Team Final Report on Teacher and Student Learning Onondaga Nation School Team

2015 Course: EDU525 - Attention & Intention: Empowering Learners

SUNY Oswego faculty member: Dr. Jennifer Kagan

**Teacher Participant Names:** Marie Hayes, Simone Thornton, Lisa Chapman

<table>
<thead>
<tr>
<th>Please update us on any changes you made to your team action plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To focus attention we first started out with a prominent sound using a cymbal. Then we reduced the sound using a chime bell, ring bell, and reduced to a quiet tapping of the wand. We changed the sound attenders as the students became more familiar with the tasks and attended more easily.</td>
</tr>
<tr>
<td>Due to unforeseen circumstances, we had to change the location that some of these exercises took place. We were fortunate enough to combine the two Kindergarten classes and some of the activities.</td>
</tr>
<tr>
<td>The teaching of the sound, breathing, yoga poses was increased by 1 week. We felt students needed additional instruction to incorporate these skills.</td>
</tr>
</tbody>
</table>

**Analysis of Data on Teacher Learning:** We examined our reflections and found the following:

| In the future, we would like to break up students into smaller groups to start instruction. |
| We would like to incorporate mindfulness instruction throughout the day and at various times (calendar, after lunch, before dismissal, etc). |
| We realized that we need to be practitioners of mindfulness and find time in our lives to be mindful on a regular basis to improve our skills. |
| In the future we would like to broaden and include special area teachers who see the value of mindfulness and would like to incorporate new activities such as: connecting to nature by having students lay on a mat outside, breathing exercises, and seasonal observations. |

**Analysis of Data on Student Learning:**

| While we were combined in a classroom, we noticed that every day the amount of transition time after the bell rang was reduced (1st day 28 sec, 2nd day 26 sec, 3rd day 24 sec). |
| During center transition times, we noticed significant change for most groups. In the beginning it took the class 1 minute 33 sec to arrive at their center ready to work. Although some students arrived at centers more quickly, the data included results from all 4 groups. After 2 weeks of teaching and 1 week data collection, we reduced our results to 15 seconds. |
| We noticed students using the mindful breathing strategies outside of the classroom (at a performance, at the Spring concert). |
| Some students made a connection with being mindful while others needed more practice and refocus. |
**Teacher Participant Names: Kelly Davidson**

<table>
<thead>
<tr>
<th>Please update us on any changes you made to your team action plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Originally I planned on recording changes that the mindful practices had on my whole class. After reading more about mindfulness and realizing it may not affect all students I decided to focus on One student.</td>
</tr>
</tbody>
</table>

**Analysis of Data on Teacher Learning:** We examined our reflections and found the following:

I found that many of my students’ behavior was much better with the mindful activities, although as I said it did not work for all of them. I did find however that when I practiced the mindful and relaxation activities, I myself was much more relaxed. I had more patience with my students and my own children at home. I will definitely continue with these practices next year and would like to also incorporate a quiet corner into my classroom.

**Analysis of Data on Student Learning:**

Initially my one student was having a rough time with constantly calling out answers, and showing difficulty with transitions. She has ADHD, and anxiety occurs often, especially if she feels when she is pulled out of the classroom for services that she is going to miss something. The first day I did the mindfulness activity from “GoNoodle.com”, we did something called Safe and Calm which encourages the deep breathing and relaxation. When we completed the activity I asked the class how their body and mind felt. I heard “sleepy, calm, relaxed” and her response was that her “brain felt extremely tight.” This was not what I was expecting but was very informative! She did not know how to calm her body down and taking the deep breaths was difficult and exhausting for her. I continued to watch her daily as they did the exercise and I could see the motions becoming easier for her each day. I was so proud of her when one day in the middle of an anxiety attack she said “I’m going to do my deep breaths!” And she was able to calm herself down. We have a system with each student starting at 4 faces a day. When they call out or are not focusing, following directions, etc… we remove a face. When they get down to 2 faces they miss playtime. Before the “intervention” I tracked her behavior. Out of 39 days, she had 14 days with 3 faces, 10 days with 2 faces, and 2 days with only 1 face. After the mindfulness breaks throughout the day she did significantly better. Out of 39 days she only had 4 days with 3 faces, 0 days with 2 faces, and 0 days with 1 face.

The mindful breaks seemed to help her with calling out, crying, and anxiety tantrums.

---

**Teacher Participant Names: Patricia Kenney, Grimshaw Elementary**

<table>
<thead>
<tr>
<th>Please update us on any changes you made to your team action plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I made two changes. First, instead of using mindfulness practices only during transitions, I used them at any time during the day when students lost focus, were out of their seats wondering the room and/or visiting with classmates at inappropriate times. Second, I used a visual for children to assess their feelings before then after the use of Tibetan bells meditation. The visuals were of animals – two excited, aggressive ones and one calm animal displayed and chosen before the meditation. Then the animal pictures were reversed after our mindful meditation – two calm, relaxed animals and one excited animal picture. Students made their choices before meditation with a reason then again after meditation with a reason.</td>
</tr>
</tbody>
</table>

**Analysis of Data on Teacher Learning:** We examined our reflections and found the following:

As with all things in a classroom, flexibility is important. Thus, the change from using breathing exercises for only transition times to anytime I felt the need to settle my class. At first, the children were reluctant to participate. Many just sat and looked at me. Some questioned why we were doing the breathing all the time (several times a day). As days passed, the children began to participate willingly. Now, after months of deep breathing, most participate willingly. A few need gentle reminders and one boy thinks it’s just stupid. Along with deep breathing, I have used the tree yoga pose. This was less effective for calming students. Some students said they truly enjoy this, but after
consideration of who said they enjoy yoga poses, I realized it’s the children who are able to hold the pose who enjoy it. Like many things in the classroom, when it comes easy, participation is more enjoyable. I do not use this calming technique as much as the deep breathing, because for those who struggle with standing on one foot, they become disruptive with shouting out their discontent and laughing. It misses the goal of calming the class. Using the meditation bells was the most effective. The children all seemed to be engaged. I asked them to close their eyes and raise their hand when they counted ten bells. Next time, they listened for twelve bells then finally fifteen bells. Never more than one meditation time to refocus. The first time, children were checking to see if classmates were participating. After the first time, checking for participation didn’t seem to be an issue. Twelve bells seem to be the best number for students to count because disruptive disagreements about accuracy begin when the number grows higher.

While the use of the bells is most calming, it is not as spontaneous as deep breathing. Also, not all students can do the yoga pose and it creates more disruptions. Therefore, I prefer the deep-breathing exercise the best. It is effective and children can do this on their own to calm themselves. I remind them several times a day that this technique can be used any time they feel the need to be calm.

Analysis of Data on Student Learning:

While I prefer the deep breathing because of it being spontaneous to a situation, only five students said they find it more helpful than the Tibetan bells. Those five students said they use the deep breathing independently whenever they feel a need to calm themselves. The rest of the class found the Tibetan bells more calming. When students were surveyed, they had just finished P.E. class. All students responded to feeling like the picture of the running dog or swinging monkey except for two who chose calm dog. The reasons were basically the same: lots of energy from P.E., heart is beating fast, cheering for friends on teams, excitement over the game played. After listening to the Tibetan bells, each student responded with feeling like the sleeping dog or the sleeping monkey photo. Here are the reasons students wrote: just so relaxed, music made me close my eyes, feeling calmed down, bells are relaxing, feels like I just took a nap, feels like I’m in my bedroom, bells are soothing, music is nice. The two students who chose feeling like the calm dog photo right after P.E., responded to feeling even more relaxed after the Tibetan bells.

Teacher Participant Names: Teresa Fisher and Laurie Rabideau-Rutter

Please update us on any changes you made to your team action plan:

No changes were made—we each gave our students journals to write using pictures.

Analysis of Data on Teacher Learning: We examined our reflections and found the following:

As time went on, the students spent more time reflecting and writing with deeper thoughts. The lengths of student writing increased and was more thought provoking. They also seemed to look forward to starting out the lesson using this activity first. It seemed to help them focus on other work we were completing. They also made comments on the choice of pictures. They seemed to connect these pictures to their own life experiences. Sometimes they would incorporate a story around their personal relationships with each other.

Analysis of Data on Student Learning: We examined journals (3rd-7th grade boys) (6th-7th grade—1 boy and 6 girls) grade and found the following:

The students loved having a few minutes (5-10) to reflect on a picture and free write. This was an enjoyable start to their day and seemed to be something that was helpful to everyone. At times, the boys could be silly or joke around, especially if the picture was funny. We tried to use different types of pictures each time. Our only thought is that we wish we had more time to do this activity because it is hard to fit everything in a 25 minute window of time. See journals for writing samples.
Teacher Participant Names: Chris & Jeff Capella

Please update us on any changes you made to your team action plan:

Plan Remained the same throughout the Action plan.

Analysis of Data on Teacher Learning:

In the past it was a struggle to get the students to Participate in the Community Give project. This year with added input and discussions form the students the project was completed ahead of schedule. The increased student input and mindfulness discussions were an integral part to increased productivity.

Analysis of Data on Student Learning: We examined journals (3rd-7th grade boys) _ (6th-7 one boy and 6 girls) grade and found the following:

Mindfulness and the Community: 8th Grade students personalize a project for someone that receives it upon their Graduation. The fact that they are tailoring it to give to someone that has been influential in their life allows for Greater ownership. The Graduation Projects are also Progressing ahead of schedule with higher enthusiasm and craftsmanship.

Teacher Participant Names: Rosalie Bartolomeo

Please update us on any changes you made to your team action plan:

Two changes were made to the Action Plan as a result of the student’s comfort level with the mindfulness exercises and their awareness of when the exercises would be of greater benefit. The students easily became familiar with the mindfulness routines offered at the beginning of the Occupational Therapy sessions.

Once this was established, the students would use the computer to access a menu of choices versus being provided with pictures that correspond with varying exercises (as stated in the initial Action Plan). The student’s choices ranged from Tibetan Bells, GoNoodle “Safe and Calm” and “Let it Go”, nature sounds or Merlin’s Magic. Once they “set the stage” with the background sounds, they would either chose stillness or movement based exercises coupled with deep breathing. This routine, through the use of technology still met the requirements stated in the initial Action Plan.

The second change was warranted based on the students’ needs. There were times when the students arrived in the therapy room and a movement/sensory based activity was requested. When this occurred, the mindfulness exercises were completed at the end of the session. The initial Action Plan stated that the exercises would be offered at the start of each session. This child driven choice of when the student will engage in a mindful moment promotes self awareness and a sense of control with meeting their needs. Therefore, the student is allowed to decide when he or she will engage in a mindful moment during their OT session.

Analysis of Data on Teacher Learning: We examined our reflections and found the following:

Two specific areas have changed in my practice as a result of this mindfulness training/class. First, the idea of intention versus expectations. When working from a positive place of intention, it alleviates the pressure and the judgements that come with expectations. The mindful moments are judgement free opportunities to be comfortable with yourself. This frame of reference allows for positive driven therapy sessions.

The second change is a greater comfort level with the mindfulness vernacular. In CSE meetings, we are required to report on the student's goals in OT. I have now acquired a comfort level with describing a typical OT session that incorporates a mindful moment and with clearly stating the benefits to parents. Three parents have requested more information and the Special Education Chair is accepting of a "mindfulness" report being incorporated into the OT
Overall, mindfulness exercises are of benefit to me and my practice as an Occupational Therapist. The exercises were the catalyst needed to gain a sense of being present while working with our students. This structured approach that I engaged in during each OT session (up to 8 sessions daily), facilitated a sense of calm and greater focus I had with each student. "Being present or in the moment" are words that are stated more often lately. However, practicing and therefore appreciating the "moment" has now resonated for me as human and as an OT.

Analysis of Data on Student Learning:

Approximately 30% of the OT caseload requested a mindful moment during their OT session once the routine was established. The students would remind me by stating, "can we listen to the bells" or "can we have quiet time". Two students requested specific exercises during an emotional outburst for comfort. They eagerly flipped through the iPad looking for the "safe and calm" and "let it go" programs and spontaneously engaged in deep breathing.

A fourth grade student participated in a role playing exercise and acted out a frustrating challenge that he encounters in band class and the appropriate mindfulness solution. The video was shared with the parent and the band teacher.

The principal at one school has been provided with strategies to use for students when called to the office for disciplinary reasons. We have discussed using guided exercises via gonoodle prior to her addressing the disciplinary concern.

The skills learned through mindfulness exercises are easily accessed by school aged children. Acceptance, comfort and competence were readily displayed within approximately 3 sessions of offering mindful moments.

Teacher Participant Names: JoAnne Powless

Please update us on any changes you made to your team action plan:

As the students became proficient and interested in mindfulness. I added more techniques to our repertoire. Since many of the students are in sports, I began with familiar exercises that they might use during a warm up, simple stretches and shoulder rolls. I coupled these with some deep breaths. Eventually, I added more breathing techniques and some more mindful thoughts. When asked to reflect about this time students stated that they looked forward to this. One girl wrote, “I really like it when you have us close our eyes and picture things. Like the water I could really feel cool water on my feet!”

Analysis of Data on Teacher Learning:

I found that biggest struggle I have had with this transition time is time management and my own stress. Math has a lot of information and we need a lot of practice time with the concepts in order to be successful. I often find myself thinking about skipping transition time and jumping right into teaching math. However, I remind myself how we began the year and the difference in the class and their attitude towards math. I use the time mentally remind myself to be positive with the students when they struggle with math. This helps be to be a better and calmer teacher.

Written in my journal 4/29/15 “I found that when I am consciously projecting calm happiness towards the teacher then the students are more willing to try to work through the tougher material on their own.” It is as if the students know that I am behind them and they are empowered to try something that previously seemed overwhelming.

Analysis of Data on Student Learning: I examined student’s journals and found the following:

Students reported that they felt more relaxed and ready to begin math class. In the beginning of the year, one student commented, “I feel so good in gym class running but I get nervous coming in because all of a sudden I have to be still and quiet, I know I can’t do that so I’m gonna get in trouble for sure.”

After the mindfulness training was regularly occurring the same student reported being able to calm his body and not
feel like he was going to be in trouble. He verbally reported during a class discussion, “I learned that it’s okay to feel all wound up but now I know (how) to calm down for math.”

Students have reported looking forward to the transition time and many have shared that they have favorite techniques. “I just like the different ways to breathe.” And “I like the ones where we squeeze muscle parts and then relax them.”

Teacher(s)/School: Alison Bristol ~ LaFayette Big Picture (Alternative High School)

Please update us on any changes you made to your team action plan:

My schedule changed for meeting with students – instead of 2-3 days every week in exploratory, I did individual and small group sessions once a week or once every other week. I did not meet with all the students that I intended to on a consistent program. I met with students as their schedules and desire to participate allowed. We focused on “body scan”, “progressive relaxation process”, “deep breathing exercises”, “anchor breath”, “vacuum breath”, “yoga exercise”, “positive visualization”, “mindfulness in motion”, “mindful eating”, “mindful listening”, “mindful seeing”. We explored “sending heartfulness” with several students. I was able to reach the lesson on “destructive emotions” with only two students. Four students participated in “generating gratitude” and “mindful communication”. I also included lessons in “time management” and some beginning karate moves (8 point blocks, 4 kicks, 3 strikes, and “Kiais”). Therefore, not all students participated in all the sessions.

Analysis of Data on Teacher Learning: We examined our reflections and found the following:

As a teacher I knew that it was essential to learn, practice, and embrace the information to my best ability before I could begin to share it with others. My own learning of a mindful lifestyle was a continuation of a journey I began 35 years ago. Along the way there have been many obstacles which tested, sabotaged, and became hurdles for me in a life of mindful being. The world is constantly challenging us all! Of course, it has not been a consistent practice for me ~ that is why I am working on this project ~ to further my learning and growth as a teacher, and pass that on to my students.

I began this project in a new teaching situation, with a new setting, and a new class of students. The stress that I felt in the new situation was such that I decided to begin as many days of my work week as possible with Yoga. I practiced this on an average 4 mornings each week, and some weeks I did not practice at all. These were definitely the times when my blood pressure would rise, I experienced headaches, and my knee would swell up and my leg and back would hurt. During the time that I was practicing yoga regularly, my body and my mind felt clearer, lessened burden of stress. There was a direct link between breathing and bodywork, and a feeling of calm, peace of mind, and ability to move through each day with ease and confidence. Understanding, compassion, boundaries, authenticity, all improved for me. I found my intentions were constantly challenged with expectations of myself to do better and fulfill a position I was still in the process of learning. My attention is always challenged when I am at work, because of the many needs of all the students. When I am in nature, however, my attention is completely focused on the calm sense of the world around me and my peaceful breathing.

The evidence of my learning and my lack of focus was a direct link between each successful day at work and each stress-filled day at work. I kept a journal to record my personal experience with yoga practice, breathing exercises, meditations, physical activity, and stress levels. Of the time recorded during my experiment, 48 school days from February through May, I personally experienced 20 days with extended periods of calm (3 hours or more during the work day). I had 28 days of extended periods of stress (4 hours or more), and those were correlated with the days I did not maintain mindfulness exercises of some sort. Many days of extended stress I ended with a peaceful meditation or relaxation exercise before bed so that I could find calm and have a restful sleep. I do admit that this was a challenge to keep up with, and unfortunately I had more stress-filled days than I had anticipated. But, I did have 20 days of calm, amidst the chaos of my job positions, which were a result of the mindful practice. Without the practices, I would have had more of a difficult semester.
Analysis of Data on Student Learning: I examined 9 Students with Special Needs and found the following:

This project/experiment in teaching mindfulness was limited because of my schedule. I work half days with these students in the alternative high school, and I was not able to meet with everyone on a regular basis. The results, however, were self-reports from the students on a survey I developed. I also was given the opportunity to read comments in their journals, autobiographies, and observe their presentations during Exhibitions.

I began the project during the T2 Exhibitions (2nd Trimester) and found a group of 9 students to participate in the Mindfulness Learning. Eight of these students have IEPs, one student has a 504 Plan for a medical diagnosis. All 9 of them felt extreme anxiety during their T2 Exhibitions, and their peers also agreed that they displayed anxiety/nervousness.

All nine students completed the Survey/Comments on Learning sheet that I developed in the first and last weeks:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes(2)</th>
<th>Sometimes(1)</th>
<th>No(0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you know what your learning style is?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is your interest based project aligned with your learning style?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you use time management?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you know about breathing exercises?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you know what calming breath is?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you know about positive visualization?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you know about body scan?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you know what mindful eating is?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you know what mindful listening is?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you know what mindful seeing is?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you know about mindful communication?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you know what it is to generate gratitude?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you like to learn about any of these ideas?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

26 possible - answers ranged from 0 to 12

After the sessions-

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes(2)</th>
<th>Sometimes(1)</th>
<th>No(0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Style Inventory: What kind of Learner are you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you align your Interest-Based Project with your Learning Style?</td>
<td>Yes (2 pts)</td>
<td>Somewhat(1 pt)</td>
<td>No (0 pt)</td>
</tr>
<tr>
<td>Were the Time Management ideas and activities helpful for you to complete your work?</td>
<td>Yes (2)</td>
<td>Somewhat (1)</td>
<td>No (0)</td>
</tr>
<tr>
<td>Did learning the breathing exercises help you?</td>
<td>Yes, a lot (2)</td>
<td>Yes, a little (1)</td>
<td>No (0)</td>
</tr>
<tr>
<td>How often do you practice calming breath?</td>
<td>3+ times a day (3)</td>
<td>Once a day (2)</td>
<td>Once a week(1)</td>
</tr>
<tr>
<td>Did learning to do positive visualization help you?</td>
<td>Yes (2)</td>
<td>Somewhat (1)</td>
<td>No (0)</td>
</tr>
<tr>
<td>How often do you practice positive visualization?</td>
<td>3+ times a day (3)</td>
<td>Once a day (2)</td>
<td>Once a week(1)</td>
</tr>
<tr>
<td>Did learning the body scan help you?</td>
<td>Yes, a lot (2)</td>
<td>Yes, a little (1)</td>
<td>No (0)</td>
</tr>
<tr>
<td>How often do you practice body scan?</td>
<td>3+ times a day (3)</td>
<td>Once a day (2)</td>
<td>Once a week(1)</td>
</tr>
</tbody>
</table>
Please comment:

- Did learning about mindful eating help you?
  - Yes, a lot (2)  Yes, a little (1)  No (0)  Please comment:

- How often do you practice mindful eating?
  - 3+ times a day (3)  Once a day (2)  Once a week (1)  Not at all (0)  Please comment:

- Did learning about mindful listening help you?
  - Yes, a lot (2)  Yes, a little (1)  No (0)  Please comment:

- How often do you practice mindful listening?
  - 3+ times a day (3)  Once a day (2)  Once a week (1)  Not at all (0)  Please comment:

- Did learning about mindful seeing help you?
  - Yes, a lot (2)  Yes, a little (1)  No (0)  Please comment:

- How often do you practice mindful seeing?
  - 3+ times a day (3)  Once a day (2)  Once a week (1)  Not at all (0)  Please comment:

- Did learning about mindful communication help you?
  - Yes, a lot (2)  Yes, a little (1)  No (0)  Please comment:

- How often do you practice mindful communication?
  - 3+ times a day (3)  Once a day (2)  Once a week (1)  Not at all (0)  Please comment:

- Did learning about generating gratitude help you?
  - Yes, a lot (2)  Yes, a little (1)  No (0)  Please comment:

- How often do you practice generating gratitude?
  - 3+ times a day (3)  Once a day (2)  Once a week (1)  Not at all (0)  Please comment:

- Do you feel that your T3 Exhibition went better this time compared to the last one?
  - Yes, a lot (2)  Yes, a little (1)  No (0)  Please comment:

- Is this learning helpful for your transition into college or career?
  - Yes, a lot (2)  Yes, a little (1)  No (0)  Please comment:

- Are the activities you learned and/or practiced something you would like to continue?
  - Yes, absolutely (2)  Perhaps (1)  No (0)  Please comment:

On the end survey, a total of 50 points was the highest score possible for each person. This rubric was a rough measure, but it did give me information to assess the value of the lessons for students with special needs. The data results were: (students initials are used)

Td = 40  Aw=32  CG= 36  Zh=20  KG=26  JS=41  Mac=35  Str=18  ChTh=35

Student answers ranged from 18 to 41. Some of the sessions were not helpful for the students, or they did not have an opportunity to practice as much as they would have liked to. Some students commented that they did want to practice more and continue. One student commented that he did not find any value in the sessions. The other 8 said they would like to learn more or have extended time to practice.

I believe that this was a valuable program for most of the students who were involved. Only one of the nine students will be graduating this June, so I would like to offer these sessions and more next year.
Please update us on any changes you made to your team action plan:

The data collected from student surveys was objective and summations are the teacher’s responses to observations.

### Analysis of Data on Teacher Learning:

An examination of my reflections found the following support for Mindfulness Tools and Activities for the classroom well supported and accepted by students for preparatory concentrate for the primary math lesson.

“To cultivate an environment that is conducive to inner connectedness, emotional health, and social fluency. These recommendations are more thoroughly discussed in The Way of Mindful Education, an educational resource for the development of Mindfulness Education at the Oswego SUNY.” The CCLS Action Plan Project is developing a mindfulness activity tool to enhance student-learning outcomes to create an instructional environment conducive to student learning. “Scheduling a formal mindful moments throughout the day is conducive to class cohesion and will help the students feel more safe and attentive.” The meditation tool will focus on mindfulness breathing techniques and illuminate a student’s progression towards academic preparation for proficiency for students in grades levels Kindergarten expectancy level through Second Grade.

Mindfulness of the Breath resource: mindfultools.org

“A guided introduction for students to the awareness of breathing or of the breath is a foundation exercises for learning mindfulness meditation. Breathing exercises for meditation or mindfulness thought can be a starting point because 1: it is accessible, and 2:” the act of breathing helps regulate your physiological or current functional state.”

Students will be mindful of the first 1-2 minutes of class instruction incorporated as a scheduled moment to conduct meditation exercises. Understanding the breath or breathing can be a valuable anchor for other mindfulness practices especially causing mathematical anxiety in students served through the Mathematics Academic Intervention Support services at the Onondaga Nation School.

### Analysis of Data on Student Learning:

The examination from the data collected from this proposal is student generated and align with NY-CCLS and will be administered to all grade levels Kindergarten through Second Grade.

To support the Mindfulness activity tool, the teacher provided a pictorial survey for the data collection of objective responses for outcomes for the evaluation and recommendations for future mindfulness work in the classroom. The classroom set up 3 mindfulness tool to enhance breathing and concentration a valuable anchor for mindfulness practices for a 30 second time period.

Student Mindfulness centers developed were Sand Timer, Set of Stacked Stones, Cultural pictorial image. 93 percent of the students selected the Sand Timer as their tool of choice to begin preparation for mathematics in the classroom. And 7 percent of the students surveyed selected the Set of Stacked Stones as their choice for a Mindfulness Tool.

The results found 80 percent of the student population surveyed are in the Kindergarten expediency level, 13 percent of the students surveyed are Second Graders, and 7 percent of the students tested are 8th graders.

An additional summation is I observed a transition of Mindfulness breathing techniques exhibited by the Second Graders as they stretched out their arms and hands horizontally bringing over head to meet in front of their chest as they observed the Sand Timer tool.

In discussion with the junior high student, they said the pictorial image was their favorite tool but also thought the image was so compelling in which to ponder that it was more a distraction for a 30 second time frame and more suitable for a deeper thought for a lengthier time span.
The examination of mindfulness tools and found the following:

1. Mindfulness tools in the classroom can enhance the preparation of concentration and focus for the primary lesson.
2. Students enjoy selecting from a choice of Mindfulness tools for concentration.
3. Nearly most of the students at the Onondaga Nation school enjoy the Sand Timer mindfulness station over the Stack of Stones, and Pictorial image mindfulness station.

I will keep these stations in my classroom for the remainder of the school year. Thank you for the opportunity to explore Mindfulness Activities and Tools for the classroom.