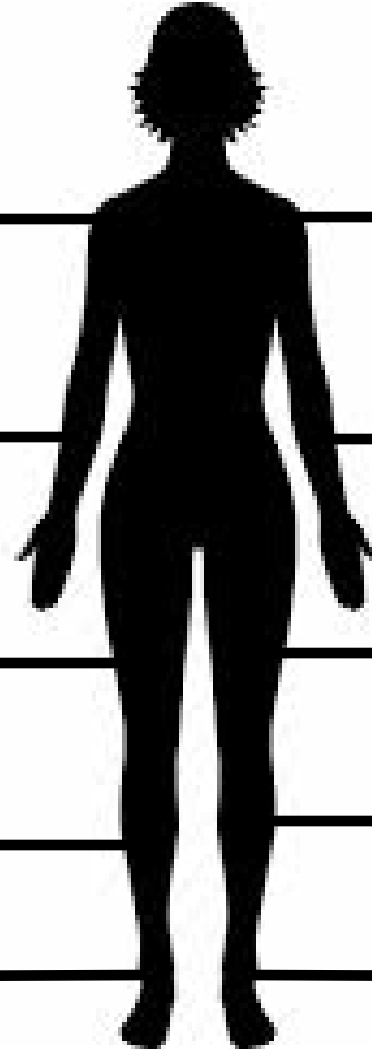
75% Obesity/Overweight

66% 1+ Ergonomic pain
(52% Back pain & 29 knee pain)

54% Below average
cardiorespiratory fitness

33% Urinary Track Infection

20% Asthma



COVID Impact Study (n=1,434 in US)

Obesity/Overweight **77%**

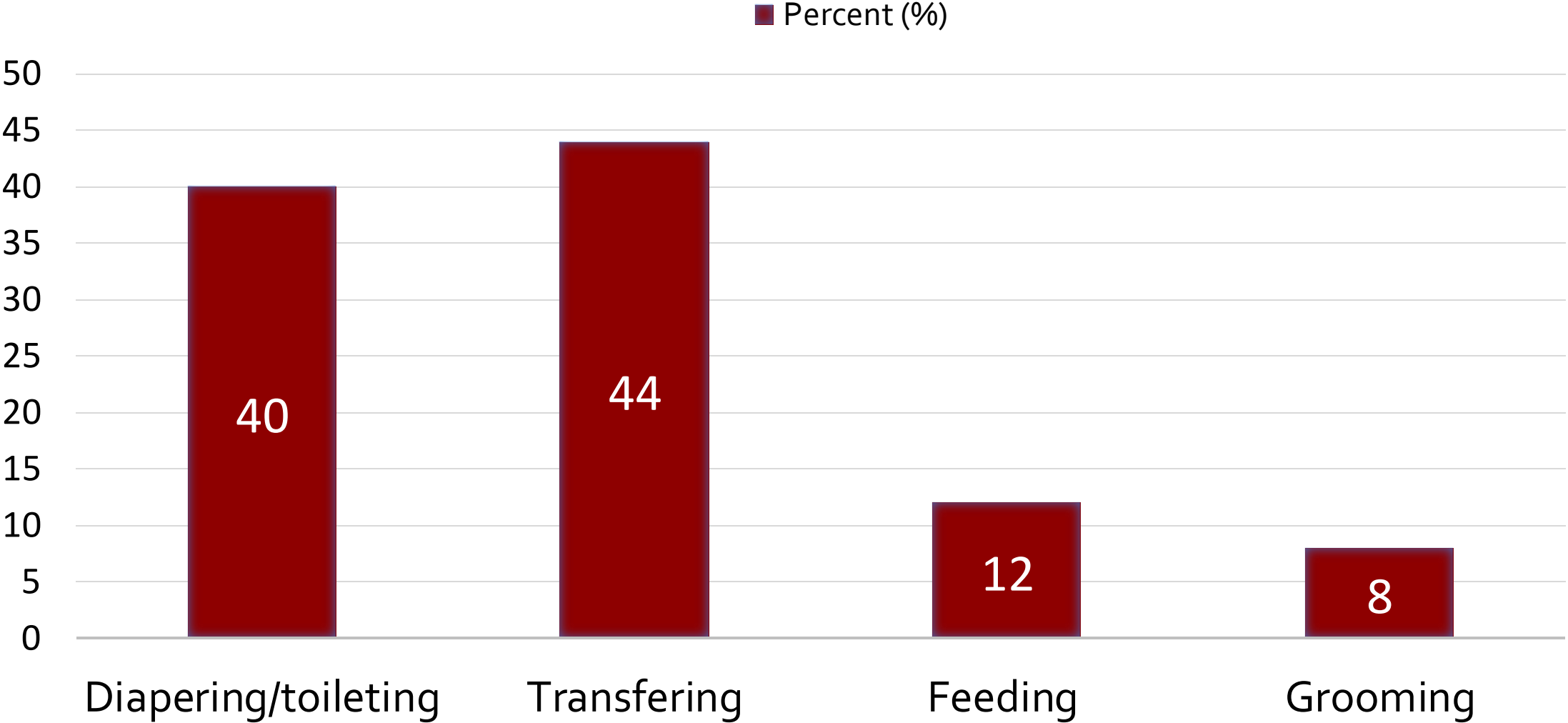
1+ Ergonomic pain **79%**
(52% Back pain & 29 knee pain)

Low food security **26%**

Urinary Track Infection **23%**

Asthma **20%**

Ergonomic Pain of Infant Toddler Teachers During Routine (n=159)

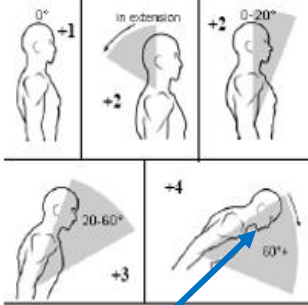


Note: This finding demonstrates the percent of infant toddler teachers who feel the ergonomic pain during each of the routine tasks

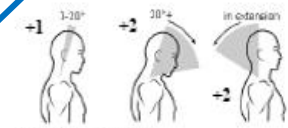
Ergonomic Analysis



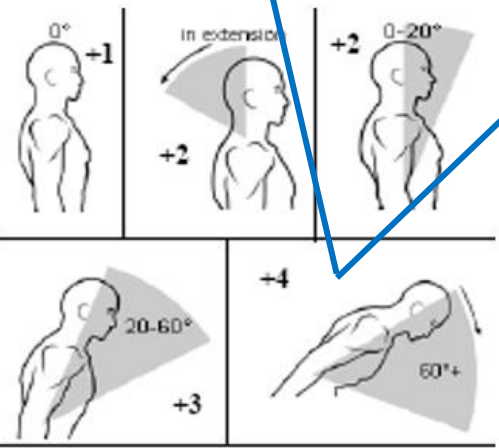
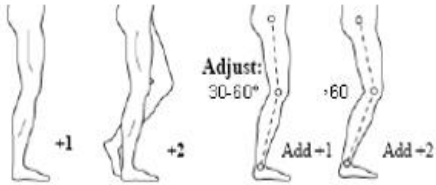
A. Neck, Trunk and Leg Analysis



If trunk is twisted: +1
If trunk is side bending: +1

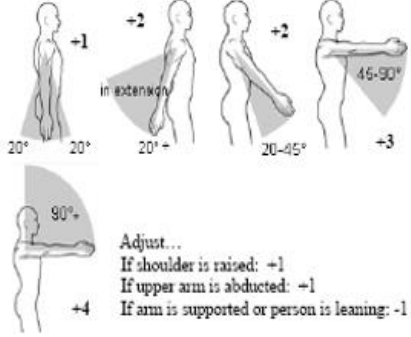
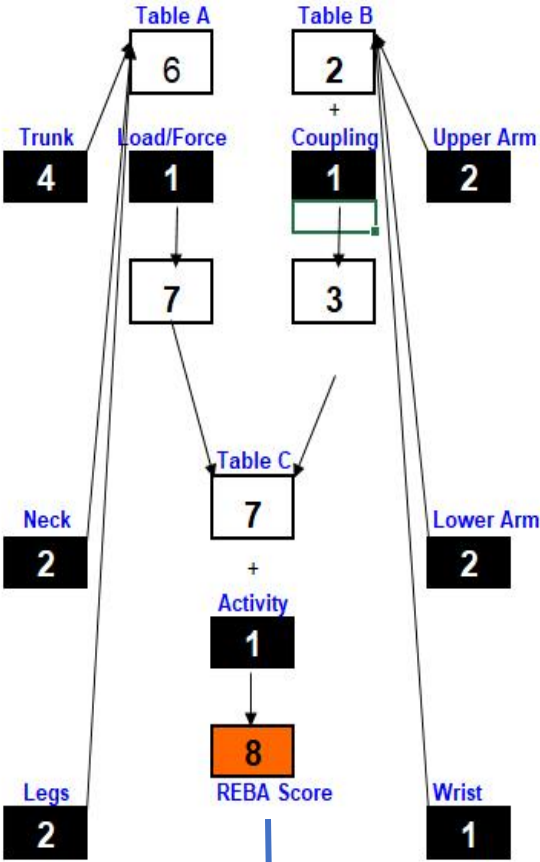


If neck is twisted: +1
If neck is side bending: +1

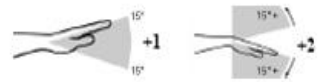
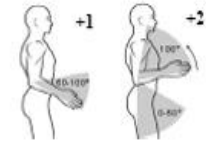


If trunk is twisted: +1
If trunk is side bending: +1

REBA Assessment Worksheet



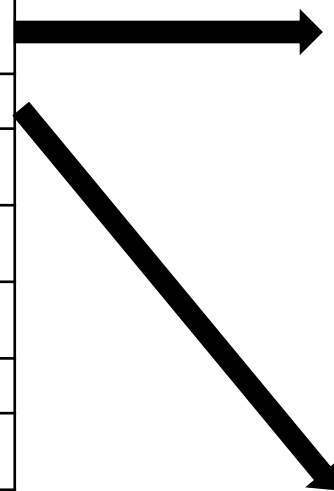
Adjust...
If shoulder is raised: +1
If upper arm is abducted: -1
If arm is supported or person is leaning: -1



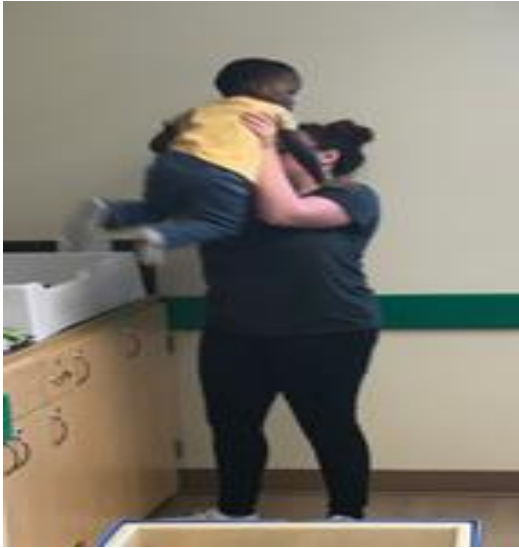
REBA Score	Risk Level	Action
1	Negligible	None necessary
2 - 3	Low	May be necessary
4 - 7	Medium	Necessary
8 - 10	High	Necessary soon
11 - 15	Very High	Necessary now

Risk Levels of Activities

Activity	Mean REBA score	Risk Category	Frequency
Standing while holding and reaching	10	High	2
Sitting and reaching	9.33	High	3
Stooping while holding	8.09	High	22
Stooping	7.19	Medium	37
Squatting while holding	6.61	Medium	13
Stooping while reaching	6.5	Medium	6
Standing while reaching	6.43	Medium	11
Sitting	6.33	Medium	15
Squatting while reaching	6	Medium	3
Squatting	5.85	Medium	13
Walking	5.67	Medium	3
Standing while holding	5.5	Medium	33
Sitting while holding	5.45	Medium	11
Walking while holding	5.25	Medium	4
Standing	4.45	Medium	29



Ergonomic Analysis: Categories of Activities



Standing (includes sub-categories of lifting/carrying and/or reaching)

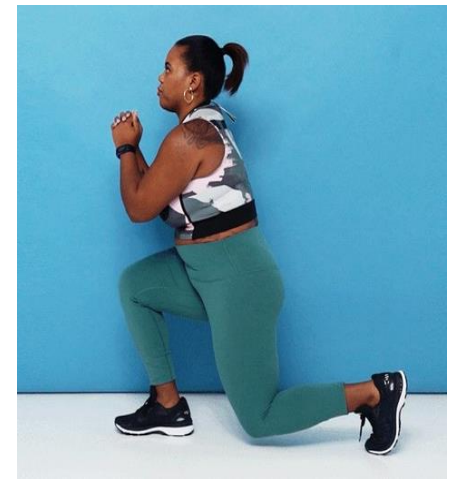
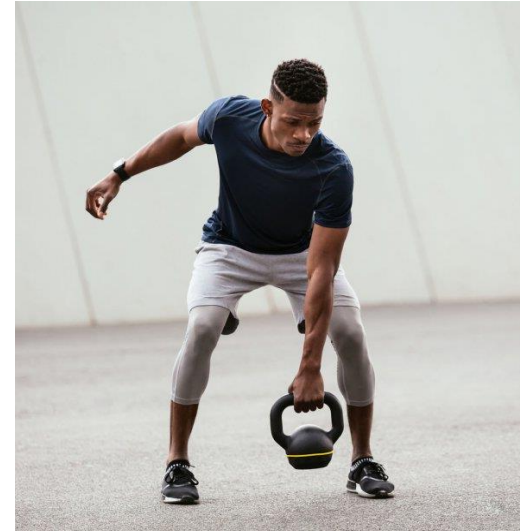
Stooping (also includes subcategories of lifting and/or reaching)



Squatting (includes subcategories of lifting and/or reaching)

Sitting (includes lifting and/or reaching)

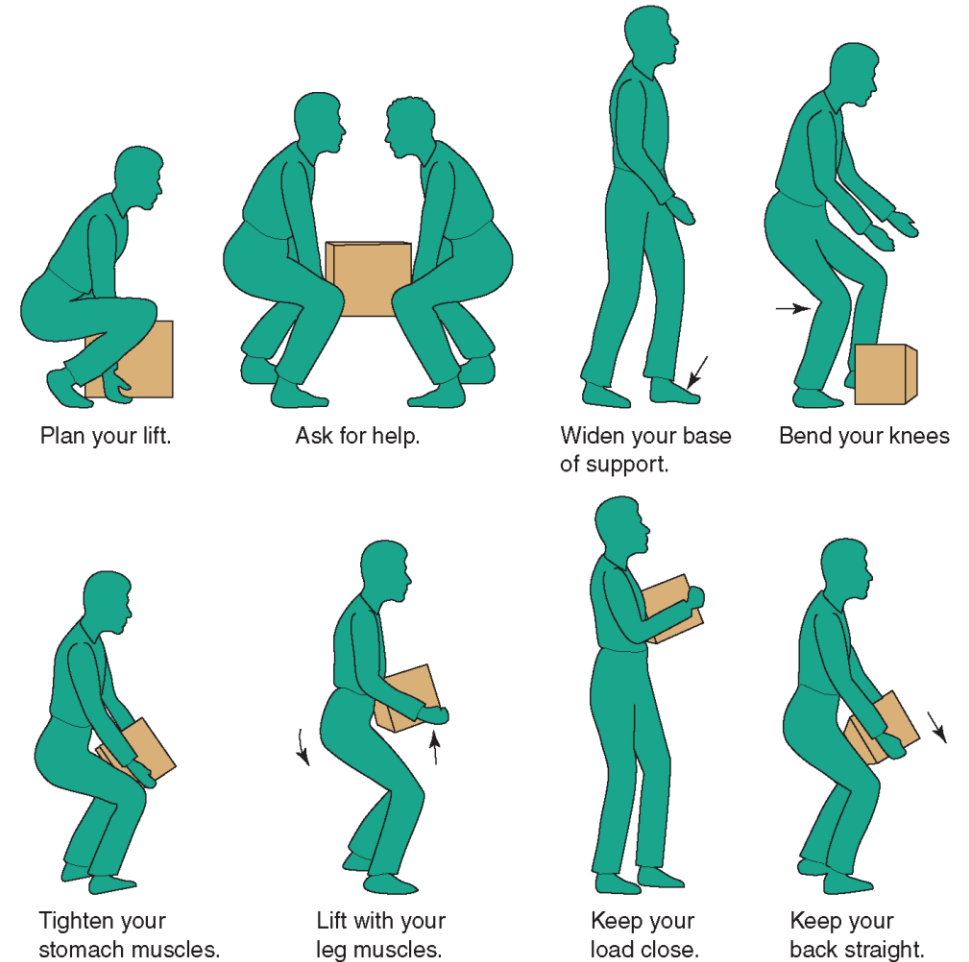
“Educational Athletes”



Recommendations: Ergonomic Adjustments

Performance of activities enhanced by:

- Awareness of deviations
- Education in safer movements
- Adjust the environment
- Educate teachers in proper lifting and alignment during activities





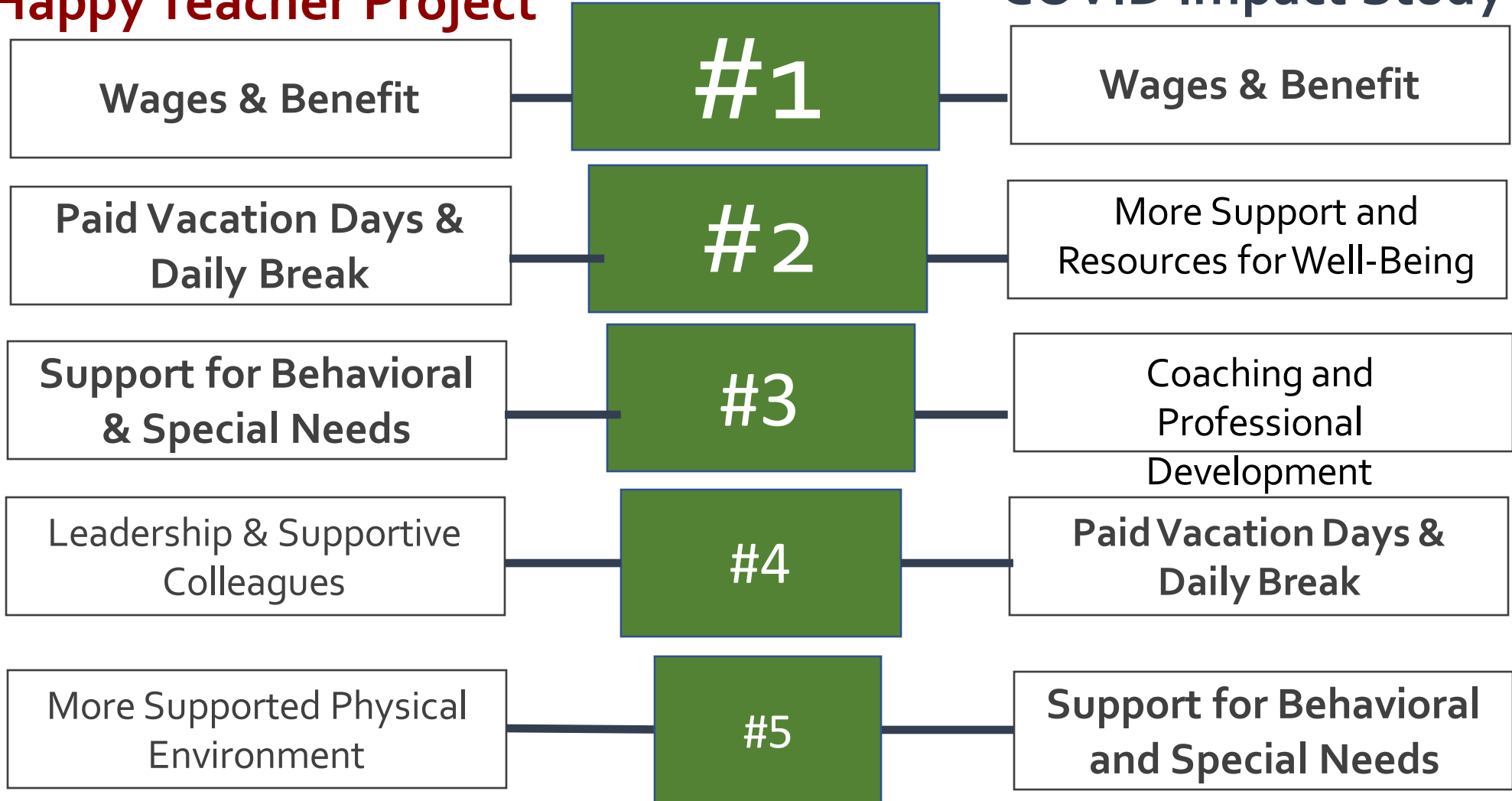
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Teachers' Needs & Recommendations

Teachers' Wishlist

Happy Teacher Project

COVID Impact Study



Recommendations for Improving Whole Teachers' Well-being

- Appropriate salary and benefits are necessary but not sufficient
- Create positive work climate (e.g., committee, teacher appreciation)
- More behavioral management support and coaching to work with children exposed to trauma
- More breaks (daily, monthly, yearly)
- Self-care and mindfulness training and mental health services
- Physical conditioning through exercise adopting an 'educational athlete' approach (addressing flexibility, strength, and endurance of teachers)
- Alter the way teachers perform activities (ergonomic adjustments)
- Alter the environment
- Add "resources for well-being" as a criteria for state regulations & QRIS systems
- More collaboration across disciplines and systems



**Teachers Need a Break, a
Real Physical & Mental Break!**

Space for Relaxation

Access to daylight and views and flexible seating options



Vs.



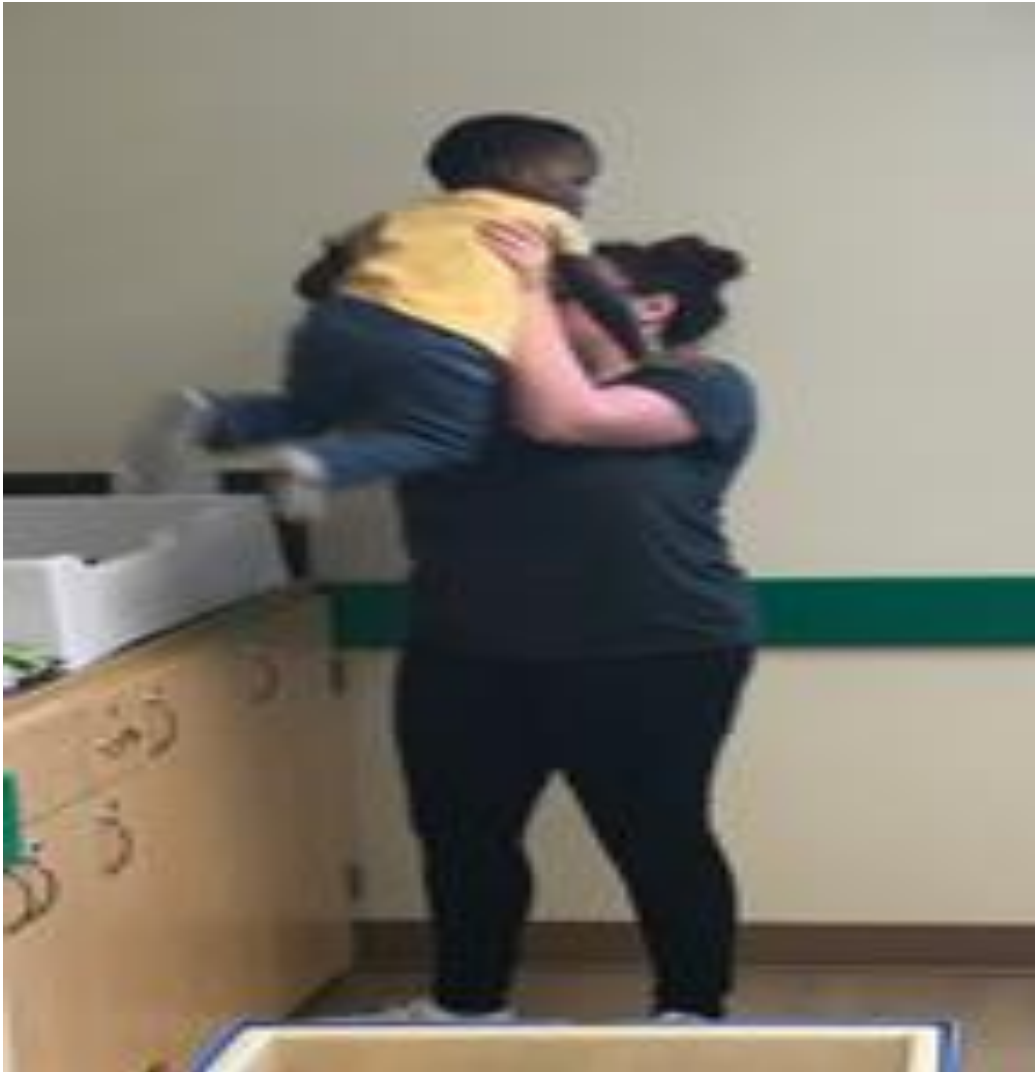
Child & Teacher-Friendly Environment



Vs.



Alter the Environment



Vs.





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Next Steps

Happy Teacher Wellness Intervention for Head Start Staff



Baseline Assessment

- Health & Well-Being Assessment: survey, direct assessment
- Individual strengths and needs: interview
- Classroom quality: observation
- Child outcomes: direct assessment



Intervention

- 10-week multi-faceted and multi-tiered intervention
- Tier 1: Self-guided online modules
- Tier 2: Add individualized circle of wellness coaching
- Tier 3: Add wellness room and additional morning staff



Post-Assessment

- Health & Well-Being Assessment: survey, direct assessment
- Individual strengths and needs: interview
- Classroom quality: observation
- Child outcomes: direct assessment

\$2 million grant for a four-year project awarded by the U.S. Department of Health and Human Services



Teacher well-being is not only important because it is linked to better care and learning outcomes, but also because it is human rights. Also, it is a way we can show—not just tell—our teachers that they matter and that we care about them as human beings.



From
Happy Teacher Project Team