

# Reduce Discipline with Schoolwide Mindfulness

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# What is mindfulness?

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**BRAIN DUMP**



**DUMP ALL YOUR  
THOUGHTS ONTO THE  
PAPER FOR 1 MINUTE**

# Look at your thoughts

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- Past
- Present
- Future
- Where did the majority fall?

# Mindfulness is:

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Awareness of our thoughts, feelings and sensations in the present moment, free of judgment, without attachment



# Be Mindful

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Write Your Name

# Why mindfulness?



Increases our ability to RESPOND instead of REACT



Develops our ability to identify emotions



Changes our relationship with our feelings and emotions



The purpose is to become familiar with the entire spectrum of our experiences and emotions, and how we relate to them



Being "calm" is a by-product of mindfulness, not the purpose

# Tyler's Journey

## Schoolwide Implementation in Year 3

### Year 1 Learning Year

- 10 minute committment, targeted small groups

### Year 2 Class Lessons

- Teachers as Readers

### Year 3 Class Lessons

- Every class, every month

### Year 4 Sustainability

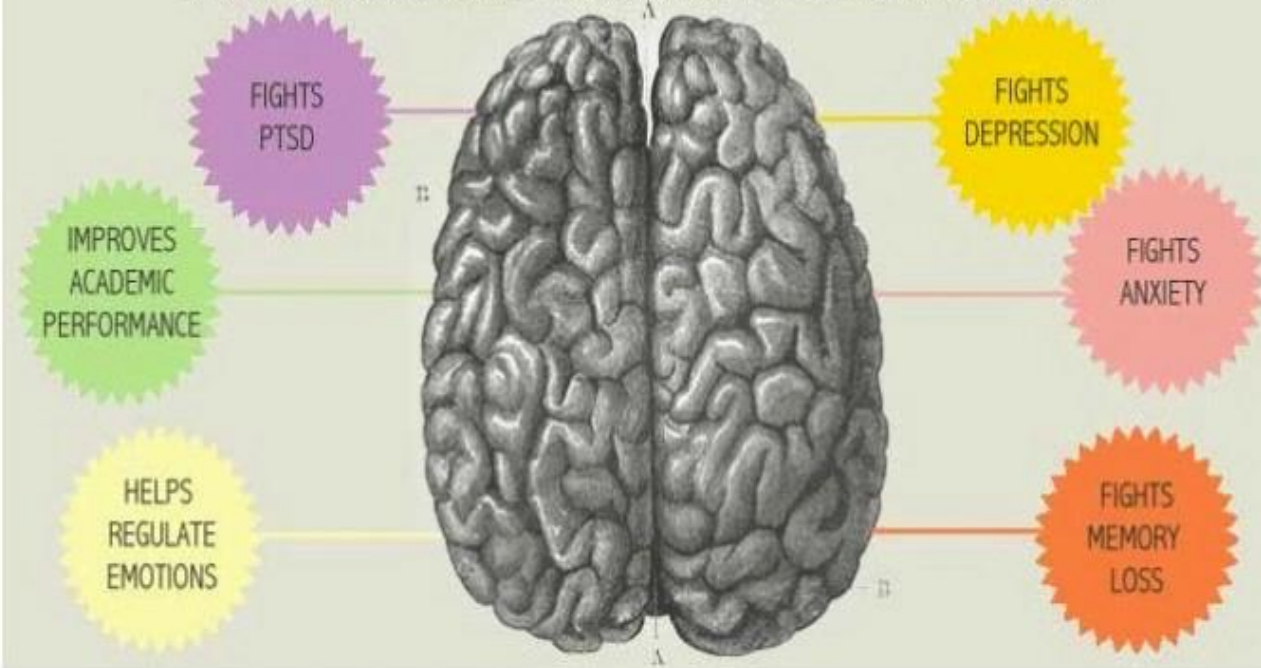
- Staying committed, new lesson delivery

# Overview of Mindfulness at Tyler

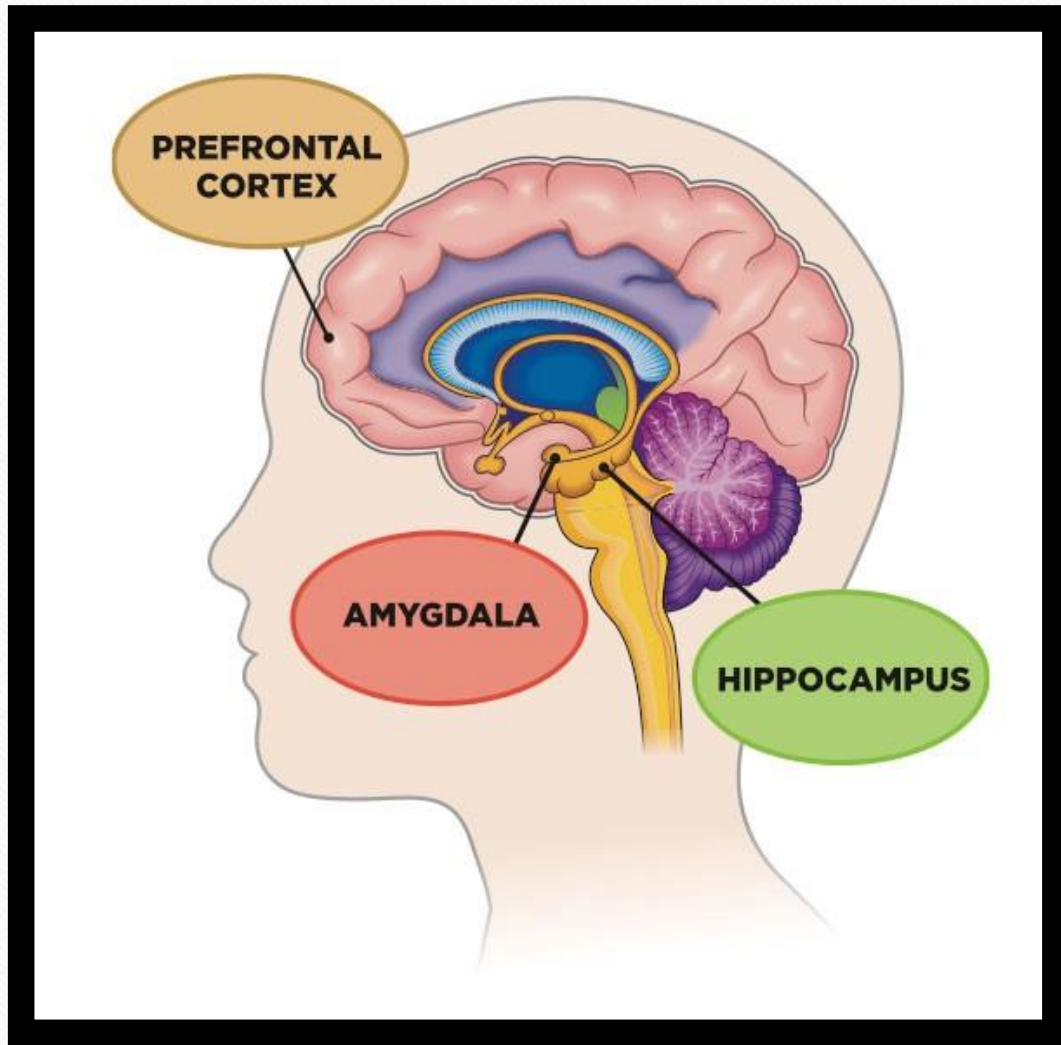


# THE MENTAL BENEFITS OF MINDFULNESS

MINDFULNESS INCREASES BRAIN GYRIFICATION (FOLDING OF BRAIN TISSUE), WHICH ALLOWS THE BRAIN TO PROCESS INFORMATION MORE EFFICIENTLY - PROVIDING A BETTER GRASP ON LIFE'S STRESSORS



## Brain Research Supports Mindfulness



# Lizard/Wizard Brain



# Building a Schoolwide Culture

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# Cultivating mindfulness

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Mindfulness Committee- change in mission and vision-implemented mindful practices

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**Monthly 30-minute classroom lesson by social worker/school counselor/teachers**

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School-wide Mindfulness Week

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**Family Mindfulness Night**

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**Whole School Practice**

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Class Mindful Ambassadors

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**Student-led mindfulness videos**

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**Targeted small groups led by school counselor/social worker**

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**Classroom Calming boxes and tents to classroom**

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**Teachers as Readers; Staff Online Classes**

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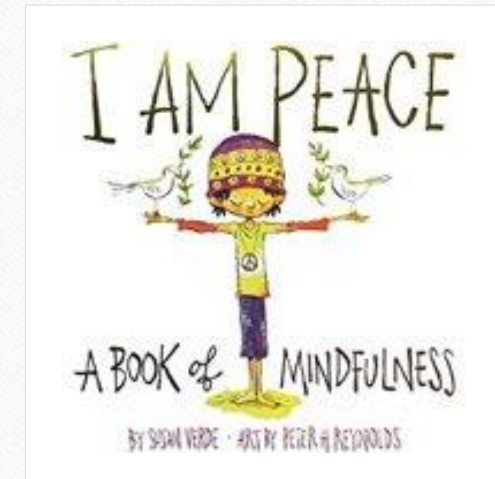
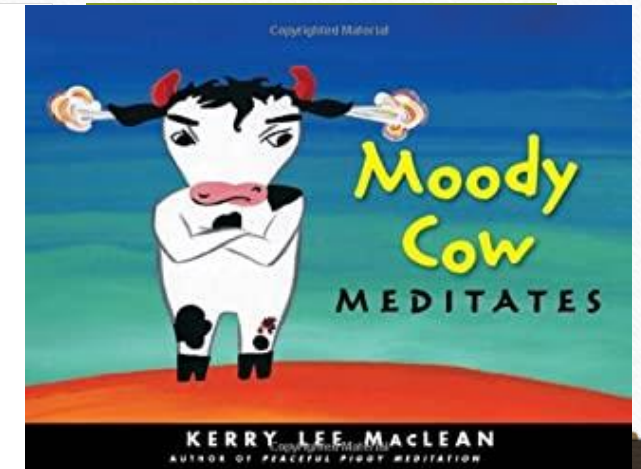
**Continued Mindfulness During Virtual Distance Learning**

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# Monthly Classroom Lessons

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- Monthly Mindfulness Lessons in Classrooms
  - Lessons designed with read aloud
    - Wizard/Lizard Brain
    - Listening
    - Bubbles
    - Yoga
  - Specific mindful technique taught
  - Mindful tool added to the classroom calming box
    - Class "Feelings" bottle
    - Breathing Shapes
    - Playdough





# Classroom Calming Bottle

# Family Mindfulness Night

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Exploration of iPad Mindfulness Apps

Breathing Beads

Family Calming Bottle

Yoga

Body Mapping

Mindful Books Reading Nook

Mindful Eating

Calming Tent

Mindful Playdough

Mindful Coloring

Mindful Listening

# School Wide Mindfulness Week

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- Drop everything and be mindful!- whole school practice
- Change Your Life Dance
- Make and Take- Breathing Beads
- Share your favorite way to be mindful
- Continued Mindfulness Week during Virtual Distance Learning



# Mindfulness Clubs

## K-2 and 3-5

Mindful Scavenger Hunt

Creation of classroom calming boxes

- Breathing Cards
- Shape Breathing wheels
- Breathing beads
- Sensory Playdough
- Yoga Mat
- Cushion

Therapy Dog Visit

Calming Bottles

Mindful Bingo

Mindful Sitting Practice



Taking Data:  
Four key  
components

Emotions

Attention/focus

Acceptance/flexibility

Awareness



## Mindfulness Survey

### Directions

Please select your grade level:

3 4 5 6 7 8

Please write the name of your school: \_\_\_\_\_

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. It is important to take time to sit quietly every day.					
2. I can accept the things I cannot change.					
3. I can pay attention to my breathing.					
4. I accept my emotions as part of who I am.					
5. I accept that people have different emotions than I do.					
6. My thoughts change the way I behave.					
7. It is normal to feel stress sometimes.					
	Never	Rarely	Sometimes	Often	Always
8. I can be in control of my emotions.					
9. I pay attention to my emotions without judging them.					
10. I notice when my emotions change.					
11. I can pay attention to what is happening right now.					
12. I can use mindfulness when I feel stress.					
13. I pay attention to how my emotions change my thoughts and behavior.					
14. When my mind wanders in class, I can stop and pay attention.					
15. I am good at finding words to describe my emotions.					
16. When doing schoolwork, I can focus on what I am doing.					
17. When I am upset, I can stop myself before I react.					
18. When I make a mistake, I can accept it.					
19. I am willing to try new things.					
20. I notice how my emotions make my body feel (example: butterflies in my stomach when I feel stress).					

Tell me about a time that you used mindfulness.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When thinking about the time you described above, describe the emotions you had before using mindfulness, and after using mindfulness.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Mindfulness Assessment

1. It is important to take time to sit quietly every day.
2. I can accept the things I cannot change.
3. I can pay attention to my breathing.
4. I accept my emotions as part of who I am.
5. I accept that people have different emotions than I do.
6. My thoughts change the way I behave.
7. It is normal to feel stress sometimes.

Tell me about a time that you used mindfulness.

When thinking about the time you described above, describe the emotions you had before using mindfulness, and after using mindfulness.

# Qualitative Data

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- **46% of students reported a shift from unpleasant emotions to pleasant emotions before and after mindfulness. (ex. angry, stressed, tired/calm, peaceful, relaxed)**
- **20% of students reported using a specific mindfulness tool that was taught (breathing, 5 fingers breathing.)**
- **15% of students reported using mindfulness before or during a test**
- **28% of students reported using mindfulness to manage unpleasant emotions (anger, sadness, stress)**
- **29% of students reported using mindfulness at a specific time outside of school (daily, morning, before/during playing a sport)**

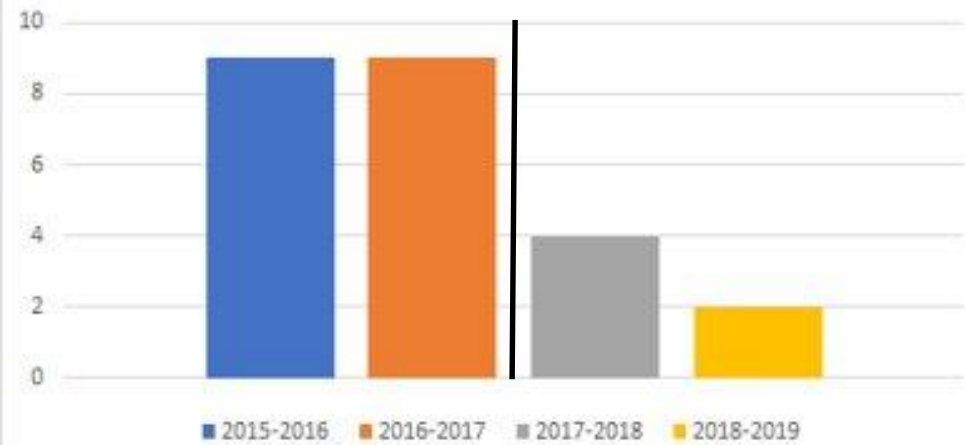


# Discipline Data

Students referred for Level 3 Behaviors



Out of School Suspension of Unique students



# SOL Data



- 21 4th and 5th grade students identified as 'at-risk' participated in a 3-session mindfulness group for test taking
  - 'At-risk' due to previously failing SOL's
  - General and test anxiety
  - Low SES
- 16/21 passed their Reading SOL
- 14/21 passed their Math SOL
- 9/10 4th grade students passed their Virginia Studies SOL
- 7/10 4th grade students passed their Math SOL
  - The 3 students that did not pass, made growth from the previous year
- 7/11 5th grade students passed their Math SOL
- 10/11 5th grade students passed the Science SOL

# Mindfulness in their Words

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- **“Before using mindfulness with my students, I would feel there isn’t a way to reach students and their emotions. Now with mindfulness, I can be specific on how being mindful can help my students learn.” -Teacher**
- **“I close my eyes and take deep breaths and I let the butterflies in my stomach stop flying.” -3rd Grade Student**
- **"I was processing a 'kind wishes' mindfulness activity that I did with a 2nd grade class and when I asked how the activity made them feel, a student said that his anger felt like fire and mindfulness felt like a bucket of water being poured onto it." -School Counselor**

# Questions???

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