



RESEARCH SUMMARY

Improving Teacher Attitudes and Preventing Teacher Burnout Through Trauma-Informed Training and MindUP™ (2021)

MindUP™ is an evidence-based program grounded in neuroscience, mindful awareness, social and emotional learning, and positive psychology, providing children with the knowledge and tools they need to manage stress, regulate emotions and face the challenges of the 21st century with optimism, resilience and compassion.



What did researchers examine?

This study examined the benefits of a combination of trauma-informed training, MindUP™ training, and MindUP™ program delivery on educators' trauma-sensitive attitudes and feelings of burnout.

How did the researchers conduct the study?

Researchers surveyed educators on their attitudes and burnout levels at the beginning and end of the school year. They also held focus groups with 59 educators who implemented MindUP™.

What did researchers find?

Survey Findings

Overall, educators who attended trauma-informed training and MindUP™ training, and then implemented MindUP™ in their classrooms, reported lower levels of burnout and higher levels of trauma-informed attitudes.

More specifically, these educators showed greater improvements in:

- sense of personal accomplishment
- self-efficacy
- self-care

They also showed a reduction in emotional exhaustion compared to educators who did not attend trauma-informed training or teach MindUP™. Educators who had two years of training and experience with MindUP™ showed the greatest improvements in sense of personal accomplishment and self-efficacy.

Research Location

A large school district in Southwestern Ontario, Canada

Study Design

Quasi-experimental

Research Participants

- 45 educators (37 teachers and 8 early childhood educators) took part in trauma-informed training and taught MindUP™ in their classroom for one year
- 26 educators took part in trauma-informed training and taught MindUP™ in their classroom for two years
- 41 educators taught the standard curriculum without any trauma-informed or MindUP™ training
- 93.7% of educators were female
- 92.7% of educators were Caucasian

MindUP™ Teacher Training for this study

- One day intensive MindUP™ training session facilitated by MindUP™ Certified Trainers.
- Full day extension training partway through the school year
- Half day training on trauma-informed practice



The Goldie Hawn Foundation



Focus Group Findings

Many shared how they changed their views on interpreting and approaching student behaviours in the classroom. One educator recommended reflecting on the root cause of student behaviours:

"I still remember, from the trauma workshop, 'Why this child? Why now?' ... I say that to myself when I have a child that's misbehaving or [being] attention-seeking."

Another educator emphasized the importance of promoting relationship-building when working with children who have experienced trauma or adversity:

"When they come into my room...I want to make it a safe place for them to be. Because, for some, it's the safest place they have...I'm much more likely to wonder what happened this morning...I started doing the morning check -ins with the kids."

Several educators mentioned that they had incorporated MindUP™ skills into their daily lives. One educator reflected,

"Taking a pause...and taking deep breaths. That's something that I never did... [MindUP™] has caused me to go...It's okay to wait a few minutes instead of jumping into something."

Many educators felt more competent in calming their students using MindUP™ classroom management strategies. One educator noted,

"The [MindUP™] techniques that we used, the deep breathing [and] thinking of a happy memory...a lot of [the students] are able to do that now...Whereas before, nothing seemed to work. It took forever for them to calm down."

Final Summary

Educators who took trauma-informed training and taught MindUP™ in their classes experienced less burnout and embraced trauma-sensitive attitudes. Compared to their peers without similar training and experience, educators who taught MindUP™ reported increased levels of personal accomplishment, self-efficacy, and self-care. The biggest gains were seen among educators who had two years of training and experience with MindUP™.

Original Research Article

Kim, S., Crooks, C. V., Bax, K., & Shokoohi, M. (2021). Impact of trauma-informed training and mindfulness-based social-emotional learning program on teacher attitudes and burnout: A mixed-methods study. *School Mental Health, 13*, 55-68

[Access the original research article here.](#)

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