Teachers’ experiences of a Mindfulness-Based Stress Reduction (MBSR) course

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The report presents results from mindfulness courses delivered to teachers between 2012-2014 by The Northern Centre for Mindfulness and Compassion (NCMC), York. We are grateful to Robert Broughton, Mindfulness Instructor, Kimberley Loveday-Long, Office Manager and all the teachers who participated in the research.
1.0 Introduction

According to UNICEF (2013), child wellbeing in England is low compared to most developed countries and this raises concern given its association with poor social, psychological and economic outcomes (Ager, 2013; Farrington, Healey & Knapp, 2004). In response, there have been calls for cost-effective, evidenced-based, proactive approaches to enhance positive mental health in schools (WHO, 2012; NICE, 2009; Chief Medical Officer, 2012).

One potentially promising approach is mindfulness. Mindfulness-based methods promote attention to the present, without judgment, and shift maladaptive relationships with thoughts and emotions. Although their effectiveness is well established in adult populations (Brown & Ryan, 2003), UK research on mindfulness in schools is embryonic.

Many local, national and international policies demonstrate the strategic importance of investing in preventative, holistic approaches to positive mental health in young people. For example:

- Ofsted’s 2013 report on Personal, Social and Health Education (Ofsted, 2013) which requires schools to invest more in supporting pupils’ wellbeing.
- The Report of the Children and Young People’s Health Outcomes Forum (2012), which campaigns for whole school approaches to pupils wellbeing and resilience.
- The Mental Health Foundation’s¹ strategic provision of online mindfulness programmes in recognition of their benefit to the mental health of young people.

There is also a recognition that more objective evaluations are needed, for instance the WHO’s Comprehensive Mental Health Action Plan 2013–20² calls for better research evidence on positive mental health programmes.

2.0 Existing literature

The sizeable and growing body of evidence about mindfulness has tended to focus on clinical outcomes regarding the mental health of adults and adolescents. Studies with adults have shown medium effect sizes for improvements in anxiety, depression, stress, physical health and quality of life (de Vibe, Bjørndal, Tipton, Hammerstrøm & Kowalski, 2012; Khoury, 2013).

The current education agenda aims to enhance pupil attainment and behaviour, as well as targeting social and emotional development. The demands on teachers are thus increasing and it is no surprise that the teaching profession is among those with the highest levels of

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stress and mental health problems (e.g. Blaug, Kenyon, & Lekhi, 2007; Black, 2008). Teacher health and wellbeing have implications for the individuals and their pupils, being related to reductions in teaching effectiveness and pupils’ academic achievements (Bricheno, Brown, & Lubansky, 2009; Caprara et al., 2006) and to erosion of the ability to support pupil wellbeing (Roffey, 2012).

Jennings and Greenberg (2009) highlighted the key role of teacher social and emotional competence and wellbeing. They proposed a direct effect on the teacher-student relationship, management of the classroom, and the implementation of the social and emotional curriculum. Limited research has indicated the potential positive effects when mindfulness-based approaches, involving formal and informal meditative practices, were implemented with teachers. Symptoms of mental health problems in primary school teachers improved (Gold et al., 2010), with reduced stress and burnout, increased wellbeing and teaching self-efficacy, and increased ability to manage the classroom and build supportive relationships with pupils (Flook, Goldberg, Pinger, Bonus, & Davidson, 2013; Meiklejohn et al., 2012).

The most common form of mindfulness training for adults (an eight week Mindfulness Based Stress Reduction programme (MBSR)) has been adapted for adolescents and has been effective in reducing clinical levels of anxiety and depression (Ma & Teasdale, 2004). Research into school-based mindfulness interventions for pupils tend to have been smaller-scale or lacking control groups, and there are no agreed standardised measures (Weare, 2013).

3.0 Aims

This report is one output of the White-Rose consortium between the universities of Leeds, York, and Sheffield. The purpose of the collaboration is to develop proposals for the development of mindfulness programmes and evaluation of approaches in primary and secondary schools. It seeks to progress research examining the potential of mindfulness-based approaches in schools to build young people’s mental health, resilience, and school engagement.

The aim is to explore the impact of a mindfulness course for teachers in terms of their personal and professional wellbeing, and to investigate whether any of them had passed on aspects of mindfulness to their pupils.

4.0 Method

The analysis focused on three cohorts of teachers who had taken a mindfulness course facilitated by The Northern Centre for Mindfulness and Compassion (NCMC). There were three sources of data:

- Questionnaires administered to the teachers both before and after attending an eight-session MBSR course. These were the Warwick-Edinburgh Mental Well-Being Scale
(WEMWBS) (Tennant et al., 2007), Perceived Stress Scale (PSS) (Cohen, Kamarck, & Merlstein, 1983) and 5 Facet Mindfulness (FFMQ) (Baer et al., 2008) (see Appendices 1-3 for instruments). The scales measure factors of resilience, perceived stress and coping.

- A survey emailed to all teachers from the three cohorts who had attended the mindfulness course. The survey (Appendix 4) was developed by the Institute for Effective Education (IEE) at the University of York, as part of the White Rose Consortium, with input from key stakeholders such as teachers, educational psychologists, mindfulness practitioners and academics. It included questions about teachers’ experience of the course, whether it had any impact on their teaching/stress levels/days of absence taken, and their experience or opinions about the possibility of using mindfulness in the classroom with pupils.

- Telephone interviews conducted with teachers who had completed the survey and agreed to be contacted for a more extended discussion. These interviews were structured using questions and prompts (Appendix 5), and covered specific issues about how mindfulness with pupils might work best, how receptive the school’s senior management team would be to a mindfulness programme, and what further support teachers felt they needed in order to feel confident teaching mindfulness to their pupils.

4.1 Participants

A total of 33 teachers participated across the three mindfulness courses and, as part of the process, they were given questionnaires to complete before and after their course. All teachers were teaching at primary level, apart from one secondary teacher. Unfortunately, 11 sets of post-MBSR data could not be retrieved, and in another 11 cases teachers had not completed the measures both before and after the MBSR course. Therefore we only had full pre- and post-data for 11 teachers for this analysis.

The survey link was sent out to all 33 teachers, of whom 12 completed and submitted their responses. Of the 12 teachers who completed the survey, four agreed to participate in a follow-up telephone interview, and three of these interviews were completed. Given these low response rates (36% to the survey and 25% of these being interviewed), the findings are indicative only and cannot be generalised more widely.

4.2 Procedure

The anonymised raw data from the questionnaires was given to us by the NCMC for analysis.

The link to the survey was sent out to the teachers by the NCMC, along with information about confidentiality of their responses. Towards the end of the survey, teachers were given the option to provide their contact details in order to participate in a telephone interview. Information about these interviews was provided, along with a tick box to indicate consent.
The telephone interviews were conducted with those teachers who had agreed to take part and supplied their contact details when completing the survey. Before beginning the interviews, teachers were informed about the confidentiality and anonymity of the discussion, and were asked for permission to record the interview. Notes from the interviews were taken by listening back to these recordings.

### 4.3 Design

The questionnaires completed by teachers (WEMWBS, PSS, FFMQ) are independently produced measures of resilience, perceived stress and coping, which were chosen by the NCMC to assess the impact of the mindfulness course upon teachers’ wellbeing.

We consulted with key stakeholders to develop the teacher survey. The resultant questions were designed to:

- Find out more about the characteristics of the teachers who attended the course (age, gender, whether still in the teaching profession, their motivation for attending the course).
- Understand what impact attending the course had on the teachers’ personal and professional lives (how useful they found the course, which elements they found useful, whether there has been a change in their stress level or sickness absence from work since attending the course, how often they still apply principles covered on the course).
- Explore their experience of using mindfulness with school pupils (whether they had used mindfulness with their pupils and if so, how useful they felt this had been).

The questions were mostly closed with fixed multiple-choice options; this was to ensure that completing the survey would be quick for teachers and thereby encourage a higher response rate. We included two open-ended questions where pre-set responses seemed inappropriately restrictive: asking which element of the course teachers found most useful, and general thoughts on how attending the course had impacted upon their life and teaching. Only six questions were compulsory (not including these two), to ensure that the survey could be completed quickly whilst providing space for those teachers who wanted to give more detailed feedback. The questionnaire can be found in Appendix 4.

After the survey, those respondents who were willing were asked to participate in one-to-one telephone interviews. A major benefit of using interviews is that the researcher interacts directly with the participant. There is much more scope for follow-up to obtain further detail or clarification compared with a self-completion questionnaire, and greater flexibility of questioning means that unanticipated themes can be explored if appropriate. It also facilitates the establishment of good rapport. When planning the telephone interviews, our choice of questions/prompts was based on the following areas of interest:

- Getting more detailed information about how, if at all, teachers had used mindfulness with their pupils, and what effect this was felt to have had.
• Seeking teachers’ opinions on how feasible using mindfulness with school pupils might be, and how it might be structured to maximise effectiveness, based on their experience of using mindfulness with their own pupils if appropriate.
• Assessing the demand and interest in mindfulness programmes from the senior management staff at the teachers’ schools.
• Finding out what further support teachers felt they would need in order to feel confident teaching mindfulness to their pupils.

It was anticipated that interviews would take 15-20 minutes to complete. There were six general questions asked in turn (such as ‘How do you think mindfulness for school pupils would be best structured and delivered?’), plus more specific prompts if relevant and not already covered in the discussion (e.g. ‘delivered by external expert or teacher?’ to elaborate on how to structure and deliver mindfulness). Further questions not listed on the question/prompt sheet but still relevant to the areas of interest were asked if a line of discussion was considered particularly useful.

4.4 Analysis

For the three teacher wellbeing-related questionnaires, the following were calculated:

• Descriptive statistics (mean and standard deviation).
• The difference between the pre- and post-MBSR scores using a paired, dependent-samples t-test on data from each of the outcome measures (WEMWBS, PSS, FFMQ).
• The magnitude of the impact of the course using effect sizes (a calculation which allows the size of the effect to be isolated from the sample size).

The online survey has been presented as a mix of frequency counts for the closed questions and qualitative analysis of the open questions with answers coded for themes and selected verbatim comments provided. Similarly, the telephone interviews have been examined for emerging themes and illustrative verbatim comments included.

5.0 Findings

5.1 Pre- and post-MBSR questionnaires

The WEMWBS ([Tennant et al., 2007] Appendix 1) is used to measure mental wellbeing: respondents indicate how often they have been experiencing certain feelings or thoughts over the last two weeks (such as ‘I’ve been feeling optimistic about the future’). The mean pre-MBSR score for teachers who completed this questionnaire was 44.5 increasing to 51.2 at post-MBSR (Figure 1), an improvement since higher scores indicate greater wellbeing.
The PSS ([Cohen et al., 1983] Appendix 2) is used to measure perceived stress and coping: respondents indicate how often they have been experiencing certain feelings over the last month (an example question is ‘how often have you been able to control irritations in your life?’). The mean score for teachers who completed this questionnaire decreased from 20.2 at pre-MBSR to 14.6 at post-MBSR (Figure 2). Lower scores suggest better coping and less stress.

The FFMQ ([Baer et al., 2008] Appendix 3) is used to measure perceived mindful characteristics and habits: respondents indicate to what extent they agree with certain statements about themselves (such as ‘I disapprove of myself when I have irrational ideas’).
The mean pre-MBSR score for teachers who completed this questionnaire was 109.9 and the mean post-MBSR score was 138.0. Higher scores indicate higher levels of mindful behaviour and attitudes among respondents.

**Figure 3: Change in mindfulness pre- and post-MBSR**

An improvement was seen for all three measures judging by the mean scores as shown above. The magnitude of impact was quantified by calculating effect sizes. Applying the Cohen’s classification (1988) of 0.2 as small; 0.5 as medium; and 0.8 as large, both WEMWBS (0.50) and PSS (0.45) showed moderate effect sizes, whereas the effect size for FFMQ (0.87) was large (Table 1). It is perhaps unsurprising that the figures indicated more of an impact of the MBSR course on FFMQ than on the wellbeing and stress/coping measures, since FFMQ was designed specifically to measure factors of mindfulness.

**Table 1: Summary of statistics for teacher outcome measures**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Pre-MBSR</th>
<th>Post-MBSR</th>
<th>Sig (p) of t-test</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Standard deviation</td>
<td>Mean</td>
<td>Standard deviation</td>
</tr>
<tr>
<td>WEMWBS</td>
<td>44.6</td>
<td>10.1</td>
<td>51.2</td>
<td>5.7</td>
</tr>
<tr>
<td>PSS</td>
<td>20.2</td>
<td>8.5</td>
<td>14.6</td>
<td>6.6</td>
</tr>
<tr>
<td>FFMQ</td>
<td>109.9</td>
<td>22.8</td>
<td>138.0</td>
<td>17.4</td>
</tr>
</tbody>
</table>
5.2 Online survey

The teacher survey was completed by 12 course attendees; ten were female, one male and one did not provide their gender. There was a spread of ages, with 31-40 being the most common category, and no one aged over 60 (Table 2).

Table 2: Age of respondents

<table>
<thead>
<tr>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-30</td>
</tr>
<tr>
<td>31-40</td>
</tr>
<tr>
<td>41-50</td>
</tr>
<tr>
<td>51-60</td>
</tr>
</tbody>
</table>

Motivation for attending the course varied. For several it was personal reasons including stress (4 attendees) and depression (2). Others were looking to introduce it to their pupils (3) or to help the pupils (2) as demonstrated by these quotes:

To learn how to maintain a calm learning environment for children and manage the stresses of teaching.

To introduce it as part of a new course we are introducing on Life Skills.

The majority of the teachers (10) had attended all eight sessions, with the remaining two attending between five and seven.

They all reported still using the mindfulness principles they had learnt (Figure 1), either occasionally (3), quite often (6) or very often (3).

Figure 4: Frequency of using mindfulness principles
All twelve had found it useful to at least some extent, especially in their everyday life (7 ‘very’ and 5 ‘quite’ useful). Usefulness in teaching was slightly lower, with 5 saying very and 7 saying quite useful.

When asked what had been the most useful element of the course for them, the most popular answer was ‘meditation’ (6) followed by responses relating to space/time out (3), breathing (2) and relaxation (2):

3 min breathing space and most of the meditations.

Space to think, learning how to think

Learning to relax and take time out for myself

The course seemed to have a marked effect on stress levels, with six reporting feeling much less stressed, and five a little less stressed (see Figure 2).

**Figure 5: Change in stress level since course**

12 responses

Most respondents (7) said there had been no effect on their length of sickness absence since taking the course, although two said they had many fewer, and two slightly fewer days off.

Five out of the twelve respondents had introduced mindfulness to their pupils in some way. In three cases this had proved very useful to the pupils, and quite useful in the other two instances.

When asked if they had anything else to write about their experiences of the course, two-thirds (8) did so. Four mentioned they would recommend it to others, three wanted to learn
more and three had found it calming for themselves and/or their pupils. Three wanted more
training, particularly aimed at mindfulness for children:

I have become a much calmer person, resulting in dealing with issues much calmer,
more reflectively and I have learnt to be kinder to myself.

It would be lovely if there was some INSET training for schools and workshops for the
children.

This course changed my life I can’t say any more than that.

5.3 Telephone interviews

Impact of mindfulness course on teachers' work

Commenting on how the course had helped with their work, the teachers that were
interviewed mentioned using mindfulness as a calming exercise, particularly after lunchtime.
One teacher said that using mindfulness:

...has an effect on how the children react and respond to you ... builds a better
relationship with the children. When they come to you [with issues], they don’t feel
like you’re going to judge.

Teachers also mentioned that completing the mindfulness course has made them feel more
relaxed and comfortable in different situations in the classroom.

Use of mindfulness with pupils

Two of the three interviewed teachers had used mindfulness practices with pupils since
attending the MBSR course. One teacher used mindfulness during Year 6 SATs – for each
session before a test, mindfulness sessions incorporating relaxation techniques took place
for 15 minutes. This teacher described how:

When we did the relaxation for the SATs, on the Monday there were maybe 20 of
them laughing, but by the end of the week there wasn’t anybody laughing, they were
quite enjoying it really.

The third teacher, who was yet to use mindfulness with pupils, said that their school is
planning to introduce a Life Skills course in September (covering cooking, sewing, money
management and other skills) and are considering having a module on mindfulness included
in this.

Using mindfulness with pupils was felt to have had a positive impact, with teachers
explaining that:

The difference after doing [mindfulness] to when they first came in the classroom was
absolutely unbelievable.
It helps them to get rid of the muddle of thoughts that’s in their minds, and to sit still, and to focus on just being there, trying to clear their head of things and put them into a receptive frame of mind.

It calms them down, it makes them aware of their breath…they’re ready for learning afterwards.

Potential effectiveness of using mindfulness with pupils

Teachers expressed the view that using mindfulness could be highly effective with their pupils, and that their own experiences of using mindfulness in the classroom had confirmed this view. In particular, it was mentioned as a good way of allowing children to understand and express their emotions better. Relaxation or calming exercises were mentioned as an area of mindfulness which could work particularly well with children. Additionally, it was mentioned as a potential tool for encouraging children to live in the moment and appreciate what they have rather than worrying about the past or future or holding grudges.

Commenting on how existing mindfulness materials for adults would need to be adapted to work with school pupils, one teacher who worked with Year 1 said that:

The higher up the school you go, the [fewer] adaptations you would need to do.

Another teacher working with pupils up to Year 8 offered the opinion that the sophisticated nature of mindfulness might make it best suited to the older children in that school (i.e. Year 7 and 8 pupils).

How mindfulness for pupils should be structured and delivered

The general consensus was that mindfulness would work best with small groups of pupils rather than on a whole-class basis; this is because, as the teachers said:

A lot of the children aren’t confident enough in a full class.

With a whole class they might find it a bit amusing – in smaller groups they would be more willing to talk about what effect it’s having on them.

However, all three teachers felt that it was worthwhile to offer mindfulness to all pupils rather than only those who volunteer or are targeted (although the potential use of targeted mindfulness interventions was also acknowledged).

Suggestions of how long each session should take ranged from five minutes to 15 minutes, but it was felt that the attention spans of primary age children would make short but regular sessions the most productive way of structuring it. Two or three times a week was suggested as a suitable frequency. It was mentioned that ‘circle time’ may be an appropriate occasion to use mindfulness in primary schools. The school that may introduce a module on mindfulness as part of a Life Skills programme for Year 7 and 8 would probably cover it separately and for slightly longer sessions.
The teachers interviewed expressed the belief that class teachers would be able to deliver mindfulness sessions (partly due to costs being prohibitive in inviting external experts to deliver sessions with pupils), but overall it was felt that further training would be required to make this effective.

**Training needed in order to use mindfulness with pupils**

The teachers were generally of the opinion that further training would be needed to enable them to feel confident teaching mindfulness. Teachers said that:

- *I could do with some more training as well – I’ve only done 8 weeks, I’m not an expert. Maybe it would be useful to have someone come into the class and demonstrate and give some ideas of how they would do it within a classroom situation.*

- *I would have to go on more courses, and I would obviously like to speak to somebody who has implemented it in school, or somebody who is developing a course/resources.*

An INSET day was mentioned as a potential opportunity for an external expert to come in and train school staff in how to use mindfulness in schools.

**Attitude of senior management teams to using mindfulness in schools**

All teachers felt that their school’s senior management team would be very keen to find out more about using mindfulness in schools, and would be likely to look at a structured mindfulness programme. It is worth noting that these teachers were all supported and funded by their schools to attend the mindfulness course, so these are likely to be schools which already have a favourable view of mindfulness.

**Usefulness of resources for using mindfulness in schools**

The idea of having resource materials, lesson plans and ideas for using mindfulness with school pupils was welcomed. It was felt that this, along with further training and/or the opportunity to observe existing good practice of mindfulness in schools, would make teachers better able to share mindfulness confidently with their own pupils.

**6.0 Summary and recommendations**

This small-scale study showed that the MBSR course was very well-received by those who participated in the research. Judging from those teachers who completed the pre- and post-measures, the course had significant effects on improving wellbeing, stress and specific aspects of mindfulness. All 12 teachers who answered the survey were positive about their experience of mindfulness, and were still using some of the principles at least occasionally. Five of them had introduced mindfulness to their pupils with beneficial effects. There was a sense from the three in-depth interviews that teachers knew that, for pragmatic reasons, they would have to introduce mindfulness practices to the pupils themselves (particularly to avoid
high costs) and therefore needed further training. The research had some limitations: it only looked at one provider of MBSR to teachers and the response rate was quite low. Larger scale studies are needed to increase the reliability and generalisability of the findings.

7.0 Acknowledgements

Thanks to the White Rose Collaboration Fund for funding the lead author on this paper; The Northern Centre for Mindfulness and Compassion for their help and co-operation; and all the teachers who participated in this research.

8.0 Ethical approval

Ethical approval was granted by the Department of Education, University of York on 24 March 2014.
References


http://guidance.nice.org.uk/PH20


Appendices

Appendix 1 – Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)
Appendix 2 – Perceived Stress Scale (PSS)
Appendix 3 – Five Facet Mindfulness Questionnaire (FFMQ)
Appendix 4 – Teacher survey
Appendix 5 – Telephone interview schedule
Appendix 1

The Warwick-Edinburgh Mental Well-being Scale (WEMWBS)

Below are some statements about feelings and thoughts.
Please tick the box that best describes your experience of each over the last 2 weeks

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>None of the time</th>
<th>Rarely</th>
<th>Some of the time</th>
<th>Often</th>
<th>All of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>I've been feeling optimistic about the future</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling useful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling relaxed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling interested in other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've had energy to spare</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been dealing with problems well</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been thinking clearly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling good about myself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling close to other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling confident</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been able to make up my own mind about things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling loved</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been interested in new things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I've been feeling cheerful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)
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Appendix 2

Perceived Stress Scale

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate by circling how often you felt or thought a certain way.

Name ___________________________ Date __________

Age ______ Gender (Circle): M F Other ___________________________

<table>
<thead>
<tr>
<th>Question</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In the last month, how often have you been upset</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>because of something that happened unexpectedly?</td>
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<tr>
<td>2. In the last month, how often have you felt that you were unable</td>
<td></td>
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<tr>
<td>to control the important things in your life?</td>
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<td></td>
<td></td>
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<tr>
<td>3. In the last month, how often have you felt nervous and “stressed”?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. In the last month, how often have you felt confident about your ability</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>to handle your personal problems?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. In the last month, how often have you felt that things were going</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>your way?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. In the last month, how often have you found that you could not cope</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with all the things that you had to do?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. In the last month, how often have you been able to control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>irritations in your life?</td>
<td></td>
<td></td>
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<td>8. In the last month, how often have you felt that you were on top of</td>
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<tr>
<td>things?</td>
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<td>9. In the last month, how often have you been angered</td>
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<td>because of things that were outside of your control?</td>
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<td>10. In the last month, how often have you felt difficulties</td>
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<tr>
<td>were piling up so high that you could not overcome them?</td>
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</table>

Please feel free to use the Perceived Stress Scale for your research.

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www.mindgarden.com

References
Appendix 3

Five Facet Mindfulness Questionnaire

Description:

This instrument is based on a factor analytic study of five independently developed mindfulness questionnaires. The analysis yielded five factors that appear to represent elements of mindfulness as it is currently conceptualized. The five facets are observing, describing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience. More information is available in:

Please rate each of the following statements using the scale provided. Write the number in the blank that best describes your own opinion of what is generally true for you.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>never or very rarely true</td>
</tr>
<tr>
<td>2</td>
<td>rarely true</td>
</tr>
<tr>
<td>3</td>
<td>sometimes true</td>
</tr>
<tr>
<td>4</td>
<td>often true</td>
</tr>
<tr>
<td>5</td>
<td>very often or always true</td>
</tr>
</tbody>
</table>

_____ 1. When I’m walking, I deliberately notice the sensations of my body moving.
_____ 2. I’m good at finding words to describe my feelings.
_____ 3. I criticize myself for having irrational or inappropriate emotions.
_____ 4. I perceive my feelings and emotions without having to react to them.
_____ 5. When I do things, my mind wanders off and I’m easily distracted.
_____ 6. When I take a shower or bath, I stay alert to the sensations of water on my body.
_____ 7. I can easily put my beliefs, opinions, and expectations into words.
_____ 8. I don’t pay attention to what I’m doing because I’m daydreaming, worrying, or otherwise distracted.
_____ 9. I watch my feelings without getting lost in them.
____ 10. I tell myself I shouldn’t be feeling the way I’m feeling.
_____ 11. I notice how foods and drinks affect my thoughts, bodily sensations, and emotions.
_____ 12. It’s hard for me to find the words to describe what I’m thinking.
_____ 13. I am easily distracted.
_____ 14. I believe some of my thoughts are abnormal or bad and I shouldn’t think that way.
15. I pay attention to sensations, such as the wind in my hair or sun on my face.
16. I have trouble thinking of the right words to express how I feel about things.
17. I make judgments about whether my thoughts are good or bad.
18. I find it difficult to stay focused on what’s happening in the present.
19. When I have distressing thoughts or images, I “step back” and am aware of the thought or image without getting taken over by it.
20. I pay attention to sounds, such as clocks ticking, birds chirping, or cars passing.
21. In difficult situations, I can pause without immediately reacting.
22. When I have a sensation in my body, it’s difficult for me to describe it because I can’t find the right words.
23. It seems I am “running on automatic” without much awareness of what I’m doing.
24. When I have distressing thoughts or images, I feel calm soon after.
25. I tell myself that I shouldn’t be thinking the way I’m thinking.
26. I notice the smells and aromas of things.
27. Even when I’m feeling terribly upset, I can find a way to put it into words.
28. I rush through activities without being really attentive to them.
29. When I have distressing thoughts or images I am able just to notice them without reacting.
30. I think some of my emotions are bad or inappropriate and I shouldn’t feel them.
31. I notice visual elements in art or nature, such as colors, shapes, textures, or patterns of light and shadow.
32. My natural tendency is to put my experiences into words.
33. When I have distressing thoughts or images, I just notice them and let them go.
34. I do jobs or tasks automatically without being aware of what I’m doing.
35. When I have distressing thoughts or images, I judge myself as good or bad, depending what the thought/image is about.
36. I pay attention to how my emotions affect my thoughts and behavior.
37. I can usually describe how I feel at the moment in considerable detail.
38. I find myself doing things without paying attention.
39. I disapprove of myself when I have irrational ideas.
Scoring Information:

Observe items:
1, 6, 11, 15, 20, 26, 31, 36

Describe items:
2, 7, 12R, 16R, 22R, 27, 32, 37

Act with Awareness items:

Nonjudge items:

Nonreact items:
4, 9, 19, 21, 24, 29, 33

Reference:

### Appendix 4

#### Mindfulness survey

Questions marked * require an answer.

1. How useful did you find the mindfulness course in your everyday life?
   - Not at all useful
   - Not very useful
   - Quite useful
   - Very useful

2. How useful did you find the mindfulness course in your teaching?
   - Not at all useful
   - Not very useful
   - Quite useful
   - Very useful

3. Are you still in the teaching profession?
   - Yes
   - No

4. Have you introduced any mindfulness practices to your pupils?
   - Yes
   - No
   - If yes, please give details:

5. If yes, how useful was this for your pupils?
   - Not at all useful
   - Not very useful
   - Quite useful
   - Very useful

6. What motivated you to attend the mindfulness course?

7. How many of the eight sessions did you attend?
   - None (0)
   - Some (1-4)
   - Most (5-7)
   - All (8)
   - Can't remember

8. What was the most useful element of the course as far as you are concerned?

9. Has there been any effect on your stress level since attending the course? I’ve been feeling...
   - Much more stressed
   - A little less stressed
   - No change
   - Much less stressed
   - Can't remember

10. Has there been any effect on your sickness absence since attending the course? I’ve taken...
    - Many more days off
    - Slightly fewer days off
    - About the same number of days off
    - Slightly more days off
    - Many fewer days off
    - Can’t remember

11. How often do you still apply principles you covered in the mindfulness course?
    - Never
    - Occasionally
    - Quite often
    - Very often

12. Age band (optional)
    - 16-30
    - 31-40
    - 41-50
    - 51-60
    - 61+

13. Gender (optional)
    - Male
    - Female

14. Please use this space for any other comments you may want to make. For example, you may wish to mention whether and how attending a mindfulness course has impacted on your life and/or teaching practices.
We would like to take this opportunity to invite you to take part in the next stage of our research. Would you be happy to have a short telephone conversation with one of our researchers to tell us a little more about your experiences on the mindfulness course? If so, please provide a valid email address and telephone number below so that our researchers can set up an interview for a time that is convenient for you.

If you would prefer not to take part in a telephone interview, that is fine – just click ‘Done’ to submit your survey.

15. Name

16. Email

17. Phone number

18. Please tick here to confirm that you have read the information below.

☐ Tick

All results will remain confidential, with no teacher or school being identified by name.

Requirements for teachers who choose to take part in a telephone interview
• Teachers will take part in a short telephone interview to discuss their experience of participating in a mindfulness course.
• Teachers will provide valid email addresses and telephone contact numbers to the researchers to enable an interview time to be set up.

Commitments of the IEE
• All data provided by teachers will be stored in accordance with the Data Protection Act (1998).
• All results will be anonymised so that no schools or teachers will be identifiable in the report or dissemination of results. Confidentiality will be maintained and no one outside the evaluation team will have access to the data.
• Interviewees will have the right to withdraw at any time during the process, or to request their data not be used at any point up to and including May 2014.
• The data will be destroyed after the project and any subsequent reporting of findings is completed.

If you have any queries about the research please contact either

Thank you for completing the survey, your answers will be very helpful to us. Please click ‘Done’ to submit your answers.
Appendix 5

Telephone interview

How has the mindfulness course helped with your work? (teaching, behaviour management, relationships with pupils etc)

Have you used mindfulness practices with students? If so, how, and what effect did this have on the students?

How feasible do you think it would be for students to use/train in mindfulness practices? Which parts do you think would work best, and how would a course like the one you did need to be adapted?

How do you think mindfulness for school students would be best structured and delivered? (e.g. individual lessons or integrated into other lessons, how often and for how long, delivered by external expert or teacher, whole-class or intervention i.e. with students who volunteer)

How receptive do you think your school’s senior management team would be to a mindfulness programme for school students? What would make them more receptive?

What further support would you need in order to feel confident ‘teaching’ mindfulness?