



RESEARCH SUMMARY

Impact of MindUP™ on elementary school students' classroom behaviors: A single-case design pilot study (2021)

MindUP™ is an evidence-based program grounded in neuroscience, mindful awareness, social and emotional learning, and positive psychology, providing children with the knowledge and tools they need to manage stress, regulate emotions and face the challenges of the 21st century with optimism, resilience and compassion.

What did researchers examine?

Researchers examined whether MindUP™ can improve the behavior, among those students who struggle with behavioral challenges, in general education classrooms. Specifically, researchers wanted to know if students who receive MindUP™ (1) demonstrate more frequent positive classroom behaviors including being on-task; and (2) exhibit less frequent negative classroom behaviors including being off-task and disruptive.

How did the researchers conduct the study?

Researchers asked two 5th grade homeroom teachers to observe their classes for one week and identify students who met the study criteria, which included speaking English, not enrolled in special education, and requiring support to improve on-task and off-task classroom behaviors. All students in both 5th grade homeroom classrooms received the MindUP™ program.

Researchers observed the students for 45 minutes two times a week over the course of three phases. The observation sessions took place:

1. before the students started the MindUP™ program (3 weeks of observation for a total of 6 observation sessions)
2. during the MindUP™ program (15 weeks of observation for a total of 29 observation sessions)
3. after the MindUP™ program (3 weeks of observation for a total of 6 observation sessions)

During these sessions, trained Research Assistants used a behavior rating scale to document:

- active on-task behaviors (for example, raising a hand, asking the teacher a relevant question)
- inactive (passive) on-task behaviors (for example, listening to the teacher talk, looking at the whiteboard)
- disruptive off-task behaviors (for example, breaking the rules, aggression, swearing)
- non-disruptive off-task behaviors (for example, daydreaming, not paying attention)

Research Location

Southwestern USA

Study Design

Single-case study design

Research Participants

- 11 students from one public school (from 2 classrooms)
- All students were in 5th grade (ages 10 and 11)
- 5 of the 11 students were female
- 5 were White, 5 Hispanic; and 1 Asian
- All students spoke English
- None were not enrolled in a special education classroom
- All students required support to improve on-task and off-task classroom behaviours

MindUP™ Teacher Training for this study

Four-hour intensive MindUP™ training session facilitated by MindUP™ Certified Trainers





What did the researchers find?

Researchers found that students showed improvements in:

- inactive (passive) on-task behaviors (for example, listening to the teacher talk, looking at the whiteboard)
- non-disruptive off-task behaviors (for example, daydreaming, not paying attention)

They found that students exhibited less time being actively on-task (for example, raising a hand, asking the teacher a relevant question) during the MindUP™ program and at follow-up.

They found no change in the degree of disruptive off-task behaviors (for example, breaking the rules, aggression, swearing).

Final Summary

To date, studies examining MindUP™ have focused on populations of students in general education classrooms and did not distinguish between students with special behavioral challenges. This study adds to the understanding of MindUP™ and the effects on students with behavioral challenges who are in general education classrooms.

Although positive changes were only found for inactive on-task and non-disruptive off-task behaviors, researchers suggest that perhaps a longer period of study was needed to see changes in certain behaviors as a result of students' participation in MindUP™. Further to this, researchers conducted the study during a semester before a major state test was administered to students. According to the teachers, the upcoming testing caused stress and anxiety for students and therefore might have influenced the outcomes. Given the study's design, it was not possible to determine if upcoming state testing was ultimately a factor that influenced outcomes.



Original Research Article

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