PURE POWER
Integrating SEL Competencies Through Mindfulness & Mindful Movement
Mission

Pure Edge, Inc. believes that all educators and learners deserve to be taught strategies that help combat stress and support the development of social, emotional, and academic learning competencies with an open heart and mind.
Introductions

Anne Contreras
Director of Programs + National Trainer
anne@pureedgeinc.org

Edwina Soto
Hayes CISD - Buda, TX
getmoving@pureedgeinc.org
Our United States and Global Partners

Since 2011, our foundation has partnered with over 42 different organizations. Our partners span across multiple districts in several regions across the country: California, Texas, The Northeast and The Southeast. Also, inclusive of Puerto Rico, Saipan and Costa Rica.
Learning Objectives

• **Understand** the effects of stress on scholars and educators.

• **Experience** Self Care practice via Pure Edge Brain Breaks.

• Understand some basic neuroscience & central nervous system affects from practicing mindfulness.

• **Review** the effects of trauma in student learners.

• Touch on how Pure Edge, Inc. (PEI) exercises help **meet** SEL standards-CASEL framework/Physical Education.

• **COMPLETE** the Pure Edge, Inc. feedback survey form
Even In – Even Out
What is stress?

Any demand made upon the adaptive capacities of the mind and body.
After his death, Martin Luther King's autopsy found that while he was just 39 years old, he had the heart of a 60-year-old.
Allostatic Load: Backpack

Dr. Victor Carrion, STANFORD UNIVERSITY
Professor of Psychiatry and the Director of Early Life Stress & Pediatric Anxiety Program

©2018 Pure Edge, Inc.
Stress Mountain

Breathe, Move, Rest

- Stress
- Hassle
- Trouble
- Strain
- Burnout
- Anxiety
- Pressure
- Tension
Regulating a Dysregulated State
Why Focus on School Stress?

In highly stressed school environments, teachers and learners pay the costs.

- Teacher turnover may cost the US as much as 2 BILLION each year
- 40-50% of new teachers leave the classroom within their first 5 years
- 46% of teachers express high DAILY levels of stress
- 50% of new principals are NOT retained beyond their third year
- 49% of teachers agree, the stress and disappointments involved in teaching aren’t really worth it

When teachers are highly stressed, students show lower levels of both social adjustment and academic performance.

Sources (clockwise from 40-50%):
National Policy Does Not Prioritize Educator Well-Being

Teacher credential commissions require teachers to learn to identify their own stress.

9 States

Only the Carolinas require teachers to learn to manage it.

Schonert-Reichl, Kitil, & Hanson-Peterson, J. (2017). To reach the students, teach the teachers: A national scan... Vancouver, B.C.: University of British Columbia.
13,200 educators have shared with us...

School Stress is real

- 95 percent of educators who indicate they face high daily stress

Breathing Can Help

- 90%
  - focus
  - calm
  - self-awareness

96 percent of educators who indicate their students face high daily stress

breath training is "Very Useful"

Source (updated 8/27/18): Pure Edge training feedback forms
Our students face challenges as well...

- Bullying
- Low physical activity levels
- Increases in screen time
- Depression
- Poverty
- Lack of sleep
- Trauma

In 2015 the Yale Center of Emotional Intelligence & Born This Way Foundation surveyed 22,000 high school students.

Students were asked, “How do you currently feel in school?” The most common responses included:
- Tired (39%)
- Stressed (29%)
- Bored (26%)

Among positive responses were:
- Happy (22%)
- Excited (4.7%)

75% of all survey responses were negative.

Dr. Victor Carrion
STANFORD University
Video of Mindfulness study…pending WiFi.
Self-care is primary to caring for others.
Reflection

- Please take out your phone, laptop or notebook.

- We are going to do a **two minute free-write**, using one of the following prompts. The goal is to check in with yourself.

  What is on your mind?
  or
  How are you feeling?
Self-care Practice
Sequence

- Mountain
- Half Opening A, 1x
- Opening A, 2-3x
- Big Toe: 3 breaths
- Surfer into Wave, each side: 3 breaths
- Stork, each side: 3 breaths
- Half Opening A to seated
- Sandwich
- Boat
- Bridge, knees to chest
- Seated Mountain, 3-5 breaths
Mountain
Half Opening Sequence A x3
Opening Sequence A
Big Toe
Surfer into Wave

Repeat on Opposite side
Stork

Repeat on Opposite side
Half Opening A into Seated
Sandwich*
Boat*
Bridge*
Knees into Chest*
Guided Rest
Reflection

- Again, please take out your phone, laptop or notebook.

- We’ll do another **two minute free-write**, using one of the following prompts.

  What is on your mind?
  or
  How are you feeling?
Quick break
When you plant lettuce, if it does not grow well, you don’t blame the lettuce. You look for reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce.

— Thích Nhat Hanh
Self-Regulation & The Brain

Prefrontal Cortex

Amygdala
The vagus nerve is the superhighway of the nervous system that connects the body and brain. We can tone the vagus nerve through deep breathing exercises.

http://depressivedisorder.blogspot.com/2015/09/7-ways-to-stimulate-your-vagus-nerve-to.html
Stress Response

“Gas Pedal”
Sympathetic Nervous System: Fight or Flight

“Brake”
Parasympathetic Nervous System: Rest and Digest

https://www.health.harvard.edu/staying-healthy/understanding-the-stress-response

©2018 Pure Edge, Inc.
Green Zone

Image source: https://happykids.hu
What we hope to do

**Respond**

Vs.

**React**
Breathing: Starfish or Take Five
Adverse Childhood Experiences (ACEs)

1998 study of more than 17,000 middle-class Americans that documented that ACEs can contribute significantly to negative adult physical and mental health outcomes.

ACEs occurs regularly with children aged 0-18-years across:

✓ all races,
✓ economic classes, and
✓ geographic regions.

There is however, much higher prevalence of ACEs for those whom live in poverty.

Dr. Nadine Burke - Harris
Adverse Childhood Experiences (ACES)

The three types of ACEs include:

**ABUSE**
- Physical
- Emotional
- Sexual

**NEGLECT**
- Physical
- Emotional

**HOUSEHOLD DYSFUNCTION**
- Mental Illness
- Incarcerated Relative
- Mother treated violently
- Substance Abuse
- Divorce

ACES and Outcome Risk

As the number of ACEs increases, so does the risk for negative health outcomes.

0 ACEs  1 ACE  2 ACEs  3 ACEs  4+ ACEs

ACES and Health Outcomes

Possible Risk Outcomes:

**BEHAVIOR**
- Lack of physical activity
- Smoking
- Alcoholism
- Drug use
- Missed work

**PHYSICAL & MENTAL HEALTH**
- Severe obesity
- Diabetes
- Depression
- Suicide attempts
- STDs
- Heart disease
- Cancer
- Stroke
- COPD
- Broken bones


©2018Pure Edge, Inc.
ACES: Six Critical Healing Factors

ACES Antidotes

- Sleep
- Mental Health
- Healthy Relationships
- Nutrition
- Exercise
- Mindfulness

- Dr. Nadine Burke Harris, M.D.
The Deepest Well
Chair Pose: 3x
What Is Mindfulness?
Mindfulness

Means noticing what is happening as it is happening.

About paying attention on purpose, with a sense of kindness and curiosity.
SEL is...

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Social and Emotional Learning (SEL)

CASEL (Collaborative for Academic Social & Emotional Learning) Competencies

The Competencies serve as a framework for furthering social, emotional and academic learning within school contexts.

Pure Edge programs touch all five but especially promote:

• Self-Awareness
• Self-Management
• Relationship Skills
“Why?”
## Teaching *Self Management* in Health Education

### Table 1. (Subcategory 1)

<table>
<thead>
<tr>
<th>SEL Competency</th>
<th>Self-management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subcategory 1</strong></td>
<td>Regulating one’s emotions, cognitions and behaviors</td>
</tr>
<tr>
<td><strong>Sample NHES Performance Indicator</strong></td>
<td>7.8.2: Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</td>
</tr>
<tr>
<td><strong>SHAPE America Appropriate Practice</strong></td>
<td>A.7: The health teacher designs the classroom in such a way that learners feel a sense of ownership about the space.</td>
</tr>
<tr>
<td><strong>What Teachers Can Do in Lessons and Instruction</strong></td>
<td>Health educators can teach their students self-management techniques, such as deep breathing and mindfulness. Teachers can create a “Calming Corner” that includes various stress-management and mindfulness activities for students who need a break from learning. By making these strategies a consistent part of their class, students are more likely to regulate their own emotions and use healthy practices to get themselves ready to learn.</td>
</tr>
</tbody>
</table>

### Teaching *Self Management* in Health Education

#### Table 1. (Subcategory 2)

<table>
<thead>
<tr>
<th>Subcategory 2</th>
<th>Setting and achieving personal and educational goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample NHES Performance Indicator</strong></td>
<td>6.8.2: Develop a goal to adopt, maintain, or improve a personal health practice.</td>
</tr>
<tr>
<td><strong>SHAPE America Appropriate Practice</strong></td>
<td>B.8: The curriculum is skills-based, with an emphasis on developing health literacy.</td>
</tr>
<tr>
<td><strong>What Teachers Can Do in Lessons and Instruction</strong></td>
<td>Health educators can have their students assess personal health practices/behaviors and create a personal wellness goal for the semester.</td>
</tr>
</tbody>
</table>

# Teaching *Social Awareness* in Health Education

<table>
<thead>
<tr>
<th><strong>Table 2.</strong> SEL Competency</th>
<th>Social awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subcategory</strong></td>
<td>Respecting others</td>
</tr>
<tr>
<td><strong>Sample NHES Performance Indicator</strong></td>
<td>8.8.3: Work cooperatively to advocate for healthy individuals, families, and schools.</td>
</tr>
<tr>
<td><strong>SHAPE America Appropriate Practice</strong></td>
<td>A.4: The health teacher establishes an environment that facilitates mutual respect among all students and the teacher.</td>
</tr>
<tr>
<td><strong>What Teachers Can Do in Lessons and Instruction</strong></td>
<td>Health educators can work with their students to create a community-service initiative within their school or community.</td>
</tr>
</tbody>
</table>

SEL works:
Compelling national evidence

Science Links SEL to Student Gains:
- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests
- Fewer conduct problems
- Less emotional stress
- Lower drug use

...and adults benefit too

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer because they’re able to work more effectively with challenging students—one of the main causes of burnout.

Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of education, employment, criminal activity, substance use, and mental health.

©2019 Pure Edge, Inc.
Employers value SEL

Of surveyed executives say skills such as problem-solving and communicating clearly are equally or more important than technical skills.

National Bureau of Economic Research, 2015

92%

The Top 10 skills identified by the World Economic Forum all involve social and emotional competence.

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgment and decision-making
8. Service orientation
9. Negotiation
10. Cognitive flexibility

And research shows that social and emotional skills and attitudes also contribute to the other skills such as critical thinking.

Source: Future of Jobs Report, World Economic Forum

©2019 Pure Edge, Inc.
SEL works: Strong return on investment

The average return on investment for six evidence-based programs is 11 to 1, meaning for every dollar invested there is an $11 return, savings from costs not incurred for intervention.

Brain Break

Chair Twist
Setting up a New Account

1. From homepage, click on "Free Curriculum" button in top right corner.

2. From curriculum page, click on "Create Account"

3. Fill out Registration Form
   - Use Work Email
   - Need Non-Profit or School
   - District Tax ID #
   - Approval takes 1-2 business days
Breathe, Move, Rest
Brain Breaks align to thirteen of the 48 SHAPE National PE Standards for K-5, and all five SHAPE National PE over-standards.
GROUP PRACTICE

BRAIN BREAKS
Brain Breaks
Breathe
Brain Breaks Implementation Tips

1. Establish A Consistent Routine
2. Start of Day/End of Day/Transitions
3. Start Small, Then Build
4. Repeat, Repeat, Repeat, Repeat
5. Be Comfortable With the Exercises
Implementation: Turn & Talk

In my role...

how can I implement,

what I have learned today in myself?
Posture Activity
Forest
Strike a pose!

self/e
Share it out!

Coach J teaching breathing to Kinders @RockyRiverES_NC @UCPS_MonroeNC @WrestlingCata @pureedgeinc #mindfullness #breathingball #hearthocean

Amy Erb @N81VEQC · Dec 7
Started our day with a Mindful Minute! We learned seated mountain and practiced starting the day with a clear mind! The breathing ball worked wonders! #Inhale #Exhale @StallingsES @UCPS_MonroeNC @pureedgeinc

First thing this morning we started with Mindful Movement at @UnionvilleES_NC What a great two-day training! @AGHoulihan @UCPS_MonroeNC @BlaireTraywick #PureEdge
Share it out!

@pureedgeinc

@pureedgeinc
Thank you for doing this important work and having a life changing impact on our youth.