

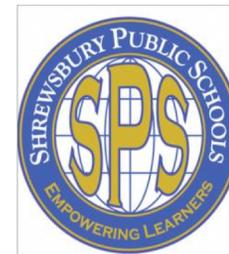
Mindfulness Director Initiative & Shrewsbury Public Schools Collaboration

Initial Results

December 2019



Mindfulness Director Initiative



**Initial Goal of
Partnership
with
Mindfulness
Director
Initiative**

The Mindfulness Director Initiative (MDI) will support interested students, staff, families and community members with the practice of mindfulness by offering a diverse set of optional offerings, opportunities, and supports.

SPS Strategic Goals and Priorities

Strategic Priority:

Enhanced well-being of all

2022 Strategic Goals:

- Ensure that all staff actively participate in professional development focused on the skills, habits, and mindsets of social and emotional learning that improve students' learning, resilience, and focus
- Improve support systems and resources to enhance the well-being of students and staff

Overview of Activities Enabled through this Partnership

Since the start of the school year, the MDI/SHS collaboration has allowed for:

- 8-week Mindfulness Courses attended by approximately 10 staff, 15 students, and 50 parents
- Professional development provided to SHS staff, as well as the Shrewsbury District Media Team, Beal Early Childhood Faculty, the IT Team, and Sherwood and Oak Middle School Staff (January)
- Regular meetings with AP and Honors Biology classes to offer basic mindfulness practices
- Support for Studio Art classes: Mindfulness and Free-Drawing as an exercise in stress-reduction and creativity

Additional Activities Enabled Through Partnership

- Support for AP and Creative Writing English and Junior Honors English classes: Intro to Mindfulness
- Individual sessions with senior English: Mindfulness and Games
- Support for music classes: World Drumming and Mindfulness
- 3-session mindfulness class for music department: Performance Anxiety
- Consultation with Health classes: Stress-Reduction and Mindfulness Practices
- Support for individual teachers with strengthening their own mindfulness practice

Research Overview

MDI and SHS coordinated an assessment of the 8-week Mindfulness Courses that have been offered.

The **research protocol** was designed and implemented by, and results prepared in collaboration with **Sarah Hopkins, MS, Class of 2010 Shrewsbury alumna:**

- 3rd year Doctoral graduate student
 - Clinical Psychology PhD Program, Suffolk University
- Research/Clinical work: The impact of social relational and group processes on social and emotional adjustment in youth and college students
- Current clinical training at Boston University's Center for Anxiety and Related Disorders (CARD)
- Graduate lecturer

Research questions focused on three areas:

1. Satisfaction with the Mindfulness Program
2. Participant Expectations
3. Program Helpfulness

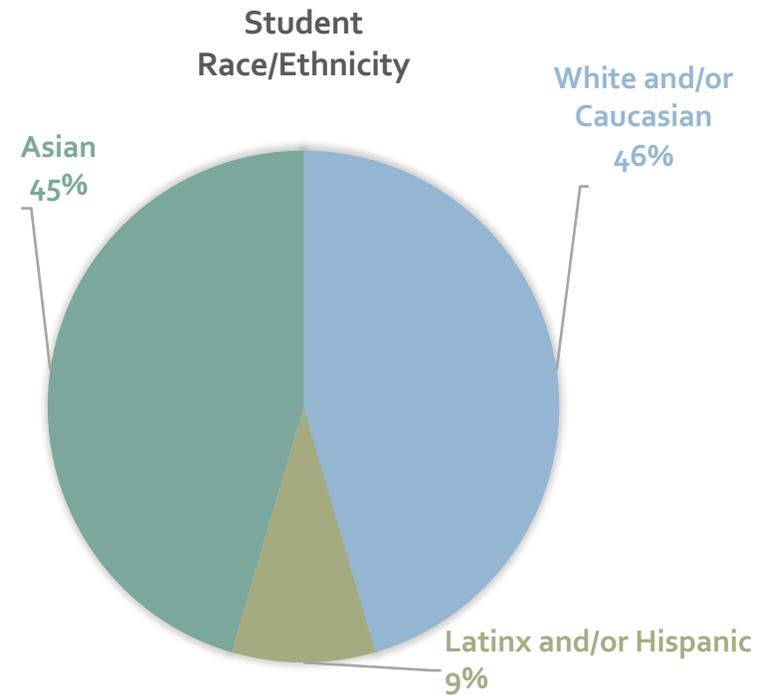
Results were overwhelmingly positive in all three areas.

Who participated?

- Students
 - 10 participants
 - 2 groups: School day, after school
- Parents
 - 29 participants
 - 4 groups: Monday AM, Monday PM, Friday AM, Friday PM
- Staff
 - 7 participants
 - 1 group: Tuesday

Participant Demographics: Students

- Aged 16-18 years
 - $M = 16.8$
- Grade 11 – 12
- 70% Female



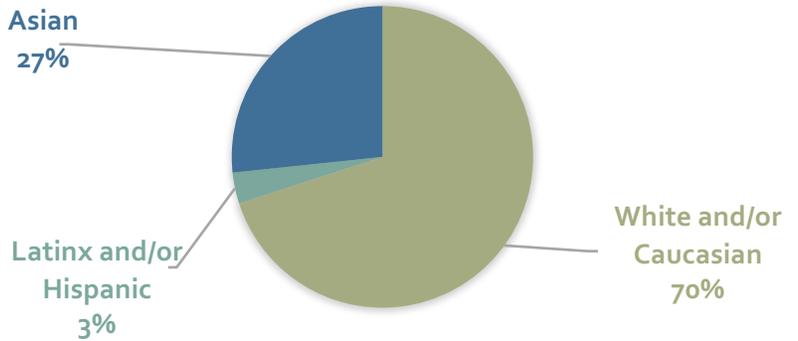
Participant Demographics

Parents & Staff

- Parents
 - Aged 42 – 58 years
 - *M* = 49.1 years
 - 93% Female

- Staff
 - Aged 29-60+
 - *M* = 44.7 years
 - 71.4% Female

PARENT RACE/ETHNICITY

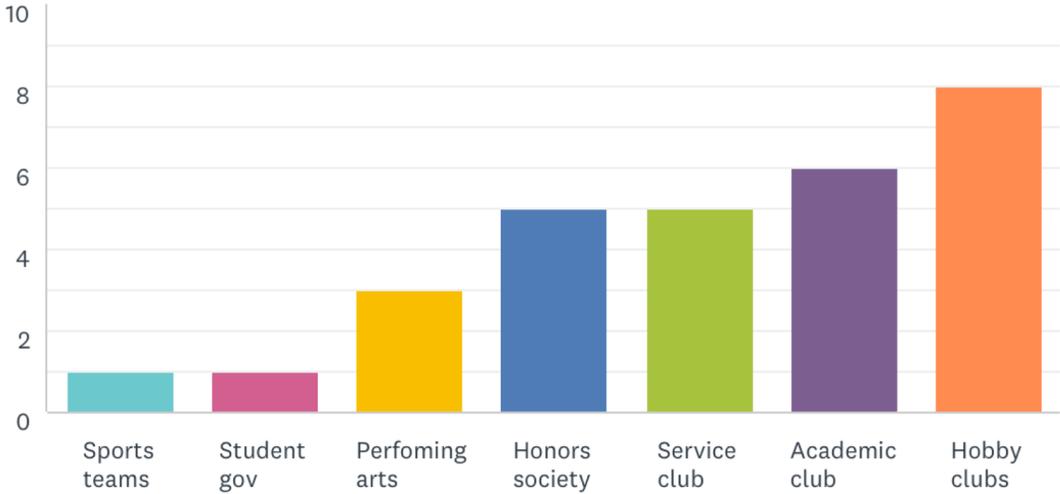


STAFF RACE/ETHNICITY



Student Extracurriculars

- All students reported involvement in at least 1 extracurricular activity
- Students participate in an average of 3 different extracurricular domains





RESULTS

Participant Attendance

Students

- At the point of survey administration...
 - 70% of students had attended at least half of classes
 - 50% of students had attended 100% of classes

Parents

- At the point of survey administration...
 - 60% of parents had attended at least 80% of classes
 - 80% of parents had attended more than half of classes

Staff

- At the point of survey administration...
 - 86% of staff had attended more than half of classes

Satisfaction with Mindfulness Program

- 100% of students, 87% of parents, and 86% of staff reported being satisfied with their experience participating in the Mindfulness Program
- Of those students, parents, and staff who were satisfied with their experience, 84% reported being very satisfied with the experience
- Across all student, parent, and staff participants, the average level of satisfaction endorsed was 4.53 out of 5.

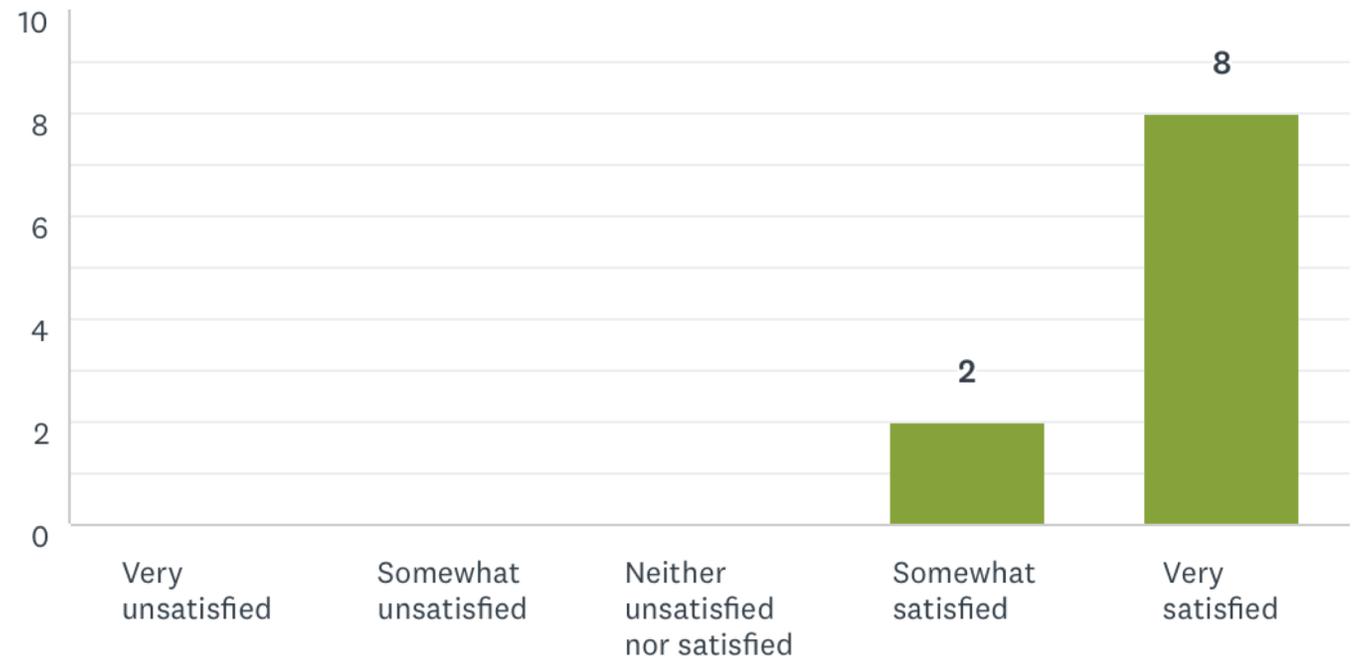
Student Satisfaction

$n = 10$

Min-Max: 4 – 5

Mean: 4.80

SD: 0.40



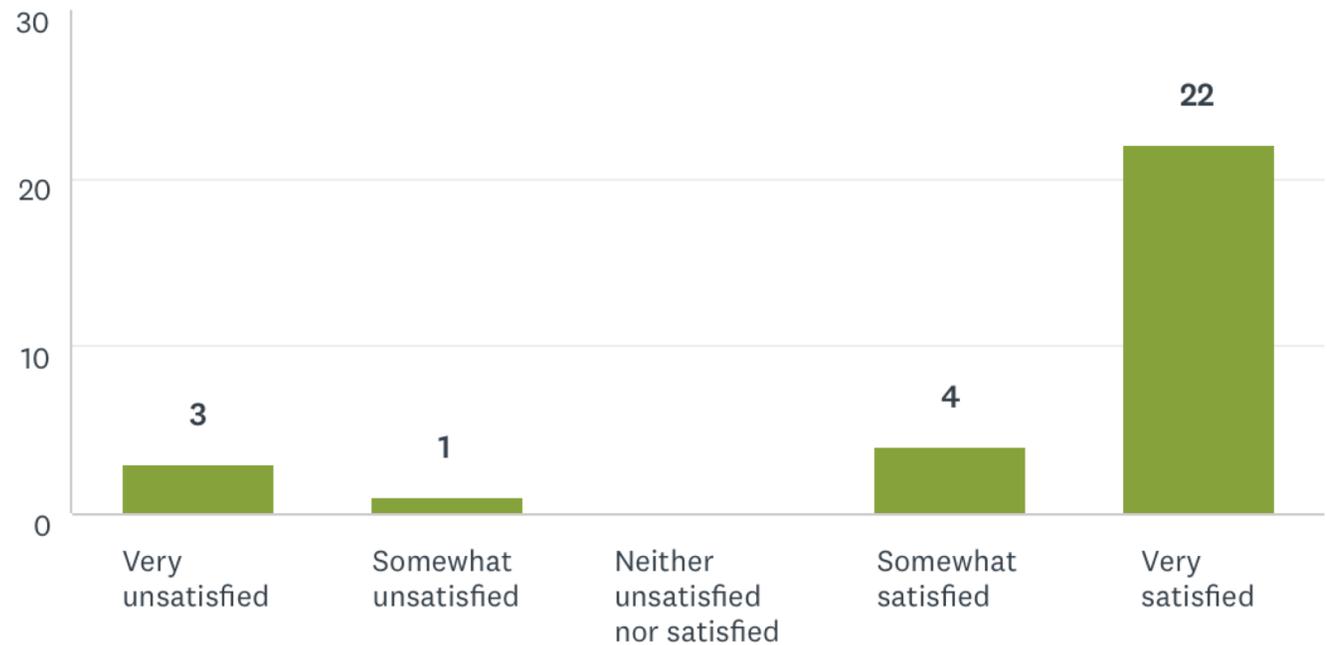
Parent Satisfaction

$n = 30$

Min-Max: 1 – 5

Mean: 4.37

SD: 1.28



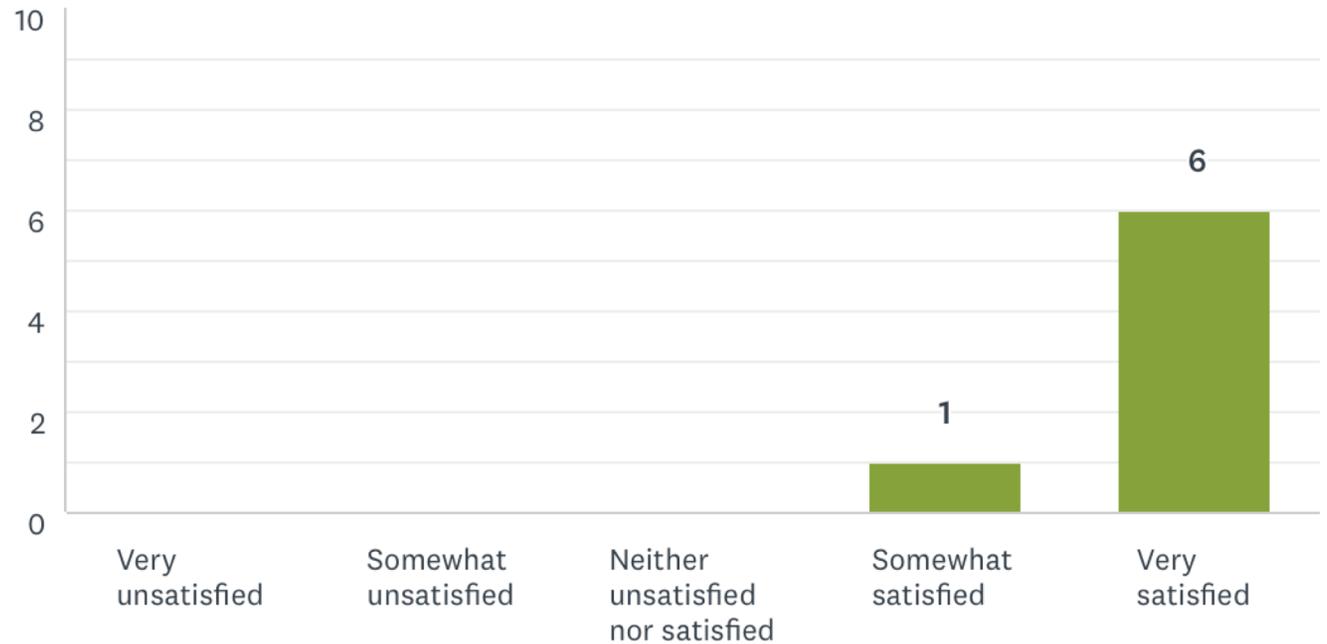
Staff Satisfaction

n = 7

Min-Max: 4 – 5

Mean: 4.88

SD: 0.33



**Student
Future
Participation
&
Recommendation
to Others**

- **70% of students reported being interested in participating in future courses of the mindfulness program**
- **100% of students were likely to recommend the program to others**

**Parent
Future
Participation
&
Recommendation**

- **83.3% of parents reported being interested in participating in future courses of the mindfulness program**
- **96.6% of parents were likely to recommend the program to others**

**Staff
Future
Participation
&
Recommendation**

- **86% of staff reported being interested in participating in future courses of the mindfulness program**
- **86% of staff were likely to recommend the program to others**

Participant Expectations

- 98% of all student, parent, and staff participants reported that the mindfulness program was at least meeting their expectations ($N = 48$)
- 50% of student participants reported that the mindfulness program was *exceeding* ($n=3$) and *far exceeding* ($n=2$) expectations
- More than half of parent participants reported the mindfulness program to be either *exceeding* or *far exceeding* their expectations (63%, $n = 19$)
- More than half of staff participants reported the mindfulness program to be either *exceeding* or *far exceeding* their expectations (62.5%, $n = 5$)

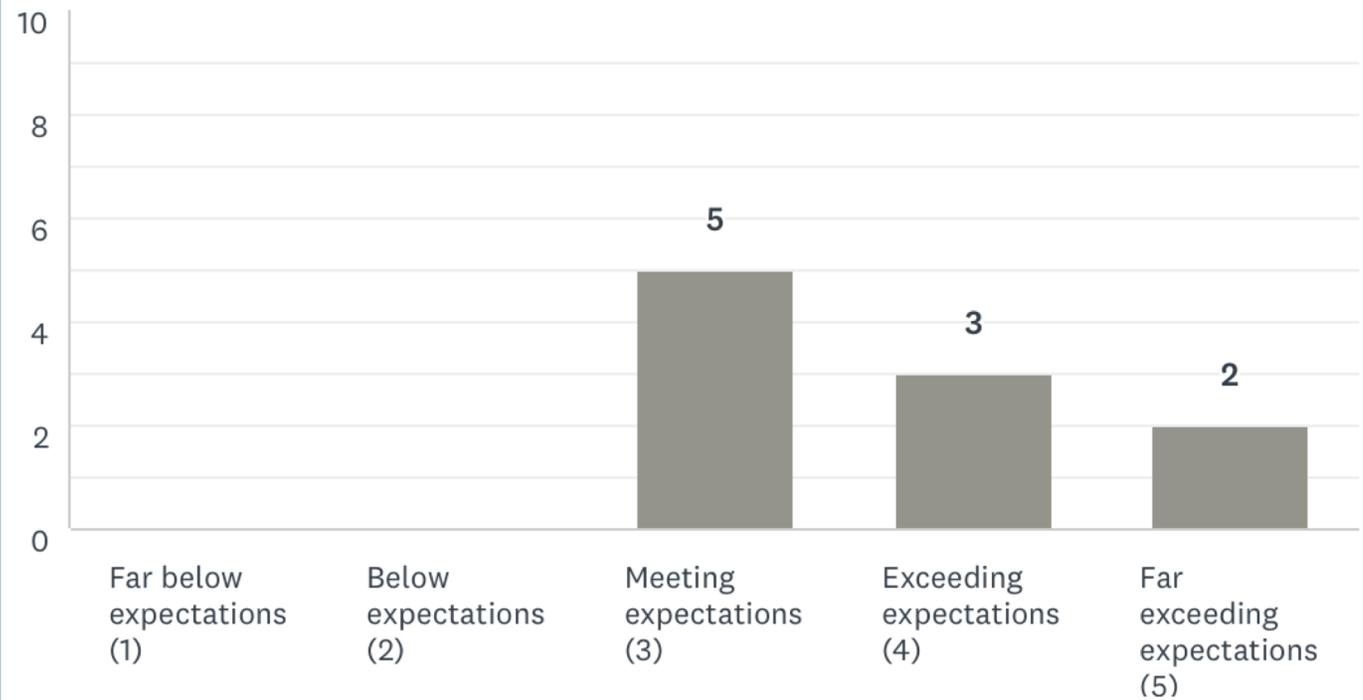
Did the Program Meet Student Expectations?

$n = 10$

Min-Max: 3 – 5

Mean: 3.70

SD: 0.78



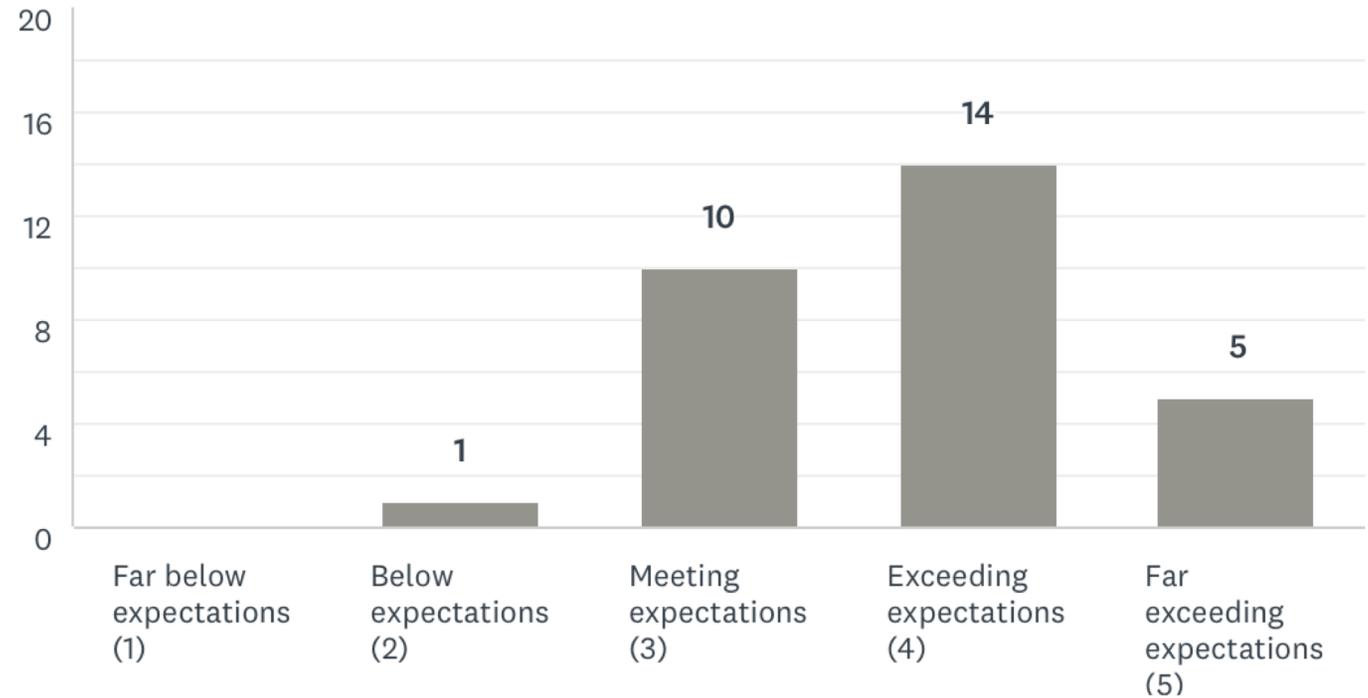
Did the Program Meet Parent Expectations?

n = 30

Min-Max: 2 - 5

Mean: 3.77

SD: 0.76



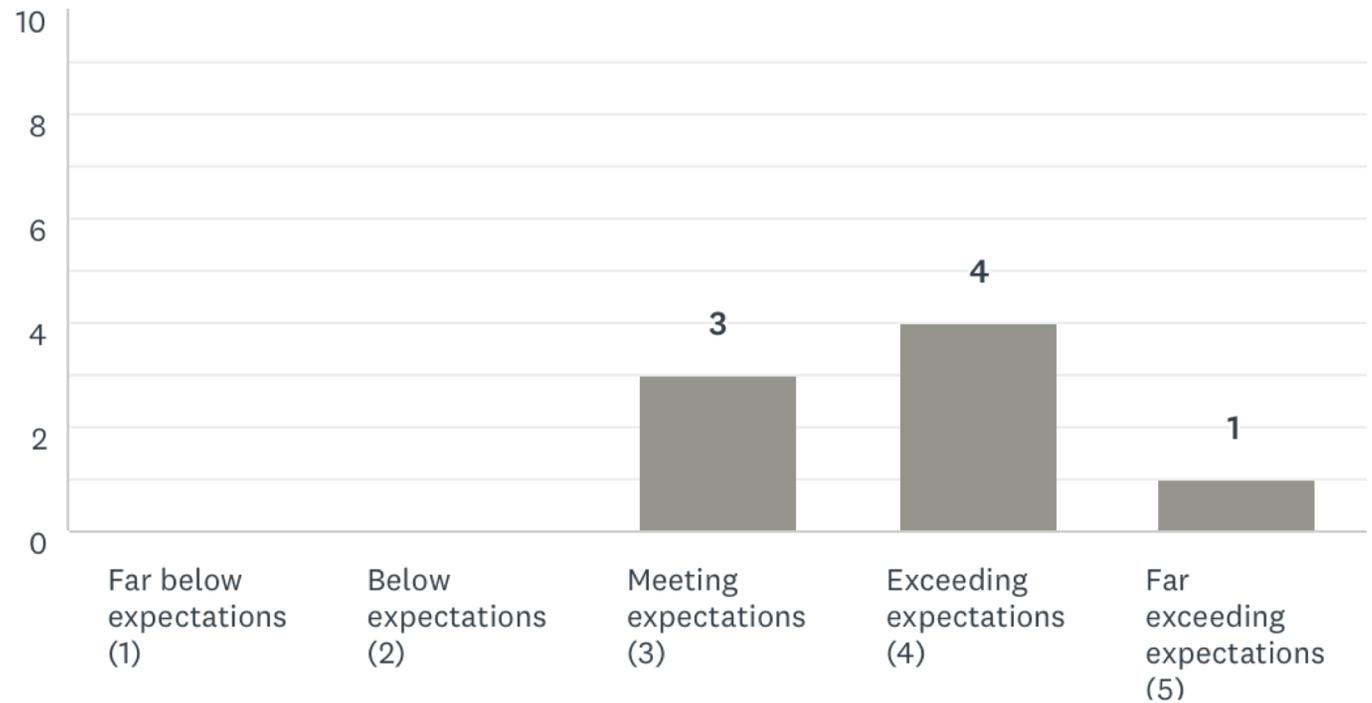
Did the Program Meet Staff Expectations?

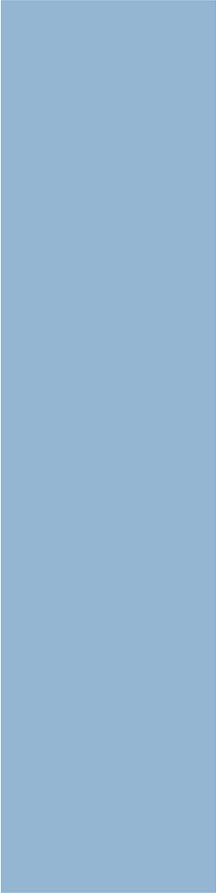
$n = 8$

Min-Max: 3 - 5

Mean: 3.71

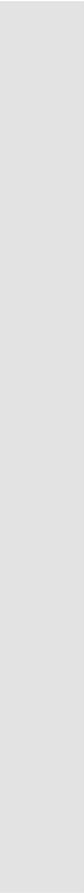
SD: 0.70





Program Helpfulness

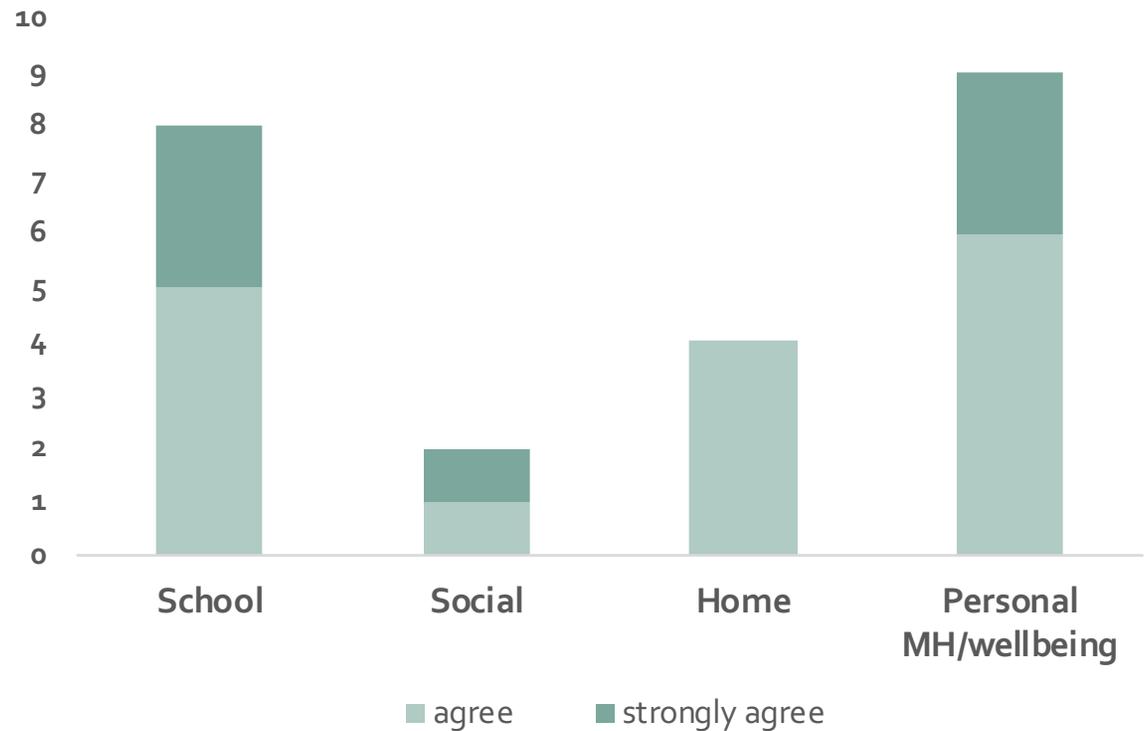
**Assessed across specific student,
parent and staff domains**

- **Students: School, social, home, personal mental health/wellbeing**
 - **Parents & Staff: Professional work, family, social, personal mental health/wellbeing**
- 

How was the Mindfulness Program Helpful to Students?

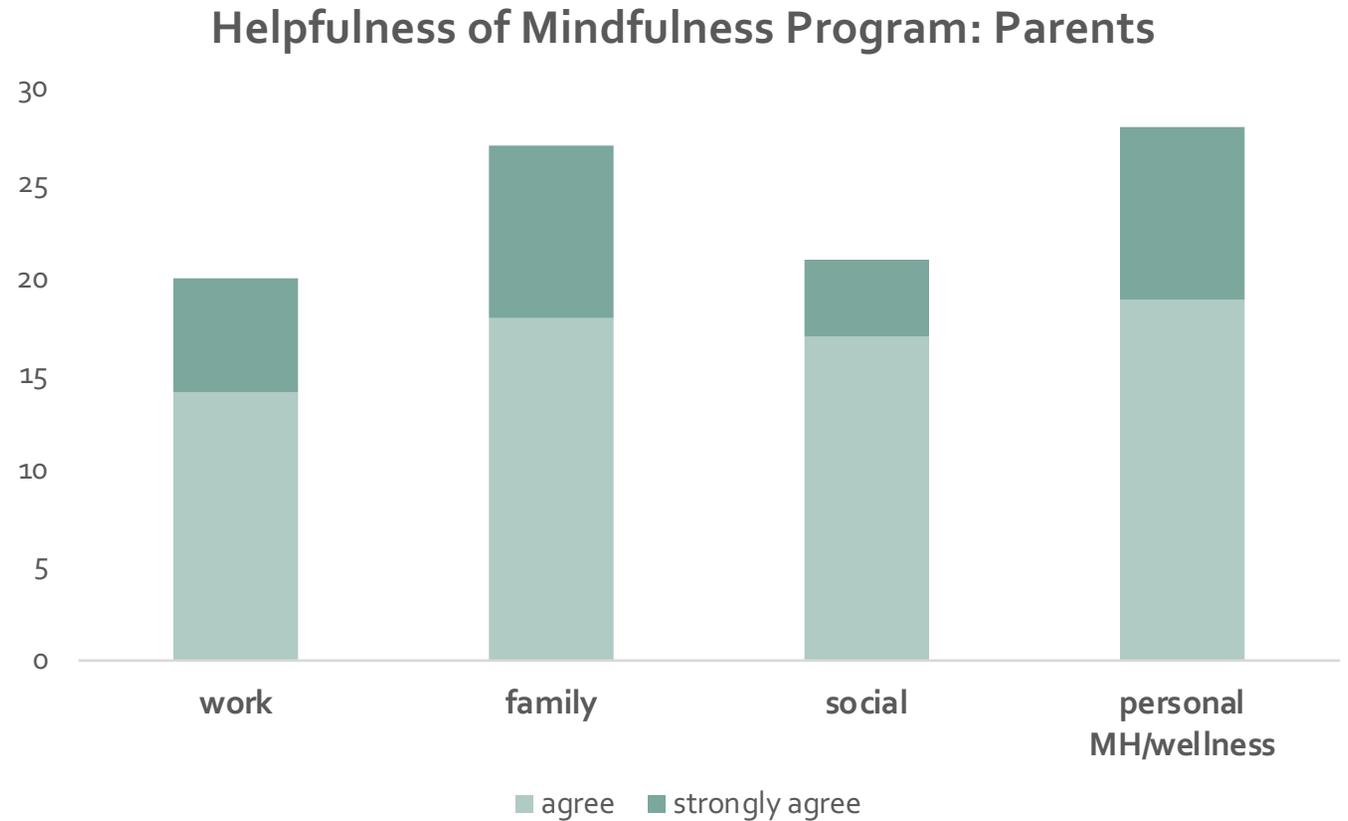
- Mindfulness was found to be most helpful in personal mental health/wellbeing, followed by school
- Students found the mindfulness program to be helpful in an average of 2 domains of functioning
- 50% of students reported the program to be helpful across 3-4 areas of functioning

Helpfulness of Mindfulness Program:
Students



How was the Mindfulness Program Helpful to Parents?

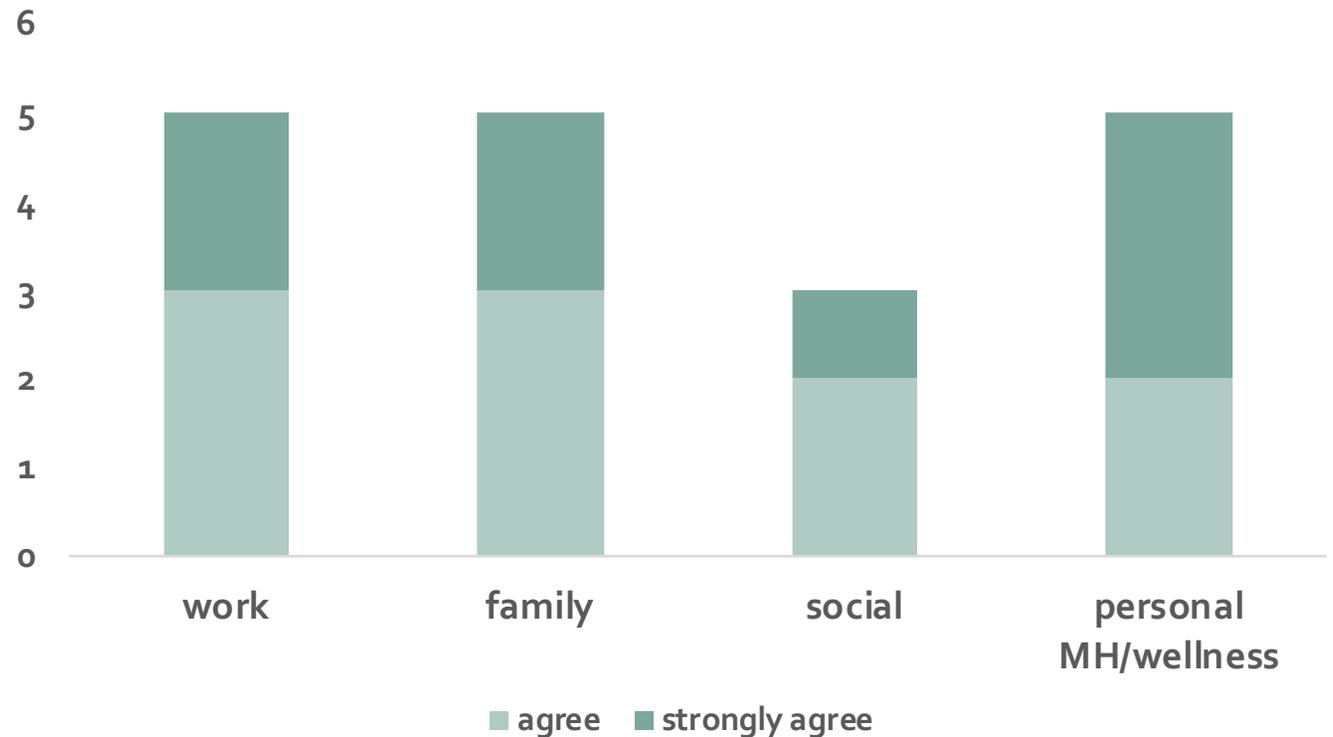
- Mindfulness was found to be most helpful in personal mental health/wellbeing, followed by family
- Parents found the mindfulness program to be helpful in an average of 3 domains of functioning
- 80% of parents reported the program to be helpful across 3-4 areas of functioning



How was the Mindfulness Program Helpful to Staff?

- Mindfulness was found to be equally the most helpful across work, family, and personal mental health/wellbeing
- Staff found the mindfulness program to be helpful in an average of 2.5 domains of functioning
- 57% of staff reported the program to be helpful across 3-4 areas of functioning

Helpfulness of Mindfulness Program: Staff



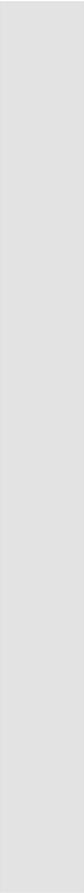
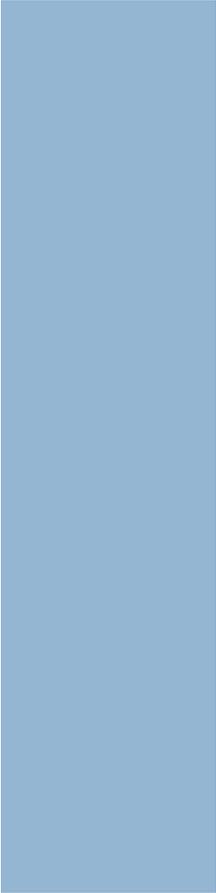
Impression Themes & Anecdotes

Overall themes

- The program was found to be useful, applicable to daily life
- Participants endorsed mindfulness as a powerful tool, when practiced
- General positivity towards experience

Anecdotes

- “It’s helped me to be less stressed in particular situations” - student
- “I’m really glad the school is trying it. It has been helpful” - student
- “I think it is a very important course that teaches critical coping skills for life. I think it works well when teaching students how to be aware/accepting of their thoughts and emotions” - student
- “This program is an apt and necessary addition to our community” – staff member

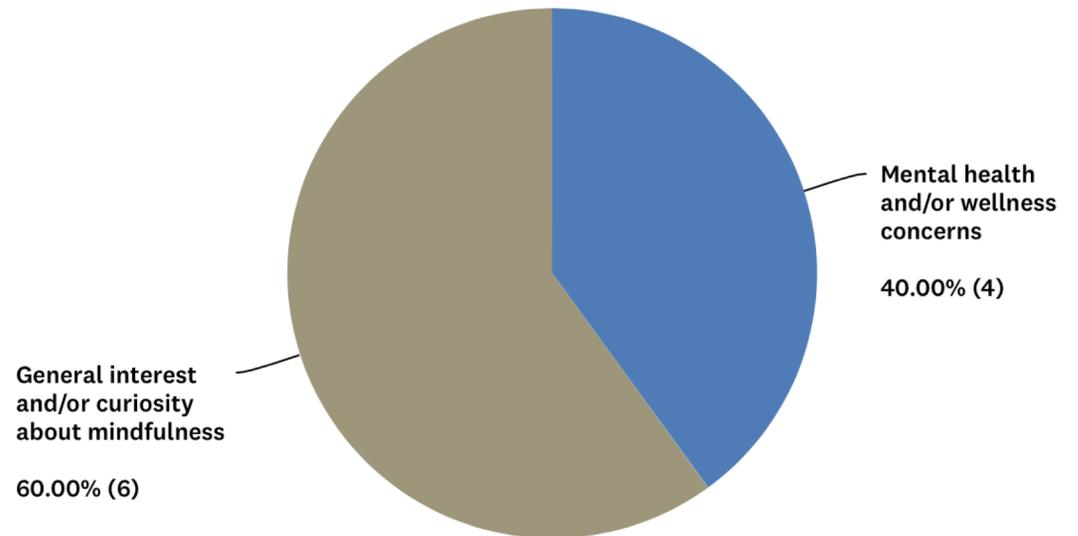


Appendix Slides

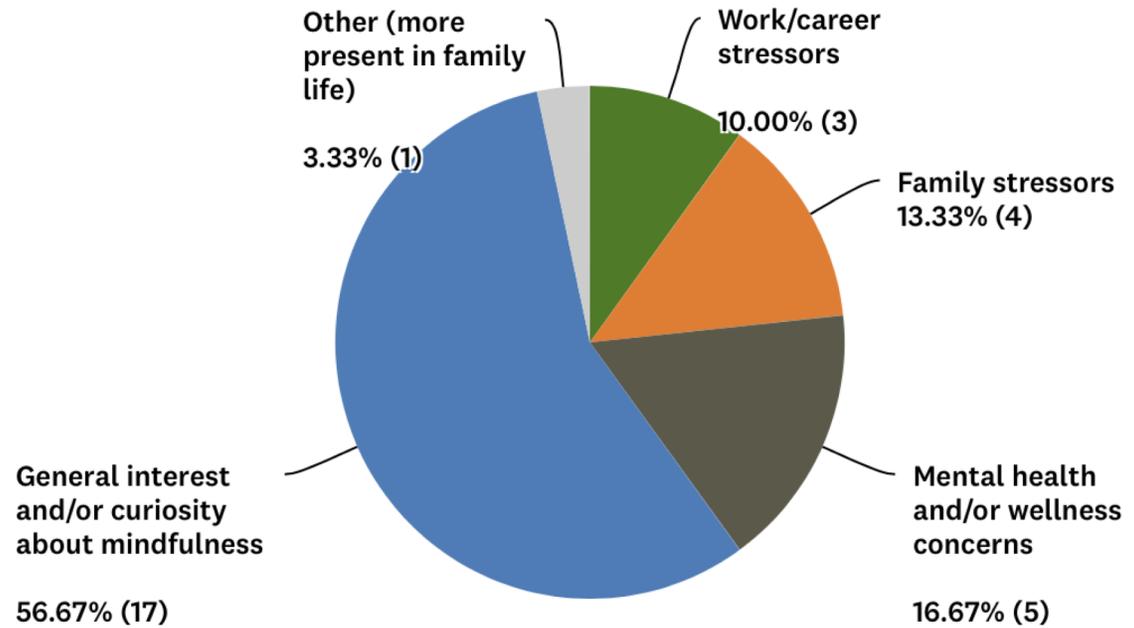
Survey Administration

- **Students**
 - **Administered session 6**
 - **11/25/19 - 11/26/2019**
- **Parent**
 - **Administered session 5 and session 6**
 - **11/22/19-11/26/19**
- **Staff**
 - **Administered session 6**
 - **11/25/19**

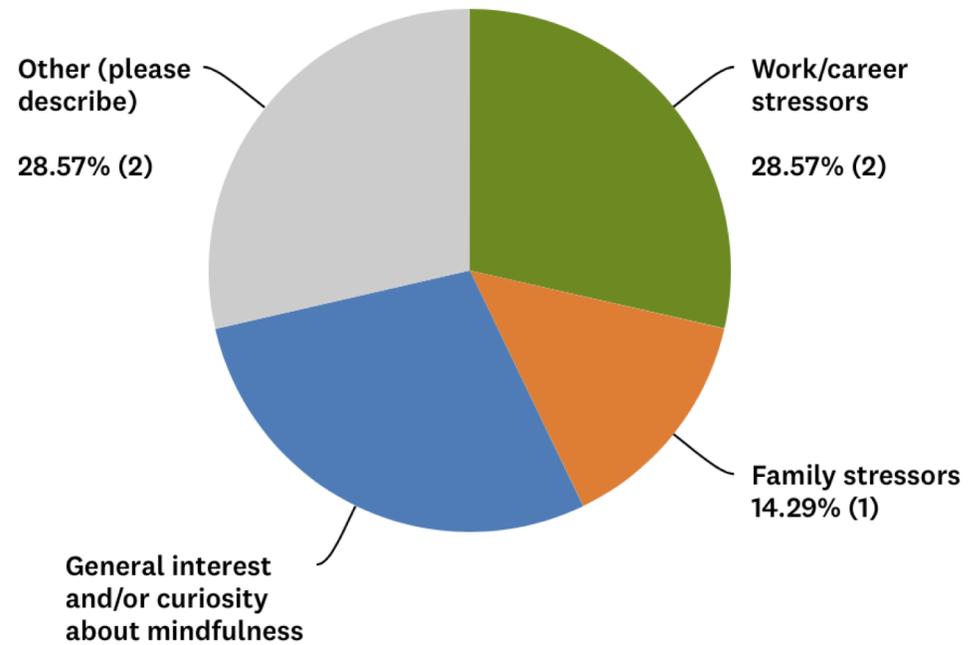
Reasons for Participating: Students



Reasons for Participating: Parents



Reasons for Participating: Staff



Other:

"Take advantage of a learning opportunity that I could apply positively to my life".

"Augment current practice".

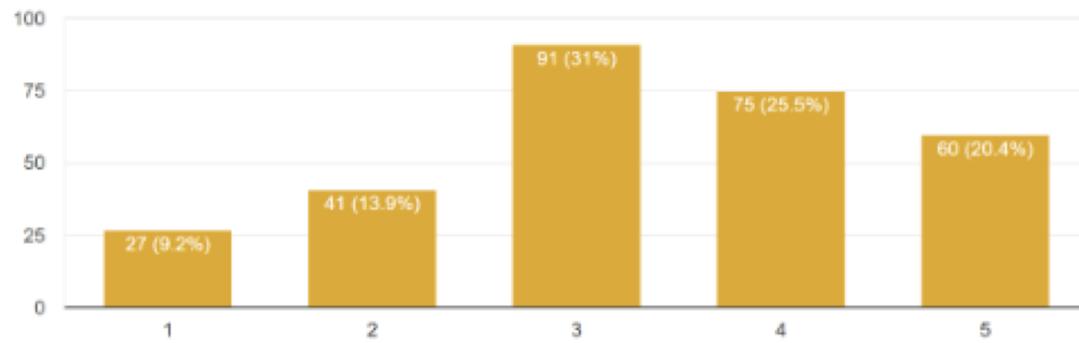
Future Directions for Continued Assessment

- **Mental health, wellbeing variables**
 - Perceived stress across domains
 - Individual and group-level cohesion
 - Sense of belonging
- **Mindfulness-related factors**
 - Self-awareness
 - Present-moment focus
- **Academic factors**
 - Multitasking, attention, concentration
- **Change in psychosocial variables**
- ***Key components of social-emotional learning***

Student Interest after Recent Advisory Slide 1

Did you like the meditation exercise?

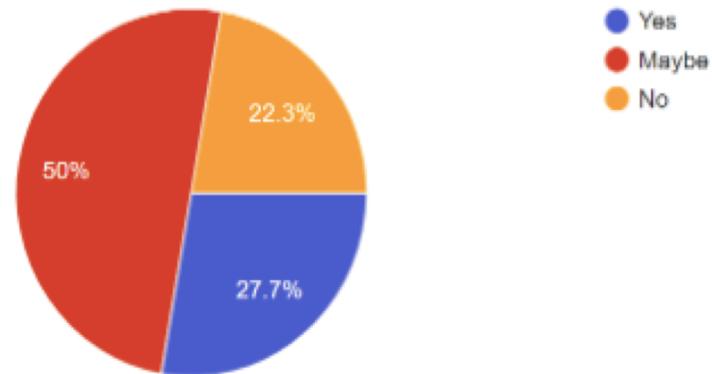
294 responses



Student Interest after Recent Advisory Slide 2

Having experienced the meditation, do you want to learn more about mindfulness?

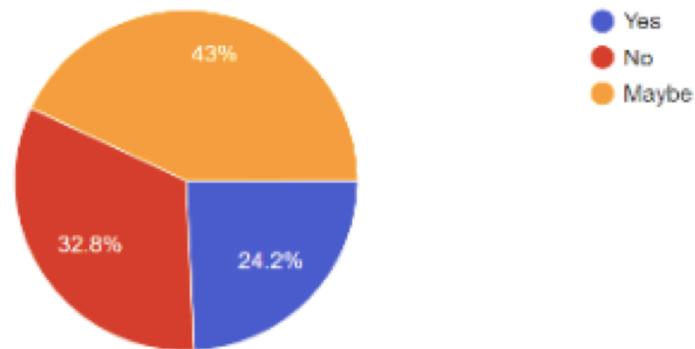
292 responses

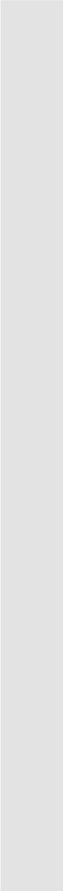
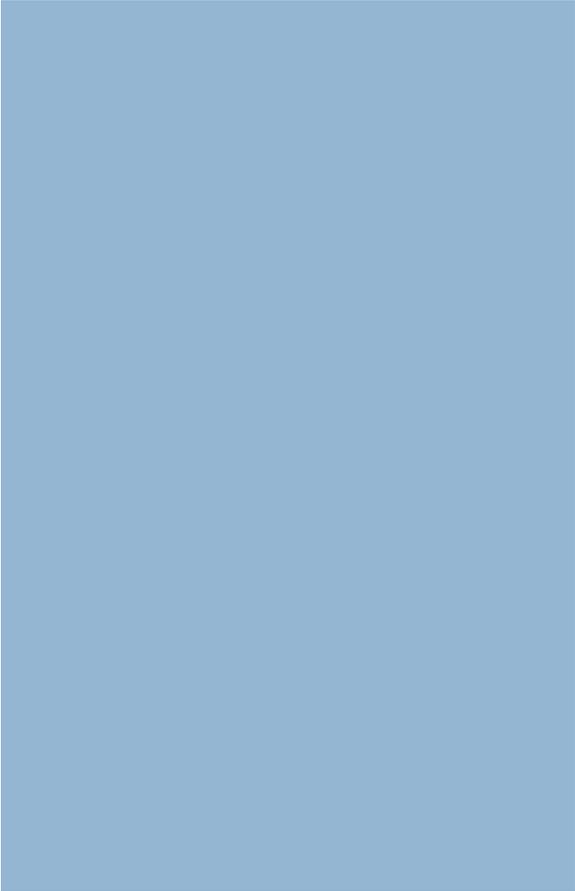


Student Interest after Recent Advisory Slide 3

If Mindfulness was offered here at Shrewsbury as a class you could take during the day would you take it?

293 responses





- **Questions?**