

# MP3 Design Team Recommendations

Key stakeholders developed a portfolio of intervention strategies ready for scaling



## Recommended Portfolio of Intervention Strategies

MindUP Classroom Curriculum - Mindfulness-based practice curriculum aimed at fostering children’s self-regulation, optimism, and empathy for preschool through Grade 5 (Hawn, 2013)

- School-wide training
- Provide books and kits of materials for ease of implementation
- PLC time for teacher lesson planning; early adopters can mentor new teachers

MPower Teacher Training - Professional development program designed to help educators (a) develop mindfulness (b) apply mindfulness to reduce occupational stress and increase resilience and engagement in teaching (c) apply mindfulness to interpersonal relationships in order to create well-managed and caring classroom climates (Cullen & Wallace, 2010)

- Teachers apply lessons on brain development, self-regulation, and practices to the classroom with personal benefits
- Administrators and school counselors benefit from greater understanding of how to support teachers with classroom practices and creating school-wide compassionate community of learning
- Hours of training can target level of need, interest, and experience

Parent Engagement Strategies – Early childhood is a key developmental period to learn effortful control. During this time, parents, families, educators, and school settings can play central roles in promoting the development of effortful control and self-regulation (Lengua, 2011)

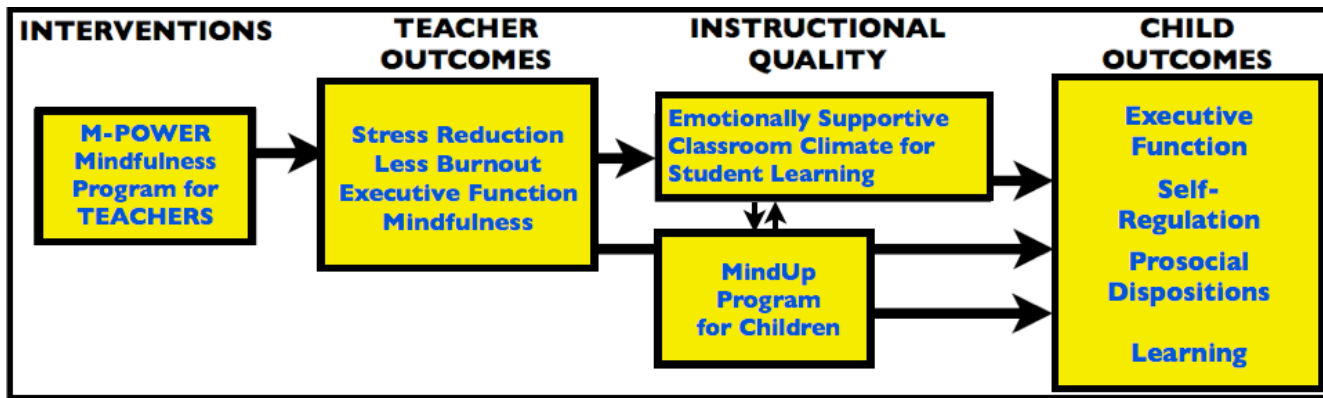
- Social Emotional & Academic Success for Children and Parents Curriculum – Six-week class for parents of preschoolers targeting executive function skills for parents and children in partnership with Harvard and University of Washington and as an extension of existing 123 Grow & Learn playgroups
- Potential pilot for Special Education Preschool families
- Schools host Mindful Parent Nights - To be designed for parents of school-agers and align with existing curriculum

School-wide Approach – Creating Compassionate Communities of Learning

- Administrator and Principal support is key to successful school-wide implementation
- Schools create a “mindful awareness” campaign
- Clear connections to existing work with ACES, restorative justice, and SEL curriculum

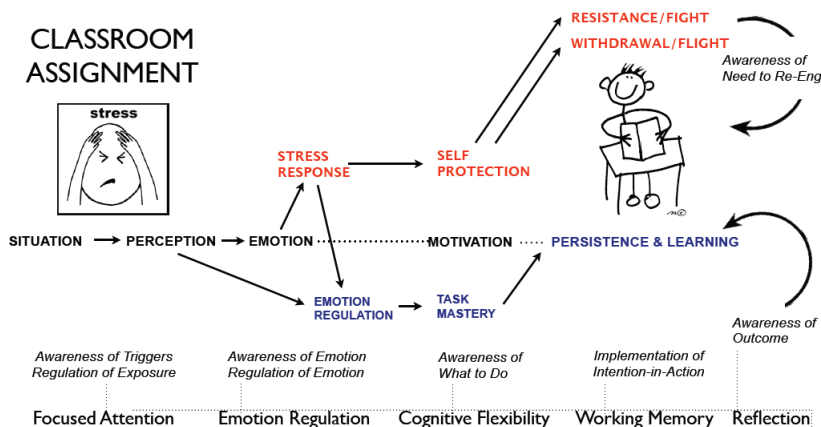
# MPOWERing P3: Theory to Implementation

Enhancing Wellness, Teaching and Learning in Schools through Mindfulness Training



## Relevance of EF for Academic Learning

*“Students were highly engaged in the curriculum and the ‘chime time’ was a great activity. They not only enjoyed it, but it helped calm them down and get them ready for learning.”*



## Evidence of Promise

### Students Outcomes

- Increases in executive function
- No differences in teacher-rated self-regulation
- No differences in reading or math achievement

### Teacher Outcomes

- Increases in mindfulness
- Increases in executive function
- Decreases in anxiety, stress, and burnout

### Classroom Outcomes

- Increases in Positive Climate in CLASS Emotional Support
- Decreases in Negative Climate in CLASS Emotional Support
- Increases in Behavior Management in CLASS Classroom Organization
- Increases in Quality of Feedback in CLASS Instructional Support

*“Chimes have changed transitions in my classroom. Kids even ask for it, if I forget. The breathing ball has been a quick and easy tool to redirect class and individual behavior. Kids talk about being mindful and being in the moment (and fun to have them refer to their behavior in terms of the brain).”*

For more information, please contact:  
 Corina McEntire, Relationship Based Professional Development Manager  
 ESD 112 Early Care & Education  
 360-952-3361 or corina.mcentire@esd112.org