

ULEAD

PROMISING PRACTICES

MINDFULNESS IN DAVIS COUNTY SCHOOLS | LEARNING TO BREATHE

<https://schools.utah.gov/ulead/promisingpractices>

OUTCOMES

MEASURED:

- ▶ Difficulties with Emotion Regulation Scale (DERS)
- ▶ PSS 10 (Stress)
- ▶ Rumination Scale (Anxiety)
- ▶ CES-D (Depression)

EVIDENCE—PRELIMINARY DATA

from one junior high in Davis County:

- ▶ 14.7% decrease in students scoring "high-stress"
- ▶ Positive changes (decreases) were shown for all measures used

INITIATIVE

STATED OBJECTIVE:

A collaboration between Davis School District and Davis Behavioral Health to promote mindfulness in Davis County schools. DBH provides training in mindfulness to DSD school counselors and teachers, using the Learning to BREATHE curriculum for secondary schools. Learning to BREATHE is "a mindfulness-based curriculum created for classroom or group settings. Mindfulness is the practice of becoming aware of one's present-moment experience with compassion and openness as a basis for wise action. This curriculum is intended to strengthen attention and emotion regulation, cultivate wholesome emotions like gratitude and compassion, expand the repertoire of stress management skills, and help participants integrate mindfulness into daily life."

<https://learning2breathe.org/introduction/>

SCOPE & DEMOGRAPHICS:

15 secondary schools in Davis School Districts have at least one educator trained in Learning to BREATHE. The curriculum has been taught to small groups, in resource and study skills classrooms, to Health classes, and to English classes.

TIME FRAME:

Implemented in 2018 in 15 secondary schools, the collaboration will continue for the foreseeable future to provide training to any interested Davis County educator. The curriculum is taught to students in 6 sessions (1 hour each), 12 sessions (30 minutes), or 18 sessions (15 minutes).

ANECDOTAL DATA

SUPPORTING ULEAD PROMISING PRACTICE DESIGNATION:

- ▶ Small effect sizes (0.2 or greater) were found for the Stress, Anxiety, and Depression scales. There were only 61 students who took both the pre- and post-test. However, it is noted that a small effect size is not trivial.
- ▶ "I especially have learned from the kindness audios and lessons. They have helped me reach out to more people and [learn] how to appreciate others." Junior High student
- ▶ "It helps to relax me and make me feel more full and for me to have a growth mindset on things." Junior High student
- ▶ "I loved watching the calm that [students] could experience as I would ring the bell for our practice each day." Junior High counselor/Learning to BREATHE instructor

REPLICATION LIMITATIONS/ BARRIERS/CONSIDERATIONS:

- ▶ Training is time-intensive and costs ~\$600/person. Once an educator is trained, no further costs are incurred other than printing student workbooks each year.
- ▶ While the curriculum is available for purchase without going through training first, teaching without the proper training is strongly advised against. The depth of an individual teacher's personal practice is a vital component of teaching mindfulness.

For more background and contact information for key stakeholders, please contact:

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