

INSERT MONTH YEAR

MINDFULNESS

___INSERT SCHOOL___



Mental Health Matters: Promoting Resilience for
Chippewa Valley Youth

MINDFULNESS IN SCHOOLS: BACKGROUND

Research shows that a school culture based in mindfulness practice leads to a positive school climate and healthy student-teacher relationships. Focusing first on building school staff mindfulness skills is a best practice approach to achieving the positive outcomes associated with mindfulness strategies in schools.

Outcomes of using mindfulness strategies in schools include:

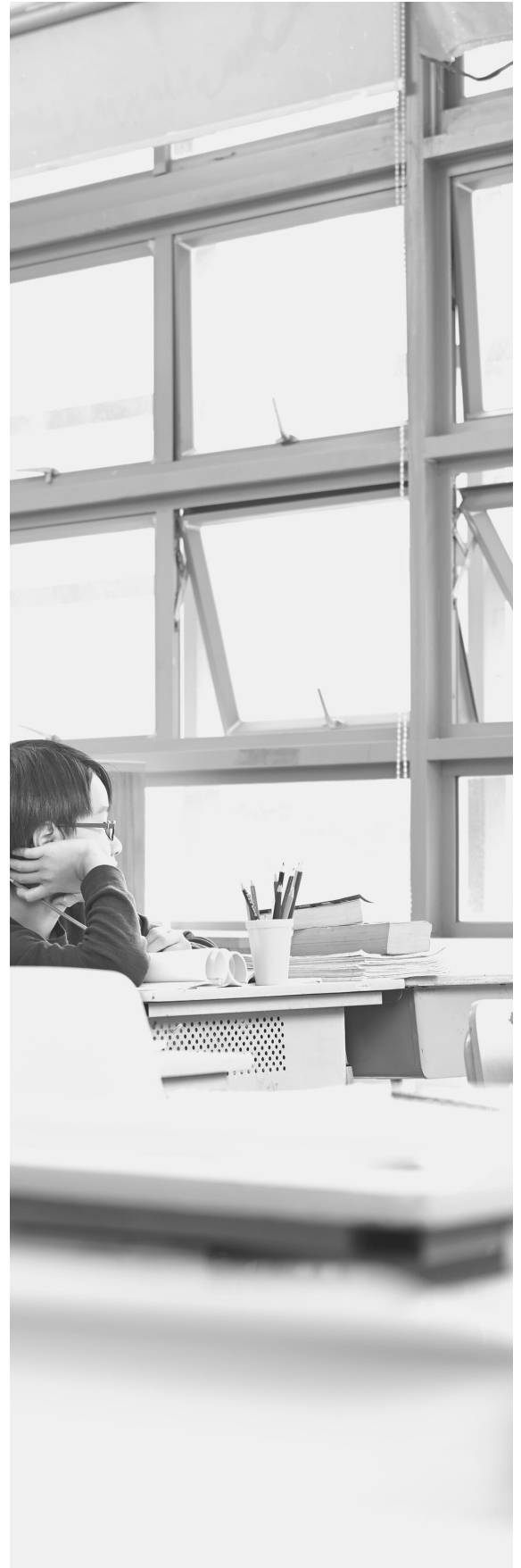
- Increased sense of well-being and self-efficacy for teachers.
- Increased teacher skills to manage classroom behavior and to maintain supportive relationships with students.
- Decreased symptoms of stress, depression and anxiety in students, and protection against later development of depression-like symptoms.

PROJECT OVERVIEW

__INSERT SCHOOL__ wrote a successful proposal to the Mental Health Matters project in YEAR for resources to support mindfulness strategies for teachers, staff, and students at the __INSERT SCHOOL__.

Through this award, __INSERT SCHOOL__ staff received a six-session training for up to 30 staff, support from a mindfulness implementation coach to develop strategies to integrate mindfulness practice into the schools for both staff and students, and a stipend to support a staff person as a mindfulness champion.

As part of the project, staff responded to surveys at three time points: before and after the six-session training, and after working with the implementation coach. Information provided in this report comes from the surveys, the school champion activities form, school implementation plan, and other project records (e.g. meeting minutes).



MINDFULNESS COURSE PARTICIPATION

___INSERT SCHOOL___ held the first session of the six-session mindfulness course MM/DD/YYYY and completed the last session MM/DD/YYYY. ## staff from ___INSERT SCHOOL___ signed up to participate in the mindfulness training sessions which were one-and-a-half hours long and held after school. Of the ## staff, ## completed a pre-training survey and ## completed a survey after the course:

- o ___% reported they attended a mindfulness training before taking the six-session course.
- o ___% reported practicing mindfulness before.
- o ___% of staff reported attending 4 or more of the sessions offered; 5 attended all 6 sessions.

Overall, SCHOOL participants were INSERT with the six-session mindfulness course (average score on scale from 1: highly unsatisfied to 5: highly satisfied).

INSERT DATA TABLE



QUOTE

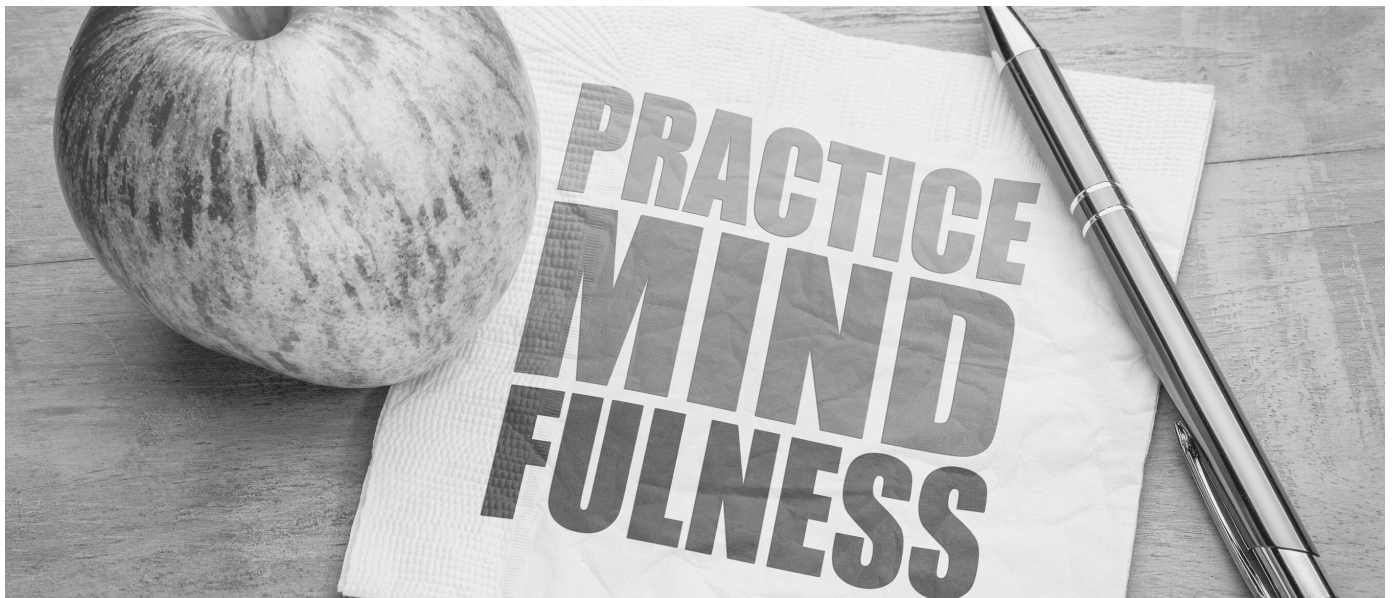


STAFF MINDFULNESS KNOWLEDGE & SKILLS

In both the post-training (n=_) and follow-up surveys (n=_), most staff reported INSERT RESULTS. (post %; follow-up %)

INSERT THESE OR OTHER EXAMPLES

- I know of at least 1 simple way to use mindfulness practice in my daily life: __%; __%
- My mindfulness practice has helped me to manage student behaviors effectively and compassionately: __%; __%
- I plan to practice mindfulness on my own: __%; __%
- Mindfulness has helped me cope with stressful situations: __%; __%
- Mindfulness has helped me with my life at school: __%; __%
- My own mindfulness practice has had a positive impact on how I interact



STAFF MINDFULNESS PRACTICE

After the six-session training, __% of __ INSERT SCHOOL __ staff reported they practiced mindfulness informally (unplanned moments) and __% practiced formally (planned sessions) at least three days each week. The __ INSERT SCHOOL __ staff who completed the follow-up survey practiced informal mindfulness at a significantly higher rate (__% informal, __% formal practice). It was most common for staff to engage in informal practice for less than 10 minutes each day and formal practice 20 minutes or less each day.

The most common types of mindfulness practiced by staff included PRACTICE (over __% post and follow-up surveys) and practicing PRACTICE (over __% post and follow-up surveys). Staff also reported using other types of mindfulness, although less frequently, including _____ INSERT _____ practices.

In both the post-training and follow-up surveys, a barrier to practicing mindfulness most reported by staff was _____ INSERT _____. Similarly, _____ INSERT _____ was by far the most common support needed to continue practicing mindfulness. All staff surveyed indicated they are likely to continue practicing mindfulness on their own.

IMPACT OF MINDFULNESS ON STAFF

Staff surveys included measures of stress, classroom environment, burnout, and mindfulness skills that were assessed before the project began, after the six-session training, and again at the end of the project.

The following positive changes occurred for staff:

- ADD Bullet Points

In written feedback, several staff members reported _____INSERT_____.

PRACTICING MINDFULNESS WITH STUDENTS

In addition to beginning their own mindfulness practice, ___% of ___INSERT SCHOOL___ staff reported using mindfulness strategies with students. The most common activities reported include mindfulness of the breath and body.

After finishing the program, ___% of staff reported they reached ___INSERT___ of their students with mindfulness strategies. When they did report using mindfulness strategies with students, at least ___% of those responding reported observing changes in their students because of mindfulness practices (see table below).

% of staff reporting mindfulness strategies somewhat, a great deal, or very much impacted their students

INSERT DATA TABLE

QUOTE

MINDFULNESS COACHING

After completing the six-session course, ___INSERT SCHOOL___ staff worked with a mindfulness implementation coach. The purpose of the coaching phase of the project was to introduce strategies to support staff to continue their own practice and to provide staff with resources and strategies for using mindfulness strategies with students.

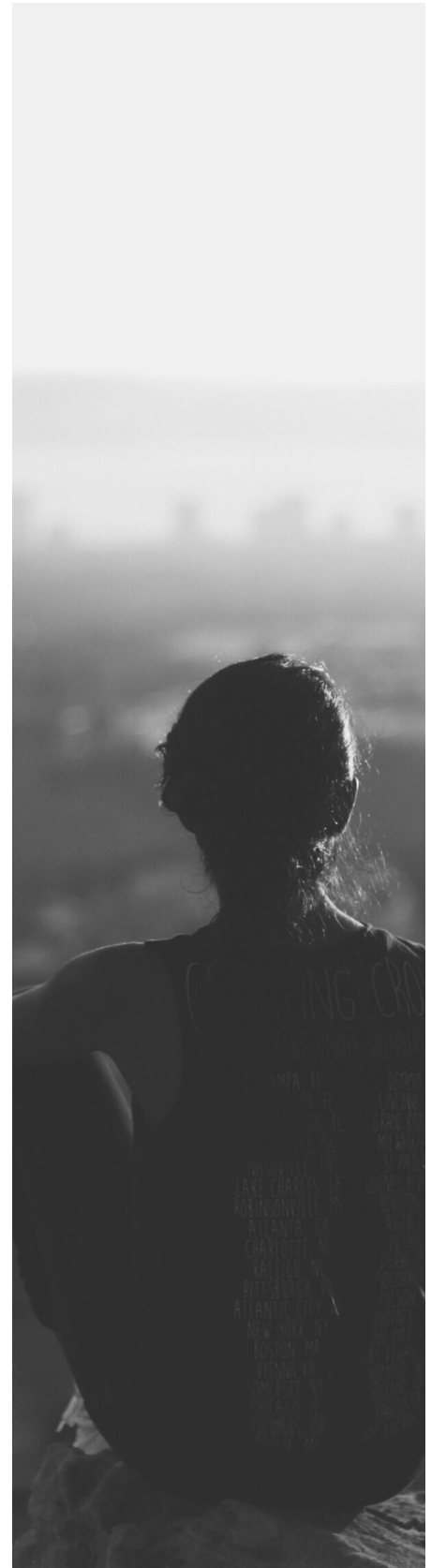
The implementation coach held workshops with ___INSERT SCHOOL___ staff on DD/MM/YYYY with # staff and DD/MM/YYY with ## staff and also provided consultation to assist with mindfulness strategies at school. Staff who attended the workshops provided comments about what they liked (e.g. INSERT QUOTE) and areas for improvement (e.g. INSERT QUOTE...)

Overall, SCHOOL participants were INSERT SATISFACTION with the mindfulness coaching sessions (average score on scale from 1: highly unsatisfied to 5: highly satisfied).

INSERT DATA TABLE

The implementation coach assisted SCHOOL staff with creating a school-wide mindfulness plan. Highlights of the school plan include:

- INSERT BULLET POINTS



NEXT STEPS

INSERT NEXT STEPS FOR SCHOOLS



QUOTE



Keeping Staff Engaged

- From School Wide implementation Plan.

Supporting Specific School-Wide Strategies

- From School Wide implementation Plan.

Sustaining Mindfulness

- From School Wide implementation Plan.

Others

- From School Wide Implementation Plan
- From Champion Form
- From Other Sources



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