## Appendix 2. Characteristics of the Selected 11 Studies

<table>
<thead>
<tr>
<th>No.</th>
<th>1st Author (year)</th>
<th>Program name</th>
<th>Purpose of program</th>
<th>Focused components</th>
<th>Program contents</th>
<th>Duration</th>
<th>Outcome</th>
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| A1  | Abu (2022)       | EEG-VR resilience building intervention | Integration of physiological measures to monitor changes in mental health throughout the resilience-building | Resilience-building to promote positive psychological function & well-being | - Each participant should complete four sessions with EEG recording  
- Given a task through the virtual class to use mental strategies | Four sessions of recording (16 mins) | - Positive correlation with alpha brain wave and resilience |
| A2  | Agyapong (2023)  | Wellness 4 teachers | Improve teacher's mental health literacy | Mental health literacy, stress, burnout, anxiety, depression, resilience | - Daily messages of psychological support  
- Weekly messages of information on mental health literacy | 1 year | Will be reported |
| A3  | Ansley (2021)    | Not labeled | Promote stress management and teacher efficacy, reduce burnout | Stress management through coping strategies & social-emotional competencies | Online open learning program organized into eight modules:  
1) introduction to program and background on educator stress  
2) basic self-care  
3) mindfulness  
4) relaxation response activation and cognitive restructuring  
5) routines and relationships at work  
6) de-escalation  
7) maintaining progress  
8) wrapping up | 4 weeks | - Coping strategies ↑  
- Emotional exhaustion ↓  
- Depersonalization ↓  
- Teacher efficacy ↑ |
| A4  | Ebert (2014)     | Internet-based Problem-Solving Training (iPST) | Increase problem-solving skills and facilitate successful problem solving | Depressive symptoms, self-efficacy, burnout, stress, worry, quality of life, absenteeism | - Five sessions about problem-solving techniques  
- Train the behavioral activation such as respecting their values of life, coping with rumination  
- Practice problem-solving techniques between weekly lessons, received personalized written feedback from eCoach within 48 hours | 5 weeks | - Depressive symptoms ↓ over time  
- General self-efficacy ↑ over time  
- Worrying ↓ over time  
- Perceived stress ↓ over time |
| A5  | Gaggioli (2014)  | Not labeled | Managing psychological stress and comparing its efficacy with traditional program based on the CBT | Relaxation, interaction, biofeedback, chronic ‘trait’ stress, perceived stress, quality of life, coping skills | - Video-recorded scenarios of stressful situations in the virtual environments  
- Presenting relaxing scenes  
- Biofeedback (HR and HRV) with physiological sensors  
- Stress tracking with mobile phone  
- Homework  
- Homework checking  
- CG had same assessment point with EG, but using the traditional diary as an alternative to mobile phone | 10 sessions in 5 weeks (1 hour per each session) | - Trait anxiety ↓  
- Coping skills ↑  
- Perceived stress ↓  
- Psychological stress ↓ |
| A6  | Hirshburg (2022) | The Healthy Minds Program (HMP) smartphone-based meditation intervention | Training key components of well-being | Distress, awareness, connection, insight skills, well-being, perseverative thinking | - Two audio lessons to introduce the program, and two meditation lessons including sitting and active program  
- Intervention contains 10 lessons and 14 guided meditations  
- Each week includes two podcast lessons, and three guided meditations related to the respective column. | 4 weeks | - Psychological distress ↓  
- Mindful action ↑  
- Self-compassion ↑  
- Loneliness ↓  
- Cognitive defusion ↓  
- Perseverative thinking ↓  
- Well-being ↑  
- Meaning in life ↑ |
### Appendix 2. Characteristics of the Selected 11 Studies (Continued)

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| A7  | Kayabinar (2021) | Not labeled   | Tele rehabilitation app including information about posture and ergonomics, and to guide further protective rehabilitation programs | Musculoskeletal discomfort, anxiety, depression, work-life balance | Physiotherapists give online training via ZOOM to protect the teacher's musculoskeletal health, and information about problems that can occur during a pandemic  
- A brochure sent via email, and telephone numbers of specialist physiotherapists. | 4 weeks | - Musculoskeletal disorder ↑  
- Neck pain ↓  
- Back pain ↓  
- Depression & anxiety ↓  
- Upper extremity function ↑  
- Work-life balance ↓ | - |
| A8  | Lang (2020)      | Social Emotional Learning for Teachers (SELF-T) | Help ECE teachers recognizing their stress and adopt coping strategies that using healthy social emotional skills | Knowledge about stress, stress-reduction, resiliency strategies, responsiveness to children | Following Learn, Explore, Apply, and Demonstrate (LEAD) format  
- Five lessons to recognize the stress flow in their bodies, how they responds, and learn their stress-reduction strategies | 2 weeks  
(3 hours per each program) | - Perceived stress ↓  
- Self-care strategies ↓  
- Usage of stress ↑  
- Expressive encouragement to children's negative emotions ↓  
- Negative social guidance ↓  
- Negative reactions to children's negative emotions ↓ | - Feedback of the course effectiveness on teaching |
| A9  | Pozo-Rico (2020) | Not labeled   | Improve the key strategies of coping with stress, ICT competency, EI competencies, and prevent burnout | Stress coping, burnout, ICT competency, EI in the classroom | Teacher training program including strategies with work-related stress among teachers, ICT educational approaches, EI for educational development | 14 weeks | - Stress ↓  
- Burnout ↑  
- ICT competency ↓  
- EI competency ↑ | - EG showed high program satisfaction |
| A10 | Stavroulia (2019)| Not labeled   | Cultivate empathy and reflection skills, train teacher’s emotional state with VR system | Emotional and mood state, teacher competencies (empathy & reflection) | Exposure in virtual environment in the scenario based on a real school incident related to substance usage | Two scenes  
(5 mins each) | - VR experience impacts on negative mood state  
- HR ↑ during the experiment  
- Beta wave in EEG were detected in all perspectives, which reflects stressful situation | - Experiencing as observers where more downhearted than experiencing as student |
| A11 | Zadok-Gurman (2021)| Inquiry- Based Stress Reduction (IBSR) intervention | Emerging mindfulness and cognitive reframing intervention on teacher’s well-being | Resilience, burnout, mindfulness, stress, self-exploration, empowerment | 10 biweekly group meetings (2.5 hrs/meeting) and biweekly individual sessions with a facilitator (1 hr/session)  
- Write stressful thoughts out on paper  
- "Judge-your-neighbor"  
- "Inquire" into their stressful thoughts  
- "Turn around" their stressful thoughts  | 20 weeks | - Psychological well-being ↑  
- Life satisfaction ↑  
- Positive emotions ↑  | - Resilience ↑  
- Mindfulness ↓  
- Emotional exhaustion ↓  
- Negative correlation with psychological well-being and negative emotions |

WLC=wait list control group. ACE=adverse childhood experiences; CBT=cognitive-behavior therapy; CG=control group; CMDQ=the cornell musculoskeletal discomfort questionnaire; CBT=cognitive-behavior therapy; CG=control group; HR=heart rate; HRV=heart rate variations; ICT=information and communication technology; ODI=Oswestry disability index; QoL=quality of life; UEFI=upper extremity functional index; VR=virtual reality; WLBS=work-life balance scale; WLC=wait list control group.