Mindfulness in Schools

Tamar Mendelson, PhD
Johns Hopkins Bloomberg School of Public Health
Agenda

• Background
• Holistic Life Foundation
• RAP Club
• DeStress Monday at School
Childhood traumatic experiences are common

• >46% of US youth have had at least one Adverse Childhood Experience (ACE)
• >20% have had at least 2 ACEs
• Children aged 3-5 with 2 or more ACEs over 4 times more likely to:
  • Have trouble calming down
  • Be easily distracted
  • Have a hard time making and keeping friends

RWJ and CAHMI data, 2017
“We did an impromptu survey on how our children experience death, and the number of deaths that they experienced were alarming. I likened it to having post-traumatic stress disorder as soldiers do. However, our children is not post, because they are not removed from the situation…”

--Baltimore City Public School principal
Developmental neuroscience perspective

• Childhood adversity alters brain development, impacts stress response system
• Disruptions in cognitive and emotion regulation capacities
• Impaired capacities for self-regulation linked with range of social-emotional problems

Anderson, 2003; Anderson & Teicher, 2009; Teicher et al., 2002
I have noticed that people are dealing too much with the negative, with what is wrong… why not try the other way, to look into the patient and see positive things, to just touch those things and make them bloom?

--Thich Nhat Hanh
What is mindfulness?

“Mindfulness means paying attention in a particular way; on purpose, in the present moment, and nonjudgmentally.”

---Jon Kabat-Zinn
What is mindfulness?

“Mindfulness is… about paying attention. That’s what meditation is, no matter what tradition or particular technique is used. In Asian languages, the word for mind and the word for heart are the same. So if you’re not hearing mindfulness in some deep way as heartfulness, you’re not really understanding it. Compassion and kindness towards oneself are intrinsically woven into it. You could think of mindfulness as wise and affectionate attention.”

—Jon Kabat-Zinn

Why bring mindfulness to urban public schools?

- Increase capacity for cognitive & emotion regulation
- Reduce negative effects of chronic stress exposure
- Promote effective stress management
- Potential to reduce or prevent:
  - depressive symptoms
  - social and behavioral difficulties
  - academic problems
  - early substance use initiation

Black, Milam, & Sussman, 2009; Birdee et al., 2009; Galantino, Galbavy, & Quinn, 2008
Hypothesized intervention effects

Chronic stress/adversity → Cognitive and emotion regulation → Social-emotional & behavioral functioning

Mindfulness-based intervention

Mendelson et al., 2010
Agenda

- Background
- Holistic Life Foundation
- RAP Club
- DeStress Monday at School
The Holistic Life Foundation (HLF)

- www.hlf.org
- Co-Founders
  - Ali Smith, Executive Director
  - Atman Smith, Director of Youth Programming
  - Andres Gonzalez, Chief Financial Officer
- Stress reduction, yoga & mindfulness training
Two randomized studies

- Pilot study (n = 98)
  - Yoga 4x per week for 12 weeks
  - Improvements in student-reported self regulation in response to stress ($d = .83$)
- NIDA R34 (n = 251)
  - Yoga 2 x per week for 15 weeks
  - Did not replicate pilot finding on self regulation

Feagans Gould et al., 2012; Feagans Gould et al., 2013; Mendelson et al., 2010; Mendelson et al., 2013
School-based mindfulness and yoga

- Breathing to settle in
- Yoga-based poses
- Breathing practice
- Discussion
- Guided reflection
- Assigned practice
## Study #1: Intervention effects on self-regulation

<table>
<thead>
<tr>
<th>Time 2 Measure</th>
<th>Intervention</th>
<th>Control</th>
<th>ES Cohen’s d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusted Mean (Standard Error)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ES</strong></td>
<td><strong>ES</strong></td>
<td><strong>ES</strong></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responses to Stress Questionnaire - Involuntary Engagement Scale</th>
<th>0.75 (0.05)</th>
<th>1.05 (0.05)</th>
<th>0.83***</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Rumination</td>
<td>0.76 (0.08)</td>
<td>1.15 (0.08)</td>
<td>0.70**</td>
</tr>
<tr>
<td>--Intrusive Thoughts</td>
<td>0.68 (0.07)</td>
<td>0.95 (0.08)</td>
<td>0.51*</td>
</tr>
<tr>
<td>--Emotional Arousal</td>
<td>0.65 (0.07)</td>
<td>1.00 (0.08)</td>
<td>0.64**</td>
</tr>
<tr>
<td>--Impulsive Action</td>
<td>0.99 (0.09)</td>
<td>1.23 (0.09)</td>
<td>0.38</td>
</tr>
<tr>
<td>--Physiologic Arousal</td>
<td>0.70 (0.07)</td>
<td>0.91 (0.07)</td>
<td>0.39</td>
</tr>
</tbody>
</table>

*p < 0.05; **p < 0.01; ***p < 0.001

Mendelson et al., 2010
Study #2: Analysis of self-regulation

• Did not replicate our pilot study finding for self-regulation… why not?
• Intervention dose and frequency
  • What amount and intensity of program exposure is adequate to produce change?
• School implementation factors
  • What school characteristics facilitate or limit effective program implementation?
• Measurement
  • How should program impact be assessed?
  • How should program delivery be assessed?
Student voices from study #2

• “Like if sometimes I don’t wanna fight them, I be like just, just calm yourself down, just sit down and move away from the situation.” (5th grade female)

• “I get to learn about new things and stuff to help me in life, when I grow up… or when I’m getting ready to do something that I know is not the right choice, then I have a way to calm me down.” (5th grade female)

• “I could use them [program skills] in the future because when you get older more things will happen so you will get more stressful, and you’ll think life is like over, so you might wanna learn yoga before that happens.” (6th grade male)

Dariotis et al., 2015
Mindful Moment program

• Whole school approach

• Core components:
  • Daily mindfulness practices
  • Mindful Moment room
  • Student ambassadors
  • Staff outreach

• Delivered in elementary school and high school
“You know, whether they are out on the street or under protective care, they become statistics constantly because nobody takes the time to teach them to go inside themselves. And that's the strength and the benefit of this program… It is about once again being able to tune yourself to your own possibilities, to your own aspirations, to the secret that's in you, the power that's in you to accomplish whatever you want to. You know? This is the door that opens-- the door to revolution… so allowing people to know they have that strength, I think it's an answer to helping our communities, in general. So I'm very, very up on this program. I would recommend this to all schools. I would, definitely… this is a template that's needed in urban schools around the country…”

--Baltimore City Public School teacher

“For kids that live in a pretty tough city under some tough circumstances that deal with a lot of things that probably they never should at their age, figuring out how to keep yourself sane is pretty important.”

--Baltimore City Public School teacher
Acknowledgements – HLF research

Holistic Life Foundation
- Ali Smith; Atman Smith; Andres Gonzalez; assistant instructors

Research team
- Mark Greenberg, PhD
- Jacinda Dariotis, PhD
- Philip Leaf, PhD
- Laura Feagans Gould, PhD
- Alexis Harris, MA
- Matthew Ancona, MA
- Fallon Cluxton-Keller, PhD

Funders
- National Institute on Drug Abuse
- Penn State Prevention Center
- Johns Hopkins Center for Youth Violence Prevention
- Mind and Life Institute
- Attias Family Fund

Baltimore City Schools
- Principals, teachers, parents, students
Agenda

- Background
- Holistic Life Foundation
- RAP Club
- DeStress Monday at School
RAP Club

• Adapted from *Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)*
• Group treatment for adolescents exposed to trauma
• One of top 3 interventions disseminated through the National Child Traumatic Stress Network
• In diverse adolescent samples, found to improve:
  • Trauma, depressive, and anxiety symptoms
  • Impulsivity
  • Attention
  • Risk behaviors

Key adaptation elements

- Treatment ➔ Universal prevention
- Clinic population ➔ Community population
- Clinician leaders ➔ Clinician and peer co-leaders
RAP Club

• 12-session group delivered twice per week
• Held during school day
• 45-minute sessions
• Co-led by mental health counselor and young adult community member
# RAP Club components, skills, and strategies

<table>
<thead>
<tr>
<th>Core intervention component</th>
<th>Skills</th>
<th>Session #</th>
<th>Evidence-based strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying stress</td>
<td>Stress and the body</td>
<td>2</td>
<td>Psychoeducation</td>
</tr>
<tr>
<td>Awareness of emotional states</td>
<td>States of mind</td>
<td>3</td>
<td>Mindfulness</td>
</tr>
<tr>
<td>Using a mindful approach</td>
<td>Path to Wise Mind</td>
<td>4, 5</td>
<td>Mindfulness</td>
</tr>
<tr>
<td>Communication training</td>
<td>MAKE A LINK</td>
<td>6, 7</td>
<td>CBT</td>
</tr>
<tr>
<td>Problem solving</td>
<td>LET GO</td>
<td>8, 9</td>
<td>CBT</td>
</tr>
<tr>
<td>Distress tolerance</td>
<td>Distract</td>
<td>10</td>
<td>Mindfulness/CBT</td>
</tr>
<tr>
<td></td>
<td>Self-Soothe</td>
<td>11</td>
<td>Mindfulness</td>
</tr>
</tbody>
</table>

The first and last intervention sessions are an introduction and a review/graduation.
Psychoeducation

- Information about stress and trauma
  - Community violence
- How stress affects the body
  - Body’s alarm system
- How stress can make it harder to manage difficult emotions and make good decisions
  - “Bottle about to burst”
Mindfulness skills

• Awareness of emotions
  • Check in with yourself

• Using a mindful approach (“Wise Mind”)
  • Using your emotions and your logic to help you reach an effective way to handle a problem

• Distress tolerance
  • Hang in there when you have stress or painful emotions without doing something you’ll regret later
Cognitive behavioral skills

- Modify thoughts and behaviors to be more effective/adaptive
- Empirically supported for treatment of depression, anxiety, and trauma
- Communication skills
- Problem solving skills

Butler, Chapman, Forman, & Beck, 2006
Intervention theory of change

**Intervention Components**
- Emotion regulation skills
- Problem solving skills
- Communication skills
- Psycho-education

**Underlying Processes/Intermediate Outcomes**
- Improved: Emotion regulation
- Improved: Coping/decision making

**Emotional, Behavioral, & Academic Outcomes**
- Improved: Behavioral problems
- Internalizing symptoms
- Academic performance
- Grades/test scores
- Disciplinary actions
Pilot work with middle schools

- Implementation #1: 6th graders
- Implementation #2: 7th graders
- Implementation #3: 7th and 8th graders

Funder: National Institute of Mental Health
(P30 MH086043, Ialongo, PI)
Pilot randomized study

• Piloted RAP Club at 2 Baltimore City Public Schools
• Small randomized study \((n = 49\) students)
• Assess:
  • Program’s promise for improving social, emotional, and academic functioning
  • Association of baseline depressive symptoms with program outcomes
  • Association of program dose with program outcomes

Mendelson et al., 2015
## Participant characteristics

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td></td>
</tr>
<tr>
<td>7th graders</td>
<td>23 (46.9%)</td>
</tr>
<tr>
<td>8th graders</td>
<td>26 (53.1%)</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>31 (63.3%)</td>
</tr>
<tr>
<td>Male</td>
<td>18 (36.7%)</td>
</tr>
<tr>
<td>Race</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>46 (94%)</td>
</tr>
<tr>
<td>“Other”</td>
<td>3 (6%)</td>
</tr>
<tr>
<td>Age range</td>
<td>12-15 years</td>
</tr>
</tbody>
</table>
Study design

Baseline Assessment
(n = 49)

Randomized students within schools

RAP Club
(n = 29)

Post-Test Assessment
(n = 29)

Regular school programming
(n = 20)

Post-Test Assessment
(n = 20)
## Student self-report measures

<table>
<thead>
<tr>
<th>Measures</th>
<th>Constructs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Mood &amp; Feelings Questionnaire (SMFQ)</td>
<td>Depressive symptoms</td>
</tr>
<tr>
<td>Adolescent Self-Regulatory Inventory</td>
<td>Regulation strategies</td>
</tr>
<tr>
<td>Children’s Coping Strategies Checklist - reduced</td>
<td>Cognitive decision-making</td>
</tr>
<tr>
<td></td>
<td>Support for actions</td>
</tr>
<tr>
<td>Emotional Awareness Questionnaire</td>
<td>Emotional awareness</td>
</tr>
</tbody>
</table>
## Teacher-reported measures

<table>
<thead>
<tr>
<th>Measures</th>
<th>Constructs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths &amp; Difficulties Questionnaire (SDQ)</td>
<td>SDQ total score</td>
</tr>
<tr>
<td>Academic Competence Evaluation Scales (ACES)</td>
<td>Academic competence</td>
</tr>
<tr>
<td></td>
<td>Academic comparison</td>
</tr>
<tr>
<td></td>
<td>Disciplinary sanctions</td>
</tr>
<tr>
<td>Social Competence Scale (SCS)</td>
<td>Dysregulation</td>
</tr>
<tr>
<td></td>
<td>Social competence</td>
</tr>
<tr>
<td></td>
<td>Attention</td>
</tr>
<tr>
<td></td>
<td>Authority Acceptance</td>
</tr>
<tr>
<td>Student Internalizing Symptoms</td>
<td>Internalizing symptoms</td>
</tr>
<tr>
<td>Teacher-rated outcome variable</td>
<td>Intervention M (SD)</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>SDQ Total</td>
<td>-1.48 (4.7)</td>
</tr>
<tr>
<td>SCS dysregulation</td>
<td>-3.04 (4.7)</td>
</tr>
<tr>
<td>SCS social competence</td>
<td>2.04 (5.5)</td>
</tr>
<tr>
<td>SCS attention</td>
<td>-0.56 (3.0)</td>
</tr>
<tr>
<td>SCS authority acceptance</td>
<td>2.89 (4.6)</td>
</tr>
<tr>
<td>ACES academic comparison</td>
<td>0.67 (0.9)</td>
</tr>
<tr>
<td>ACES academic competence</td>
<td>1.15 (8.2)</td>
</tr>
<tr>
<td>ACES disciplinary sanctions</td>
<td>-0.26 (1.8)</td>
</tr>
<tr>
<td>Internalizing</td>
<td>-1.03 (2.5)</td>
</tr>
</tbody>
</table>

Means and SDs in the table reflect change scores between pre- and post-test scores.
### Baseline depressive symptoms

<table>
<thead>
<tr>
<th>Baseline depressive symptoms</th>
<th>RAP Club students n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low depression (SMFQ score &lt; 8)</td>
<td>24 (83%)</td>
</tr>
<tr>
<td>High depression (SMFQ score &gt;= 8)</td>
<td>5 (17%)</td>
</tr>
</tbody>
</table>

Comparison of outcomes for RAP Club vs. control students with low baseline depression

RAP Club students showed significant improvement compared with controls on:

<table>
<thead>
<tr>
<th>Teacher-rated outcomes</th>
<th>df</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dysregulation</td>
<td>1, 39</td>
<td>2.9</td>
<td>&lt; 0.01</td>
</tr>
<tr>
<td>Social competence</td>
<td>1, 38</td>
<td>-2.57</td>
<td>&lt; 0.05</td>
</tr>
<tr>
<td>Academic competence</td>
<td>1, 40</td>
<td>-2.27</td>
<td>&lt; 0.05</td>
</tr>
<tr>
<td>Authority acceptance</td>
<td>1, 39</td>
<td>2.53</td>
<td>&lt; 0.05</td>
</tr>
<tr>
<td>Disciplinary sanctions</td>
<td>1, 39</td>
<td>2.28</td>
<td>&lt; 0.05</td>
</tr>
</tbody>
</table>
Program dose

- **Higher program dose** (9-12 sessions) n=17 (58.6%)
- **Lower program dose** (1-8 sessions) n=12 (41.4%)
- Higher dose associated with better outcomes than lower dose on teacher reported:
  - Academic comparison \((t(1,25) = 2.93, p < 0.01)\)
  - Discipline \((t(1,25) = 2.24, p < 0.05)\)
  - Conduct problems \((t(1.25) = 2.4, p < 0.05)\)
Study limitations

• Small sample size
• Volunteer sample
• Limitations to the randomization process
• No long-term follow ups
Randomized controlled efficacy trial

- 32 Baltimore City Public Schools ($n=800$ 8th graders)
  - 8 schools per year
  - Randomize students within schools
- Test RAP Club vs attention control condition
- Control group – Healthy Topics nutrition curriculum
  - Used as control in prior school based research (Sibinga)
  - Use same length and delivery format as RAP Club

**Funders:**
IES (Goal 3), PI: Mendelson;
NICHD (R01), PI: Mendelson
Study aims

- Students randomized to RAP Club versus Healthy Topics will have:
  - Improved education outcomes
  - Improved emotional and behavioral outcomes
  - Improved self-regulation
- Explore potential moderators (baseline trauma exposure, emotion regulation) and mediators (changes in self-regulation)
- Evaluate factors related to program implementation, including program costs
Study design: 32 schools over 4 years

8th grade

Sample school

Baseline Assessment \( (n = 24) \)

Students randomized within schools

Fall

RAP Club \( (n = 12) \)

Post-Test Assessment

Follow-Up Assessment/8th Grade Academic Data

Follow-Up Assessment/9th Grade Academic Data

Healthy Topics \( (n = 12) \)

Post-Test Assessment

Follow-Up Assessment/8th Grade Academic Data

Follow-Up Assessment/9th Grade Academic Data

9th grade

Fall

Spring
Program delivery

- Both programs co-led by young adult community members and by study team clinicians/trainees
- Train school personnel:
  - RAP Club: Clinicians/school counselors
  - Healthy Topics: School nurses, gym teachers, other
- Delivered during school day
- 12 45-minute sessions over 6 weeks
Benefits to schools, community members, and students

- Training school personnel in programs they can continue to use
- Experience for community members to build job skills
- Both programs should be of benefit to students
Assessments

• Teacher and students surveys
  • Classroom behavior
  • Academic competence
  • Emotional symptoms
  • Self-regulation
  • Assess at baseline, post-intervention, and end of year

• Academic indicators
  • Grades, standardized test scores, attendance, disciplinary sanctions
  • 7th grade, 8th grade, 9th grade
Factors related to program sustainability

- Interview teachers, program instructors, and students to understand their experience of RAP Club
- Monitor program attendance and engagement to assess student interest
- Assess fidelity of program training and program implementation
- Cost analysis
IES trial year 1 schools ($n = 6$)

All K-8 Baltimore City Public Schools
## School/student characteristics

<table>
<thead>
<tr>
<th></th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
<th>School 4</th>
<th>School 5</th>
<th>School 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>School enrollment</td>
<td>576</td>
<td>749</td>
<td>347</td>
<td>456</td>
<td>714</td>
<td>452</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>89%</td>
<td>88.8%</td>
<td>96.8%</td>
<td>43%</td>
<td>92.3%</td>
<td>46.5%</td>
</tr>
<tr>
<td>White</td>
<td>--</td>
<td>1.9%</td>
<td>--</td>
<td>9%</td>
<td>2.2%</td>
<td>38.9%</td>
</tr>
<tr>
<td>Latino</td>
<td>9%</td>
<td>8.5%</td>
<td>1.7%</td>
<td>46%</td>
<td>4.1%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>2%</td>
<td>--</td>
<td>4.9%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>1.1%</td>
<td>--</td>
</tr>
<tr>
<td>FARMS eligible</td>
<td>92.4%</td>
<td>81.8%</td>
<td>81.6%</td>
<td>95%</td>
<td>90.3%</td>
<td>84.5%</td>
</tr>
<tr>
<td>Chronic absence rate</td>
<td>17.6%</td>
<td>13.8%</td>
<td>24.1%</td>
<td>6%</td>
<td>13.7%</td>
<td>27.1%</td>
</tr>
<tr>
<td># suspensions</td>
<td>27</td>
<td>3</td>
<td>18</td>
<td>11</td>
<td>52</td>
<td>57</td>
</tr>
</tbody>
</table>
### School/student characteristics (2015-16)

<table>
<thead>
<tr>
<th></th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
<th>School 4</th>
<th>School 5</th>
<th>School 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PARCC Math</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not meet expectations</td>
<td>57.6%</td>
<td>23.6%</td>
<td>20.2%</td>
<td>47.3%</td>
<td>46.3%</td>
<td>35.9%</td>
</tr>
<tr>
<td>Partially or almost met</td>
<td>39%</td>
<td>63.7%</td>
<td>72.4%</td>
<td>49.1%</td>
<td>48.4%</td>
<td>57.6%</td>
</tr>
<tr>
<td>Met or exceeded expectations</td>
<td>3.4%</td>
<td>12.8%</td>
<td>7.3%</td>
<td>3.6%</td>
<td>5.3%</td>
<td>6.5%</td>
</tr>
<tr>
<td><strong>PARCC English Language Arts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not meet expectations</td>
<td>37.6%</td>
<td>18%</td>
<td>15.6%</td>
<td>50.9%</td>
<td>43.5%</td>
<td>41.1%</td>
</tr>
<tr>
<td>Partially or almost met</td>
<td>56.1%</td>
<td>59%</td>
<td>70.6%</td>
<td>42.8%</td>
<td>45.1%</td>
<td>54.3%</td>
</tr>
<tr>
<td>Met or exceeded expectations</td>
<td>6.4%</td>
<td>23.1%</td>
<td>13.7%</td>
<td>6.4%</td>
<td>11.4%</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

PARCC – standardized state testing; data here are for 6th – 8th graders
<table>
<thead>
<tr>
<th>School</th>
<th>Student Enrollment</th>
<th>Baseline survey</th>
<th>Post-Test Survey</th>
<th>Follow Up Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>17</td>
<td>17 (100%)</td>
<td>17 (100%)</td>
<td>14 (82.4%)</td>
</tr>
<tr>
<td>School 2</td>
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</tr>
<tr>
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<td>17 (100%)</td>
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<tr>
<td>School 4</td>
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<td>17 (81%)</td>
</tr>
<tr>
<td>School 5</td>
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<td>23 (95.8%)</td>
<td>19 (79.2%)</td>
</tr>
<tr>
<td>School 6</td>
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<td>23 (100%)</td>
<td>23 (100%)</td>
<td>20 (87%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>122</td>
<td>122 (100%)</td>
<td>115 (94.3%)</td>
<td>104 (85.2%)</td>
</tr>
</tbody>
</table>
Acknowledgements – RAP Club

- **Research team:**
  - Nicholas Ialongo, PhD
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Agenda

• Background
• Holistic Life Foundation
• RAP Club
• DeStress Monday at School
What about teachers??
Welcome to a new stress reduction program designed especially for teachers by Johns Hopkins University and The Monday Campaigns. The goal is to help you start the week in a positive frame of mind and manage stress throughout the week. Each Monday, you’ll receive an email with new stress reduction practices along with complementary exercises that can be used in the classroom. Watch this short introductory video and be sure to check back each week for new practices!

For Teachers
Each Monday during the program, new practices will be placed in this section for teachers. They’re grouped under five themes – Starting the Day, Boosting Energy, Improving Focus, Calming the Mind and Connecting.

Curriculum
The Curriculum page contains an overview of all the practices, so you can plan ahead. New content will be added as live links each week during the program.

For the Classroom
This section features the weekly classroom practices that correspond to the five themes, so you and your students can learn together. Each week, new practices will be added, so be sure to stop back regularly.
For Teachers

Each Monday during the program, new practices will be placed in this section for teachers. They’re grouped under five themes—Starting the Day, Boosting Energy, Improving Focus, Calming the Mind and Connecting. Visit the curriculum page for a helpful overview.

Starting the Day for Teachers  
Boosting Energy for Teachers  
Improving Focus for Teachers  
Calming the Mind for Teachers  
Connecting for Teachers
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Take home points

• Mindfulness strategies can be be offered
  • In different formats
  • To children of different ages
  • To students or teachers or both
• Mindfulness offers potential for enhancing emotion regulation skills
• Research is just beginning…
Stay tuned...!
Thank you!

- Tamar Mendelson, PhD - tmendel1@jhu.edu