

# **MINDFULNESS & EDUCATION**

Davis Behavioral Health

# WELCOME & INTRODUCTIONS

- Name
- School & position (principal, school counselor, etc.)
- *What brings you here?*
- Any previous knowledge of mindfulness, or participation in mindfulness practice?

# The Impact of Stress on School Communities



- **STUDENTS** - Toxic stress impairs attention, emotion and mood regulation, sleep, and learning readiness. Even more troubling, prolonged exposure to childhood toxic stress has lifelong impacts on mental and physical health



- **EDUCATORS** - Toxic stress starts as decreased productivity and creativity, escalating to more serious symptoms like frequent anxiety, dissociation, frustration, and, eventually, *burnout*.



- **PARENTS** - Toxic stress can lead to parenting styles that look more like a “to-do” list, rather than an empathic, present-centered relationship with a developing child. Exposure to parental stress in early childhood has been shown to *impact gene expression* even years later in adolescence.



*Daydreaming*

*Disorganized*

*Default Mode*

**REACTIVE**

*Auto-pilot*

*Distracted*

**Rumination**

*Not present*

*Irritable*

*Lost in thought*

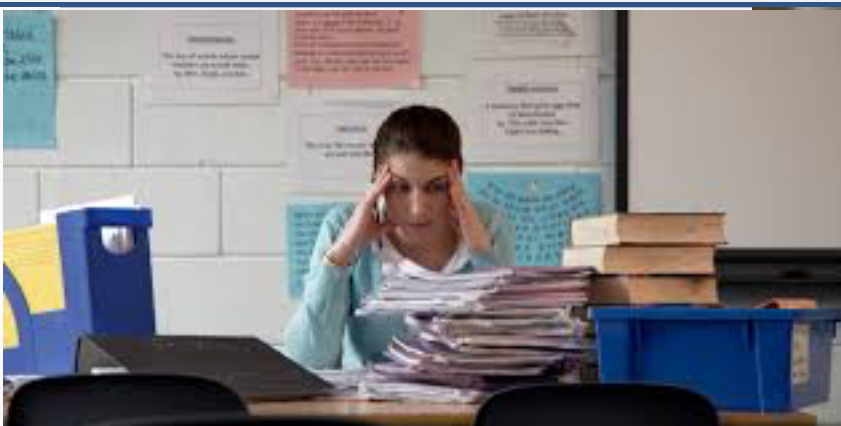
**Aggressive**

*Not engaged*

*Spaced out*

*Moody*

**Unaware**



# STRESS & The Central Nervous System



- When we are stressed out, threatened, anxious, or angry, our access to the parts of the brain where higher-level “decision-making” occurs is compromised
- You can’t “absorb info” in fight, flight or freeze states.



**“Executive functions (EF) and prefrontal cortex are the first to suffer, and suffer disproportionately, if something is not right in your life. They suffer first, and most, if you are stressed, sad, lonely, sleep deprived or not physically fit. Any of these can cause you to appear to have a disorder of EFs, such as ADHD, when you do not. You can see the deleterious effects of stress, sadness, loneliness, and lack of physical health or fitness at the physiological and neuroanatomical level in prefrontal cortex and at the behavioral level in EFs (poorer reasoning and problem-solving, forgetting things, and impaired ability to exercise discipline and self-control).”**



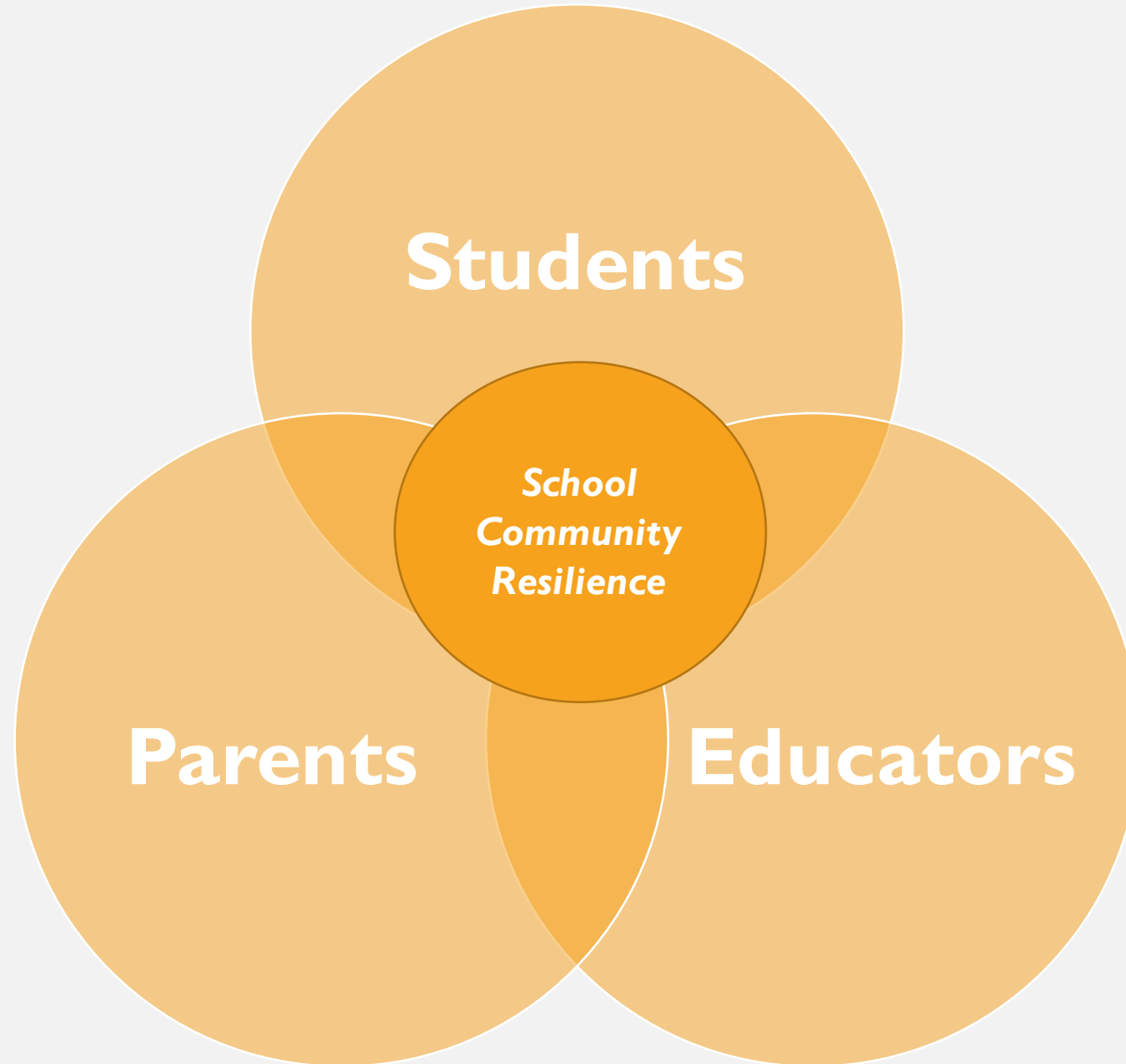
**“If we want schoolchildren, workers, or business executives to have better attention and concentration, be better able to reason and problem solve, we cannot ignore stresses in their lives.”**

Adele Diamond, Ph.D.  
University of British Columbia  
Canada Research Chair in Developmental Cognitive Neuroscience  
*Annual Review of Psychology, January, 2013*



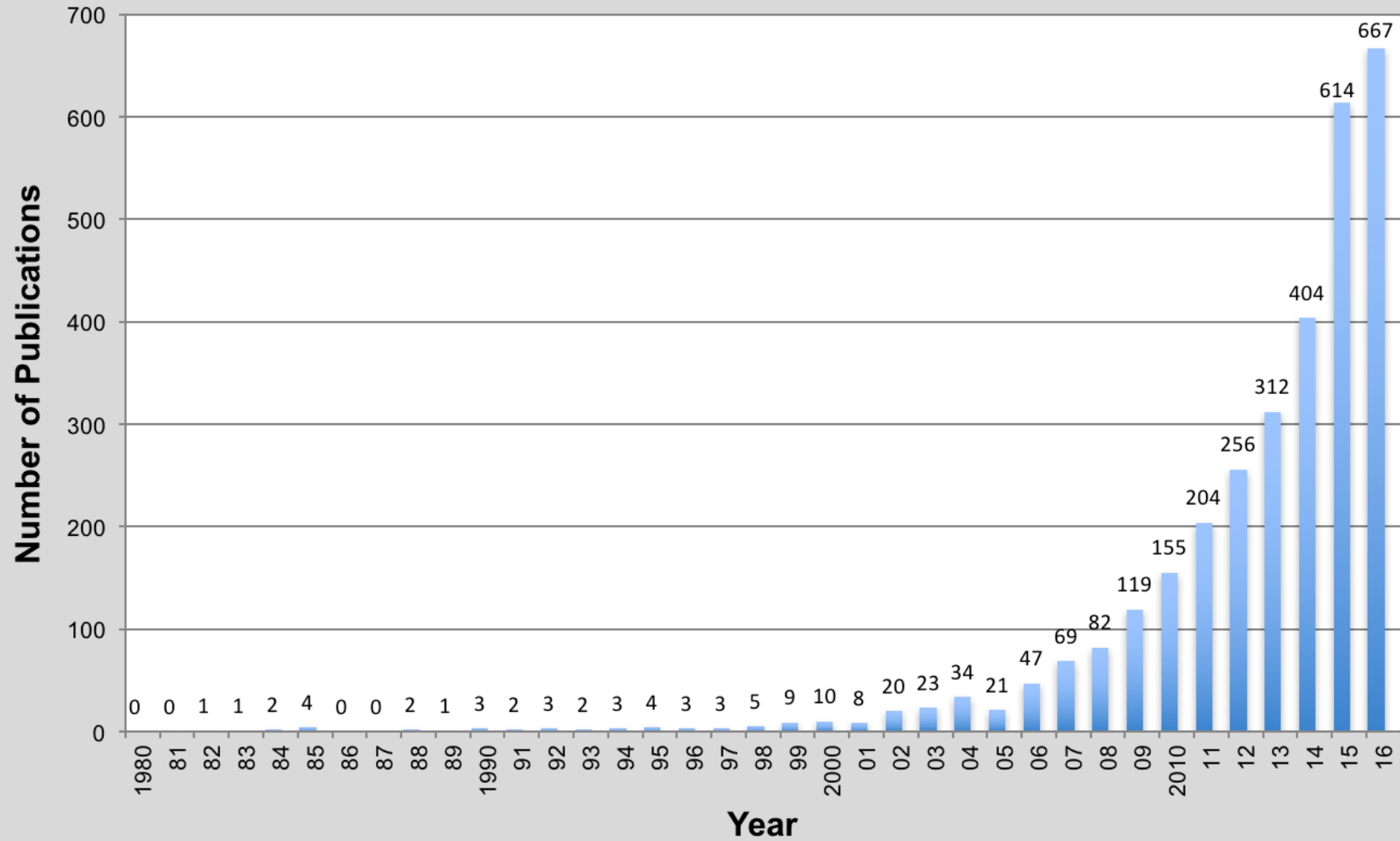
“Scientific research points to the presence of a stable, caring adult in a child’s life as the key to building the skills of resilience.”

- Dr. Jack Shonko, Harvard University





Mindfulness Journal Publications by Year, 1980-2016



American Mindfulness Research Association, 2017  
Source: goAMRA.org



## HOW DO WE HELP?

In order to be able to absorb information at a deep level, our nervous system needs to be in a focused and receptive state.

Children/Youth need a “nervous system” toolkit.

The ground of self-regulation is the ability to notice the condition of our nervous system and “shift gears” if needed.





## The Development of Mindfulness

Paying attention on purpose, to what is happening right now, without judgment.

## The Development of Heartfulness

The intentional nurturing of positive mind states such as kindness and compassion.

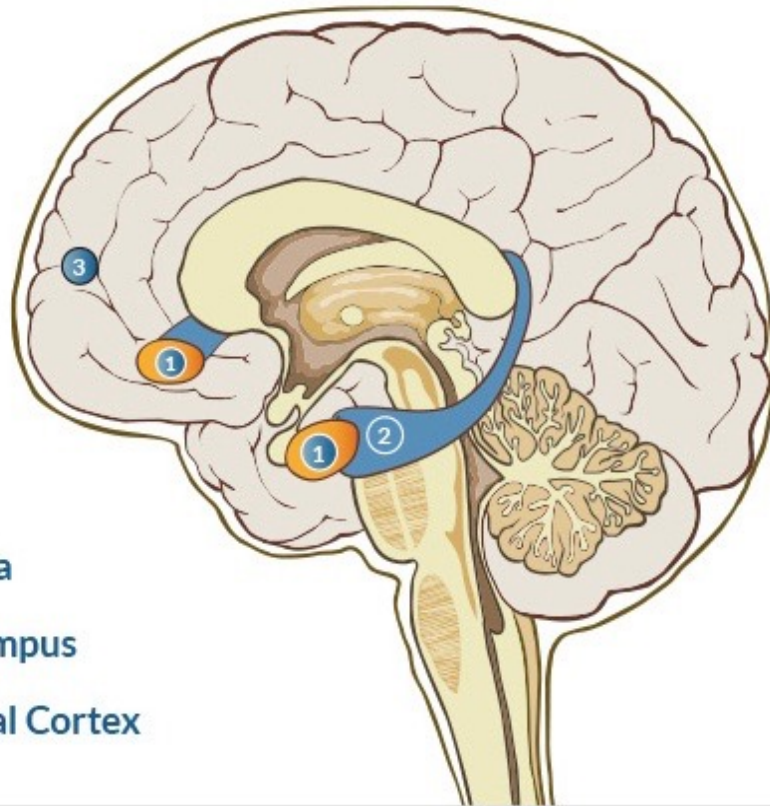
Let's practice a few moments of mindfulness



**Three Skills  
Cultivated by  
Mindfulness:  
Posner &  
Colleagues (2015)**



# MINDFULNESS CHANGES THE BRAIN



## Amygdala

Aroused when detecting and reacting to emotions, especially difficult or strong emotions such as fear. This part of the brain is less activated and has less gray matter density following mindfulness training.

## Hippocampus

Critical to learning and memory, and helps regulate the amygdala. This part of the brain is more active and has more gray matter density following mindfulness training.

## Prefrontal Cortex

The part of the brain most associated with maturity, including regulating emotions and behaviors and making wise decisions. This part of the brain is more activated following mindfulness training.

# Mindfulness Helps the Pre-Frontal Cortex to Come Back “Online”



## Pre-Frontal Cortex Functions

- **Body regulation**
- **Emotional Balance**
- **Fear modulation**
- **Response flexibility**
- **Attuned communication**
- **Empathy**
- **Self-insight**
- **Morality**
- **Intuition**

**Mindfulness creates space...replacing impulsive reactions with thoughtful responses**

**Without Mindfulness:**



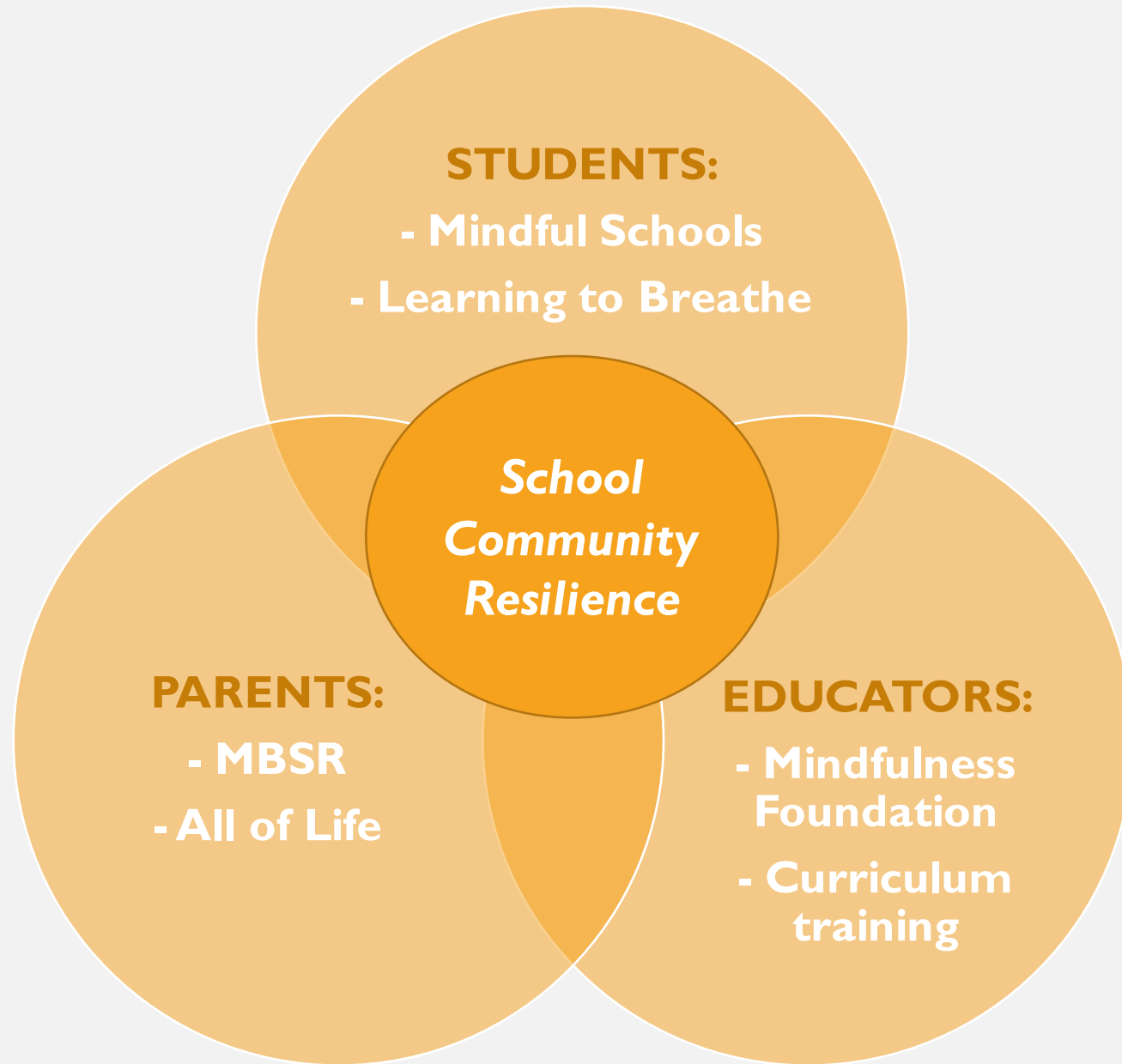
**With Mindfulness:**



*Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.*

*- Viktor E. Frankl*





# ELEMENTARY TRAINING PATH

# MINDFUL SCHOOLS

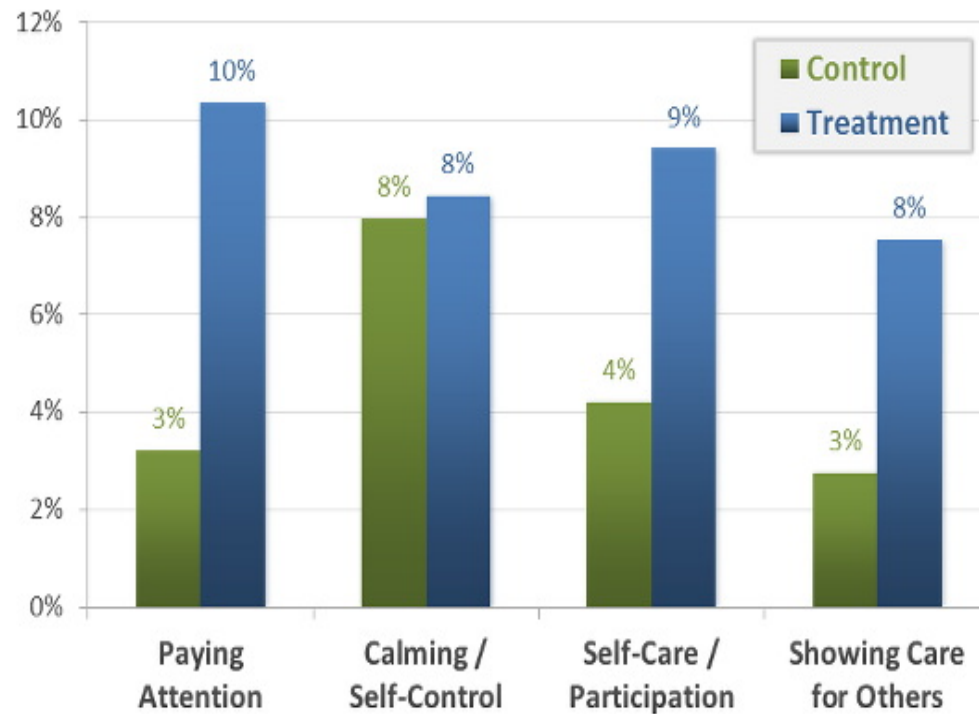
## ELEMENTARY

- Mindful Schools was founded in 2007 in Oakland, California.
- It is a not-for-profit training organization with online professional training for educators, social workers, psychologists, parents, therapists, and other adults to learn mindfulness and use it with K-12 youth.
- Offers educators powerful, simple tools for self-care, classroom management, and increasing student aptitude.

# MINDFUL SCHOOLS

## ELEMENTARY

Behavioral Improvement in 6 Weeks (780 Children)



2011-2012 Research

## Benefits of Mindfulness

- Better Focus and Concentration
- Increased Sense of Calm
- Decreased Stress and Anxiety
- Improved Impulse Control
- Increased Self Awareness
- Skillful Responses to Difficult Emotions
- Increased Empathy and Understanding of Others
- Development of Natural Conflict Resolution Skills





# MINDFUL SCHOOLS

## ELEMENTARY

- 16 core lessons, ideally taught by school counselor or other faculty able to reach multiple classrooms
- 15-minute segments taught at least once a week
- Brief daily practices, initiated by the classroom teacher

**The Mindful Schools curriculum requires no heavy prep, no big manuals, only limited class time. It integrates easily into your school day.**

**Mindfulness Orientation**

DBH

**Faculty Presentation**

DBH

**Foundation Training  
Curriculum Training**

DBH

**Preparing to Teach Workshop**  
(for those who have completed  
curriculum training)

DBH

**Parent Letter**

Classroom teacher

**Data Collection & Classroom  
Instruction**

Trained school personnel

**Parent Presentation**

Administrator, trained  
school personnel or DBH

# FOUNDATION COURSE OPTIONS

## **Mindfulness Fundamentals**

- Online through Mindful Schools
- 6 weeks, self-paced within each week
- Eligible for 16 hours of continuing education credits
- DBH will pay for a total of 3 people from each school to go through this course (schools may fund additional training at \$50 per person)

## **Mindfulness-Based Stress Reduction (MBSR)**

- In-person through DBH
- 8 weeks, 9 classes (2.5 hour weekly classes, one all-day Saturday class)
- Eligible for 25 hours of continuing education credits
- Funded through DBH with no limit on the number of enrollees from your school

# CURRICULUM TRAINING

## **Mindful Educator Essentials**

- Online through Mindful schools
- 6 weeks, self-paced within each week
- Eligible for 16 hours of continuing education credit & licensure renewal with administrator approval
- DBH will pay for a total of 2 people from each school to go through this course (schools may fund additional training at \$250 per person)



# NEXT STEPS

- Identify individuals who will be trained
- Sign & submit implementation agreement
- Schedule faculty presentation
- Register for foundation training (either in-person MBSR course or online Mindfulness Fundamentals through Mindful Schools at: [www.dbhprevention.org/mindfulschools](http://www.dbhprevention.org/mindfulschools))

# Additional Resources and information:

- Mindful Schools Research page: <http://www.mindfulschools.org/about-mindfulness/research>
- Sample lesson, documentaries, presentations, guided practices, book recommendations: <http://www.mindfulschools.org/resources/explore-mindful-resources/>
- [Implementing Mindfulness in Schools: Reflections From a Principal](#)
- Mindful Schools Program Manager, Matthew Brensilver, wrote this for Education Weekly ["Integrating Mindfulness Into Education"](#)

# **“Just Breathe” Short Film**

## SECONDARY TRAINING PATH

# LEARNING TO BREATHE

## SECONDARY SCHOOLS

- Developed by Patricia Broderick, Ph.D., at Penn State University, published in 2013
- Specifically geared toward the developing adolescent brain
- Research-based
- L2B has been recognized in the 2015 CASEL (Collaborative for Academic, Social, and Emotional Learning) Guide as meeting research criteria for effective SEL programs.
- Designed for use in the educational or clinical setting
- Universal prevention which may also be used for targeted groups

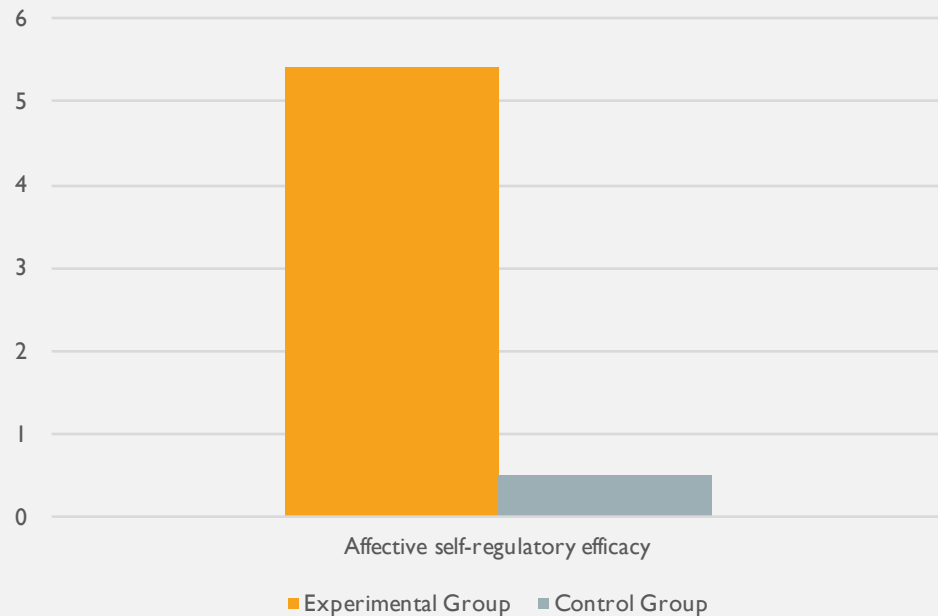
# LEARNING TO BREATHE

## SECONDARY SCHOOLS

- Flexible implementation – school counselor, health teacher, physical education teacher, other subjects, small groups
- Comprised of 6 themes that may be delivered in 6, 12, 18 or more sessions
- Focused on developing mindfulness, compassion, and gratitude
- May be taught in brief, 15-minute lessons, or in 45 minute-1 hour lessons



## The Effectiveness of the Learning to Breathe Program on Adolescent Emotion Regulation



### Benefits of Learning to Breathe

- Emotional balance
- Perceived affective self-efficacy
- Positive mood (reduced distress)
- Decreased rumination
- Improved attention
- Improved Executive functioning
- Enhanced academic performance
- Behavioral control
- Improved health and well-being

## Summary of L2B Outcome Research (2009-2017)

Full text articles may be available on <http://learning2breathe.org/curriculum/research>

Setting	Citation	Outcomes (Increases)	Outcomes (Decreases)
Private High School Pennsylvania	Broderick & Metz, 2009 <b><i>Advances in School Mental Health Promotion</i></b>	Calmness; self acceptance	Tiredness, aches and pains
Public High School Pennsylvania	Metz et al, 2013 <b><i>Research in Human Development</i></b>	Self-efficacy; Emotion regulation	Perceived stress; Somatic symptoms
Alternative High School Kentucky	Bluth et al, 2015 <b><i>Mindfulness</i></b>	Credibility of mindfulness program compared to current curriculum	Depression, Anxiety
Public High School California	Fung et al, 2016 <b><i>Mindfulness</i></b>		Parent-reported behavior problems; Student reported internalizing problems, emotion suppression); 3 month follow-up
Undergraduates Pennsylvania	Dvorakova et al, 2017 <b><i>Journal of American College Health</i></b>	Life Satisfaction, Sleep Quality	Anxiety, Depression, Lower Alcohol Peak, Fewer alcohol consequences
17-20 yr old males in alternative HS Washington	Eva & Thayer, 2017 <b><i>Journal of Evidence-Based Complementary and Alternative Medicine</i></b>	Self-Esteem, ER, attention; Acceptable	Perceived Stress
12-17 yr old girls at risk for depression & diabetes Colorado	Shomaker et al, 2017 <b><i>Complementary Therapies in Medicine</i></b>	CBT and L2B -both acceptable	L2B –greater reductions in insulin resistance at posttest and 6 mo follow- up compared to CBT
Pre-Service Teachers in University Pennsylvania	Kerr, Lucas et al, 2017 <b><i>Teaching Education</i></b>	Emotional clarity and improved regulation of negative emotions; student-teachers controlled impulsive behavior and responded more flexibly to stressful emotions	Shielded from increases in depression.

**Mindfulness Orientation**

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(for trained L2B instructors)

**Parent Letter**

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# FOUNDATION COURSE

## **Mindfulness-Based Stress Reduction (MBSR)**

- In-person through DBH
- 8 weeks, 9 classes (2.5 hour weekly classes, one all-day Saturday class)
- Eligible for 25 hours of continuing education credit
- Funded through DBH
- Daytime and evening course options
- New courses starting January, March, summer

# CURRICULUM TRAINING

## **Learning to Breathe**

- Funded & hosted by DBH
- In-person, 2-3 day curriculum training
- Will schedule a date once we have enough secondary school personnel who have completed MBSR (projected date: March 2018)

## NEXT STEPS

- Identify individuals who will be trained
- Sign & submit implementation agreement
- Schedule faculty presentation
- Register for foundation training at:

[www.dbhprevention.org/mindfulschools](http://www.dbhprevention.org/mindfulschools)



# Additional Resources and information:

- Learning to Breathe Research Page <http://learning2breathe.org/curriculum/research>
- CASEL research on social emotional learning  
<http://learning2breathe.org/research-from-casel-on-sel>
- Mindfulness in Education Network Presentation by Patricia Broderick, Ph.D., and introductory video to Learning to Breathe <http://learning2breathe.org/video-featuring-richie-davidson-cihm>

# **“Just Breathe” Short Film**