

# mindfulness for school staff



8-week mindfulness programmes have been shown to:

Reduce teacher stress

Improve regulation of stress

Increase self compassion

Increase teaching efficacy

These in turn are thought to affect:

The classroom environment

Individual pupil wellbeing

73% of newly qualified teachers in the UK consider leaving (Association of Teachers and Lecturers 2015).

Teachers report that current teaching climates generate work-related fatigue, depression and anxiety, cynicism and low self-efficacy (NASUWT 2013).

Teacher stress and burnout (exhaustion with depressive symptoms; Swider and Zimmerman 2010) can negatively impact pupil engagement and learning through teacher absenteeism, reduced self-efficacy and diminished teaching effectiveness.

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# mindfulness for young people strongest impact



Signs and symptoms of

**Child & Adolescent Depression**

**Anxiety**

The emotional response to stress, e.g. feeling of worry, nervousness or panic.

**Stress**

In terms of both perceptions and reactions to stressors.

**Caring & Compassion**

For self and others.

**Emotional Self-Regulation**

The ability to respond to what life throws at you with the range of emotions in a way that is appropriate given the stimulus and the situation.

**Social & Emotional Skills**

These conclusions stem from what would be considered good quality, reliable research, ie peer-reviewed, published and appearing in evidence reviews by Professor Katherine Weare - widely held as the UK's custodian of academic research into mindfulness, and very rigorous indeed in her evaluations.

**MBIs** = Mindfulness Based Interventions/programmes.

**PLEASE READ:** Research on mindfulness in schools is still in its infancy, particularly in relation to impacts on behaviour, academic performance and physical health.

We need more and larger Randomised Control Trials, more replication and longer follow ups, more measures designed specifically for young people, and a wider range of measures.

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# mindfulness for young people

# cognition/learning

## Executive Function

(a set of mental skills that help manage time, pay attention, switch focus, plan and organise, and remember details.)

## Learning

## Academic Grades

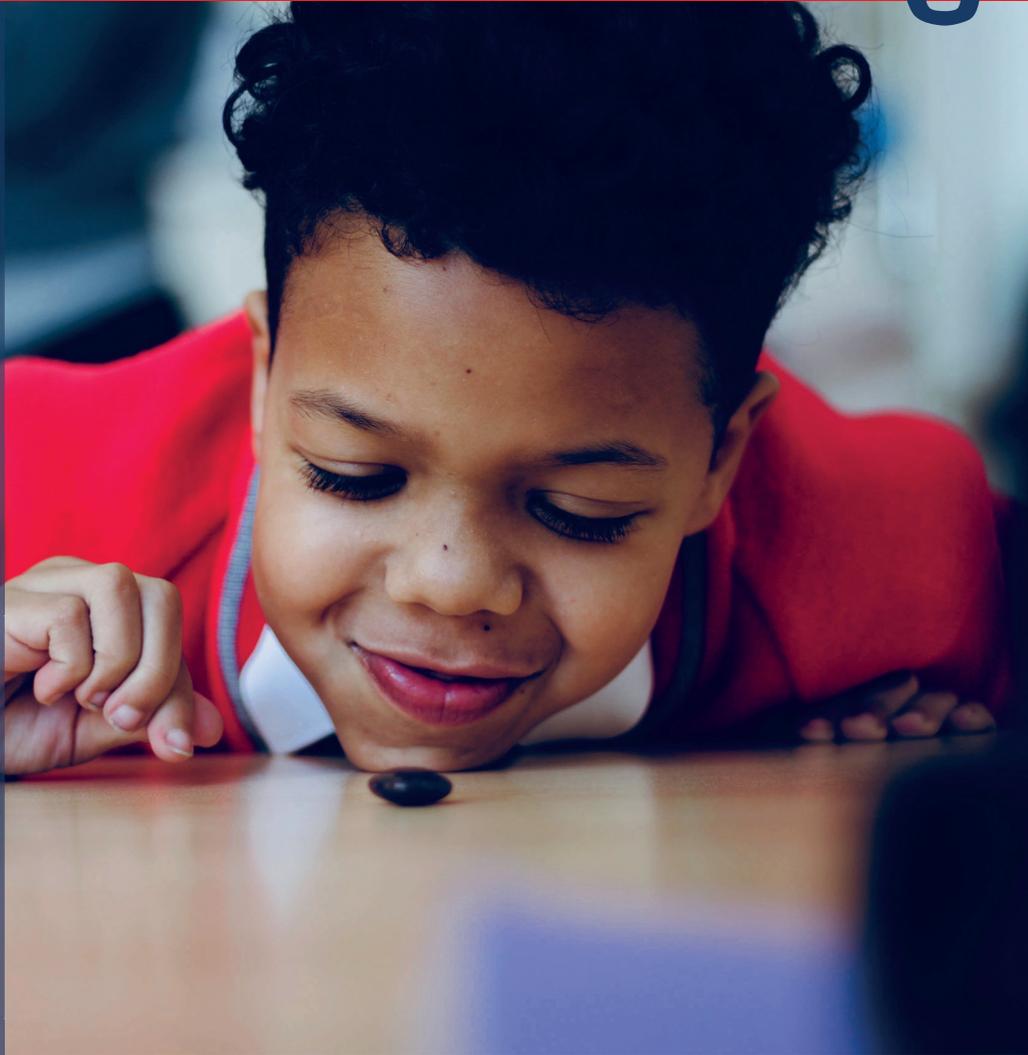
N.B. There is evidence for a small to medium impact, on but it is early days!

## Meta-cognition

(reflecting on thought processes, ie stepping back from and noticing your thinking)

## Cognitive processes,

particularly on the ability to focus and sustain the attention



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# mindfulness for young people

# physical health



There is promising early evidence for impacts on ...

Heart Rate

Blood Pressure

Cortisol Production

Associated with stress levels

Sleep Quality

Eating Problems

Obesity prevention and signs of eating disorder (limited number of studies)

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# mindfulness for young people behaviour

There is promising  
early evidence for  
impacts on ...

Attention Deficit  
Hyperactivity  
Disorder (ADHD)

Hostility

Aggression

Problem  
Behaviour



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# mindfulness for young people special needs

Impacts reliably  
shown on ...

## Attention Deficit Disorder (ADHD)

(Bogels et al, 2008;  
Zylowska et al, 2008)

## Autism Spectrum Disorder (ASD)

(Hwang et al, 2015) in homes and  
clinics, and Thom & Montgomery  
(see below)

\* Specifically, an adapted  
version of .b was used in a  
Canadian study involving 13 x  
13-17 year-olds with ASD. After .b,  
and compared to control group,  
students showed significant  
reductions in problem behaviour,  
social withdrawal and gains in  
social skills and adaptability.



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