

# Maintaining and Retaining Special Education Teachers Through Resiliency, Self-Efficacy and Well-Being Support

Stacie Bonner, Carroll ISD



*Maintaining and Retaining Special Education  
Teachers Through  
Resiliency, Self-Efficacy, and Well-Being*

Stacie Bonner  
July 10, 2023

Resiliency, Self-Efficacy, and Well-Being for Special Educators

---

---

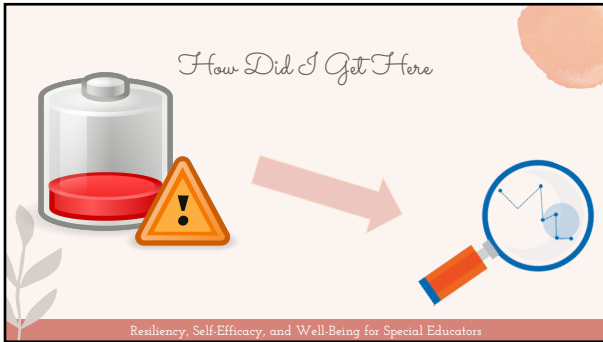
---

---

---

---

*How Did I Get Here*



Resiliency, Self-Efficacy, and Well-Being for Special Educators

---

---

---

---

---

---



**Come into the present moment.**

Resiliency, Self-Efficacy, and Well-Being for Special Educators

---

---


---

---

---

---

What is one thing that has gone well for you today?



Resiliency, Self-Efficacy, and Well-Being for Special Educators

---

---

---

---

---

---

01  
Why should leaders care about educator well-being?

Resiliency, Self-Efficacy, and Well-Being for Special Educators

---

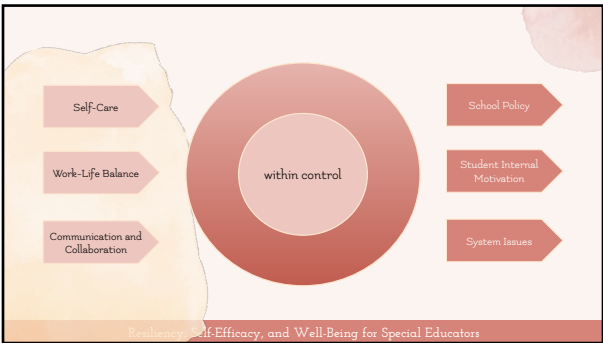
---

---

---

---

---



---

---

---

---

---

---

Resiliency      Self-Efficacy      Social-Emotional Competence

Stress      Fatigue      Burnout

Resiliency, Self-Efficacy, and Well-Being for Special Educators

---



---



---



---



---

*Stress, Anxiety, & Depression*

50.6%  
49.5%  
32.2%

COVID severely impacted teachers, specifically their physical and mental health

Resiliency, Self-Efficacy, and Well-Being for Special Educators

---



---



---



---



---

*Burnout*

2020

Special education teachers, report higher levels of burnout and express greater intentions to leave the profession since the onset of the COVID-19 pandemic

Resiliency, Self-Efficacy, and Well-Being for Special Educators

---



---



---



---



---

Attrition

12.3%

Special education teacher attrition is nearly double the rate of general education attrition, 12.3% compared to 7.6%



Resiliency, Self-Efficacy, and Well-Being for Special Educators

---

---

---

---

---

---

---

Real and Persistent

55%

NEA found 55% of educators reported a desire to leave the profession in their most recent survey results (2022)



Resiliency, Self-Efficacy, and Well-Being for Special Educators

---

---

---

---

---

---

---

Attrition

50%

Nearly half of all new teachers leave the profession within the first five years of teaching



Resiliency, Self-Efficacy, and Well-Being for Special Educators

---

---

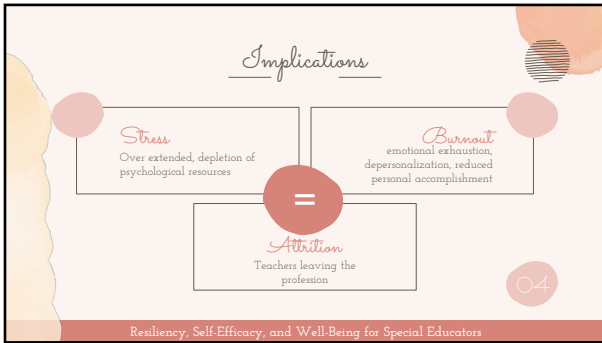
---

---

---

---

---




---

---

---

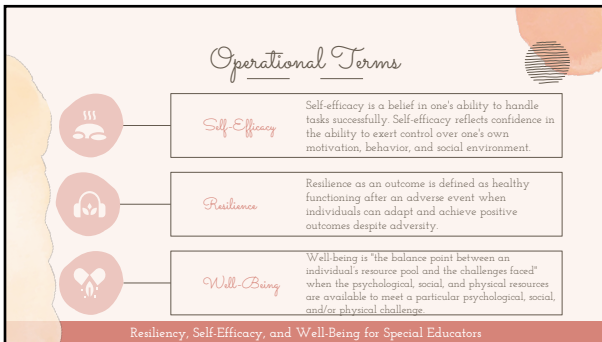
---

---

---

---

---




---

---

---

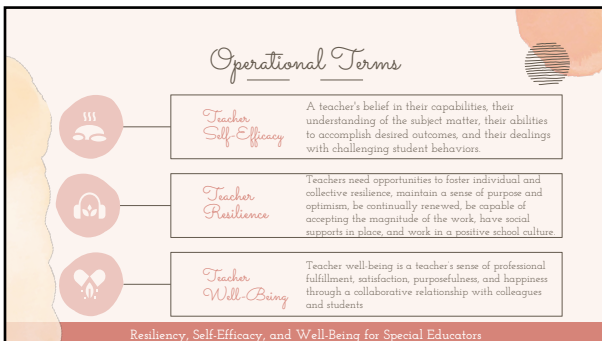
---

---

---

---

---




---

---

---

---

---

---

---

---

## Everything is Connected

There is a significant and meaningful relationship between resilience and well-being among special education teachers.

The collective impact of "resilience" and "self-efficacy" on well-being suggests that these factors play important roles in influencing the well-being outcomes of special education teachers.

**Educational leaders should prioritize the development of support systems and interventions that foster resilience and self-efficacy in teachers.**

Resiliency, Self-Efficacy, and Well-Being for Special Educators

---

---

---

---

---

---

## Meaningful Impact

Student engagement is a key factor influencing teacher well-being. It suggests that higher levels of student engagement are associated with higher levels of well-being among special education teachers.

It is important to create classroom environments that promote student engagement and provide teachers with the necessary resources and strategies to effectively engage students.

**Educational leaders should focus on implementing instructional practices and policies that prioritize student engagement, as it can have a positive impact on teacher well-being.**

Resiliency, Self-Efficacy, and Well-Being for Special Educators

---

---

---

---

---

---

## Change Perceptions

Self-efficacy in instructional strategies and classroom management does not have a substantial impact on well-being among special education teachers.

While self-efficacy is important for teacher effectiveness, it may not directly translate into improved well-being.

**Educational leaders should be cautious about overemphasizing the development of self-efficacy in instructional strategies and classroom management as a means to enhance teacher well-being. Instead, they should focus their efforts on other factors that have a stronger influence on teacher well-being.**

Resiliency, Self-Efficacy, and Well-Being for Special Educators

---

---


---

---

---

---

02  
What can leaders do to promote teacher well-being?



Resiliency, Self-Efficacy, and Well-Being for Special Educators

---

---

---

---

---



---

Promote Resilience

Training, resources, and support systems that enhance teachers' ability to cope with stress, adversity, and challenging situations

- Stress management
- Work-life balance
- Emotional intelligence

Create platforms or networks where teachers can connect and share experiences, challenges, and best practices with their peers, fostering a sense of community and support



Resiliency, Self-Efficacy, and Well-Being for Special Educators

---

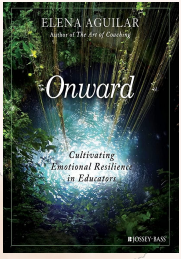
---

---



---

---

---



Onward: Cultivating Emotional Resilience in Educators  
Elena Aguilar



Resiliency, Self-Efficacy, and Well-Being for Special Educators

---

---

---

---

---

---



## Foster Self-Efficacy in Student Engagement

Create supportive classroom environments

Provided intentional professional development

- implementation of evidence-based instructional strategies
- increase active learning opportunities which include: collaborative group work, discussions, project-based learning, and hands-on activities

Embrace and promote technology - think about the way students are using technology and capitalize on it

Resiliency, Self-Efficacy, and Well-Being for Special Educators

---

---

---

---

---

---

## Leverage AI

Personalized learning

Adaptive learning platforms

Speech recognition and natural language processing

Data analytics and predictive modeling



Check this out: [30 AI Tools for the Classroom](#)

Resiliency, Self-Efficacy, and Well-Being for Special Educators

---

---

---

---

---

---

## Redefine Classroom Management

Empower learners by creating responsive classrooms

Educate teachers on the functions of behavior and provide them alternative ways to address what the student is communicating

Empathy and the golden rule go along way

Resiliency, Self-Efficacy, and Well-Being for Special Educators

---


---

---

---

---

---



Replace "classroom management" with "classroom collaboration"

- Class Meeting
- Student Leader Roles
- Peer Mediation
- Classroom Decision Making
- Reflective Practices

Resiliency, Self-Efficacy, and Well-Being for Special Educators

---



---



---



---



---

Wellness Matters

Microsystem

- self-care
- boundaries
- time-management

Ecosystem

- model appropriate wellness
- ensure access to mental health resources
- peer support and mentoring
- authentic recognition and appreciation

Resiliency, Self-Efficacy, and Well-Being for Special Educators

---



---



---




---



---

Invest in Resources

- Calm premium subscription
- Engagement resources
- Work-life content
- Digital events
- Reporting and analytics



Another Option: Headspace offers free access to K-12 (primary-secondary) teachers and supporting staff

Resiliency, Self-Efficacy, and Well-Being for Special Educators

---



---



---



---



---



---

---

---

---

---

---



---

---

---

---

---

---