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Exploring facilitators' capacity to successfully implement mindfulness-based instruction in primary schools

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In efforts to foster students' short and long-term mental health and wellbeing, there is a growing movement toward introducing secular mindfulness-based practices in primary and secondary schools. There is a small but growing scientific evidence base regarding the effects of school-based mindfulness programs. Early findings suggest that high-quality, structured mindfulness instruction has the potential to improve psychosocial outcomes in youth. Yet, the previous literature's heavy emphasis on outcomes assessment elucidates a need to further explore key process components and optimal implementation practices. What constitutes preparedness for teaching mindfulness in schools? The answers have not been empirically established. This research question will be explored in the current study. School-based mindfulness facilitators' role, training, experience, beliefs, an embodiment of the qualities they seek to instill are all thought to be crucial components to effective program implementation. Through semi-structured, in-depth interviews, this study collects qualitative narrative content from primary school mindfulness instructors, developers, trainers, and researchers. Participants discuss opinions about and lived-experiences of planning, researching and implementing school-based mindfulness instruction. Participants discuss optimal credentials, qualities, experience and practice level. A qualitative content analysis is conducted, through which interviews are transcribed, segmented and coded by them into categories and subcategories. Ultimately, findings are presented qualitatively as a coding frame: detailed and illustrated through quotes in text matrices.

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