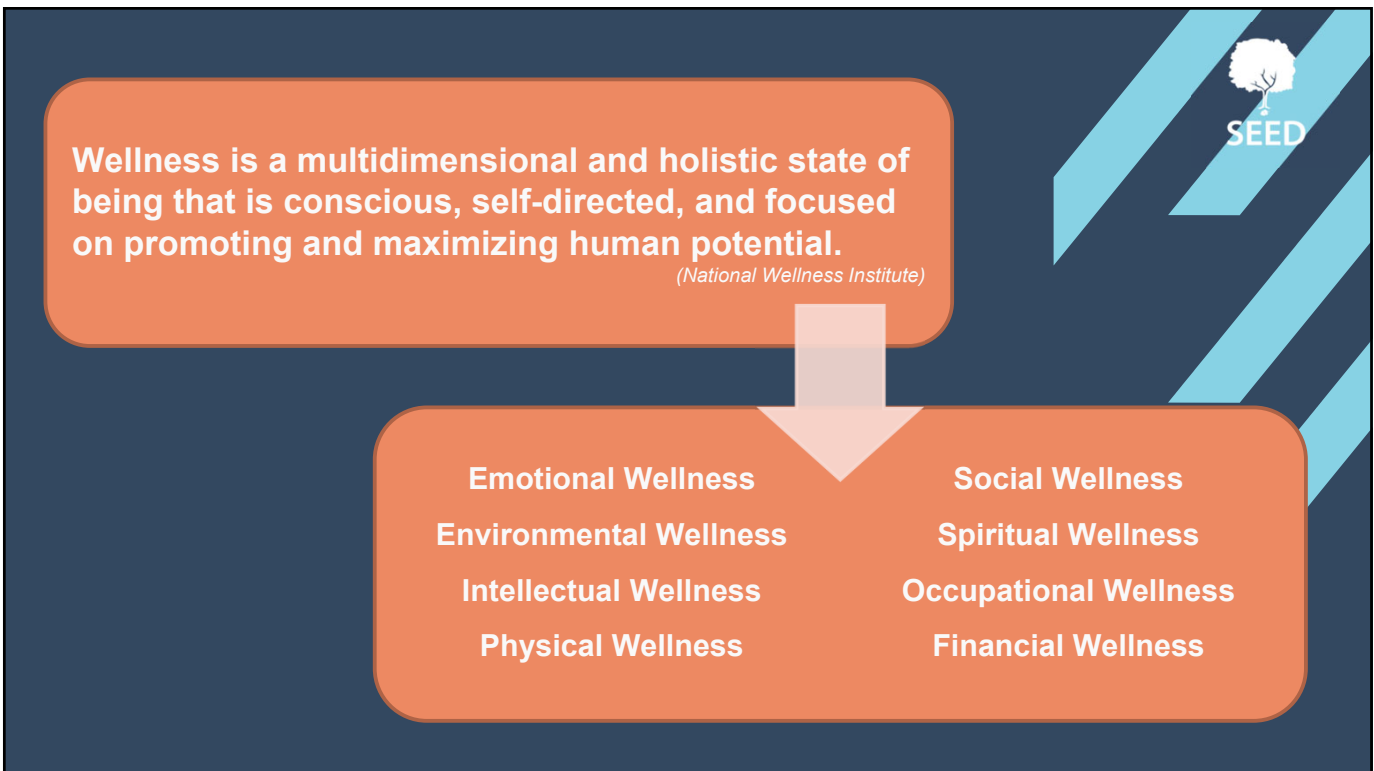




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• 8 Dimensions of Educator Wellness

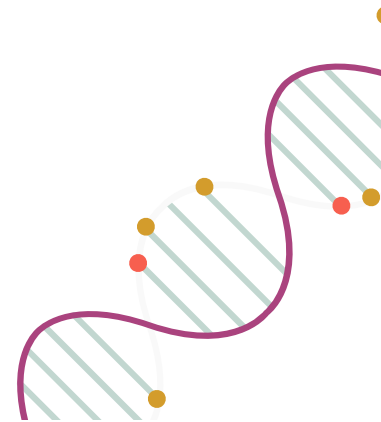
<u>Educator Dimension</u>	<u>Definition</u>	<u>Impact</u>
Emotional Wellness	Developing an awareness of your feelings and your response to everyday interactions.	Affects interactions with students, parents, colleagues, administrators
Environmental Wellness	Promotes physical and emotional safety in your surroundings.	Environments that minimize stress support overall wellness (lighting, temperature, cleanliness, etc.)
Intellectual wellness	Encourages interacting in activities to expand your knowledge and skills.	Helps educators stay current with evolving research and emerging best practices
Physical Wellness	Healthy habits towards nutrition, sleep, exercise, and overall physical health.	Affects attendance, relationships, and capacity to serve students

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<u>Educator Dimension</u>	<u>Definition</u>	<u>Impact</u>
Social Wellness	Having positive, healthy, and meaningful relationships with friends, family, and the community.	Allows for a healthy work-life balance.
Spiritual Wellness	Consists of personal beliefs and values to find purpose and passion in life.	Unique to each individual and allows one to find purpose and passion while serving students equitably.
Occupational Wellness	Pursuing a career path that supports your goals, professional growth, and success.	Building the educator capacity
Financial Wellness	The ability to support your life, health, and mental well being.	Allows one to achieve goals towards future financial objectives.

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**Educator Resilience and
Trauma-Informed Self Care
Self Assessment and Planning Tool**



Center on
GREAT TEACHERS & LEADERS

at the American Institutes for Research® ■

Educator Resilience and Trauma-Informed Self-Care

Self-Assessment and Planning Tool

APRIL 2020



TEACHING AND LEADING IN THE TIME OF COVID-19 (WEBINAR SERIES)



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Introduction

Teachers across the country are being asked to adopt innovative practices and thoughtful solutions to the unprecedented COVID-19 crisis. In the face of this collective trauma, teachers are standing up to the disruptions and challenges and navigating this new terrain, as they work to take care of themselves and their families, and maintain connections with students and colleagues. This handout includes a self-care self-assessment with key strategies for fostering resilience and a self-care planning tool to assist educators in identifying areas of strength and growth related to self-care and developing self-care plans.

Defining Our Terms

Trauma: The term *trauma* refers to an event, a series of events, or a set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening, that overwhelms a person's ability to cope, and that has adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.

Traumatic experiences come in many forms, including acute events, such as the current COVID-19 pandemic; chronic experiences, such as ongoing exposure to violence; and historical traumas that involve the collective and cumulative trauma experienced by a particular group across generations still suffering its effects (e.g., violent colonization and assimilation policies, slavery, segregation, racism, homophobia, and discrimination and oppression).

Secondary traumatic stress: The term secondary traumatic stress (STS) is the emotional distress that results when an individual hears about the traumatic experiences of another individual. Distress may result from hearing survivors' trauma stories, seeing high levels of distress in the midst or aftermath of a traumatic event, needing to retell a survivor's story, and/or seeing photos or images related to the trauma.

Responses to Trauma

People affected by trauma may experience a variety of reactions that may affect all aspects of daily life.

Common Reactions to Trauma	
Emotional	Irritability, sadness, anxiety, depression, guilt, grief, fear, apathy/numbing, agitation, anger
Behavioral	Withdrawal, aggression, increased conflict, crying frequently, excessive worry, difficulty communicating or listening, blaming other people for everything, changes in energy levels, regressed behaviors (children), increased risk-taking (e.g., substance use), decline in school/job performance
Physical	Headaches/stomachaches, heart racing, fatigue, muscle pain, disrupted sleep/appetite, heightened startle response
Cognitive	Confusion, difficulty concentrating, forgetfulness, racing thoughts, preoccupation with the event (e.g., intrusive thoughts/memories, trouble thinking clearly)

Key Resilience Factors

Common factors associated with resilience in the face of adversity and trauma include:

- Sense of control
- Sense of meaning and purpose
- Spirituality
- Self-awareness and emotional regulation skills
- Social support
- Healthy coping style
- Humor and optimism
- Cognitive flexibility
- Positive thinking
- Adaptability to change

Self-Care Self-Assessment

Instructions:

Take some time to complete the self-care self-assessment below that includes ideas for how to support your health and well-being in response to COVID-19. Identify how often you incorporate each of these strategies using the following scale:

1 = I never do this.

2 = I rarely do this.

3 = I do this sometimes (e.g., occasionally).

4 = I do this often (e.g., frequently).

Note: Many strategies are available to support self-care and foster resilience in the time of COVID-19. This tool provides ideas about how to practice self-care across many areas of your life. No one strategy works for everyone.

Self-Care Self-Assessment				
Please rate on a scale of 1–4 (1: never–4: frequently) how often you incorporate the following strategies.				
BODY	Never	Rarely	Sometimes	Often
Physical Self-Care				
Eat regularly (e.g., breakfast and lunch).	1	2	3	4
Make healthy, well-balanced meals.	1	2	3	4
Maintain a healthy sleep schedule.	1	2	3	4
Engage in relaxing activities before bed.	1	2	3	4
Get regular medical care for prevention (as you are able).	1	2	3	4
Take time off when needed.	1	2	3	4
Drink water.	1	2	3	4
Keep physically active.	1	2	3	4
Take regular breaks from technology, such as phones, e-mail, and social media.	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4

Self-Care Self-Assessment Please rate on a scale of 1–4 (1: never–4: frequently) how often you incorporate the following strategies.				
MIND Psychological Self-Care	Never	Rarely	Sometimes	Often
Make time for self-reflection.	1	2	3	4
Notice your inner experience—your dreams, thoughts, imagery, and feelings.	1	2	3	4
Recognize your signs of stress and dysregulation.	1	2	3	4
Be mindful of time spent watching the news or scanning social media.	1	2	3	4
Keep a journal to manage worries and/or note your thoughts and experiences.	1	2	3	4
Practice mindfulness techniques that strength self-awareness (e.g., mindful breathing, listening, body scans).	1	2	3	4
Establish cues for practicing self-awareness (e.g., moments, activities, visual reminders). Example: Doing a mindfulness exercise every time I wash my hands; taking deep breaths before a meeting.	1	2	3	4
Be curious.	1	2	3	4
Map your day and note the times you feel most stressed. Embed coping strategies into your daily routine around those times.	1	2	3	4
Recognize what is and is not in your control.	1	2	3	4
Be on the lookout for negative self-talk and try to reframe. Example: "Everything is terrible right now." Reframe: "This is a stressful time, but there are some hopeful and uplifting things we are learning about our community right now" or "Even though this is really hard, I am feeling more connected to loved ones."	1	2	3	4
Be flexible.	1	2	3	4
Do something at which you are a beginner.	1	2	3	4
Set goals that are reasonable and manageable.	1	2	3	4

Self-Care Self-Assessment Please rate on a scale of 1–4 (1: never–4: frequently) how often you incorporate the following strategies.				
Be aware of your default coping patterns and try to employ strategies that involve addressing the problem, reaching out for help, and working to find solutions as opposed to avoiding, shutting down, or numbing out.	1	2	3	4
Spend time outdoors when possible.	1	2	3	4
Notice the things (e.g., people, circumstances, experiences) that set you off (triggers).	1	2	3	4
Plan proactively for how to set up your time in advance to minimize these triggers (e.g., when and for how long you watch the news, how much time you spend on the phone with worried friends or family, how you organize your family’s schedule to minimize chaos and arguments).	1	2	3	4
Set an intention for your day and check in on that intention throughout the day.	1	2	3	4
Be aware of your default coping patterns (e.g., being proactive, asking for help versus being avoidant, having a tendency to ignore or shut down) and try to employ strategies that involve addressing the problem, reaching out for help, and working to find solutions as opposed to avoiding, shutting down, or numbing out.	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4
EMOTIONS Emotional Self-Care	Never	Rarely	Sometimes	Often
Start your day with an activity that helps you feel regulated (e.g., breathing, meditation, stillness).	1	2	3	4
Find opportunities for movement that are regulating to your nervous system (e.g., walking, dance, yoga).	1	2	3	4
Practice self-compassion (supportive inner dialogue or self-talk).	1	2	3	4
Accept the range of emotions that arise during the course of the day without judgement.	1	2	3	4

Self-Care Self-Assessment Please rate on a scale of 1–4 (1: never–4: frequently) how often you incorporate the following strategies.				
When feeling dysregulated, stop and “change the channel” (do something different that helps you to re-regulate).	1	2	3	4
Limit your COVID-19-related media consumption.	1	2	3	4
Reread favorite books; review favorite movies.	1	2	3	4
Identify and seek out comforting activities, objects, people, relationships, and places.	1	2	3	4
Allow yourself to cry.	1	2	3	4
Find things that make you laugh.	1	2	3	4
Ask for help.	1	2	3	4
Seek professional support when needed.	1	2	3	4
Continue with routines that support your emotional health and can be done virtually (e.g., therapy, Alcoholics Anonymous meetings).	1	2	3	4
Feel proud of yourself.	1	2	3	4
Build in time to do things that you enjoy and can get lost in that generate positive emotions (e.g., puzzles, knitting, baking, playing an instrument, drawing, coloring, listening to music, gardening).	1	2	3	4
Find things that make you laugh.	1	2	3	4
Incorporate grounding techniques when overwhelmed (e.g., deep breathing, body scans, muscle relaxation, rhythmic activities, warm shower, scents such as lavender).	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4
RELATIONSHIPS Relational Self-Care	Never	Rarely	Sometimes	Often
Stay in contact with important people in your life.	1	2	3	4
Schedule regular calls with friends and family.	1	2	3	4
Use technology to talk "face to face."	1	2	3	4
Establish times for virtual group hangouts.	1	2	3	4

Self-Care Self-Assessment				
Please rate on a scale of 1–4 (1: never–4: frequently) how often you incorporate the following strategies.				
Organize a "watch party" text chain or Zoom to group-watch a favorite TV show.	1	2	3	4
Find an app game (e.g., Words With Friends) that you can play with others.	1	2	3	4
Connect to social media sites as they are useful for helping you feel connected.	1	2	3	4
Find opportunities to rekindle relationships that you may have made less time for in the past.	1	2	3	4
Consider other communities you might want to join at this time related to hobbies, interests, or online learning events.	1	2	3	4
Share your feelings, both positive and negative, with others.	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4
SPIRIT Spiritual Self-Care	Never	Rarely	Sometimes	Often
Make time for spiritual practice (e.g., prayer, meditation, scripture reading).	1	2	3	4
Spend time in nature.	1	2	3	4
Be aware of nontangible (nonmaterial) aspects of life.	1	2	3	4
Identify what is meaningful to you and notice its place in your life.	1	2	3	4
Participate in a virtual spiritual gathering, community, or group.	1	2	3	4
Have awe-full experiences.	1	2	3	4
Find creative, playful, and joyful ways to express yourself (singing, playing musical instruments, art, dance).	1	2	3	4
Express gratitude.	1	2	3	4
Celebrate milestones with rituals that are meaningful to you.	1	2	3	4
Remember and memorialize loved ones who have died.	1	2	3	4
Be open to inspiration.	1	2	3	4

Self-Care Self-Assessment Please rate on a scale of 1–4 (1: never–4: frequently) how often you incorporate the following strategies.				
Cherish your optimism and hope.	1	2	3	4
Contribute to or participate in causes you believe in.	1	2	3	4
Find ways to help others.	1	2	3	4
Read inspirational literature and/or listen to inspirational talks and music.	1	2	3	4
Practice gratitude (e.g., keep a gratitude journal or write a letter of gratitude to someone).	1	2	3	4
Seek out media that is positive and hopeful.	1	2	3	4
Participate in virtual cultural events (e.g., concerts, talks).	1	2	3	4
Stay connected to your values and sense of purpose during this time.	1	2	3	4
Look for beauty in the day-to-day.	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4
WORK	Never	Rarely	Sometimes	Often
Workplace/Professional Self-Care				
Take time to eat lunch.	1	2	3	4
Take time to chat with coworkers.	1	2	3	4
Create a work space that includes things that inspire you (e.g., images, quotes).	1	2	3	4
Build in brief periods for relaxation and regulation throughout your day.	1	2	3	4
Pace yourself between stressful activities, and do a fun thing after a hard task.	1	2	3	4
Pursue regular learning and professional development.	1	2	3	4
Ask for what you need to be able to do your work successfully (e.g., resources, guidance, technical support, emotional support).	1	2	3	4
Get support from colleagues.	1	2	3	4
Institute virtual team gatherings with peers that are specifically designed to provide support.	1	2	3	4
Set reasonable expectations of yourself and others.	1	2	3	4

Self-Care Self-Assessment Please rate on a scale of 1–4 (1: never–4: frequently) how often you incorporate the following strategies.				
Take a "self-compassion" break: (1) remind yourself that this is a difficult situation; (2) remind yourself that you are not alone; and (3) offer yourself some compassionate words ("May I be kind to myself today.").	1	2	3	4
Remind yourself of your strengths as you take on new things.	1	2	3	4
Create some separation between work and home (e.g., a work space, breaks, transition routines).	1	2	3	4

Self-Care Self-Assessment adapted from Saakvitne, Pearlman, and staff of TSI/CAAP (1996) & Lisa D. Butler, Ph.D., at the University at Buffalo School of Social Work. Adapted by the American Institutes for Research.

Follow-Up Questions to Consider:

1. What was the process of filling out the checklist like for you?







2. Were you surprised by any of your responses? If so, which ones?

3. In what areas are you strongest? Where is there room for growth?

Self-Care Plan

Use this template to create your own self-care plan. Check back regularly to see how things are going, and assess whether you need to make any adjustments to your plan. You may consider sharing some goals with friends, family, or colleagues if it is useful to have their support and encouragement.

Based on your responses to the self-care self-assessment, list one to two things in each area that you already do frequently and one to two things that you would like to try out or do more of to take care of yourself. Then, choose three to five things from your list that you can make a commitment to doing in the next month.

Area	Already Do	Would Like to Do
BODY 		
MIND 		
EMOTIONS 		
RELATIONSHIPS 		
SPIRIT 		
WORK 		

Committed to Do in the Next Month:

- _____
- _____
- _____
- _____
- _____

Resources

- [Greater Good Science Center Guide to Well-Being During Coronavirus](#). Includes resources and articles for individuals, parents, educators, and other professionals facing COVID-19.
- [Greater Good in Education Program](#). Produced by the University of California, Berkley's Greater Good Science Center, offers education professionals practical insights from areas such as social and emotional learning, mindfulness, and related topics for their personal and professional lives. Resources include [Stress Management for Educators](#) and [Trauma and Resilience for Adults](#).
- [COVID-19 Well-Being Toolkit and Resources](#). Developed by the [Center for Healthy Minds at the University of Wisconsin-Madison](#). Includes resources, tips, and guided mediations for supporting well-being for educators, students, and parents.
- [COVID-19 Resources: Taking Care of Yourself in Difficult Times](#). Includes guidelines and strategies for self-care from the American Federation of Teachers.
- [COVID-19 Resources: Helpful Information and Tips for Dealing with COVID-19](#). Offers a comprehensive list of resources from the American Federation of Teachers for navigating the emotional effects of COVID-19, including articles, videos, blogs, and podcasts for dealing with the stress related to coronavirus. Includes resources on self-care, such as [Taking Care of Yourself in Difficult Times](#).
- [Coronavirus \(COVID-19\) Resources for School Communities](#). Resources and free webinars from the Yale Center for Emotional Intelligence for supporting leaders, educators, students, and families.
- [CDC Coronavirus Disease 2019: Stress and Coping](#). Provides explanations and resources to help individuals (parents, caregivers, first responders and other professionals, people with existing mental health challenges) anticipate, prepare for, and manage fear, anxiety, and extraordinary stress. See also [CDC Emergency Preparedness and Response: Taking Care of Your Emotional Health](#).
- [Taking Care of Your Behavioral Health During an Infectious Disease Outbreak](#). *(Spanish language version also available)*. Describes feelings and thoughts that individuals may have during and after social distancing, quarantine, and isolation. This SAMHSA tip sheet suggests ways to care for one's own behavioral health in these circumstances and provides resources for more help.
- [Coping with Stress During Infectious Disease Outbreaks](#). *(Spanish language version)*. Provides tips for coping with stress during an infectious disease outbreak. This SAMHSA fact sheet describes common signs of stress and how to recognize when to get help.

- [CASEL CARES: SEL Resource During COVID-19](#). Includes webinars and tips for navigating adult and student social and emotional needs in response to COVID-19.
- [Taking Care of Yourself](#). From the National Child Traumatic Stress Network, this checklist offers best practices that individuals can use to maintain awareness, find balance, and connect after a difficult event.
- [National Institute of Mental Health 5 Things You Should Know About Stress](#). Includes information about managing stress, along with resources and hotlines to call if additional support is needed.
- [Mindful.org](#). Includes a variety of guided meditations and mindfulness practices, such as resources and strategies for managing stress related to COVID-19.
- [Pocket Mindfulness. 6 Mindfulness Exercises You Can Try Today](#). This blog presents six simple meditation exercises that can help cultivate mental spaciousness and achieve a positive mind-body balance.
- [Stressing Out? S.T.O.P.](#) This short practice by Elisha Goldstein discusses how creating space in the day to come down from a worried mind can mitigate the negative effects of our stress response.
- [8 Mindfulness Exercises for Dealing with COVID-19](#). These simple exercises can help mitigate and manage our stress response during this time.
- [Teachers, If You're Not OK Right Now, You're Not Alone](#). A first-person account, published by *Education Week*, of an educator adapting to life and work during the coronavirus epidemic.
- Free mindfulness apps:
 - [Stop, Breathe, and Think](#) is a guided meditation app that allows you to choose your own meditation experience and suggests useful meditations based on how you are feeling on that particular day.
 - [Calm](#) includes an array of meditative visuals and soundscapes with quick meditative moments, full guided meditations, and the ability to track your progress.
 - [Smiling Mind](#) provides specific meditation programs for different age groups, ranging from age 7 to adult, including short as well as extended mindfulness exercises.
 - [Insight Timer](#) provides a number of guided meditations and a simple meditation timer you can use anywhere.
 - [Omvana](#) is library of meditation and mindfulness talks by the top professionals in the field.

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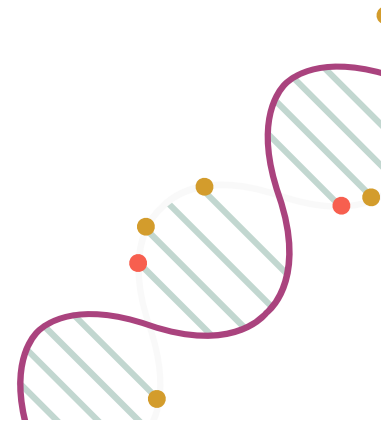
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Personal Assessment: 8 Dimensions of Wellness



Personal Assessment: 8 Dimensions of Wellness

Directions: Circle the number that applies to you for each statement. Then, total up the number for each of the 4 columns. Write the sum of all your totals in the light gray box to the right of the chart. This number is your score for that dimension (out of 40).

EMOTIONAL

	Rarely, if ever	Sometimes	Most of the time	Always	
I find healthy ways to cope with stress (e.g. exercise, meditation, social support, self-care activities, etc.)	1	2	3	4	
I am able to ask for assistance when I need it, either from friends and family, or professionals.	1	2	3	4	
I accept responsibility for my own actions.	1	2	3	4	
I am able to set priorities.	1	2	3	4	
I feel good about myself and believe others like me for who I am.	1	2	3	4	
I am flexible and able to adapt/adjust to life's changes in a positive way.	1	2	3	4	
I can express all ranges of feelings (i.e. hurt, sadness, fear, anger, joy, etc.) and manage emotion-related behaviors in a healthy way.	1	2	3	4	
I maintain a balance of work, friends, family, school and other obligations.	1	2	3	4	
I do not let my emotions get the better of me. I think before I act.	1	2	3	4	
I have a healthy relationship with social media.	1	2	3	4	
TOTAL					

SPIRITUAL

	Rarely, if ever	Sometimes	Most of the time	Always	
I take time to think about what is important in life – who I am, what I value, where I fit in, where I'm going.	1	2	3	4	
I make time for relaxation during the day.	1	2	3	4	
I have a belief system in place (religious, agnostic, atheist, spiritual, etc.).	1	2	3	4	
My values guide my decisions and actions.	1	2	3	4	
I have a sense of purpose in my life.	1	2	3	4	
I am tolerant and accepting of the view of others.	1	2	3	4	
I utilize resources to improve my well-being.	1	2	3	4	
I am active in communities or causes I care about.	1	2	3	4	
I am able to set, communicate and enforce boundaries.	1	2	3	4	
I work to create balance and peace within my interpersonal relationships, community and the world.	1	2	3	4	
TOTAL					

PHYSICAL

	Rarely, if ever	Sometimes	Most of the time	Always	
I manage my weight in healthy ways.	1	2	3	4	
I exercise regularly.	1	2	3	4	
I get 7-9 hours of sleep each night and feel rested in the morning.	1	2	3	4	
I seek advice from health care professionals if I have a health concern I cannot solve on my own.	1	2	3	4	
I do not use or avoid harmful use of drugs (over-the-counter, prescription and illicit).	1	2	3	4	
I drink alcohol responsibly (i.e. designated sober driver, avoid binge drinking, etc.)	1	2	3	4	
I protect my skin from sun damage by using sunscreen with SPF 30+, wearing hats and/or avoiding tanning booths and sun lamps.	1	2	3	4	
I maintain healthy eating patterns that include fruits and vegetables.	1	2	3	4	
I stay hydrated and drink water throughout the day.	1	2	3	4	
I protect myself from STIs and unwanted pregnancy by either abstaining from sexual behaviors or using proper protection, such as condoms.	1	2	3	4	
TOTAL					

SOCIAL

	Rarely, if ever	Sometimes	Most of the time	Always
I am satisfied with my social life.	1	2	3	4
I am involved in at least one university community or group.	1	2	3	4
I maintain a network of supportive friends, family and social contacts.	1	2	3	4
I have at least one meaningful relationship in my life.	1	2	3	4
I am accepting of the diversity of others (race, ethnicity, religion, gender, ability, sexual orientation, etc.)	1	2	3	4
I am able to prioritize my own needs by saying "no" to others' requests for my time.	1	2	3	4
I have someone I can talk to about my feelings and struggles.	1	2	3	4
I participate in social activities and enjoy being with people who are different from me.	1	2	3	4
I give and take equally in my relationships.	1	2	3	4
I plan time with my family and friends.	1	2	3	4
TOTAL				

FINANCIAL

	Rarely, if ever	Sometimes	Most of the time	Always
I am able to set and stick to a budget each month so I don't run out of money.	1	2	3	4
I know my total amount of debt and interest rates.	1	2	3	4
I pay my credit cards, tuition/fees and other bills on time.	1	2	3	4
I know about the different sources of financial aid that I am eligible for and apply when I am able.	1	2	3	4
I have a savings account and save money regularly.	1	2	3	4
I know my credit score.	1	2	3	4
I keep my financial information safe by using secure passwords, PINs and dual authentication.	1	2	3	4
I feel good about my current and future financial situation.	1	2	3	4
I check my bank statements/accounts each month.	1	2	3	4
I understand how to build credit and use credit cards wisely.	1	2	3	4
TOTAL				

OCCUPATIONAL

	Rarely, if ever	Sometimes	Most of the time	Always
I am able to balance work, play, school and other aspects of my life.	1	2	3	4
I take advantage of opportunities to learn new skills that can enhance my future employment opportunities.	1	2	3	4
I know what skills are necessary for the occupations I am interested in.	1	2	3	4
I strive to develop good work habits (dependability, initiative, etc.).	1	2	3	4
I work effectively with others.	1	2	3	4
I have confidence in my job search skill (resume writing, interviewing, cover letters, networking, etc.).	1	2	3	4
I have explored different career options.	1	2	3	4
I know where to find employment opportunities (job service, online, etc.)	1	2	3	4
I manage my time effectively.	1	2	3	4
I have participated in internships or volunteer work.	1	2	3	4
TOTAL				

INTELLECTUAL

	Rarely, if ever	Sometimes	Most of the time	Always
I know about available campus resources to help me study.	1	2	3	4
I feel fulfilled in my academic program.	1	2	3	4
I seek personal growth by learning new skills.	1	2	3	4
I look for ways to use my creative and critical thinking skills.	1	2	3	4
I am open to new ideas.	1	2	3	4
I learn about different topics that interest me from books, magazines, newspapers and the internet.	1	2	3	4
I know how to access academic resources when necessary.	1	2	3	4
I am comfortable reaching out to my professor/TA for help or attending office hours.	1	2	3	4
I am eager to learn.	1	2	3	4
I stay informed about social, political and other current issues.	1	2	3	4
TOTAL				

ENVIRONMENTAL

	Rarely, if ever	Sometimes	Most of the time	Always
I spend time outdoors enjoying nature.	1	2	3	4
I reduce, reuse and recycle products.	1	2	3	4
I try to lessen my environmental impact.	1	2	3	4
I walk, bike, use public transportation or carpool when possible.	1	2	3	4
I am concerned about impacts on my local, national and world climate.	1	2	3	4
I have a space to call my own.	1	2	3	4
I feel comfortable in the space I occupy.	1	2	3	4
I feel content in my environments (class, home, work, etc.).	1	2	3	4
I shop locally.	1	2	3	4
I participate in campus events that help my community (food drives, fundraisers, etc.).	1	2	3	4
TOTAL				

Personal Wellness Checklist

Directions: Write down your scores from each of the dimensions and compare it to the maximum score. You can divide your score by the maximum score to get a percentage value if that is helpful.

DIMENSION OF WELLNESS	MY SCORE	MAXIMUM SCORE
Emotional		40
Spiritual		40
Physical		40
Social		40
Financial		40
Occupational		40
Intellectual		40
Environmental		40

Which dimensions could you improve on? _____

Which dimensions are going "okay"? _____

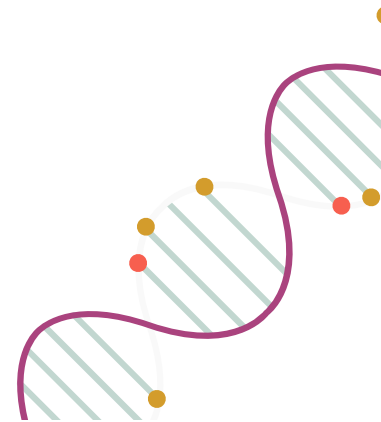
Which dimensions are you having success in? _____



Health and Wellness Services
UNIVERSITY OF COLORADO BOULDER

*This assessment has been adapted from the New York State Bar Association (NYSBA)

Princeton U Matter Wellness Self-Assessment





Princeton U_Matter Wellness Self-Assessment

Wellness is not merely the absence of illness or distress – it is a **lifelong process** of **making decisions** to live a more balanced and meaningful life. There are always opportunities for enhancing your wellness. A good way to start is by evaluating your current state and establishing systems to guide you towards a fuller sense of well-being.

You can use this self-assessment tool to determine the areas of wellness (emotional, environmental, intellectual, occupational, physical, social, and spiritual) where you are thriving, as well as those that may need greater attention. Taking this assessment will also help you to reflect on components of health that you may not have considered before.

INSTRUCTIONS

1. Answer all the questions for each of the seven wellness dimensions.
2. Tally your points for each section and use the guide to interpret the scores.
3. Complete an action plan via the ‘UMatter Wellness Guide’.

Explore more information about each dimension of wellness and on-campus resources available to help you by visiting <http://umatter.princeton.edu/action-matters/caring-yourself/wellness-wheel-assessment>

DISCLAIMER: The Princeton U_Matter Wellness Self-Assessment is a tool created by Princeton University’s U_Matter initiative. It is intended for individual level self-reflection and goal-setting. In its current form, it is not a validated tool and should not be used for research or diagnostic purposes. It is not an objective assessment of wellness, but rather individual perception of wellness. We do not support use in a profit-based setting. Permission for appropriate use, outside of individual reflection, is required.

Emotional Wellness: understanding your own feelings and expressing emotions in a constructive way, and having the ability to deal with stress and cope with life's challenges				
	Never	Rarely	Sometimes	Usually
1. I find it easy to express my emotions in positive, constructive ways	1	2	3	4
2. I recognize when I am stressed and take steps to manage my stress (e.g., exercise, quiet time, meditation)	1	2	3	4
3. I am resilient and can bounce back after a disappointment or problem	1	2	3	4
4. I am able to maintain a balance of work, family, friends and other obligations	1	2	3	4
5. I am flexible and adapt or adjust to change in a positive way	1	2	3	4
6. I am able to make decisions with minimal stress or worry	1	2	3	4
7. When I am angry, I try to let others know in non-confrontational or non-hurtful ways	1	2	3	4

Total _____

Environmental Wellness: recognizing the interactions between yourself and your environment (natural and social), responsibly using available resources, and fostering a safer and healthier environment for others				
	Never	Rarely	Sometimes	Usually
1. I recognize the impact of my actions on my environment	1	2	3	4
2. I recognize the impact of my environment on my health	1	2	3	4
3. I am aware of and make use of campus health, wellness, and safety resources	1	2	3	4
4. I practice environmentally conscious behaviors (e.g., recycling)	1	2	3	4
5. I seek out ways to improve the social environment at Princeton	1	2	3	4
6. I contribute towards making my environment a safer and healthier place	1	2	3	4
7. I surround myself with people who support me in my journey of being healthy and well	1	2	3	4

Total _____

Intellectual Wellness: engaging in creative and mentally-stimulating activities, expanding your knowledge through cultural, artistic, or skill-based learning, and sharing knowledge and skills with others				
	Never	Rarely	Sometimes	Usually
1. I am curious and interested in the communities, as well as the world, around me	1	2	3	4
2. I search for learning opportunities and stimulating mental activities	1	2	3	4
3. I manage my time well, rather than it managing me	1	2	3	4
4. I enjoy brainstorming and sharing knowledge with others in group projects or tasks	1	2	3	4
5. I enjoy learning about subjects other than those I am required to study/in my field of work	1	2	3	4
6. I seek opportunities to learn practical skills to help others	1	2	3	4
7. I can critically consider the opinions and information presented by others and provide constructive feedback	1	2	3	4

Total _____

Occupational Wellness: getting personal fulfillment from your job or academic pursuits, and contributing to knowledge and skills, while maintaining a work-life balance				
	Never	Rarely	Sometimes	Usually
1. I get personal satisfaction and enrichment from work	1	2	3	4
2. I believe that I am able to contribute my knowledge, skills, and talents at work	1	2	3	4
3. I seek out opportunities to improve my knowledge or skills	1	2	3	4
4. I balance my social life and job responsibilities well	1	2	3	4
5. I effectively handle my level of stress related to work responsibilities	1	2	3	4
6. My work load is manageable	1	2	3	4
7. I explore paid and/or volunteer opportunities that interest me	1	2	3	4

Total _____

Physical Wellness: making choices to avoid harmful habits and practice behaviors that support your physical body, health and safety				
	Never	Rarely	Sometimes	Usually
1. I engage in physical exercise regularly (e.g., 30 mins at least 5x a week or 10,000 steps a day).	1	2	3	4
2. I get 6-8 hours of sleep each night	1	2	3	4
3. I protect myself and others from getting ill (e.g., wash my hands, cover my cough, etc.)	1	2	3	4
4. I abstain from drinking alcohol; or if I do drink, I aim to keep my BAC \leq .06	1	2	3	4
5. I avoid using tobacco products or other drugs	1	2	3	4
6. I eat a balanced diet (fruits, vegetables, low-moderate fat, whole grains)	1	2	3	4
7. I get regular physical exams (i.e., annual, when I have atypical symptoms)	1	2	3	4

Total _____

Social Wellness: building and maintaining a diversity of supportive relationships, and dealing effectively with interpersonal conflict				
	Never	Rarely	Sometimes	Usually
1. I consciously and continually try to work on behaviors or attitudes that have caused problems in my interactions with others	1	2	3	4
2. In my romantic or sexual relationships, I choose partner(s) who respect my wants, needs, and choices	1	2	3	4
3. I feel supported and respected in my close relationships	1	2	3	4
4. I communicate effectively with others, share my views and listen to those of others	1	2	3	4
5. I consider the feelings of others and do not act in hurtful/selfish ways	1	2	3	4
6. I try to see good in my friends and do whatever I can to support them	1	2	3	4
7. I participate in a wide variety of social activities and find opportunities to form new relationships	1	2	3	4

Total _____

Spiritual Wellness: having beliefs and values that provide a sense of purpose and help give meaning and purpose to your life, and acting in alignment with those beliefs				
	Never	Rarely	Sometimes	Usually
1. I take time to think about what's important in life – who I am, what I value, where I fit in, and where I am going	1	2	3	4
2. I have found a balance between meeting my needs and those of others	1	2	3	4
3. I engage in acts of caring and goodwill without expecting something in return	1	2	3	4
4. I sympathize/empathize with those who are suffering and try to help them through difficult times	1	2	3	4
5. My values are true priorities in my life and are reflected in my actions	1	2	3	4
6. I feel connected to something larger than myself (e.g., supreme being, nature, connectedness of all living things, humanity, community)	1	2	3	4
7. I feel like my life has purpose and meaning	1	2	3	4

Total _____

Calculate Your Score

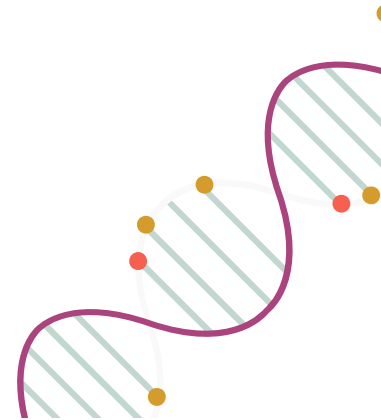
Wellness Dimension	Ideal Score	Your Score
Emotional Wellness	28	
Environmental Wellness	28	
Intellectual Wellness	28	
Occupational Wellness	28	
Physical Wellness	28	
Social Wellness	28	
Spiritual Wellness	28	

Scores of 20-28: *Outstanding! Your answers demonstrate that you're already taking positive steps in this dimension of wellness. You're improving your own well-being and also setting a good example for those around you. Although you achieved a high overall score in this domain, you may want to check for low scores on individual items to see if there are specific areas you might want to address. You might also choose to focus on another area where your scores weren't so high.*

Scores of 15-19: *Your behaviors in this area are good, but there is room for improvement. Take a look at the items on which you scored lower. What changes might you make to improve your score? Even a small change in behavior can help you achieve better health and well-being.*

Scores of 14 and below: *Your answers indicate some potential health and well-being risks. Review those areas where you scored lower and review available resources to help you develop and set achievable goals.*

Wellness Action Plan





WELLNESS ACTION PLAN

After completing the Wellness Assessment, it's time to create an action plan. A wellness action plan helps to assess and prioritize your individual wellness and care by outlining activities that are personally restorative.

Use the template below to create your unique and specific wellness plan. You may choose to develop strategies for all categories or select a few categories to focus on. Enter your current habits along with their frequency. As you create and design your wellness plan, determine if you will need support or encouragement. Consider sharing some of your goals with others or having an accountability partner.

Your wellness action plan is a commitment to attend to specific domains of your life. Check back regularly to monitor your progress and make needed adjustments.

Wellness Category	Current Practice	Future Practice	Start Date	Accountability Partner	How Will I Track My Progress?
Example: Physical Wellness	Consume vegetables weekly.	Have at least 1-2 servings of fruit or vegetables daily.	Sunday, April 2nd, 2023	No	Track in calendar.
Emotional Wellness					
Environmental Wellness					
Intellectual Wellness					
Physical Wellness					
Social Wellness					
Spiritual Wellness					
Financial Wellness					

Resources:

[Educator Resilience and Trauma-Informed Self-Care Assessment](#)

[Personal Assessment: 8 Dimensions of Wellness](#)

[Princeton U_Matter Wellness Self-Assessment](#)

WELLNESS ACTION PLAN



The SEED Foundation

Directions: Use the template below to create your unique and specific wellness plan. You may choose to develop strategies for all categories or select a few categories to focus on. Enter the core competency that best aligns with the wellness category. Then enter your current habits along with their frequency.

Guiding Question: How might intentional shifts in your wellness practices positively impact SEL competencies and relationships?

Wellness Category	Core Competency Social Awareness Self-Awareness Responsible- Decision Making Self-Management Relationship Skills	Current Practice	Future Practice	Start Date	Relationship	
					Myself	Others
Example: Physical Wellness	Self-Management	I might exercise once a week.	Walk 4x a week for 30 minutes	Monday, July 10, 2023	Increased energy levels	Lowers stress level at work – improves social engagement/interactions
Emotional Wellness						
Environmental Wellness						
Intellectual Wellness						
Physical Wellness						
Social Wellness						
Spiritual Wellness						
Financial Wellness						

Resource:

[Personal Assessment: 8 Dimensions of Wellness](#)

WELLNESS ACTION PLAN

ADDITIONAL RESOURCES AND MATERIALS QR CODE



<https://bit.ly/adultselresources>