



The Effect of Lifestyle Balance Interventions on Teachers

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DCE Site Description

- Para Los Niños (PLN) is a non-profit organization whose mission is to serve underserved children, youth, and families in Los Angeles (PLN, n.d.)
- PLN services early education centers and TK-8th grade schools
- Their values include excellence, constant learning, teamwork, community, inclusion, and trust

Identified Needs

1. **Outcome measure** to show effectiveness of Project Innovations Los Angeles (PILA), a program within PLN
2. **Supplemental education** on topics addressing sensory regulation strategies, classroom behaviors, and others
3. **Lifestyle balance interventions (LBIs)** for teachers (work-life balance and time management interventions)

Literature Review

- Teachers experience a lot of stress due to a variety of causes (Dabrowski, 2020)
- Work-life balance and time management interventions may be effective in improving teacher wellbeing and job satisfaction (Aeon et al., 2021; Orkibi & Brandt, 2015)
- Programs for teachers should be accessible, consider their feedback, and take the complexities of school culture into account (Dabrowski, 2020)

Learning Objectives

1. Develop and implement LBIs for PILA
2. Develop and implement an outcome measure for PILA
3. Develop clinical practice skills in a school-based setting

Program Description

Purpose: PILA offers coaching, professional development, and support to school administrators and teachers, giving them the tools to create environments safe for learning and to build positive relationships (PLN, n.d.)

Program Description (Cont.)

- **Coaches' role:** support teachers with classroom management and to support OT services
- **OT's role:** provide participants (teachers) with sensory strategies for themselves and their students
- **Capstone student's role:** developed LBIs and provided sensory strategies to teachers
- Only services teachers and staff at schools/sites where PILA is offered

Program Implementation

- Developed and found seven short, evidence-based LBI activities based on participant needs and feedback
- LBIs addressed **at-home routines, time management, self-care, and stress management**
- PILA OT support timeline:

Weeks 1-2: Sensory Profile + classroom observation

Weeks 2-3: Provide results and feedback

Weeks 4-7: Follow-up on sensory strategies and LBIs

- Conducted LBI in-service presentations for administrative and instructional aide staff

Evaluation

- Student developed pre- and post-survey outcome measure with seven quantitative items and one qualitative item
- For quantitative items, participants were asked to:

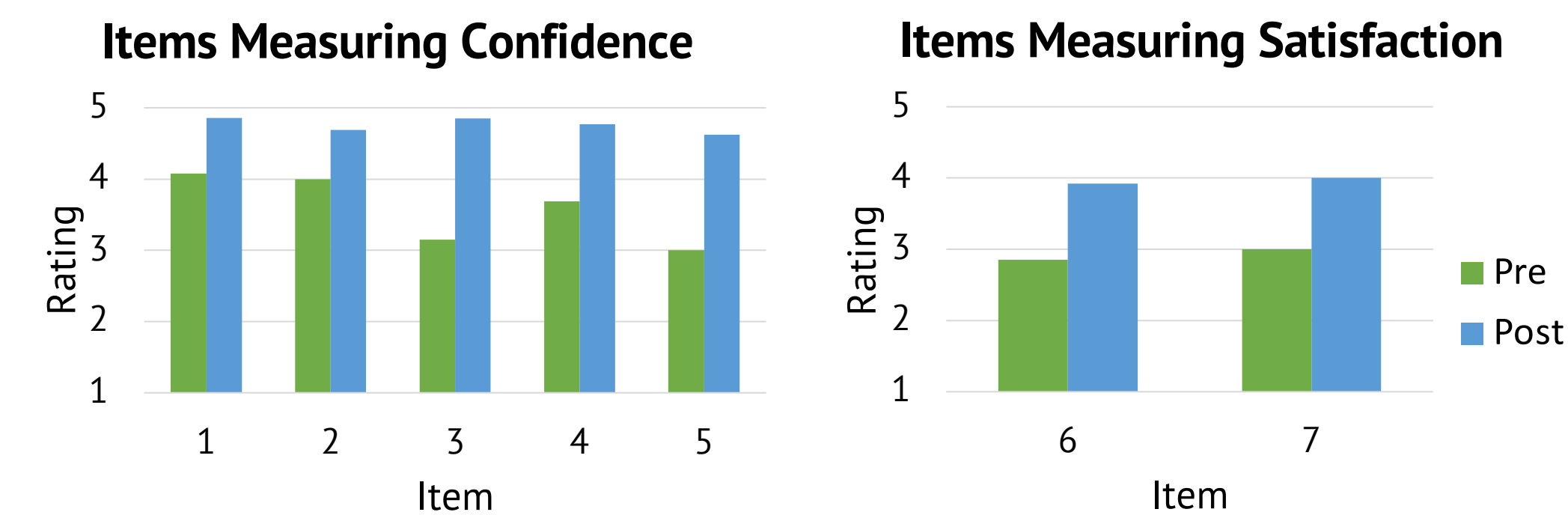
| Rate confidence in: | Rate satisfaction with: |
|---|--------------------------------------|
| 1. Understanding how self-regulation affects them | 6. Work-life balance in last 30 days |
| 2. Understanding how self-regulation affects their students | |
| 3. Using self-regulation strategies for themselves | 7. Stress management in last 30 days |
| 4. Using regulation strategies with their students | |
| 5. Managing disruptive behavior | |

Note. Rated 1 (none) to 5 (very). Items correspond to charts in next section.

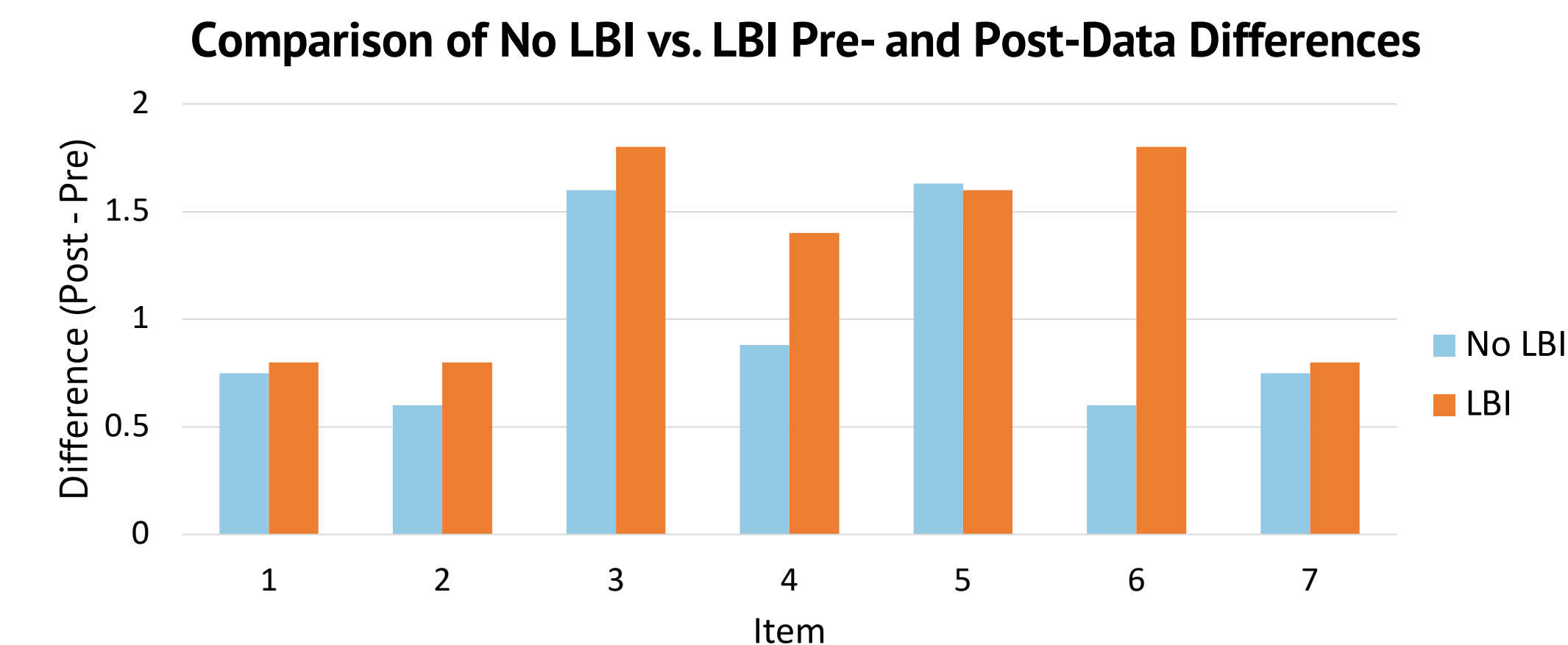
- Qualitative, open-ended question: What improvements have you seen in yourself with participation in PILA?

Outcomes

Quantitative Results



- 14 total participants (13 valid data points), 5 received LBIs (LBI group) and 8 did not (No LBI group)
- Significant difference seen in pre- and post-survey data, indicating increased in confidence and satisfaction in all areas ($p < 0.05$)



- No significant difference seen when comparing pre- and post-survey data between the LBI group and No LBI group ($p > 0.05$)

Qualitative Results

"I feel at peace with myself, the children, and coworker."

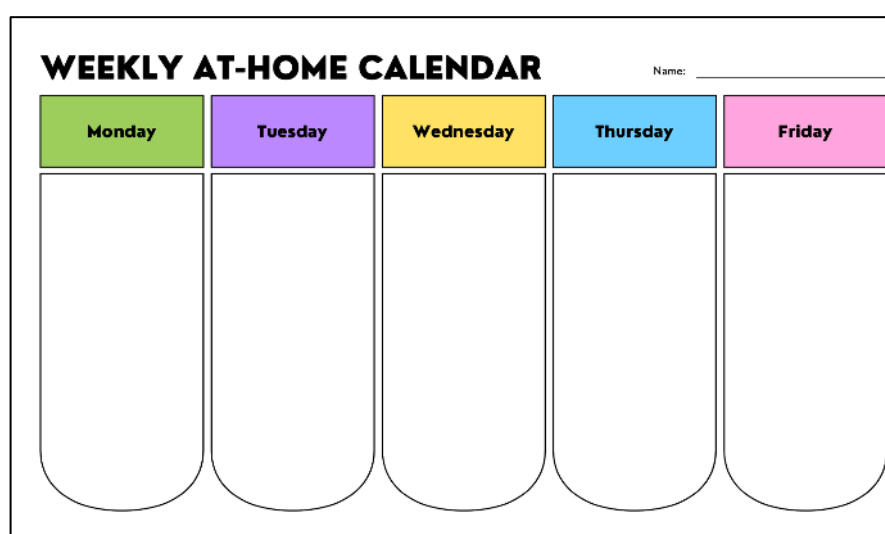
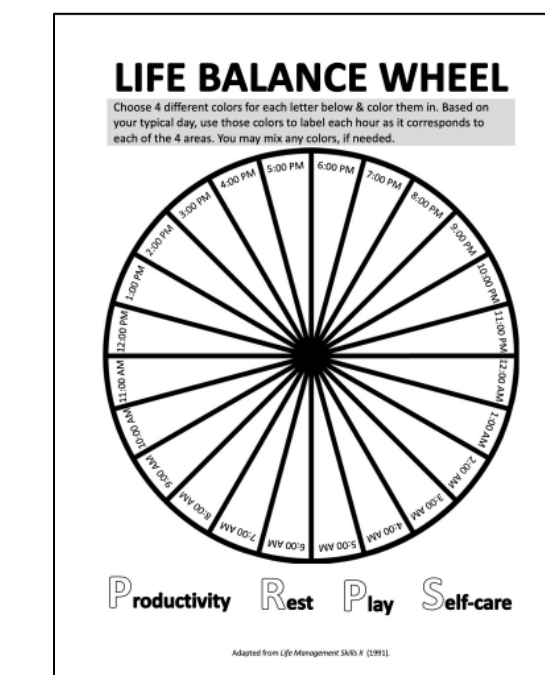
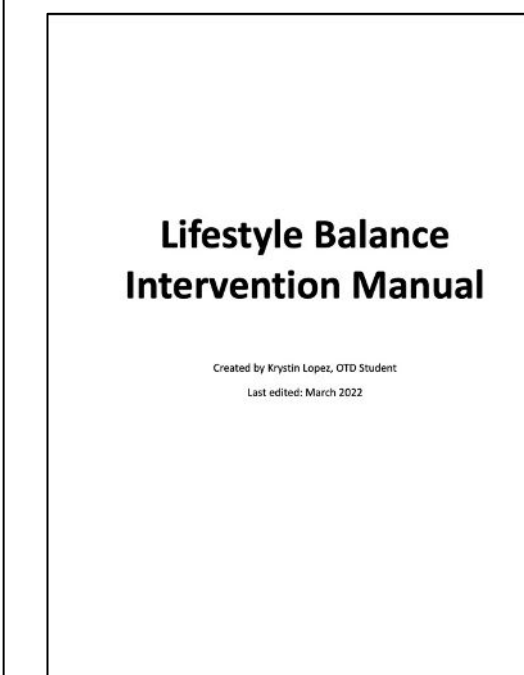
"I [feel] my work-life balance has shifted positively where I don't feel I'm constantly working."

"I am more aware the way I respond to stimuli through my senses and how can I make changes to my work environment in order to be more productive and achieve my work goals."

"I was allowed an opportunity for deep reflection into the ways I can improve my work-life balance."

Scholarly Deliverables

1. Folder with Lifestyle Balance Intervention Manual and additional resources for PILA staff
2. Folder with guide for OT students to provide OT support to participants, tracking and documentation system, and LBI resources for continued use with teachers at PLN
3. PILA outcome measure



Implications for OT

- OT's value in supporting teachers with work-life balance and time management
- OT's ability to design and implement programs that are accessible to teachers
- It is important to consider teacher input when designing a client-centered program for them
- LBIs and support with sensory strategies both effective in improving work-life balance, stress management, classroom management, and self-regulation in teachers

Limitations

- Small number of participants
- Use of LBIs on participants was dependent on rapport with student
- Limited availability of participants

Acknowledgements

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References available upon request