



Supporting Arizona School Communities

Our Current Initiatives

LET'S PAUSE
& take a mindful moment



AGENDA



1. Overview
2. 24-25 SY Program Implementation
3. Expanding Our Work
4. Impact Highlights
5. Discussion

About Mindfulness First

Our Mission

We teach children and adults the practical skills and knowledge needed for lifelong mental health and wellbeing.

Our Vision

We envision a cohesive society where humankind is supported by equitable tools for self-efficacy and mental health wellbeing through systemic changes for stronger, safe, and more connected communities.

**OUR ROLE IN TRAUMA-INFORMED CARE
APPROACHES TO BUILDING RESILIENCY AND
SUBSTANCE ABUSE PREVENTION WITHIN THE
ARIZONA COMMUNITY.**

What We Teach

3 Key Areas Of Understanding



Trauma Informed

What happens to us,
changes us.



Mindfulness

Awareness of what is happening
in the present moment, inside
and outside your body.



Social Emotional Learning (SEL)

Relating to yourself
(emotions) and to others
(social)

A CASE STUDY

Crockett Elementary School

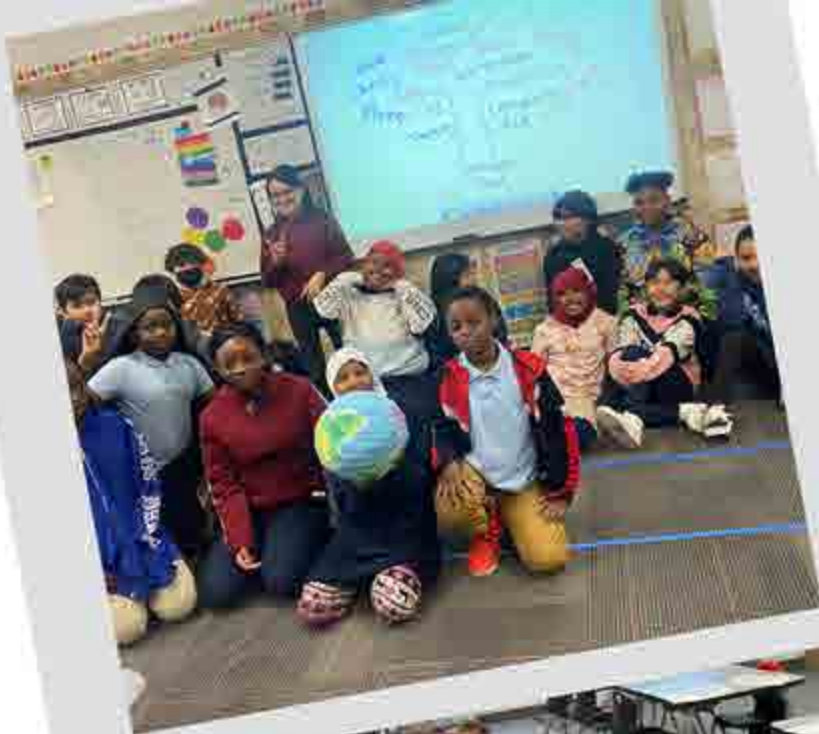
- Balsz School District:
America's 5th most economically segregated district
- Home school to UMOM, a family homeless shelter
- Large Somali refugee population
- 17 different languages spoken among the student population

SINCE
2015

MINDFULNESS
FIRST

BALSZ
SCHOOL DISTRICT CHILDREN FIRST

CROCKETT
BEARS



OUTCOMES

Crockett Elementary School



Suspensions decreased from 45 to just 3 within 3 years



There's a strong restorative culture on campus—a contrast to life outside of school



Increased statewide school rating from a C to a High B within 3 years



Awarded A+ School of Excellence by AEF in 2020.

Leading with Mindfulness

Goal is to reach every student in AZ

200 public school districts

400+ charter schools

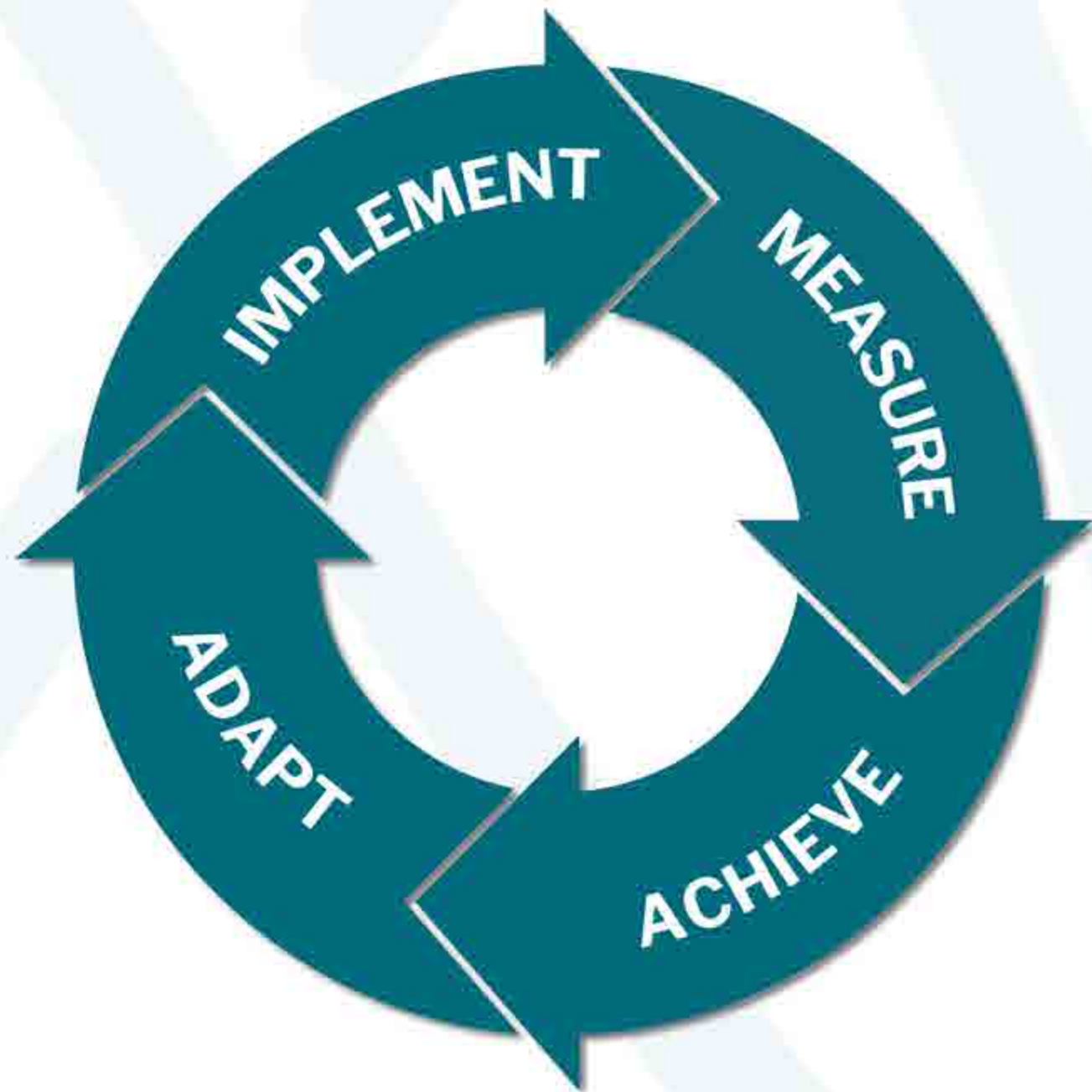
1,150,000 students K-12 schools



Core Curriculum & Physical Education & Mental Health



What guides our approach?



- 1** Keeping pace with school needs as they evolve
- 2** 10 years of direct experience collaborating with schools and collecting feedback
- 3** Working closely with industry partners to share best practices and create programs of integrity

2024–2025 School Year

New Program Implementation

Specific Goal for 2024-2025 SY



+

+

+



Assign a full-time mindfulness coach to 3 schools within Maricopa County

NEW PROGRAM MODEL

Leading with Mindfulness

Assigning every school a **dedicated full-time mindfulness coach** to provide weekly onsite education and support with trauma-informed mindfulness-based social emotional learning (MBSEL) practices throughout the school year for students, teachers and staff.

Key Benefits:

- ✓ Consistent MBSEL support throughout the entire school year
- ✓ Improved student well-being and academic performance
- ✓ Improved teacher/staff well-being and retention rates
- ✓ Enhanced sustainability of mindfulness practice & culture schoolwide

TYPES OF SUPPORT



Teacher/Staff
Training &
Professional
Development



Supplementary
School Support



Student
Lessons



School
Community
Support

MOCK SCHEDULE

ONSITE DAY 1

8:00 - 11:00 AM	Student Lessons
11:00 AM - 12:00 PM	Lunch Break
12:00 - 2:00 PM	Mindfulness Room Support
2:00 - 3:00 PM	Teacher/Staff Training
3:00 - 4:00 PM	Supplementary School Support

ONSITE DAY 3

8:00 - 10:00 AM	Mindfulness Room Support
10:00 - 11:00 AM	Supplementary School Support
11:00 AM - 12:00 PM	Lunch Break
12:00 - 4:00 PM	Student Lessons

ONSITE DAY 2

8:00 - 9:00 AM	Supplementary School Support
9:00 - 11:00 AM	Student Lessons
11:00 AM - 12:00 PM	Lunch Break
12:00 - 2:00 PM	Student Lessons
2:00 - 4:00 PM	Mindfulness Room Support

OCCASIONAL SUPPORT

Beginning of year	Back to School Night
Once per semester	Parent-Teacher Conferences
Once per semester	Mindfulness Parent Night
Once per quarter	School-Wide Professional Development
Once per quarter	Implementation goals & progress review



Making Mindfulness Accessible

Prioritizing Mental Health Wellbeing for ALL

Making Mindfulness Accessible

Representation, Adaptation, and Accessibility

PROJECT LENGTH: 6-phases, 36 months

MAIN GOAL: Improve access to equitable, inclusive, and trauma-informed mindfulness education

OBJECTIVES:

1. Develop a new two-part training program inspired by our current online courses, *Intro to Mindfulness* and *Teaching Mindfulness I*.
2. Create adapted versions of our current Pre-K-12 curriculums to fit the unique needs and experiences of Visually Impaired/Blind, Deaf/Hearing Impaired, and Deafblind children and teens.
3. Create a special add-on module of our new training program for those working with Visually Impaired/Blind, Hearing Impaired/Deaf, and Deafblind children and teens.

PROJECT TIMELINE

6-PHASES, 36 MONTHS

1

TM1 PROTOTYPE

Create new 2-part module training program for or adults to practice mindfulness personally and teach mindfulness to children

2

V/H ADAPTATIONS

With the help of various specialists, create new PDF curriculums to be used with VI/Blind, HI/Deaf, and Deafblind students.

3

V/H PROTOTYPE

Create a supplementary module training program with up to five additional lessons for adults working with VI/Blind, HI/Deaf, and/or Deafblind children.

4

PILOT

Bring on 32 teachers, parents, and administrators to participate in our pilot programs.

5

REVISE

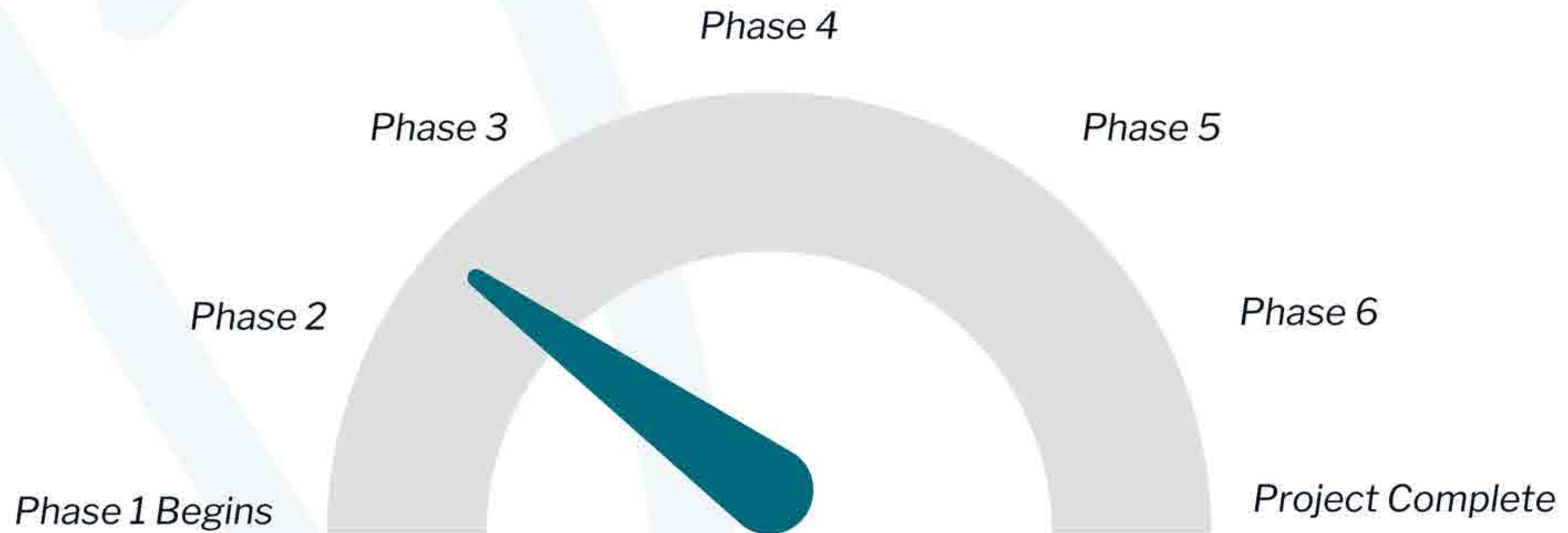
Review feedback and suggestions from pilot participants, revise content, and finalize course materials.

6

PRODUCE & RELEASE

Professionally produce video lessons, compile final content, and release to the public.

Specific Goal for 2024-2025 SY



Complete Phase I and begin Phase II of project

Impact Highlights

Program Examples & Testimonials



Most people run away from work with individuals who they don't know much about, or that they don't know how to put that first foot forward with, but everyone at Mindfulness First has always run towards [us], so thank you...We have big dreams and hopes and we're just getting started.



Amy Trollop

Teacher Deafblind/Deafblind Specialist

Arizona Deafblind Project

Lead Consultant - Making Mindfulness Accessible

Mindfulness In Action



Testimonials

“

‘We have seen first-hand just how much this program helps our students with their emotional well-being and mental health. We want to make sure that all of our students have the opportunity to improve and develop these important mental health characteristics. The Mindfulness First program has truly helped children and their families.’

- Dr. Arleen Kennedy, Former Superintendent, Balsz School District

‘Learning about mindfulness has impacted by communication or interactions with my students by laying a foundation for positive behavior intervention. It has created a bridge between school and home with our families to be able to support and reinforce positive practices. My students are more self-aware of how they are feeling and what they need to improve their mood.’

- Elementary School Teacher, David Crockett Elementary School

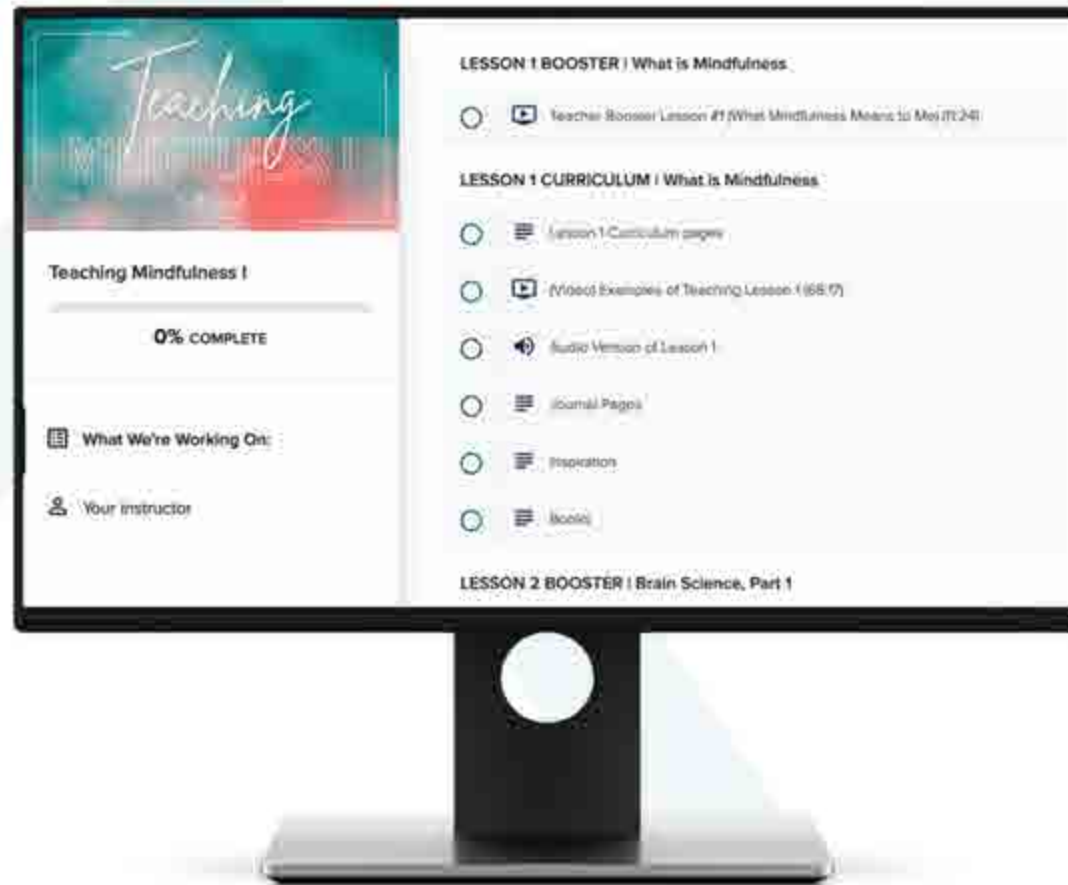
‘It was the only class that was actually checking on our mental health. Especially during our transitional stage becoming college students and finishing high school.’

- 12th Grade Student, Arizona School for the Arts

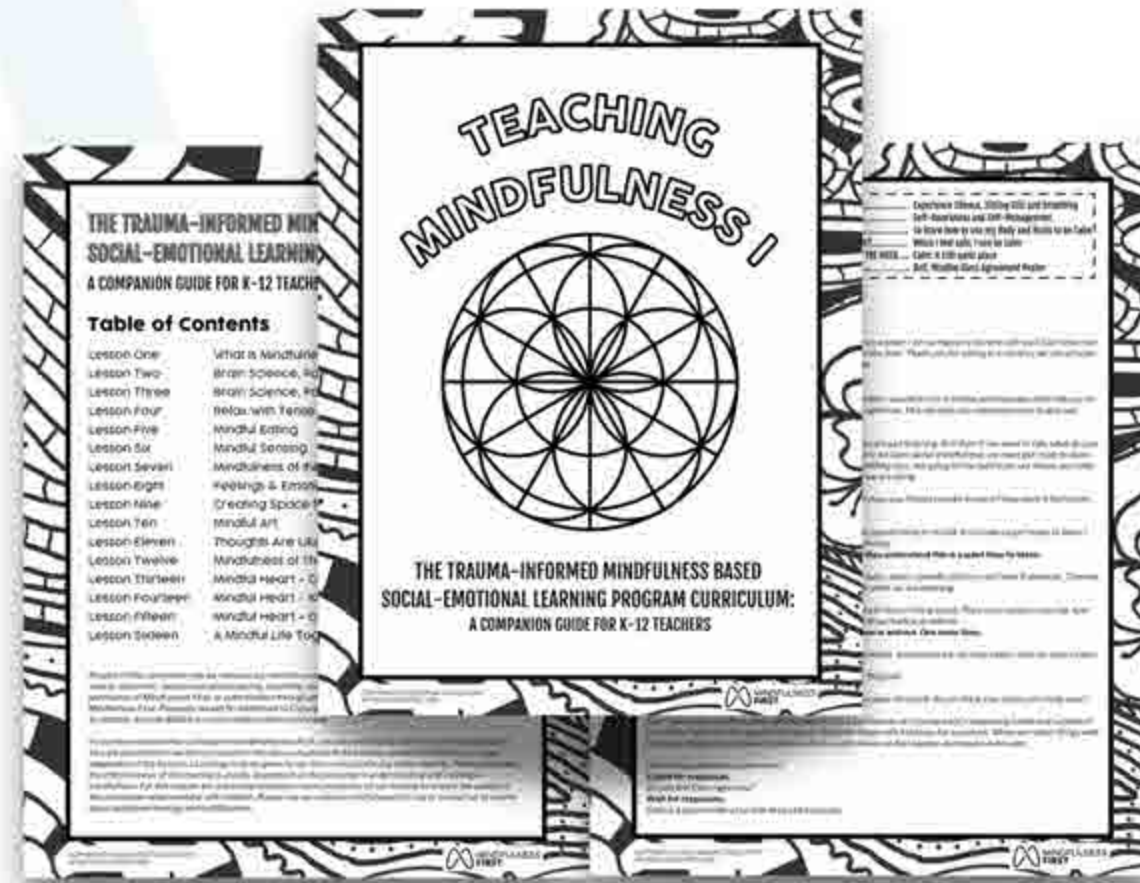
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Program Materials

Online Training Resource Hub



Curriculum & Resource Guides for K-12 Teachers



Activity Pages for K-12 Students



Thank You!



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