



Public Schools of North Carolina

Mindfulness in the Schools: *Considerations for Educators*

Technical Assistance Webinar

Broadcast date: February 5, 2018

Participant handouts:

- Presentation slides
- Selected research studies in mindfulness
- Planning considerations for mindfulness in a school setting
- Mindfulness resources:
 - Resources at the Beginning Stages
 - Resources for Children in Kindergarten – Fifth Grade and Their Teachers
 - Resources for Adolescents in Middle and High School and Their Teachers



Webinar Presenters:

Lynn Makor, M.A., CAGS

Consultant for School Psychology
NC Department of Public Instruction

Caroline Hexdall, Ph.D.

Licensed Psychologist
Center for Mindful Development PLLC



Disclosure:

Caroline Hexdall, Ph.D.:

A component of Dr. Hexdall's private practice is mindfulness education

This presentation is, in no way, marketing this private practice



Intent

- The “what” of mindfulness
- The “so what” of mindfulness
- The “why not” of mindfulness
- The “what next” of mindfulness



Do this:

Place fingertips to fingertips, look at a blank space on a wall or on the floor (or close your eyes) and when I say start, count the number of thoughts you have until I say stop.



Now do this:

Notice if you are breathing in or if you are breathing out.

(There is no right or wrong way to do this).



Am I using the latest version of this test?

I can't believe I lost that library book!

I should have had the salad.

I need to get better at making sure my son flosses.

I am concerned about my loved one's health.

I hope this student comes to class today.

Mind produces thoughts



Mindfulness is being **aware** of what is
happening in the **present** moment.

Without judgment.

It begins with you.



“I love mindfulness!”



A



Public Schools of North Carolina

B

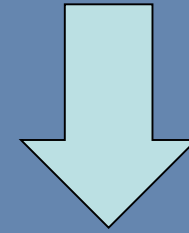
facebook



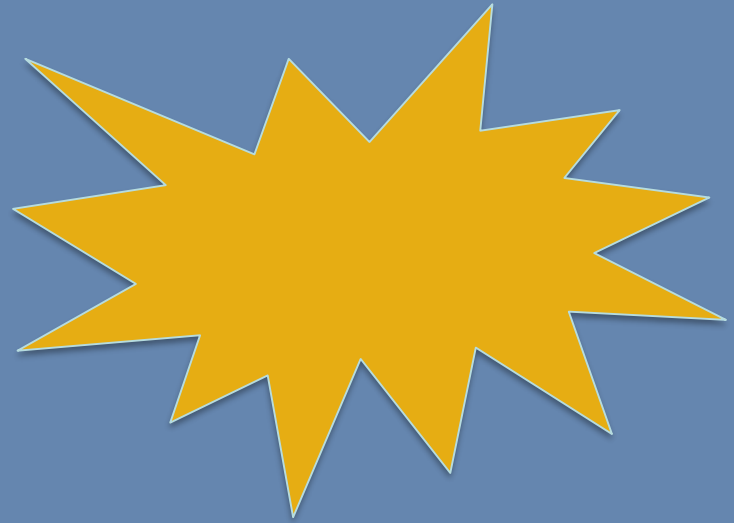
YouTube



If you are physically here



Stress!



Stress! *Stress!*



What are your stressors?

**What are your students'
stressors?**

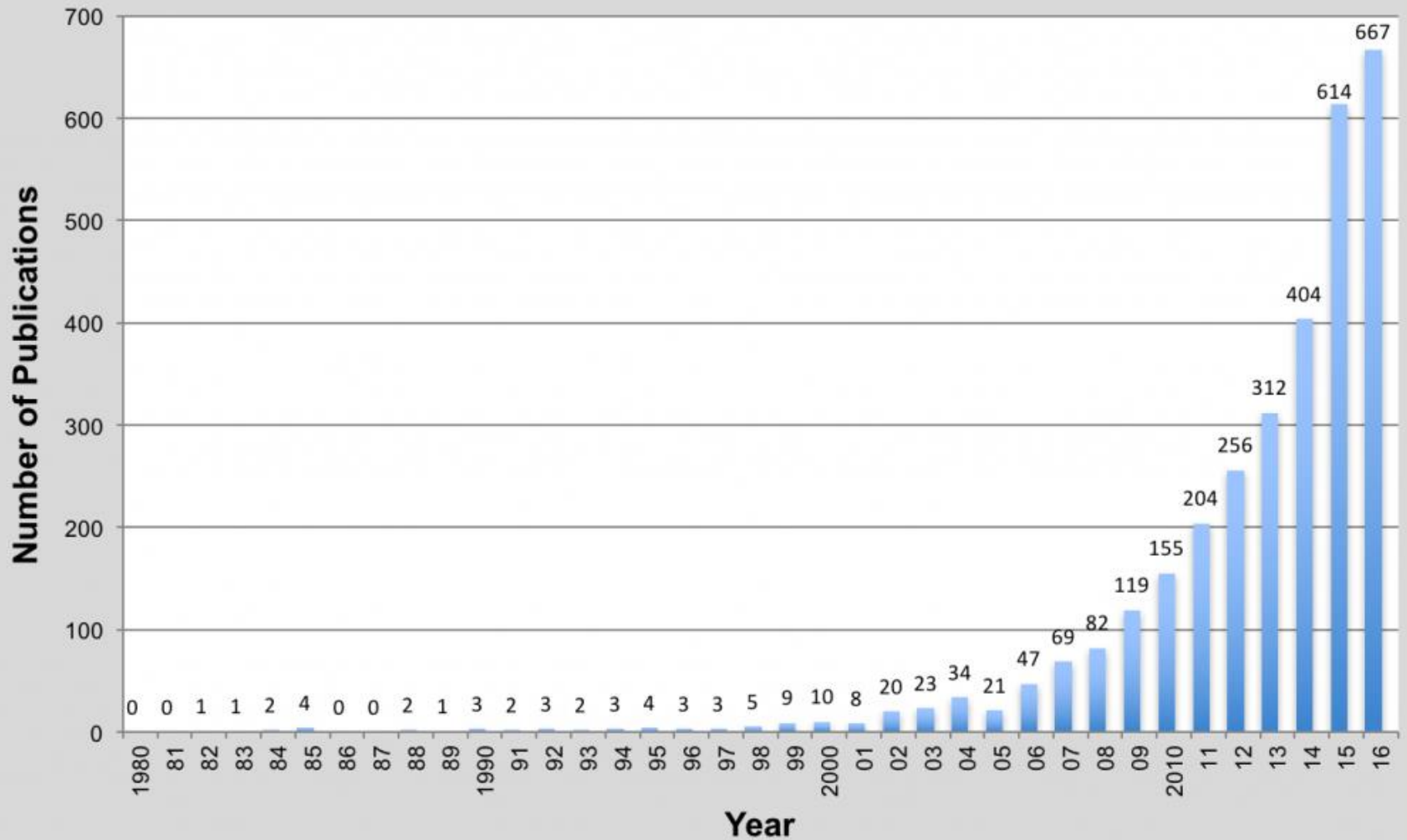


“Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.”

- Viktor Frankl



Mindfulness Journal Publications by Year, 1980-2016



American Mindfulness Research Association, 2017
Source: goAMRA.org



What are the evidence-based resources?



Is there adequate data (large enough sample sizes) to prove the success of mindfulness in the schools?

I am a huge advocate for mindfulness in the schools but am looking for data to “prove” its success to “higher ups” in the county.

Please discuss research that shows how mindfulness interventions might correlate with increased academic performance.



A sampling of the research

- Association between mindfulness states and working alliance with families among home visitors in Head Start
- Changes in neural functioning in at-risk adolescents
- Meta-analyses



If we want students to be able to attend, focus and regulate their emotions, why aren't we explicitly teaching mindfulness?



Do you foresee these skills becoming a part of NC State Standards?



NC Guidance Clarifying Objectives by Development

	ESSENTIAL STANDARDS	READINESS/EXPLORATORY/DISCOVERY	EARLY EMERGENT/EMERGENT	PROGRESSING	EARLY INDEPENDENT	INDEPENDENT
SOCIO-EMOTIONAL DEVELOPMENT	<p><i>Understand the meaning and importance of personal responsibility and awareness</i></p>	<ul style="list-style-type: none"> Understand the importance of self-control and responsibility. Contrast rights and responsibilities. Identify ways of controlling emotional states, feelings, and moods. 	<ul style="list-style-type: none"> Contrast appropriate and inappropriate physical contact. Illustrate personal responsibility in a variety of settings and situations. 	<ul style="list-style-type: none"> Identify how to set boundaries that maintain personal rights while paying attention to the rights of others. Use self-determination to build independence (e.g., work habits, personal productivity, and leadership). 	<ul style="list-style-type: none"> Explain the impact of personal responsibility on others. Contrast rights, privileges, and responsibilities 	<ul style="list-style-type: none"> Integrate personal responsibility into way you live your life on a daily basis. Explain the role of personal responsibility in leadership.
	<p><i>Understand the relationship between self and others in the broader world.</i></p>	<ul style="list-style-type: none"> Identify ways of making and keeping friends. Understand how to support positive relationship building (e.g., managing impulsivity, adaptability, and flexibility). 	<ul style="list-style-type: none"> Contrast the influence of self and others in relationship building. Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life. Explain why it is important to follow rules in order to build relationships. 	<ul style="list-style-type: none"> Interpret the meaning of self-concept. Explain how understanding differences among people can increase self understanding. Use responsible risk-taking behaviors to support positive relationship building. 	<ul style="list-style-type: none"> Explain the impact of personal responsibility on others. Contrast rights, privileges, and responsibilities. 	<ul style="list-style-type: none"> Exemplify how peer-pressure can be both a negative and positive influence. Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results. Explain the impact of self-direction, initiative, and self-control on interpersonal relationships.
	<p><i>Use communication strategies effectively for a variety of purposes and audiences.</i></p>	<ul style="list-style-type: none"> Use oral/written communication skills to share information with others. Use non-verbal communication skills to share information with others. 	<ul style="list-style-type: none"> Summarize written communications in order to share ideas and information with others in five (5) minutes. Use written communication strategies and techniques in communication to share ideas and information with others. 	<ul style="list-style-type: none"> Analyze available resources and strategies to determine those that are most appropriate for communicating to various groups. Use communication skills that build and sustain relationships with a wide range of people. Explain how body language and vocal expression affect the effectiveness of communication. 	<ul style="list-style-type: none"> Use communication strategies that are appropriate for the situation and setting. Use conflict management skills to achieve desired outcomes. 	<ul style="list-style-type: none"> Exemplify how peer-pressure can be both a negative and positive influence. Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results. Explain the impact of self-direction, initiative, and self-control on Interpersonal relationships.
DEVELOPMENT	<p><i>Use creative strategies to make decisions and solve problems.</i></p>	<ul style="list-style-type: none"> Identify problems that you have encountered or are likely to encounter. Identify creative strategies and non creative strategies. 	<ul style="list-style-type: none"> Create strategies for solving problems that have been problems for some time. Use creative strategies to achieve academic, personal, social, and professional goals. 	<ul style="list-style-type: none"> Understand how to make adjustments to strategies that are not effective in making decisions or solving problems. Analyze strategies you have used in the past to determine the most appropriate strategies for solving a current academic problem. 	<ul style="list-style-type: none"> Analyze solution strategies in terms of assumptions and biases. Create new and different ways of achieving long-term goals. Evaluate the effectiveness of creative strategies in solving problems, making adjustments as necessary. 	<ul style="list-style-type: none"> Design new strategies by making modifications to previously used strategies. Generate ideas for solving novel problems that are based on previous experience and the results of internet research.
		<ul style="list-style-type: none"> Identify situations from your daily 	<ul style="list-style-type: none"> Analyze problems in terms of the 	<ul style="list-style-type: none"> Analyze long-term assignments 	<ul style="list-style-type: none"> Use analytic strategies 	<ul style="list-style-type: none"> Compare analytical methods

Guidance - Google Chrome
 www.ncpublicschools.org/curriculum/guidance/

PUBLIC SCHOOLS OF NORTH CAROLINA | State Board of Education | Department of Public Instruction

K-12 STANDARDS, CURRICULUM AND INSTRUCTION

TEXTBOOKS PUBLICATIONS TESTING WORK 4NC GET UPDATES

GUIDANCE

CONTACT :: [Cynthia Floyd](#)

Guidance Essential Standards are designed and intended to be utilized by any educator to support the overall cognitive, career and personal/social development of every student. School counselors help to facilitate delivery and integration of these standards as part of a comprehensive school counseling program that helps to assure that every student has the opportunity to learn, achieve and graduate college and career ready. Through this facilitation, school counselors not only provide activities and services themselves, they also help classroom teachers and other educators better understand how they can integrate Guidance Essential Standards into the content they are already teaching.

The NC Guidance Essential Standards are intended for the following purposes and audiences:

- Classroom Instruction by the school counselor and/or classroom teacher (e.g. a teacher integrating character education into a social studies lesson; a special class discussion led by the school counselor who provides instructional input on a timely issue, such as cyber bullying, driving while texting, positive behavior in general, or the undergraduate admissions process)
- Individual Counseling by the school counselor (e.g. the school counselor and individual student)



Guidance - Google Chrome
 www.ncpublicschools.org/curriculum/guidance/scos/

PUBLIC SCHOOLS OF NORTH CAROLINA | State Board of Education | Department of Public Instruction

K-12 STANDARDS, CURRICULUM AND INSTRUCTION

TEXTBOOKS PUBLICATIONS TESTING WORK 4NC GET UPDATES

STANDARD COURSE OF STUDY

GUIDANCE :: ESSENTIAL STANDARDS

NOTE :: Various file formats are used on this page that may require downloading. For instructions or more information, please visit [this link](#).

Guidance Essential Standards
 Please update your bookmarks to ensure that you are accessing the standards.

Preamble
[\(pdf, 105kb\)](#)

Readiness/Exploratory/Discovery (RED)
[\(pdf, 40kb\)](#)

Early Emergent/Emergent (EEE)
[\(pdf, 39kb\)](#)

Progressing (P)
[\(pdf, 42kb\)](#)

Early/Independent (EI)
[\(pdf, 71kb\)](#)

Independent (I)
[\(pdf, 74kb\)](#)

Guidance Essential Standards Instructional Support Tools

Readiness/Exploratory/Discovery Assessment Prototypes
[\(pdf, 123kb\)](#)

Early Emergent/Emergent Assessment Prototypes

Myths and misunderstandings

I just can't do mindfulness, I have too many thoughts.

I've tried mindfulness but I just can't stop thinking.

I'll do mindfulness when I'm calm.

Everyone needs to do mindfulness.

I have to become Buddhist to be mindful.

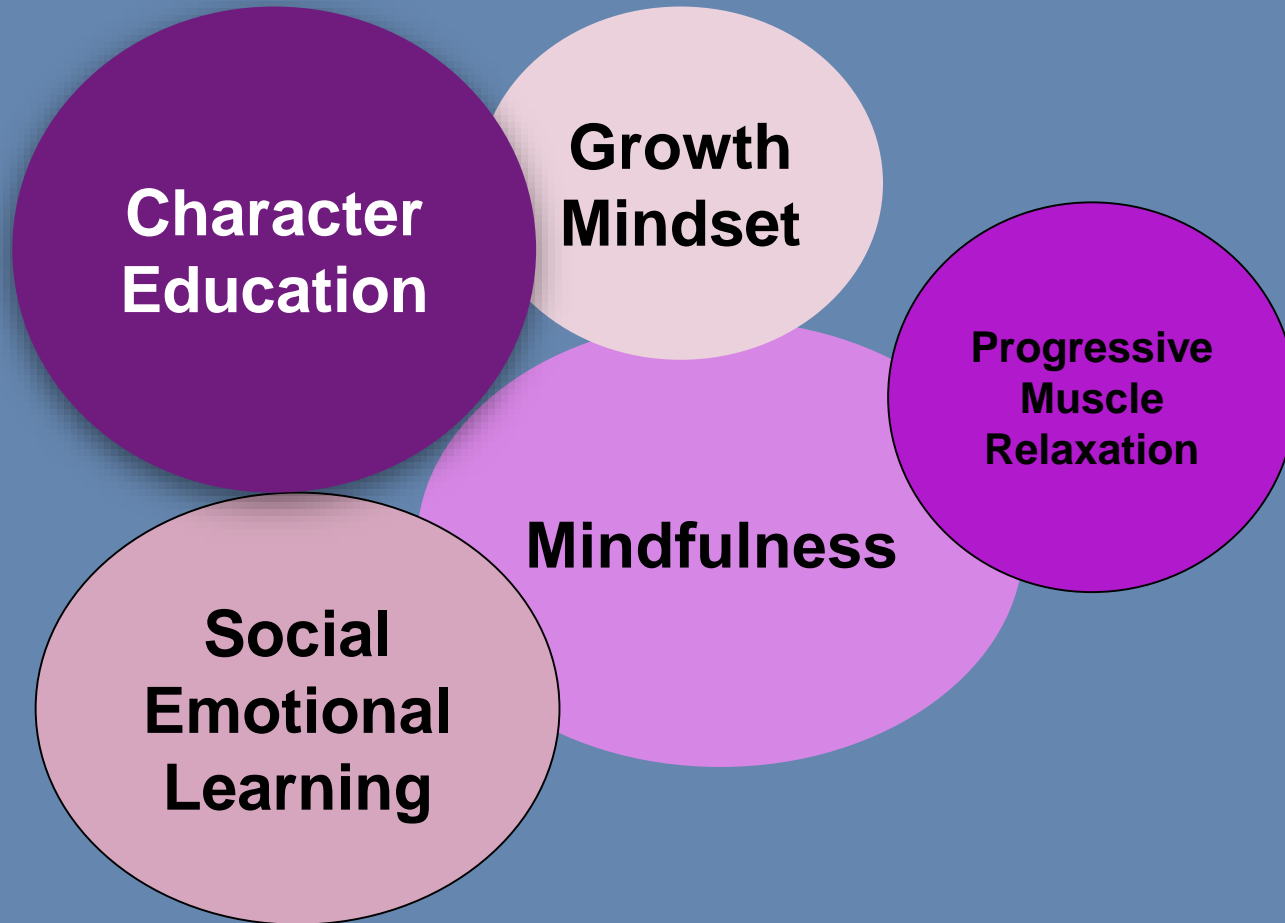


The language

- Mindfulness
 - “Simple act of actively noticing things”
(Langer)
 - Being actively attentive to what is happening within you and around you.
 - “Paying attention in a particular way...”
(Kabat-Zinn)
- Meditation
 - Intentionally resting the mind to be relaxed and inwardly focused



Haven't I heard this before?



Cautions with mindfulness

- Students with significant trauma histories
- Self-practice inconsistent or nonexistent
- (In order to...)





Application across a variety of settings

Types of training and resources

Suggestions for continued professional learning



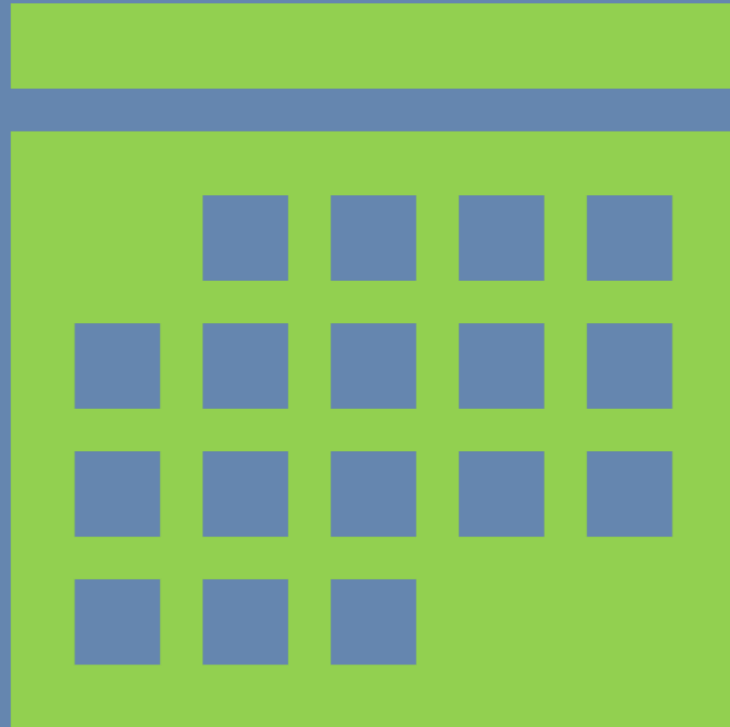
Big ideas:

- Mindfulness is about awareness, noticing and being nonjudgmental
- You really can do this
- Be mindful at every stage of adoption and implementation of any mindfulness program in the school setting
- If you are teaching mindfulness, practice mindfulness. It is about *being* mindful **not** *doing* mindful.



What next?

- ✓ Today
- ✓ This week
- ✓ In the next few months
- ✓ In the next year
- ✓ In the next 5 years



Participant handouts:

- Presentation slides
- Selected research studies in mindfulness
- Planning considerations for mindfulness in a school setting
- Mindfulness resources:
 - Resources at the Beginning Stages
 - Resources for Children in Kindergarten – Fifth Grade and Their Teachers
 - Resources for Adolescents in Middle and High School and Their Teachers



Webinar archive:

ncdpischoolpsychology.ncdpi.wikispaces.net
Professional Learning Library page

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Search

NC DPI School Psychology
Open Positions
Leadership and Advocacy
Lending Library
Professional Learning
Newsletters
School Psychology and MTSS
School Mental Health
Lynn Makor, NC DPI Exceptional Children Website

Professional Learning Library
Lending Library
Newsletters
School Psychology Jobs
School Psychology and MTSS
School Mental Health
Leadership & Advocacy

facebook

The practice of school psychology in the state of NC is aligned with the NASP Practice Model and supported by the NC Professional School Psychology Standards.

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
Model for Services by School Psychologists

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY	DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS				
• Data-Based Decision Making and Accountability • Consultation and Collaboration	<table border="1"><thead><tr><th>Student-Level Services</th><th>Systems-Level Services</th></tr></thead><tbody><tr><td>• Interventions and Instructional Support to Develop Academic Skills • Interventions and Mental Health Services to Develop Social and Life Skills</td><td>• School-Wide Practices to Promote Learning • Preventive and Responsive Services • Family-School Collaboration Services</td></tr></tbody></table>	Student-Level Services	Systems-Level Services	• Interventions and Instructional Support to Develop Academic Skills • Interventions and Mental Health Services to Develop Social and Life Skills	• School-Wide Practices to Promote Learning • Preventive and Responsive Services • Family-School Collaboration Services
Student-Level Services	Systems-Level Services				
• Interventions and Instructional Support to Develop Academic Skills • Interventions and Mental Health Services to Develop Social and Life Skills	• School-Wide Practices to Promote Learning • Preventive and Responsive Services • Family-School Collaboration Services				

FOUNDATIONS OF SERVICE DELIVERY

Diversity in Development and Learning	Research and Program Evaluation	Legal, Ethical, and Professional Practice
---------------------------------------	---------------------------------	---

PUBLIC SCHOOLS OF NORTH CAROLINA
Educating the Whole Child
NC State Board of Education adopted model:
WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD
supporting the health behaviors and academic performance of students

Healthy Children Learn Better