

MINDFULNESS



Reeds Spring Intermediate School
Janie Loftin

OUTCOMES

SESSION OUTCOMES:

- Be able to learn ways to implement mindfulness in a school wide movement
- Learn strategies of mindfulness that will support their SW-PBS practices



Mindfulness

MEANS PAYING
ATTENTION IN A
PARTICULAR WAY,
ON PURPOSE, IN THE
PRESENT MOMENT
NON-JUDGMENTALLY.

JOY KABAT-ZINN



Nothing is more precious
than being in the
present moment.

Fully alive, fully aware.

Thich Nhat Hanh

50,000 THOUGHTS A DAY
1,000 ARE NEW!

WHAT IS MINDFULNESS?

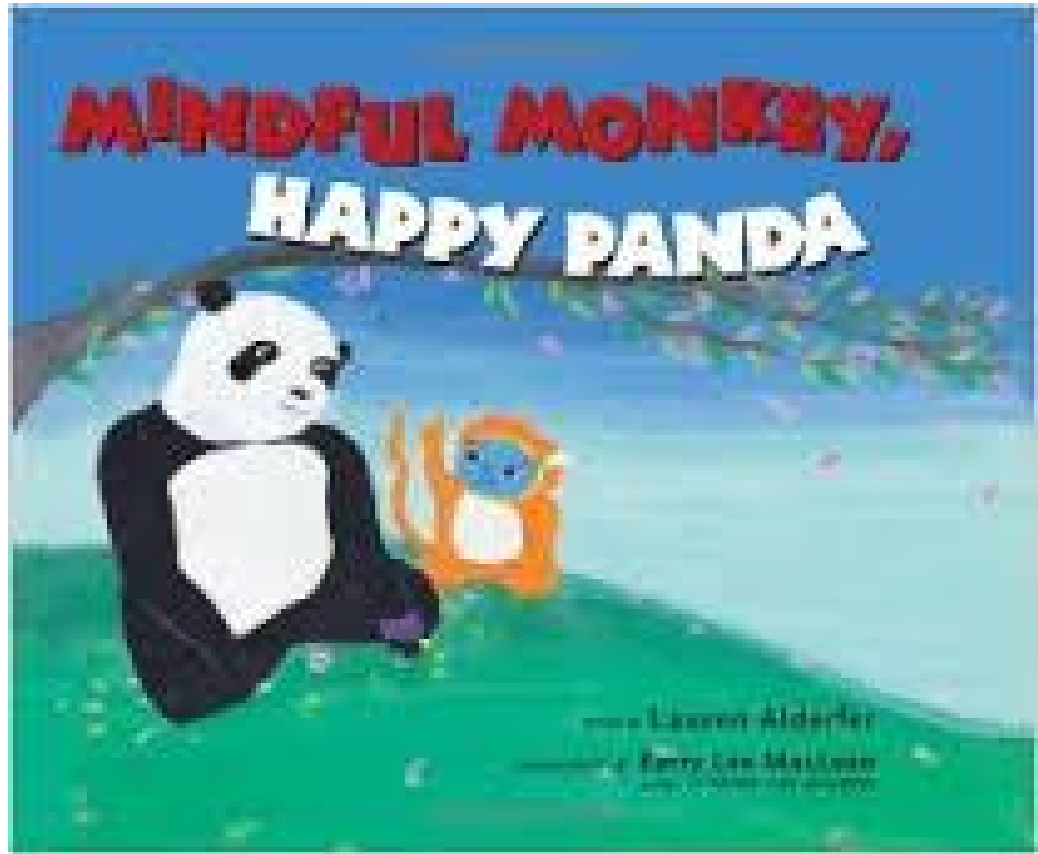
- Learning how to BREATHE!
- It helps manage difficult feelings
- Having empathy
- Self-Control
- Focus
- Helps with anxiety
- Study skills
- Test taking skills

These are all things educator and parents want for students!
Mindfulness helps build those skills.

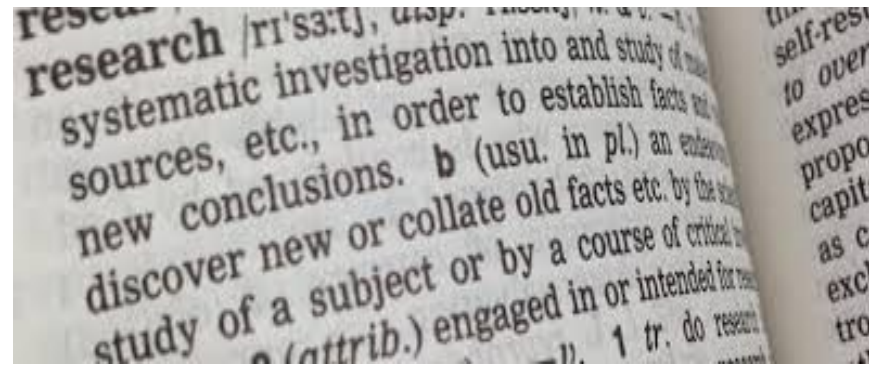


READ ALOUD

Mindful Monkey,
Happy Panda



RESEARCH SAYS ?



- At present, the research on the ways in which positive emotions can be promoted in children and adolescents is still in an early stage. Emerging evidence, however, suggests that self-regulation, such as the ability to control Mindfulness attention and inhibit aggressive responses, plays a critical role in children's success in school and with their social and emotional competence.

RESEARCH SAYS!



- On the one hand, the evidence supporting the benefits of mindfulness training interventions in adult populations is relatively strong (for a review, see Greeson 2009), with research showing multiple benefits, including improvements in attention and awareness (e.g., Jha et al. 2007), reductions in health problems and stress-related medical conditions (Grossman et al. 2004), and enhanced positive emotions and well-being (Davidson et al. 2003). Indeed, the past few years has seen a convergence of evidence supporting the effectiveness of programs that utilize mindfulness skill training in reducing stress and promoting health and well-being in adult populations.



- Results also revealed that pre- and early adolescents who participated in the ME program, compared to pre- and early adolescents who did not, evidenced significant and positive improvements in their positive emotions, namely **optimism**. (<https://www.researchgate.net>)



- Mendelson et al. (2010) evaluated a yoga-based intervention program to reduce social-emotional and behavioral problems in an underserved urban population. Inner-city fourth- and fifth-grade students were randomized to a control group or a 12-week yoga intervention four times a week, which included yoga postures, breathing techniques, and guided mindfulness meditation. Compared to controls, yoga students reported decreases in involuntary stress responses, including lower scores on the subscales of rumination, intrusive thoughts, and emotional arousal.

- Noggle and Khalsa (2010) found that rural high school students randomized to a semester of yoga showed significant mental health benefits compared to students randomized to their school's regular physical education curriculum. Controls showed deterioration on tension and anxiety, negative affect, anger control, fatigue, confusion, and resilience, whereas yoga participants maintained baseline or improved on these measures. Both of these implementations demonstrated feasibility and acceptability of yoga programs in schools.

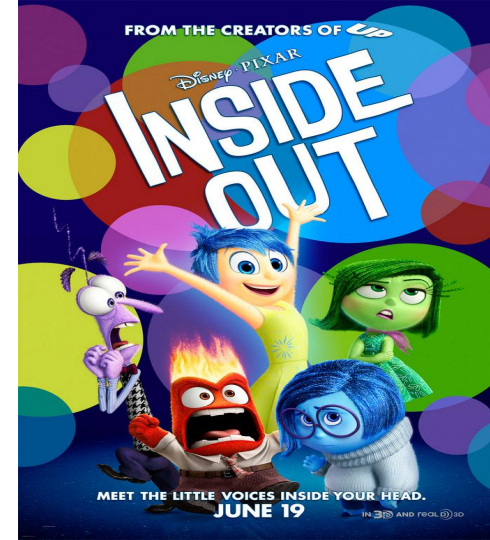




Broderick and Metz (2009) evaluated the Learning to Breathe program in a nonrandomized trial; high school senior girls received the program and were compared to a comparison group of juniors. This six-lesson program is an adolescent focused model. Participants showed significant decreases in negative affect and increases in self reported calm, relaxation, and self-acceptance.

San Francisco Public Schools reports the first middle schools using the approach found dramatic decreases in suspensions and absenteeism and higher grades and standardized test scores. Students and teachers reported being happier, less stressed and less depressed.

A recent New York Times article quotes research showing mindfulness helps students with everything from memory and math to aggression, attention and anxiety and resilience to stress



CONCLUSIONS

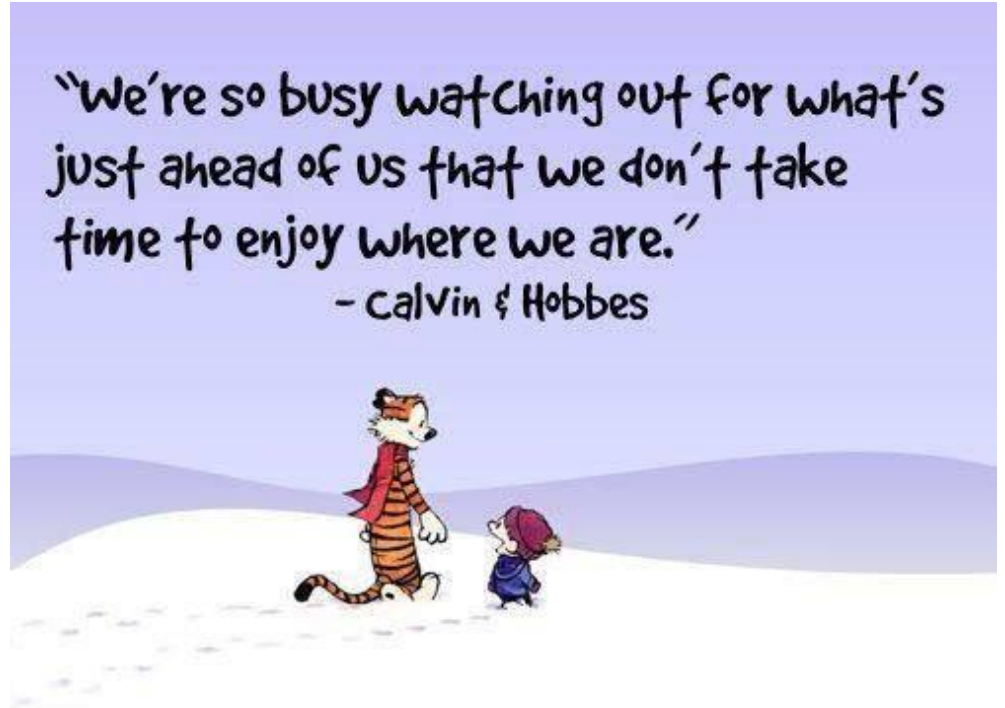


- High quality research has been done with adults and shows mindfulness practices to be highly beneficial.
- High quality research for children is still at the infancy stage. What research that has been done seems to show positive gains in attention, optimism, self-awareness, and stress reduction. Most researchers would agree that more research needs to be done in order to show the benefits that are proven to occur in adults.
- MINDFULNESS SHOULD START WITH US!

MINDFULNESS IN THE CLASSROOM!

As teachers we need to:

- Be Present
- Be Understanding
- Be Accepting



BEING PRESENT

Presence enables you to be simply here - in contact with this moment. With these feelings and thoughts - open, curious, generous, and without an immediate opinion. Present with that small hand in yours. Present with the temper tantrums. Present with the daily school run. Present with all those moment of happiness, misfortune, routine, and everything in between.



Sitting Still Like a Frog by Eline Snel

BEING UNDERSTANDING

Understanding enables you to better relate to your students and put yourself in their shoes, especially when things take an unexpected turn. Genuine interest in what is happening in your students' inner world right now can give you an insight that you did not have before. What is going on inside your students at this moment in time? What is he or she thinking about? Understanding is seeing things from your students' point of view. Its also about take a larger view and trying to see what your students may need from you. *-Sitting Still Like a Frog by Eline Snel*



BEING ACCEPTING



Acceptance is the inner willingness to recognize your students' thoughts and feelings the way you recognize - without wanting to change them or manipulate them, and without excluding or rejecting any aspect of your students or yourself. Acceptance of all those moments when they fail to meet your expectations, yell when they ought to be quiet, appear to be ungrateful, or assume you have extremely thick skin. But it is also about accepting all those moments when you are not present or kind, when you do not have the patience of a saint and you are less than an ideal teacher. Acceptance is not the same as "putting up with everything." Instead, it is the profound realization that as a teacher you don't need to have an opinion on the feelings, thoughts, and actions of either your students or yourself. -*Sitting Still Like a Frog* by Eline Snel

WHEN DO WE DO THIS?

DAILY with students!

In the morning, after recess to calm down.

Once a week with staff during our weekly development - late start Thursdays.

ALL teachers are involved!



THINGS WE DO AT RSIS

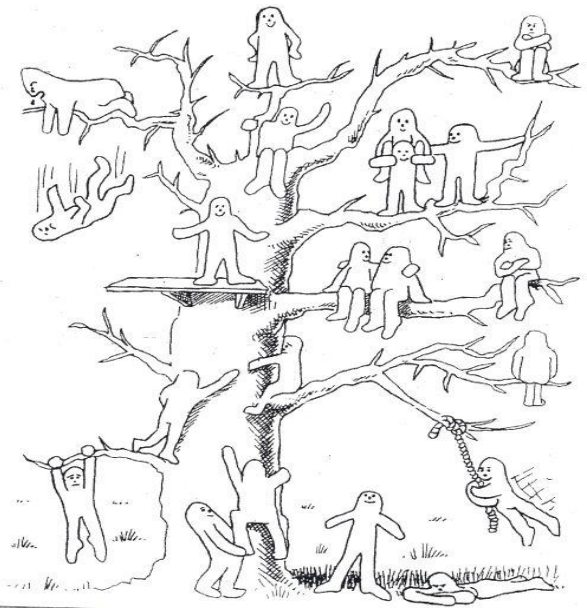
LEARNING TO BREATHE...MINDFULNESS EXERCISES FOR US AND OUR STUDENTS!

- *GONOODLE - AIRTIME
- *SCRIPTS IN R.E.L.A.X BREATHE BOOK
- *A HANDFUL OF QUIET
- *SITTING LIKE A FROG
- *STRETCHING TO RELIEVE TENSION



STAFF EXERCISES

- * MINDFULNESS MUSIC EXERCISES
- * DRAWING PICTURES - WEATHER REPORTS
- * GRATITUDE WRITING PROMPTS
- * WHERE DO I FIT - TRAUMA EXERCISE



STUDENTS & PARENTS

- *STUDENTS LOVE TO BE MINDFUL! THEY LOVE HAVING THAT SPECIAL TIME TO BE CALM AND FOCUS.
- *PARENTS HAVE NOTICED A CHANGE IN THEIR STUDENTS AND THIS HAS BEEN BENEFICIAL.
- *EXPLOSIVE STUDENTS NOW HAVE THE COPING SKILLS THEY NEED TO CALM DOWN



JUST BREATHE

