

Mindfulness in Schools Project (MiSP) Teacher Survey 2019 Summary of Responses

1. Background

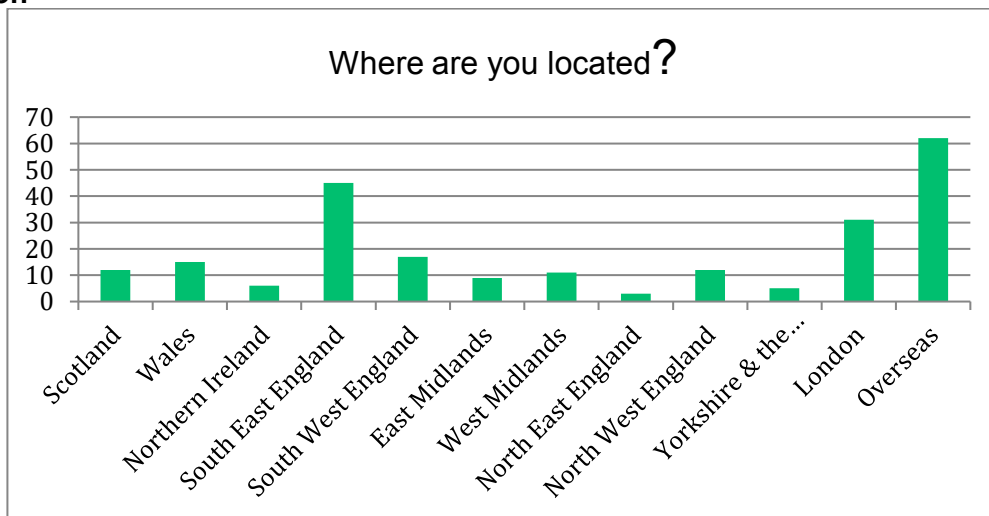
The MiSP Teacher Survey 2019 was sent to 1,950 trained teachers in February 2019. A total of 228 MiSP trained teachers completed the survey: a response rate of 11%.

2. Research Objectives

- To gain a better understanding of the segmentation of MiSP trained teachers including: location, role, school retention, curricula trained in, supported places
- To assess how many MiSP trained teachers go on to deliver the curricula, how many courses they teach, how many children they teach, of what age and in what setting
- To obtain an understanding of the level of enjoyment and impact of teaching the MiSP curricula has on both teachers and pupils;
- To explore teachers' experience of teaching the curricula, including the challenges;
- To explore teachers' experience of the student response to MiSP curricula;
- To explore what has worked well, and what can be improved;

3. MiSP Trained teacher segmentation

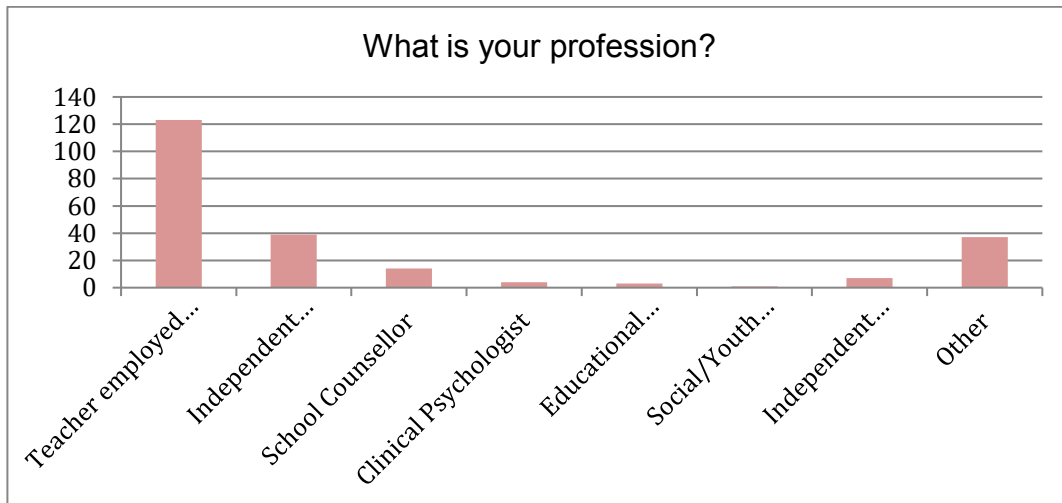
3.1. Location



Of the teachers who completed the survey:

- 41% were from the South of England, of whom 33% were based in London and the South East
- 32% were elsewhere in the UK
- 27% were from overseas (with Ireland and the USA comprising the largest groups)

Role



Of the teachers who completed the survey:

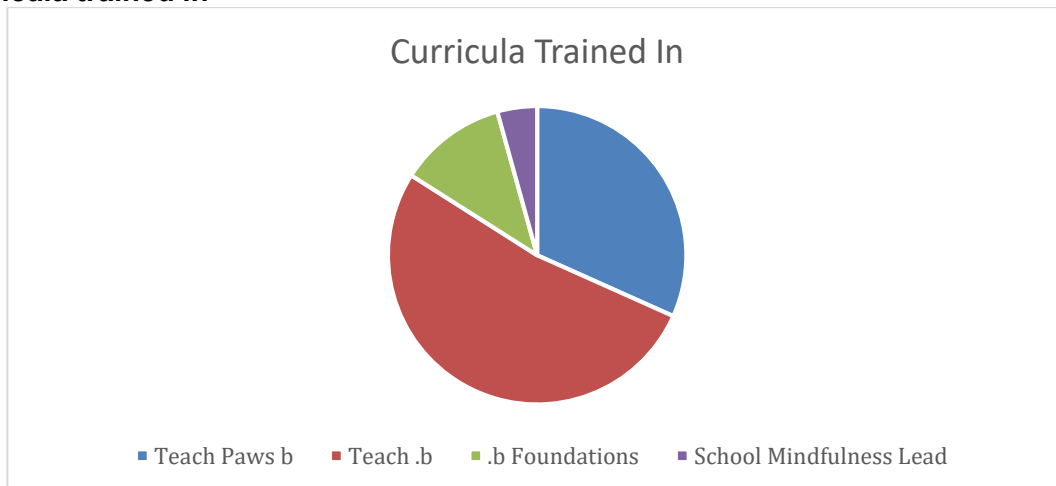
- 54% were teachers employed in a school
- 17% were independent mindfulness teachers
- 16% said their profession was “Other”: this included psychiatrists, therapists, physiotherapists, school nurses, CAHMS workers

3.2. Retention

Of the teachers employed in a school:

- 93% were still employed by the same school under which they initially undertook MiSP training
- Out of the 7% who had moved school, more than half (56%) were teaching the curricula in their new setting

3.3. Curricula trained in



Of the teachers who completed the survey:

- 52% have trained to Teach .b
- 31% have trained to Teach Paws b
- 12% have trained to Teach .b Foundations
- 4% have completed the School Mindfulness Lead course

3.4. Supported places

Of the teachers who completed the survey:

- 25% had been awarded a supported place from MiSP

- 75% had not trained under a supported place

Of the 57 supported place respondents, 53 had already delivered a course to pupils. The reasons for not teaching yet were:

- *'Not really supported by school, teaching timetable means it's difficult to take me out of class to work with other year groups'*
- *'I trialled a course in one class but one child with severe attachment issues responded badly'*

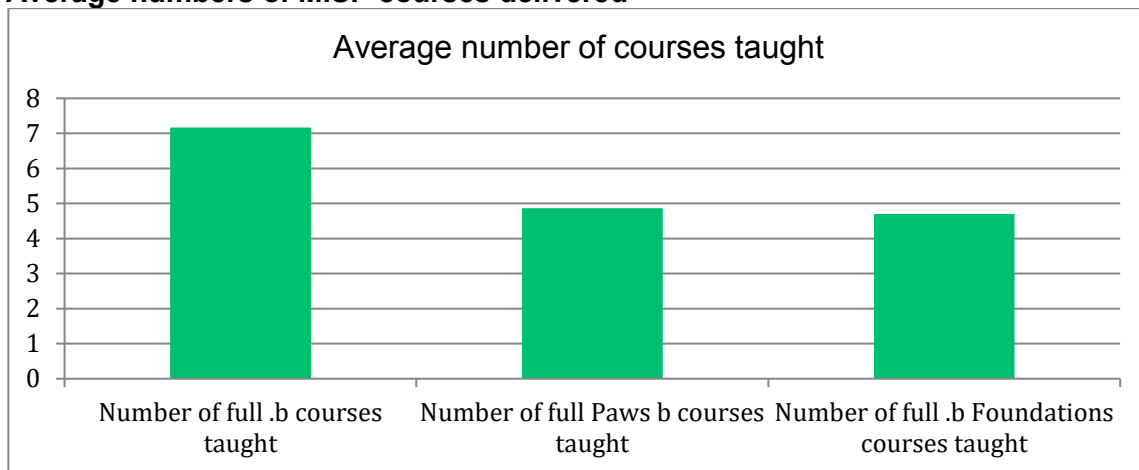
4. Dissemination of MiSP curricula in schools

4.1. Trained teachers' delivery of MiSP curricula in schools

Of the teachers who completed the survey:

- 90% of the respondents had delivered a course since training
- 10% had not delivered training, for the following reasons:
 - Timetable issues (6)
 - Personal reasons (6)
 - Being an external trainer (5)
 - Low school interest (2)
 - Delivered part of the course only (2)
 - Low demand in Australia (1)
- Of the 10% who had not delivered training, 91% intended to do so.

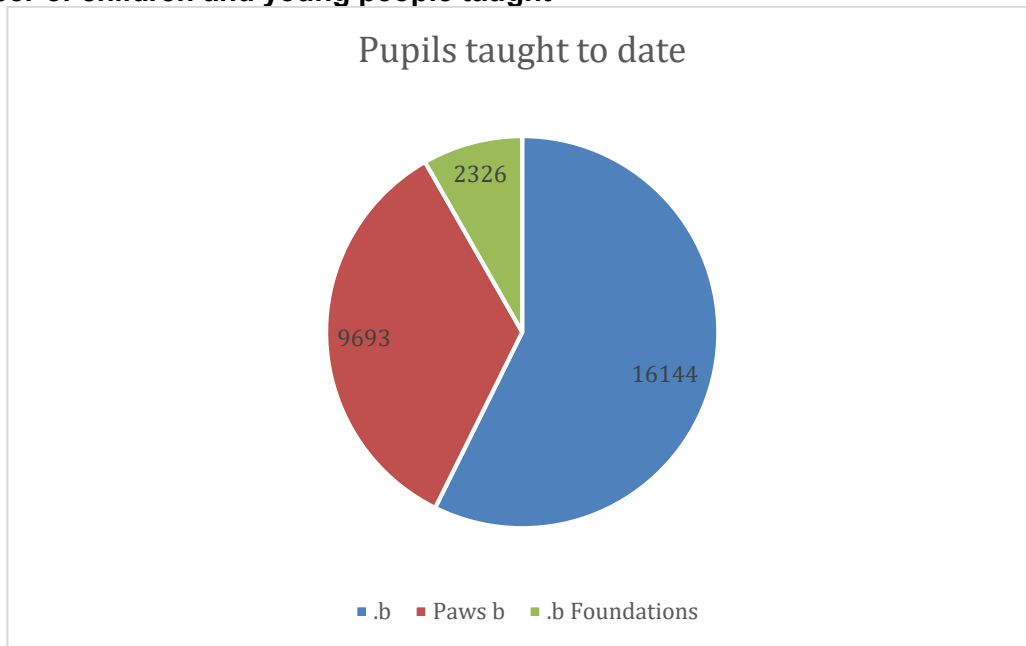
4.2. Average numbers of MiSP courses delivered



Of the teachers who completed the survey and were delivering the MiSP curricula in schools, per teacher on average:

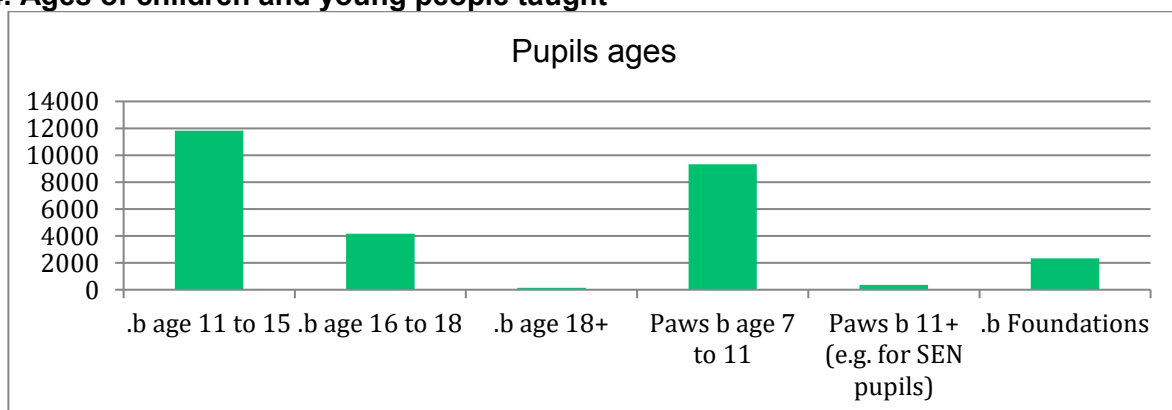
- 7 .b courses were taught
- Just under 5 Paws b courses were taught
- Just under 5 .b Foundations courses were taught

4.3. Number of children and young people taught



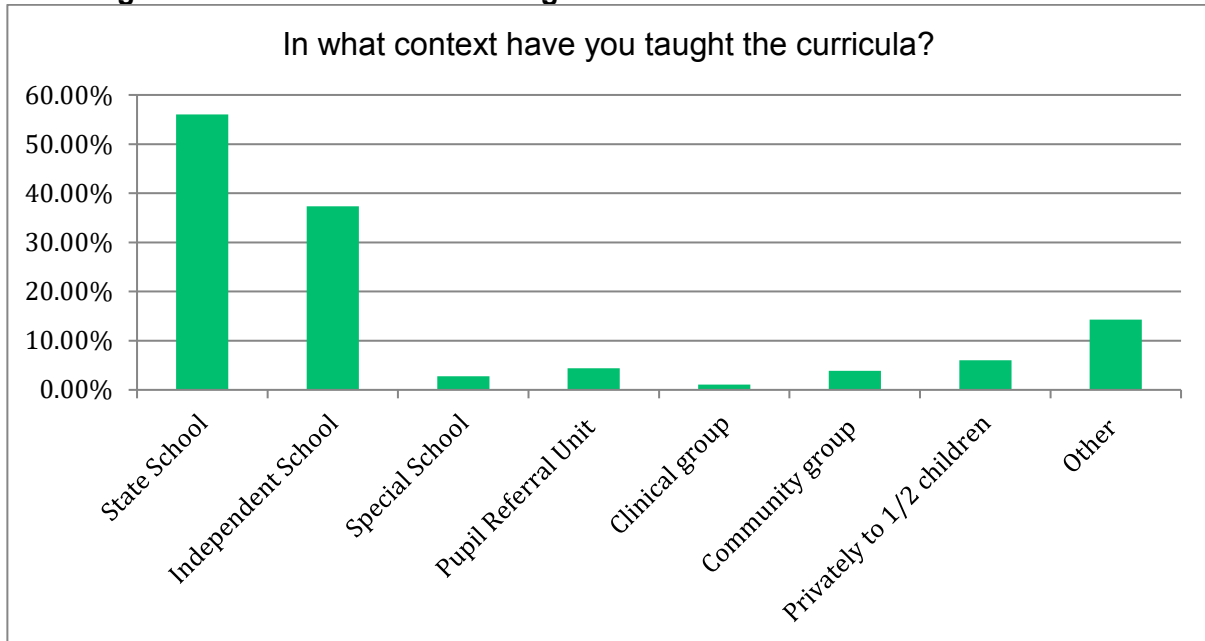
- Since being trained to teach MiSP curricula, the 228 respondents had between trained approximately 28,000 children to date: on average 124 children each (and counting) across all courses
- Since being trained to teach MiSP curricula, the 128 respondents who were actively teaching MiSP curricula in schools had on average taught 220 children each (and counting) across all courses, which breaks down across courses as follows:
 - 128 .b teachers reached 16,144 pupils; average of 126 pupils per teacher. 33% of these in 2017/18.
 - 75 Paws b reached 9,693 pupils; average of 129 pupils per teacher. 33% of these in 2017/18.
 - 33 .b Foundations reached 2,326 staff; average of 71 pupils per teacher. 24% of these in 2017/18.

4.4. Ages of children and young people taught



- The majority of .b courses are delivered to Secondary pupils and the majority of Paws b courses were delivered to Primary children
- 4,000 post 16 pupils were reached by the respondents.

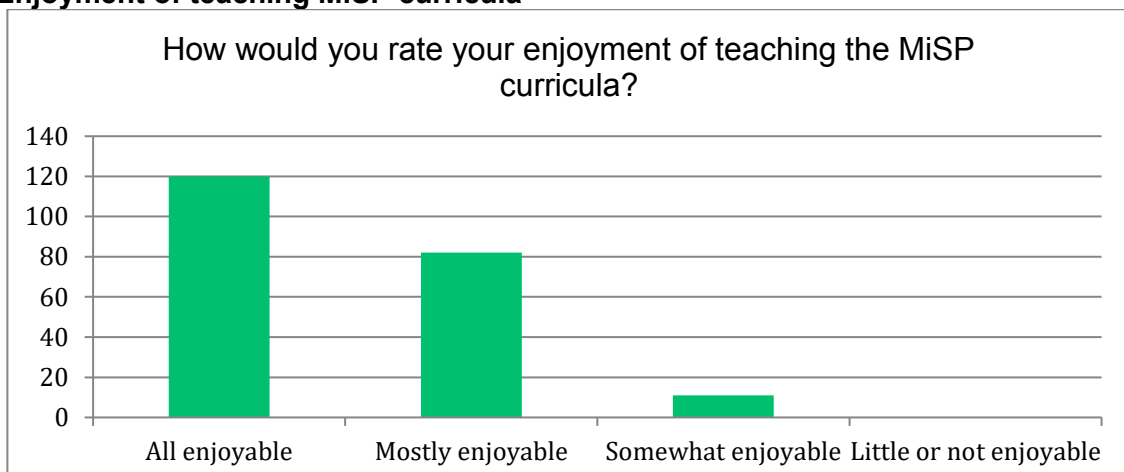
4.5. Settings where MiSP curricula is taught



- Over 50% of courses were delivered in state schools
- 37% of courses were delivered in independent fee paying schools
- “Other” settings included:
 - Alternative education provider (2)
 - Prison
 - Children in care
 - Summer camp
 - CAHMS
 - Hospital
 - Church
 - Community Learning

5. Teacher responses to MiSP curricula

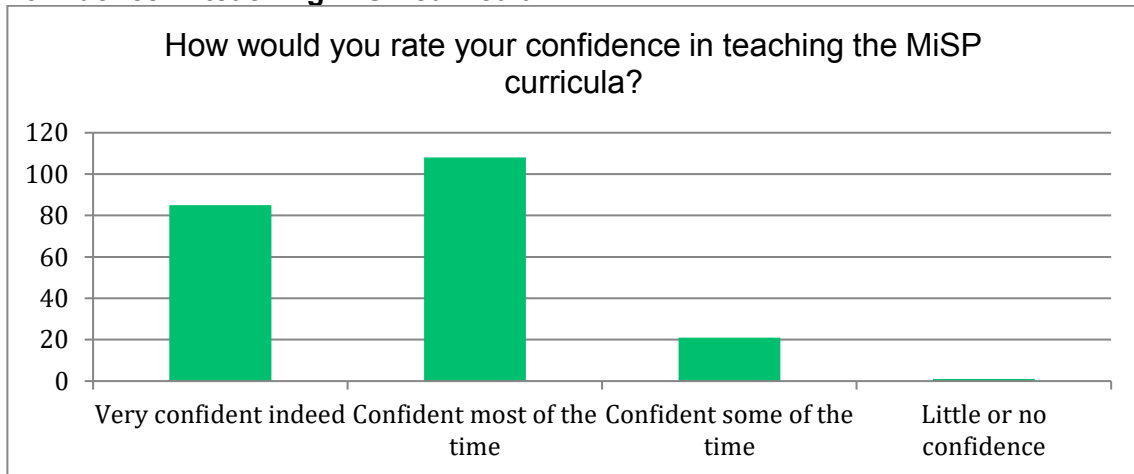
5.1. Enjoyment of teaching MiSP curricula



- 95% of respondents said that teaching the curricula was “all enjoyable” or “mostly enjoyable”
- No-one said that they had little or no enjoyment from teaching our curricula.
- Additional comments:
 - *‘I had a fabulous time teaching the curricula, and the students thoroughly enjoyed all aspects of it’*
 - *‘I love all aspects of all the courses’*

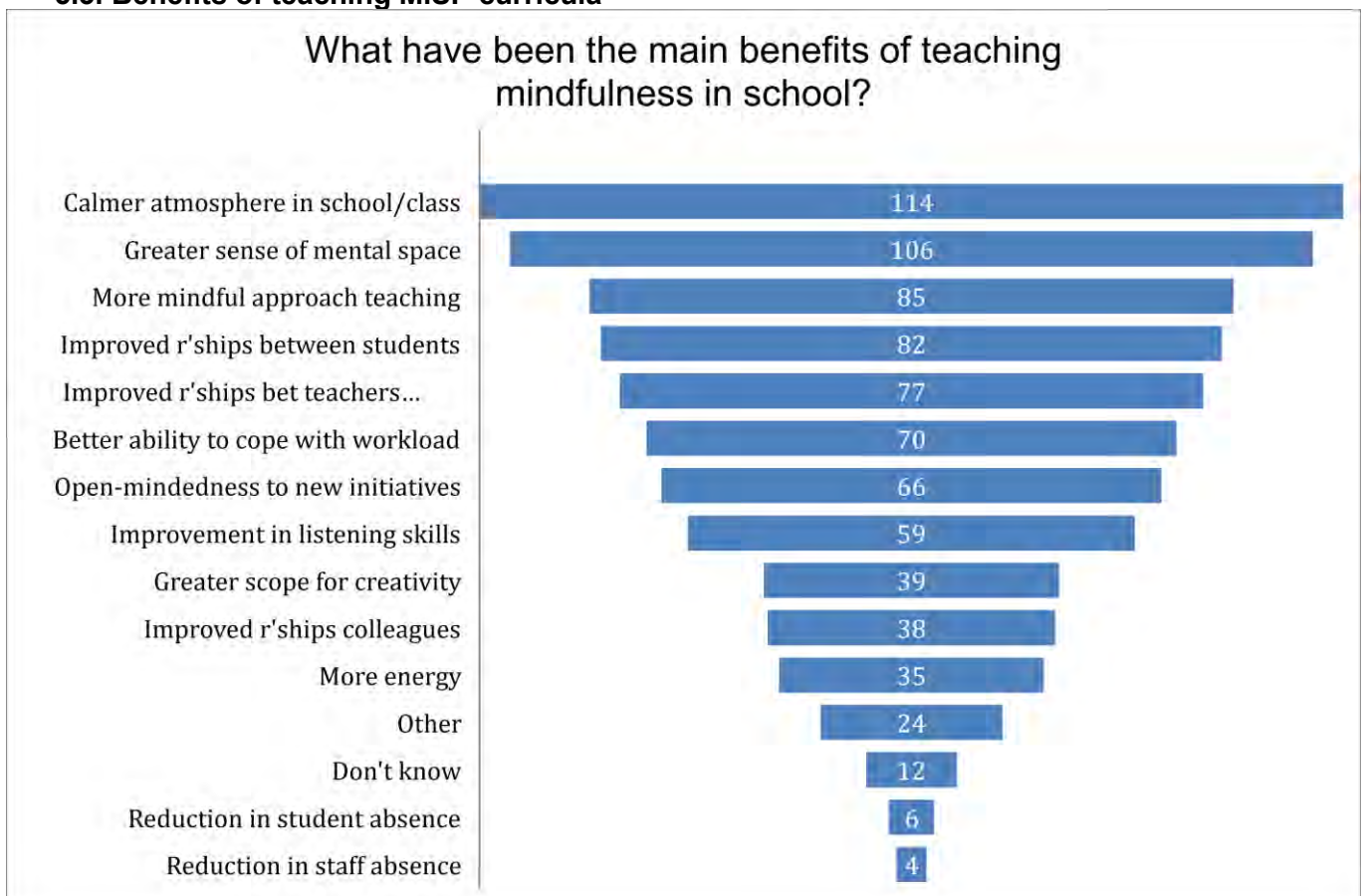
- 'I love teaching it and get so much myself from delivering the programme'.
- 'The lessons are a joy to teach'
- 'It is all brilliant!'

5.2. Confidence in teaching MiSP curricula



- 90% of teachers felt very confident or confident most of the time
- 10% teachers felt confident some of the time
- Additional comments:
 - "Increased familiarity with the course leads to increased confidence on my part"
 - "Growing in confidence"

5.3. Benefits of teaching MiSP curricula



- Other benefits highlighted were:
 - "Students say they feel calmer and happier"

- *“Supporting a proactive approach to mental health and wellbeing”*
- *“Mindfulness tools help children with emotional/behavioural difficulties to settle and stay more focussed”*
- *“Found a link between Mindfulness and less behaviour points for students who had done the course”*
- *“I love leading the journey of mindfulness at my school to support staff and students to gain an insight into mindfulness and how it might be able to support them with mental health and wellbeing”*
- *‘Greater awareness and strategies that help students dealing with their everyday struggles and issues’*
- *‘More calm, more focus and presence, less anxiety and improved self-management’*
- *“Greater awareness of self-compassion and common humanity”*
- *“Greater awareness of workings of the brain and mind”*

5.4. Challenges of teaching MiSP curricula

Challenge	Responses
Lack of time in the timetable	60
Lack of buy in from other staff and SLT	42
Poor behaviour and engagement of some pupils	24
Funding/ costs	17
Being external to a school	12
Lack of personal time	11
Lack of understanding about mindfulness	9
Availability of suitable teaching space	6
Being the only trained teacher in school	6
Pupils' lack of commitment to home practice	4
Not seen as important subject to teach	4
Technology	4
School Culture	3
Personal confidence	3
Lack of parental buy in	3
Expectations that it is a quick solution	3
Cultural relevance	2

5.4.1. Time

Timetables were described as ‘overloaded’ already and both primary and secondary teachers found it a challenge to find a space, particularly in secondary schools.

- *‘Not enough curriculum time available to teach the full course so I am just teaching the first three lessons on a carousel to each form in y9’.*
- *‘Time in curriculum for teaching initial lessons and daily practise, working around other teachers timetables for swapping classes, children being out for other activities at that time’.*
- *‘Finding a free slot in an already overloaded curriculum’.*
- *‘Time, space and competition with curriculum demands are the main obstacles’.*

Employed teachers may have a limited influence on timetabling and so need management support and a tenacious and persuasive manner to find the appropriate slots to teach the curricula. Teachers therefore may have to be creative in their approach, possibly splitting the course or swapping things around at short notice. They also need to be prepared to give up their own time (that they spend planning, marking etc for the other subjects they teach) or making their days longer in order to fit in their mindfulness teaching.

The responses suggest that it is therefore often taught outside the curriculum, in PPA/non-contact time, before/after school, in lunch time clubs and wherever the teacher can squeeze it in. This may well result in disruption and a lack of consistency in the way it is taught.

- *'Time! Teaching .b programmes are an additional duty added to an already full job'.*
- *'It's been impossible to teach in the orderly mindful way taught in the training! We never get a full session and have to adapt accordingly'.*
- *'That I am only able to deliver it in tutor time - so I have to split the lesson time twice a week.'*
- *'Time for me to catch up. I use my non-contact time to deliver the lessons.'*
- *'Time restraints to provide it in a consistent time frame'.*
- *'Time to spend raising awareness of the potential benefits of a Mindfulness course for staff and students'.*
- *'we have 40 minute lessons so it has been hard to cut out interesting parts of each lesson and make sure that essential elements are all covered'.*

For **.b Foundations teachers** a key challenge is to convince staff that Mindfulness training is worth their valuable time:

- *'With the .b foundations I have found it challenging finding staff to do it as they are always so busy'*
- *'Bringing on board some teachers who seemed to think they did not need to take part'.*
- *'Busy teachers still perhaps not understanding and seeing it as one extra thing they have to fit in'.*
- *'How busy schools are & how tired teachers are. Also introducing a mindfulness culture where there already exists a school culture is challenging.'*

5.4.2. Buy in from Senior Management

Respondents appear to have a consistent understanding of the pressures on management with core, assessed subjects needing to take priority but showed frustration at the lack of initial interest or support from the top, particularly as the teachers are so passionate about the benefits they know mindfulness will bring to the school.

- *'The reluctance from the management to acknowledge its benefits'.*
- *'The biggest issue is role-modelling from staff and SLT, most of whom do not see mindfulness as a priority at all. They would also ask (with some justification) - if this is so important, why is the school asking me to do all the training and practice in my own time?'*
- *'As a headteacher, it is sometimes difficult to rationalise the amount of time I spend delivering and promoting Mindfulness'.*
- *'I think the main challenge for me has been earning the support of senior management. I have found students to be very receptive, to the .b course and to the short mindfulness practices I include in every lesson. I would like to "scale up" my teaching of mindfulness in the school, but (I think) this requires senior teachers to want that to happen too.'*
- *'Pushback from staff. After delivering to one grade level, I did not have pushback this school year'.*
- *'Convincing students and staff that it is of value even if it doesn't lead to an academic qualification'.*
- *'Wider acceptance by other staff and the absolute plethora of mental well-being initiatives that each claim to be the best'.*
- *'In my current setting SLT are so stressed themselves, that this has been on their to do list for months and months (i.e. look at timetabling etc) that really it's lost its momentum!'*

Some respondents indicated that management were sufficiently convinced of the value of the curriculum – even if it remained a challenge for them to fit it into the timetable:

- *'The challenge is now trying to roll it out across the whole school as SLT have listened and are supportive of it being included - the main challenge is for the school to embody it as part of its culture this is the goal!'*
- *'Convincing some parents, students and colleagues of usefulness. Thanks to the enthusiasm I showed while presenting the course, almost all students to whom the course*

had been offered decided to attend it and haven't missed any sessions all the way through. A fantastic and gratifying experience'.

And a challenge to sustain:

- *'Continuity and sustaining the follow-through'.*
- *'I am very lucky to work in a school where mindfulness is embraced and supported. Keeping it going has been the biggest challenge'.*
- *'Honouring the time it takes to embed in a school, most schools want to run before they can walk ...and don't honour the depth of practice that is needed'.*
- *'After successfully teaching two pilot courses the school recognised the positive impact it had had but felt unable to commit the time and staff to developing it strategically'.*

5.4.3. Teacher isolation

Even when teachers are successfully delivering the MiSP curricula, they are often the only member of staff with mindfulness training and so find it difficult to maintain their confidence and not bow to pressures and negative attitudes of staff:

- *'I'm the only member of staff in the school that teaches Mindfulness so apart from the one-off sessions where I work with whole school e.g. The Mindful Sit Together Day, I am the only trained person delivering the mindfulness curriculum. It is therefore quite a challenge to be able to roll the programme out to the other children that are not in my class.'*
- *'I am the only person delivering it . It is taking time to involve other staff and many have a very negative attitude to mindfulness or are completely overtaken by their own curriculum.'*
- *'Feeling isolated as a .be teacher. Not always feeling confident about my teaching and not having opportunities to plan with colleagues'.*
- *'I sometimes feel invisible teaching mindfulness as other staff don't even know that mindfulness has been taught in school'.*
- *'it's a huge effort to set up a course, I felt very exhausted afterwards because I had to do and organise everything in my free time and on my own and also all the persuading had to be done by myself...'*

5.4.4. Funding

Funding remains a barrier:

- *'Funding. Own school cannot release me to teach any more mindfulness due to cost of covering my class. Other schools often want free sessions as they do not have a budget for it'.*
- *'Funding can be a barrier as budgets are getting cut all the time.'*
- *'Competition with other wellbeing initiatives being introduced to the school that all teachers can teach'.*
- *'The reward will come next year (after two years of spending loads of time and money: you have to be very convinced to keep it up) when I will get paid at least for the course.... (but I had told my headmaster I would stop doing it for the school and do my courses somewhere else where I get paid ==> he didn't want me to stop because of the positive feedback, so he made it possible...)'*

5.4.5. Student behaviour

While some responses showed satisfaction in seeing the improvement in pupil behaviour as the course progressed, challenging behaviour was seen as a significant challenge and barrier to teaching mindfulness. Difficult behaviour ranged from scepticism of older students, a 'not wanting to be there', 'giggly' children in years 7 and 8, difficulties sitting still (e.g. SEND):

- *'Year 7s -some can be very immature and giggly in a class setting - can ruin it for those who want to take it more seriously'.*
- *'Main challenges are children who choose not to join in or distract others'.*

- *'Mindfulness can get a bit of a reputation now amongst the older pupils and it's sometimes very hard to engage, especially in a school that is taking it seriously and giving space but not being wholly mindful itself'.*

This appears to be exacerbated for independent teachers:

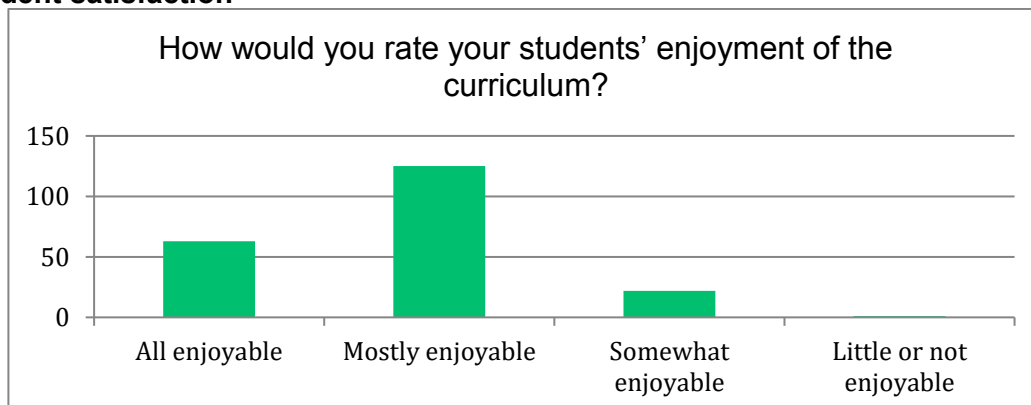
- *'Going in to a group as their .b tutor and not working with them outside of this input is also challenging - I don't feel I get enough time with them and my way of being with them is quite different to their other experiences and how some of the other tutors and lead staff work with the young people'.*
- *'Kids don't want to open up and talk about emotions. Also, when you don't know the names of the kids and don't teach them for other subjects. Also, younger kids and smaller classes better'*
- Teachers appeared to be teaching in a variety of situations, under different (sometimes difficult) conditions and with differing sizes of groups. It appears likely that there is more whole class teaching in Primary settings, however, the picture is fragmented in Secondary schools with many comments about tutor groups, sessions pre-school, lunchtime clubs, as part of a menu of activities (e.g. competing with Sport)
- In some situations, students appeared to have been 'referred' as being in need of help with behavioural concerns and anxiety (although there is no comprehensive list of reasons for referral). Some teachers are using a combination of the above, using every opportunity they get to squeeze mindfulness into a crammed timetable:
 - *'I teach year groups as part of enhancement on a carousel basis but I also have a slot for referred students that may have particular needs, such as: anger, anxiety, low self-esteem, low mood, etc. My 6th formers usually want to learn to help with exam pressure and anxiety, procrastination, focus and sleep improvement'.*
- There seemed to be a view that smaller groups of students who came on a voluntary basis rather than were 'conscripted' worked better:
 - *'I don't think more than 8-10 pupils makes sense. I keep my courses small so we have an atmosphere of mutual trust and confidence'.*
 - *'it can never be as good for every member of a 'conscript army' as it would be if all students were participating out of choice!'*
 - *'I find that about half of the class is engaged and the other half doesn't want to be there. As Mindfulness is not assessed subject some students can't see the benefit of learning it'.*

5.4.6. Additional positive comments

- *I was very lucky to have been supported by the school thus mindfulness classes have been on the timetable for the past two years.*
- *I am very fortunate as the Executive Principal is very forward thinking and supportive of us offering mindfulness to staff, students and the wider community.*
- *I am very lucky to work in a school where mindfulness is embraced and supported.*

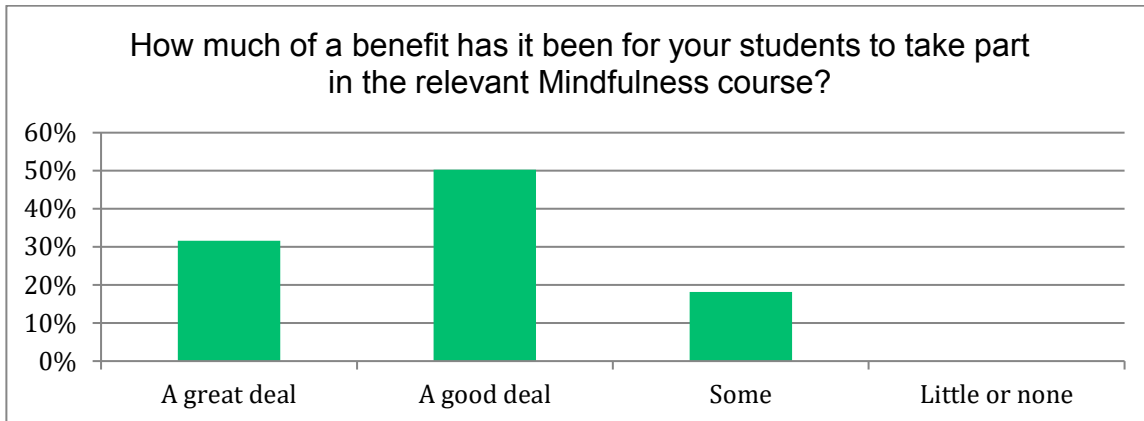
6. Impact for the pupils

6.1. Student satisfaction



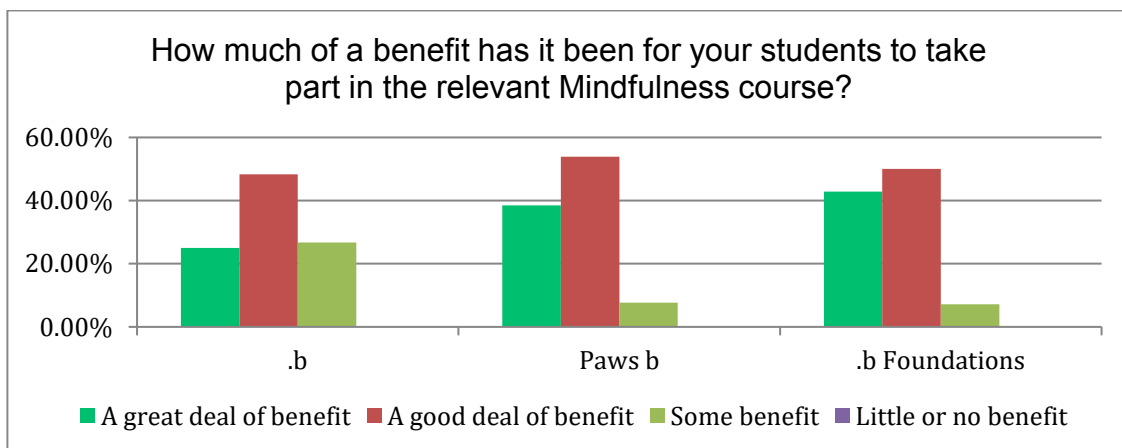
- 89% felt that the pupils found the curriculum “all” or “mostly” enjoyable
- 10% said that they believed the pupils found it “somewhat” enjoyable
- 1 teacher responded for .b that they felt the pupils had little or no enjoyment of the curriculum

6.2. Benefits to students



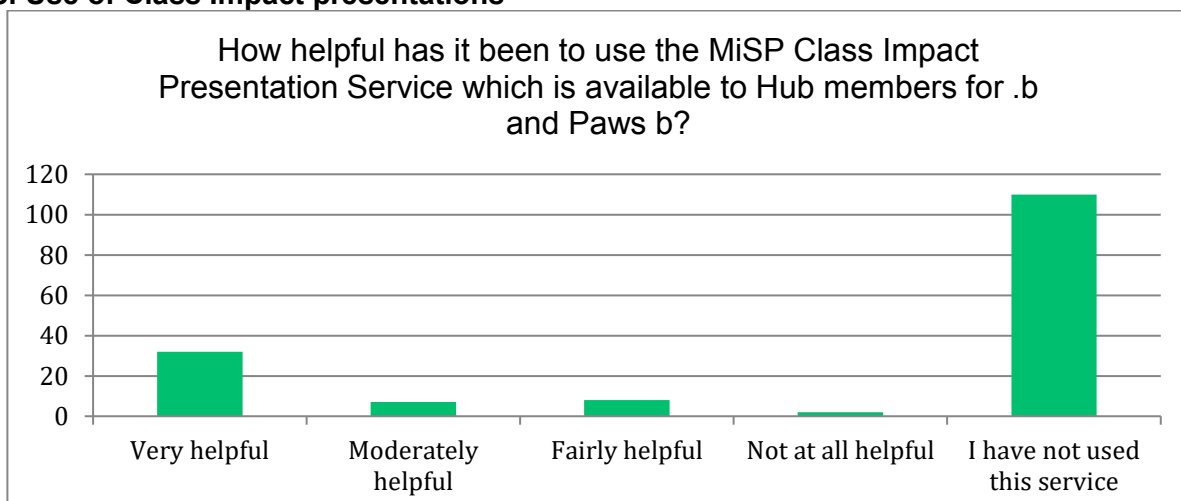
- 82% of teachers felt their pupils got a “great” or “good” deal of benefit from the course they were part of.
- No teacher considered that their pupils got “little or no” benefit

This can be broken down further by curricula:



- There is a higher proportion of .b pupils considered to have only got “some” benefit from the course than for Paws b or .b Foundations.

6.3. Use of Class Impact presentations



- 70% of teachers responding to the survey had not used the service.
- Of those who had used the service, 80% found the presentation very or moderately useful, 20% found it fairly or not at all helpful

7. Aspects of the teaching that have gone particularly well

Aspects mentioned	Responses
Quality of materials and resources	57
Animations and videos	39
The practices	28
PowerPoint slides	26
Teacher Booklets	18
Worksheets	15
Engagement of pupils	12
Beditation	10
Mindful eating	7

- The **quality** of the materials was repeatedly described as:
 - *‘excellent’, ‘superb’, ‘fantastic’, ‘amazing’, ‘outstanding’, ‘delightful’, ‘engaging’, ‘brilliant’, ‘reliable’.*
 - *‘I have been very grateful for the quality of the teaching materials. The teacher booklets have proved invaluable and have given me confidence in my presentation of the course’.*
 - *‘The quality of materials, presentation slides and teacher booklets; the programme as a whole I found very well put together and covers all the main aspects, issues students deal with and practises that are available for them’.*
 - *‘The teaching manuals & resources are excellent. They help a great deal in making sure all our trained MiSP teachers are working towards the same goals with a consistent approach’.*
 - *‘The materials and teachers notes are fantastic. All the resources are of very high quality and user-friendly’.*
 - *‘I wasn’t sure about the amount of slides, I felt it a bit too much, but the students loved it. So I’ve stuck to the slides and just added my own thoughts sometimes due to my experience. I think it makes it very lively for the students and it’s modern and appealing’.*
- **Animations and video clips** were seen as highly motivating for students and helpful in ‘breaking up the sessions’.
 - *‘The animations are excellent and really helpful in illustrating the points’.*
- **Worksheets** were clearly appreciated as an additional resource: seen as ‘handy’ with ‘lots of choice’ and used flexibly and in a variety of ways. They were sometimes given out as a home task and independent teachers mentioned leaving them with the class teacher to complete to provide some continuity between lessons. Some teachers mentioned not having used the worksheets much or at all.
 - *‘Having a variety of worksheets to use or not use or provide a framework for questioning has been nice’*
 - *‘I find the worksheets great, especially when I need to bulk up my lessons because of time’*
- **Neuroscience** and training the brain were an exciting elements of the learning for students:
 - *‘They have absolutely LOVED becoming experts on the different parts of the brain and their respective roles on the ‘team.’*
 - *‘The children really loved the idea of the mind being like a puppy - this made complete sense to them’.*
 - *‘Once they experience the programme they understand how it changes the brain and begin to accept it as a very useful tool’.*

- Teachers saw **the practices** as extremely appropriate, enjoyable and memorable for students (made more so by the acronyms)
- Also a note of caution from one or two teachers:
 - *'Although they generally love the Beditation it is a bit risky for individuals who have suffered abuse and one is not always aware of this'.*
 - *'Mindful Eating can be tricky for students with eating disorders'.*
- **Home Practice** - Respondents spoke positively about the provision of activities and the online links.
 - *'The ability to direct the pupils to the online guided meditations and animations was excellent for supporting home practice'.*
 - *'Home practise website is great for students to complete in a different environment e.g. in their bedroom or with their family or with a sibling etc or sit in the garden - helps it to be portable or show students that it is portable'.*

However, the generally held view was that while appropriate, valuable and engaging for some students this is an element that the teacher has little control over and it is difficult to ensure practice is developed independently. There is obvious frustration here as this limits/slows the rate that Mindfulness can become embedded for the individual and can also impact on the group.

- *I think that there is a lack of students engaging with the Home Practice and this is a difficult one. On average I have 25 students in one tutor group they are given the link for Home Practice via their school email , some students are engaged but I would say this maybe a third of the students in the group'.*

8. Improving the teaching of the Mindfulness curricula

Aspects mentioned	Responses
More regular updates (esp. videos)	17
An app	8
Allow changing slides	7
.b childish for older pupils	6
Follow up/ reconnect	4
Translations	4
Stand alone lessons	3
More posters	2
Cultural relevance	2
SEND version	2
More movement	2

8.1. Respondents are keen to receive more regular updates, materials and especially videos.

8.2. Slides considered to be somewhat 'rigid':

- *'The materials a fine and give a good starting structure. However, once you know what you're about they are rigid and inflexible. I use them less and less'.*
- *'Slides help to keep going but would be nice to be able to manipulate them a little more (like the intro)'.*
- *'It would be good if there was a way in which we could rejig the slides in a presentation as sometimes particularly on the .b foundations I would like to include a good slide form the .b and I can't'.*

And not sufficiently inclusive:

- *'Teaching to students in inner London I felt the material could be more inclusive. Had to omit certain video clips that seemed to be pitched at white kids'.*
 - Slides considered to be somewhat 'rigid':

8.3. There were some references to the .b content being 'young' for older students, especially at 6th Form level:

- *'The course has been excellent my only comment is that for older students I think they are hungry for more content relating to evidence-base, neuroscience and intellectual challenge. Some of the materials are perhaps more geared to much younger students'.*
- *'We are a sixth form only, and some of the feedback from the students was that the materials used were somewhat childish'.*
- *'I feel there is scope for a course (or materials) that fit between .b and foundations. My .b teaching has primarily focussed on Yr13 and while there isn't the time to deliver a full foundations course some of the materials are a little childish for them. I think it is a particularly relevant age because they can get such a huge amount from mindfulness in what is likely to be one of their most challenging years at school, but by introducing some more longer practices we can equip them with a deeper practice for when they leave school and have to "fend" for themselves'.*

8.4. There was also a request for a curriculum that is easier to deliver in smaller 'chunks':

- *' .b' needs to be taught in a minimum of 45 minutes, but I had only 30 minutes slots when integrated in PSHE.*
- *'I also think it would be beneficial to have some simple, short exercises that would work with kids who have not been through the full program'.*
- *'Some schools don't have time to engage with the full programme and so some one-off sessions to introduce and engage pupils with mindfulness would be good'.*
- *'The Mindful Schools Curriculum is a great competition to .b because it's a lot shorter even though more often. It is more realistic to work with students more often and shorter than longer classes, unless kids sign up voluntarily for a course. Trying to fit it in during lunch or during another class it is best to do it more often and shorter (max 20 min)'*
- *'I also think it would be beneficial to have some simple, short exercises that would work with kids who have not been through the full program'.*

8.5. There was a view that Home Practice would be greatly facilitated and more likely to happen if an App was provided:

- *'I think an app with the audios for home practice could be helpful and make home practice more handy'*
- *'an app with meditations you can listen to for free - the website is too much of a hassle for them to log into!'*
- *'Definitely needs an app for pupils to listen to the videos and record home practice etc. This seems to be the main reason why they don't continue with mindfulness - it is not easily accessible in this way'*

One teacher said: "I think it's fantastic and as it's only early days in terms of me delivering the programme it's hard to find fault or notice anything other than how great it is and how it flows!"

9. Memorable Moments.

9.1. Students' responses in lessons

- *'One of our students asked me several times 'what was that?' 'what is it called?' He was referring to the meditation... He said it 'that was amazing that', it was 'boss'.*
- *'I did the Beditation practice with my second year 8 tutor group - we had staff's yoga mats, gym mats and cleared the desks in the classroom to put down 28 mats - only two students sat out, I had 26 year 8 students totally engaged with this practice at 8.30am on a Wednesday. This was incredibly rewarding and even the teacher who is the tutor was speechless - I really wish that we had taken a photo'.*
- *'It is always lovely to hear the pupils discuss their feelings and see their joy on discovering they suddenly understand their feelings'.*
- *'One Y7 girls told me that at the beginning of the course, she had butterflies in her tummy but by the end, she felt like a butterfly!'*
- *' .bF: At my last introductory session for .b foundations there were about 100 staff present and I was told to be prepared for the headmaster to leave after 5 mins (not his thing). He stayed right to the end and I was enthusiastically booked to teach a course'.*

- *'Teachers breaking down in tears and experiencing some relief at being able to talk about not coping'.*

9.2. Making a difference: the transformation of students in terms of attention, behaviour, group dynamic

- *'I have a 12 year old male pupil with special educational needs in amongst the 6th formers I have been teaching. He was completely nonverbal for the first couple of weeks although we managed to communicate very well non verbally. Last week he began to speak and his insights were remarkable. Truly a magical moment. One to savour'.*
- *'I love how they go from being fidgety in week one to the speed with which they can go into their bubble and focus by the end'.*
- *'Having been told by an inspector from the Department of Education and Skills on how delightful the class was and how it was walking hand in hand with the new Junior Cycle framework of Well-Being'.*
- *'A pupil crashed in to the course half an hour late, eating and generally not wanting to be there. She had opted to take Mindfulness because she hates sport (the alternative). She was a complete convert and really added to the dynamic of the class by challenging ideas and then honestly reflecting how her Mindfulness practice changed her'.*
- *'The children share their experiences of how the mindfulness practices help them in their everyday life. They are proud of themselves for recognising the link between their, thoughts, feelings and behaviour and how they can be in control of this. I have seen it change the reactions of children, that may have previously dealt with situations differently before'.*
- *'Seeing how the more challenging students engage throughout the course. From being cheeky, sarcastic, and sometimes rude to fully engaged, excited, enthusiastic members of the class. Seeing the quiet and shy students finding their voice and being seen and listened to by their class. How the class grows as a group, seems to knit them together in some way'.*
- *'When I started the course last year, I wasn't sure that I had buy-in from the kids. By the end, the feedback was excellent. I think hearing that the kids use what they learned later in the year or the following year is really positive'.*

9.3. Students' independent use of mindfulness

- *'One child who can be very anxious told the class about his worries snowballing when his mum was late and he thought that she had crashed her car, and he has since told me that he can catch his snowballs now sometimes before they get bigger'.*
- *'A student with anger management issues came to me for a few sessions, in which I taught him 7/11 breathing. A few years later he was visiting the school as a past pupil, having recently signed as a professional footballer in England. When asked if he learned anything useful during his time at the school, he replied "the counsellor guy taught me this breathing thing which I use during matches and I've never lost my cool since, never got sent off again which was always happening".'*
- *'When children come and tell you that they have used a practice in the playground to help them calm down, are getting on with their siblings better as they understand their perspective more etc. it's always wonderful to hear'.*
- *'Hearing from exam stewards that students were doing .b's and fofbocs before going into Leaving Cert. exams (the Irish A level equivalent) 2 years after having received the .b teaching'.*
- *'A Year 8 student on our annual school walk was 10 miles into his 12 miles hike. This student suffers with dreadful anxiety particularly relating to peer group. His fellow students are getting away from him and two teachers spot that he is starting to have a panic attack. As they are in the middle of nowhere with no chance of rescue by car, the one teacher says, "what would Mr Wood say." He replied "do a .b." At this he proceeded to talk his way through a .b, feeling feet, breath maybe for over a minute and ended with "just be." Never said another word to the teachers, took off and completed the walk. Incredible'.*

- *'The NHS vaccinations team recently commented on how much calmer our 3rd year pupils were when getting two vaccinations at the same time. They were all doing a .b and they asked what that was!'*
- *'When the last person out of the classroom whispered to me: Sir... this stuff really works.'*

9.4. Family/parent involvement and feedback.

- *'Working with a child who has anxiety issues along with his mother. Parent and child both have advised that they are able to use practice to put his anxiety/worries into perspective. As he commented recently, "I can go to my toolbox now and I know things will be alright"'*
- *'I have also had an e-mail from a mum who is undergoing chemotherapy to tell me how much the mindfulness practices are helping her son and how much pleasure they get from practicing together'.*
- *'I have been teaching the mindfulness programme weekly after school with a particular child and his mother, who has attended the majority of sessions with her son who has ASD and is troubled by anxiety and lack of sleep. We are nearly at the end of the course and the change in the child has been significant. Mum reports that he has become less anxious and he is able to fall asleep and stay asleep most nights now'.*
- *'I'm often not sure how well the material is being received at the time I deliver it, but I have heard from some parents that at home, some of my students have said how valuable the practice has been in helping them cope with feelings of stress'.*
- *'Hearing children say they are using the practices at home and hearing how they are doing mindful eating practise with the whole family'.*

Thank you to all respondents to this survey.