Mindfulness
Taking the Stress From Students’ Tests
Sarah D. Sparks
Assistant Editor, Education Week

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Mindfulness: Taking the Stress From Students’ Tests

Expert Presenters:

Jeremy P. Jamieson
Professor, Department of Clinical & Social Sciences, University of Rochester

James Butler
SEL mindfulness specialist and 2014 Austin ISD Teacher of the Year, Austin Independent School District, Austin, Texas
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Reappraising stress to promote student resilience & achievement

Jeremy P. Jamieson
University of Rochester

Constructing Acute Stress Responses

"Stress" is a somatoform & psychologically responsive (McCraty, 1992)

Arousal theory of emotion (Lazarus, 1991) states secondary appraisal processes are real or potential & change regulatory patterns

Cognitive-Appraisal (Scherer, 2006) Appraisal is a scheme internal states into emotions by integrating bodily & emotional responses

Unhealthy emotional responses, acute stress responses are overvalued & overvalued

Appraisals make meaning of internal signals & behavioral factors

Body's signs of stress around are most often identified negatively

"Nervous energy" or "Muscle Tension"

Avoidance & "Allaying with excitement"

Arousal Reappraisal

An EPI (early) reappraisal transforms challenge to stress responses by targeting perceptions/appraisals of stress

All personal stress-regulation strategies focus on cue management for highlighting adaptive benefits of biological changes that occur in stress situations

Signs of stress are internal but can be outward perceived as detrimental, but rather as coping tools

Unlike for majority of responses-based EF strategies, ARI does NOT aim to reduce all negative "stress"; it is a non-coping technique

Sympathetic activation is needed toward more performance in the face of acute psychological stimuli

Counter to low levels, 11% of responders reported performance levels for maximizing performance under stress conditions (Biswas, 2004)

Summary

School social situations are challenging

Academic stress, academic stress, academic stress, academic stress, academic stress

Arousal reappraisal is a process for using intervention strategies based on differences from emotion regulation & social stress research findings

Exam 1 by: examinee implementing socially-prescribed social actions

Recent applications to awareness of arousal reappraisal include work on

Diverse environments (Zum et al., 2016)

Social anxiety disorder (Baker et al., 2018)

Public speaking & self-efficacy (Ktena et al., 2014)

Performance anxiety (Bakke, 2015)

Benefits observed (Jaillet & Hendrix, 2015)

Exam 2 by: examinee implementing socially-prescribed social actions

Recent research on awareness of arousal reappraisal has focused on performance, but evidence stress processes still for heterogeneous to promote health & well-being

This is an important direction because stress processes are involved in mental health, and academic health outcomes, including those of mental health problems & persistent social disparities in health & social mobility

BPS Model of Challenge & Threat

Classroom Application

30% of developmental math students maintain to college-level coursework

50% of developmental math students maintain to college-level coursework

50% of developmental math students maintain to college-level coursework

60% of developmental math students maintain to college-level coursework

70% of developmental math students maintain to college-level coursework

80% of developmental math students maintain to college-level coursework

90% of developmental math students maintain to college-level coursework
Reappraising stress to promote student resilience & achievement

Jeremy P. Jamieson
University of Rochester
Constructing Acute Stress Responses

"Stress" is semantically & psychologically nonspecific (Blascovich, 1992)

*Appraisal theory of emotion* (Lazarus, 1991): Primary & secondary appraisal processes organize information & create response patterns

*Conceptual Act Theory* (Barrett, 2006): Appraisals transform internal states into emotions by integrating bodily changes with external info & knowledge of the situation

Like emotional experiences, acute stress responses are constructed:
Appraisals make meaning of internal signals & situational factors

Bodily signs of stress arousal are most often labeled negatively:
"Nervous energy" or "Butterflies in my stomach"

...but linguistic labels of stress arousal can also be positively valanced:
"Amped up" or "Bursting with excitement"
BPS Model of Challenge & Threat

Blascovich & Mendes, 2010; Jamieson, 2017; Seery, 2011

Motivated Performance/Social Stress Situation → Task Engagement → Appraisals of Coping Resources vs. Task Demands

Resources > Demands → Challenge → Sympathetic-Adrenal-Medullary (SAM) activation → Low peripheral resistance
High cardiac output

Resources < Demands → Threat → Hypothalamic-Pituitary-Adrenal (HPA) & SAM activation → High peripheral resistance
Low cardiac output

Psychological processes

Physiological responses
Arousal Reappraisal

An ER approach that seeks to promote challenge type stress responses by targeting perceptions/appraisals of stress

AR presents the stress response itself as a coping resource by highlighting adaptive benefits of biological changes that accompany stress states

Signs of stress arousal (e.g., racing heart) are no longer perceived as detrimental, but rather as coping tools

Unlike the majority of reappraisal-based ER strategies, AR does NOT aim to reduce or eliminate "stress" (i.e. it is not a relaxation technique)

Sympathetic activation is needed to optimize performance in the face of acute situational demands

Counter to lay beliefs: 91% of respondents believed relaxation was best for maximizing performance under social stress conditions (Brooks, 2014)
Classroom Application

~15% of developmental math students matriculate to college-level coursework

Sample: 93 developmental math students (60% F; 65% Black/A-A; Mage = 29) across 5 semesters of the same course (same instructor)

Stress reappraisal manipulation was implemented prior to Exam 2

HLM: no significant variance identified at level of class cohort
Exam 2 delta: $p = .018$, $d = .55$; Final delta: $p = .079$, $d = .40$

Funding: Institute of Education Sciences (IES)
Summary

Stressful social situations are ubiquitous (academic tests, job interviews, performance reviews, relationship processes, etc.)

Arousal reappraisal is a process-focused intervention approach based on theories from emotion regulation & social stress research traditions. Developed to improve responses during acutely stressful social situations.

Recent replications/extensions of arousal reappraisal include work on:
- Stress mindsets (Crum et al., 2013)
- Social anxiety disorder (Jamieson et al., 2013)
- Public speaking & affective displays (Beltzer et al., 2014)
- Performance anxiety (Brooks, 2014)
- Stereotype threat (John-Henderson et al., 2015)

Extant arousal reappraisal research has focused on performance, but can acute stress processes also be harnessed to promote health & well-being?

This is an important direction because stress processes are involved in myriad downstream health outcomes, including onset of mental health problems & persistent racial disparities in health & achievement.
Settle the Hubbub with the Power of Mind Yeti for Schools
#mindfulAISD
Mindfulness in the Austin Independent School District
All Began in a Kindergarten Classroom
Sharing Mindfulness

The Educator Guide
5-Minute Daily Mindfulness Practices to Empower Teachers and Students

James Butler, M.Ed

SEL Social & Emotional Learning
**Self-Management**
Mindfulness increases emotion regulation skills.

**Social Awareness**
Mindfulness increases empathy by regulating emotions rather than getting overwhelmed during difficult situations.

**Self-Awareness**
Mindfulness enhances your ability to focus attention. It improves your self-compassion.

**Responsible Decision-Making**
Mindfulness increases cognitive flexibility and creativity.

**Relationship Skills**
Mindfulness increases compassion.

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**SEL Wheel adapted from CASEL (Collaborative for Academic, Social & Emotional Learning)**
Explaining Mindfulness in Schools

Right here, right now:
Paying attention on purpose,
Responding &
Being kind to yourself.

Mindfulness is paying attention on purpose, in the present moment, and nonjudgmentally, to the unfolding of experience moment to moment.
~ Jon Kabat-Zinn
Integration

• 1-5 minutes
• Before/after explicit SEL lesson
• Transitions
• Brain Breaks
• When you feel like this 🎨
Highlights:
Peer Leadership
Highlights:
Athletics & Mindfulness Rooms
Results from 2016-2017 School Year

**Successes**
- ALL 130 AISD campuses
- 1,000 parents
- 50+ community organizations & AISD departments
- Mindfulness Rooms & Trails
- 90% of teachers felt great benefits
- Kids took lessons home

**Challenges**
- Time
- Leadership buy-in
- Level of comfort with mindfulness

SEL Social & Emotional Learning

Austin Independent School District
Our Latest: Mindfulness for Classrooms
Mindfulness for Kids and Their Adults

Guided audio sessions to help kids calm down, focus their attention, and get ready for whatever’s next.

Get started for free
Build the skills to calm your body, focus your attention, and connect to the world around you.

Welcome! 🎧 1:44 (video)
Meet Mind Yeti and The Hubbubbles. Learn how mindfulness can settle the Hubbub.

Hello, Breath 🕒 3:32
Say hello to your body’s calming superpower: your breath.

Hello, Hubbubbles 🕒 4:01
Meet your Hubbubbles: the thoughts, feelings, and sensations that fill your mind.
Sparking Interest Worldwide

267,644  UNITED STATES
14,742   CANADA
5,566   AUSTRALIA
2,791   RUSSIA
1,799   SINGAPORE
It makes me not so stressed out and I’m calmer, it makes me feel like, “Oh, okay. I can do this now. Yeah. Okay…let’s do this.”

Luca, 3rd Grade, Seattle, WA
Get Your Mind Ready
Mindfulness to manage the classroom and boost Second Step skills

Mind Yeti Basic
15 free-forever mindfulness audio sessions
1 user

Mind Yeti Premium
$72/year
1 user

Mind Yeti for Schools
$799/year
Up to 40 users

Learn more at MindYeti.com
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
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Required Reading from Education Week:

**Spotlight on Redefining Student Success**
FREE! In this Spotlight, see how growth mindsets are factoring into student achievement, how states and districts are gathering data for new school-quality indicators, and how educators can better prepare students for college and careers.