MindJump health and well-being programme

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MindJump Health and Well-being Programme: Evaluation and Development

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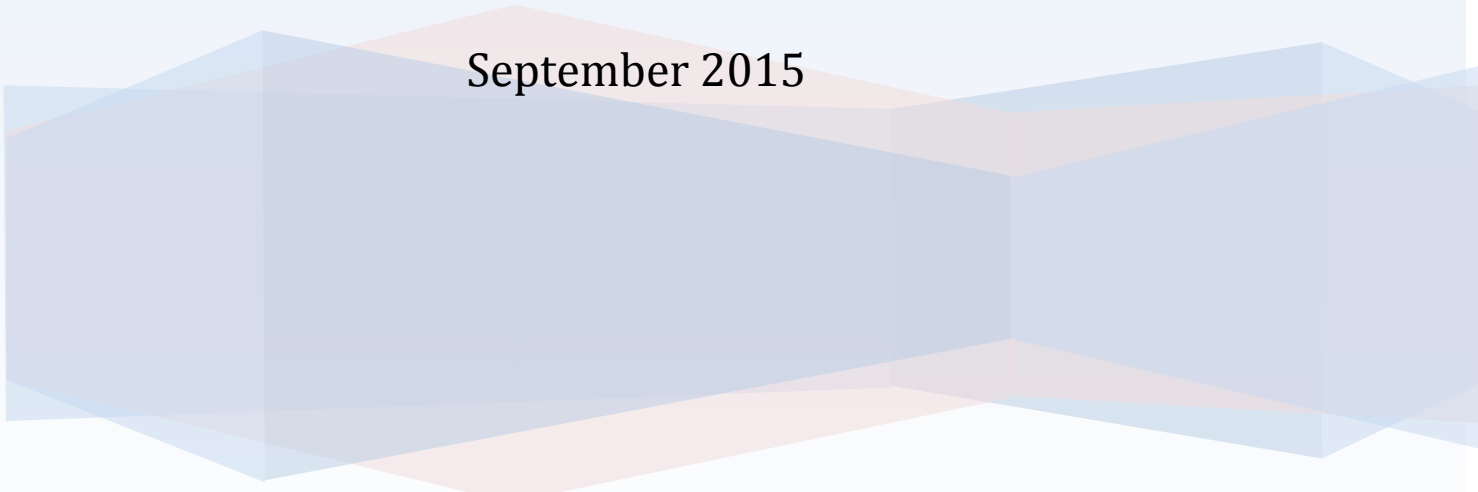

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Table of Contents

List of Tables

Section 1 Introduction

MindJump was established as a company in 2012. The director of the company, Caroline Farquhar, spent two years studying holistic therapy courses in Cognitive Behaviour Therapy, Neuro-Linguistic Programming, Kids Meditation, Emotional Freedom Therapy and Reiki. Initially, she applied the techniques learned on these courses at a personal level (self and family members). Subsequently, she developed a health and well-being programme, called MindJump, targeted at primary aged children.

The MindJump health and well-being programme focuses on six key areas, namely thoughts and feelings, diet and hydration, environment, sleep, exercise, and confidence. The programme offers individuals 'mindful' techniques, giving them the ability to feel healthier, calmer and happier. It aims to bring balance mentally, emotionally, socially and physically to the whole person and provides skills for life. Following the training of teachers (Teach the Teacher Training programme) the programme can be delivered by the class teacher as part of the curriculum within the standard school day.

In Scotland, the Curriculum for Excellence was developed to provide a flexible and coherent curriculum covering the age range 3-18 years. It aims to help each child or young person acquire knowledge, skills and attributes to develop the four capacities of becoming a successful learner, a confident individual, a responsible citizen and an effective contributor. Health and wellbeing is one of eight curricular areas and one of three cross-curricular areas. It is advocated, "Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future" (Education Scotland, n.d., p.1). Another key Scottish Government policy, Getting it Right for Every Child (Scottish Government, 2012) has wellbeing as a central tenet. There are eight areas of wellbeing, namely safe, healthy, achieving, nurtured, active, respected, responsible and included, which are linked to the four capacities in the wellbeing wheel. The importance of children's wellbeing is also encapsulated in the Children and Young People (Scotland) Act 2014. The MindJump programme is viewed as contributing to health and well-being in schools through providing children with experiences that will contribute to their learning and development.

The company director ran a small successful pilot of the MindJump programme in a primary school. The feedback received from the children and teachers was positive and the findings were used for further programme development. Subsequently, she has implemented the programme in a number of establishments. Although informal feedback was positive, she was keen to commission an independent evaluation of the programme. The current project was set up with funding from the Scottish Funding Council Innovation Voucher Scheme. The study aimed to address the limited information on the benefits of the MindJump programme through carrying out an independent evaluation of

the programme in two primary schools[1] in one Local Authority in Scotland. It was intended that the findings from the evaluation would be used to further refine and improve the programme with a view to undertaking a larger study involving more schools.

The aim of the study was to carry out an evaluation of the MindJump programme in two primary schools in one Local Authority in Scotland. The evaluation incorporated both process and outcome components (Rossi, Lipsey, & Freeman, 2004). It was intended that the findings would be used to inform future developments in relation to the programme content and implementation.

Specific objectives of the study were to: -

i. Measure the impact of the MindJump programme on pupils' social, emotional and behavioural functions
ii. Investigate pupils' perspectives of the programme in terms of their learning experience
iii. Investigate teachers' perspectives of the programme in terms of their learning experience
iv. Make recommendations in respect of the methodologies used to deliver the programme and how best to roll out the programme

[1] Referred to as School A and School B

Section 2 Teach the Teachers Programme

Two primary schools were involved in the study (see Table 1). The company director of MindJump trained four staff in School A and two staff in School B.

Table 1 Staff Trained in Programme

School	Head Teacher	Class teacher	Classroom Assistant
A	1	2 P7	1
B	1	1 P7	

In School A, the company director had a planning meeting with the HT to discuss the format of programme delivery. It was agreed that the programme would be delivered over 2 twilight sessions each lasting 2 hours. The HT was present at the first two sessions but had to leave at various points to attend to school matters. As one of the teachers missed the first session arrangements were made for that material to be covered in a later session. In total, the company director visited the school on three occasions (13, 21 & 27 May 2015) to ensure all 4 staff completed the training. The topics covered in each of the sessions and specific activities are detailed in Table 2.

In School B, it was agreed that the Teach the Teachers training would be undertaken over half a day (28th May 2015). The format was the same as for School A.

Table 1 School A: Content of Training

Session	Topic	Method
1	Introductory activity	Participants wrote down the process they go through to make a cup of tea. The aim of this exercise was to identify that although the outcome was the same the thought process they went through was different. It also highlighted the conscious and subconscious process.
	Exercise and a Healthy Mind, Healthy Body	Participants experienced a 10-minute meditation session and scored their relaxation state before and after the session using the CBT scale called SUDs (Subjective Units of Distress) with 1 being the lowest and 10 being the best it could be. It was suggested that in order for the children to understand relaxation they could describe spaghetti and its uncooked state being before relaxation and cooked spaghetti the difference after relaxation. Participants discussed the importance of the mind and body connection and the different types of guided meditations scripts the teachers could use.
	Environment (The Big, Big World)	Using SUDs participants scored how they felt at that moment. The aim of the activities was to help the participants understand that what goes on around us also affects us on the inside too, affecting the way we think, feel and behave at any given time. It was designed to help them learn that we can

Session	Topic	Method
		change what we can and let go of what we can't and the benefit from this is that it allows us to feel balanced, happier and healthier. The participants learned about the SMARTER goal setting technique – choosing a specific goal either long or short term, and that using this with the children encourages motivated and confident learners.
	Confidence, A Positivity Boost	Using SUDs participants scored how confident they felt at trusting their instincts. There was discussion about the impact of listening to the chatter in our head that talks us out of doing things and that when we feel disconnected from something it shows in our body and verbal language and can manifest as physical symptoms, changing the way we think, feel and behave (referred to as 'Stinking Thinking'). Using the confidence worksheet the teachers measured their confidence and suggested this would be a good way to get to know how the children feel. Remembering we can change and control the things we can and let go of the things we cannot change allows us to quiet the chatter making us feel balanced, happier and healthier.
2	Introductory activity	The participants were asked for feedback on their week and how they had applied the techniques. Next, participants were asked to clear the energy in the room by rubbing their hands and shaking them before doing a short meditation session.
	Sleep, a Time for Zzzz	SUDs were used to measure the quality of sleep the participants had had the previous night. Subsequent discussion focused on why sleep is important for all of us, recognizing it is a time to relax, rest and process information. This topic covered the different states of sleep and there was discussion about the difference between sleep and meditation. A tapping EFT technique is used to prepare us for sleep; the repetition of the sequence along with repeating the affirmation of intent re-wires our ability to switch off and drift off. With regular use the practice becomes easier and can be applied to other situations.
	Thoughts and Feelings, My Super Powers	SUDs scale was used to measure our ability to 'bounce back'. The topic considered the importance of understanding the full range of our emotions. It recognized that it is ok to feel sad but knowing that we can change that feeling is important. This element of the programme gave the participants simple tools to change feelings. It highlighted the benefits of these tools in reducing stress, encouraging positive energy and raising self-awareness. An adapted story and four simple questions were used to get the message across.
	Diet and Hydration, Fuel for Thought	This part of the session focused on the importance of diet. Using SUDs, participants were asked to rate their emotional relationship with food and drink. The importance of this session was to understand that there is a link between what we eat and drink. This influences the way we think, feel and behave so 'food to mood' but also there is a link between 'mood to food' and taking responsibility for the choices we make establishes lifelong practices. This session highlights that our actions and reactions are conditioned by the rules by which we live are lives. This was linked to the 'cup of tea' exercise in session 1 that highlighted conscious and sub conscious decisions. Participants completed an exercise to identify the difference between the thought, the feeling, the behaviour/action and the physical reaction (can be used

Session	Topic	Method
		individually or as a group session). This aimed to help the participants recognize that when a situation at home or in the classroom arises they can change the way they think, feel, behave or react. This opens up many more positive choices allowing them to change the 'stuff' they can and 'let go' of the 'stuff' they cannot change.

Section 3 Delivery of Programme to Pupils

Arrangements for delivery of the programme to the pupils were negotiated with the teaching staff. In School A, it was agreed that the programme would be delivered in two 40-minute sessions (8th and 15th June 2015).

The classroom sessions were delivered in the same format as the teacher sessions with the children completing the confidence worksheets, taking part in the meditation sessions, learning tapping techniques and goal setting. They worked individually and in groups and were encouraged to actively participate and engage with the sessions, by recall, personal experience and empathy.

In School B, the programme was delivered to the class in two 40 minute morning sessions (11th and 12th June 2015).

Section 4 Methodology

4.1 Participants

The project evaluated the use of the MindJump programme with P7 pupils in two primary schools in the same local authority. Participants involved in the evaluation of the programme included P7 pupils from the two classes and their two class teachers[2].

The researchers sought and obtained from an officer in the local authority. They were given permission to approach the head teachers of primary schools to see whether they were willing to take part in the project. The company director identified two schools that agreed to take part. The researchers made direct contact with the head teachers of the schools to discuss what would be involved in the project. They were sent all documentation by email and there were follow-up phone calls at various points.

A number of criteria were met by participating schools: the head teacher agreed to take part in the project; and the class teachers agreed to participate in the training, implement the programme activities and participate in the independent evaluation.

Pupil participants were recruited based on the following criteria: they were members of one of two classes which had been using the MindJump programme; their parents had given informed consent to their involvement in the evaluation activities; and the pupils had given informed consent to their involvement in the evaluation activities.

In School A, participating pupils were in a composite P6/7 class (13 P6 pupils and 14 P7 pupils). All pupils took part in the MindJump programme but only the P7 pupils were involved in the evaluation. In School B, there were 24 pupils in the P7 class.

4.2 Ethics

The researchers obtained ethical approval from the University of Dundee Research Ethics Committee. Clearance was obtained at all systemic levels from the stakeholders. The confidentiality and anonymity of participants has been maintained at all times in this report.

4.3 Methods

It had been intended that a mixed methods approach would be employed: qualitative data from pupil focus groups and teacher interviews; and

[2] In School A there were two job-share teachers who undertook the training and delivery of the programme but only one teacher was interviewed for practical reasons.

quantitative data from pupil self-report questionnaires (pre- and post-intervention).

One of the researchers carried out individual semi-structured interviews with two teachers from the two schools near the end of the implementation period. The interviews were arranged at a time that was convenient to the head teachers of the two schools and the teachers. An information sheet for teachers explaining the aims and objectives of the study was sent to the head teachers in mid-May. Informed consent was obtained and interviewees were given the option to have the interview audio-recorded or notes made by interviewer. The interviews explored their views on how useful they found the training on MindJump; how they incorporated the programme activities in their classroom (when, how long, experiences/activities); what they learned from using the programme activities in the classroom (learning about themselves and about their pupils); and whether the programme had led to a perceived change in their pupils' social, emotional and behavioural functions in school.

Towards the end of the implementation period, one of the researchers facilitated three pupil focus groups (one in School A and two in School B) which explored their views on how enjoyable/interesting/useful they found the MindJump activities; whether they used the ideas/knowledge/skills out with the classroom; whether they discussed the programme with other pupils/friends/parents; and whether they intended to continue to use the ideas/knowledge/skills.

It had been intended that The Strengths and Difficulties Questionnaire, a measure of psychological adjustment, would be used pre- and post- intervention to assess the impact of the programme on pupils' social, emotional and behavioural functions. This questionnaire is freely available on the Internet (http://www.sdqinfo.com/) and has been widely used by professionals and researchers for a range of purposes (screening, clinical assessment, outcome of treatment, research) (Goodman, 2001). There is a parent and teacher version for children aged 3-16 years and a self-report version for children aged 11-16 years that takes about 10 minutes to complete. The latter version, a 25 item one page questionnaire, was sent along with other material in an explanatory email to the head teachers of each school. This was followed up by telephone communication. Unfortunately, there were a number of factors that resulted in a very low return rate of post-questionnaires in one school and no questionnaire data from the other school.

In School A, 14 P7 pupils participated in the MindJump programme. Twelve pupils were present when the researcher visited the school. Parents had provided informed consent. The class teacher selected pupils to participate in the two focus groups. In the first group of 6 pupils, 4 pupils declined to take part and the remaining 2 pupils joined the second focus group. In School B, 13 parents had provided informed consent for their children to complete the questionnaire and take part in a focus group. The class teacher selected pupils to participate in the two focus groups (7 pupils in group 1 and 6 pupils in group 2). The researcher ensured that the pupils provided informed consent before taking part in the audio-recorded discussion.

Section 5 Results and Discussion

The results of the investigation will be considered in the context of the objectives:

i. Measure the impact of the MindJump programme on pupils' social, emotional and behavioural functions
ii. Investigate pupils' perspectives of the programme in terms of their learning experience
iii. Investigate teachers' perspectives of the programme in terms of their learning experience
iv. Make recommendations in respect of the methodologies used to deliver the programme and how best to roll out the programme

5.1 Impact of the MindJump programme on pupils' social, emotional and behavioural functions

Quantitative data on the impact of the MindJump programme was limited. Given the low questionnaire response rate it was not possible to measure change in the pupils' social, emotional and behavioural functions. However, the impact of the programme on the pupils' learning and ability to apply this learning in a range of contexts emerges as a strong feature in the focus group qualitative data (see section 5.2). In addition, one of the questions in the teacher interview was: has the programme led to a perceived change in your pupils' social, emotional and behavioural functions in school?[3]

Both teachers referred to the impact of the programme on the pupils. In School A, the programme had just been introduced to the pupils at the time of the interview. That teacher stated:

It's too early to say. It would definitely be interesting to see if it did. This time of year of course they are quite hyper. So it's a difficult time of the year to evaluate it.

In School B there had been more time for the teacher to observe and evaluate the impact of the programme:

I think – I mean, I've got some real behavioural issues in this class – and its even just seeing that little change after doing it after doing an activity like that the difference it can make to their concentration, not shouting out and doing things. It has been a really short space of time but I do feel they are being more open. When we were doing the goal setting as a class right at the start they were willing to be really honest about things, they weren't holding back, so I do think it gives them a bit of an outlet and a reason to talk about things and express their worries whereas before they just held it in if they didn't a goal setting target to do or something to talk about it gives them something to focus on where their worries are coming

[3] See Table 4 for categories in teacher interview data

from and to be able to talk about them Sometime they don't really know where its coming from and this allows them to explore that a little bit which has been great.

5.2 Pupils' perspectives of the programme in terms of their learning experience

Pupils in the three focus groups were asked their views of MindJump. The first author transcribed and analysed the data using content analysis (Stemler, 2001). Each transcript was coded separately. The second author checked the analysis. No changes were required.

Table 3 provides a comparison of the categories across the 3 pupil focus groups. The questions used in the focus groups are in the first column. The column 'categories' details the categories that emerged in response to each question. The categories for each group are detailed in the other columns. The frequency for each category is in brackets.

Table 3 Comparison of categories across pupil focus groups

Question	Categories	School A	School B Group 1	School B Group 2
Activities in class • How enjoyable did you find the activities? • How interesting were the activities? • How useful were the activities?	Types of activities Activities interesting Effectiveness of activities Application of activities Activities enjoyable Activities fun Frequency of practice	Types of activities (5) Activities interesting (2) Effectiveness of activities (4) Application of activities (2) Activities enjoyable (1)	Types of activities (8) Application of activities (1) Effectiveness of activities (7) Activities fun (1)	Types of activities (8) Effectiveness of activities (1) Application of activities (3) Frequency of practice (3)
Using activities out with classroom • Did you use what you learned out with the classroom? • If so, how?	Types of activities Effectiveness of activities Use of activities outside of classroom Application of activities	Types of activities (9) Effectiveness of activities (9) Use of activities outside of classroom (3) Application of activities (1)	Use of activities outside of classroom (3) Effectiveness of activities (2) Types of activities (2)	Use of activities outside of classroom (2)

Question	Categories	School A	School B Group 1	School B Group 2
Telling others about the activities • Did you talk to other pupils about the activities? What did you tell them? • Did you talk to friends about the activities? What did you tell them? • Did you talk to the people who care for you at home about the activities? What did you tell them? • Did you talk to other family members about the activities? What did you tell them?	Telling others about activities Application of activities Effectiveness of activities Types of activities	Telling others about activities (9)	Telling others about activities (3) Application of activities (2) Effectiveness of activities (2) Types of activities	Telling others about activities (2) Effectiveness of activities (1) Application of activities (1)
Use of activities after leaving primary school • Do you think you will continue to use what you have learned when you leave primary school? If so, how?	Future application of activities Effectiveness of activities Application of activities Activities fun Activities interesting	Future application of activities (12) Effectiveness of activities (2) Application of activities (1)	Future application of activities (4) Activities fun (1) Activities interesting (2)	Future application of activities (1)

Pupils in all three groups referred to the application and effectiveness of the activities that they had experienced in classroom lessons.

The majority of the comments were positive about the activities. For example:

And it's good because usually our classes em they are noisy and so everyone was calm and clear your mind about like shoulders.

The deep mat was good-meditating-calm you down

However, some of the activities were perceived by some pupils to be less effective. For example, one pupil stated:

The tapping I didn't really get that. Tapping. It was like I gave myself permission to sleep. I didn't really get. It didn't really work that.

The application of the activities out with the classroom was explored in the second series of questions: Did you use what you learned out with the classroom? If so, how? All three groups provided specific examples of the application of the activities out with the classroom. A few of the pupils referred to using specific activities to help with sleep. One pupil talked about using techniques, as he was worrying about going on a holiday. Another spoke about using the tapping technique, as he was worried about going Go Karting with his football team. Pupils commented on the effectiveness of the techniques they had learned. One pupil provided an interesting account of trying a number of techniques to help him/her sleep:

Again I tried the same eh when I was trying to get to sleep. It didn't really work. The tapping. I then did like the deep tummy breathing and it didn't feel that it worked very well. And then I did the counting to 10. It worked.

This quote indicates that the pupil was keen to try different techniques and eventually found one that worked.

Telling others (pupils, friends, family) about the activities was explored in the third series of questions. Some of the pupils had told family members.

For example in an exchange with one pupil:

Pupil	*I told my mum*
Researcher	*You told your mum. Right.*
Pupil	*About the meditating and the deep tummy breathing and she said that is good*

Another pupil spoke about helping his sister who had a dancing exam:

And I just told her about the tapping cos she had a dancing exam like not long a few days ago and the tapping thing to calm her

The pupil then stated that this had a positive impact as she got the highest grades in the class.

One pupil spoke about telling two family members and commented on the positive impact of the use of tapping.

I told my brother and my mum. Cos my mum does night shift and sometimes it's hard to get to sleep for her. So I told her about the tapping. She says it's a lot easier to get to sleep. My brother says that too.

Another pupil referred to telling a friend:

I told my friend cos she was quite annoyed at someone. I told her to take like breathes in and like use the technique

Some of the pupils had not spoken to anyone else about what they had been learning. For example:

I didn't really tell anybody else. Cos I don't have any friends in my street.

Given that the pupils were about to move up to secondary school, the final series of questions asked about future application of their learning in a new context. Do you think you will continue to use what you have learned when you leave primary school? If so, how?

All three groups referred, to a greater or lesser extent, to the future application of the activities in secondary school.

Pupils talked about using activities to address specific worries about aspects of secondary school.

For example, one pupil stated:

I think I'll keep on using it because I am really worried that I might get lost or forget something in a class that I need for the next one.

Another pupil said:

I think I might use it like when if I've got a test or something to calm down and make me feel less anxious about it

Reference to the utility of specific techniques emerged in the discussion. Some examples:

Maybe if you get annoyed you might count to ten using the mouth

At high school you get a lot of homework and a lot of things are going on. And everything has to like stop as a lot of things are going on. So you just have to stop and take deep breaths

So if you are worried about I might fail this test you can calm down. By counting to 10.

In exams. You can tap. You can walk along.

These examples suggest that the pupils had been thinking in a creative fashion about how they could use various techniques they had learned to assist in them dealing with anticipated issues and situations in secondary school.

5.3 Teachers' perspectives of programme in terms of their learning experience

Two class teachers were asked their views of MindJump. There were 4 interview questions:

- How useful did you find the training on MindJump?
- How did you incorporate the programme activities in your classroom?
- What did you learn from using the programme activities in the classroom?
- Has the programme led to a perceived change in your pupils' social, emotional and behavioural functions in school?

The second author transcribed the interviews and the first author analysed the interview data using content analysis. Each transcript was coded separately. The second author checked the categorization and minor changes were made following discussion.

Table 4 provides a comparison of the categories across the 2 interviews. The questions used in the interviews are in the first column. The column 'categories' details the categories that emerged in response to each question. The categories for each interview are detailed in the other columns. The frequency for each category is in brackets.

Table 4 Comparison of categories across teacher interviews

Question	Categories	School A	School B
How useful did you find the training on MindJump?	Evaluation of training Utility of training in activities for staff Utility of activities for pupils Pupils' response to activities Length of time using the activities Preparation for implementation in class Confidence of teacher in implementing programme Pupils' prior knowledge	Utility of training in activities for staff (1) Utility of activities for pupils (1) Pupils' response to activities (2) Length of time using the activities (1)	Evaluation of training (2) Utility of training in activities for staff (1) Utility of activities for pupils (2) Preparation for implementation in class (2) Confidence of teacher in implementing programme (1) Pupils' prior knowledge (1)
How did you incorporate the programme activities in your classroom?	Length of time using the activities Time spent doing activities in class Content of the training for pupils Utility of activities for pupils	Length of time using the activities (2) Time spent doing activities in class (1) Content of the training for pupils (4) Utility of activities	Evaluation of training (2) Timing of activities (1) Utility of activities for pupils (2) Planning ahead (1) Benefit of practice (1) Impact on pupils (2)

Question	Categories	School A	School B
	Evaluation of training Timing of activities Planning ahead Impact on pupils Application of the activities Frequency of doing activities in class Benefit of practice	for pupils (2)	Application of the activities (1) Length of time using the activities (1) Time spent doing activities in class (3) Frequency of doing activities in class (1)
What did you learn from using the programme activities in the classroom?	Utility of activities for pupils Utility of training in activities for staff Change in teacher's perceptions of pupils Confidence of teacher in implementing programme Impact on teacher Impact on pupils Time spent doing activities in class Planning ahead Evaluation of training	Utility of activities for pupils (2) Utility of training in activities for staff (1) Change in teacher's perceptions of pupils (1)	Confidence of teacher in implementing programme (1) Impact on teacher (4) Impact on pupils (2) Time spent doing activities in class (1) Utility of activities for pupils (6) Planning ahead (2) Evaluation of training (1)
Has the programme led to a perceived change in your pupils' social, emotional and behavioural functions in school?	Impact on pupils Planning ahead Time spent doing activities in class Frequency of doing activities in class Utility of activities for pupils Length of time using the activities Utility of training in activities for staff Impact on teacher	Impact on pupils (1) Planning ahead (1) Time spent doing activities in class (2) Frequency of doing activities in class (1) Utility of activities for pupils (3) Length of time using the activities (1)	Impact on pupils (1) Utility of training in activities for staff (1) Planning ahead (1) Impact on teacher (1)

The interview with the teacher in School A[4] took place the day after the pupils had completed the second of the 40- minute class sessions. The interview with the teacher in School B[5] took place 10 days after the pupils had completed the second of the 40- minute class sessions. So in the latter case there had been a longer period of implementation following teacher training and class training sessions. This is reflected in some of the comments made in the interviews.

Both teachers referred to the perceived utility of the training programme. The Teach the Teachers programme was viewed as useful from an adult learning perspective. It provided an opportunity to have personal experience of the

[4] Referred to as Teacher A
[5] Referred to as Teacher B

activities (e.g. target setting, breathing) as well as considering implementation in class. One teacher, who had been rather lacking in confidence about delivering the programme prior to the training, stated:

it was nice to explore the different areas that we were going to talk about and actually see how it would be linked to our classroom

Both teachers commented on the perceived utility of the programme for pupils. One teacher stated:

The whole time she was here I was thinking "oh that would be good for that kid, or that might be really helpful because its primary 7 and they're going to high school and there's all this transition stress to be able to link all those things to them was really helpful at the time."

The teachers were asked "How did you incorporate the programme activities in your classroom?" Both teachers commented on the length of time they had been using the activities in the classroom. In School A, the pupils had only been using the activities for 2 days when the teacher was interviewed. In School B, they had been using the programme the previous week and the current week. In School B, various activities (breathing, meditation, tapping) were being used on a daily basis, for short periods of 5-10 minutes, with plans to do goal setting in preparation for high school.

The teachers were asked, "What did you learn from doing the activities in programme, about yourself and about the children?" Both teachers commented on the perceived utility of the activities for the children. One teacher saw it as having utility for all pupils:

I think having the strategies in place for everyone is a good idea because it gives them that – you know, if there's a stressful situation for any child then they have access to these things in their head and they know how to breathe through it, to meditate a little bit, to calm themselves down, to do some tapping.

The same teacher could also see how it could be used at the individual level:

I have a girl in my class that really stressed about going up to high school so being able to take her out and do a little bit of one to one work with her would be great because if she already knows the bits and pieces that we're going to do but its actually focussing on her particular worries or stresses or whatever

In relation to personal learning, one teacher referred to gaining confidence in implementing such programmes in the classroom. The same teacher talked about learning new teaching strategies:

I've learned new strategies for teaching because when you've got a challenging class that maybe do find it hard to settle, it's trying different things out.

The other teacher spoke about how it had changed his/her perceptions of the pupils:

There were a few parts where there were stories about pupils, and I thought they might have gone a bit off task, but they didn't.

5.4 Recommendations in respect of the methodologies used to deliver the programme and how best to roll out the programme

Recommendation 1

Teaching staff involved in the delivery of the programme should ensure that the pupils fully understand the purpose of the activities and have adequate opportunities to practice the activities in class. Staff should provide opportunities for the pupils to provide feedback during the initial period of learning and practicing the activities. Staff should provide further teaching and learning opportunities as necessary.

Recommendation 2

During the period of implementation of the programme, teaching staff should build in opportunities for the pupils to talk about how they have used the activities. This could be done in a variety of ways including whole class discussion, group discussion and at an individual level. This would provide evaluative information about the utility of the different activities.

Recommendation 3

Schools should provide information for parents/carers about the programme before it is delivered. This could be done in a variety of ways, such as a newsletter or information on the school website. Schools could consider offering training for parents so that they have a better understanding of the programme and can support their children as they practice the activities out with the school setting. There should be opportunities for parents/carers to speak to school staff during the period of implementation and provide feedback thus informing future practice.

Recommendation 4

Schools should deliver the programme for at least one school term to enable consolidation of pupils' learning and adequate opportunity for the pupils to practice the activities.

Recommendation 5

The company should consider further development of the programme to support the transition process for pupils moving from primary to secondary school.

Recommendation 6

The MindJump programme was designed and developed with a target population of pupils in primary schools. The company should consider further development of the programme to target pupils at different ages and stages of the education system.

Recommendation 7

The company should consider articulating the objectives of the MindJump programme with the experiences and outcomes of Curriculum for Excellence. This would help teaching staff embed the programme as part of the school curriculum.

Recommendation 8

The company should consider the development of an online training resource. This would have a number of perceived benefits as teaching staff could undertake the training at a time of their choosing and revisit the training resource as and when required. A blog could be incorporated into the training resource so that teachers delivering the programme would have access to an online community.

Section 6 Conclusion

This small-scale project set out to provide an independent evaluation of a recently developed health and well-being programme, MindJump, targeted at primary aged children. One class in each of two schools in the same local authority took part in the project. Staff were given training in the programme by the company director of MindJump. For a number of practical reasons, programme delivery in the classrooms was restricted to a few weeks towards the end of the summer term. Despite the short period of implementation, there was evidence of impact on the pupils' learning and ability to apply this learning in a range of contexts. This was apparent from both the pupils' and the teachers' accounts. There was evidence of pupils telling others (family and friends) about MindJump and applying their learning out with the school setting. Pupils were able to articulate ways in which they anticipated applying their learning when they moved to secondary school. Teachers were positive about the training from a personal learning perspective referring to how it had improved their understanding of their pupils and provided new teaching strategies. A number of recommendations regarding future developments of the programme have been made.

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