

Transformational Change Plan
Breathe for Change: Change Agent Program
Rachel Terlop, RYT-200
Ross Elementary School
Washington, D.C., May 2019

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Transformational Change Plan

First Name	Rachel	Last Name	Terlop
Cohort:	WDC 17 WDC 18	Community of Impact:	Ross Elementary School, DCPS

URGENCY

- What are the issues facing your community as it relates to wellness and SEL for adults & students?
- What does the data say?
- Which stakeholder do you want to directly impact?

- The issues facing my community is that teachers want to provide SEL support to their students, but we have a wide variety of things happening in our school. Pre-K & 3rd grade are doing a program called 'Peace of Mind,' while K,1,4,5 are doing 'Second Step,' and 2nd grade is doing a hybrid of whatever they want. Our school is committed to the 'Peace of Mind' program and has a partnership with them. Breathe for Change has been brought in to support the adults and their learning around SEL practices, and embodying the practice of mindfulness in education.
- Data says that only 60% of our students in 3rd-5th think they have the self-regulations skills to persevere when things are challenging. Our staff provided 5 sticky notes at our staff meeting around what they want to focus on (yoga, mindfulness, self-care, meditation).
- Staff. It seems like we are all over the place with what we are doing in classrooms and we have no PD on this. If I can impact staff and help them feel comfortable and confident in SEL practices and taking care of themselves, then I feel that is where I can start.

GUIDING COALITION

- Who has the will and skill to help you lead change?
- How will you ensure the team works together like a mindful team?

Name	Position	Informal/ Formal Authority	Contribution to the Plan
Holly Searl	Principal	Formal	Focus on providing teachers with developing their mindfulness and self care practices.
Jac Lee	PreK Teacher	Informal	SEL Co-Lead, Thought partner, Mindfulness Guru, and Pre-K teacher
Bethany Bronson	Academic Coach	Formal	Thought partner, WOO Guru, <i>Onward</i> by Alina Agular, providing guidance and

			insight to the staff needs and protocols for holding meetings
Hannah Konig	PreK Teacher	Informal	Thought partner, supporter of mindfulness practices, Pre-K Teacher
Lisa Juriga	Librarian	Informal	Thought partner, staff advisor, spark
VISION			
Creating a consistent mindfulness practice for Ross Staff so that it becomes a part of everyday and weekly life - Mindful Monday, Staff Yoga Wednesday			
Build community among the Ross Staff through monthly staff meetings that focus on relationship building, SEL practices in (and out) the classroom			
GOALS/METRICS OF SUCCESS			
Long Term Outcome #1 :		Short Term Wins	
Create consistent mindfulness practice opportunities for staff at school		#1 Jac and I lead our first staff meeting	
		#2 Advocated for a February staff meeting on the calendar	
		#3 Approval for Mindful Monday and after school yoga for staff	
Long Term Outcome #2 :		Short Term Wins	
Mindful Monday/After School Yoga		#1 Lisa asking for private lessons	
		#2 Talking to Holly and her approving the ideas	
		#3 Months of consistent meetings on Monday and Wednesdays	
Long Term Outcome #3 :		Short Term Wins	
Implementation of Mindfulness in classrooms, and student reflection on self-regulation and perseverance		#1 Panorama Survey shared with 3-5 th graders	
		#2 Monthly classroom perseverance and self-regulation surveys	
		#3 All staff teaching mindfulness techniques, and integrating time into their schedule	
ACTION PLAN			

Activity	Target Date	Resources Required	Anticipated Outcome	Progress Notes
Staff Meetings	October	Staff attendance, 30 minutes before school, texts on the topic of the month	Staff leaving with text, articles, and actionable techniques for classroom integration of Mindfulness	October 16, 2018 December 18, 2018 February 12, 2019 March 19, 2019
Warrior Wednesday	November	Space for asana practice	4-8 teachers participating in a 45 minute asana practice	February 6, 2019 February 13, 2019 March 6, 2019 March 13, 2019 March 20, 2019 March 27, 2019 April 3, 2019 April 10, 2019 April 24, 2019
Mindful Monday	January	Classroom space, 10 minutes	4-8 teachers participating in 10 minutes of guided meditation before the week begins	January 7, January 14, February 4, February 11 March 4, March 11, March 18, March 25, April 1, April 8, April 22, April 29, May 6
Student Surveys	December	Google Form	Students reflect on self-regulation practices and teachers form action steps for mindfulness and self-regulation instruction	https://docs.google.com/forms/d/e/1FAIpQLSdCF-FO9TvgGzG6Q_6C16T_3J47V986VcTnNLSHC7wvf9p3yQ/viewform

COMMUNICATING THE VISION AND WINS

Considerations:

- Using Master Calendar to ensure all staff knows when and where offerings are being held
- Planning for and highlight Incremental Wins - attendance and participation at workshops
- Visibly recognizing and rewarding people who made the wins possible

Stakeholders	Purpose	Message Needed	Communication Approach
Holly Searl	Administrator	Master Calendar approval	In person, or via email
Mindful Monday Staff Attendees	Attendance	Benefits of practice	Texting, master calendar, in person invitations
Warrior Wednesday Staff Attendees	Attendance	Benefits of practice	Texting, master calendar, in person invitations

RECORD PLANS FOR SUSTAINING ACTION

What other actors (organizations, institutions, etc) are necessary to help your community reach the short-term outcomes you've just mapped out? Mention those most important to your work. Examples of Change Partners might be parent teacher associations, unions, community activists/politicians, etc. Name up to 5 organizations or types of organizations that are important partners in helping your organization achieve its outcomes and explain why.

Staff at Ross Elementary
 Donors Choose
 Breathe for Change (2017/2018 Cohort)
 Change Agent Group Support
 Ross Auction – Family and Friends of Ross ES

Invitation Letter

Dear Ross Team,

In 2017 I had the honor of participating in a 200 hour yoga certification program, Breathe for Change. The goal of Breathe for Change is to train educators in yoga and mindfulness practices, so that they may take care of self, and by extension, take care of students. After receiving my 200-RYT (registered yoga teacher) certification, I taught the Social Emotional Learning and Facilitation course, during the Breathe for Change summer training in 2018, and have found a deep love for teaching, discussing, and growing in yoga and mindfulness practices in education.

In the fall of 2018, Breathe for Change started a year long program to support teachers in bringing mindfulness practices to the educators in their school community, not just students in the classroom. I am thankful that the Ross community has supported me in participating in this year long professional development.

Combining the Peace of Mind curriculum for students, and this Breathe for Change educator support has been a dream. Jac and I appreciate you taking the time to join us for monthly staff meetings focused on mindfulness.

I would like to invite you to two other offerings.

Mindful Monday: Start the week off right with 8 minutes of visualization and meditation.

Warrior Wednesday: 45 minute, after school, yoga practice (3:45 until 4:30 pm)

If you are interested in participating in either one of these practices, please let me know so I can plan accordingly!

I look forward to spending time with you,
Rachel

If you are interested in learning more about Breathe for Change and their support for educators, consider visiting: <https://www.breatheforchange.com/our-trainings/washington-d-c>

Intro to B4C and SEL

Staff Meeting Agenda

Tuesday, Oct. 16, 2018

Ms. Terlop's Room

By the end of our meeting, team members will ...

- Outcome learn about social-emotional learning from staff at our school
- Outcome consider implementing social-emotional learning shared at meeting to support students

Present - *Equity of voice, 100% engaged*

Solution-oriented- *Data driven, Growth mindset, Positive*

Committed - *Honor time, Follow through, Hold one another accountable*

Time	Agenda Item/Notes		
8:00	Shout Outs (Rachel)		
8:03	Mindful Moment (Jac)		
8:05	Walk-Thru with focus on Social-Emotional Learning (Bethany) Kelly, Emily, Rachel, Jac		
8:15	Breathe for Change (Rachel)		
8:20	Anti-bullying (Bethany)		
8:25	Announcements, Updates and Closure (Jac)		
Next Steps		Owner	Due Date

Mindful Listening and SEL

Staff Meeting Agenda

Tuesday, December 18, 2018

Ms. Terlops's Room

8:00-8:30

By the end of our meeting, team members will ...

- learn about social-emotional strategies/tools from staff at our school
- consider implementing social-emotional strategies/tools shared at meeting

Present - *Equity of voice, 100% engaged*

Solution-oriented- *Data driven, Growth mindset, Positive*

Committed - *Honor time, Follow through, Hold one another accountable*

Time	Agenda Item/Notes		
8:00	Mindful Moment (Rachel)		
8:03	Shout Outs (Jac) and Debrief Walk-Thru with focus on Social-Emotional Learning (Bethany)		
8:10	Kindness Pals in PK3 (Jac) and Third Grade (Rachel) Bright Spots Share Connect to the positive, strength-based thinking (Bethany)		
8:15	Mindful-Listening Routine		
8:25	Announcements, Updates, Exit Ticket (Rachel)		
Next Steps		Owner	Due Date

Mindful Listening Routine Protocol

Use your card to find your partner!

Prompt: What are the bright spots in your life, and why do they bring you such joy?

Partner 1	Share for two minutes straight about the bright spots in your life. You will talk for two minutes straight.
Partner 2	Listen without commenting, or adding non-verbals. When your partner finishes, repeat back what they said in 30 seconds.
Switch Roles for the Mindful Listening Routine	
Partner 2	Share for three minutes straight about the bright spots in your life. You will talk for two minutes straight.
Partner 1	Listen without commenting, or adding non-verbals. When your partner finishes, repeat back what they said in 30 seconds.

Peace of Mind Next Step

Your partner is your Kindness Partner until our next SEL meeting! Think of a way to show kindness to your partner, either by practicing our mindful listening routine, or taking time to check in during the week.

Gratitude SEL Meeting

Staff Meeting Agenda

February 12, 2019

8:00 am

Mrs. Terlop's Room 202

By the end of our meeting, team members will ...

- Build strategies to be more resilient educators.
- Participate in a negativity bias protocol with the intention of identifying personal biases, or sharing the activity in your classroom
- Share and receive gratitude for peer educators

Present - Equity of voice, 100% engaged

Solution-oriented- Data driven, Growth mindset, Positive

Committed - Honor time, Follow through, Hold one another accountable

Time	Agenda Item/Notes		
8:00	Icebreaker: Find and Greet February Kindness Pal		
8:05	Social Emotional Data with Jamie and Amber: - Celebrating - Identifying Trends		
8:10	<i>Peace of Mind</i> Share with Jac – Negativity Bias		
8:15	<i>Breathe for Change</i> Gratitude Share with Rachel and Jac		
8:30	Wrap up and name next steps		
Next Steps		Owner	Due Date

Gratitude Circle Protocol

<p><u>Gratitude Circle Outcome</u></p> <p>By the end of the Gratitude Circle, Ross Staff will identify how they best express gratitude, and how they appreciate receiving gratitude. Staff may express gratitude through one another through physical touch.</p>	
<p style="text-align: center;">Peace of Mind CASEL Competencies Pre K-2</p> <p>Self-Awareness -Noticing Feelings -Identifying Feelings -Feelings Can be Different Sizes -Others Have Thoughts & Feelings Too</p> <p>Self-Management</p> <p>Responsible Decision Making -Choosing Kind</p> <p>Relationship Skills - Kindness Pals</p> <p>Social Awareness -Compliments -Heartfulness -Gratitude</p>	<p style="text-align: center;">Peace of Mind CASEL Competencies 3-5</p> <p>Self-Awareness -Mindfulness of Thoughts -Negativity Bias</p> <p>Self-Management</p> <p>Responsible Decision Making -Choosing Kind</p> <p>Relationship Skills - Kindness Pals</p> <p>Social Awareness -Kindness Pals -Heartfulness -Gratitude is Awesome</p>
<p>New Thoughts About Gratitude, Charity and Our Brains By Christina Karns</p> <p>“Psychology researchers recognize that taking time to be thankful has benefits for well-being. Gratitude not only goes along with more optimism, less anxiety and depression, and greater goal attainment, but also is associated with fewer symptoms of illness and other physical benefits.”</p> <p>“Gratitude journaling seemed to work. Just keeping a written account about gratitude led people to report experiencing more of the emotion. Other recent work also indicates that gratitude practice makes people more supportive of others and improves relationships.”</p> <p style="text-align: center;"><i>How can students show gratitude for one another?</i></p> <p style="text-align: center;"><i>How can we show gratitude for our students and their effort?</i></p> <p style="text-align: center;"><i>How can we incorporate gratitude into our every day routines?</i></p>	

Play and Focus With SEL

Staff Meeting Agenda
 Tuesday, March 19, 2018
 Ms. Terlops's Room
 8:00-8:30

By the end of our meeting, team members will ...

- learn about social-emotional strategies/tools from staff at our school
- consider implementing social-emotional strategies/tools shared at meeting

***Present** - Equity of voice, 100% engaged*
***Solution-oriented**- Data driven, Growth mindset, Positive*
***Committed** - Honor time, Follow through, Hold one another accountable*

Time	Agenda Item/Notes		
8:00	Mindful Moment (Rachel) and Shout Outs		
8:03	Kindness Pals & Onward Connection: Play		
8:10	Peace of Mind Share: Introduction to the Parts of the Brain (Jac) -What do we need to do to get the Prefrontal Cortex and Hippocampus in action, rather than our Amygdala? -Relate this to focus - <i>Rosie's Brain</i> by Linda Ryden		
8:18	"Next Age" Yardsticks (Bethany)		
8:25	Wrap Up and New News		
Next Steps		Owner	Due Date
Parking Lot: How is 'focus' being taught in your space? What is successful?		<i>All</i>	<i>3/22</i>

Asana: February 6, 2019 – Beginnings

<p>1. Warm Up <i>“The secret of change is to focus all of your energy not on fighting the old, but building on the new.” - Socrates</i></p> <ul style="list-style-type: none"> • Easy Seat (Sukhasana) • Roll over knees Child’s Pose (Balasana) • Find Table Top • Inhale cow • Exhale cat • Lift hips, send seat up Downward Dog (Adho Mukha Svanasana) • Shift weight forward come to your Plank Pose • Internally rotate Lower Down • Lift to Cobra Pose • Forward Fold (Uttanasana) • Rag Doll → roll up to stand • Mountain Pose (Tadasana) 	<p>Standing/Community Poses</p> <ul style="list-style-type: none"> • Tree <ul style="list-style-type: none"> ○ Ground down into your foot ○ Lift your knee towards your chest ○ Externally rotate knee towards hip ○ Place on ankle, shin, or upper thigh • Community Tree (Partner/Group)
<p>2. Sun Salutations</p> <ul style="list-style-type: none"> • Mountain Pose (Tadasana) • Inhale Extended Mountain Pose (Urdhva Hastasana) • Exhale Forward Fold (Uttanasana) • Inhale Halfway Lift (Ardha Uttanasana) • Plank Pose (Phalakasana) • Exhale Lower to ground or Chaturanga • Inhale Cobra (Bhujangasana) or Upward Facing Dog (Urdhva Mukha Svanasana) • Exhale Downward Facing Dog (Adho Mukha Svanasana) <ul style="list-style-type: none"> ○ Inhale Step to Front of Mat • Exhale Forward Fold (Uttanasana) • Inhale Halfway Lift (Ardha Uttanasana) • Exhale Forward Fold (Uttanasana) • Inhale Extended Mountain Pose (Urdhva Hastasana) • Exhale Mountain Pose (Tadasana) 	<p>Backbends Lower Down - return to mat - Find an Easy Seat - Connect to Breath - Roll over knees to stomach</p> <ul style="list-style-type: none"> • Cobra • Deeper cobra • Locust • Bow/locust • <i>Hands and knees → swing to right → on to back</i> • Bridge 2x

3. Standing Poses On your next

inhale Warrior 2 (Virabhadrasana 2)

- **Right foot parallel to back of mat**
- **Arms are straight**
- **Soften shoulders down back**
- **Gaze is forward**
- Peaceful Warrior
- **Drop forearm to knee – reach from side body stretching arm up and over head**
- → ROUND 2: Add Extended Side Angle

Supine Poses & Forward Folds

- **Happy Baby**
- **Reclined pigeon**



- **Corpse**

“Strength doesn’t come from what you can do. It comes from overcoming the things you once thought you couldn’t.”

Asana: February 13, 2019 – Loving Openly

<p>February 13, 2019 Offering: <i>Loving openly and freely without condition</i></p> <p><i>With so many events, it is easy to get swept in hustle and bustle and forget to show unconditional love for those around us. Including ourselves. We so easily become critical and forget to show love for ourselves and all that we do.</i></p> <p>“Here is my secret, It is very simple. It is only with the heart that one can see rightly; what is essential is invisible to the eye.” - The Little Prince</p> <p>1. Warm Up</p> <ul style="list-style-type: none"> • Easy Seat (Sukhasana) • Roll over knees Child’s Pose (Balasana) • Find Table Top • Inhale cow • Exhale cat • Lift hips, send seat up Downward Dog (Adho Mukha Svanasana) • Shift weight forward come to your Plank Pose • Externally rotate Lower Down • Lift to Cobra Pose • Forward Fold (Uttanasana) • Rag Doll → roll up to stand • Mountain Pose (Tadasana) 	<p>6. Inversions Yogi Squat - Crow Step legs as wide as the mat, Inhale and lift tall, Exhale bend knees out over ankles and lower down to natural stop or block, keeping heels on the floor</p>
<p>2. Sun Salutations</p> <ul style="list-style-type: none"> • Mountain Pose (Tadasana) • Inhale Extended Mountain Pose (Urdhva Hastasana) • Exhale Forward Fold (Uttanasana) • Inhale Halfway Lift (Ardha Uttanasana) • Plank Pose (Phalakasana) • Exhale Lower to ground or Chaturanga • Inhale Cobra (Bhujangasana) or Upward Facing Dog (Urdhva Mukha Svanasana) • Exhale Downward Facing Dog (Adho Mukha Svanasana) <ul style="list-style-type: none"> ○ Inhale Step to Front of Mat • Exhale Forward Fold (Uttanasana) • Inhale Halfway Lift (Ardha Uttanasana) • Exhale Forward Fold (Uttanasana) • Inhale Extended Mountain Pose (Urdhva Hastasana) 	<p>7. Backbends - Supine Poses Lower Down - return to mat - Find an Easy Seat - Connect to Breath - Roll over knees to stomach</p> <ul style="list-style-type: none"> • Cobra • Deeper cobra • Locust • Bow/locust • <i>Hands and knees → swing to right → on to back</i> • Bridge 2x • Happy baby • Reclined Pigeon

<ul style="list-style-type: none"> • Exhale Mountain Pose (Tadasana) <p>Three x through, then add Warrior 1</p>	
<p>3. Standing Poses On your next inhale Warrior 2 (Virabhadrasana 2)</p> <ul style="list-style-type: none"> ○ Right foot parallel to back of mat ○ Arms are straight ○ Soften shoulders down back ○ Gaze is forward <ul style="list-style-type: none"> • Peaceful Warrior • Drop forearm to knee – reach from side body stretching arm up and over head • Inhale and lift to warrior two • <i>Turn front foot so feet are parallel</i> • Exhale forward fold • Inhale halfway lift • Exhale forward fold • WALK your hands to meet your foot at the back of the mat, bring new front toes forward pointing to front of the mat • Inhale lift to warrior two facing the back of the room <ul style="list-style-type: none"> ○ Right foot parallel to back of mat ○ Arms are straight ○ Soften shoulders down back ○ Gaze is forward • Inhale and send top arm up and back Peaceful Warrior • → ROUND 2: Add Extended Side Angle • Drop forearm to knee – reach from side body stretching arm up and over head 	<p>8. Meditation & Corpse</p> <p>“Smiles are the same, and hearts are just the same wherever they are, wherever you are, wherever we are, all over the world.” -Whoever You Are by Mem Fox</p> <p>Breathe into your heart, let it radiate out through your arms</p>
<p>4. Standing Balancing/Community Poses</p> <ul style="list-style-type: none"> • On your next inhale, • Point toes toward long side of mat • Bend from the waist • Wide Legged Forward Fold <p>Goddess pose - On an exhalation, bend your knees directly over your toes and lower your hips into a squat.</p> <p>Extend arms to the side, spiral thumbs toward ceiling – palms forward</p> <p>Goddess Back to Back</p>	
<p>5. Twists & Arm Balances Back to Mat → Mountain → Step left back into Warrior 1 Brings hands to blocks or floor Plant inside hand, inhale and twist, raising top arm Inhale and deepen the stretch Plant hands → send both feet back, down dog Gaze forward → step or hop to front of mat, Mountain</p> <p>OTHER SIDE Step RIGHT back into warrior 1</p>	

Asana: March 6, 2019 – Choose Happiness

<p>Offering: Onward by Elaina Aguilar “For this kick-off month, I offer you the following mantra: I choose to be happy. I do not wait for happiness to find me, I actively seek out happiness. I cultivate happiness and love and express it outwardly, even in the face of fear. I have the power within me to let my happiness and joy shine outward, unblocked by uncertainty.”</p> <p>Monthly Manrta article*</p> <p>1. Warm Up</p> <ul style="list-style-type: none"> • Easy Seat (Sukhasana) • Roll over knees Child’s Pose (Balasana) • Find Table Top • Inhale cow • Exhale cat • Lift hips, send seat up Downward Dog (Adho Mukha Svanasana) • Shift weight forward come to your Plank Pose • Externally rotate Lower Down • Lift to Cobra Pose • Forward Fold (Uttanasana) • Rag Doll → roll up to stand • Mountain Pose (Tadasana) 	<p>6. Inversions Yogi Squat - Crow Step legs as wide as the mat, Inhale and lift tall, Exhale bend knees out over ankles and lower down to natural stop or block, keeping heels on the floor</p>
<p>2. Sun Salutations</p> <ul style="list-style-type: none"> • Mountain Pose (Tadasana) • Inhale Extended Mountain Pose (Urdhva Hastasana) • Exhale Forward Fold (Uttanasana) • Inhale Halfway Lift (Ardha Uttanasana) • Plank Pose (Phalakasana) • Exhale Lower to ground or Chaturanga • Inhale Cobra (Bhujangasana) or Upward Facing Dog (Urdhva Mukha Svanasana) • Exhale Downward Facing Dog (Adho Mukha Svanasana) <ul style="list-style-type: none"> ◦ Inhale Step to Front of Mat • Exhale Forward Fold (Uttanasana) • Inhale Halfway Lift (Ardha Uttanasana) • Exhale Forward Fold (Uttanasana) • Inhale Extended Mountain Pose (Urdhva Hastasana) • Exhale Mountain Pose (Tadasana) <p>Three x through, then add Warrior 1</p>	<p>7. Backbends - Supine Poses Lower Down - return to mat - Find an Easy Seat - Connect to Breath - Roll over knees to stomach</p> <ul style="list-style-type: none"> • Cobra • Deeper cobra • Locust • Bow/locust • <i>Hands and knees → swing to right → on to back</i> • Bridge 2x • Happy baby • Reclined Pigeon

3. Standing Poses

On your next inhale Warrior 2 (Virabhadrasana 2)

- **Right foot parallel to back of mat**
- **Arms are straight**
- **Soften shoulders down back**
- **Gaze is forward**
- Peaceful Warrior
- **Drop forearm to knee** – reach from side body stretching arm up and over head
- **Inhale and lift** to warrior two
- *Turn front foot so feet are parallel*
- **Exhale** forward fold
- **Inhale** halfway lift
- **Exhale** forward fold
- **WALK your hands to meet your foot at the back of the mat, bring new front toes forward pointing to front of the mat**
- **Inhale lift to warrior two facing the back of the room**
 - **Right foot parallel to back of mat**
 - **Arms are straight**
 - **Soften shoulders down back**
 - **Gaze is forward**
- **Inhale and send top arm up and back** Peaceful Warrior
- → ROUND 2: Add Extended Side Angle
- **Drop forearm to knee** – reach from side body stretching arm up and over head

8. Meditation & Corpse

I choose to be happy.

I choose to be happy whenever I am physically.

I choose to surround myself with humans, and energies, that bring out the best in me.

I choose to acknowledge happiness.

4. Standing Balancing/Community Poses

- On your next inhale,
- **Point toes toward long side of mat**
- **Bend from the waist**
- Wide Legged Forward Fold

Goddess pose - On an exhalation, bend your knees directly over your toes and lower your hips into a squat.

Extend arms to the side, spiral thumbs toward ceiling – palms forward

Goddess Back to Back

5. TWits & Arm Balances

Back to Mat → Mountain → Step **left** back into Warrior 1

Brings hands to blocks or floor

Plant inside hand, inhale and twist, raising top arm

Inhale and deepen the stretch

Plant hands → send both feet back, down dog

Gaze forward → step or hop to front of mat, Mountain

OTHER SIDE

Step **RIGHT** back into warrior 1

Asana: March 13, 2019 - Playfulness

<p>1. Warm Up</p> <ul style="list-style-type: none"> • Easy Seat (Sukhasana) • Roll over knees Child's Pose (Balasana) • Find Table Top • Inhale cow • Exhale cat • Lift hips, send seat up Downward Dog (Adho Mukha Svanasana) • Shift weight forward come to your Plank Pose • Externally rotate Lower Down • Lift to Cobra Pose • Forward Fold (Uttanasana) • Rag Doll → roll up to stand • Mountain Pose (Tadasana) 	<p>6. Inversions If forearm stand is in your practice, feel free to move from headstand into forearm stand.</p> <p>-- down dog, dolphin, or child's pose</p>
<p>2. Sun Salutations Mountain Pose (Tadasana)</p> <ul style="list-style-type: none"> • Inhale Extended Mountain Pose (Urdhva Hastasana) • Exhale Forward Fold (Uttanasana) • Inhale Halfway Lift (Ardha Uttanasana) • Plank Pose (Phalakasana) • Exhale Lower to ground or Chaturanga • Inhale Cobra (Bhujangasana) or Upward Facing Dog (Urdhva Mukha Svanasana) • Exhale Downward Facing Dog (Adho Mukha Svanasana) <ul style="list-style-type: none"> ○ Inhale Step to Front of Mat • Exhale Forward Fold (Uttanasana) • Inhale Halfway Lift (Ardha Uttanasana) • Exhale Forward Fold (Uttanasana) • Inhale Extended Mountain Pose (Urdhva Hastasana) • Exhale Mountain Pose (Tadasana) <p>Three x through, then add Warrior 1</p>	<p>7. Backbends</p> <p>Riding the River with a partner Back to back Inhale, push back - exhale breathe forward</p>
<p>3. Standing Poses On your next inhale Warrior 2 (Virabhadrasana 2)</p> <ul style="list-style-type: none"> ○ Right foot parallel to back of mat ○ Arms are straight ○ Soften shoulders down 	<p>8. Supine Poses & Forward Folds</p> <p>Lower Down - return to mat - Find an Easy Seat - Connect to Breath - Roll over knees to stomach</p> <ul style="list-style-type: none"> • Cobra • Deeper cobra

<ul style="list-style-type: none"> ○ back ○ Gaze is forward • Peaceful Warrior • Drop forearm to knee – reach from side body stretching arm up and over head • Inhale and lift to warrior two • <i>Turn front foot so feet are parallel</i> • Exhale forward fold • Inhale halfway lift • Exhale forward fold • WALK your hands to meet your foot at the back of the mat, bring new front toes forward pointing to front of the mat • Inhale lift to warrior two facing the back of the room <ul style="list-style-type: none"> ○ Right foot parallel to back of mat ○ Arms are straight ○ Soften shoulders down back ○ Gaze is forward • Inhale and send top arm up and back Peaceful Warrior • → ROUND 2: Add Extended Side Angle • Drop forearm to knee – reach from side body stretching arm up and over head 	<ul style="list-style-type: none"> • Locust • Bow/locust • <i>Hands and knees → swing to right → on to back</i> • Bridge 2x • Happy baby • Reclined Pigeon
<p>4. Standing Balancing/Community Poses</p> <ul style="list-style-type: none"> • Tree into • Warrior 3 <ul style="list-style-type: none"> ○ Ground down in tadasana ○ Lift one knee towards your chest ○ Bend at the waist and bring your core body to a flat plane, balancing on one leg ○ Send leg straight back and out - bring hands to hips, or prayer in chest • <u>Repeat on the other side.</u> 	<p>9. Meditation</p> <ul style="list-style-type: none">  I understand  I see  I speak  I love  I do  I feel  I am
<p>5. TWits & Arm Balances</p> <p>Dolphin Pose - Starting in childs pose, place your forearms onto the ground Start by lifting bum off the ground, lower gaze your head is between your shoulders Next step is to raise knees off the ground - and lift bottom as if in down dog. Keeping forearms on the ground.</p>	<p>10. Relaxation</p> <p>Play can help improve with problem solving skills in children - and adults. When our mind is free to wander and explore, we are capable of unlocking thought patterns we may have been stick in.</p>

Asana: March 20, 2019 – Choose Happiness

<p>Offering: Onward by Elaina Aguilar “For this kick-off month, I offer you the following mantra: I choose to be happy. I do not wait for happiness to find me, I actively seek out happiness. I cultivate happiness and love and express it outwardly, even in the face of fear. I have the power within me to let my happiness and joy shine outward, unblocked by uncertainty.”</p> <p>Monthly Manrta article*</p> <p>1. Warm Up</p> <ul style="list-style-type: none"> • Easy Seat (Sukhasana) • Roll over knees Child’s Pose (Balasana) • Find Table Top • Inhale cow • Exhale cat • Lift hips, send seat up Downward Dog (Adho Mukha Svanasana) • Shift weight forward come to your Plank Pose • Externally rotate Lower Down • Lift to Cobra Pose • Forward Fold (Uttanasana) • Rag Doll → roll up to stand • Mountain Pose (Tadasana) 	<p>6. Inversions Yogi Squat - Crow Step legs as wide as the mat, Inhale and lift tall, Exhale bend knees out over ankles and lower down to natural stop or block, keeping heels on the floor</p>
<p>2. Sun Salutations</p> <ul style="list-style-type: none"> • Mountain Pose (Tadasana) • Inhale Extended Mountain Pose (Urdhva Hastasana) • Exhale Forward Fold (Uttanasana) • Inhale Halfway Lift (Ardha Uttanasana) • Plank Pose (Phalakasana) • Exhale Lower to ground or Chaturanga • Inhale Cobra (Bhujangasana) or Upward Facing Dog (Urdhva Mukha Svanasana) • Exhale Downward Facing Dog (Adho Mukha Svanasana) <ul style="list-style-type: none"> ○ Inhale Step to Front of Mat • Exhale Forward Fold (Uttanasana) • Inhale Halfway Lift (Ardha Uttanasana) • Exhale Forward Fold (Uttanasana) • Inhale Extended Mountain Pose (Urdhva Hastasana) • Exhale Mountain Pose (Tadasana) <p>Three x through, then add Warrior 1</p>	<p>7. Backbends - Supine Poses Lower Down - return to mat - Find an Easy Seat - Connect to Breath - Roll over knees to stomach</p> <ul style="list-style-type: none"> • Cobra • Deeper cobra • Locust • Bow/locust • <i>Hands and knees → swing to right → on to back</i> • Bridge 2x • Happy baby • Reclined Pigeon

3. Standing Poses

On your next inhale Warrior 2 (Virabhadrasana 2)

- **Right foot parallel to back of mat**
- **Arms are straight**
- **Soften shoulders down back**
- **Gaze is forward**
- Peaceful Warrior
- **Drop forearm to knee** – reach from side body stretching arm up and over head
- **Inhale and lift** to warrior two
- *Turn front foot so feet are parallel*
- **Exhale** forward fold
- **Inhale** halfway lift
- **Exhale** forward fold
- **WALK your hands to meet your foot at the back of the mat, bring new front toes forward pointing to front of the mat**
- **Inhale lift to warrior two facing the back of the room**
 - **Right foot parallel to back of mat**
 - **Arms are straight**
 - **Soften shoulders down back**
 - **Gaze is forward**
- **Inhale and send top arm up and back** Peaceful Warrior
- → ROUND 2: Add Extended Side Angle
- **Drop forearm to knee** – reach from side body stretching arm up and over head

8. Meditation & Corpse

I choose to be happy.

I choose to be happy whenever I am physically.

I choose to surround myself with humans, and energies, that bring out the best in me.

I choose to acknowledge happiness.

4. Standing Balancing/Community Poses

- On your next inhale,
- **Point toes toward long side of mat**
- **Bend from the waist**
- Wide Legged Forward Fold

Goddess pose - On an exhalation, bend your knees directly over your toes and lower your hips into a squat.

Extend arms to the side, spiral thumbs toward ceiling – palms forward

Goddess Back to Back

5. TWits & Arm Balances

Back to Mat → Mountain → Step **left** back into Warrior 1

Brings hands to blocks or floor

Plant inside hand, inhale and twist, raising top arm

Inhale and deepen the stretch

Plant hands → send both feet back, down dog

Gaze forward → step or hop to front of mat, Mountain

OTHER SIDE

Step **RIGHT** back into warrior 1

Asana: March 27, 2019 - Playfulness

<p>1. Warm Up</p> <ul style="list-style-type: none"> • Easy Seat (Sukhasana) • Roll over knees Child's Pose (Balasana) • Find Table Top • Inhale cow • Exhale cat • Lift hips, send seat up Downward Dog (Adho Mukha Svanasana) • Shift weight forward come to your Plank Pose • Externally rotate Lower Down • Lift to Cobra Pose • Forward Fold (Uttanasana) • Rag Doll → roll up to stand • Mountain Pose (Tadasana) 	<p>6. Inversions If forearm stand is in your practice, feel free to move from headstand into forearm stand.</p> <p>-- down dog, dolphin, or child's pose</p>
<p>2. Sun Salutations Mountain Pose (Tadasana)</p> <ul style="list-style-type: none"> • Inhale Extended Mountain Pose (Urdhva Hastasana) • Exhale Forward Fold (Uttanasana) • Inhale Halfway Lift (Ardha Uttanasana) • Plank Pose (Phalakasana) • Exhale Lower to ground or Chaturanga • Inhale Cobra (Bhujangasana) or Upward Facing Dog (Urdhva Mukha Svanasana) • Exhale Downward Facing Dog (Adho Mukha Svanasana) <ul style="list-style-type: none"> ○ Inhale Step to Front of Mat • Exhale Forward Fold (Uttanasana) • Inhale Halfway Lift (Ardha Uttanasana) • Exhale Forward Fold (Uttanasana) • Inhale Extended Mountain Pose (Urdhva Hastasana) • Exhale Mountain Pose (Tadasana) <p>Three x through, then add Warrior 1</p>	<p>7. Backbends</p> <p>Riding the River with a partner Back to back Inhale, push back - exhale breathe forward</p>

3. Standing Poses

On your next inhale Warrior 2
(Virabhadrasana 2)

- **Right foot parallel to back of mat**
- **Arms are straight**
- **Soften shoulders down back**
- **Gaze is forward**
- Peaceful Warrior
- **Drop forearm to knee** – reach from side body stretching arm up and over head
- **Inhale and lift** to warrior two
- *Turn front foot so feet are parallel*
- **Exhale** forward fold
- **Inhale** halfway lift
- **Exhale** forward fold
- **WALK your hands to meet your foot at the back of the mat, bring new front toes forward pointing to front of the mat**
- **Inhale lift to warrior two facing the back of the room**
 - **Right foot parallel to back of mat**
 - **Arms are straight**
 - **Soften shoulders down back**
 - **Gaze is forward**
- **Inhale and send top arm up and back** Peaceful Warrior
- → ROUND 2: Add Extended Side Angle
- **Drop forearm to knee** – reach from side body stretching arm up and over head

4. Standing Balancing/Community Poses

- **Tree into**
- **Warrior 3**
 - Ground down in tadasana
 - Lift one knee towards your chest
 - Bend at the waist and bring your core body to a flat plane, balancing on one leg
 - Send leg straight back and out - bring hands to hips, or prayer in chest
- Repeat on the other side.

8. Supine Poses & Forward Folds

Lower Down - return to mat - Find an Easy Seat - Connect to Breath - Roll over knees to stomach

- **Cobra**
- **Deeper cobra**
- **Locust**
- **Bow/locust**
- *Hands and knees → swing to right → on to back*
- **Bridge 2x**
- Happy baby
- Reclined Pigeon

9. Meditation

I am in control.

I am in control of my body, my voice, and my thoughts.

I am awesome. I have the right to be awesome as my true and authentic self.

I have the right to be here as I am and the earth supports me. I have the right to bring creativity and energy to my space, and share my gifts with those around me with an open heart. I see situations clearly, and can speak truthfully about what I encounter.

I am in control.

I am in control of my body, my voice, and my thoughts.

<p>5. Twists & Arm Balances Dolphin Pose - Starting in childs pose, place your forearms onto the ground Start by lifting bum off the ground, lower gaze your head is between your shoulders Next step is to raise knees off the ground - and lift bottom as if in down dog. Keeping forearms on the ground.</p>	<p>10. Relaxation</p>
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Asana: April 3, 2019 - Ahimsa

<p>1. Warm Up - Yamas and Niyams The five yamas ask practitioners to avoid violence, lying, stealing, wasting energy, and possessiveness, while the five niyamas ask us to embrace cleanliness and contentment, to purify ourselves through heat, to continually study and observe our habits, and to surrender to something greater than ourselves.</p> <p>Avoiding Violence - Ahimsa (sanskrit), non-harming on the mat. Our mind often goes to physical harm, but this also goes along with speech - verbal and internal.</p> <p>Padma Mudra: Draw inspiration from the purity and perseverance of the lotus flower floating above the muddy waters of desire, fear, and attachment—the feelings that cause us to lash out at others or ourselves.</p>	<p>6. Inversions Dolphin Supported Handstand</p>
<p>2. Sun Salutations Surya Namaskar A</p>	<p>7. Backbends Bridge Yoga Wheel Camel</p>
<p>3. Standing Poses</p> <ul style="list-style-type: none"> • Chair • Twist in Chair • Chair → Warrior 3 → High Lunge → Down Dog • Chair → Warrior 3 → High Lunge → High lunge twist → Down Dog 	<p>8. Supine Poses & Forward Folds</p> <ul style="list-style-type: none"> • Ride the River
<p>4. Standing Balancing</p> <ul style="list-style-type: none"> • Tree • Warrior 3 	<p>9. Meditation The five yamas ask practitioners to avoid violence, lying, stealing, wasting energy, and possessiveness. Release violence you hold in the different chakras of your body.</p>
<p>5. TWits / Community Community Twist</p>	<p>10. Relaxation</p>

Asana: April 10, 2019: Aparigraha

<p>1. Warm Up <i>Aparigraha</i> translates to "non-possessiveness" or "non-grasping" and helps us detach from strong feelings such as jealousy. It helps us to remember not to covet what isn't ours. In this season of change, our April word of the month, there may be a lot coming up for you - professionally, weather wise, physically, or emotionally.</p> <p>From the Onward text by Elaina Agular, she says, "Change is one thing we can count on, and when we encounter it, we can harness our physical, emotional, mental, and spiritual energies and direct them where they will make the biggest difference."</p> <p>To come into Ganesha Mudra, named after the Hindu deity who removes obstacles.</p> <p>Inhale for something you can control and as you exhale thank yourself for recognizing your role in it.</p> <p>Inhale for something you have influence over, and exhale the responsibility that this event falls back on you.</p> <p>Inhale and exhale something you do not have control over in changing. Know that this is not your responsibility, and it will work out.</p>	<p>6. Inversions Goddess to forward fold Crow Supported L Inversion Childs pose</p>
<p>2. Sun Salutations -- Sun Salutation A</p>	<p>7. Backbends - Lotus, bow</p>
<p>3. Standing Poses Chair → Lift → Step back into Warrior 1 → Inhale and bring left to right in Chair → Lift</p> <p>On your next inhale Warrior 2 (Virabhadrasana 2)</p> <ul style="list-style-type: none"> ○ Right foot parallel to back of mat, Arms are straight, Soften shoulders down back, Gaze is forward • Peaceful Warrior ROUND 2: Add Extended Side Angle 	<p>8. Supine Poses & Forward Folds Pigeon Reclining abdominal twist Reclined pigeon</p>
<p>4. Standing Balancing/Community Poses Warrior Two - Bring your feet side by side - grab hands and step out into warrior 2 (release hands) Inhale up and back into a peaceful warrior - see if you can make a heart!</p>	<p>9. Meditation Change in different chakras</p>
<p>5. Twists & Arm Balances --- Pasasana From Tadasana (Mountain Pose), bend your knees and lower your hips to your heels. Rotate your torso to the left and bring your upper right arm to the outside of your left leg, with your hands in Anjali Mudra, or prayer position, at the heart. Inhale to lengthen your spine and exhale to twist deeper, wringing out that which you do not need and being grateful for what you have.</p>	<p>10. Relaxation</p>

Staff Feedback and Compliments

“Rachel contributes so much to our school community with weekly yoga and mindful Monday. Starting the week with peaceful reflection and intention setting brings a sense of community and positivity to the building.”

Emily Mulford

“I love mindful Monday, you do a superb job setting the tone not only for the day, but for the rest of the week. You have a calming voice and demeanor while making what you say resonate. I leave feeling lighter and ready for whatever comes at me.”

Samantha Meyer

“Rachel’s Mindful Monday sessions and Wednesday yoga classes ground me. As an adult with unmedicated ADHD and PTSD, the grounding, positive environment Rachel creates with her presence is reaffirming to me. I feel my stress lift when I see her smile or hear her warm greetings. All who come into contact with this giving, open, compassionate person are improved when she asks us to look inward and focus on the energy we absorb and exert from and into our surroundings. Rachel’s gatherings create a strong sense of community full of healing and laughter. She takes our journey together so seriously that she maintains a consistent air of positivity and generosity with herself and her time. Rachel always challenges herself to model the change she wants to help bring to the world and it inspires her colleagues do the same. Rachel is so successful in this that her space is one where all staff gather in the morning before we work so that we may borrow some of the light she brings. This year has been made more enjoyable because of Rachel and her crucial work in Social-Emotional Learning.”

Alex Randall

Perseverance and Self-Regulation Survey

Rate the below statements based on how likely or unlikely they represent you and your learning in the classroom. *

	Strongly Agree	Agree	Somewhat agree	Disagree	Strongly Disagree
I actively participate in whole group discussion.	<input type="radio"/>				
I actively participate in small group discussion.	<input type="radio"/>				
I finish tasks that I begin.	<input type="radio"/>				
I work independently with focus on longterm goals.	<input type="radio"/>				
I resist distractions and remain calm and focused.	<input type="radio"/>				
I use positive self talk.	<input type="radio"/>				
I encourage others when they demonstrate frustration.	<input type="radio"/>				
I believe effort will improve my end results.	<input type="radio"/>				

I accept and use feedback/correction calmly.	<input type="radio"/>				
I get over frustrations and setbacks quickly and return to work.	<input type="radio"/>				
I seek out resources/solution when stuck in challenging work.	<input type="radio"/>				
I try hard even after making a mistake or experiencing failure.	<input type="radio"/>				
I ask clarifying questions.	<input type="radio"/>				
I am confident I can learn new and challenging concepts.	<input type="radio"/>				
I check my work for 100% effort.	<input type="radio"/>				

Student Survey Focus Group

Knowledge of Students

When I get home at night, I think about my student's interactions and social emotional development before I begin to consider the academics from the day. This year, I was asked to be the Social Emotional Learning point of contact for our school. Each week I participate in two hour, video webinars around mindfulness, and Social Emotional Learning in our classroom and school environment. Being as this is on the forefront of my mind, every week, my students and I have done a lot of intentional practice, discussion, and reflection around Social Emotional Intelligence. For this component, I have chosen to feature a small group of students, all of whom receive Social Emotional support outside of the classroom from our school guidance counselor. Though my whole class receives whole group instruction around social emotional learning, the three students' assessments that I want to dive into are the ones who are seen weekly for Social Emotional intervention and support.

Each year, my school district sends out something called the Panorama survey. This confidential survey collects information from students, staff, and families about how to improve schools and make them a more supportive place to learn and work. This survey asks students questions about how they are feeling in school, how they persevere, how they overcome struggles, and how they accept feedback. The cause for this reflective survey comes from our district's research around the achievement gap. Although the achievement gap, based on race, is prevalent in our district, student's self-management gap between genders and races is staggering. According to our district's Panorama survey, 79% of white females in grades 3-5 report high levels of self management, while 56% of black males in grades 3-5 report high levels of self management. Keeping this is

in mind is why I have chosen a student survey on self-management, perseverance, and regulation as my source of study.

The end of year Panorama survey identified the students in my classroom were not always rating themselves positively (from the previous year) in regards to their social emotional development and their perseverance. Knowing this at the beginning of the year created urgency around planning and implementing Social Emotional support in the classroom. I started to look to individual students and see who was responding negatively, and where I needed to support or explicitly teach.

Once I determined my focus group of three students who rated themselves low around their skills of self-management and perseverance, I made sure I touched base with parents around the students thoughts and feelings about school. I had some information from parents based on a letter I had them write to me as parent homework during the first week of school. However, I wanted more current and up to date data. It is common practice for me to begin parent teacher conferences by discussing any concerns, questions, or feelings that come up at home - but I made a special note of it for these three.

Student 1 has been a student in my class since the very beginning of the year. She is a new student to JWR elementary school in the 2018-2019 school year. She came from a private school in Maryland, and before that moved to the United States from Nigeria. Student 1 started the school year in an atypical way. The first week of school, she did not speak, put her head down at her desk, and cried every day. At JWR Elementary, there is only one classroom of students per grade level, and 22/25 students had been together in class the year before. It was easy to see that the classroom culture could present as overwhelming, and uncomfortable, and Student 1 was struggling to find her footing. Moving seats around the room, I wanted to be sure that Student 1, as well as the one other new students in the classroom, got a chance to learn from different peers, and

experience different dynamics. After the first week of school, Student 1 was sick for an entire week. When Student 1 returned to school, we were back at square one.

As I spent the next week getting to know Student 1, I realized that her quietness, and shyness, was not just a first day of school trait, it was an everyday temperament. After speaking with Student 1's mother, she confirmed that she has always been a shy girl, but never has demonstrated behaviors of putting her head down, or crying in school. As Student 1 worked up the courage in class to contribute, she would raise her hand, however, her voice was small and too quiet to hear - even within twelve inches of her mouth. In the beginning, students would comment that they could not understand her, which only caused embarrassment, and tears. Wanting Student 1 to contribute to our classroom environment, I reached out to our school social worker for her advice and insight. We held a meeting with Student 1's mom discussed with her the ideas she had, to ensure our classroom was set up in a supportive, and encouraging manner.

When I assigned parents a homework assignment during the first week of school, I asked them to provide me with information that I should know about their scholar. Student 2's mother emailed me back immediately and stated, "Academically, Student 2 had a reasonably good experience in kindergarten and first grade, but last year, things seemed to deteriorate. Already in mid-year of first grade, Student 2 started falling behind in math, and the first grade teacher had her working in a small group with the Special Education coordinator. Student 2 started to complain that she wasn't good at math, even though she was able to understand and complete the work at home without problems. Last year, her confidence worsened further, and she started working on math with the special educator coordinator. Again, Student 2 didn't have problems doing math at home. The second grade teacher said that Student 2 got distracted easily and rarely completed her work on time (especially math and writing). Her reading was on

target last year, but she often complained that she wasn't allowed to read the books of her choice if they were above her assigned reading level. This made her feel frustrated. It's not clear if Student 2's behavior last year was a manifestation of some deep frustration/insecurity or of a learning disability, but I personally have seen few signs of the latter."

Starting the year off with this information provided valuable insight that Student 2 has strong feelings about her academic setting, and the people she interacts with. This letter from Student 2's mother also let me know that she was very active within her scholar's academics, and wanted to ensure that she was feeling positively about her educational experience.

Student 3 started at JWR Elementary school in the middle of his second grade year. Coming from an all boys private school, this student has had an adjustment in terms of school culture. As an only child who is with a nanny for the majority of the time he is out of school, he's used to receiving one on one attention. Student 3's mother lives in another state, and his father is a high-profile chef in our city. Student 3's father did not provide me with a beginning of the year letter about his scholar, however, he has come to parent conferences each time. Student 3's father has concerns around his son's impulsive behavior, and asked early in the year for him to have a male teacher to talk to 'straighten him out.' As our school Social Worker is male, this support system worked out comfortably for all parties.

Based on my analysis, this group of three children require individual support around developing strategies to self-manage. Student 1 requires support in learning how to communicate effectively and efficiently, taking the data from the panorama survey, as well as the information that the students parents gave me, even if that communication is

nonverbal. Student 2 requires support around advocating for self-interest, and self-esteem. Student 3 requires support for self-regulation around impulsive behavior (calling out, movement, stress management). Although each of these students are presenting with different needs in accessing the general education classroom effectively, each of these students were overwhelmed to the point of tears during the first week of school - this tells me that assessment, and explicit teaching around social emotional intelligence and self-management is vital and important to academic success.

Generation and Use of Assessment

Taking the data from the Panorama survey, the information that the parents provided for me, and my brand new curriculums for mindfulness integration in the classroom, I began to plan my unit of study. To ensure that my assessment data throughout the year would be consistent, equitable, and accurate, I created a Google Form of which I would be able to make copies, and provide it to the students every month. Having the students take this survey around self-management every month would give me more data than the once a year Panorama survey. Emotions and recent events can easily preclude overall reflection, my intention was to normalize conversations around self-management. Our monthly surveys became my summative assessment for the students around Social Emotional learning, self-management, and mindfulness.

To ensure that students understood what the survey was asking of them, I modeled taking the survey the first time by reading each question aloud, and talking myself through my answer choices. Additionally, I circulated the classroom during the assessment to read, or clarify any of the vocabulary.

Each month, after administering the survey, I created bar graphs to show the students how many rated themselves negatively (with a score of 4 or 5), neutral (score of 3) or positively (with a score of 1 and 2), for each question. From there, we put the data

up on the board, anonymously, so we could discuss our classroom responses. Having this data on the board allowed me to facilitate a conversation to reflect on their day-to-day schedule, and how their self-management was supporting them or hindering them from participating in the classroom to the best of their abilities. This led to a conversation about distractions, and strategies we can use for resisting temptations. Our first survey and reflective conversation allowed us to dive into our Social Emotional curriculum with the goal of establishing a mindful practice in our classroom.

With the creation of a mindfulness routine in the classroom, one of the first strategies I taught my students was how to find a comfortable seat, engage their course, straighten your spine, close or lower their eyes, and take three deep breaths. This intentional breathing activity is meant to facilitate a calm and purposeful environment when we are starting our academic studies. After teaching this technique for a week, I started inviting my students who rated themselves negatively on the survey question of, “I resist distractions, and remain calm and focused,” to lead our ‘Mindful Moments.’ Encouraging Student 3 to be our first leader of Mindful Moments was an intentional choice, as Student 3 (and his father) had explicitly stated that impulsive behavior was an area of focus. That week, Student 3 led the entire class in a minimum of three Mindful Moments a day, and modeled the appropriate method for attaining correct posture, and deep breathing.

After one month of Mindful Moments, Student 3 rated himself as a 4 (agree), as opposed to his first survey score of a 2 (disagree) around the statement of “I resist distractions, and remain calm and focused.” Noticing that Student 3 had such success in self-management after being the Mindfulness Leader, Student 1 and Student 2 were invited to lead. To support Student 1 in her communication skills, she was given a soft chime to use to gain the class’ attention, and had the prompts on the board for students to read, even if her voice was soft. By the next assessment, Student 1’s self-assessment

rating went from a 2 to a 4, and Student 2's self assessment went from a 4 to a 3. Progress for each student in the focus group around resisting distractions, and self-management! Tackling one area of self-management was fantastic, as we developed a classroom routine to support all learners in the room. However, our next step was to analyze the data, yet again, to see areas for growth and development. Due to the nature of our Social Emotional and Mindfulness curriculum (developed by teachers in our district), students were being taught strategies for self-management during our lessons that aligned to the questions outlined on the survey. This ensures that each one of the statements on the survey were being specifically addressed in whole group lessons, but the focus on our lessons and weekly practices were around our classes (or a select group of student's) survey responses.

As for my formative assessments during the course of our mindfulness learning units, I used observational data, as well as frequency data. Taking notes on student's in the classroom, acknowledging the parent's feedback and sharing during parent teacher conferences, and our surveys is helpful - but if our lessons around mindfulness and self-management are not transferring to the classroom in an effective daily practice or students are not internalizing their learned skills, then the lessons are not effective.

As for specific student progress, on January 10, Student 1 had an exceptionally challenging day. After coming back from winter break, two weeks apart from the classroom, it was clear that her confidence for routines and procedures had diminished. Upon entering the cafeteria, she made her way to the front of the line to order food. However, she did not know the name of the food she wanted (tortilla). The lunch staff told her she need to say what she wanted. Student 1 did not respond, and the lunch staff told her that she needed to point, at a minimum. Student 1 began to cry, the lunch lady

allegedly raised her voice, and Student 1 ran away from the incident, only to be found in the stairwell crying.

It was because of this incident severity, and need for a strategy, that brought our Social Worker, mother of Student 1, and myself together with the special education coordinator. We had been testing out providing Student 1 with a pad of paper, and inviting her to communicate through writing. This became an identified strategy for communication. In addition to this, we noted that Student 1 had expressed fear around raising her hand, and Student 1 created a flower stick to put on her desk to indicate she needed assistance. This non-intrusive method of gaining attention was preferred by Student 1, as she did not have to raise a hand to the sky, as she was perceiving raising her hand as self-identification of not knowing what to do.

In the beginning of February, the team came together again, and Student 1's mother suggested that Student 1 may need anxiety medication, as she (the mother) has suffered from anxiety her whole life, and she sees Student 1 falling in her same patterns, and footsteps. With this being said we told the family that route should go to a doctor to have a doctor officially diagnosed, as that is not within our wheelhouse. On February 25 Student 1's mom texted me to let me know that Student 1 was in fact starting anxiety medication and should be taking medication at night before bed.

The next step was bringing this information to the multidisciplinary team, along with Student 1's mom. In this meeting, Student 1's mother consented to an evaluation for a 504 plan. The accommodations of Student 1 having a special notepad, and her flower stick, were written into her accommodations, as well as her medication. Because her anxiety precludes her from being a part of the classroom community unaided, I made a brief announcement at our next staff meeting about Student 1's notepad and flower stick accommodations.

Within the whole group setting of my classroom, one of the first steps of our Mindfulness curriculum is to establish a mindfulness leader; someone who settles the class before a lesson. The mindfulness leader gains the attention of the room, invites students to close their eyes, body, and take three deep breaths. After several weeks of modeling through myself as the leader, and Student 3 being the first student leader, it was Student 1's turn. For an entire week Student 1 used the strongest voice she could muster to lead the class. It was during this week that we also had an activity where students posted a video response to a question about identity. In this video response Student 1 spoke loudly, clearly, and with a smile on her face. This was something I contacted mom immediately about, as I was so excited to hear her at full expression, joyfully sharing about her family. Her being mindfulness later I believe gave her the strength and energy to be able to share in a strong voice. Student 1 also received praise from the class around this video submission. According to our Social Worker, Student 2 and 3 made a point of acknowledging Student 1's clear voice during their weekly meeting, and told her that they enjoyed getting to know her.

Participation in Learning Communities

When considering the need for professional learning, I felt empowered because I am in weekly mindfulness training. Having a support group to reflect on the ups and downs of mindfulness education, made me feel secure that I was on the right path. It also provided me with insight as to how others in my community have helped empower students who are struggling with self-management, self-esteem, or focus.

However, my weekly training is only one piece of professional learning. Because I was piloting a new curriculum this year for our school, I thought it important to attend a conference specifically around this curriculum. Attending the conference allowed me to see demonstrations of how lessons were taught across the early elementary, and upper elementary grades. Being able to attend a variety of sessions allowed me to gather

strategies and scaffolds for students who need additional help, where is others who need more mature strategies for self-regulation. I attended this conference with four other staff members from my school, who have supported me in starting a Mindfulness initiative within our building. As a staff, I lead 'Mindful Mondays,' which is meditation before the school day begins, as well as 'Warrior Wednesday' which is a afterschool yoga initiative for teachers. In addition to these personal offerings, my principal invited myself and a preschool teacher to lead monthly staff meetings to teach others of mindfulness and self-regulation strategies for their scholars. The staff members have been a support system, and a consistent group of people for me to bounce ideas off of it for a school social worker is unavailable.

Having opportunity to go to the Mindfulness conference allowed me to obtain new visuals of the brain and anchor charts for self-regulation protocol. While at the conference I wrote a song about the parts of the brain, and how mindfulness supports them. After attending the conference, and presenting my song to the students, we were able to begin reflecting on how the different parts of our brain is lit up throughout the day, and support them. For example, the amygdala is the part of the brain that regulates emotions, and producer fight or flight feelings. Having students discuss how the amygdala lit up during different parts of the day, when they reacted sharply, as opposed to calmly or in a controlled manner. Additionally, students were able to articulate what parts of their brain were activated during our science fair planning, and presentations. These reflective conversations allowed them to see that there are different stimulus is that affect our emotions. Having students continually discuss the parts their brain, and recognize emotions as temporary facets of the day, is serving the purpose of students becoming more aware of what their body feels, and then determine a strategy of how to self regulate, or self manage. Student 1 even created a final verse of the song during her choice time.

After studying the parts of the brain, in a conversation with our Social Worker, Student 2 was able to identify that she was overwhelmed and nervous, which is why she asked to leave to go to the bathroom multiple times during science fair preparation. This lets me know that she recognizes that leaving the classroom is an avoidance tactic, and we were able to have a discussion about what we could do instead of leaving the room. Student 3 was able to recognize that when he feels overwhelmed, or is nervous about his contributions, that's when he begins to cry, or begins to call out. He would rather avoid, then be able to participate. These two realizations from Students 2 and 3 allowed me to facilitate conversation with parents.

As Student 3 does not enjoy writing, unless it's informational, or essay writing, knowing that he was avoiding narrative writing was a massive realization. Calling a conference with Student 3 and his father, Student 3 was able to articulate to his father that he's constantly asking to go to the bathroom, or get water, or go to the nurse, in place of sitting and writing narrative stories. We discussed that there are times where we enjoy our content, other lessons are meant for skill practice. I offered the suggestion of blogging at home as an outlet, so that Student 3 may do his preferred type of writing on a daily basis.

Reflection

Since the implementation of this mindfulness program, curriculum, and self-regulation strategies and survey assessments, I have begun to see a difference in my students ability to articulate their emotions. For my small group of learners, our next step is working to consistently advocate for what we need. In the beginning of the year, if I were to inquire, "What's the matter?" the response of "I don't know," was typical. Due to our mindfulness practice, and monthly reflection and conversations around self-regulation and social emotional learning, students are more able to articulate a trigger for their emotion. Knowing that social emotional development, and self-regulation is a

continuum, and fluctuates based on the day, I know strategy teaching and repetition are the two things that will best benefit my scholars (small and whole group).

The monthly summative survey assessment has been the consistent over the course of the year, however my my interactions with students and teaching points have changed as needs developed. Knowing that Student 1 is working in advocating for herself if she needs help, I always start my circulation in the classroom at her and let her know that if she needs me she needs to get her tools. This friendly reminder allows her to know that I am here, and available for her if she needs to ask. Student 2 is developing her self-esteem as a scholar, I ensure her schedule for independent centers allows her to read (and respond to) books of choice, as I know she very much values are individual reading time, and self-exploration. Student 3 and I have developed a silent signal for him to use, or myself to offer, if he is becoming too energetic for the lesson and needs a physical movement break or alternative work spot.

Due to my focus on mindfulness in the classroom, I feel like my practice has changed because when I give feedback to parents about the day, I'm able to give specifics as to how the students are seeing themselves, not just how I am seeing the students. The next step for me is taking the assessment data from the entire year, and helping students begin to discuss what change throughout the year, and how they've grown as a learner. I would love to be able to show them what they've said during each of the months of the year, so that they can reflect on their growth as someone who is capable of self management, and empowered to advocate for themselves in fourth grade.

Although I do see that students have read of themselves as more positively from the beginning of this practice, every day, we still have classroom discussions for individual students around self management, or self-regulation. As eight and nine year old learners, I know that this is appropriate as emotional puberty is beginning. Having consistent reminders, tools in the classroom to support self-regulation, and normalized

conversations about self-management will be my protocol throughout the end of the year.

Third Grade BOY 2019 Survey Results

Perseverance Survey (Responses) ☆ 🔄

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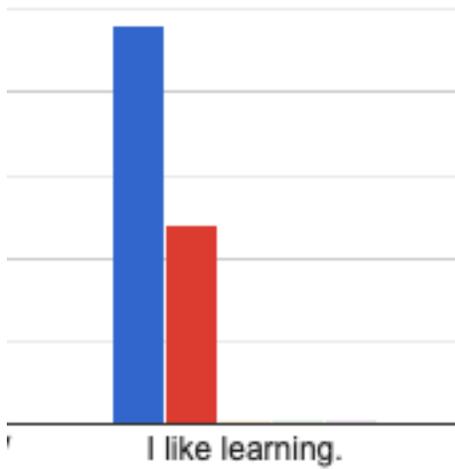
fx	First Name														
	A	B	E	F	G	H	I	J	K	L	M	N	O		
1	Timestamp	First Name	I actively participate in whole group discussion.	I actively participate in small group discussion.	I finish tasks that I begin. <i>During the past 30 days...How often did you get your work done right away instead of waiting until the last minute? 72%</i>	I work independently with focus on longterm goals. <i>How often do you stay focused on the same goal for more than three months at a time? 36%</i>	I resist distractions and remain calm and focused. <i>When you are working on a project that matters a lot to you, how focused can you stay?</i>	I use positive self talk.	I encourage others when they demonstrate frustration.	I believe effort will improve my end results. <i>In the past 30 days, how often do you follow directions in class? 80%</i>	I accept and use feedback/correction calmly.	I get over frustrations and setbacks quickly and return to work. <i>If you have a problem while working towards an important goal, how</i>	I seek out resources/solution when stuck in challenging work.		
4	1/10/2019 15:05: Ryler		5	5	5	4	4	5	5	5	5	5	5	5	
5	1/10/2019 15:06: Alexander		5	5	5	4	4	4	5	5	4	4	5	5	
6	1/10/2019 15:06: Marta		5	5	3	4	2	5	4	5	5	5	4	5	
7	1/10/2019 15:06: Alice		4	4	3	4	5	4	4	5	4	4	4	4	
8	1/10/2019 15:07: Rina		5	5	5	5	5	5	5	5	5	5	4	5	
9	1/10/2019 15:07: Avery		5	4	3	4	3	5	5	4	4	4	5	5	
10	1/10/2019 15:07: Emma		5	5	4	4	4	5	5	5	5	5	5	5	
11	1/10/2019 15:08: Iman		4	5	3	4	3	4	3	4	4	4	5	5	
12	1/10/2019 15:08: Alexander		5	5	5	4	4	4	5	5	4	5	4	4	
13	1/10/2019 15:08: kwame		5	5	5	5	5	3	5	5	5	5	5	5	
14	1/10/2019 15:08: Sylvie		5	5	4	3	3	4	5	5	5	4	4	4	
15	1/10/2019 15:08: Sydney		4	4	3	3	3	3	5	5	3	4	4	4	
16	1/10/2019 15:09: Rebecca		5	5	3	5	3	5	5	5	5	5	5	5	
17	1/10/2019 15:09: Marley		4	5	4	5	5	5	5	5	5	5	5	5	
18	1/10/2019 15:09: Maksim		5	5	5	4	3	3	4	4	4	3	4	4	
19	1/10/2019 15:10: Valentina		5	5	4	5	4	4	4	5	4	5	5	5	
20	1/10/2019 15:10: Layla		5	5	3	5	5	5	5	5	5	5	5	5	
21	1/10/2019 15:10: Eduardo		3	4	4	4	3	4	3	4	4	4	4	3	
22	1/10/2019 15:12: Eduardo		3	4	4	4	3	4	3	4	4	4	4	4	
23	1/10/2019 15:13: karen		5	5	4	4	3	5	5	5	5	5	5	5	
24	1/10/2019 15:14: Sumi		4	4	3	3	3	4	3	5	4	5	3	4	
25															

Perseverance Survey (Responses) ☆ 🔄

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fx	First Name						
	A	B	P	Q	R	S	T
1	Timestamp	First Name	I try hard even after making a mistake or experiencing failure. <i>If you fail an imporant goal, how likely are you to try again? 69%</i>	I ask clarifying questions.	I am confident I can learn new and challenging concepts. <i>When complicated ideas are discussed in class, how sure are you</i>	I check my work for 100% effort.	STUDENT AVERAGE
4	1/10/2019 15:05: Ryler		5	5	5	5	5
5	1/10/2019 15:06: Alexander		5	5	5	5	5
6	1/10/2019 15:06: Marta		5	4	5	4	4
7	1/10/2019 15:06: Alice		4	4	4	5	4
8	1/10/2019 15:07: Rina		5	5	5	3	5
9	1/10/2019 15:07: Avery		5	5	5	4	4
10	1/10/2019 15:07: Emma		5	5	5	5	5
11	1/10/2019 15:08: Iman		1	3	5	2	4
12	1/10/2019 15:08: Alexander		5	5	5	5	5
13	1/10/2019 15:08: kwame		5	4	5	5	5
14	1/10/2019 15:08: Sylvie		5	3	5	4	4
15	1/10/2019 15:08: Sydney		5	3	5	5	4
16	1/10/2019 15:09: Rebecca		4	5	5	3	5
17	1/10/2019 15:09: Marley		5	5	5	5	5
18	1/10/2019 15:09: Maksim		4	4	5	3	4
19	1/10/2019 15:10: Valentina		5	4	5	5	5
20	1/10/2019 15:10: Layla		5	5	5	5	5
21	1/10/2019 15:10: Eduardo		4	4	4	4	4
22	1/10/2019 15:12: Eduardo		4	4	4	4	4
23	1/10/2019 15:13: karen		5	5	5	5	5
24	1/10/2019 15:14: Sumi		3	5	3	2	5
25							



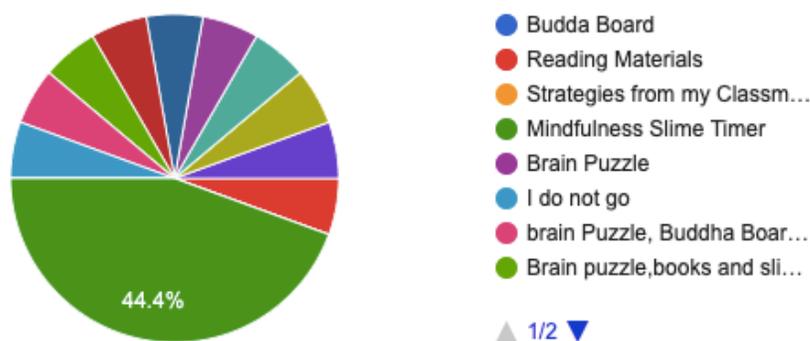
What is your 'go to' strategy for calming down?

18 responses

take there deep bereths
Positive self-talk
The peace corner
just thinking about the good stuff
Taking 3 deep breaths or if it is really bad I will go to the peace corner.
make me time and nobody distracting me
by taking deep breaths
to take a deep breath
Taking 3 deep breaths
The Peace Corner.
3 deep breaths
My strategy for calming my body down is to take a couple deep breaths.

What material do you use when you go to the peace corner?

18 responses



This self-regulation and perseverance summative assessment was designed after students took our city-wide panorama survey that probes around student's opinions on their self-regulation skills. The survey provides students with 15 prompts on self-regulation and rate themselves on a scale of 1 (Strongly Disagree), 2 (Disagree), 3 (Somewhat Agree), 4 (Agree), and 5 (Strongly Agree). For this summative assessment, I prompted my students with two extended response questions: 'What are you struggling with when it comes to self-regulation?' and 'What is your go to mindfulness strategy?' These two questions allowed me to gauge what my students would like explicit teaching around for the end of our school year, as well as to know what strategies are consistently used. Summative assessment was given electronically on Google Classroom, and is our final monthly reflection on self-regulation for the school year. Results are used for reflection of growth in mindfulness, self-regulation, and perseverance skills over the course of the third grade year.

Comparing the whole class beginning of year (BOY) data to the end of year (EOY) data, consistent trends appeared. In the BOY assessment, 10/25 students rated themselves as a 2 or 3 on “I finish tasks that I begin.” In the EOY survey, 0 students rated themselves as a 2, and only 1 student rated themselves as a 3. In the BOY survey, 12/25 students rated themselves as a 2 or 3 on “I resist distractions and remain calm and focused, and in the EOY survey, no student rated themselves as a 2. In the BOY statement of, ‘I check my work for 100% effort,’ 6/25 students rated themselves as a 2 or 3, but in the EOY survey no students rated themselves as a 2. This positive trend makes me think that the class has developed strategies to complete assignments, check their work, and actively resist any distractors.

As for my focus group of students, Student 1 rated herself s a 2 or 3 on 11/15 questions on the BOY survey. In the EOY survey, Student 1 rated herself as a 3 on 3/15 questions, a 4 on 6/15 questions, and a 5 on 6/15 questions. In the BOY survey, Student 2 rated herself as a 2 or 3 on 8/15 questions. In the EOY survey, Student 2 Student rated herself as a 3 on 3/15 questions, a 4 on 6/15 questions, and a 5 on 6/15 questions. In the BOY survey, Student 3 rated himself as a 2 or 3 on 6/16 questions. Student 3 rated himself as a 3 on 3/15 questions, a 4 on 6/15 questions, and a 5 on 6/15 questions At the EOY, no students in my focus group rated themselves as a 2 (disagree) with any of the self-regulation statements.