The Perceptual Reframing Loop (PRL): A Case Study

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Abstract.

High-burnout professions such as education and emergency services are increasingly shaped by unseen cognitive and emotional forces that influence both performance and well-being. This paper introduces the *Perceptual Reframing Loop (PRL)*, a neuroscience-informed framework designed to uncover and rewire the subconscious mental loops that distort perception under stress. Grounded in research on neuroplasticity, executive function, and trauma-informed practice, PRL demonstrates how perception is not fixed but can be intentionally reframed to restore resilience, clarity, and connection. Through a mixed-method case study, the paper explores how PRL supports individuals in identifying hidden injuries, regulating stress responses, and interrupting maladaptive cognitive cycles. Practical applications are highlighted across two domains: educators navigating classroom and systemic pressures, and frontline professionals managing high-stakes, life-or-death decision-making. Findings suggest that the PRL framework not only improves individual regulation and performance, but also strengthens team communication, trust, and long-term sustainability in high-pressure environments. By positioning perception as both the barrier and the pathway to resilience, PRL reframes mental performance as a skill that can be cultivated rather than a fixed trait. This work contributes to emerging scholarship at the intersection of neuroscience, education, and leadership, offering a practical and scalable model for organizations seeking to foster resilience, reduce burnout, and enhance human performance under pressure.

Keywords: Burnout, Cognitive Reframing, Neuroplasticity, Teacher Well-Being, Perception

1. Introduction

This exploratory pilot study will assess the feasibility of guided imagery, progressive relaxation, and mindset reframing as interventions related to emotional regulation, internal perception, mindset, executive function, and teacher resilience to help determine the viability and focus of future, broader research into an emerging framework, The Perceptual Reframing Loop (PRL). PRL outlines how subject burnout (teacher) may distort perception, influence classroom dynamics, influence teachers' perception and interpretation of student behavior, and reinforce negative feedback loops. This study will help determine the viability and focus of future, broader research into the PRL framework.

The proposed mechanism of change is an intervention rooted in cognitive reframing and emotional regulation. Through repeated exposure to imagery that promotes calm, compassion, and clarity, teachers may unconsciously shift their interpretive lens of student behavior. This internal shift could result in more attuned responses, reduced emotional reactivity, and improved relational dynamics in the classroom. While limited to a single case, the depth of qualitative data allows for theory seeding, offering a foundation for future studies that may test the framework. This pilot study will focus on Non Sleep Deep rest (NSDR), also known as yoga nidra, and clinical hypnotherapy as modalities for guided imagery, progressive relaxation, and mindset reframing While NSDR research is in its infancy, other relaxation techniques, including breathing, meditation, and hypnosis have been shown to positively influence performance, increase energy levels and positively influence feelings of stress, anxiety, and burnout (Lockhofen and Mulert, 2021; Tosey and Mathison, 2010; Gruzelier, 2002; Halsband, et al., 2009; Basso et al, 2019; Holmes and Mathews, 2010). NSDR is unique; its focus is split between cognitive and body relaxation, whereas other modalities often focus on one or the other (Boukhris et al, 2004).

The PRL model complements Bandura's Reciprocal Determinism by illustrating a specific cognitive-affective mechanism through which personal factors (e.g., burnout) influence behavior interpretation and reinforce environmental strain. Teacher-focused research, with links to intervention science, is underdeveloped (Lauermann and Butler, 2021). This research provides an opportunity to explore how internal cognitive and affective states shape external interpretation within education and possibly other front-line, high burnout risk professions such as emergency response and medicine.

1.1 Phenomenon Background

Burnout alters a teacher's perception, not just their emotional state. This altered perception then fuels misinterpretations of student behavior, which reinforces stress and cynicism; this may turn manageable classroom moments into overwhelming ones (De Rubeis et al., 2024; Harding et al., 2019; Agyapong et al., 2022). Interventions that target internal perception systems may interrupt this loop (Halsband et al., 2009; Lush et al., 2016; Rosendahl et al., 2024). This study will explore how NSDR, including guided imagery, may influence teachers' perceptions and interpretations of disruptive student behavior, focusing on distinguishing actual classroom disruptions from burnout-induced negative biases. The goal is to reframe educators' mindsets and reduce cynicism in those at risk of burnout.

This study is grounded in Bandura's Reciprocal Determinism (Bandura, 1986) and aims examine the dynamic interplay between an individual's behavior, personal factors (such as cognition, emotions, and biology), and environmental context, all influence each other in a continuous, bidirectional loop (Bandura 1986; 1978; Bandura et al, 1963). With this study, the

teacher's internal state, including stress levels, emotional regulation capacity, and belief systems, interacts with external classroom variables such as student behavior, class composition, and school support. This framework supports the hypothesis that by modifying the teacher's internal experiences through NSDR and guided imagery, there may be measurable changes in both the subject's behavior and their interpretation of the classroom environment. Inspired by existing research in the medical and psychology fields, this study explores whether increasing self-awareness and emotional regulation, through guided visualization interventions, can also enhance the teacher's ability to more empathically and accurately interpret student behaviour (Rosendahl et al., 2024; Halsband et al., 2009; Fisch et al., 2017; Flaco, 2020; Kemper and Khirallah, 2015; Lauermann and Butler, 2021).

Ultimately, this shift can lead to increased Theory of Mind (ToM) within the teacher, and improved ToM functioning may support more compassionate and developmentally sensitive classroom management approaches, and reduce negative bias and reactive discipline (Goldman, 2012). ToM and EF share an established behavioral link, and recent literature suggests that "EF is enlisted to support ToM activities" by triggering the mental process "comparing internal predictions to external stimuli, and response suppression/selection" (Wade et al., 2018, pg. 2120). By reframing internal mindset and reducing educator cynicism, the intervention seeks to support teacher well-being and promote more accurate, compassionate responses to student behavior.

1.2 Variables

1.2.1 Independent Variable:

Participation in a structured visualization intervention

1.2.2. Dependent Variables:

a) ***Individual Teaching Assignment*****:** Classroom Complexity, Class Size, Prep time given, timetable, Grade Taught,
b) **I*ndividual Teacher Perception of Disruptive Behavior*:** Measured through pre- and post-intervention behavior rating tasks (where teachers evaluate recorded or described classroom scenarios),
c) ***Individual Impulse Control:*** Measured through pre-/post-intervention interviews and throughout teacher self-observation,
d) ***Individual Emotional Regulation*****:** Assessed through pre-/post-intervention interviews.
e) ***Individual Cynicism*****:** Measured using the Maslach Burnout Inventory (MBI) cynicism subscale and pre/post-intervention interviews, and throughout teacher self-observation (Maslach et al, 1996),
f) ***Individual Actual Student Behavior*****:** Classroom log reports and pre/post-intervention interviews, and teacher self-observation.
g) ***Individual Burnout-Driven Perception Bias*****:** Measured using the Maslach Burnout Inventory and pre/post-intervention interviews, and throughout teacher self-observation,
h) ***Individual Level of Suggestibility*** (pre-test)
i) ***Individual Teaching Experience*****:** noted in the pre-intervention interview.

1.2.3. Latent Variables

1.2.3.1 Within-Teacher Variables These refer to the personal, professional, and cognitive-emotional factors that may influence a teacher's perception of student behavior and their ability to respond effectively:

- **Stress Regulation Capacity:** the teacher's ability to manage stress in real time,
- **Emotional Regulation Skills:** the capacity to identify, process, and manage emotional responses,
- **Executive Functioning Baseline*:*** cognitive flexibility, impulse control, and working memory
- **Professional Background:** including history of classroom teaching, prior professional development (PD) in classroom management or trauma-informed practices,
- **Personal Support Structures*:*** such as home/life balance, caregiving responsibilities, and social support.
- **Current Mental Health Status:** self-reported emotional wellness, fatigue, and any diagnosed conditions (as disclosed voluntarily),
- **Knowledge of Student Dysregulation*:*** understanding of developmental, neurodivergent, or trauma-related causes of student behavior,
- **Classroom Management Philosophy:** beliefs and approaches rooted in training or personal values,
- **Hormonal or Biological Influences:** where applicable, acknowledging cyclic or medical factors influencing regulation,
- **Personality Traits*:*** including temperament, resilience, and openness to intervention,
- **Educational Beliefs:** perceptions about teaching, learning, discipline, and child development,
- **Internal Biases and Assumptions:** particularly concerning race, gender, ability, or socio-economic status,
- **Exposure to Disability in Personal Life*:*** familiarity with or caregiving experience related to hidden disabilities or neurodivergence**,**
- **Cognitive and Emotional Processing Style:** reflection, interpretation, meaning-making habits,
- **Cultural Norms and Traditions:** background influences on worldview, pedagogy, and communication style.

1.2.3.2.Within-Environment Variables These describe contextual and structural factors that may impact the classroom dynamic and the teacher's emotional load:

- **Class Size and Composition:** number of students, diversity of learning needs, and behavioral profiles.
- **Subject Matter Taught:** Some subjects may naturally provoke different types of classroom engagement or stress,

- **Setting:** School Location**:** rural, suburban, or urban area, with corresponding resources and community demands.
- **Administrative Support:** quality and consistency of support from leadership, including mentoring, disciplinary policies, and emotional backing.
- **Hidden Power Structures:** informal hierarchies, cultural dynamics, or unspoken expectations within the school system that may affect teacher autonomy or stress.

1.3 Significance of the Study

This research has the potential to contribute to both educational and psychological literature by introducing a novel lens through which to view teacher burnout, not simply as an emotional state, but as a perceptual distortion mechanism. The study intends to inform the Perceptual Reframing Loop (PRL) as a theoretical framework illustrating how burnout can skew teacher perception, leading to reactive behavior and reinforcing negative classroom feedback loops. This study investigates whether targeted interventions, NSDR, specifically hypnosis and guided visualization, can interrupt these loops by recalibrating the teacher's internal interpretive lens. By exploring how internal states shape external responses, this research offers insight into non-traditional, perception-based interventions that go beyond behaviour management and address the internal experiences that drive teacher interpretation, regulation, and reaction. Grounded in Reciprocal Determinism (Bandura, 1986) and Theory of Mind (Premack & Woodruff, 1978), this study uses teacher mental health and perception as key leverage points for improving classroom dynamics and student success.

The significance extends beyond individual well-being, addressing systemic ripple effects within school ecosystems. Sokal et al. (2020) note that teachers and students form interdependent relationships, where educator mental health directly impacts student outcomes. Declines in teacher wellness are linked to increased reactivity, misinterpretation of student behaviour, and higher rates of punitive discipline, especially toward neurodivergent or trauma-affected youth (De Rubeis et al., 2024; Harding et al., 2019; Tikkanen et al., 2021; Lauermann and Butler, 2021). This can lead to escalated disruptions, deepened educator cynicism, and worsening school culture.

Post-pandemic research shows a troubling rise in stress, anxiety, and emotional exhaustion among teachers, with burnout rates ranging from 25% to 74% and depression affecting up to 77% of the teaching workforce (Agyapong et al., 2022; Volente et al., 2024). These conditions impair empathy, executive function, and emotional regulation, critical skills needed for interpreting complex student behaviours (Martin and Ochsner, 2016; Girotti et al., 2018; Koay and Van Meter, 2023). The PRL model reframes this problem by focusing on how burnout warps perception, making it more likely that teachers interpret struggling students through a lens of defiance rather than dysregulation (Pineda-Alhucema, 2018; McLeod, 2023).

This study is uniquely positioned to test whether perception can be retrained using clinical hypnotherapy and/or NSDR, including progressive relaxation, and guided imagery to shift teacher mindset, restore empathy, and improve cognitive flexibility. These interventions have shown promise in fields like medicine and trauma therapy, but remain underexplored in education (Rosendahl et al., 2024; Halsband et al., 2009; Kemper & Khirallah, 2015; Fisch et al., 2017; Lush et al., 2016).

If successful, this research could guide the development of scalable, low-barrier, neuroscience-informed strategies that reduce teacher stress and enhance resilience. Such methods could be integrated into pre-service training, ongoing professional development, or school-based

wellness initiatives, contributing to long-term reductions in attrition, emotional exhaustion, and reactive discipline practices. By equipping teachers with internal regulation strategies and perceptual clarity, schools may create more compassionate and effective learning environments, especially for students with hidden disabilities or executive function challenges (de Beer et al., 2022; Ramos-Galarza et al., 2024).

Furthermore, as UNESCO (2023) warns of an impending global teacher shortage, research that supports whole-person resilience is vital. There is also a noted academic and social-emotional cost to student success, and a financial burden linked to high teacher turnover (Sorensen and Ladd, 2020; Tan and Patrick, 2024). By addressing perception as both a cause and consequence of burnout, this study provides a fresh paradigm for supporting educator sustainability, shifting from symptom management to perception recalibration. The findings may also have cross-sector application for high-stress professions where emotional resilience and interpersonal interpretation are critical, such as healthcare, counselling, and social work. Ultimately, this study champions a holistic, trauma-informed, neuroscience-based approach to educator support, highlighting the central role of perception in shaping behaviour, relationships, and the broader school ecosystem.

1.4 Purpose of the Study

Teacher burnout is an escalating concern in education, characterized by emotional exhaustion, depersonalization, and increasing cynicism (Agyapong et al., 2022). Recent research highlights how burnout disrupts perception and cognitive processing, leading educators to misinterpret student behaviour through stress-induced biases and emotional reactivity (Harding et al., 2019; Koay & Van Meter, 2023; Tikkanen et al., 2021). This study introduces the Perceptual Reframing Loop (PRL), a conceptual model rooted in Bandura's 1986 Reciprocal Determinism (BRD) and Theory of Mind (ToM) (Premack & Woodruff, 1978), to examine how burnout creates feedback loops of distorted perception and reactive teaching. Within this framework, burnout impacts how teachers feel and interpret and respond to their classroom environments. This creates an internal negative feedback loop.

To interrupt these loops, the study explores NSDR, hypnosis and guided visualization as non-traditional, neuroscience-informed interventions aiming to recalibrate educator perception. Specifically, the study investigates whether these tools can help teachers:

1. Reframe interpretations of challenging student behaviour,
2. Differentiate between actual disruptions and burnout-driven misperceptions.
3. Reduce emotional reactivity and cynicism,
4. And strengthen resilience by shifting internal narratives.

The study captures educators' experiences before and after intervention to explore the impact on perception, self-regulation, and classroom interactions. By promoting cognitive flexibility and emotional regulation, this research aims to reduce burnout-induced misattributions, improve teacher-student dynamics, and foster healthier classroom environments (Fisch et al., 2017; Lush et al., 2016). On a systemic level, findings may offer scalable strategies for reducing turnover and enhancing educator and student well-being through perception-based, trauma-informed, and non-verbal intervention models.

1.5 Research Questions

1. How does participation in a structured visualization intervention influence teacher perception of student behaviour?

2. In what ways do guided imagery and reflective practices influence teachers' emotional regulation and perceptions of challenging student behaviour?
3. What themes emerge from teacher reflections regarding mindset shifts and classroom reactivity?
4. What patterns emerge regarding the role of stress, emotional exhaustion, or cynicism in shaping teacher perception and both internal and external responses during classroom interactions?

See Appendix A for further explanation of Research Question and PRL Link

2.0 Methods

This pilot study uses a single, bounded qualitative case study design. The participant is a high school teacher who self-identifies as experiencing chronic stress and early symptoms of burnout, and who has expressed a desire to change their internal state (Wade et al., 2018; Rodriguez and Ryave, 2002). While initial codes will be informed by the PRL framework and related literature, an in vitro approach will also be used to identify emergent themes that may not have been anticipated. Grounded Theory guides the open and axial coding through constant comparison across data sources, and iterative memo-writing to capture emerging themes (Charmaz, 2006). While the study does not seek to produce a formal grounded theory, it intends to inform the Perceptual Reframing Loop (PRL) Framework for change. The study will produce meaningful, data-driven insights to inform the refinement of research tools and procedures for a larger-scale PRL study and inform further research question improvement. This pilot study will assess the feasibility of the intervention and surface initial conceptual categories related to emotional regulation, mindset, executive function, and teacher resilience. This study explores a nonverbal therapeutic modality that falls outside traditional talk therapy. While guided imagery and hypnotherapy share overlapping techniques, this intervention is framed specifically as guided imagery for ethical and accessibility purposes in school environments. The approach is consistent with my clinical work in hypnotherapy as a registered clinical hypnotherapist, which emphasizes the effectiveness of nonverbal, imaginative processes for emotional regulation and self-awareness.

2.1 Data Source

Pre/post interviews will complement this self-assessment. Data will be collected through self-observation journals, structured reflection prompts, and pre-/post-intervention semi-structured intake/exit interviews. The analytical framework draws on Constructivist Grounded Theory (Charmaz, 2006), emphasizing meaning-making and inductive theory-building from the participant's perspective. For the study, Self Observation and Reflection (SOR) tool will involve the teacher subject noting their internal response (cynicism, stress, etc) to external stimuli (perceived student disruptions). The SOR tool will be modelled on and incorporate prompts from Maslach Burnout Inventory (Maslach et al. (1997) to ensure all domains of burnout, emotional exhaustion, depersonalization, and personal accomplishment are explored throughout the intervention period. The MBI standard assessment will be used for the pre-post burnout assessment, for triangulation, and to inform future studies.

These ongoing reflexive SOR notes will capture the teacher's subjective reflections on classroom complexity and behaviour, as well as their emotional responses and perceived ability to manage disruptions. These notes will be teacher-centred and follow a template to ensure consistent reflection, creating an exploratory case study that can be used as a data source. These notes will include self-reflective and contextual details such as classroom dynamics, teacher

emotional responses, perceived student needs, and any access to divisional resources will be used to inform this exploratory case study. This is in alignment with common best teaching practices that encourage ongoing self-reflection. Although the teacher will reflect on their internal experience and reactions in the classroom, individual students will not be directly analyzed, intentionally observed, named, directly involved, or interacted with at any point during the study by the researcher. The classroom routine should maintain its status quo.

A pre-study interview will be conducted to ensure participant suitability for the study. A post-study exit interview will be completed by the participant to ensure accurate representation of the data and to confirm that no further intervention sessions are needed, in alignment with professional psychological standards for treatment plans and care, for the subject. The intervention will be delivered via a protocol designed for burnout/mindset, and/or a pre-recorded session of the same protocol to standardize the method and minimize facilitator influence or bias. The intervention sessions can be conducted in person or online; this approach also supports future scalability and replication of the study. Additionally, the time of year will be documented, as seasonal teaching demands (e.g., exam periods, upcoming school breaks, extracurricular programming, or report card deadlines) may influence teacher stress levels and perceptions. Recognizing and documenting these external factors will contribute to a richer contextual understanding of the findings.

The post-intervention exit interview will mirror the pre-intervention interview to ensure consistency across variables, including location, duration, time of day, and “main body” questions in both interviews will be organized to enable a clear comparison of pre- and post-intervention responses. Further questions will be through natural conversation and bridging during the interview process. See Part B, Appendix A, for further explanation.

2.3 Ethical Considerations

The interventions within this study are grounded in psychological principles and aim to promote relaxation, increase self-awareness, and foster a more compassionate and balanced approach to teaching. Interventions that create an altered internal state have been studied for safety and contraindications (Häuser et al., 2016). To ensure ethical rigour, I will bracket any personal conclusions, assumptions, or concerns regarding public education, teacher cynicism, and teacher mental health. This strategy is essential to maintain neutrality and allow the participant’s lived experience to guide the narrative without imposing external interpretations. Classroom cynicism will be explored through the participants' lens only, avoiding unintentional attribution or judgment from the researcher. Participants' perspectives will be represented respectfully and without judgment. To ensure credibility and trustworthiness, triangulation will be employed across multiple data sources to ensure interpretation and finding accuracy. A post-intervention feedback session will be conducted. This study does not aim to diagnose or treat any clinical conditions. It seeks to explore subjective shifts in educators’ perceptions and emotional reactivity.

To further ensure participant safety and well-being, the study will adhere to the following ethical safeguards:

- Registered and Insured Clinical Hypnotherapist (RCH): The NSDR sessions will be led by a qualified, registered, and insured clinical hypnotherapist.
- Informed Voluntary Consent: Participation will be fully voluntary/ Participants will be provided with comprehensive information about the study. They will be asked to provide

written consent, which includes the option to withdraw from the study at any time without consequence.

- Pre-Assessment for Contraindications: A pre-intervention assessment will be conducted to screen for any contraindications to self-hypnosis or guided visualization (e.g., history of certain psychological conditions like dissociation or severe PTSD), ensuring the safety of all participants.
- Administrative Approval: The study will receive approval from the relevant educational institution or school board to ensure alignment with organizational policies and full transparency.
- Confidentiality and Psychological Support: All data will be anonymized, and participant confidentiality will be HIPAA compliant. In the event of any psychological distress, participants will be provided with referrals to professional mental health services.
- All participant names and identifying details will remain anonymous throughout the study.

2.4 Research Design

The research design includes rigorous thematic analysis, triangulation through multiple data sources (teacher interviews, teacher self observation and reflections, and pre-post burnout assessments), and credibility measures such as prolonged engagement, member checking, and reflective memoing. Together, these methods ensure ethical integrity, theoretical clarity, and research validity while contributing novel insights into the role of guided imagery and international rest in educational well-being and sustainable teaching practices. The pilot study will include a single bound case study to explore the experience of a high school teacher participating in a mental performance intervention incorporating visualization, self-hypnosis, and mindset practices.

The case is limited to a single participant to allow for in-depth exploration of changes in executive function, emotional regulation, and perceptions of stress and burnout. Grounded Theory methods, particularly those informed by Charmaz's (2006) constructivist approach, guide the bottom-up data analysis process. Primary data is sourced from pre-post intervention semi-structured interviews (PPI). Secondary data sources include subject self-observation journal reflections (SOR), and pre-post burnout assessments, which will be used for triangulation and to inform future studies. Open and axial coding, memo-writing, and constant comparison were used to generate preliminary categories and emerging concepts grounded in the participants' lived experience. Applying Grounded Theory principles facilitates the identification of early patterns and meaningful constructs that may inform future research.

2.5 Data Collection Protocol

Interviews will be conducted face-to-face, outside the school environment, allowing the participant to feel safe and secure when sharing vulnerable insights. A traditional client intake will also be conducted. I will record and transcribe the conversation for memoing, data analysis, and code creation. Researcher reflective and anecdotal notes will be taken throughout the interviews. This intake includes checks for contraindications and participant informed consent in alignment with professional registration requirements. All information will be collected and stored in alignment with HIPAA protocol, and subject identity will remain anonymous throughout the study. I will initially focus on building rapport and trust with the subject, including thanking them. I will receive verbal consent from the participant to use this interview in my study. The SOR and

pre-post burnout assessments will be used as supplementary data for triangulation and to inform future mixed-method studies that this PRL pilot study informs.

2.5.1. Purpose

The purpose of this data protocol is to explore how guided imagery, progressive relaxation, and mindset practices influence teacher perceptions of student behaviour and classroom climate. This pilot study enables and allows me to explore the feasibility of the PFL framework, refine interventions, and clarify research questions. The classroom is treated as a bounded system shaped by individual teacher characteristics and contextual school factors.

2.5.2 Case

A classroom teacher who identifies as at risk of burnout, who also desires change.

2.5.3. Boundaries

Timeframe: Two intervention sessions, teacher self-observation reflection, pre-post burnout assessment, and member checking occurring over 12 days.
Participants: One teacher in a classroom of 30-35 students;
Context: A school environment with an interest in teacher well-being, emotional regulation, and alternative strategies to address burnout.

2.6 Procedure

***Step 1*: Research "Interested Subject" Call:** Request for submission of interest to participate, including an online form with questions regarding pre-existing conditions, reflection questions regarding mental health, history, sense of burnout, teaching years, etc. A RCH client intake form aligned with HIPAA will be used.

***Step 2*: Subject Vetting and Intake:** During this time, contraindications will be discussed, notably active psychosis. If applicable, Dr sign-off may be required; this will be based on pre-existing conditions such as depression or anxiety. If necessary or deemed unsuitable for the study, researchers will return to the "Interested Subject" list.

***Step 3:* Informed Consent Process, Pre-Interview, and Burnout Assessment:** Ensure informed consent from the teacher, administration, and division. During this step, a pre-intervention interview occurs, as well as a pre-intervention Burnout Assessment. For a sample of Pre-Post Intervention Interview Question (Guided Database), see Appendix B.

***Step 4*: Initialize Teacher Self-Observation and Reflection Process:**

Begins 2 working days before the pre-intervention interview. Introduce the SOR process, wherein the teacher records reflections and notes each day through the study, including intervention days, through an encrypted online live document sharing system. Voice Notes are also an option if preferred by the participant.

***Step 5*:** Intervention begins

***Step 6*:** Completion of ongoing SO

Step 7: Subject exit interview, post-intervention MIB burnout assessment.

***Step 8*:** Member Checking

3.0 Data Collection

Data will be collected through a pre and post-intervention Self Observation (SOR) Reflective journal, with one mid career grade 9 classroom teacher who self-identifies as feeling overwhelmed, burnout, or increasingly stressed; who has also identified the desire to change their internal state (Wade et al., 2018; Rodriguez and Ryave, 2002). For the study, Self Observation will involve the teacher noting their own internal response (cynicism, stress, etc) to external stimuli (perceived student disruptions), including the types of disruption that occur or are noticed the most by the subject. These ongoing reflexive SOR notes will capture the teacher's subjective reflections on classroom complexity and behaviour, as well as their emotional responses and perceived ability to manage disruptions. Ongoing Self-Observation and Reflection journal notes will be taken by the subject teacher and shared with the researcher throughout the study.

3.1 Memoing

Throughout the study, in-depth description and memoing will occur, including specific examples, quotes, and reflections from the participant. Memoing will occur after each major interaction and when analyzing the subject's SOR. Memoing will be descriptive (who, what, when), reflective (what is noteworthy, "why", any surprises) and descriptive (surface level "what happened") and analytic (thoughts, patterns, themes, emerging links). It will also be used to help identify themes. Grounded Theory will be used as a framework when analyzing the data. (For a sample of note-taking and memoing, see Appendix A).

3.2 Data Analysis

3.2.1. Coding Process

While initial analysis will include a priori codes based on the PRL framework and associated constructs (e.g., Theory of Mind, EF), in vitro coding will also be conducted to identify emergent themes. This dual approach ensures openness to new insights that may inform future research development. In vitro thematic coding will allow unanticipated themes to emerge that may inform refinement of the PRL framework research questions. I will be an impartial and neutral observer, remaining open to the unique experience of the subject and any new connections and themes (codes) that emerge. Including the way teacher burnout may be perceived internally, distort perception, influence classroom dynamics, teachers' perception and interpretation of student behaviour, all of which may reinforce negative feedback loops.

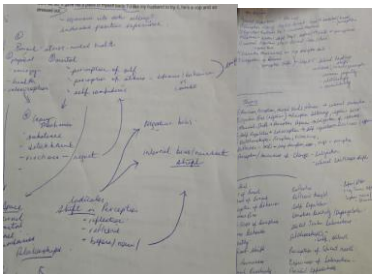
3.2.2. Code Book

Stage 1, Cycle 1: A priori Codes based on the PRL framework and associated constructs

Themes & PRL Alignment(A Priori Codes)	CODE	PRL Focus Area	Aligned PRL Stage
Emotional Reactions, Perception, and Impact of Burnout /Stress	ERPB	Internal distortions	Entire PRL loop – especially loop disruption
Cognitive Bias and Disruptive Behavior	CBDB	Perception filtering and accuracy, Intern	Stage 2 & 3: Burnout Filter → Distorted Interpretation
Mindset Shifts & Perceptual Reframing	MSPR	Integration of reframed lens	Stage 3: Distorted Interpretation → Reframing
Emotional Regulation & Self-Awareness	ERSA	Regulation + resilience	Stage 4: Emotional Reaction
Teacher-Student Relationship	TSR	Reframing + cognitive shifts	Stage 2: Burnout Filter, Stage 3: Distorted Interpretation → Reframing
Reflection on Intervention	ROI	Intervention mechanisms	Loop Disruption Point
Teacher's Perception of Change	TPC	Integration of reframed lens	Stages 2–5: Filter to Feedback Loop

Stage 2: In vitro coding will also be conducted to identify emergent themes.

Stage 2, Cycle 2: Initial Data Reading and Mind Mapping sample



Stage 2, Cycle 3a: Open Coding sample: ***Pre-Intervention Interview***

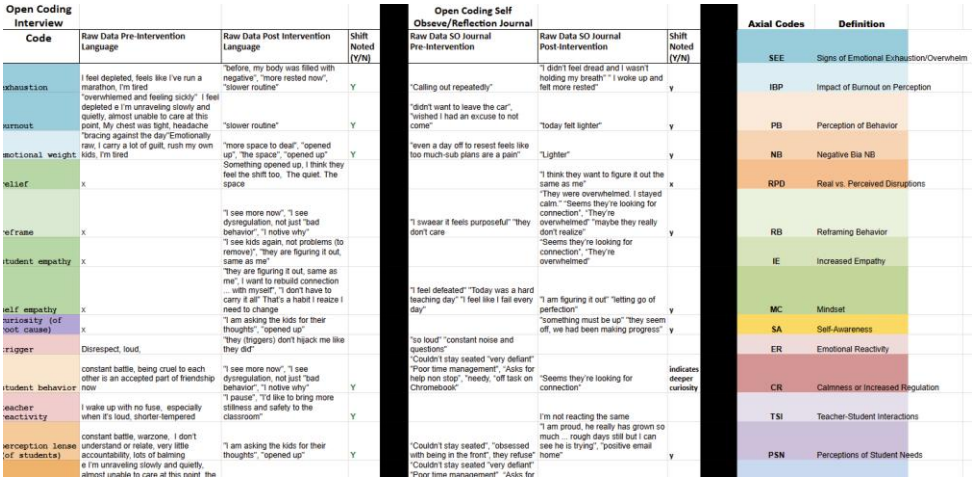
Emotional State and Well-being
Q: How would you describe your mental health as a teacher at this point in the school year?
Subject: Honestly? I feel depleted[burnout] [physical symptoms] [emotional weight] . Emotionally raw[emotional weight]. Like I'm running on fumes most days [interoception][burnout] [physical symptoms] . I care about my students deeply, but I feel like I'm unraveling slowly and quietly, almost unable to care at this point [coping mechanism][burnout] .
Int: That sounds like a lot. Have you always felt this way? Any Idea when or how it started?
I carry a lot of guilt over it [judgement][emotional weight] [victim loop], I used to love teaching [reflection][timeline, then now] but the last few years have felt challenging [mindset] [perception lense][negative bias] between contracts [System Issue]and class dynamics [victim loop][System Issue].
Int: What class dynamics do you mean?
Subject: I have like 12 IEP students and I feel like at least have other struggles[student skill lag] [System Issue].
Int: Like what (troubles)?
Subject: Lot's are behind in reading levels[student skill lag], so many struggle with basic life skills [student skill lag]and things that I feel to be like common sense [negative bias] [judgement] or basic expectations like listening, sitting still, respect [judgement]. That sort of thing. Attention span it like -[student skill lag], it is so hard, it feels like babysitting[Cynicism] [negative bias]closed mindset] .
Int: *How do you prepare yourself for that? (bridge to next question) like,*
Q: How did you feel walking into work this morning?
Subject: I sat in my car for 10 minutes just trying to gather myself[burnout] [physical symptoms] [emotional weight] [EF dysregulation]. I do this most mornings listening to a song reset to go inside.. My chest was tight[physical symptoms] , and I already had a headache[physical symptoms] . That's typical now,I brace myself [teacher reactivity] before I even open the school doors [negative bias] [external Trigger] .
Int: Is this pretty typical?
It doesn't matter how early I am, I feel rushed in a weird way[EF dysregulation] . I rush my own kids out[teacher reactivity][EF dysregulation][emotional weight], I wake up with no fuse [teacher reactivity] [emotional weight] [mindset]and it can't [victim loop] [mindset] find a way to change that.
Challenges with Student Behavior
Q: What are you dealing with in the classroom, that might be contributing to this sense of dread, is that the right word?
Subject: I think dread or overwhelm, just it feels like I am walking into failure [negative bias] . It's constant[emotional weight] . There's shouting [external Trigger] , walking out [external Trigger] [perception lense]

Stage 2, Cycle 3b: Open Coding sample: ***Post-Intervention Interview***

Subject: Yes. Immediately after, my body felt different[interoception][physical symptoms]. Really rested, my mind too. My face looked different my husband said. My shoulders weren't up around my ears[interoception], I was hungry and thirsty. I think the Journal is forcing me to mind my own habits and behaviors also. Rather than auto pilot.
Int: So it's been good?
Subject: I didn't have a glass of wine that night, most nights lately it is 2. [reflection][noted positive shift][coping mechanism]. I went for a walk with the dog and kids [calm][connection].
Int: That feel good?
Subject: Oh yeah, it was nice.
Int: *what about in the classroom?* (transition to question)

Perception of Student Behavior After the Intervention
Q: Have you noticed any changes in the classroom?
Subject: The behavior hasn't magically disappeared[reflection] but I've noticed[reflection] I'm not reacting the same [teacher reactivity], or I'm not freaking out [teacher reactivity][self regulation] on the inside immediately. I have more space [emotional weight] to deal with things[mindset] [efficacy][noted positive shift] ..Because I'm calmer[calm] [perception lense] [relationship] [hope] , the whole room feels slightly more manageable [hope][efficacy].
Int: *So the kids have noticed?*
I think, or hope so. My tone's different[reflection]. That matters[growth mindset]. But what's more surprising is that I keep going back to the visualization[intervention] , even in class. LIke I remind myself without meaning to [intervention] [reflection].
Int: That's nice, to have that tool. Do you think your awareness increased in the classroom also?
Q:Of student behavior?
Subject:I think so, I see more now [openness] [growth mindset]. I see dysregulation [EF dysregulation, not just "bad behavior" [curiosity] [perception lense] [student behavior[perception shift]. I notice *why*[perception shift[curiosity] [perception lense] it's happening or ask what if we do this? [relationship], rather than give

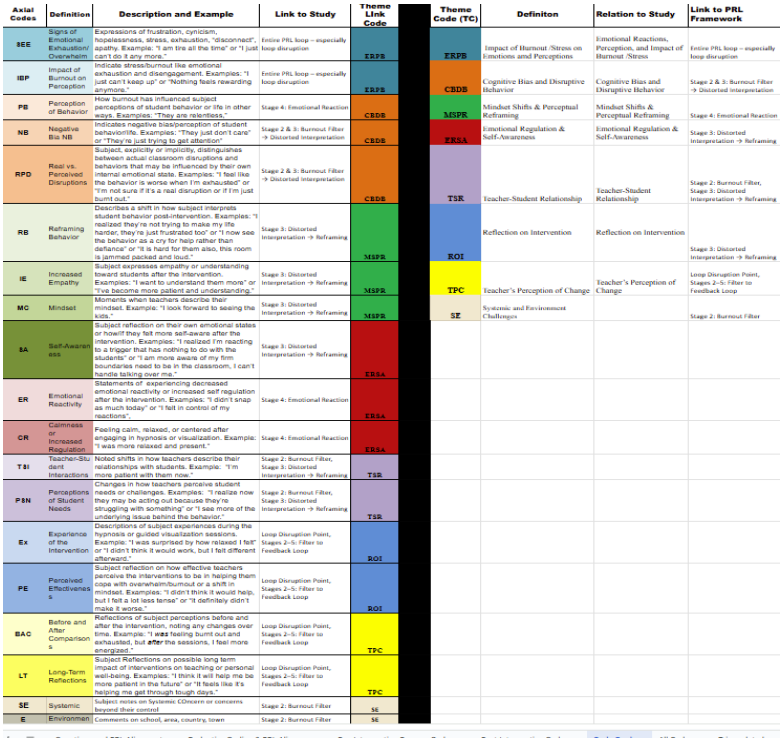
Stage 2, Cycle 4*:* Axial/Consolidated Coding



Open Coding Interview Code	Raw Data Pre-Intervention Language	Raw Data Post Intervention Language	Shift Noted (Y/N)	Open Coding Self Obseve/Reflection Journal Raw Data SO Journal Pre-Intervention	Raw Data SO Journal Post-Intervention	Shift Noted (Y/N)	Axial Codes	Definition
							SEE	Signs of Emotional Exhaustion/Overwhelm
xhaustion	I feel depleted, feels like I've run a marathon, I'm tired	"before, my body was filled with negative", "more rested now", "slower routine"	Y	"Calling out repeatedly"	"I didn't feel dread and I wasn't holding my breath" " I woke up and felt more rested"	y	IBP	Impact of Burnout on Perception
urnout	"overwhelmed and feeling sickly" I feel depleted e I'm unraveling slowly and quietly, almost unable to care at this point, My chest was tight, headache	"slower routine"	Y	"didn't want to leave the car", "wished I had an excuse to not come"	"today felt lighter"	y	PB	Perception of Behavior
motional weight	"bracing against the day"Emotionally raw, I carry a lot of guilt, rush my own kids, I'm tired	"more space to deal", "opened up", "the space", "opened up"	Y	"even a day off to reset feels like too much-sub plans are a pain"	"Lighter"	y	NB	Negative Bia NB
elief	x	Something opened up, I think they feel the shift too, The quiet. The space			"I think they want to figure it out the same as me"	x	RPD	Real vs. Perceived Disruptions
eframe	x	"I see more now", "I see dysregulation, not just "bad behavior", "I notive why"		"I swaear it feels purposeful" "they don't care	"They were overwhelmed. I stayed calm." "Seems they're looking for connection", "They're overwhelmed" "maybe they really don't realize"	y	RB	Reframing Behavior
tudent empathy	x	"I see kids again, not problems (to remove)", "they are figuring it out, same as me"			"Seems they're looking for connection", "They're overwhelmed"		IE	Increased Empathy
elf empathy	x	"they are figuring it out, same as me", I want to rebuild connection ... with myself", "I don't have to carry it all" That's a habit I reaize I need to change		"I feel defeated" "Today was a hard teaching day" "I feel like I fail every day"	"I am figuring it out" "letting go of perfection"	y	MC	Mindset
uriosity (of oot cause)	x	"I am asking the kids for their thoughts", "opened up"			"something must be up" "they seem off, we had been making progress"	y	SA	Self-Awareness
rigger	Disrespect, loud,	"they (triggers) don't hijack me like they did"		"so loud" "constant noise and questions"			ER	Emotional Reactivity
tudent behavior	constant battle, being cruel to each other is an accepted part of friendship now	"I see more now", "I see dysregulation, not just "bad behavior", "I notive why"	Y	"Couldn't stay seated "very defiant" "Poor time management", "Asks for help non stop", "needy, "off task on Chromebook"	"Seems they're looking for connection"	indicates deeper curiosity	CR	Calmness or Increased Regulation
eacher eactivity	I wake up with no fuse, especially when it's loud, shorter-tempered	"I pause", "I'd like to bring more stillness and safety to the classroom"	Y		I'm not reacting the same		TSI	Teacher-Student Interactions
erception lense of students)	constant battle, warzone, I don't understand or relate, very little accountability, lots of balming e I'm unraveling slowly and quietly, almost unable to care at this point, the	"I am asking the kids for their thoughts", "opened up"	Y	"Couldn't stay seated", "obsessed with being in the front", they refuse" "Couldn't stay seated "very defiant" "Poor time management", "Asks for	"I am proud, he really has grown so much ... rough days still but I can see he is trying", "positive email home"	y	PSN	Perceptions of Student Needs

For code definitions, see *Appendix E.*

Stage 2, Cycle 5: Thematic Coding



Axial Codes	Definition	Description and Example	Link to Study	Theme Link Code	Theme Code (TC)	Definiton	Relation to Study	Link to PRL Framework
SEE	Signs of Emotional Exhaustion/ Overwhelm	Expressions of frustration, cynicism, hopelessness, stress, exhaustion, "disconnect", apathy. Example: "I am tire all the time" or "I just can't do it any more."	Entire PRL loop – especially loop disruption	ERPB	ERPB	Impact of Burnout /Stress on Emotions and Perceptions	Emotional Reactions, Perception, and Impact of Burnout /Stress	Entire PRL loop – especially loop disruption
IBP	Impact of Burnout on Perception	Indicate stress/burnout like emotional exhaustion and disengagement. Examples: "I just can't keep up" or "Nothing feels rewarding anymore."	Entire PRL loop – especially loop disruption	ERPB	CBDB	Cognitive Bias and Disruptive Behavior	Cognitive Bias and Disruptive Behavior	Stage 2 & 3: Burnout Filter → Distorted Interpretation
PB	Perception of Behavior	How burnout has influenced subject perceptions of student behavior or life in other ways. Examples: "They are relentless,"	Stage 4: Emotional Reaction	CBDB	MSPR	Mindset Shifts & Perceptual Reframing	Mindset Shifts & Perceptual Reframing	Stage 4: Emotional Reaction
NB	Negative Bia NB	Indicates negative bias/perception of student behavior/life. Examples: "They just don't care" or "They're just trying to get attention"	Stage 2 & 3: Burnout Filter → Distorted Interpretation	CBDB	ERSA	Emotional Regulation & Self-Awareness	Emotional Regulation & Self-Awareness	Stage 3: Distorted Interpretation → Reframing
RPD	Real vs. Perceived Disruptions	Subject, explicitly or implicitly, distinguishes between actual classroom disruptions and behaviors that may be influenced by their own internal emotional state. Examples: "I feel like the behavior is worse when I'm exhausted" or "I'm not sure if it's a real disruption or if I'm just burnt out."	Stage 2 & 3: Burnout Filter → Distorted Interpretation	CBDB	TSR	Teacher-Student Relationship	Teacher-Student Relationship	Stage 2: Burnout Filter, Stage 3: Distorted Interpretation → Reframing
RB	Reframing Behavior	Describes a shift in how subject interprets student behavior post-intervention. Examples: "I realized they're not trying to make my life harder, they're just frustrated too" or "I now see the behavior as a cry for help rather than defiance" or "it is hard for them also, this room is jammed packed and loud."	Stage 3: Distorted Interpretation → Reframing	MSPR	ROI	Reflection on Intervention	Reflection on Intervention	Stage 3: Distorted Interpretation → Reframing
IE	Increased Empathy	Subject expresses empathy or understanding toward students after the intervention. Examples: "I want to understand them more" or "I've become more patient and understanding."	Stage 3: Distorted Interpretation → Reframing	MSPR	TPC	Teacher's Perception of Change	Teacher's Perception of Change	Loop Disruption Point, Stages 2–5: Filter to Feedback Loop
MC	Mindset	Moments when teachers describe their mindset. Example: "I look forward to seeing the kids."	Stage 3: Distorted Interpretation → Reframing	MSPR	SE	Systemic and Environment Challenges		Stage 2: Burnout Filter
SA	Self-Awareness	Subject reflection on their own emotional states or how/if they felt more self-aware after the intervention. Examples: "I realized I'm reacting to a trigger that has nothing to do with the students" or "I am more aware of my firm boundaries need to be in the classroom, I can't handle talking over me."	Stage 3: Distorted Interpretation → Reframing	ERSA				
ER	Emotional Reactivity	Statements of experiencing decreased emotional reactivity or increased self regulation after the intervention. Examples: "I didn't snap as much today" or "I felt in control of my reactions".	Stage 4: Emotional Reaction	ERSA				
CR	Calmness or Increased Regulation	Feeling calm, relaxed, or centered after engaging in hypnosis or visualization. Example: "I was more relaxed and present."	Stage 4: Emotional Reaction	ERSA				
TSI	Teacher-Student Interactions	Noted shifts in how teachers describe their relationships with students. Example. "I'm more patient with them now."	Stage 2: Burnout Filter, Stage 3: Distorted Interpretation → Reframing	TSR				
PSN	Perceptions of Student Needs	Changes in how teachers perceive student needs or challenges. Examples: "I realize now they may be acting out because they're struggling with something" or "I see more of the underlying issue behind the behavior."	Stage 2: Burnout Filter, Stage 3: Distorted Interpretation → Reframing	TSR				
Ex	Experience of the Intervention	Descriptions of subject experiences during the hypnosis or guided visualization sessions. Example: "I was surprised by how relaxed I felt" or "I didn't think it would work, but I felt different afterward."	Loop Disruption Point, Stages 2–5: Filter to Feedback Loop	ROI				
PE	Perceived Effectiveness	Subject reflection on how effective teachers perceive the interventions to be in helping them cope with overwhelm/burnout or a shift in mindset. Examples: "I didn't think it would help, but I felt a lot less tense" or "it definitely didn't make it worse."	Loop Disruption Point, Stages 2–5: Filter to Feedback Loop	ROI				
BAC	Before and After Comparisons	Reflections of subject perceptions before and after the intervention, noting any changes over time. Example: "I was feeling burnt out and exhausted, but after the sessions, I feel more energized."	Loop Disruption Point, Stages 2–5: Filter to Feedback Loop	TPC				
LT	Long-Term Reflections	Subject Reflections on possible long term impact of interventions on teaching or personal well-being. Examples: "I think it will help me be more patient in the future" or "It feels like it's helping me get through tough days."	Loop Disruption Point, Stages 2–5: Filter to Feedback Loop	TPC				
SE	Systemic	Subject notes on Systemic COncern or concerns beyond their control	Stage 2: Burnout Filter	SE				
E	Environment	Comments on school, area, country, town	Stage 2: Burnout Filter	SE				

Stage 2, Cycle 6*:* Theme-Linking**:** a priori + in vitro, and PRL.

Themes linking to PRL	Theme Code	Focus Area	Aligned PRL Stage
Emotional Reactions, Perception, and Impact of Burn	ERPB	Internal distortions	Entire PRL loop – especially loop disruption
Cognitive Bias and Negative Loop	CBDB	Perception filtering and accuracy, Inter	Stage 2 & 3: Burnout Filter → Distorted Interpretation
Mindset Shifts & Perceptual Reframing	MSPR	Integration of reframed lens	Stage 3: Distorted Interpretation → Reframing
Emotional Regulation & Self-Awareness	ERSA	Regulation + resilience	Stage 3: Distorted Interpretation → Reframing, Stage 4: Emotional Reaction
Teacher-Student Relationship	TSR	Reframing + cognitive shifts	Stage 3: Distorted Interpretation → Reframing
Reflection on Intervention	ROI	Intervention mechanisms, Overall inter	Loop Disruption Point
Teacher's Perception of Change	TPC	Integration of reframed lens	Stages 2–5: Filter to Feedback Loop
Systemic	SE	Resilience, reframe (acceptance of lmi	Stage 3: Distorted Interpretation → Reframing

Stage 3, Cycle 7: Triangulation and Member Checking sample: Exit Interview Review with the subject to ensure codes and themes accurately reflect their internal experiences and self-observations.

Pre-Post Intervention Interviews and Subject Self Observation Journal Triangulation:

Open Coding Interview					Open Coding SO			Consolodated/Axial
Code	Raw Data Pre-In	Raw Data Post Int	Shift Noted (Y/N)		Raw Data SO Pre-In	Raw Data SO Post-	Shift Noted (	
exhaustion	"I feel depleted"	"before, my body wa	Y	exhaustion	"tired", "nothing left"	"I had more enegry	Y	Signs of Emotional Exhaustion/Over
burnout	"overwhlemed an	"slower routine"	Y	burnout	"I gave up today"			Impact of Burnout on Perception
emotional weight	"bracing against t	"more space to dea	Y	emotional wei	"Calling out repeated	we did some sefl ref	Y	Perception of Behavior
relief		"I had a bit of space"		relief				Negative Bia NB
reframe	"walking into failu	"I see more now", "I	y	reframe	"Defiance"	"They were overwhe	Y	Real vs. Perceived Disruptions
student empathy	"basic expectatio	"I see kids again, nc	y	student empat	"Needy "	"Seems they're look	Y	Reframing Behavior
self empathy		"they are figuring it	y	self empathy				Increased Empathy
curiosity (of root cause)		"I am asking the kids for their thoughts", "(		curiosity (of root cause)				Mindset
trigger		"they (triggers) don't hijack me like they di		trigger				Self-Awareness
								Emotional Reactivity

Stage 4, Cycle 8: Coding Connection to PRL Framework:

Themes linking to PRL	Theme Code	Focus Area	Aligned PRL Stage
Emotional Reactions, Perception, and Impact of Burn	ERPB	Internal distortions	Entire PRL loop – especially loop disruption
Cognitive Bias and Negative Loop	CBDB	Perception filtering and accuracy, Inter	Stage 2 & 3: Burnout Filter → Distorted Interpretation
Mindset Shifts & Perceptual Reframing	MSPR	Integration of reframed lens	Stage 3: Distorted Interpretation → Reframing
Emotional Regulation & Self-Awareness	ERSA	Regulation + resilience	Stage 3: Distorted Interpretation → Reframing, Stage 4: Emotional Reaction
Teacher-Student Relationship	TSR	Reframing + cognitive shifts	Stage 3: Distorted Interpretation → Reframing
Reflection on Intervention	ROI	Intervention mechanisms, Overall inter	Loop Disruption Point
Teacher's Perception of Change	TPC	Integration of reframed lens	Stages 2–5: Filter to Feedback Loop
Systemic	SE	Resilience, reframe (acceptance of lmi	Stage 3: Distorted Interpretation → Reframing

4.0 Findings

The primary research questions addressed in this pilot study were: "How does participation in a structured visualization intervention influence teacher perception of student behaviour?" and "In what ways do guided imagery and reflective practices influence teachers' emotional regulation and perceptions of challenging student behaviour?" Additional areas explored included:

- Emerging themes from teacher reflections regarding mindset shifts and classroom reactivity
- Patterns of perceptual reframing and internal recalibration
- The role of stress and burnout in shaping perception, response, and attribution
- The overall experience and perceived impact of the intervention

Pre and post-intervention interviews served as the primary data sources, complemented by Self-Observation (SOR) protocols and burnout assessments used to triangulate findings and assess feasibility for future mixed-methods research. Data analysis followed a four-stage, eight-cycle coding process:

Stage 1: A Priori Codes

Cycle 1: A Priori Codes based on the PRL framework and associated constructs

Stage 2: In Vitro coding will also be conducted to identify emergent themes.

Cycle 2: Initial Data Reading

Cycle 3: Open Coding

Cycle 4: Axial/Consolidated Coding

Cycle 5: Thematic Coding

Cycle 6: Holistic (a priori and in vitro) Theme-Linking and PRL (Perceptual Reframing Loop) Integration

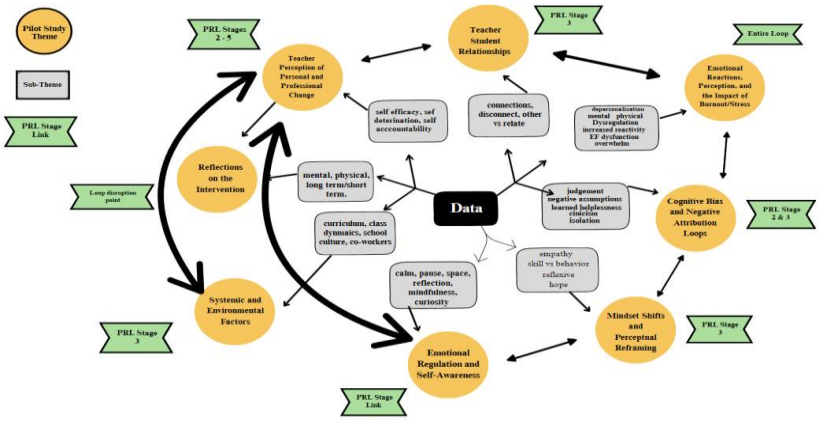
Stage 3, Cycle 7: Triangulation and Member Checking

Stage 4, Cycle 8: Coding Connection to PRL Framework:

This analysis revealed eight emerging themes:

- Emotional Reactions, Perception, and the Impact of Burnout/Stress
- Cognitive Bias and Negative Attribution Loops
- Mindset Shifts and Perceptual Reframing
- Emotional Regulation and Self-Awareness
- Teacher–Student Relationship Dynamics and Connection
- Reflections on the Intervention
- Teacher Perception of Personal and Professional Change
- Systemic and Environmental Factors

The first theme highlighted how stress, burnout, and fatigue deeply influence teacher mindset, perception, and overall well-being. Mindset shifts and increased self-awareness (Theme 3) were consistent across all data sources. The SOR protocol allowed triangulation of teachers' recalled experiences during the post-intervention phase. The intervention itself (Theme 6) was described as impactful, with varying levels of perceived legitimacy and effectiveness. Themes 2, 5, and 8 suggest that cognitive bias, emotional reactivity, and systemic pressure were closely linked. Theme 8 emerged during Stage 2, a priori coding, where the subject often mentioned the environment as a trigger, for example panic before entering the school which was noted in both the subjects interview and SOR. Together, these themes illustrate how teacher burnout interacts with both internal and external stressors to reinforce perception loops. The emergence and interrelatedness of these themes highlighted the complex, interconnected nature of school ecosystems. The interplay between themes illustrates a "within-person" ecosystem in which internal and external variables co-influence behaviour and perception. Triangulation was achieved via cross-referencing interview data, SOR journals, burnout inventories, and member validation.



Note: Visual Explanation of Themes and PRL Stage Connection, Author Created

5.0 Conclusion

This research plan is Part B of a rudimentary plan for a pilot study exploring how guided imagery and progressive relaxation may help teachers reframe their perceptions of student

behaviour. This pilot study aims to evaluate the viability of a larger-scale investigation by exploring the feasibility of the research design, initial themes, and participant responsiveness. As such, it intentionally prioritizes flexibility in coding and analysis to guide future development. By promoting calm and clarity, these practices can support emotional regulation, reduce reactivity, and foster stronger, more intentional teacher–student interactions. It aims to understand *how* and *why* these strategies may be effective in real-world educational settings. The findings will inform the refinement of tools and approaches for future multi-participant studies. Ultimately, the research seeks to better understand the interdependent dynamics of school ecosystems and the inner experiences of teachers navigating those systems.

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Appendix A
Revised Research Questions with PRL Link

Revised Questions PRL Link	Focus Area	Aligned PRL Stage
How does participation in a structured visualization intervention influence teacher perception of student behaviour?	Overall intervention experience+ Perception filtering and accuracy-	Entire PRL loop – especially loop disruption + Stages 2–5: Filter to Feedback Loop
In what ways do guided imagery and reflective practices influence teachers' emotional regulation and cognative lense?	Perception + filtering and accuracy + Internal distortions+ Self Reg	Stage 2 & 3: Burnout Filter → Distorted Interpretation+ Stage 4: Emotional Reaction
What themes emerge from teacher reflections regarding mindset shifts and classroom reactivity?	Reframing + Cognitive shifts + Overall intervention experience	Stage 3: Distorted Interpretation → Reframing + Stage 2: Burnout Filter
What patterns emerge regarding the role of stress, emotional exhaustion, or cynicism in shaping teacher perception and both inte	Intervention mechanisms+ Integration of reframed lens+ Internal di	Entire PRL loop – especially loop disruption

Appendix B
Interview Note Taking Sample

Subject: I carry a lot of guilt (shame, defeat) over it, I used to love teaching but the last few years have felt challenging and class dynamics

Int: *What class dynamics do you mean?*

Subject: I have like 12 IEP students and I feel like at least half have other struggles. (such as? - hoping journal shows more)

Int: *Like what (troubles)?*

Subject: Lot's are behind in reading levels, so many struggle with basic life skills and things that I feel to be like common sense or basic expectations like listening, sitting still, respect. That sort of thing. Attention span it like -2, it is so hard (is that a choice or skill lag? Does lesson structure or routine influence this?), it feels like babysitting (negative lens). they don't seem to connect skill lags with behaviors.

Int: *How do you prepare yourself for that? (bridge to next question).* How did you feel walking into work this morning?

I sat in my car for 10 minutes just trying to gather myself.

Int: *Is this pretty typical?*

I do this most mornings listening to a song reset to go inside (mental transition?). My chest was tight, and I already had a headache (physical and mental dysregulation?). That's typical now,I brace myself before I even open the school doors. (Have they accepted this as normal, or how it will always be? Could any shifts have a trickle through effect to change this- and are they currently "open" enough to do this?- will explore further during intervention).

Int: *Are your mornings rushed?*

It doesn't matter how early I am, I feel rushed in a weird way. I rush my own kids out, I wake up with no fuse and it can't find a way to change that. (Internal rush state/dysregulation? Would any experience feel peaceful for them? will explore further)

Int: Let's talk about the classroom. What are you dealing with in the classroom that might be contributing to this sense of dread, is that the right word?

Subject: I think dread or overwhelm, just it feels like I am walking into failure. It's constant. There's shouting , walking out, kids swearing at each other, rough housing, throwing things- usually at eachother but also at me from time to time. I've been called the b word when trying to stop a fight. They are to do work on chromebooks but it is a constant battle to get them off games or doing inappropriate searches on each other's computers . Lots of blaming others and very little accountability. They are young, but not that young. I mean I was working and basically on my own at this age (Lots of judgement language)

Int: *On your own? Tell me more.*

Subject: My home life wasn't awesome, it was better that way. I worked and went to school. I sort of raised myself. (This is possibly a part of their current internal bias and landscape, possible trigger point).

Note*: Interviewer (Int) thoughts during the interview are in red. Planned questions are regular, ongoing discussions and subject-specific linking points are in italics.*

Appendix C
Pre-Post Intervention Interview Questions:

Pre-Intervention:

Emotional State and Well-being

How would you describe your mental health teacher at this point in the school year?

How did you feel walking into work this morning? Is this pretty typical?

Challenges with Student Behaviour

Can you describe any challenges you are currently facing with student behaviour in the classroom?

Are there any student behaviours that seem to trigger you more than others?

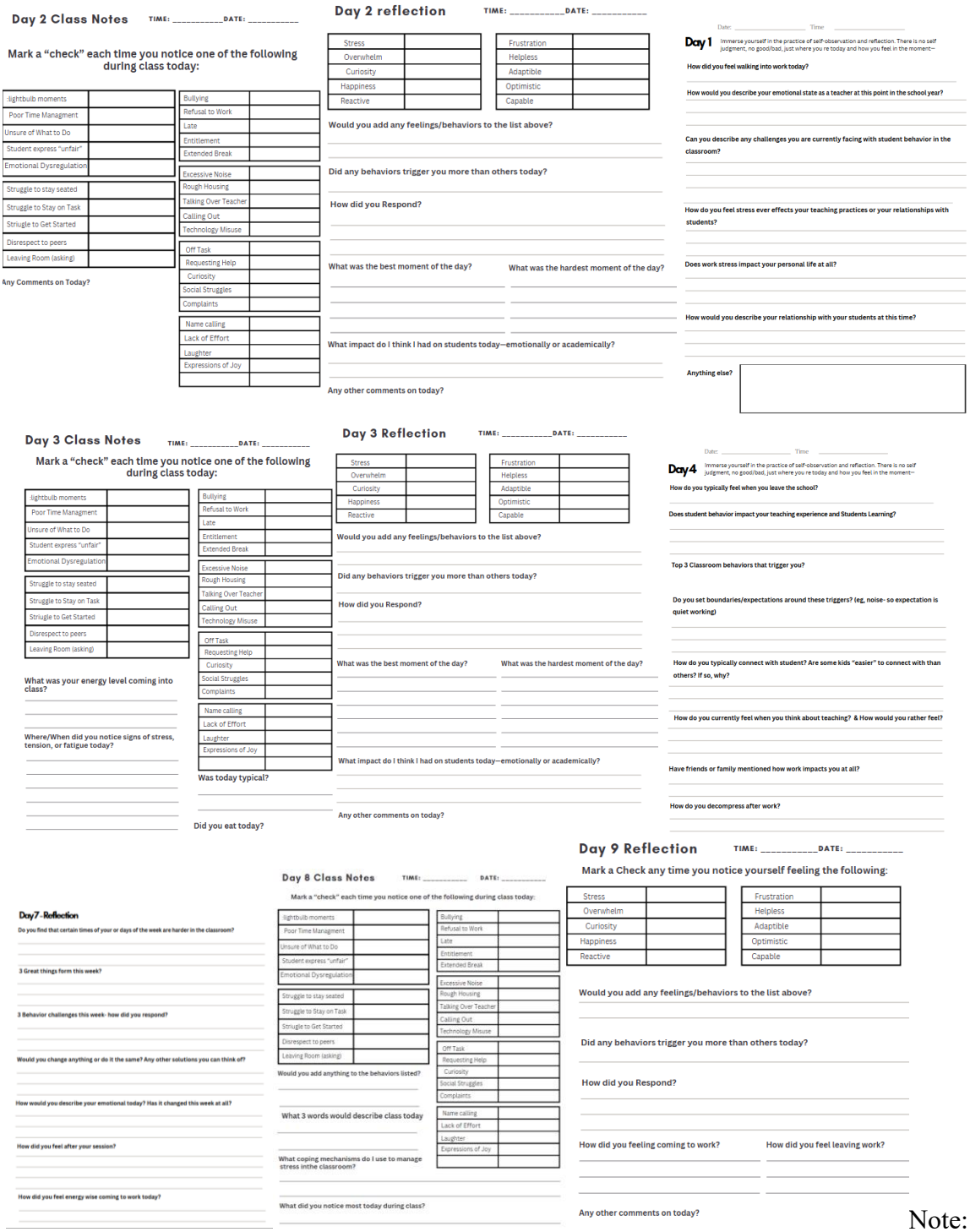
Why?

Is there much support for you? (be it parents or admin, etc.)

Emotional Reactions to Stress or Burnout
How does stress/ burnout or stress affect your teaching practices? Your relationships with students? Your life as a whole?
How do you describe your work days to friends or family?
What do they think about it?
Coping Strategies and Emotional Regulation
How do you typically manage your emotions when faced with stressful situations in the classroom?
Do you ever react in ways you regret later?
Do you ever "give up" on a lesson or strategy due to behaviour?
Teacher-Student Relationship
How would you describe your relationship with your students at this time?
Has it always felt this way?
Post-Intervention:
Emotional State After the Hypnosis and Visualization Sessions
How did you feel walking into work today?
How would you describe your emotional state now?
Did you notice any shift following the session?
Perception of Student Behaviour After the Intervention
Have you noticed any changes in the classroom?
Do you feel your awareness of student behaviour has changed since the hypnosis and visualization session?
Emotional Reactions and Coping with Stress
Are _____ (noted in interview 1) still triggering?
Any shift in level or how you cope with these triggers?
Teacher-Student Relationship After the Intervention
Has your perception of students shifted at all?
What about your relationship with your students changed after the intervention?
Have you noticed any changes in how students respond to you or your teaching?
Overall Experience and Reflection
Reflecting on the entire experience, have you noticed any shifts?
What do you think was the most impactful aspect of the intervention/experience?
Future Thoughts and Ongoing Changes
What changes would you like to see in your emotional state, teaching approach, or relationship with students moving forward?

Appendix D

Subject Self Observation and Reflection Journal Samples (SOR)



Day 2 Class Notes TIME: _____DATE: _____

Mark a "check" each time you notice one of the following during class today:

lightbulb moments	
Poor Time Managment	
Unsure of What to Do	
Student express "unfair"	
Emotional Dysregulation	

Bullying	
Refusal to Work	
Late	
Entitlement	
Extended Break	

Struggle to stay seated	
Struggle to Stay on Task	
Striugle to Get Started	
Disrespect to peers	
Leaving Room (asking)	

Excessive Noise	
Rough Housing	
Talking Over Teacher	
Calling Out	
Technology Misuse	

Off Task	
Requesting Help	
Curiosity	
Social Struggles	
Complaints	

Name calling	
Lack of Effort	
Laughter	
Expressions of Joy	

Any Comments on Today?

Day 2 reflection TIME: _____DATE: _____

Stress	
Overwhelm	
Curiosity	
Happiness	
Reactive	

Frustration	
Helpless	
Adaptible	
Optimistic	
Capable	

Would you add any feelings/behaviors to the list above?

Did any behaviors trigger you more than others today?

How did you Respond?

What was the best moment of the day? What was the hardest moment of the day?

What impact do I think I had on students today—emotionally or academically?

Any other comments on today?

Date: _____ Time _____

Day 1 Immerse yourself in the practice of self-observation and reflection. There is no self judgment, no good/bad, just where you re today and how you feel in the moment--

How did you feel walking into work today?

How would you describe your emotional state as a teacher at this point in the school year?

Can you describe any challenges you are currently facing with student behavior in the classroom?

How do you feel stress ever effects your teaching practices or your relationships with students?

Does work stress impact your personal life at all?

How would you describe your relationship with your students at this time?

Anything else?

Day 3 Class Notes TIME: _____DATE: _____

Mark a "check" each time you notice one of the following during class today:

lightbulb moments	
Poor Time Managment	
Unsure of What to Do	
Student express "unfair"	
Emotional Dysregulation	

Bullying	
Refusal to Work	
Late	
Entitlement	
Extended Break	

Struggle to stay seated	
Struggle to Stay on Task	
Striugle to Get Started	
Disrespect to peers	
Leaving Room (asking)	

Excessive Noise	
Rough Housing	
Talking Over Teacher	
Calling Out	
Technology Misuse	

Off Task	
Requesting Help	
Curiosity	
Social Struggles	
Complaints	

Name calling	
Lack of Effort	
Laughter	
Expressions of Joy	

What was your energy level coming into class?

Where/When did you notice signs of stress, tension, or fatigue today?

Was today typical?

Did you eat today?

Day 3 Reflection TIME: _____DATE: _____

Stress	
Overwhelm	
Curiosity	
Happiness	
Reactive	

Frustration	
Helpless	
Adaptible	
Optimistic	
Capable	

Would you add any feelings/behaviors to the list above?

Did any behaviors trigger you more than others today?

How did you Respond?

What was the best moment of the day? What was the hardest moment of the day?

What impact do I think I had on students today—emotionally or academically?

Any other comments on today?

Date: _____ Time _____

Day 4 Immerse yourself in the practice of self-observation and reflection. There is no self judgment, no good/bad, just where you re today and how you feel in the moment--

How do you typically feel when you leave the school?

Does student behavior impact your teaching experience and Students Learning?

Top 3 Classroom behaviors that trigger you?

Do you set boundaries/expectations around these triggers? (eg, noise- so expectation is quiet working)

How do you typically connect with student? Are some kids "easier" to connect with than others? If so, why?

How do you currently feel when you think about teaching? & How would you rather feel?

Have friends or family mentioned how work impacts you at all?

How do you decompress after work?

Day 7 - Reflection

Do you find that certain times of your or days of the week are harder in the classroom?

3 Great things form this week?

3 Behavior challenges this week- how did you respond?

Would you change anything or do it the same? Any other solutions you can think of?

How would you describe your emotional today? Has it changed this week at all?

How did you feel after your session?

How did you feel energy wise coming to work today?

Day 8 Class Notes TIME: _____ DATE: _____

Mark a "check" each time you notice one of the following during class today:

lightbulb moments	
Poor Time Managment	
Unsure of What to Do	
Student express "unfair"	
Emotional Dysregulation	

Bullying	
Refusal to Work	
Late	
Entitlement	
Extended Break	

Struggle to stay seated	
Struggle to Stay on Task	
Striugle to Get Started	
Disrespect to peers	
Leaving Room (asking)	

Excessive Noise	
Rough Housing	
Talking Over Teacher	
Calling Out	
Technology Misuse	

Off Task	
Requesting Help	
Curiosity	
Social Struggles	
Complaints	

Name calling	
Lack of Effort	
Laughter	
Expressions of Joy	

Would you add anything to the behaviors listed?

What 3 words would describe class today

What coping mechanisms do I use to manage stress inthe classroom?

What did you notice most today during class?

Day 9 Reflection TIME: _____DATE: _____

Mark a Check any time you notice yourself feeling the following:

Stress	
Overwhelm	
Curiosity	
Happiness	
Reactive	

Frustration	
Helpless	
Adaptible	
Optimistic	
Capable	

Would you add any feelings/behaviors to the list above?

Did any behaviors trigger you more than others today?

How did you Respond?

How did you feeling coming to work? How did you feel leaving work?

Any other comments on today?

Note:

Adapted from Maslach Burnout Inventory (Maslach et at., 2017)

Appendix E

Burnout Questionnaire (Pre and Post Intervention)

Date: _____ Time: _____

Questions	Never	Rarely	Sometimes	Frequently	Always
I. Emotional Exhaustion					
I feel emotionally drained from my work	0	1	2	3	4
I feel used up at the end of the workday	0	1	2	3	4
I feel fatigued when I get up in the morning and have to face another day on the job	0	1	2	3	4
Working with people all day is really a strain for me	0	1	2	3	4
I feel burned out from my work	0	1	2	3	4
I feel frustrated by my job	0	1	2	3	4
I feel I'm working too hard on my job	0	1	2	3	4
Working with people directly puts too much stress on me	0	1	2	3	4
I feel like I'm at the end of my rope	0	1	2	3	4
II. Personal Accomplishment					
I can easily understand how my recipients feel about things	0	1	2	3	4
I deal very effectively with the problems of my recipients	0	1	2	3	4
I feel I'm positively influencing other people's lives through my work	0	1	2	3	4
I feel very energetic	0	1	2	3	4
I can easily create a relaxed atmosphere with my recipients	0	1	2	3	4
I feel exhilarated after working closely with my recipients	0	1	2	3	4
I have accomplished many worthwhile things in this job	0	1	2	3	4
In my work, I deal with emotional problems very calmly	0	1	2	3	4
III. Depersonalization					
I feel I treat some recipients as if they were impersonal 'objects'	0	1	2	3	4
I've become more callous toward people since I took this job	0	1	2	3	4
I worry that this job is hardening me emotionally	0	1	2	3	4
I don't really care what happens to some recipients	0	1	2	3	4
I feel recipients blame me for some of their problems	0	1	2	3	4

Describe working in the classroom in a few sentences or 10 key words

Note: *Adapted from Maslach et al. (1997).*

Appendix F
Consolidated/Axial Code Definitions

Axial /Consolodated Coding		Broad Definition
SEE	Signs of Emotional Exhaustion/Overwhelm	Signs of exhaustion, detachment, or hopelessness
IBP	Impact of Burnout on Perception	Signs of mental fatigue impacting teaher, ability to relate, recilince, or window of tolerance for classroom behavior, r
PB	Perception of Behavior Shift	Behavior seen as communication, not just disruption, Any sign of transformation in classroom tone or teacher minds
NB	Negative Bia NB	Behavior interpreted with negative bias (e.g., lazy, defiant)
RPD	Real vs. Perceived Disruptions	Teacher reinterprets student behavior through a compassionate or root-cause lens. Teacher names underlying needs
RB	Reframing Behavior	Teacher reinterprets student behavior through a compassionate or root-cause lens. Teacher names underlying needs
IE	Increased Empathy	Evidence of understanding or relating to students' emotional state
MC	Mindset	Any sign of transformation in classroom tone or teacher mindset
SA	Self-Awareness	Any sign of teacher self reflection or reflexive thought, awareness of body (interoception), respond (not react), boun
ER	Emotional Reactivity	Describes responding rather than reacting to triggers
CR	Calmness or Increased Regulation	Teacher notes own calmness, regulation, or groundedness
TSI	Teacher-Student Interactions	Notes improved relationship or connection with students
PSN	Perceptions of Student Needs	Behavior seen as communication, not just disruption, Any sign of transformation in classroom tone or teacher minds
Ex	Experience of the Intervention	Teacher refers to breathwork, visualization, or internal tools learned in intervention
PE	Perceived Effectiveness	Any mention of positive experince during intervetion
BAC	Before and After Comparisons	Any comparison of past, current experince, reflections on the past, who they once were
LT	Long-Term Reflections	Teacher expresses optimism or agency
SE	Systemic	Teacher concerns or notes relating to the broader education system
TCE	Team, Culture, Environment	Teacher concerns or notes relating to the school, admin, co-workers,
	Trigger	Teacher describes being emotionally impacted by specific behavior

Appendix H

Theme, PRL, and Research Questions Connection

Revised Questions PRL Link	Focus Area	Aligned PRL Stage
How does participation in a structured visualization in	Overall intervention experience+	Entire PRL loop – especially loop disruption + Stages 2–5: Filter to Feedback Loop
In what ways do guided imagery and reflective practic	Perception + filtering and accurac	Stage 2 & 3: Burnout Filter → Distorted Interpretation+ Stage 4: Emotional Reaction
What themes emerge from teacher reflections regardin	Reframing + Cognitive shifts + O	Stage 3: Distorted Interpretation → Reframing + Stage 2: Burnout Filter
What patterns emerge regarding the role of stress, emc	Intervention mechanisms+ Integr	Entire PRL loop – especially loop disruption

A priori Codes

Themes linking to PRL	Theme Code	Focus Area	Aligned PRL Stage
Impact of Burnout, internal, external, reactivity	B	Internal distortions	Entire PRL loop – especially loop disruption
Cognitive Bias and Negative Loop	NB	Perception filtering and accuracy, Internal	Stage 2 & 3: Burnout Filter → Distorted Interpretation
Mindset Shifts & Perceptual Reframing	MS	Integration of reframed lens	Stage 3: Distorted Interpretation → Reframing
Emotional Regulation & Self-Awareness	ERSA	Regulation + resilience	Stage 3: Distorted Interpretation → Reframing, Stage 4: Emotional Reaction
Teacher-Student Relationship	TSR	Reframing + cognitive shifts	Stage 3: Distorted Interpretation → Reframing
Reflection on Intervention	ROI	Intervention mechanisms, Overall interven	Loop Disruption Point
Teacher's Perception of Change	TPC	Integration of reframed lens	Stages 2–5: Filter to Feedback Loop

Appendix I
Triangulation Sample

Day	SOR Emotional_Tone	Behavior_Interpretation	Interview Insight	Codes
Day 0	Burnout, Overwhelmed	Deficit	Burnout, lack of control	burnout, helpless, deficit_mindset
Day 1	Frustrated, Defeated	Deficit	Describes disconnection, emotional s	emotional_weight, teacher_disconnection
Day 2	Reactive, Curious	Mixed	Begins noticing patterns	trigger_awareness, reframe_attempt
Day 3	Tired, Disconnected	Deficit	Still overwhelmed	student_disruption, trigger_reaction
Day 5	Calmer, Open	Reframed	Slight shift in tone	emotional_regulation, reframe_awareness
Day 6	Grounded, Empathetic	Reframed	Uses intervention tools	anchor_use, student_empathy
Day 7	Reflective, Hopeful	Reframed	Mentions specific growth moments	hope_signal, connection_moment
Day 8	Patient, Regulated	Reframed	Demonstrates empathy	root_cause_awareness, nervous_system_shift
Day 9	Encouraged, Energized	Reframed	Shows renewed sense of agency	agency_reclaim, positive_shift