

Western
Centre for School
Mental Health



LONDON DISTRICT
Catholic School
BOARD

MINDUP

2017-2018

End of year summary report for parents and guardians

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MINDUP FOR YOUNG CHILDREN

Research Project

Dear Parent,

Greetings from Western University's Centre for School Mental Health. We are the research team evaluating the MindUP program in partnership with London District Catholic School Board. We are pleased to share with you the results from the second year of the MindUP for Young Children Research Project. This past school year (2017-2018), your child participated in the MindUP curriculum in kindergarten or Grade 1. The teachers completed surveys about observed child behaviours before and after participating in MindUP.

This report aims to:

- *Briefly describe the MindUP for Young Children project and curriculum*
- *Present a snapshot of the results gathered so far*
- *Explain MindUP for Young Children project plans moving forward*



Introducing and learning about the brain

MindUP was implemented in:



35 classrooms



10 LDCSB schools



MindUP board in classroom



53 educators were trained in MindUP

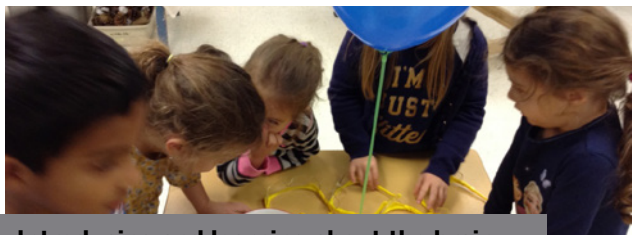


648 students received MindUP. **467** of these students participated in the research project this past school year



MindUP movement in nature

MindUP curriculum contains 15 teacher-led lessons that focus on Social-Emotional Learning by linking brain science, positive psychology, and mindful awareness. MindUP meets Ontario Ministry of Education Directives for Kindergarten and Grade 1, and aligns with the core principles and learning goals of LDCSB.



Introducing and learning about the brain

Many MindUP teachers and ECE's described how well MindUP integrates into their day. Some teachers indicated that MindUP fits well with Religion in their classrooms.

“I'm really grateful that we got to participate in this program...I think that it's really valuable.... I think it's so important for kids to learn this and we're very lucky in kindergarten that a fourth of our curriculum is self-regulation based. So I think it's lovely that we have now this program that we can put in place that's teaching the self-regulation and helping these kids learn. And that it's going to follow them up at least for a few years, because I foresee these kids when they get to the older grades, they're going to have the skills that have been missing in our students.”

– LDCSB Kindergarten Teacher

“If fits right into the Grade 1-8 learning skills. It's so faith based, and language - you can integrate it into language. There's so many ways.”

– LDCSB Kindergarten Teacher

When teachers were asked to think about the ways that MindUP has changed their classroom environment, they listed many benefits for children:

SELF-AWARENESS

“I find that the kids are more aware of their feelings. They do go and visit the quiet corner... they recognize 'I'm sad' or 'I'm really frustrated right now' and then we can talk about it.”

EMPATHY

“I think our class is definitely more mindful of a student who is having an issue, that they need to calm them. And then they recognize that that is not a reflection of anything else going on except that that student needs something, and we need to figure out what it is and be mindful of what they need and they're able to do their learning while that kid is sorting out their self.”

SELF-REGULATION MOMENTS

“You can see it on their faces when they're trying to breathe....and they are trying to calm themselves down...Or they'll turn to us and say, 'may I have a minute in the calming centre?' and we're like 'sure go have your time and then come back.' So it's working. So it's nice to see.”

UNDERSTANDING OWN BEHAVIOURS

“I think it's really great in that they can assess their own behaviour in a different way. I think because they know what it means they know the whole lesson on mindful and unmindful.”

PROBLEM SOLVING

“Problem solving on their own and being able to have less of a meltdown. 'Ok I can stay calm and I'm going to work through this problem.' And I find we're becoming less an importance to their problem solving; they can do it on their own.”

MindUP also has benefits for the teachers and early childhood educators. Many educators said they use the brain and mindful terms throughout the day to have a shared language with the children. They also indicated they appreciate the calm moments of quiet, they are more mindful of what they are doing and saying, and they are better able to look beyond behaviours at what the children may be feeling in the moment.



Nature walk



Belly Breathing - watching a stuffy rise and fall on our diaphragm



Mindful Seeing - there was a snail who lived on this plant all winter and every day the kids would check to see where it was in or on the pot

Moving forward, LDCSB will continue to implement MindUP in early learning classrooms. The research study is funded for the next 3 years. We plan to continue the MindUP implementation and research as your students move up into Grades 2-3, training the teachers and providing support and resources each new school year. We are expecting to find educational benefits for the children receiving MindUP throughout their early childhood education.



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