

The Do-BeMindful Initiative: Quantifiable Outcomes and Positive Impacts

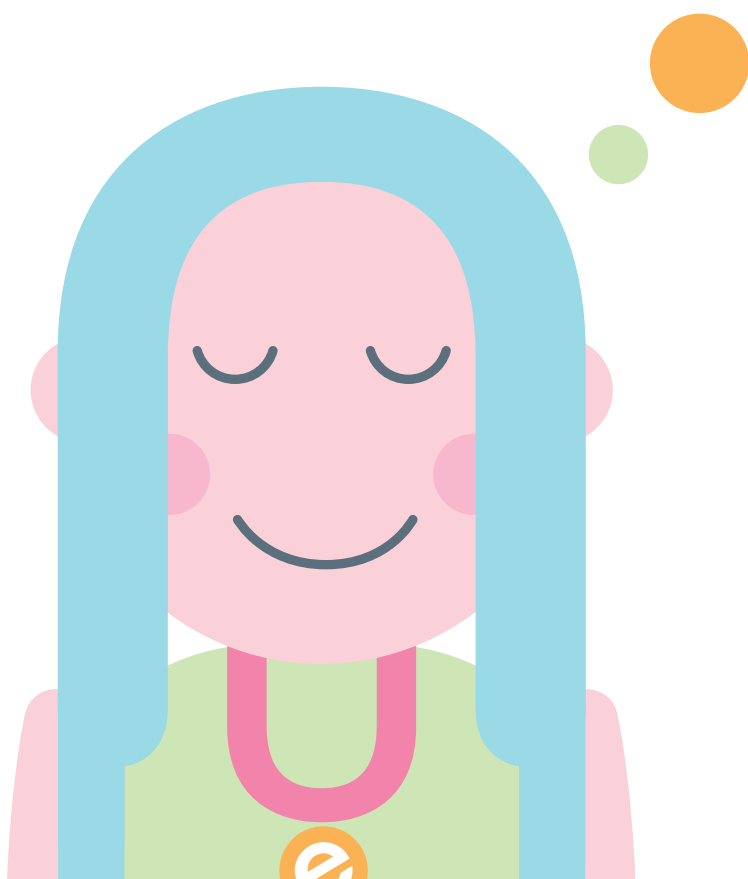
14th August 2019



The definition of Mindfulness that inspires our work...

“...the awareness that emerges through paying attention on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment by moment.”

Dr Jon Kabat-Zinn
Professor of Medicine Emeritus
at the University of Massachusetts Medical School



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Here at **Do-Be**, educational resource development is our passion. We have a successful track record in creating effective, engaging and innovative resources that adopt a Whole School approach to inspire teachers, learners and parents / carers alike.

We help:

- ✓ teachers enhance their practice
- ✓ enrich children's learning journey
- ✓ engage parents and carers in this educational process



Our **Do-BeMindful Initiative** was specifically developed based on our belief that there is a gap in the field of mental health and wellbeing education.

First, for teachers who are often not supported in terms of caring for their own emotional wellbeing we've developed the **Do-BeMindful Foundation Programme**.

Second, we've created our **Do-BeMindful Adventurers (P2-4)** and **Do-BeMindful Explorers (P5-7) Programmes** - a series of fun, play-based Mindfulness lessons for primary school children. All our resources for young learners are closely aligned with Scotland's Curriculum for Excellence with a specific focus on Health and Wellbeing and underpinned with SHANARRI.

Third, for parents, carers and the wider community we offer the **Do-BeMindful Essentials Programme** - a practical introduction to some essential techniques and everyday Mindfulness tools.



The following videos feature our 'graduate' teachers and learners explaining their own Do-BeMindful experience.

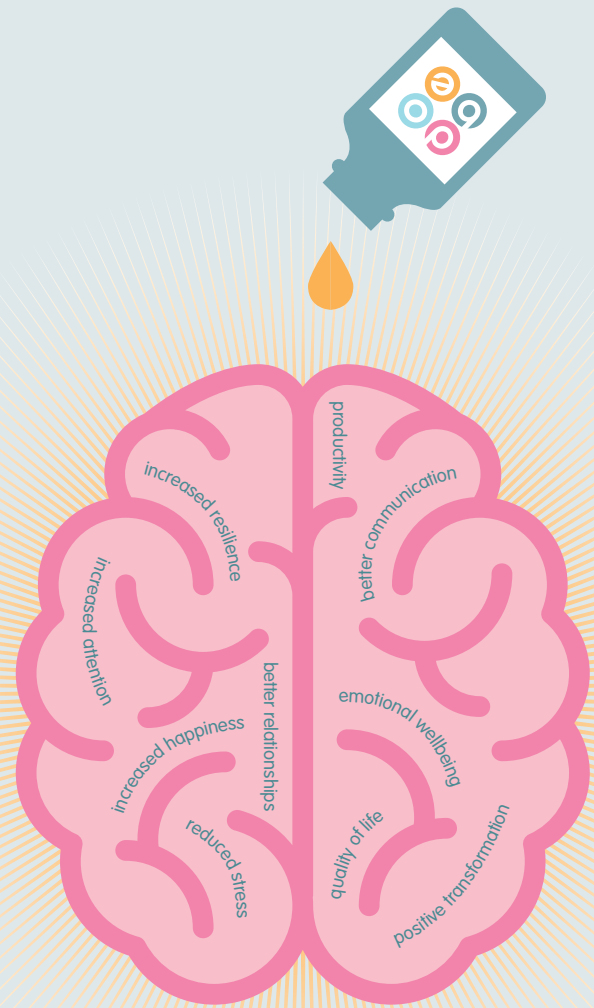
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In recent years there has been a surge of interest in Mindfulness underpinned by a growing body of scientific and clinical research evidence. Mindfulness is viewed as enabling an enhanced quality of life with greater emotional and mental wellbeing, increased levels of happiness, increased resilience, reduced levels of stress, better communication and relationships. These benefits ^{1, 2} are increasingly validated by empirically-based neuroscience.

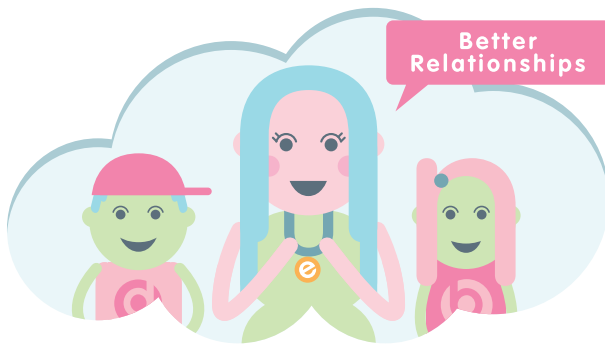
Research shows that Mindfulness practice helps us to break free of unhelpful thinking habits so that we can literally rewire the brain for our increased happiness, wellbeing and productivity. The brain is changed by our experiences so whatever we repeatedly think, feel and experience helps to mould our neural structure - this is known as neuroplasticity.



So we have an opportunity to change our minds for the better by using the brain's neuroplasticity and proactively shaping it in positive ways. Regular Mindfulness practice can help to enable this positive transformation. In this way Mindfulness can become the foundation of building our resilience in every area of our lives.

Specifically, there is a growing body of research evidence ^{3,4} around Mindfulness-based programmes in schools showing important benefits for young people, for example, improvements in:-

- Ability to focus attention and readiness to learn
- Self-regulation and impulse control
- Self-awareness, self-acceptance and self-compassion
- Responding to difficult emotions
- Pro-social qualities like empathy, generosity, kindness, tolerance, equanimity and compassion
- Ability to connect with others



According to the Scottish Association for Mental Health, half of all adults who are mentally ill experienced their mental health problems by the age of 15. By the time they are 16, three children in every Scottish classroom will have experienced mental health problems.

Yet three quarters of young people don't know what mental health information and support is available to them.



As SAMH has stated:

"... these statistics are sobering...we cannot hope to close the attainment gap unless we address the mental health needs of our children and young people".

In 2017 the Scottish Government announced its Mental Health Strategy, stating that "support from teachers and other school staff can be vital in helping ensure the mental wellbeing of children". However, a recent survey found that 75% of teachers reported that their job impacted negatively on their own wellbeing. 69% of teachers stated that they have experienced more workplace stress in the last 12 months than before, with 56% stating that the job had adversely affected their mental health in the last 12 months (NASUWT, Big Question Survey Report, 2017).

Early intervention and prevention strategies are key to minimizing the prevalence, incidence and severity of poor mental health in our society. Mindfulness is one evidence-based intervention that can benefit teachers', parents', carers' and children's mental health and help to support development of emotional resilience that will keep healthy young and old alike during stressful, challenging times.

75%

...reported that their job impacted negatively on their own wellbeing

69%

...have experienced more workplace stress

56%

stated that the job had adversely affected their mental health



Our vision through the **Do-BeMindful Initiative** is to provide communities with the opportunity to learn the life-enhancing tools of Mindfulness in practical, fun and enriching ways.

Through our Do-BeMindful Initiative we have created a unique approach in Mindfulness education for the whole community by adopting a blended-learning approach using on- and off-line methods of delivery. Our programmes are delivered via our purpose-built online learning platform in a way that is:

- inclusive
- flexible
- accessible to all

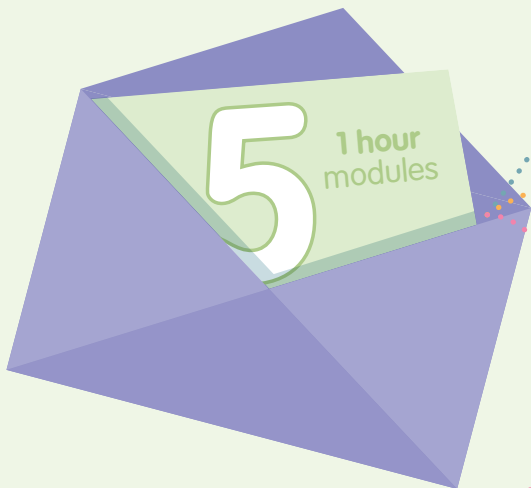
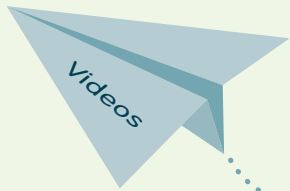
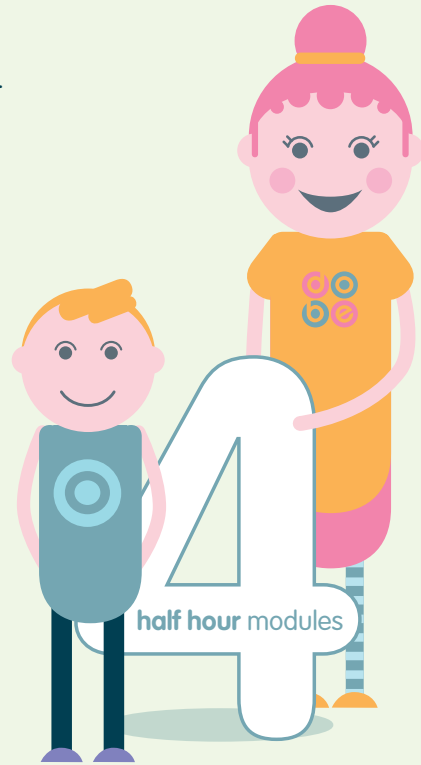
Schools may also choose if they wish to take advantage of tailored support in the form of one-to-one and one-to-many seminars and workshops to assist the launch of these programmes within their schools and communities.



We currently offer four programmes to Primary Schools:-

- **Do-BeMindful Essentials Programme**

for parents, carers and the wider community. This programme provides a practical introduction to some essential techniques and everyday Mindfulness tools - it may be accessed online at any time. The programme consists of 4, half hour modules that include learning notes, short videos and guided interactive practices.



- **Do-BeMindful Foundation Programme**

for teachers, school staff and parents/carers. The programme may be accessed online at any time or, alternatively, learning materials may be downloaded in PDF format if this is convenient and desirable. The programme consists of 5, 1 hour Modules that include learning notes, inspiring videos, guided interactive practices, reflection exercises, additional optional resources for further learning, an online community for on-going support and sharing of ideas and experiences.



- **Do-BeMindful Adventurers Programme**
for first level learners (P2-4). This programme provides 8 weeks (online or downloadable PDFs) of lesson materials for primary teachers involving engaging activities and imaginative play as well as a daily Mindful breathing practice encouraging children to develop important life skills that will benefit their mental wellbeing and improve emotional resilience.

mental wellbeing



- **Do-BeMindful Explorers Programme**
for second level learners (P5-7). This programme provides lesson materials (online or downloadable PDFs) for primary teachers to use with their learners over a continuous 8 week period. There are 2 lessons per week, 16 lessons in total in a series of fun, practical Mindfulness lessons for young learners that will help them develop healthy habits of mind and transformative, lasting life skills that will benefit their mental health, emotional wellbeing and academic performance.



The **Do-BeMindful** proprietary learning platform:

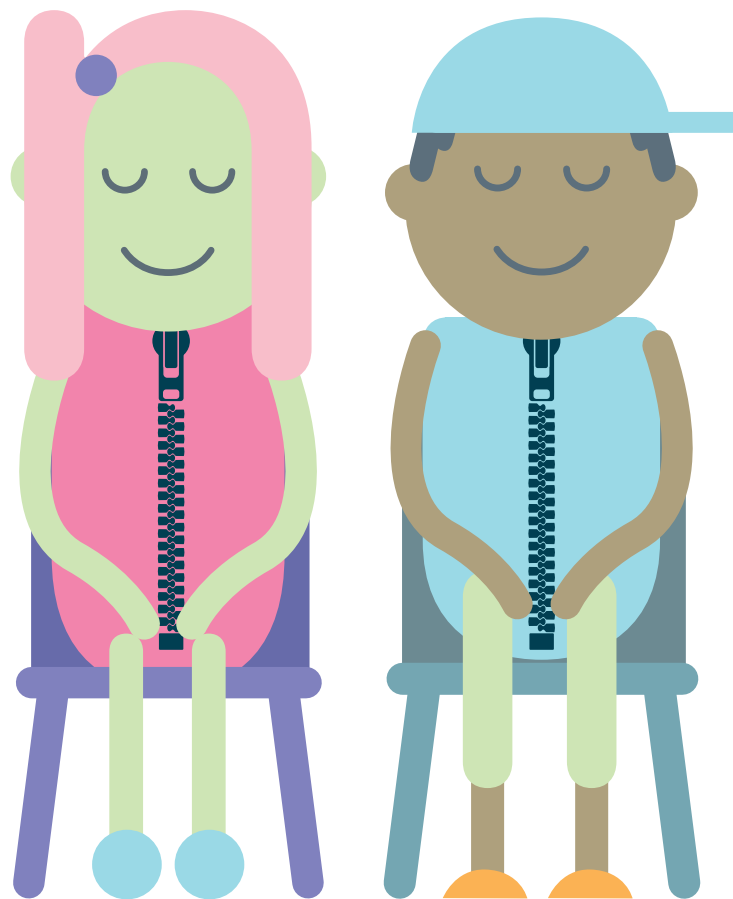
- offers our school communities full flexibility in terms of when, where and how they choose to use our learning resources;
- is designed to ensure that our delivery model is sustainable and easily scalable without compromising participants' learning experience and their journey towards developing transformative, lasting life skills that will benefit their mental health and emotional wellbeing;
- enables pupil engagement through the use of fun, practical exercises and play-based activities that encourage Mindfulness practice both within school and in their home environment helping to facilitate parental involvement, family learning and learning at home.

The **Do-BeMindful Initiative** for teachers, school staff, parents, carers and children aims to make a difference in relation to the Scottish Attainment Challenge by nurturing Mindfulness practice in our communities and fostering a calm, kind, compassionate and hopeful culture in schools throughout Scotland.



The **Do-BeMindful Initiative** has a proven track record in delivering positive impacts within schools. Our experience of working with nearly 300 schools, over 2,000 staff and around 4,000 pupils throughout Scotland has shown us that an inclusive, Whole School approach to the launch of our programmes is one that helps to build a strong Mindfulness culture that can deliver sustainable benefits and improved mental health and wellbeing.

Our Mindfulness Programmes are recognised through inclusion on the Framework Agreement for Services linked to the Scottish Attainment Challenge and Pupil Equity Fund for the following regions:-



Foundation Programme for staff (SMT, teachers, support and early years)

Preliminary results indicate that following completion of our Do-BeMindful Foundation Programme:

93%

of 'graduates' felt that Mindfulness helped them to **Feel good about myself often or some of the time** (73% baseline)

89%

of 'graduates' felt Interested in other people often or all of the time (64% baseline)

77%

of 'graduates' reported Feeling optimistic often or all of the time (46% baseline)

63%

of 'graduates' reported 'very or somewhat infrequently' **Running on automatic without much awareness of tasks** (30% baseline)

71%

of 'graduates' reported 'very or somewhat infrequently' **Rushing through activities without being attentive** (40% baseline)

56%

of 'graduates' reported Awareness of emotions (38% baseline)

70%

of 'graduates' reported Feeling useful often or all of the time (40% baseline)

86%

of 'graduates' reported Having energy to spare often or some of the time (40% baseline)

67%

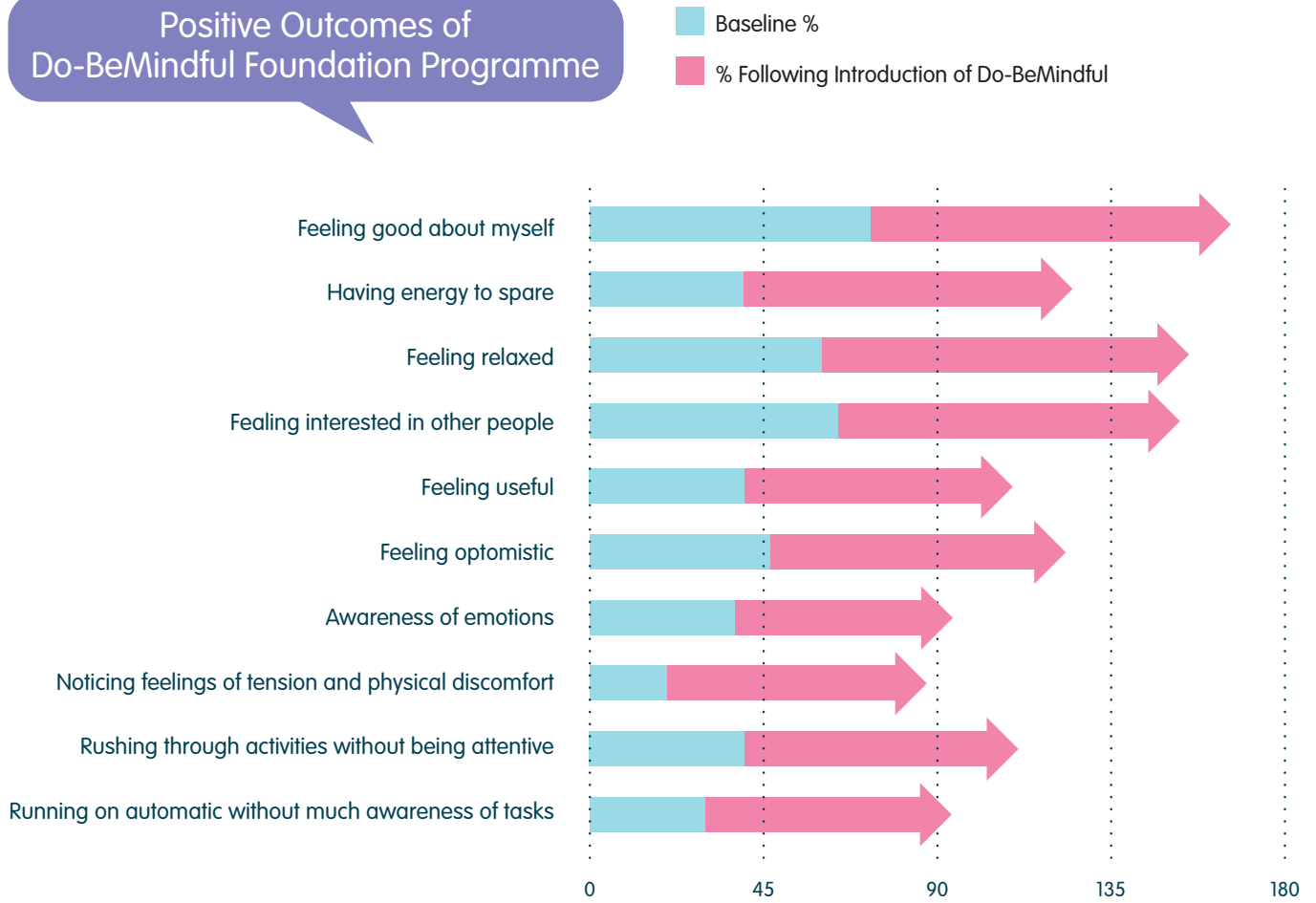
of 'graduates' believed that Mindfulness helped them to Notice feelings of tension and physical discomfort (20% baseline)

96%

of 'graduates' reported that the programme had helped them to **Feel relaxed often or some of the time** (60% baseline)



Positive Outcomes of Do-BeMindful Foundation Programme



Adventurers Programme for first level learners (P2-4)

Indicative preliminary results for children completing our **Do-BeMindful Adventurers Programme** show that:

60%

of children reported that they were able to **'Sleep well'**

84%

of children believed that the programme helped them to **'Learn in school'**

79%

of children reported that Mindfulness helped them to **'Pay attention and concentrate'**

71%

of children reported feeling **'Happy and good about myself'**

73%

of children felt able to **'Talk about my feelings and emotions'**

76%

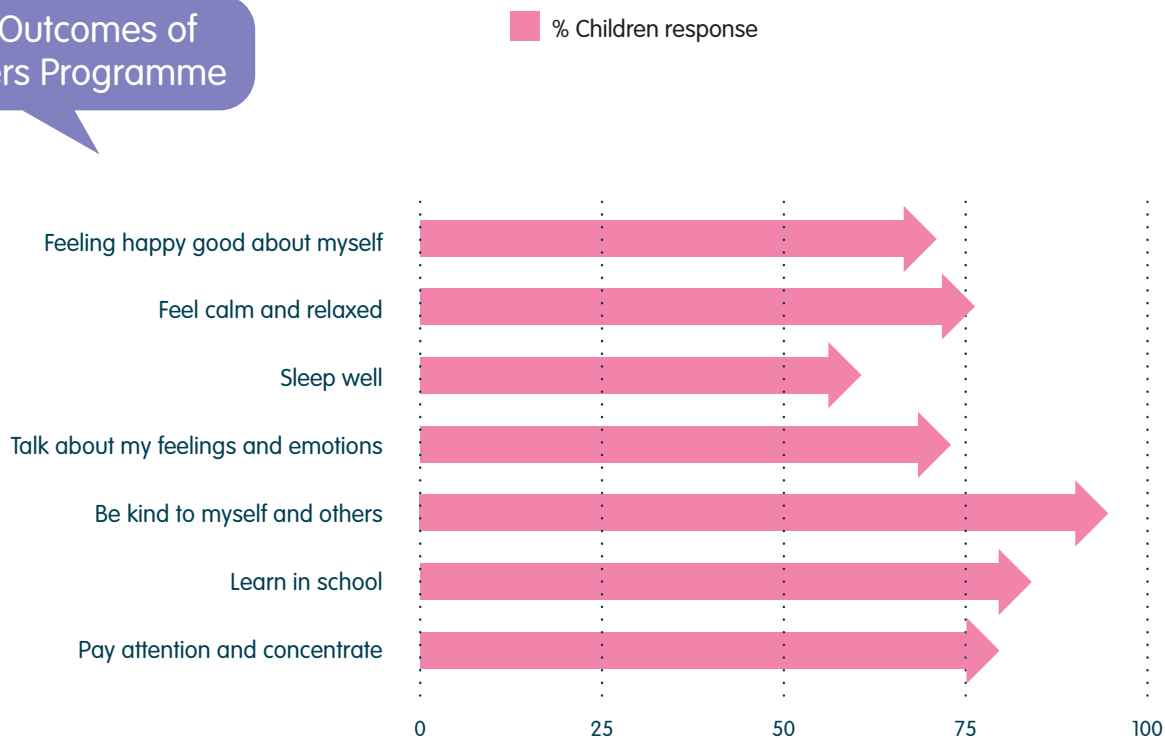
of children believed that practising Mindfulness helped them to **'Feel calm and relaxed'**

94%

of children reported the programme helped them to **'Be kind to myself and others'**



Positive Outcomes of Adventurers Programme



Explorers Programme for second level learners (P5-7) St Serf's Primary School Case Study

Key Insights

Following the introduction of the Do-BeMindful Initiative:

Results

- Pupils ability to articulate and explain emotions has improved
- % of pupils making positive choices at school increased
- Parental engagement with programme was positive
- Staff confidence in Mindfulness strategies has increased
- Staff who undertook Do-BeMindful Foundation Programme for themselves felt benefits physically & mentally and feel that it equips them with a new set of skills.

The majority (89.5%) of children 'strongly agreed'/'agreed' that they had supports they could use to deal with difficult emotions compared to only 63.1% of children at the pre assessment.

52.6% of children 'strongly agreed'/'agreed' with the statement 'It is easy for me to relax'
(baseline pre assessment 31.5%).

57.9% of children reported they slept well in the post evaluation
(baseline pre assessment 42.1%).

63.1% of children felt they could talk about their feelings and emotions
(baseline pre assessment 15.7%).

84.2% of children 'strongly agreed'/'agreed' with the statement 'I am happy'
(baseline pre assessment 73.6%).

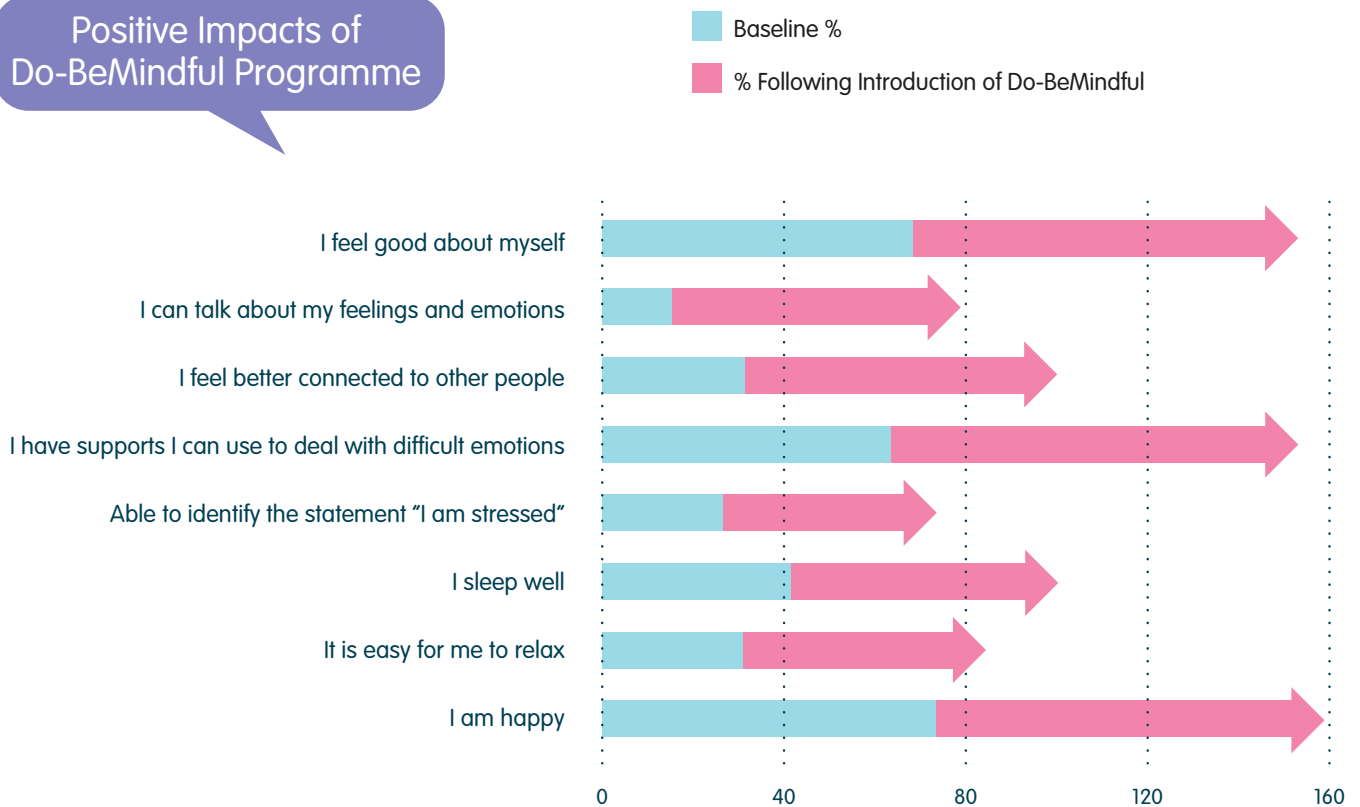
68.4% of children reported feeling better connected to people
(baseline pre assessment 31.5%).

84.2% of children reported 'I feel good about myself'
(baseline pre assessment 68.4%).

More children (47.3%) identified with the statement 'I am stressed'
(baseline pre assessment 26.3%).



Positive Impacts of Do-BeMindful Programme



Implementation of our **Do-BeMindful Initiative** and regular Mindfulness practice within schools provide us with the following key insights:

1. Ability to focus attention and concentrate

- ✓ Improves children's ability to learn
- ✓ Reduces adults' tendency to run on automatic pilot

2. Cultivates compassion

- ✓ Nurtures self-compassion, reduces self-criticism
- ✓ Nurtures ability to show kindness and respect to others

3. Talk openly about feelings and emotions

- ✓ Improves ability to recognise physical feelings arising from strong emotions
- ✓ Encourages ability to let go of harsh self-judgement and be open to our common sense of humanity

4. Alleviates anxiety

- ✓ Promotes ability to 'let go' of difficult thoughts and worries

5. Be less reactive in emotional situations

- ✓ Encourages ability to pause and reflect before responding
- ✓ Reduces tendency to react without thinking

POSTIVE

IMPACTS



6. Cope with workplace demands and stress

- ✓ Builds emotional resilience

7. Connect with other people

- ✓ Improves ability to build healthy, positive relationships

8. Feel calm and relaxed

- ✓ Promotes ability to pause, reflect and 'let go' of difficult thoughts and emotions
- ✓ Improves ability to consciously 'switch off' inappropriate activation of stress response

9. Improves sleep

- ✓ Helps to reduce causes that prevent sleep such as anxiety and stress
- ✓ Improves ability to relax as an aid to sleeping well

10. Feel happy and good about yourself

- ✓ Nurtures an ability to be grateful and proactively to focus thoughts on positive life experiences
- ✓ Nurtures loving-kindness for ourselves and others
- ✓ Nurtures an ability to re-wire the mind and encourages sustainable, positive transformation through regular Mindfulness practice

Testimonials from our Do-BeMindful 'graduates'

As indicated above, the **Do-BeMindful Initiative** has a proven track record in delivering positive outcomes within schools - but don't just take our word for it! We are thrilled at the feedback we continue to receive from our growing Do-BeMindful Community of participating schools...and here are a few examples...

"Great way to value staff and show that as a team we value each other. The training starts with staff and valuing staff mental health and wellbeing...I couldn't think of a better place to start!"

Karen Emmet, Head Teacher, Downfield Primary School, Dundee

"I have suffered from anxiety and panic attacks in my past. The Do-BeMindful programme has really allowed me to let go of things and just feel free from worrying so much more...the children are loving it and we have had some great feedback from families too"

Early Years Officer, Craigowl Nursery

Adventurers Programme:-

"This programme has been beneficial for both teacher and class. It encourages healthy relationships and a greater sense of well-being for all by providing easy to implement strategies. It encourages empathy and self-reflection"

Primary School Teacher, Glasgow

Explorers Programme:-

"Mindfulness practice is great to calm and re-focus all learners from a 'busy' mind. Teaching about mental health and how to look after ourselves holistically is now being encouraged (and rightly so). The Do-Be Mindful Explorers programme provided me with a practical way I could teach about this in the classroom, and I also found the mindfulness skills both personally and professionally beneficial."

Teacher, Tulliallan Primary School, Fife

Foundation Programme:-

"I would recommend this programme of professional learning to teachers and school practitioners. It is important to focus on our own mental health and wellbeing if we are to support the young people in our schools."

Head Teacher, Dykehead Primary, North Lanarkshire

"The Do-BeMindful course taught me so much about myself and I realised that a lot of the ways I react are "normal" human behaviours and that there are techniques that help me to cope emotionally and physically. Thank you"

Probationer Teacher, North Lanarkshire

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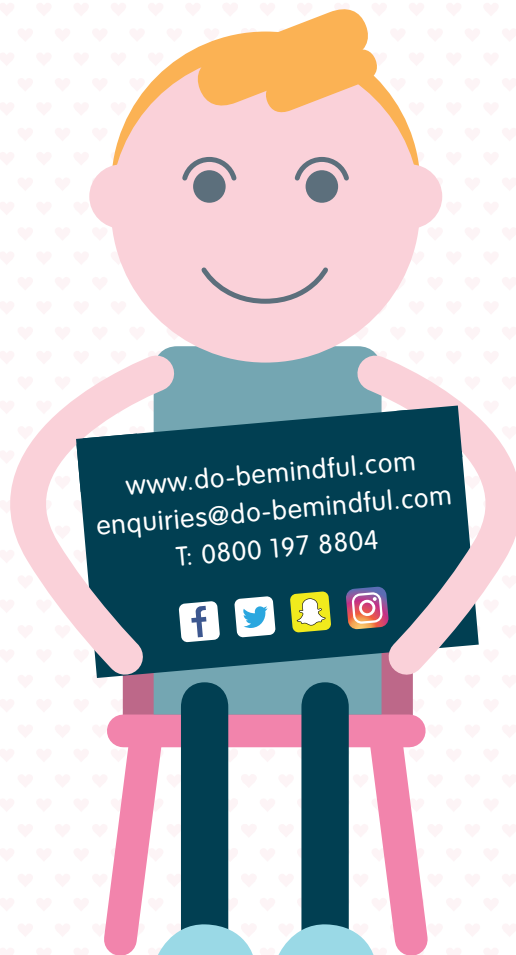
Invitation to join our Do-BeMindful Community

“Maybe the fear is that we are less than we think we are, when the actuality of it is that we are much, much more.”

...“Mindfulness is a way of befriending ourselves and our experience.”

Jon Kabat-Zinn

We'd love you to join us on our Do-BeMindful learning journey! We'd be delighted to visit your school and show you more about what we do - so please contact us:



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