USING YOGA AND MINDFULNESS TO SUPPORT A DATA-DRIVEN COMPREHENSIVE SCHOOL COUNSELING PROGRAM

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Cherry Run Elementary
INTRODUCTIONS

Erin Hurley
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Components of a Comprehensive School Counseling Program

Why?
- Supporting Research and Brain Basics

What?
- Yoga and Mindfulness

How?
- Core Curriculum, Tiered Interventions, and Data Collection
HOW DO YOU NOURISH YOUR TREE?

Integrating self-care into how we support students/children

Thoughtful Planning and Interventions

The ASCA National Model

Results and Supporting Data

Inner Resources
School Wide Goals

Achievement (Assessment Data)     Behavior (Discipline Referrals)     Attendance (Attendance Records)

School Counseling Goals

Evidenced Based School Counseling Interventions
(individual counseling, small groups, core curriculum lessons)
Yoga Practices
(postures, breathing, relaxation, meditation)

↑ Mind-Body Awareness
- ↑Mindfulness
- ↑Attention
- ↑Concentration/Cognition
- ↑Self/Social Awareness

↑ Self-Regulation
- ↑Emotion Regulation
- ↑Stress Regulation
- ↑Resilience
- ↑Equanimity
- ↑Psychological Self-Efficacy

↑ Physical Fitness
- ↑Flexibility
- ↑Strength
- ↑Balance
- ↑Respiratory Function
- ↑Physical Self-Efficacy

↑ Behaviors, Mental State, Health & Performance
- ↑Mood, ↑Well-Being, ↓Psychological Disorders,
- ↑Positive Behaviors, ↓Negative Behaviors, ↑Physical Health,
- ↑Cognitive/Academic Performance, ↑Relationships, ↑Quality of Life

Research Repository: Yoga, Meditation and Mindfulness for Children, Adolescents and in Schools

With the intention of providing a helpful resource for schools, program providers, researchers and others interested in the body of evidence supporting yoga in schools, Yoga 4 Classrooms and ChildLight Yoga founder, Lisa Flynn, and Bethany Butzer, PhD, have partnered to compile a comprehensive research repository. This organized reference list of peer-reviewed, published studies and research review articles provides links to abstracts and full-text publications when available. Repository is updated quarterly.

Free Download: www.yoga4classrooms.com/supporting-research
2016
The Experiences of School Counselors Who Integrate Yoga into a Comprehensive School Counseling Program: A Phenomenological Approach

Julia V. Taylor
Virginia Commonwealth University, tayloryj1@vcu.edu

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BRAIN BASICS

Amygdala

Prefrontal Cortex

Hippocampus


dinosaur

MY SCRAP BOOK
DO N'T FLIP YO UR LI D!

jusTme @ Cherry Run ES

Prefrontal cortex
P.F.C.
“T H E W I S E L E A D E R”

“Flipped Your Lid”

The big emotions, anger, fear, anxiety etc...
The AMYGDALA - The alarm center
Acts on instinct
fight, flight or freeze

Adapted from Dr. Daniel J. Siegel’s Handed Model of the Brain found in Mindsight: The New Science of Personal Transformation (Bantam Books, 2011)
FIGHT/FLIGHT VS. REST/DIGEST

Stress Response:
- Breathing Rate
- Blood Pressure
- Heart Rate
- Blood Sugar
- Adrenaline/Cortisol
- Sensory Awareness

Relaxation Response:
- Thought Processes
- Creativity
- Concentration
- Immune System Function
- Digestive System Function
WHAT?
YOGA

• One of the oldest practices of “holistic” health care
• Yoga is harmonizing and integrating the mind, body, and breath through various breathing techniques, physical postures, and meditation
• Dynamic mindfulness
COMPONENTS OF EFFECTIVE SCHOOL YOGA PROGRAMS:

- Physical Postures/Mindful Movement
- Breathing Practices
- Relaxation Techniques
- Yoga Principles

~Yoga 4 Classrooms
YOGA 4 CLASSROOMS

Washing Machine

Do My Best
Coordination. Integration. Brain builder.

Power Breath

Warrior I
Confidence. Personal power. Strength. Affirmation.
**Adult Definition**

Mindfulness is paying attention, here and now with kindness and curiosity, and then choosing our behavior.

~Amy Saltzman, M.D.

**Student Definition**

Noticing what’s happening right now.
Mindfulness creates space...
...replacing impulsive reactions with thoughtful responses.

~mindfulschools.org
THOUGHT AND BREATH AWARENESS

- Mindful Body
- Anchor Breath
- Counting Breath
- Labeling Breath
MINDFULNESS AND THE 5 SENSES

- Mindful Listening
- Mindful Touch
- Mindful Seeing
- Mindful Smelling
- Mindful Tasting
HOW?

• Core Curriculum
• Tiered Interventions
• Data Collection
School Counseling Curriculum:
- Classroom Lessons

Responsive Services:
- Small Groups
- Individual Counseling
The ASCA Mindsets & Behaviors for Student Success:
K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

**Category 1: Mindset Standards**
School counselors encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning
<table>
<thead>
<tr>
<th>ASCA BEHAVIORS</th>
<th>SEL</th>
<th>MINDFULNESS</th>
<th>YOGA</th>
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<tbody>
<tr>
<td>Self Management Skills</td>
<td>Self-Awareness</td>
<td>Self-Awareness</td>
<td>Self-Inquiry</td>
</tr>
<tr>
<td>Self Management Skills</td>
<td>Self-Management</td>
<td>Impulse Control</td>
<td>Self-Discipline</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>Responsible Decision Making</td>
<td>Attention/Focus</td>
<td>Concentration</td>
</tr>
<tr>
<td>Social Skills</td>
<td>Relationship Skills</td>
<td>Empathy and Compassion for Others</td>
<td>Connection to Others</td>
</tr>
<tr>
<td>Social Skills</td>
<td>Social Awareness</td>
<td>Empathy and Compassion for Others</td>
<td>Ethics</td>
</tr>
</tbody>
</table>
BE WELL

- Be a Good Citizen
- Be Clean
- Be Content
- Celebrate You
- Drink Water
- Eat Smart
- Explore the Outdoors
- Get Your Zzzzs
- Have Alone Time
- Practice Peace
- Work Hard

Celebrate You
Honor your uniqueness.
Celebrate diversity.
CORE CURRICULUM AND Y4C

September: Be a Good Citizen
October: Practice Peace/Problem Solving/Friendship
November: Be Content/Mindset/Gratitude/Coping
December: Celebrate You/Diversity
January: Have Alone Time/Be Reflective/Careers
February: Work Hard/Goal Setting/Time Management/Organization
March: Be Clean/Eat Smart/Get Your ZZZ’s/Drink Water
April: Explore the Outdoors/Earth Day/Service Learning
May: Stress Less before the Test/Resilience
June: Reflection
COLLECTING DATA IN THE CLASSROOM
SMALL GROUP YOGA INSTRUCTION
Warriors with Self-Control
# SMALL GROUP RESULTS REPORT

## School Name
Cherry Run Elementary School

## Group Name
Warriors with Self-Control

## Goal
By the end of 3rd quarter, 75% of identified students will reduce the number of behavior related office visits as compared to 1st and 2nd quarter.

## Target Group
8 second grade boys

## Data to Identify
Behavior Referrals and Report Card Grades

<table>
<thead>
<tr>
<th>School Counselor</th>
<th>ASCA Domain and Standard (Mindsets &amp; Behaviors)</th>
<th>Outline of Group Sessions to be Delivered</th>
<th>Resources Needed</th>
<th>Process Data</th>
<th>Perception Data</th>
<th>Outcome Data</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin Hurley</td>
<td>Domain: Social/Emotional ASCA: M 1 B-SMS 1, 2, 7 B-SS 3, 4, 9</td>
<td>1- Respectful and Contributing Participant in School 2-Self-Control 3-Active Listening Skills 4-Take Responsibility for Actions 5-Work Effectively Within a Group 6-Reslove Conflict Effectively 7-Empathy and Compassion 8-Review</td>
<td>-Yoga Calm for Children Evidenced-Based Resource Book -8 Yoga Mats -Hoberman Sphere -Singing Bell -Stability Ball -Plastic Cups/Ping Pong Balls -Hula Hoop -Bubbles -Evidenced Based Yoga 4 Classrooms Cards -8 Beanie Babies</td>
<td>This group consisted of 8, second grade boys. 62.5% of students were present for all group lessons. Two students missed one group lesson and one student missed two group lessons.</td>
<td>Below are the average student scores on a scale of 1 to 5 and percent change by topic. 1. I am respectful. Pre: 3.5 Post: 3.75 (7% increase in attitude/beliefs) 2. I am a good listener. Pre: 3.375 Post: 3.5 (3.5% increase in attitude/beliefs) 3. I can control my behavior. Pre: 3.375 Post: 4.125 (18% increase in attitude/beliefs) 4. I know how to make friends. Pre: 4.125 Post: 4.25 (3% increase in skill) 5. I know how to show compassion. Pre: 4.125 Post: 4.25 (3% increase in skill) 6. I can solve problems using coping skills. Pre: 3.5 Post: 3.625 (3% increase in skill)</td>
<td>Using the Responsive to Intervention (RI) model, I implemented the Second Step curriculum as a Tier 1 intervention for the entire second grade class. This small group was used as a Tier 2 intervention for the targeted group of boys. Lessons number 4 and 6 reinforced Second Step lessons that I taught in their classrooms. During fourth quarter I implemented a Check-In, Check-Out system for students B, C, and E as they had the most difficulty demonstrating self-control. This provided a dedication of time similar to a Tier 3 intervention. 100% of the boys in the group did not visit the office during 4th quarter which was a huge improvement! This did not have an impact on any of their report cards grades in Demonstrates self-control but the teacher’s perception of students self-control improved.</td>
<td>87.5% of students reduced the number of behavior related office visits during 3rd quarter. 100% of students reduced their office visits during 4th quarter.</td>
</tr>
</tbody>
</table>
2015-2016 Outcome Data
Behavior Related Office Visits

# OF OFFICE VISITS

IDENTIFIED STUDENTS

- Student A
- Student B
- Student C
- Student D
- Student E
- Student F
- Student G
- Student H

1st Quarter 2nd Quarter 3rd Quarter 4th Quarter
SMALL GROUP MINDFULNESS INSTRUCTION

Mindful Math Group
CLOSING THE GAP RESULTS REPORT

Cherry Run Elementary School

By June 2016, 80% of identified fifth grade students will pass their Math SOL (Standards of Learning) assessment.

5th Grade Students that failed the Math portion of their 4th Grade VA Standards of Learning Test

Data to Identify

School Counselor

ASCA Domain and Standard (Mindsets & Behaviors)

Type of Activities to be Delivered in What Manner?

Resources Needed

Process Data (Number of students affected)

Perception Data (Data from surveys used)

Outcome Data (Achievement, attendance and/or behavior data collected)

Implications

School Name
Cherry Run Elementary School

Goal
By June 2016, 80% of identified fifth grade students will pass their Math SOL (Standards of Learning) assessment.

Target Group
5th Grade Students that failed the Math portion of their 4th Grade VA Standards of Learning Test

Data to Identify

Student

2015 VA Standards of Learning Test Scores

ASCA
Domain
and Standard
(Mindsets & Behaviors)

1-Cognitive Flexibility
2-Goal Directed
3- Organization
4-Study Skills
5-Critical Thinking
6- Working Memory

Erin Hurley

Domain: Academic
ASCA: M 2
B-LS 1, 3, 9
B-SMS 2, 5

- Mind Up
  Evidenced-Based Curriculum Grades 3-5
  - Dry Erase Boards and Markers
  - Math Problems from the Classroom Teacher
  - Folders for Each Student
  - Handout for Each Topic
  - Positive/ Negative Self-Talk
  - 2-Optimistic Thoughts
  - 3- Mindful Action Planner
  - 4- Mindful or Unmindful Homework? How, When and Where?
  - 5- Brain Power, Don’t Stress the Test 6- You Are in Control

Eighteen of the original nineteen, fifth grade students that did not pass their 4th grade Math VA Standards of Learning test participated in the three small groups.

Student N opted out of the Morning Math Group to work with her vision teacher.

Below are the average student perception scores on a scale of 1 to 5 and percent change by topic.

1. Ability to succeed
   Pre: 3.6 Post: 4.6
   (28% increase in attitude/beliefs)

2. Perseverance/Goals
   Pre: 3.7 Post: 4.4
   (19% increase in attitude/beliefs)

3. Organization
   Pre: 3.5 Post: 4.2
   (20% increase in skills)

4. Self-Discipline
   Pre: 3.7 Post: 4.5
   (22% increase in skills)

5. Critical Thinking
   Pre: 3.8 Post: 4.5
   (18 % increase in attitude/beliefs)

37% of the identified students passed their 5th grade VA Standards of Learning test in math.

However, 68% of the students increased their math score from the year before.

16% of students improved their Math Effort Grade during 3rd quarter.

I am proud of the overall improvement that the students in this group made. Although the outcome data did not indicate significant improvement, over half of the students improved their VA Standards of Learning math score.

Moving forward, I plan to adjust my student and teacher perception surveys to include attitudes, skills and knowledge measurements.

One very important implication to note is that the 5th grade math teacher left on maternity leave in April. Also, our entire school began renovations in the Spring and all of the 5th grade students were moved from their classrooms into trailers during 3rd quarter.

There is no doubt that I selected the group of students with the most need in our school. Fortunately, the 6th grade math teacher is the strongest math teacher in our school. I will continue to collaborate with her as well as their special education teachers to support this group next year.
2016 Mindful Math Group Outcome Data
VA Standards of Learning Math Assessment

- Improved Score: 68%
- Did Not Improve

Mindful Math Group
Average Percent Increase of Student Perception by Topic

- Ability To Succeed: 28%
- Perseverance/Go...: 19%
- Organization: 20%
- Self-Discipline: 22%
- Critical Thinking: 18%
2016-2017 CLOSE THE GAP GOAL

4th Grade Virginia Studies and Yoga

Geography

5 bordering states - Virginia
- Maryland
- Tennessee
- West Virginia
- North Carolina
- Kentucky

4 main rivers
- Potomac
- York
- Rappahannock
- James

5 regions
- Appalachian Plateau
- Piedmont
- Valley and Ridge
- Coastal Plain
- Blue Ridge Mountains

Jamestown

colony - place far from home where colonists settle, ruled by mother country

charter - document that grants rights

agriculture - lumber, tobacco, cotton

general assembly - a meeting/group of people

Burgesses - 2 representatives

legislative body - make laws for colony
By June 2017, fourth grade students will increase their overall pass rate on the Virginia Studies Standards of Learning assessment by 21% from 69% to 90%.

Group 2: Native Americans
<table>
<thead>
<tr>
<th>Life, Work, and Citizenship Skills</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>F</th>
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<tbody>
<tr>
<td>Takes responsibility for actions</td>
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<td>Demonstrates active listening skills</td>
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<td>Works effectively within a group</td>
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<tr>
<td>Resolves conflict effectively</td>
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<tr>
<td>Identifies, pursues, and reflects on goals</td>
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<tr>
<td>Follows directions</td>
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<tr>
<td>Exhibits organizational skills</td>
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<tr>
<td>Completes assignments on time</td>
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<tr>
<td>Uses time constructively</td>
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<td>Is a respectful and contributing participant in school</td>
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<tr>
<td>Demonstrates self control</td>
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<tr>
<td>Follows established routines</td>
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</table>
% of 4th Grade Students Who Passed the Virginia Studies SOL

- 2016: 69%
- 2017: 95%

1ST AND 2ND QUARTER REPORT CARD GRADE COMPARISON OUTCOME

- Improved, 44%
- Stayed the Same, 48%
- Decreased, 8%

WORKS EFFECTIVELY WITHIN A GROUP
Mindset #1
**Attitude:** Maintain a healthy balance of mental, social, and physical well-being

Behavior/Learning Strategies #2
**Skill:** Demonstrate creativity

Behavior/Social Skills #6
**Knowledge:** Use effective collaboration and cooperation skills
Y4C @ CHERRY RUN ES

SIIP “Innovation Goal”

By June 2018, 100% of students will participate in Yoga 4 Classrooms.
IMPLEMENTATION:

1. Staff (teachers & specialists) will participate in Yoga 4 Classrooms training November 6th earning recertification points and educator certification from Y4C.

2. Weekly implementation of Yoga 4 Classrooms during transitions and specials classes.

3. Create yoga stops at transitional points within the school.

DATA COLLECTION:

1. Y4C pre and post student survey.

2. Teachers will collect data to determine student’s use of emotion-regulation, self-control, attention and focus based on life, work & citizenship skills on the FCPS elementary school progress report in quarters 2, 3 and 4.

3. Administrators will collect data on office referrals to determine number of students referred for emotion-regulation, self-control, attention and focus.
THANK YOU!

QUESTIONS?