

Appendix 2. Characteristics of the Selected 11 Studies

No.	1st Author (year)	Program name	Purpose of program	Focused components	Program contents	Duration	Outcome	
							Primary	Secondary
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 managing 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 ↑	- Use of mindfulness ↑ - Relaxation ↓ - Cognitive restructuring strategies ↓ - Burnout ↓ - validation of practical and acceptable intervention
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 ↓	- State anxiety ↓ - Emotional support skills ↑
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)

No.	1st Author (year)	Program name	Purpose of program	Focused components	Program contents	Duration	Outcome	
							Primary	Secondary
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 the 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 competency 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

ACE=adverse childhood experiences; CBT=cognitive-behavior therapy; CG=control group; CMDQ=the cornell musculoskeletal discomfort questionnaire; ECE=early care and education; EEG=electroencephalography; EI=emotional intelligence; EG=experimental 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.