

Dynamic Mindfulness at Farallone View Elementary School (FVES)

Evaluation Summary



The findings below are based on surveys completed by 15 FVES educators in May 2018. Over 90% of these educators had participated in Dynamic Mindfulness (DMind) training and ongoing coaching sessions between Fall 2016 and Spring 2018. They did not have a Niroga teacher leading DMind in their classrooms.

How are FVES educators and students practicing DMind?

73% of educators reported practicing for themselves. Among these educators, 78% practice at school *and* out of school, 100% practice once a week or more, 75% practice *both* mindful breathing and mindful movement.

73% of educators reported practicing with their students. Among these educators, 82% lead practice for their students (without using Niroga videos), 91% practice with students once a week or more, and 82% practice *both* mindful breathing and mindful movement with students.

How are FVES educators benefiting from DMind?

- ✓ **100%** reported being better able to **manage stress, anger, and anxiety**
- ✓ **91%** reported being better able to **focus or concentrate**
- ✓ **91%** reported taking more **time for their own wellbeing**
- ✓ **82%** reported taking **better care of themselves**
- ✓ **82%** reported **sustaining themselves better as an educator**
- ✓ **82%** reported having more **control of their actions**
- ✓ **82%** reported having **better interactions with students**
- ✓ **73%** reported becoming more **aware of how they are feeling**
- ✓ **73%** reported becoming more **aware of how their thoughts affect their feelings**
- ✓ **73%** reported having **better relationships with colleagues**

Teaching is a high stress position and taking time for mindfulness helps us be happier, more effective.

Mindfulness is important because we need to take care of ourselves.

How are FVES students benefiting from DMind?

- ✓ **92%** reported improved student **focus or concentration**
- ✓ **92%** reported students being **more ready to learn**
- ✓ **83%** reported students having more **control of their actions**
- ✓ **83%** reported a **better classroom climate**
- ✓ **75%** reported students being better at **managing stress, anger, and anxiety**
- ✓ **75%** reported students becoming more **considerate, caring, or helpful to others**
- ✓ **67%** reported students making **better choices for themselves**
- ✓ **67%** reported students having **better relationships with one another**

Students feel empowered to calm themselves, then deal with issue.

It sets a tone of caring, focus and learning.

At first the students thought it was silly, but now that it's part of routine, they enjoy this time to relax and take care of themselves.

I believe that it could be helpful. My struggle is finding a way to lead it in a way that feels authentic/comfortable for me and my students.