

Introduction

The Purpose of This Resource

Educators have always focused on improving wellbeing. Increasingly, educators are recognizing the importance of prioritizing wellbeing as an outcome worthy of our intentional and collective efforts. We care deeply about our students, other educators, and our school communities, and want to do all we can to help people thrive now and in the future. Part of the challenge we face as educators is that we have a lot of training and ongoing support in improving teaching, academic learning, and classroom management, but very little formal training and support in fostering wellbeing. While improved academic learning and wellbeing are not mutually exclusive (they can actually be mutually reinforcing), we may feel that we do not necessarily have the time and expertise to intentionally impact and assess wellbeing without support. As a result, we as educators often double down on improving and assessing academic learning hoping that by doing so, wellbeing will take care of itself. When that strategy proves insufficient, we may go to Google, online journals, professional friends, or other sources to find interventions and resources that might help improve wellbeing. We are then confronted with sifting through endless resources of varying quality, trying to identify anything that might be useful to us in our context. Most of us as busy educators do not have the time and expertise to thoroughly review the countless resources available. As a result, we may end up choosing interventions based on curb appeal, a great review from a colleague, a low price, or simply because it sounds promising.

In providing this resource, we hope to do some of that legwork for

you. While not comprehensive, this resource along with its companion resource [Assessing Wellbeing in Schools](#), are designed to provide practicing educators with a brief review of valid and reliable assessments and interventions that may be of use to you in your context. Each of the interventions outlined in this book is evidence-based, free (or requires only the cost of simple materials), and easy to implement on a classroom or whole-school level with different age groups. If you are looking for a more extensive, systematic intervention, the [Other Resources](#) section includes a list of other compendiums for your consideration.

The activities in this resource are not meant to be a “cure-all” for mental health concerns. They should support, but not replace, intervention by psychiatrists, psychologists, social workers, and school counselors. It will be necessary for teachers and school leaders to continue to work with mental health professionals for the care of their students and staff in some cases. This resource aims to support you as you encourage the members of your school community to flourish and thrive.

Collaborate With Us

We intend to continually update this resource as more research becomes available. Please share with us additional research, wellbeing interventions, feedback, or other considerations that you feel would be important to this work. Please send all information, feedback, or requests to David Boren at david_boren@byu.edu.

ADDRESSING
WELLBEING
IN SCHOOLS

*An Educator's Practical Guide to Improving
Wellbeing*

SYDNI FAWSON, MEGAN BATES AND
DAVID BOREN



Fawson, S., Bates, M., & Boren, D. M. (n.d.). *Addressing Wellbeing In Schools*. EdTech Books.
https://edtechbooks.org/addressing_wellbeing