

Appendix 1. Selected Studies

- A1. Abu HR, Yusoff MSB, Tang TB, Hafeez Y, Mustafa MC, Dzainudin M, et al. Resilience-building for mental health among early childhood educators: a systematic review and pilot-study towards an EEG-VR resilience building intervention. *International Journal of Environmental Research and Public Health*. 2022;19:4413. <https://doi.org/10.3390/ijerph19074413>
- A2. Agyapong B, Chishimba C, Wei Y, da Luz Dias R, Eboreime E, Msidi E, et al. Improving mental health literacy and reducing psychological problems among teachers in Zambia: protocol for implementation and evaluation of a Wellness4Teachers email messaging program. *JMIR Research Protocols*. 2023;12:e44370. <https://doi.org/10.2196/44370>
- A3. Ansley BM, Houchins DE, Varjas K, Roach A, Patterson D, Hendrick R. The impact of an online stress intervention on burnout and teacher efficacy. *Teacher and Teacher Education*. 2021;98:103251. <https://doi.org/10.1016/j.tate.2020.103251>
- A4. Ebert DD, Lehr D, Boß L, Riper H, Cuijpers P, Andersson G, et al. Efficacy of an internet-based problem-solving training for teachers: results of a randomized controlled trial. *Scandinavian Journal of Work, Environment & Health*. 2014;40(6):582-596. <https://doi.org/10.5271/sjweh.3449>
- A5. Gaggioli A, Pallavicini F, Morganti L, Serino S, Scaratti C, Briguglio M, et al. Experimental virtual scenarios with real-time monitoring (Interreality) for the management of psychological stress: a block randomized controlled trial. *Journal of Medical Internet Research*. 2014;16(7):e167. <https://doi.org/10.2196/jmir.3235>
- A6. Hirshberg MJ, Frye C, Dahl CJ, Riordan KM, Vack NJ, Sachs J, et al. A randomized controlled trial of a smartphone-based well-being training in public school system employees during the COVID-19 pandemic. *Journal of Educational Psychology*. 2022;114(8):1895-1911. <https://doi.org/10.1037/edu0000739>
- A7. Kayabinar E, Kayabinar B, Önal B, Zengin HY, Köse N. The musculoskeletal problems and psychosocial status of teachers giving online education during the COVID-19 pandemic and preventive telerehabilitation for musculoskeletal problems. *Work*. 2021;68:33-43. <https://doi.org/10.3233/WOR-203357>
- A8. Lang SN, Jeon L, Sproat EB, Brothers BE, Buettner CK. Social emotional learning for teachers (SELF-T): a short-term, online intervention to increase early childhood educator's resilience. *Early Education and Development*. 2020;31(7):1112-1132. <https://doi.org/10.1080/10409289.2020.1749820>
- A9. Pozo-Rico T, Gillar-Corbi R, Izquierdo A, Castejón J-L. Teacher training can make a difference: tools to overcome the impact of COVID-19 on primary schools. An experimental study. *International Journal of Environmental Research and Public Health*. 2020;17(22):8633. <https://doi.org/10.3390/ijerph17228633>
- A10. Stavroulia KE, Christofi M, Baka E, Michael-Grigoriou D, Magnenat-Thalmann N, Lanitis A. Assessing the emotional impact of virtual reality-based teacher training. *International Journal of Information and Learning Technology*. 2019;36(3):192-217. <https://doi.org/10.1108/IJILT-11-2018-0127>
- A11. Zadok-Gurman T, Jakobovich R, Dvash E, Zafrani K, Rolnik B, Ganz AB, et al. Effect of Inquiry-Based Stress Reduction (IBSR) intervention on well-being, resilience and burnout of teachers during the COVID-19 pandemic. *International Journal of Environmental Research and Public Health*. 2021;18(7):3689. <https://doi.org/10.3390/ijerph18073689>