



# 2014-15 Survey Results

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PRESENTATION TO THE WOODSON HIGH SCHOOL PTSO

JANUARY 12, 2016



# Collective Effort

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- Funding: W.T. Woodson, Josh Anderson Foundation, & Woodson PTSO
- Woodson Community Support: Adam Entenberg, Jayne Matricardi-Burke, Lori Klein, Ryan Dickerson, Teachers who gave class time, PTSO and Parent Community
- Liaison: Mary Beth Quick
- Instructors: Dave Trachtenberg, Corinne Krill, Mary Beth Quick, Yvette Pena, Cindy Pascal
- Research Team: Laura Feagans Gould, Torie Gorges, Laura Dunn, Kimberly Knodel

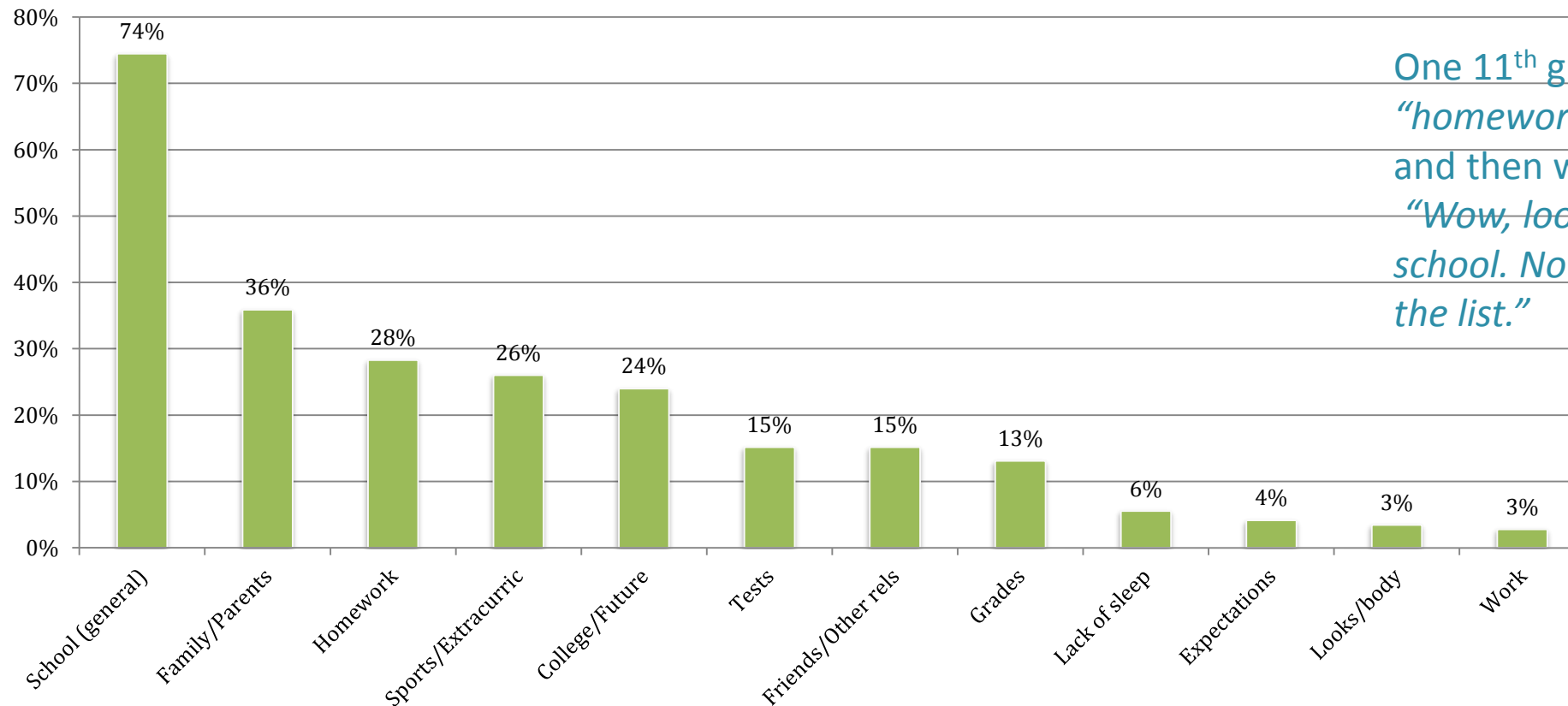
# Study Design

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- Mindfulness Program delivered at Woodson HS in Fall 2014 and Spring 2015
  - 25 minute sessions
  - 6-8 weeks long (8-10 classes)
  - Grades 9-12
  - A variety of classes (e.g. Personal Development, Art, Spanish, Photography, Computer Graphics, History, English)
- Fall 2014: Post survey, mostly on program feedback, a few stress items
  - 145 students completed post survey
- Spring 2015: Pre & Post surveys, academic stress, emotional functioning & well-being, program feedback
  - 147 students completed pre- and post surveys
  - 12 students had poor quality data, so were dropped from analytic sample
  - Final sample 135 students: 59% *female*; 24% *grades 9 & 10*, 20% *grade 11*, 32% *grade 12*; 62% *no previous meditation experience*, 8% *participated in fall mindfulness program*

# Academic Stress

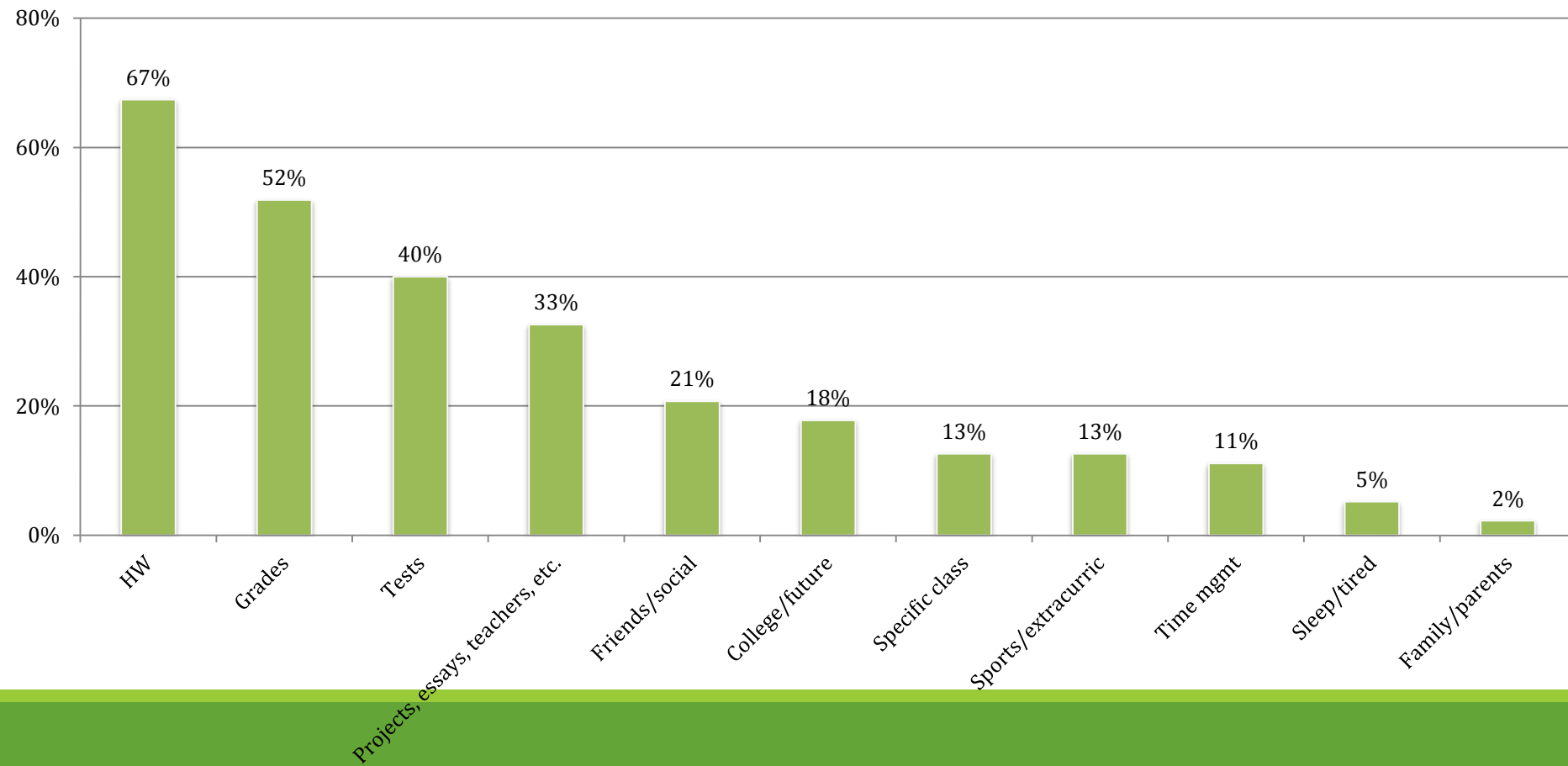
## Top Stressors (Fall 2014)



One 11<sup>th</sup> grade female listed:  
“homework”, “school”, and “college”  
and then wrote:  
“Wow, look at that, it’s all from  
school. Not even my family made  
the list.”

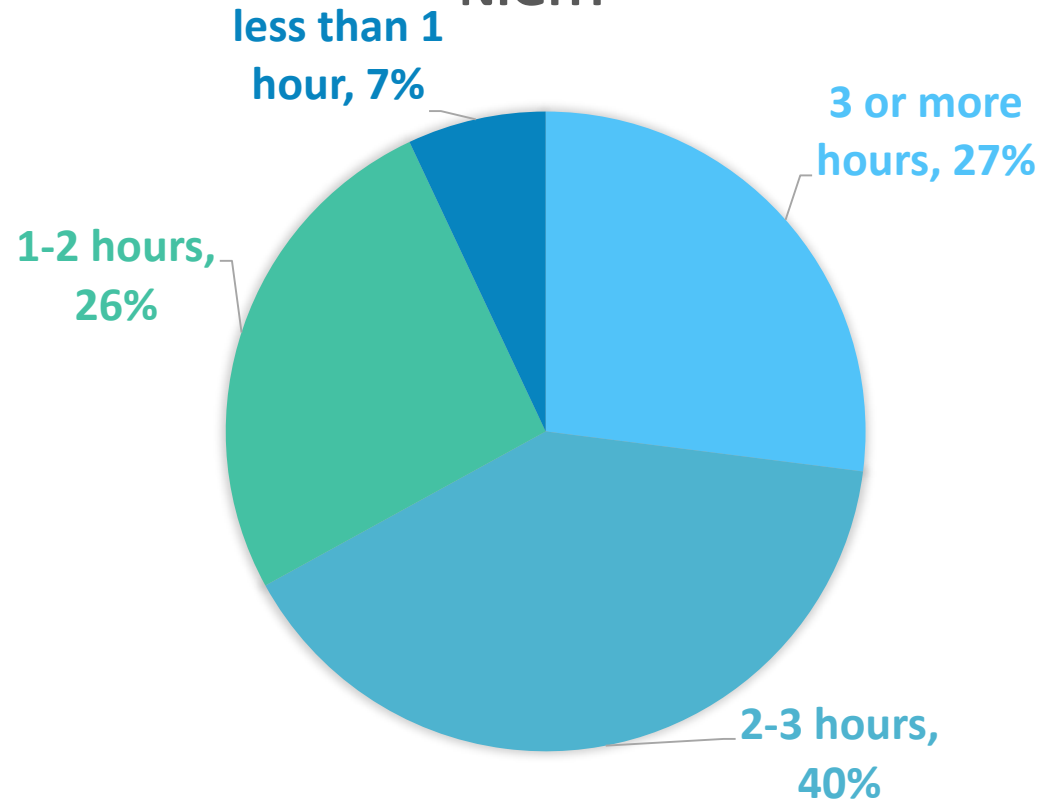
# Academic Stress

## Top School-Related Stressors (Spring 2015 Pre-Survey)



# Homework

## AVERAGE HOURS OF HOMEWORK PER NIGHT



- Approximately 1/3 (30-35%) of 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders reported doing 3 or more hours of per night
- 6.8 hours = The average number of hours per week the average American high schooler does homework (so approximately 1 hour per night) (National Center for Education Statistics, 2011)

# Feeling “Overwhelmed”

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Qualitative data analysis revealed:

- Feeling “overwhelmed,” “stressed,” and “stuck”
- Lack of control: 10% of students reported feelings of helplessness on the pre-survey
- Fear of disappointing themselves or others – sense of “failure”
- Biggest coping strategies were focusing on just doing the work (pushing through it), resignation, or engaging in other activities
- Limited coping repertoire – with less than 20% of coping strategy responses including emotion regulation strategies, seeking social support, or emotional expression

# Outcomes: Used Established Measures

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- Perceived Stress - *Perceived Stress Scale (Brief Version)* (Cohen, Karmarck, & Mermelstein, 1983) – 5-item widely used measure of perceived stress. Adequate Internal Reliability ( $\alpha = .76$ )
- Mindful Attention – *Mindful Attention Awareness Scale for Adolescents (MAAS-A)*: Brown & Ryan, 2003) – abbreviated version (4 items) Good Internal Reliability ( $\alpha = .84$ )
- Emotion Regulation - *Difficulties in Emotion Regulation Scale (DERS)*; Gratz & Romer, 2004) to assess several aspects of Emotional Regulation & Dysregulation: Emotional Awareness and Strategies sub-scales (total of 11 items); Good Internal Reliability for all scales ( $\alpha = .86$ )
- Self-Compassion – *Self Compassion Scale – Short Form* (Neff, 2003; Raes et al., 2011) – 6 items, Good Internal Reliability ( $\alpha = .82$ )
- Present Moment Orientation – From the *Adolescent Time Inventory (ATI)*; Mello & Worrell, 2007). Single Items – Visual Scale



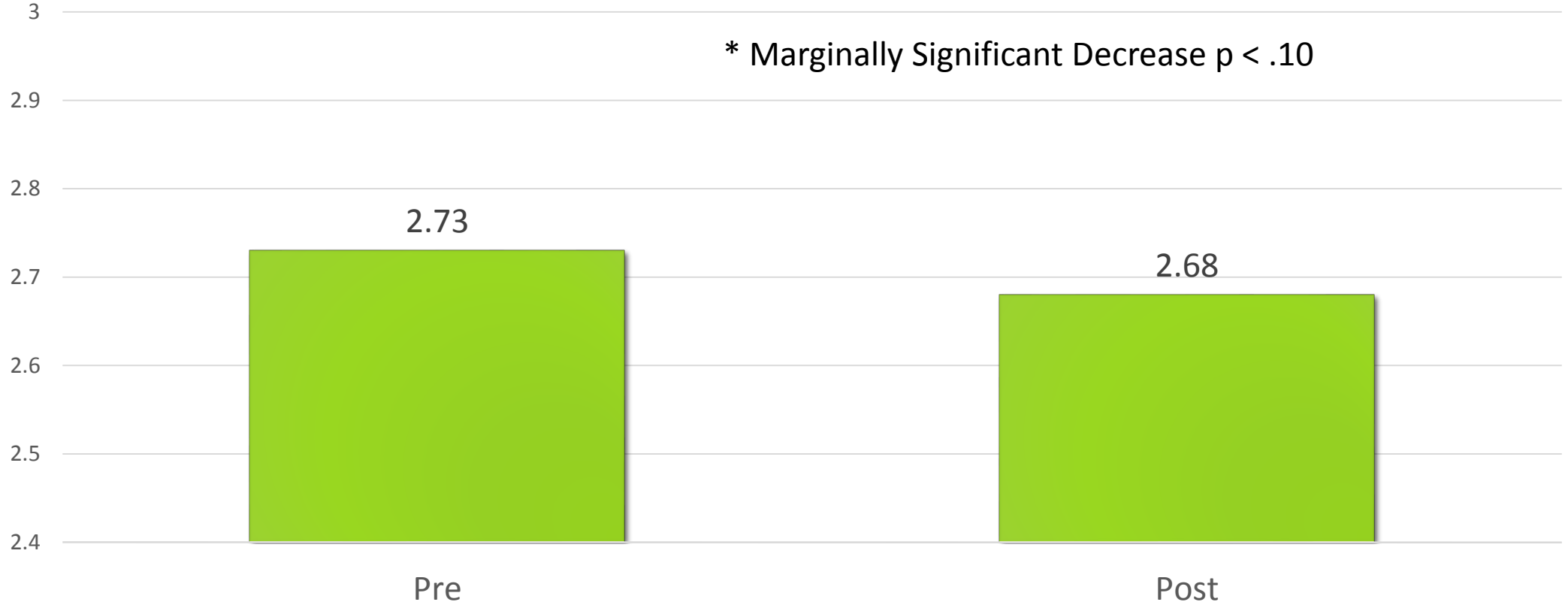
# Analyses:

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- Repeated Measures ANOVA (analysis of variance)
- Time as within-subjects factor
- Controlled for grade, gender, and previous participation
- Greenhouse-Geisser correction
- The lack of a control or comparison group, means we cannot attribute changes (positive or negative) to the mindfulness intervention itself

# Perceived Stress (*how overwhelmed are you?*)

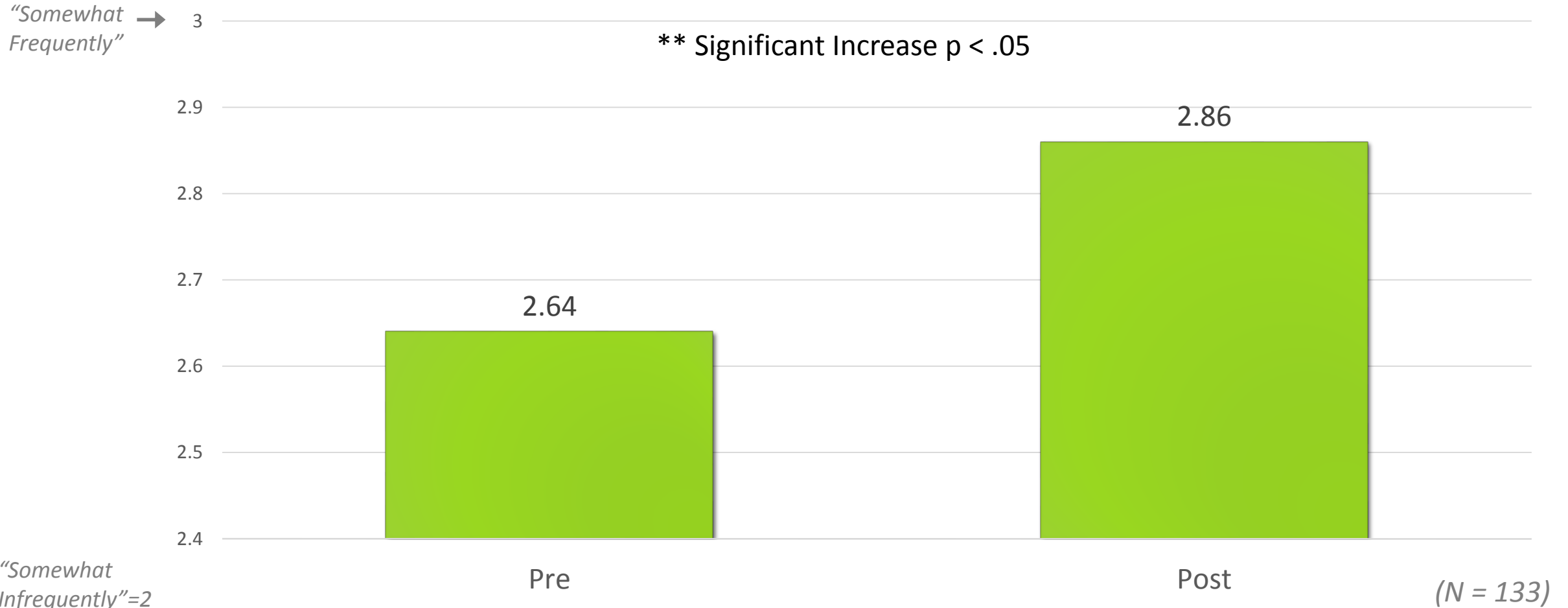
"Sometimes" → 3



"Almost Never" = 2

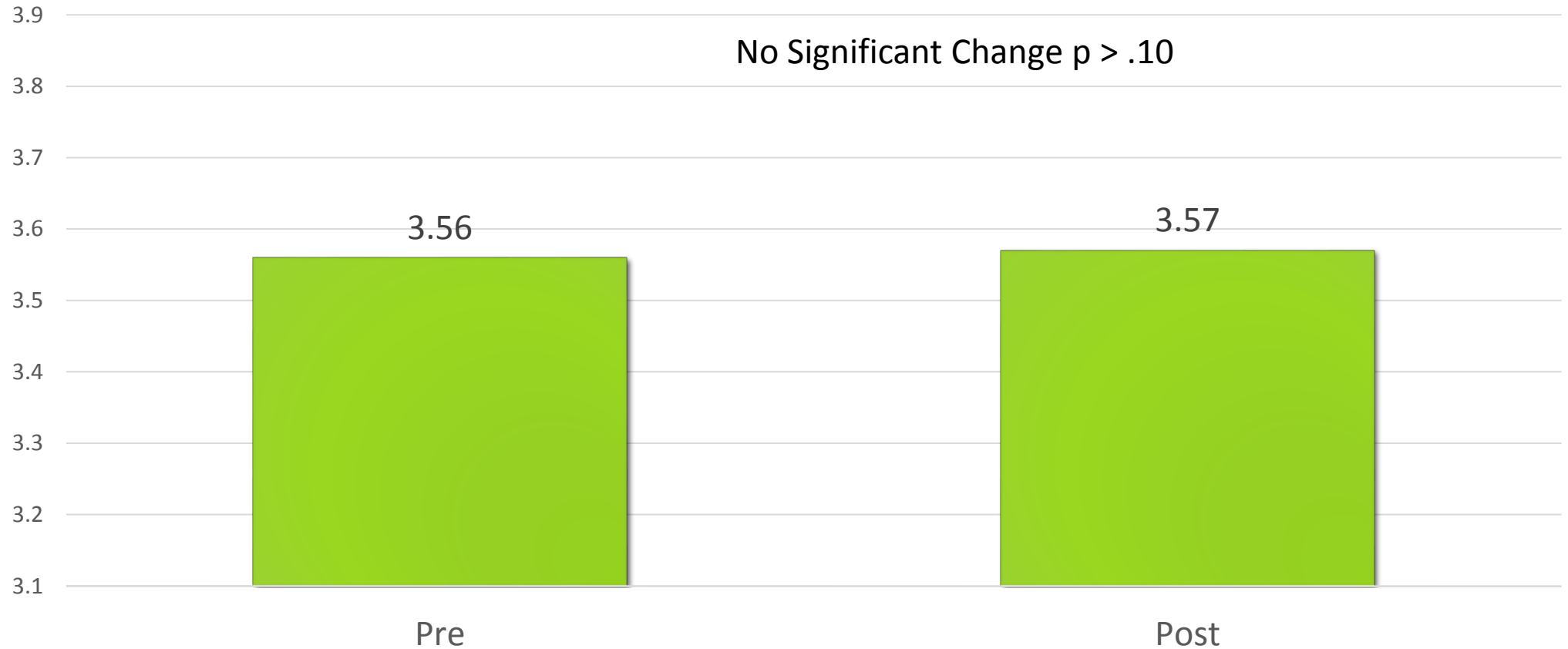
( $N = 132$ )

# Mindful Attention (*how focused in the moment are you?*)



# Emotion Regulation (*when upset, how attuned to your feelings are you and able to deal with discomfort?*)

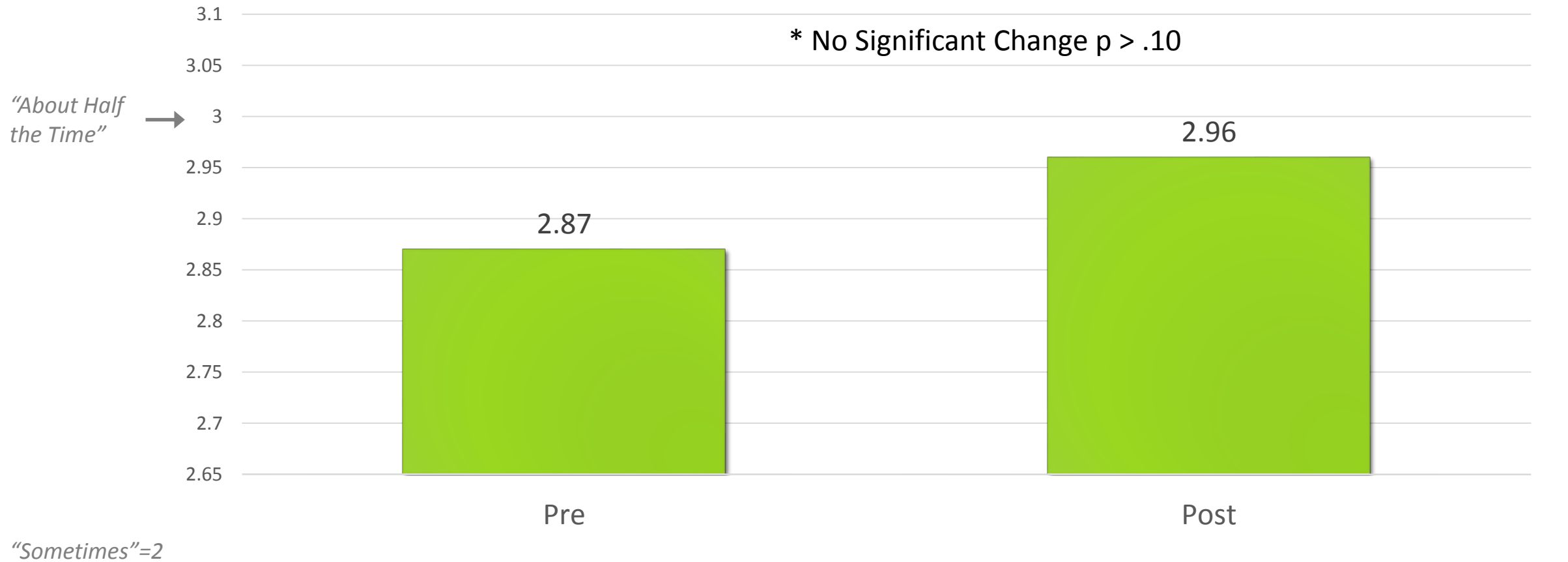
"Most of the Time" →



"About Half the Time" = 3

(N = 127)

# Self-Compassion (*how accepting of and non-judgmental towards yourself are you?*)



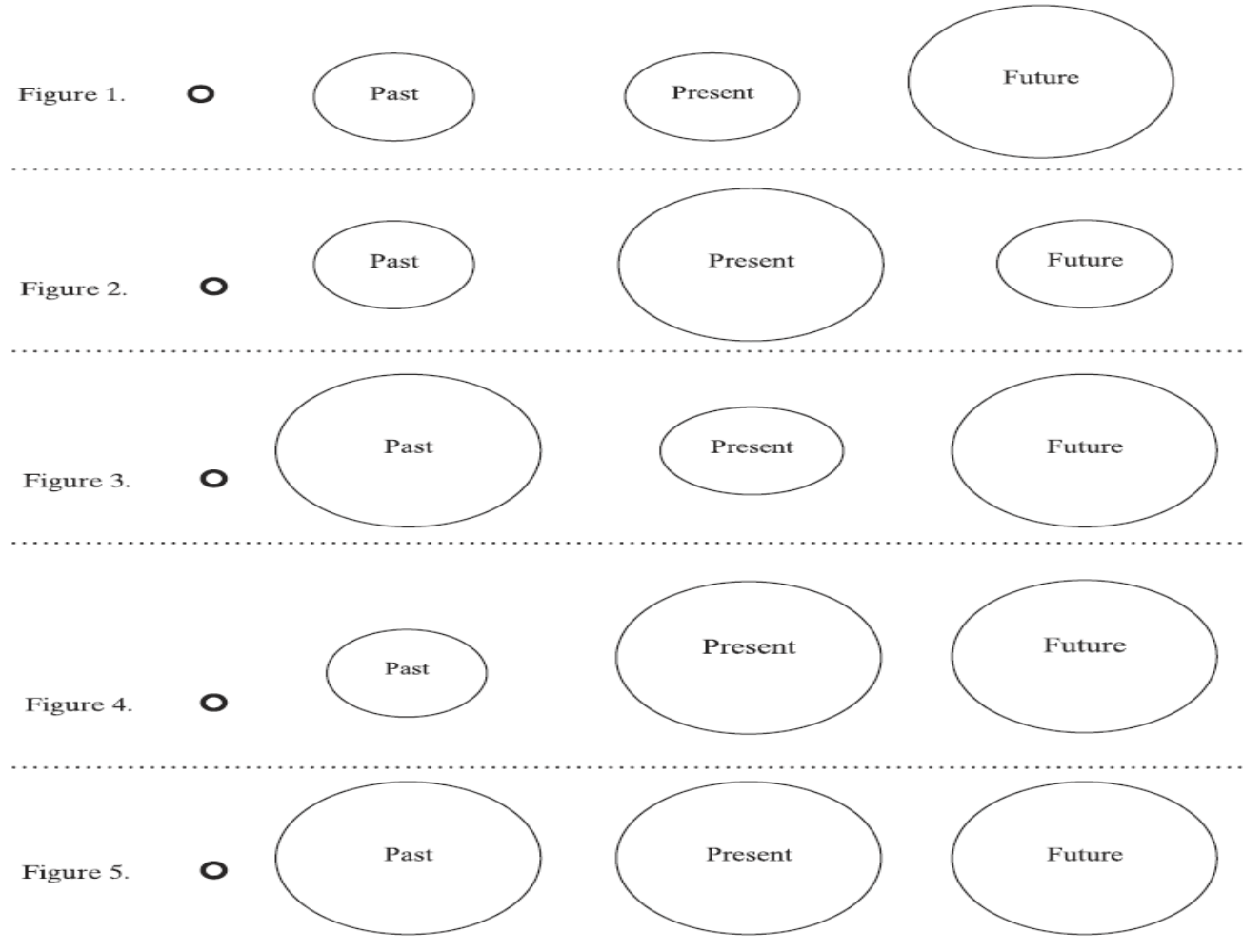
(N = 132)

# Time Orientation Scale (*what is the relative importance of the past, present, and future to you?*)

*Participants were asked to select the Figure that shows how important the past, present and future are to them with larger circles being more important*



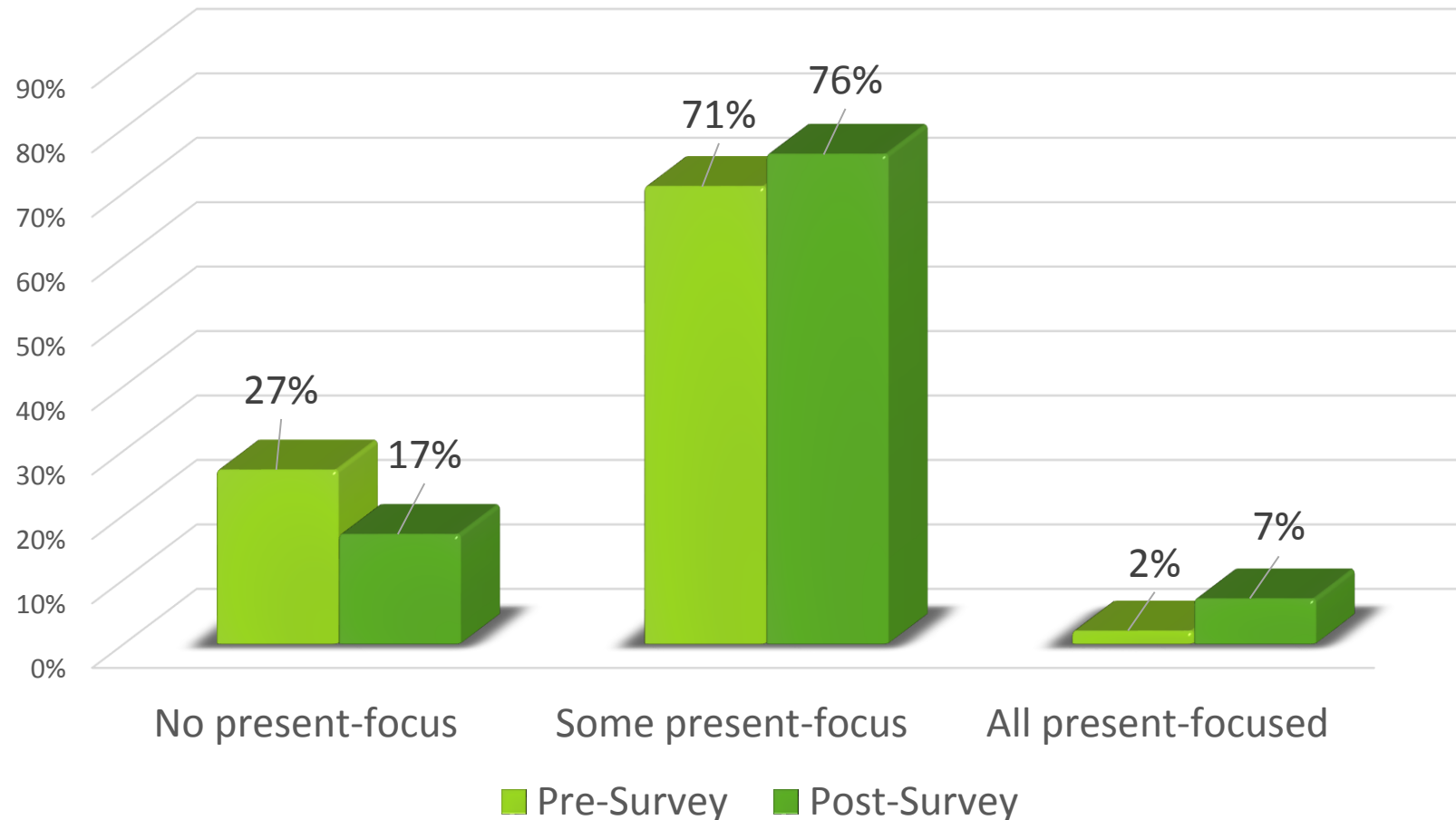
*Then responses coded into: “No Present Focus” (Figures 1 & 3), “Some Present-Focus” (Figures 4 & 5) or “All Present-Focused” (Figure 2)*



(N = 132)

# Time Orientation Scale (*what is the relative importance of the past, present, and future to you?*)

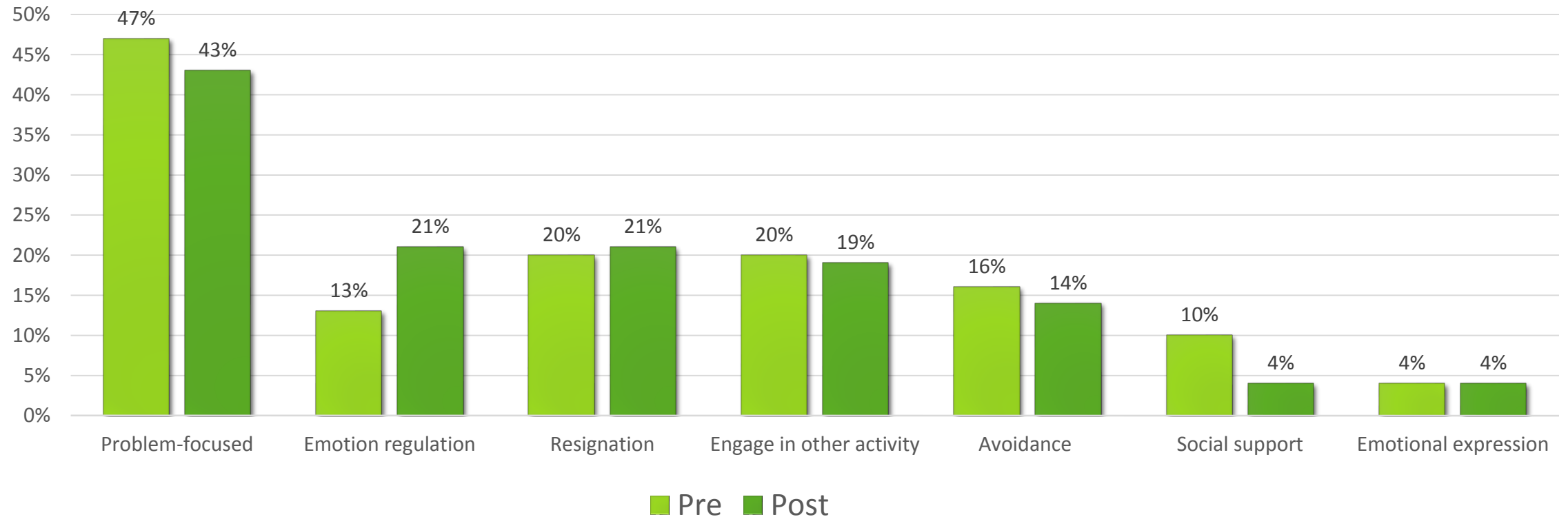
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(N = 133)

# Coping with Academic Stress

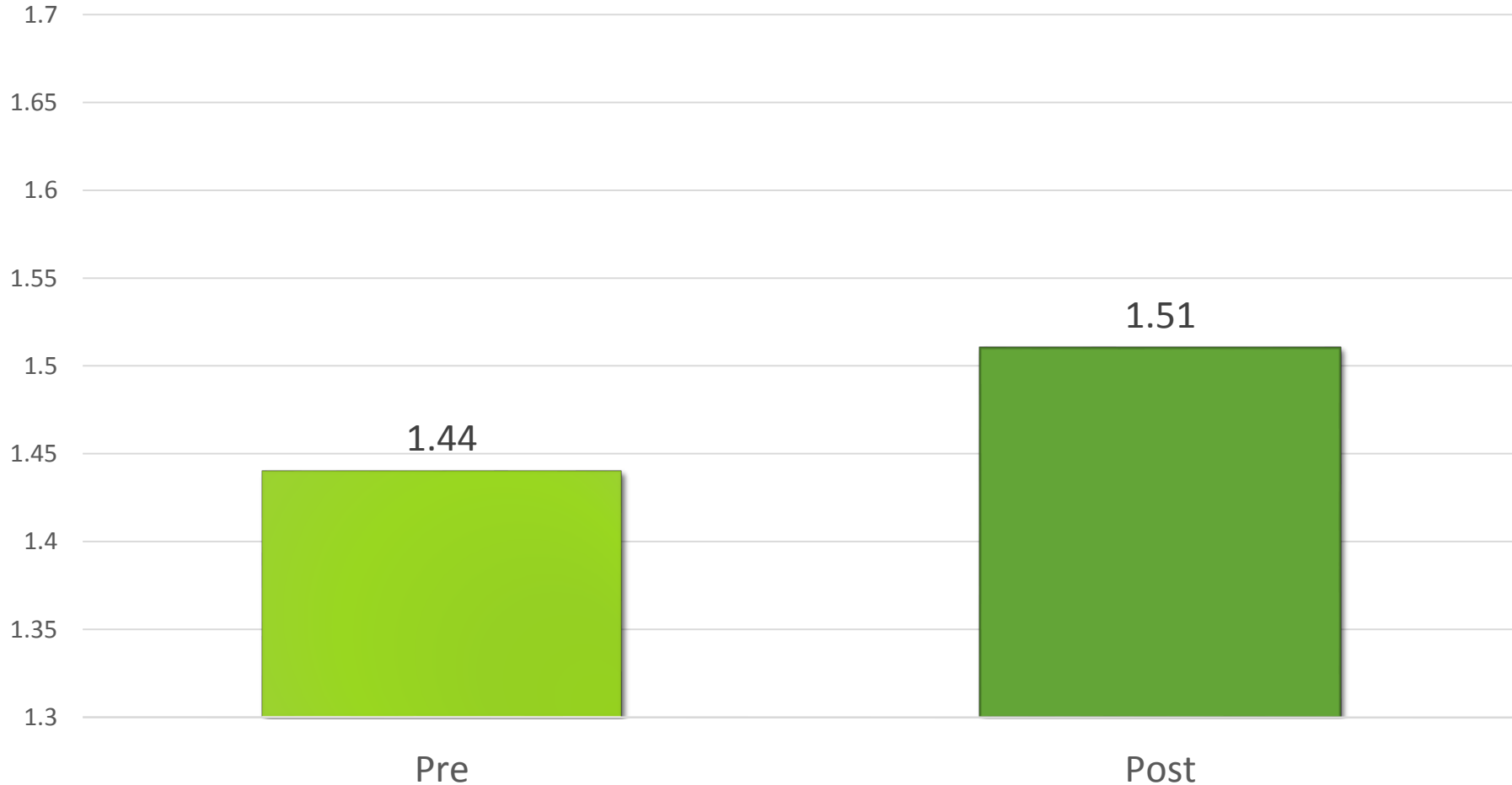
Actions in response to stress  
(Spring 2015 pre- and post-surveys)





# Coping Efficacy (*How effective are you at dealing with your top school-related stressor?*)

*"Fairly Effective"=2*

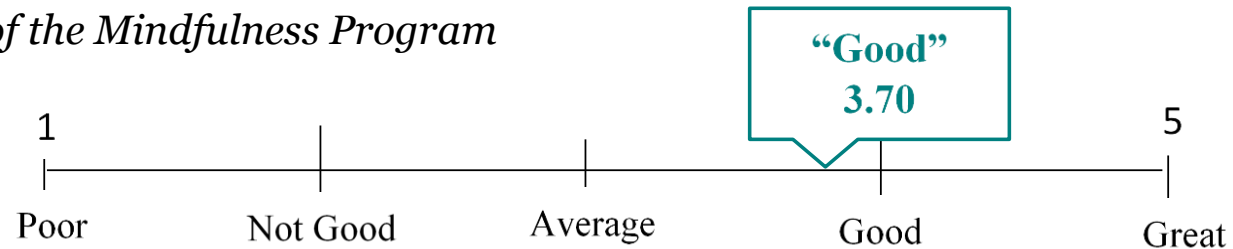


*"Somewhat Effective"=1*

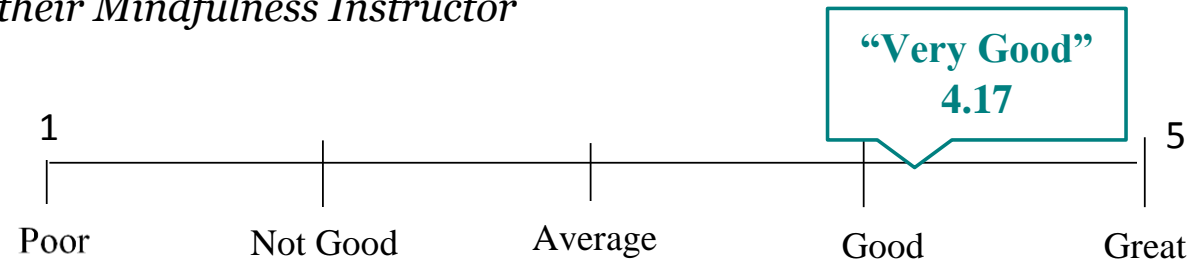
(N = 130)

# Program Feedback

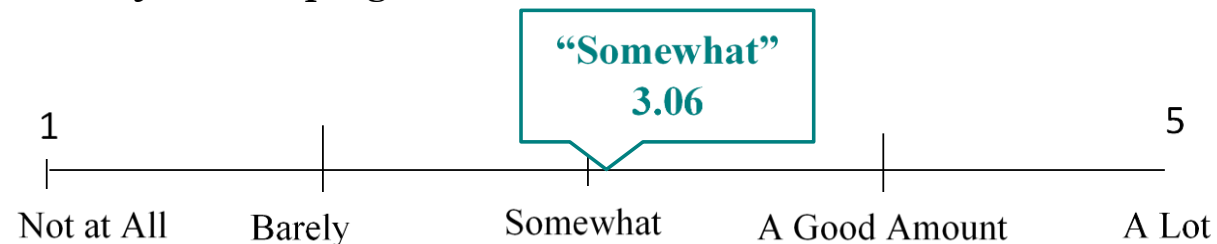
- Average Overall Rating of the Mindfulness Program



- Average Overall Rating of their Mindfulness Instructor



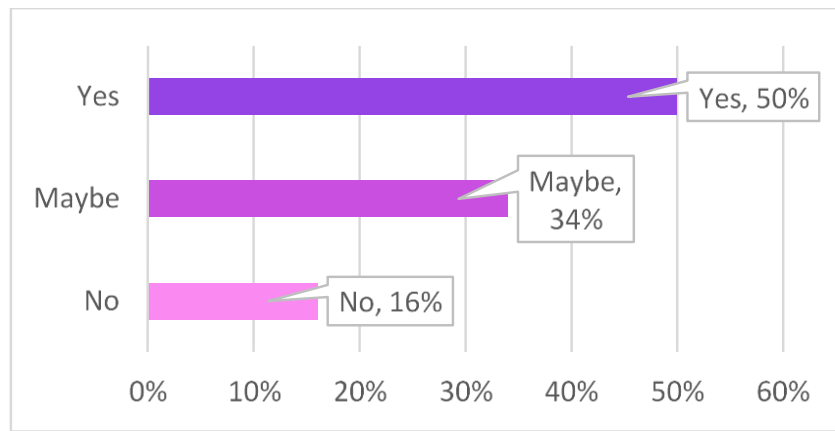
- Average amount of Perceived Benefit of the program for Students



(N = 292)

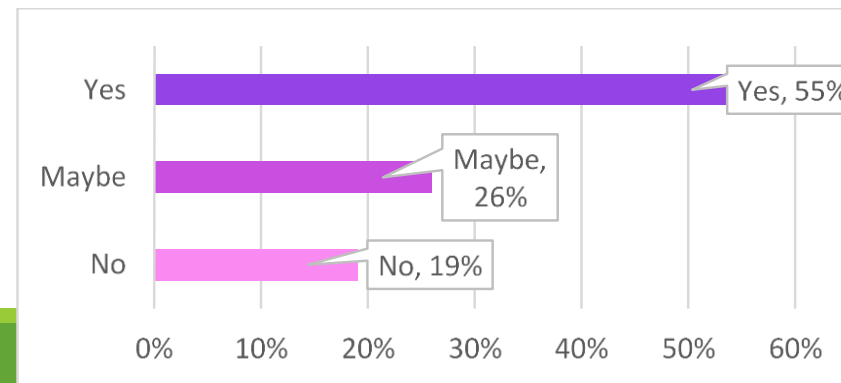
# Program Feedback

- Percent of students who *would recommend the mindfulness program to others*



- Over half the students (57%)** said they are “somewhat” to “very” likely to continue practicing mindfulness on their own

- Percent of students who would like to *include mindfulness practices in other classes*



# Summary

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## Academic Stress & Coping:

- Students report a lot of academic pressure and homework and little down time.
- Students report being overwhelmed with limited coping repertoires and feel a lack of control or ability to handle academic stress.

## Mindfulness Program:

- Students generally enjoy the brief mindfulness program and report modest benefits.
- The majority of students would like to include mindfulness in regular classes and are likely to continue practicing mindfulness on their own.

# Summary

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Quantitative results assessing changes in emotional functioning and well-being from established outcome measures before and after a brief mindfulness program are fairly consistent with what we would expect (*but need a comparison group for stronger conclusions*):

- Marginal decrease in perceived stress
- Significant increase in mindful attention
- No significant changes in emotion regulation or self-compassion
- More kids report valuing the present-moment, relative to the past or future

Qualitative results indicate:

- Some increases in emotion regulation strategies to deal with academic stress
- Increases in participants' coping efficacy

# Contact Info

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If you have Questions or want a copy of the PowerPoint with more detailed notes that accompany slides, please contact:

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Or

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