

**Peace of Mind Pilot Program at Horace Mann E.S.
Results of Post Pilot Survey and Pre-and Post-Survey Comparison
July 2017 - Revised November 2017**

Executive Summary

Survey results show that after participating in weekly *Peace of Mind* class for one school year, 1st, 2nd and 3rd grades students at Horace Mann perceived benefits in the areas of mindfulness practice, social interactions, focusing attention and managing anger. A substantial 93% of students report using constructive approaches taught in *Peace of Mind* to solve conflicts, and 93% were also able to recognize and name the strategies they use for focusing their attention in class, significant increases from the beginning of the year. The majority of third graders report that *Peace of Mind* Class has helped them not only with social interactions, but also to take tests and focus in class.

Particularly helpful tools that all students report learning and using outside of *Peace of Mind* Class are mindfulness skills to help them calm down when upset or stressed, conflict resolution skills to help negotiate conflict and compromise, and “heartfulness” skills to be kinder to others. Using new knowledge about how their brain works at school and home was helpful to the majority of students. The vast majority of students say that *Peace of Mind* class is a positive experience, and 97% believe it is important to have *Peace of Mind* Class at Mann. In sum, the vast majority of students report numerous perceived social/emotional benefits from participation in the *Peace of Mind* pilot.

Overview and Participants

Pre Pilot: Mann teacher Courtney Hundley had introduced Mann students to Mindfulness in the school year before our Pilot Program. This introduction did not include brain science.

Pre-Pilot Survey: The majority of 1st, 2nd and 3rd students at Mann indicated in our pre-pilot survey that they were already are familiar with Mindfulness practice at the beginning of the year. The majority said they were already using it at home and at school, and reported using one of a wide variety of constructive approaches to managing anger, resolving conflicts and focusing their attention. Mann students were unfamiliar with the parts of the brain that related to regulating emotions and mindfulness. The *Peace of Mind Curriculum*, taught weekly by Ms. Hundley, was implemented to build upon this solid foundation with lessons that integrate mindfulness practice with social and emotional learning and conflict resolution.

A voluntary pre-pilot survey was given August 2016 and a voluntary post-pilot survey in May 2017 to assess student perceived benefits of *Peace of Mind* class and generalization of skill use in the areas taught in the *Peace of Mind* curriculum including mindfulness, conflict resolution/social skills, ability to focus attention and applied brain science. The vast majority of Grade 1, 2 and 3 students - 165 in August and 163 in May - returned partially or fully completed surveys. Survey Completion:

	1 st Grade	2 nd Grade	3 rd Grade	TOTAL
Pre Pilot	65	57	43	165
Post Pilot	60	51	52	163

Post Pilot Summary of Student Survey Results

- *Pre- and Post-Comparison:* More students are using constructive approaches to Solving Conflicts, Self Calming, and Managing Anger than they did at the beginning of the school year. 93% of all students responded with constructive tools for solving conflicts, up from 68% in August. Twice as many students are now using self-calming techniques and a third more are using breathing techniques to manage anger. 93% of students were able to recognize and name their own strategies for focusing in class, up from just over half.

"It is important to learn about peace as a kid so when you grow up you know what to do when you get in an argument or what to do that is right."

"I can calm myself down by being mindful."

- *Pre- and Post-Comparison:* Students now have a foundation in basic neuroscience Over 83% of students now can name one or more parts of the brain that regulate emotion and response, and the majority say that knowing about their brain helps them at home and/or at school.

"My mom wanted me to do my homework but I did not want to. I remember the

stories we had about flipping your lid so I cleaned up and went to do my work."

"When I get angry, I think about flipping my lid and trying to back down."

- *Post Pilot:* Students say Peace of Mind Class helps them academically and socially The majority of third graders say that *Peace of Mind* class helps them A LOT to: stay calm when they are angry; remember to be kind; be a better friend; get along better with others and remember to be grateful. In addition, 60% of third graders say Peace Class helps them SOME or A LOT in taking tests, and 78% say it helps them SOME OR A LOT to listen in class.

"I learned to apologize in Peace Class." "I can use the tools I have learned to understand why I am upset."

➤ *Post Pilot:* Students are using the tools they have learned, and taking lessons home. The majority of students report they are using the new tools they have learned – Mindful Breathing, Heartfulness, Conflict Escalator and the Conflict CAT – at school and/or at home.

“I use mindful breathing when I argue with my sister to get calm.”

“I use Take Five breathing when I am in a conflict with my brother”

➤ *Post Pilot:* Students find Peace of Mind Class a positive experience. 97% of students say it is important to have Peace of Mind Class at Mann, and 152 (out of 163) students elaborated with reasons why. 84% of students say Peace Class makes them feel calm, relaxed, happy, peaceful, good or great.

“Without Peace Class I wouldn’t have learned how to breathe to feel better. Peace class helps me personally.”

“If you get into a problem or get angry, you know how to solve them. When you feel stressed, you know what to do.” *“Peace Class makes me feel safe because if I did not have Peace Class, I would flip my lid and everything would go wrong.”*