

## Final Proposal Source Notes

### Potential sources:

1. [Mindfulness in Education](#) (overview source)
  - a. Defines mindfulness more in relation to self-awareness and self-knowledge about thoughts, feelings, and sensations
  - b. Mindfulness can “change the brain in way that are supportive to kids’ learning”
  - c. Methods good for reducing anxiety and stress: Mindfulness-based stress reduction (MBSR) & Mindfulness-based cognitive therapy (MBCT)
  - d. Emphasis on self-regulation and how a student should go about understanding and reflecting on their internal life
  - e. Effects could be long-lasting – till adulthood
  - f. Framework/strategies for how mindfulness could be helpful at different school ages and how this may look different
    - i. preK-elementary secondary school
2. [Effects of Mindful Awareness Practices on Executive Functions in Elementary School Children](#) (journal of applied school psychology article)
  - a. How mindful awareness practices (MAPS) could strengthen EF, particularly for students struggling with EF
  - b. Improvements in children’s behavioral regulation
  - c. Limitations: small study (only 64 students)
  - d. 2nd-3rd grade students: 7-9 y/o
3. [Mindfulness Meditation May Lessen Anxiety, Promote Social Skills, and Improve Academic Performance Among Adolescents with Learning Disabilities](#)
  - a. Benefits of mindfulness meditation (MM) on high school students with learning disabilities (LD)
    - i. Decreases “anxiety and detrimental self-focus of attention”
    - ii. Improves social skills and academic performance
  - b. HS students already susceptible to having higher levels of anxiety, school-related stress, and iffy social skills
  - c. Smaller study (34 adolescents w/ diagnosed LD)
4. [Impact of Mindfulness Training on the Behavior of Elementary Students with Attention-Deficit/Hyperactive Disorder](#)
  - a. More of a case study approach
    - i. Only four 8 y/o boys with ADHD

- b. Mindfulness training intervention increased the percentage of intervals that the boy engaged in on-task behavior
- c. Parent/teacher ratings reported a reduction of hyperactive behaviors
- d. Speaks on relationship between mindfulness and attention
  - i. We can assume if this works on students with ADHD, it would in turn be applicable to other students in regards to improving their attention levels

#### 5. Researchers study how mindfulness meditation affects mental health of students

- a. Teaching children to see and escape from life's stressors that can keep them from succeeding
- b. Students who have dealt with communities of high violence – gang activity, drug activity
  - i. Have undergone trauma
- c. Question of investigation: can mindfulness training be helpful to students in the classroom?
- d. After undergoing this mindfulness intervention, students were less likely to experience high stress and experienced less rumination and fewer intrusive thoughts.
- e. Students performing mindfulness themselves
- f. Study of mindful breathing interventions for school of mostly POC
- g. Relation to trauma
  - i. Helps students feel better and do better academically

#### 6. The Benefits of Mindfulness in the Classroom

- a. Mindfulness ambassador council program
  - i. 3 min mindfulness breathing at start of class
    - 1. As opposed to immediately opening their books
    - 2. Focused breathing to stop the ongoing to-do list we have in our heads (let go of what they were doing before class and what they're thinking about for next class)
  - ii. Check-in: explain how you feel in one word after breathing practice
    - 1. Creates community and allows educators to be aware of what's going on with each student
- b. Helps students AND educators
- c. Help students build level of focus and attention
- d. Can lead to calming behavior

#### 7. MYRIAD (MY Resilience in ADolescence)

- a. 8-year endeavor/project w/ aim of improving the mental health of students 11-16 y/o
  - i. 28,000 children, 650 teachers, and 100 schools
- b. Schools-based mindfulness training (from Mindfulness in School Project below)

- c. Studying whether implementing mindfulness into middle/hs would be effective for addressing mental health and well-being in adolescence
- d. Challenges of mindfulness
  - i. Mindfulness training did not necessarily improve mental health
    - 1. Many students (>80%), particularly 11-14 y/o, were not engaged and did not participate in their mindfulness assignments
    - 2. Those young students who did reported better mental health
  - ii. Not easy to introduce into schools
  - iii. “One size doesn’t fit all” – can’t use same intervention with middle & high school
    - 1. This form may be more helpful for older teenagers and less helpful for young
- e. Teacher benefits
  - i. Lower levels of burnout
- 8. [Mindfulness in Schools Project](#) (exploratory website) - UK project
  - a. Headed by Oxford Mindfulness Centre (University of Oxford)
  - b. Defines mindfulness; what it is and what it is not
  - c. Outlines why mindfulness is important in the classroom
    - i. Touches on concentration (attention) and cognition
    - ii. The improvement and self-regulation of behavior that falls under executive function
    - iii. Improvement in mental health (lower levels of stress/anxiety)
  - d. Basically a project that provides an overview of how mindfulness can be integrated into educational settings
    - i. More broad scale: “whole school approach”
  - e. Offers different curricula and frameworks depending on age range:
    - i. 3-6 y/o (dots)
    - ii. 7-11 y/o (Paws b)
    - iii. 9-14 y/o (.breathe)
    - iv. 11-18 y/o (.b)
  - f. Video (2014)
    - i. Children may be reluctant or confused when first introduced to mindfulness, thinking it’s not relevant to them
    - ii. Break after homework – before sleep (outside of classroom)
    - iii. Mindfulness: “being able to attend to whatever we choose to attend to and inhibit things that come into mind”
    - iv. 2013 study: 522 students in secondary school
      - 1. Levels of stress went down for students receiving mindfulness training
      - 2. Using mindfulness most in times of stress

3. Text “.b” → stop, breathe, be

9. [How meditation could be beneficial in schools](#)

- a. Links to many other evidence-based meditation curricula from schools in the UK, Australia, India, and the US
- b. Examples of school-wide mindfulness interventions
  - i. Ex: mindful exercise at beginning of school assemblies
  - ii. Quiet sections of school
  - iii. Meditation spaces for students/staff (ex: library)

Extra Potential Sources:

- [Social justice education through trauma-informed teaching](#) (Crosby article - Trauma class) – possibly use if MR counts as mindfulness
  - Calm down space
  - Monarch Room (MR)
    - Safe space classroom managed by trauma-trained staffs
    - Use positive supports (ex: problem-solving, sensory integration)
  - Like a mindfulness hub for students struggling with trauma or other stressors
  - Space for them to collect themselves and breathe
- [How meditation could be beneficial in schools](#)
  - Links to many other evidence-based meditation curricula from schools in the UK, Australia, India, and the US
  - Examples of school-wide mindfulness interventions
    - Ex: mindful exercise at beginning of school assemblies
    - Quiet sections of school
    - Meditation spaces for students/staff (ex: library)
- Class lectures (week 3, 9, etc.)
  - Calming ocean corner

What to look for when researching:

- Look at websites prof typically likes to use
- Educational videos (edutopia?)
- Academic journal articles (Google Scholar)
- Other academic databases (Wesleyan OneSearch)
- Maybe lesson plan or strategy (make sure credible)