

# Mindfulness Strategies for Students

## with Histories of EI or Trauma

MASP, November 8, 2019

Mindfulness can be defined as a practice of building a nonjudgmental awareness for both body sensations and internal cognitive and affective states.

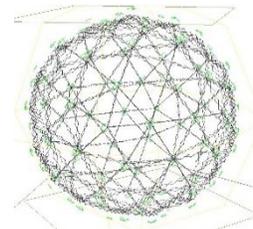


### *Connecting with your breath*

- 10 in, 10 out, 9 in, 9 out, etc.
- What do you notice?
- The goal of this exercise is not to change your breathing, but just to notice it
- If your mind wanders, notice that, and focus again on your breathing.

### *Slow Deep Breathing*

- Using your breath to calm your mind and body
- Slow, deliberate breathing
- Use the Hoberman sphere as a visual reminder
- As you breathe in, make your lungs bigger. You deserve to take up more space.
- As you breathe out, let your lungs get smaller.
- Can you carefully add a pause in between, without becoming worried or anxious?



### *Examples of Activities:*

- Use of senses: taste, smell, sound, touch, sound
- Movement and walking meditation
- Active partner activities
- Practice while thinking about aversive stimuli
- Practice while experiencing aversive stimuli

## *Lovingkindness meditation*

I hope you have a nice weekend  
I wish you have a good day

Imagine in your mind.

- An adult
- A friend
- Yourself
- Someone who causes you problems
- Someone you know
- The entire school
- The State of Michigan

***“May all beings  
throughout time and  
space be happy and  
free, and may the  
thoughts, words, and  
actions of my own life  
contribute in some way  
to that happiness and to  
that freedom for all.”***

*Do:*

Practice mindfulness yourself, even when you are not leading the group or class

Link to brain and biology

Be ready to troubleshoot and adjust

Use age appropriate and religion-neutral language

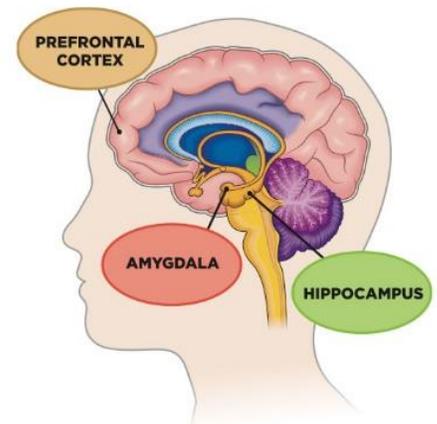
Differentiate between students

Develop rituals and routines that set mindful practice apart from other parts of the day

Develop cues and environmental supports to allow students to begin to use tools at other times

Think of interesting ways to transfer your own mindfulness activities to a classroom

Be prepared, yet flexible



*Don't:*

Assume that mindfulness is for everyone

Assume that mindfulness heals all

Think of mindfulness is just one practice or program

Expect students to all respond in the same way

Give up because a few lessons do not go as planned

Resources:

**Mindful games: sharing mindfulness and meditation with children, teens, and families**

Susan Greenland - Shambhala – 2016

**The Mindful School: Transforming School Culture through Mindfulness and Compassion**

Patricia Jennings - Guilford Publications - 2019

**Calm & alert: yoga and mindfulness practices to teach self-regulation and social skills to children.**

Helene McGlaflin – PESI Publishing & Media - 2018

**Teaching mindfulness skills to kids and teens**

Christopher Willard - Amy Saltzman - Guilford Publications – 2017

**The MindUp curriculum**

Scholastic – 2011

**A Yoga or Meditation class near you**

Don't be afraid to ask questions! Rod Teeple, Grand Haven Area Public Schools,  
teepler@ghaps.org