



## **Resilient Mindful Learner Project**

### *Stress Management for Teachers and Their Students*

#### **Spring 2017**



**The Resilient Mindful Learner Project develops the capacity of Orange County classroom teachers to integrate stress management, self-management, and self-regulation strategies within their classroom day to support their students' well-being, academic performance and social-emotional growth. The project supports an embodiment approach preparing teachers to be healthy role models of stress management for their students.**

#### **Why Focus on Self-Management, Stress and Attention?**

Students experience stress and anxiety in school, at home, and on the playground. And ongoing stress is the enemy of learning because it impacts memory, attention and behavior. If students don't have healthy coping skills this can result in a range of symptoms from headaches to stomachaches and a range of behaviors from withdrawal to aggression as well as other emotional health issues. Oftentimes student misbehaviors are mistaken as an intentional act, rather than a normal reaction to stress. Since learning is a social and emotional experience, the ability to accurately perceive and manage one's emotions is critical for students' success in school and in life. Resilient, mindful learners can manage their emotions, control their impulses, pay attention, and self-calm. These skills provide the foundation for academic, social and emotional growth.

#### **Project Goals**

Participants will:

1. Gain knowledge and skills to develop mind-body health and wellness through stress management, resiliency promotion and mindful awareness practice.
2. Gain knowledge and skills to promote student resiliency, stress management, self-management and mindful attention skills.
3. Document the teaching of stress reduction and self-regulation skills integrated within daily classroom routines.
4. Participate in a community of learners with their cohort colleagues for collegial support and reflective practice.
5. Analytically observe student behaviors as they learn and practice stress management and self-management skills.
6. Serve as a "demonstration" teacher and potential coach for his/her school in teaching stress management skills.



#### **Program Content**

- Promoting resilience in adults and youth
- Adult and youth stress, physiology, neuroscience of stress, impacts on mind-body health, behavior and performance
- Cognitive, behavioral and emotional signs and symptoms of stress in adults and youth
- The new science of stress and stress prevention
- Relaxation response, critical attributes, impacts
- Stress reduction practices: breathing, progressive muscle relaxation, imagery, gratitude, compassion, mindfulness
- Creating & using an adult resilience & self-care plan
- National data on youth & adult perceptions of stress
- Resilience, risk, & protective factors for youth stress
- Types of youth stress and role of adult supports
- Maladaptive stress responses and allostasis
- Impacts of toxic stress on brain development and health
- Traumatized youth & stress; secondary trauma
- Role of emotions in learning
- Stress, student performance, and learning
- Optimal mind-body state for learning
- Assessing students stress levels and coping skills
- School and classroom stressors
- Strategies to elicit the relaxation response in students
- How to teach stress management to students
- Teaching self-management skills to develop impulse control and self-regulation
- Fostering a growth mindset; mindset vs. mindfulness
- Assessing classroom management style
- A calm, supportive classroom environment-assessment
- Infusing practices for a calm and supportive environment
- Test-taking anxiety and practices to reduce stress and improve focus and concentration
- School & classroom practices to prevent/ reduce stress

## Project Activities and Weekly Schedule

The project components include after-school trainings, practicum, a Saturday mindfulness retreat, and at least one classroom observation by a project staff. Implementation of practices within the classroom begins in Week 5 and will be logged for 8 weeks. Implementation logging will cease for spring break and end after the eighth log has been returned. This date will depend on your spring break schedule. The chart below shows the project activities by week.

Spring 2017 Cohort Weekly Schedule												
Project Activities	1	2	3	4	5	6	7	8	9	10	11	12
<b>After-School Trainings on Thursdays</b> 5 sessions from 4.00 to 6.30 pm	2/9	2/16	2/23	3/2	3/9							
<b>Mindfulness Retreat on Saturday</b> 8.00 am to 3.00 pm			2/25									
<b>After-School Group Practicum on Thursdays</b> 2 sessions from 4.00 to 5.30 pm						3/16	3/23					
<b>Classroom Observation at School Site</b> At least one visit up to one hour w/debrief						Week of 3/13	Week of 3/20	Week of 3/27	Week of 4/3	Week of 4/10		
<b>Teachers' Implementation Log</b> Maintained for an 8-week period and due on Fridays. Completion of logs will depend on Spring break. All 8 logs due by 5/12.					Week of 3/6	Week of 3/13	Week of 3/20	Week of 3/27	Week of 4/3	Week of 4/10 or 4/17	Week of 4/17 or 4/24	Week of 4/24 Or 5/1

Training and practicum contact time= 22.5 clock hours. Classroom observations and debrief conversation are not included in clock hour total.

## Research and Data Collection

Spring 2017 Data Collection Timeline										
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Attendance						x	x	x		
Teacher survey						Pre-test		Post-test		
Implementation Log							x	x	X	
Student survey						Pre-test By			Post-test	

## Project Eligibility Criteria

1. Participant is a K-12 classroom teacher in an Orange County public, private, or charter school. The teacher has a regular, gifted or special education (mild-to-moderate only) classroom with a consistent roster of students. Resource teachers are not eligible.
2. At least two eligible teachers must participate from a school site; a single teacher from one school site is not eligible. There is no limit to the number of eligible teachers that can participate from one school site. The maximum number of teachers in one cohort is 35.
3. Sign an agreement to meet all project expectations. (see below)
4. Complete a W-9 IRS form to become a 'consultant' with OCDE for stipend payment.
5. School principal approval to participate in the project along with school or district approval for administration of the pre- and post-survey for participating teacher's students.



## Participant Requirement

The participant agrees to:

1. Attend all training and practicum sessions and the all-day Saturday Mindfulness Retreat.
2. Be observed by project staff and participate in a reflective debriefing conversation either in person or by phone.
3. Implement stress management practices in their classroom(s) for at least 30 minutes per week.
4. Maintain an implementation log with data on the number of days, minutes, and types of stress management practices that were taught or led
5. Conduct at least one teaching demonstration of two different practices of your choice for your school staff.
6. Complete a pre- and post-survey.
7. Administer a pre- and post-survey with your students.



Upon successful completion of these requirements, participants will receive a \$500 stipend and certificate of completion.

Project questions? Contact Dr. Lucy Vezzuto at [lvezzuto@ocde.us](mailto:lvezzuto@ocde.us) or 714.327.1081 or Julie Gundling at [jgundling@ocde.us](mailto:jgundling@ocde.us) or 714.327.1059



Funded by: The Orange County Health Care Agency (OCHCA), Behavioral Health Services, Prevention & Intervention, Mental Health Services ACT/Prop 63

L. Vezzuto, Orange County Department of Education, Student Support Services, 11/2016



Resilient Mindful Learner Project  
**Agreement to Participate**



**FIRST an ONLINE application must be completed. To apply go to: <http://tinyurl.com/jz56e7o>**

**OCDE agrees to:**

- Provide a 22.5 hour no-cost professional development program focusing on stress management practices for the teacher and how to teach students stress management and self-regulation skills within the classroom setting.
- Provide materials, support and resources needed to implement the best practices and strategies.
- Provide a stipend of \$500.00 for the participant upon completion of all project requirements.
- Provide a professional development certificate of completion for completed contact hours.
- Conduct a project evaluation.

**The Teacher Participant agrees to:**

- Attend and fully engaged in all project training sessions and activities including mindfulness retreat.
- Implement stress management practices in their classroom at least 10 minutes a day, 3 times a week.
- Be observed by project staff and participate in a reflective debriefing conversation either in person or by phone.
- Maintain an implementation log of stress management teaching practices.
- Conduct one teaching demonstration of two different practices of your choice for your school staff (preferable with students).
- Complete a pre- and post-survey.
- Administer a pre- and post-survey with your students.
- Become a "consultant" of OCDE; complete a W-9 form to receive the stipend.
- Inform project staff of any absences; only one absence is allowed of one after-school training session. Stipend will be prorated for attendance.
- Keep his/her principal informed about the project.

**The Principal agrees to:**

- Recommend the teacher applicant to participate in the project and support all school-based activities.
- Approve the scheduling of a classroom visit for project staff to observe participant teaching stress management practices to students.
- Approve and support the scheduling of a teaching demonstration for school colleagues.
- Seek the needed approval to support the conducting of the student pre- and post-survey for project evaluation.

Please circle cohort applying for:    Fall    Spring    2016    2017    2018    2019

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Teacher Name Printed

Signature

Date

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Principal Name Printed

Signature

Date

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School Name and District

Sign and email the agreement to Julie Gundling at [jgundling@ocde.us](mailto:jgundling@ocde.us) or mail to: Orange County Dept. of Education, RML Project, PO Box 9050, Costa Mesa, CA 92628 Attn: Julie Gundling    Deadline: 1/25/2017