A MINDFULNESS APPROACH TO HELP TEACHERS AND STAFF SUPPORT HIGH SCHOOL STUDENTS:
A SELF-INSTRUCTIONAL CURRICULUM
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INTRODUCTION

PURPOSE
• APPLY THE MINDFULNESS APPROACH TO ENHANCE STUDENT SOCIAL, EMOTIONAL, AND ACADEMIC WELL-BEING

GOAL
• PROVIDE RESOURCES FOR USE IN GROUPS AND INDIVIDUALLY

TARGET POPULATION
• TEACHERS
• COUNSELORS
• ADMINISTRATORS
• SCHOOL SOCIAL WORKERS
SOCIAL WORK RELEVANCE

• **CORE PRINCIPLES:** DIGNITY AND WORTH OF A PERSON & THE IMPORTANCE OF HUMAN RELATIONSHIPS
• PROVIDE HIGH SCHOOL PERSONNEL WITH TOOLS TO SHOW STUDENTS THAT THEY ARE VALUED AND CARED ABOUT

• TREAT PEOPLE WITH DIGNITY AND FOSTER STRONG INTERPERSONAL HUMAN RELATIONSHIPS WITH STUDENTS, TEACHERS, AND STAFF
• EMPOWER HIGH SCHOOL PERSONNEL TO NURTURE RELATIONSHIPS WITH STUDENTS
• DEMONSTRATE RESPECTFUL RELATIONSHIPS WITH DIGNITY
CROSS-CULTURAL RELEVANCE

• Most high schools have ethnic, sexual orientation, gender identity, and SES diversity

• Mindfulness techniques can be applied in any and all situations (Kabat-Zinn, 1994, 2003)

• Mindfulness techniques can be used for diverse groups of students (Kabat-Zinn, 1994, 2003)

• Emphasis on inclusiveness
METHODS

- **STUDENTS WHO SEE TEACHERS/STAFF AS CARING ARE LESS LIKELY TO SUFFER FROM STRESS** (Colarossi & Eccles, 2003; Conner, Miles, & Pope, 2014; De Wit, Karioja, Rye, & Shain, 2011)

- **HAVE A BETTER OUTLOOK ON THEIR SELF-ESTEEM** (Colarossi & Eccles, 2003; Conner, Miles, & Pope, 2014; De Wit, Karioja, Rye, & Shain, 2011)

- **MINDFULNESS PRACTICES HAVE POSITIVE EFFECTS ON WELL-BEING (IE. REDUCING STRESS & INCREASING SELF-ESTEEM)** (Shapiro, Oman, Thoresen, Plante, & Flinders, 2008; Hoffman, 2010)

- **RELATIONSHIPS WITH STAFF CAN POSITIVELY IMPACT STUDENT WELL-BEING** (Leyba, 2009)

- **RELATIONSHIPS WITH STAFF AFFECT EDUCATIONAL AND EMOTIONAL WELL-BEING OF HIGH SCHOOLERS** (Cooper & Miness, 2014)

- **THE MINDFULNESS APPROACH CAN HELP SUPPORT THE EMOTIONAL CHALLENGES THAT ADOLESCENTS FACE** (Cooper & Miness, 2014)
CURRICULUM (1)

● OVERVIEW OF MINDFULNESS (HISTORY AND RATIONALE)
● MINDFULNESS TECHNIQUES AND PRACTICES
● PRACTICAL EXAMPLES USING VIGNETTES

● PRE AND POST EVALUATION
● LAST SECTIONS FOCUS ON EACH OBJECTIVE, RESOURCES, AND WEBSITES.
● CONCLUDES WITH HELPFUL RESOURCES AND WEBSITES
CURRICULUM (2)

OBJECTIVES:

• UNDERSTAND WHAT MINDFULNESS IS
• UNDERSTAND HOW TO APPLY MINDFULNESS PRACTICES
  • PROVIDE STUDENTS WITH IMPROVED SENSE OF BEING CARED ABOUT
  • KNOW WHEN TO APPLY MINDFULNESS PRACTICES INDIVIDUALLY AND GROUPS
• IDENTIFY BENEFITS OF USING MINDFULNESS PRACTICES WITH HIGH SCHOOL STUDENTS
EVALUATION

- Self administered pre and posttest
- Pretest and post-test establishes baseline for participants' knowledge of mindfulness for future use
- Survey questions pertain to mindfulness definition, history, and implementation
- Knowledge of how to implement the mindfulness approach
IMPLICATIONS FOR SOCIAL WORK

● SCHOOL SOCIAL WORKERS AND HIGH SCHOOL PERSONNEL BENEFIT FROM THE MINDFULNESS APPROACH

● NASW CODE OF ETHICS REQUIRES SOCIAL WORKERS TO ENGAGE IN ETHICAL PRACTICES (NASW, 2016)

● CONTINUING PRACTICE (CONFERENCES, ORGANIZATIONS, PROGRAMS) TO BEST SERVE YOUTH

● CONNECTIONS IN COMMUNITIES COULD HELP PROMOTE MINDFULNESS AND AWARENESS

● HIGH SCHOOL PERSONNEL, PARENTS, AND COMMUNITIES MUST BE ADVOCATES
REFERENCES

- NATIONAL ASSOCIATION OF SOCIAL WORKERS (2016). NASW STANDARDS FOR SCHOOL SOCIAL WORK SERVICES. RETRIEVED FROM HTTP://WWW.NASWDC.ORG/PRACTICE/SCHOOL/DEFAULT.ASP