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The Impact of Mindful Compassion Practices on the Mental Health and Stress of Middle School Students

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Students today are experiencing increased adverse childhood experiences, stress levels, and mental health disorders (World Health Organization, 2019). Although mindfulness programs have shown promising findings at the elementary level (Volanen et al., 2016), there is a lack of research on the efficacy of mindful interventions on adolescents. The purpose of this study was to conduct a process of inquiry exploring the efficacy of the Radiant Beginnings Mindfulness program on mindfulness skills and self-compassion skills as well as middle school students' stress and general mental health. The study revealed minimal effects of the program related to effects of the Radiant Beginnings Mindfulness program; however, the demonstrated effects were consistent with other research findings on mindfulness, stress, and self-compassion in adolescents (Birnie et al., 2010). Growth scores of self-reported measures revealed, as levels of mindfulness skills increased, levels of stress increased as well. Another finding revealed increased levels of self-compassion with decreased levels of stress among adolescents. This research aims to inform further mindfulness research and to highlight the growing need to address the general well-being of adolescents in the educational setting.

Biography

Paige Fournier is a doctoral student set to graduate from New England Collge in Henniker, New Hampshire in May of 2021. She also earned her Masters Degree in Special Education from New England College in 2016. Fournier has currently has an article under review and preparation to be published for the NEC Journal for Academic Research. Fournier has been an educator for the past 16 years in the state of Maine. She serves on the board of the Maine Council for Exceptoinal Children.

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