

Enhancing Children's Resilience in Schools to Confront Trauma: The Impact on Teachers

Leo Wolmer, PhD,^{1,2*} Daniel Hamiel, PhD,^{1,3*} Nitzan Margalit, MA,^{1,2} Tali Versano-Eisman, MA,¹ Yael Findler, MA,¹ Nathaniel Laor, MD, PhD,^{1,3,5,6} and Michelle Slone, PhD⁴

¹ Donald J. Cohen & Irving B. Harris Resilience Center, Tel Aviv, Israel

² Baruch Ivcher School of Psychology, Herzliya Inter-Disciplinary Center, Herzliya, Israel

³ Tel Aviv-Brull Community Mental Health Center, Tel Aviv, Israel

⁴ School of Psychological Sciences, Tel Aviv University, Ramat Aviv, Israel

⁵ Sackler Faculty of Medicine, Tel Aviv University, Ramat Aviv, Israel

⁶ Child Study Center, Yale University, New Haven, Connecticut, U.S.A.

ABSTRACT

Background: Children's exposure to stressful events requires effective interventions to strengthen adaptive development. Expanding the teachers' role to deliver resilience-focused interventions has been shown to enhance children's coping and to have a positive impact on the teachers themselves.

Method: This study compared the self-efficacy and perceived performance of 48 teachers following the implementation of such an intervention with 52 control teachers.

Results: Trained teachers reported higher self-efficacy and perceived performance. Associations between years of experience, perceived performance and self-efficacy are discussed.

Conclusions: This study provides further evidence on the positive impact of teacher-delivered interventions on teachers' performance and self-efficacy. Future studies should replicate this design with a larger sample to examine stages of professional experience, grades, before-after measures, association with students' coping and include male teachers.

INTRODUCTION

Mass stressful events, both natural and human-made, result in large numbers of exposed individuals, particularly chil-

dren, requiring interventions to alleviate their suffering and strengthen adaptive development. Group approaches are the first choice of intervention when large populations are exposed to stress. These approaches are cost-effective and have been found effective in mitigating the suffering of masses of victims (1-3).

Given the limited availability of expert clinicians, endorsing a public health approach based on ecological and systemic principles offers many advantages. This proposed public health approach is predicated on creating trained professional mediators who assume responsibility for the implementation of programs based on clinical principles (4-6). For children, teachers are undoubtedly the central natural mediators, operating as they do within the community in the trusting environment provided by schools.

The teacher-delivered *School Resilience Program* (7, 8) has proved to be a promising and cost-effective intervention to address the challenge of alleviating the suffering of masses of children and enhancing their resilient coping. Implemented in Israeli schools for several years, this approach derives from a *trauma-focused* intervention originally developed to help children cope with the aftermath of the Marmara earthquake in Turkey.

Teacher-delivered interventions have been found to significantly improve students' well being and adaptation following exposure to traumatic events (8-12). Recently, this approach was instituted as a preventive intervention before massive exposure to rocket attacks and was found to increase the level of schoolchildren's preparedness. Control schools which did not receive the intervention documented approximately 50% more cases of Post-traumatic Stress Disorder compared to schools in which the teacher-delivered

*Co-first authors, equal contribution

Address for Correspondence: ✉ Leo Wolmer, PhD, Donald J. Cohen & Irving B. Harris Resilience Center, 18A Asherman St., Tel Aviv 67199, Israel
✉ leo.wolmer@gmail.com

program had been implemented pre-exposure (13). In addition, previous research has demonstrated the impact of such programs on the teachers, such as improved self-efficacy, self-mastery and optimism about the future (14). The present study focuses on the contribution of the program to teachers' self-efficacy and perceived performance in aspects that extend beyond their main role of transferring knowledge (e.g., supporting children in distress, providing students with a sense of security, decreasing interpersonal conflict, recognizing signs of distress, or facilitating an atmosphere of emotional dialogue).

THE SCHOOL RESILIENCE PROGRAM

The School Resilience Program uses a "training the trainer" cascade model (14, 15). Clinical psychologists provide school counselors with 20 hours of training on stress management and resilience-building followed by bi-weekly supervision sessions. The training covers each of the skills to be delivered to the children (see below). Thereafter, in each school participating in the program, the counselors train the teachers during a 4-hour training workshop, followed by 12 weekly meetings dedicated to preparation of program

activities and guidance. In addition, the counselors checked the quality of the protocol's operationalization on a weekly basis. During each supervision session, half of the time was dedicated to verifying that the teachers had implemented the manual properly and to addressing difficulties. The second half of the supervision session focused on learning the components for the following meeting with the class. Program implementation begins with meetings of experienced clinical psychologists who developed the program and are the trainers with the school principal and the school staff in order to build a working alliance and to ensure availability of necessary resources. The protocol, presented in manual form, comprises twelve 45-minute didactic modules delivered weekly in the classroom. The modules are designed to reinforce adaptive coping mechanisms and to promote cognitive balance. This approach is based on the principle that distress management should help individuals contain and attenuate emotional reactions, regain emotional control, restore interpersonal communications and encourage recovery of full function and activity (16-18), all necessary within a comprehensive model to enhance the resilience of communities at risk (19, 20). Table 1 describes the contents of each of the program's meetings.

Table 1. *The School Resilience Program Protocol*

<p>Session 1: Processing positive experiences: Introduction, verbalization, legitimization. Demonstration by teacher and practice in pairs. Sharing. A worksheet for personal positive processing. Writing in personal diary.</p> <p>Session 2: Slow breathing: Psychoeducation. Breathing using soap bubbles to manage stress and regain control. Puzzle 1—Slow breathing. Writing in personal diary.</p> <p>Session 3: Breathing and processing unpleasant experiences: Rehearsing slow breathing. Processing unpleasant experiences. Assessing one's stress with emotions balloons. Puzzle 2—Emotions balloons. A worksheet for personal unpleasant processing. Writing in personal diary.</p> <p>Session 4: Adaptive and maladaptive tension: Breathing exercise. Psychoeducation: Adaptive and maladaptive tension. Demonstrating maladaptive tension with The Arm Test. The "fight or flight" reaction. Writing in personal diary.</p> <p>Session 5: Correcting negative thoughts: Breathing exercise. Identifying negative thoughts. The Three Steps Model to identify and correct negative thoughts. Puzzle 3—Correcting thoughts. Writing in personal diary.</p> <p>Session 6: A safe place: Enlisting the "dwarf-friend": Short breathing exercise and rehearsing thought correcting technique. The dwarf-friend. Guided imagery: Creating our "dwarf-friend." Puzzle 4—Dwarf-friend. Writing in personal diary.</p> <p>Session 7: Progressive muscle relaxation: Measuring stress with thermometer and balloon "stressometer" before and after slow breathing exercise." Puzzle 5—Thermometer and balloon "stressometer." Progressive muscle relaxation exercise and "Simon says" game. Reassessment using both methods. Puzzle 6—Progressive muscle relaxation. Puzzle 7—"Simon says." Writing in personal diary.</p> <p>Session 8: The "positive experience bag": Rehearsing "Simon says" Collecting positive thoughts to the "positive experience bag": Guided imagery. Puzzle 8—The positive experience bag. Writing in personal diary.</p> <p>Session 9: The power of communication: Active listening and cooperation: Breathing exercise and imagery. Listening. Group puzzle and discussion. Puzzle 9—Listening and communication.</p> <p>Session 10: Perspective taking, distancing, and humor: Breathing exercise and imagery. The "Zoom": Taking perspective and distancing. Puzzle 10—Zoom: Perspective taking and Distancing. Creating humor: children's humoristic reactions to cartoons. Laugh meditation/yoga. Puzzle 11—Humor. Writing in personal diary.</p> <p>Session 11: Integrating coping techniques: Slow breathing, correcting negative thoughts, positive thoughts bag, progressive muscle relaxation, active listening, zoom and humor. Measuring with thermometers and "stressometers" before and after a distraction exercise. Writing in personal diary.</p> <p>Session 12: Violence: Connecting between stress, tension, and aggression: Visual signs indicating ineffective reactions to anger. Identifying the sign that best describes our reaction to anger. Suggesting alternative ways to deal with anger. Discussion. Puzzle 12—The new anger images. Writing in personal diary.</p> <p>Session 13: An integrated balance exercise: The five-step method SMBIA: Stop-muscle-breathe-image-action. Puzzle 13—SMBIA. Writing in personal diary.</p> <p>Session 14: Conclusion: The power of the group: Summary. Positive changes that derive from a crisis. Puzzle 14—"Finding good in evil?" Summary exercise: Measuring temperature biofeedback with the whole class. Festive releasing of balloons.</p>
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Skills acquired during the program continue to be assimilated and practiced throughout the school year under the teacher's guidance, according to specific guidelines following stressful classroom daily life events. The stressful classroom situations are used during the assimilation stage of the program as stimuli for practicing coping skills acquired in earlier stages. In the program, situations have included examinations, interpersonal conflicts, anger outbursts, and other events such as individual experiences of motor vehicle accidents, death of a family member, or news alerts about danger to national security. For example, before taking a test, the teacher might guide the students to regulate their physiology with simple breathing exercises and, if necessary, work through negative thoughts and emotions that may arise.

IMPACT ON THE TEACHERS

The interactive nature of the program supports teacher training to impart the resilience-building techniques to the children and also promotes teachers' incorporation of the techniques in their daily life. The process includes training and continuous supervision, coupled with the opportunity to impact children's lives and classroom atmosphere positively. Therefore, one can expect the process to have positive effects on the teachers. Many aspects of teachers' performance could be boosted during the process, such as assumption of responsibility, sense of commitment and perception of efficacy (21-24). Observations and teachers' narratives throughout the process of training and supervision confirmed this expectation and supported previous studies (14). Among other comments, teachers described significant improvement in rapport with the schoolchildren and an increased sense of commitment and motivation (12). In addition, teachers reported feeling empowered.

TEACHERS' SELF-EFFICACY

Teachers' self-efficacy is one of the prominent indicators of self-identity, together with job satisfaction, occupational commitment and change in the level of motivation (25-27). Self-efficacy has been defined as a teacher's judgment of the capacity to affect desired outcomes of engagement and learning, even among difficult or unmotivated students (28, 29).

Raviv et al. (30) found teachers' personal efficacy to be the most powerful predictor of positive self-perception, high levels of planning and organization, motivation and effort, and tolerance toward students. Effective teachers tend to display persistence and resilience when facing unpredictable challenges, openness to new ideas, and less inclination to refer students for special education. They also

influence students' achievement, motivation and sense of self-efficacy (28, 29, 31).

The main source for self-efficacy among experienced teachers is a sense of satisfaction with previous professional performance, whereas among novice teachers, who have not yet accumulated past memories of success, contextual sources such as support from colleagues and parents play a significant role (32). Teacher self-efficacy is associated with positive school environment, adequate recognition, salary, positive feedback, realistic demands, the school principal's attitudes, and maintenance of a healthy balance between work and personal life (31, 32).

One could speculate that expanding the scope of the teacher's role qualitatively and quantitatively by empowering teachers with programs to aid schoolchildren's coping with stress-eliciting situations may have a significant influence on various aspects of teachers' sense of self-efficacy. The need to establish collaborative programs between mental health providers and school teachers has been recognized in the past. However, despite the need and awareness, such collaborations have not been widely developed, possibly because many teachers may feel diminished, discounted or dismissed by mental health professionals (33).

The process at the basis of this study allowed teachers to enhance their repertoire of skills to educate children to cope with stress, as well as to develop their own resilience and self-confidence. Additional benefits of the process would be development of communication skills and emotional containment of students during difficult times. This study examines the impact of administering a resilience enhancement intervention on teachers' perceived performance and self-efficacy. We hypothesized that compared to non-participating teachers, those participating in the program will report a higher level of self-efficacy in managing the pedagogical process and in taking more responsibility for supporting children in distress, providing students with a sense of security, decreasing interpersonal conflict, recognizing signs of distress, and facilitating an atmosphere of emotional dialogue.

METHODS

PARTICIPANTS

The study sample consisted of 100 teachers (100% female) of grades 1-8 (*Mode* = 4), 48 teachers participating in the resilience-enhancing intervention and 52 teachers in a waiting-list control group. Teachers were recruited from 14 schools (7 in the program and 7 in the waiting-list group) in the south of Israel, all under the threat of possible missile attacks and chosen to implement the School

Resilience Program. Teachers' age ranged from 24 to 59 (Experimental group $M = 43.27$, $SD = 7.38$; Control group $M = 43.24$, $SD = 8.37$), and professional experience ranged from 0 to 34 years (Experimental group $M = 18.60$, $SD = 8.85$; Control group $M = 16.24$, $SD = 8.48$).

MEASURES

In addition to demographic information (age, experience and grade), teachers completed two scales (see Results for psychometric data with the study's sample):

(1) Educators Performance Scale (EPS, Appendix A): This self-report scale consists of 28 items and was developed by the authors in order to assess the extent to which teachers take responsibility for aspects that extend beyond their main role of transferring knowledge, such as supporting children in distress, providing students with a sense of security, decreasing interpersonal conflict, recognizing signs of distress, or facilitating an atmosphere of emotional dialogue. Each item is rated on a scale ranging from 1 ("Very little") to 5 ("Very much"). Data concerning the scale's factor analysis and internal consistency appear in the Results section.

(2) The Hebrew translation of the long form of the Teachers' Sense of Efficacy Scale (TSES) (29) is a self-report 24-item questionnaire in which teachers assess their capabilities to cope with difficult situations in their school activities. Each item is scored on a 9-point scale, from 1 ("Nothing") to 9 ("A great deal"). The scale consists of three factors. The first factor, *Efficacy in Student Engagement* (ESE), consists of eight items and involves situations such as getting through to the most difficult students, motivating students who show low interest in school work, and fostering students' creativity. The eight items of the second factor, *Efficacy in Instructional Strategies* (EIS), assess situations such as crafting good questions for the students, adjusting lessons to the appropriate level for individual students, and responding to difficult questions from students. The third factor, *Efficacy in Classroom Management* (ECM), consists of eight items and focuses on issues such as clarifying expectations about students' behavior, responding to defiant students, and enforcing classroom rules. Previous studies have reported satisfactory validity and internal consistency for the TSES. Di Fabio and Palazzeschi (34) reported good psychometric values (internal consistency $> .80$) for the three factors obtained from a sample of Italian teachers, as well as a correlation between teacher self-efficacy and emotional intelligence. Other studies in five countries in Asia and America found strong internal consistency and a high correlation between self-efficacy and job satisfaction (35, 36).

PROCEDURE

Project coordinators selected the schools in the study and the control group from regions under the threat of possible missile attacks. Teachers in the intervention group participated in the School Resilience Program implemented in Israeli schools as a preventive program to cope with stressful events. The control group included teachers from schools scheduled to implement the program during the following school year.

Teachers in both groups completed the questionnaires anonymously following the completion of the program by the study group at the end of the school year. Duration of questionnaire completion was approximately 25 minutes and no particular difficulties were reported. The study was performed with the approval and under the supervision of the regional Departments of Education.

ANALYSES

The factorial structure of the EPS was investigated with Factor analysis using principal component with Varimax rotation. Internal consistency of the factors was computed using the Cronbach's α procedure. Comparison of the two groups in terms of professional self-efficacy and the EPS factors was performed with Multivariate Analysis of Variance. Pearson correlations assessed the linear relation between factors of the two scales in order to support converging validity of the EPS.

RESULTS

Factor analysis of the Educators' Performance Scale yielded three factors, two with nine items (PIPR and HC) and the third consisted of ten items (MED). All factors were of Eigenvalue greater than 1. The first factor, *Positive Inter-personal Relations* (PIPR), described aspects of the educational role such as enhancing mutual respect, tolerance, empathy, cooperation, appropriate classroom atmosphere for studying, and dealing with discipline issues. The second factor, *Managing Emotional Distress* (MED), involved teachers' recognition of and ability to alleviate negative feelings, to support students with difficulties at home, and to address violent events in school. *Holding and Containment* (HC), the third factor, referred to developing trusting relationships with parents and students, serving as a role model and source of inspiration, and promoting an open and secure dialogue about stressful events. The internal consistency of the three factors was high in both intervention and control groups with Cronbach's α for PIPR = .82, .86, MED = .82, .85, and HC = .80, .81, respectively.

For the Teachers' Sense of Efficacy Scale, internal consis-

tency as computed in our sample was highly satisfactory for the three factors for both the intervention and the control group: Efficacy in Student Engagement (Cronbach's $\alpha = .84$ and $.86$, respectively), Efficacy in Instructional Strategies ($\alpha = .86$ and $.87$, respectively), and Efficacy in Classroom Management ($\alpha = .82$ and $.85$, respectively). Combining the factor analysis and internal consistency results suggest that those factors consist of group of items that are consistent and separable from other factors.

A one-way ANOVA was conducted to confirm that the two groups did not differ in their years of experience. No significant differences were observed [$F(1,98) = 1.85, p = .18$; intervention group $M = 18.60, SD = 8.85$; control group $M = 16.24, SD = 8.48$].

In a Multivariate Analysis of Variance for the Educators Performance Scale, the intervention group teachers rated themselves significantly higher than the control group teachers on PIPR [$F(1,98) = 7.94, p < .01, \eta_p^2 = 0.08$] and MED [$F(1,98) = 15.49, p < .0001, \eta_p^2 = 0.14$]. Groups differences in HC failed to reach significance [$F(1,98) = 2.02, p = .16$]. The overall multivariate analysis was also significant [$F(3,96) = 5.75, p < .001, \eta_p^2 = 0.15$]. Table 2 presents the means for the EPS and TSES factors according to group.

On the Teachers' Sense of Efficacy Scale, a Multivariate Analysis of Variance yielded higher significant ratings for the intervention group on Efficacy in Student Engagement [$F(1,98) = 4.60, p < .05, \eta_p^2 = 0.05$] and Efficacy in Classroom Management [$F(1,98) = 4.96, p < .05, \eta_p^2 = 0.05$]. No significant differences between the groups were observed for Efficacy in Instructional Strategies [$F(1,98) = 2.46, p =$

$.12, \eta_p^2 = 0.03$]. The overall multivariate analysis was also significant [$F(3,96) = 2.38, p < .05, \eta_p^2 = 0.07$].

Significant positive correlations supporting the convergent validity of the EPS were found between the factors of the two constructs assessed, namely perceived performance and self-efficacy (Table 3). However, correlations in the experimental group tended to be higher than those in the control group. In addition, supporting the validity of the EPS, the three factors showed significant and positive associations with the three self-efficacy factors. Furthermore, number of years of experience was positively and significantly correlated only for teachers in the intervention group on the factors of the EPS, MED [$r(48) = .41, p < .005$], HC [$r(48) = .32, p < .05$], and ECM from TSES [$r(48) = .33, p < .05$].

DISCUSSION

Former studies have shown that training teachers to enhance students' resilience and coping skills in preparation for and following exposure to mass stress results in better coping and less maladaptive responses (8-13). The aim of this study was to investigate the effect of implementing the School Resilience Program on teachers' perceived performance and self-efficacy.

The School Resilience Program resembles a Low Intensity Cognitive-Behavioral Therapy Intervention (CBT-I) (37). This is a relatively new concept emerging in the literature that describes an approach aimed at increasing access to evidence-based psychological skills in order to enhance wellbeing on a community basis, using the minimum level

Table 2. Teachers' Perceived Performance and Self-efficacy Factors by Group [M and (SD)].

	Control group n = 52	Intervention group n = 48	F	η_p^2
EPS			5.75***	0.15
PIPR	4.09 (.47)	4.34 (.43)	7.94**	0.08
MED	3.69 (.53)	4.08 (.44)	15.49***	0.14
HC	4.40 (.39)	4.51 (.38)	2.02	0.04
TSES			2.38*	0.07
ESE	6.73 (.96)	7.16 (.88)	4.60*	0.05
EIS	7.08 (.98)	7.37 (.86)	2.46	0.03
ECM	7.12 (1.04)	7.54 (.80)	4.96*	0.05

Notes: N = 100. EPS: Educators Performance Scale; PIPR: Positive Interpersonal Relations; MED: Managing Emotional Distress; HC: Holding and Containment; TSES: Teachers Self-Efficacy Scale; ESE: Efficacy in Student Management; EIS: Efficacy in Instructional Strategies; ECM: Efficacy in Classroom Management.
* $p < .05$, ** $p < .01$, *** $p < .001$

Table 3. Pearson Correlations between Factors of Perceived Performance, Self-efficacy and Years of Experience

	PIPR	MED	HC	ESE	EIS	ECM	Experience
EPS							
PIPR	-	.64***	.69***	.49**	.44**	.39**	.20
MED	.48***	-	.61***	.35*	.44**	.47**	.40**
HC	.49***	.47***	-	.26	.29*	.23	.32*
TSES							
ESE	.38**	.50***	.20	-	.79***	.75***	.26
EIS	.45**	.50***	.25	.80***	-	.69***	.29
ECM	.47***	.44**	.26	.74***	.75***	-	.33*
Experience	.16	-.01	.04	.03	.19	-.01	-

Notes: N = 100. Correlations of the Experiment and the Control groups appear above and below the diagonal, respectively. EPS: Educators Performance Scale; TSES: Teachers' Sense of Efficacy Scale; PIPR: Positive Interpersonal Relations; MED: Managing Emotional Distress; HC: Holding and Containment; ESE: Efficacy in Student Management; EIS: Efficacy in Instructional Strategies; ECM: Efficacy in Classroom Management.
* $p < .05$, ** $p < .01$, *** $p < .001$

of intervention necessary. These interventions use trained practitioners who may not have formal health professional or high-intensity CBT qualifications, such as para-professionals, peer supporters, and the voluntary sector (37). In this study, the trained teachers, like the practitioners of the low intensity CBT-I, acted as “clinical mediators” (7).

The present study focused on teachers’ *pedagogical expertise* or self-perception of serving as a role model, promoting the emotional and social development of students, and being aware of the social dynamics in the classroom. Evidence indicates that these aspects exert a major influence on students’ learning processes and that teachers ascribe more importance to them than to subject matter or didactic expertise (20). Our results suggest that the training, the intervention and the continuous supervision seem to have produced considerable enhancement in the role of teachers as facilitators of emotional processes.

In addition, the correlations between the TSES and the EPS factors in the trained teachers group were higher than those found in the control teachers group. This suggests that the association between general self-efficacy and perceived performance in domains concerning socio-emotional competences becomes more salient when teachers undergo the training, supervision and implementation of the School Resilience Program. Furthermore, several performance and self-efficacy domains were positively correlated with years of teaching experience, but only in the trained teachers group. This indicates the differential effect of the School Resilience Program at various stages of teachers’ career development. Future research could investigate this association by examining the correlation at different career stages.

On the Educators Performance Scale, we expected to find a difference between the experimental and the control groups in the three factors since they all relate to contents of the teacher-educator role enhancement, that is taking responsibility for aspects that extend beyond the main role of transferring knowledge (e.g., supporting children in distress, providing students with a sense of security, decreasing interpersonal conflict, recognizing signs of distress, or facilitating an atmosphere of emotional dialogue). Regarding the Teachers’ Sense of Efficacy Scale, differences were expected in teachers’ self-efficacy on student engagement and classroom management.

On the Teachers’ Sense of Efficacy Scale, teachers in the School Resilience Program displayed a stronger sense of efficacy with regard to students’ engagement and classroom management. According to Bandura (25), the most salient source of self-efficacy is mastery experience which, in this case, would be teachers’ sense of satisfaction with their

professional performance. A larger sample may have allowed exploration of the interaction effects of expertise based on categories of career stages on these and other factors.

The central conclusion of this study indicated that, although both teacher groups reported high levels of perceived performance and self-efficacy, the role enhancement of the experimental group significantly strengthened both domains. Compared to control teachers, trained teachers expanded their role and reported improved performance for the factors of positive interpersonal relations (dealing with discipline issues and enhancing mutual respect, tolerance, empathy, cooperation and an appropriate classroom atmosphere for studying) and accurate management of emotional distress (recognition and ability to alleviate negative feelings, support students with difficulties at home, and address violent events in school).

The intervention addresses issues such as developing trusting relationships with parents and schoolchildren, serving as a role model and source of inspiration, and promoting an open and secure dialogue about stressful events. In view of these foci, we expected a significant group difference in holding and containment performance. Although the means for this factor were in the expected direction, the intervention group teachers did not show significantly higher self-evaluation on these aspects than control group teachers. Future follow-up study may capture increasing positive self-evaluations that requires more time to crystallize.

The role enhancement accompanying implementation of the School Resilience Program appears to be a beneficial development for teachers who face situations involving gaps between abilities and role requirements. This process might be considered for incorporation as an integral part in the developmental curriculum of teachers.

LIMITATIONS

Future studies should replicate this design with a larger sample to corroborate and expand the findings. This would enable examination of different stages of experience in the teaching profession in order to identify the optimal range of readiness to benefit from participation in a process of role enhancement and incorporation of new practices and knowledge.

Also, it would be important to incorporate before-after measures and link changes in the teachers with those in the students. To rule out the possibility that the impact is due to the attention and supervision provided to the study group future research could include a control group receiving a different intervention rather than a waiting group control.

Comparison of teachers from different grades was not possible in this study because a significant proportion did not provide such information for privacy reasons. This could be an important avenue of research to elucidate the different impact on teachers working with children of different ages.

In addition, future studies might test additional variables to strengthen the validation of the EPS. For example, measures of general identity might elucidate the relation between aspects of personal and professional performance. The assessment of professional satisfaction would deepen understanding of ways in which performance and job fulfillment are associated. Importantly, the inclusion of male teachers would enable comparisons between male and female educators.

Moreover, research would benefit from studying the differential impact of role enhancement in teachers of diverse subject matters or from locations with different levels of risk. The School Resilience Program was aimed at enhancing children's personal resilience when confronting routine as well as mass stressful events. Teachers who work and live in areas of actual threat may find the process and its contents more relevant and beneficial than peers working in less threatened areas.

CONCLUSION

The current study highlights ways in which the process of teacher role-enhancement strengthens professional performance perception and sense of self-efficacy. A major source of resilience among children is the presence of a stable and reliable adult figure (1). Thus, strengthening teachers through role enhancement is a potentially potent direction for promoting children's resilience in present and future stressful situations.

Additionally, this study suggests that expanding teachers' roles should not be viewed as a hindrance in an already demanding job, but rather as an asset in the daily task of educating children affected by routine and other stressful events. The findings make a compelling case for teachers' gains from such processes both in their perceived performance and in their self-efficacy, thus improving their levels of commitment, satisfaction and performance.

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Appendix. Educators' Performance Scale

Different teachers report different feeling regarding their training and ability to manage complex situations in the classroom. We ask you to rate, as honestly as possible, your performance as a teacher in each of the following tasks:

	Very poor	Poor	Moderate	Good	Very good
Help a student in distress	1	2	3	4	5
Reduce stress prior to an exam	1	2	3	4	5
Reduce fear regarding an emergency (e.g., war)	1	2	3	4	5
Manage a quarrel in the classroom	1	2	3	4	5
Resolve a social difficulty (e.g., boycott)	1	2	3	4	5
Offer advice to distressed students	1	2	3	4	5
Create an open emotional dialogue in the classroom	1	2	3	4	5
Encourage effective communication among students	1	2	3	4	5
Resolve interpersonal conflicts	1	2	3	4	5
Facilitate cooperation among students	1	2	3	4	5
Support a child with domestic difficulties	1	2	3	4	5
Manage discipline issues	1	2	3	4	5
Encourage empathy among students	1	2	3	4	5
Facilitate acceptance of "the different" in the classroom	1	2	3	4	5
Create an atmosphere appropriate for studying	1	2	3	4	5
Encourage mutual respect between students	1	2	3	4	5
Provide support and warmth to students	1	2	3	4	5
Help students who are very angry	1	2	3	4	5
Use humor as coping strategy	1	2	3	4	5
Listen efficiently to students	1	2	3	4	5
Recognize students' signs of distress	1	2	3	4	5
Help students reach their full potential	1	2	3	4	5
Deal with violence in the classroom	1	2	3	4	5
Serve as role model for students	1	2	3	4	5
Build trust with the students	1	2	3	4	5
Build trust with the students' parents	1	2	3	4	5
Hold a dialogue regarding stressful events	1	2	3	4	5
Convey a sense of security to students	1	2	3	4	5