

MINDFULNESS WITH JULIA MAZZOTA

This certifies that

Julia Mazzota



has participated in a Mindfulness Meditation teacher training program at Balance Fitness and Yoga, successfully completed on 12 January 2020.

In accordance with Balance Yoga standards, Julia has progressed in her studies and practice to a level where she is qualified to be a

Teacher of Mindfulness Meditation

and can fulfill all the duties and responsibilities that come with this achievement.

Erica Ebert
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Certificate of Successful Completion



Yoga and Mindfulness in the Classroom: Tools to Improve Self-Regulation, Learning and Classroom Climate

Speaker(s): COLLEEN SMITH, RYT, RCT

11/21/2019 ROCHESTER, NY (Live In-person)

The following participant

JULIA MAZZOTA

WHAT IS MINDFULNESS?

MINDFULNESS IS A WAY OF BEING. MINDFULNESS IS WHEN YOU FOCUS ON BEING INTENSELY **AWARE** OF WHAT YOU ARE SENSING, FEELING, AND EXPERIENCING IN A MOMENT.



MINDFULNESS IS NOT JUST ABOUT BEING CALM

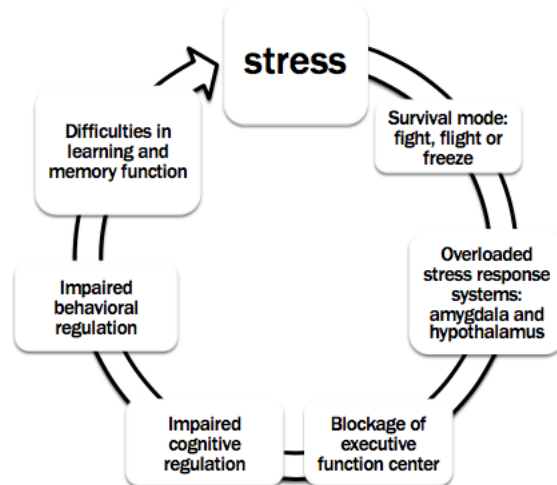
- Mindfulness is
 - Self-Awareness
 - Observation
 - Attention
 - Connection
 - Curiosity
 - Reflection
 - Exploration
 - Regulation
 - Acceptance
 - Patience
 - Wakefulness
 - Non-Judgment
 - Managing Emotions
 - Discovery
 - Regulation
 - Compassion

WHAT HAS YOUR TRAINING TAUGHT YOU?

- Kid Friendly language for Mindfulness (being present in the moment with kindness and curiosity)
- Neuroscience and Physiology of Stress and Trauma
- Research Review
- Self-Regulation
- **Mindfulness in schools, and how it supports SEL programs, Tier I intervention**
- Techniques that are useful include: Breathing, movement, and visualization

THE SCIENCE BEHIND IT

STRESS AND THE BRAIN



STRESS AND THE BRAIN

What we know:

- Executive function difficulties are related to suboptimal brain function
- Brain functions can be altered by regular, sustained practice (*neuroplasticity!*)
- Developmental window of opportunity exists in 5-12 year olds

BREATHING CAN HELP REDUCE STRESS ON THE BRAIN

RELAXATION RESPONSE

Relaxation Response

- opposite reaction to the “fight or flight” response
- beneficial as it counteracts the physiological effects of stress and the fight or flight response (sympathetic nervous system) and brings the body back to pre-stress levels (engaging the parasympathetic nervous system).
- Research has shown that regular use of the *relaxation response* can help any health problem that is caused or exacerbated by chronic stress.

RELAXATION RESPONSE

SOLUTION: Help children (and ourselves) reduce reactivity to stress by learning to evoke the “relaxation response.”



WHY IS BREATHING IMPORTANT?

- Teaches relaxation
- Helps keep kids present
- Helps students regulate themselves which strengthens executive functioning
- Helps students notice what they are feeling
- **Tier I intervention**

Calm Breathing Techniques

(Kid Friendly Language)

- Balloon Breathing
- Countdown to Calm
- Ocean Breath
- Mountain Breathing

Energizing Breathing Techniques

- Bumble Bee Breath
- Bunny Breath
- Conductor Breath

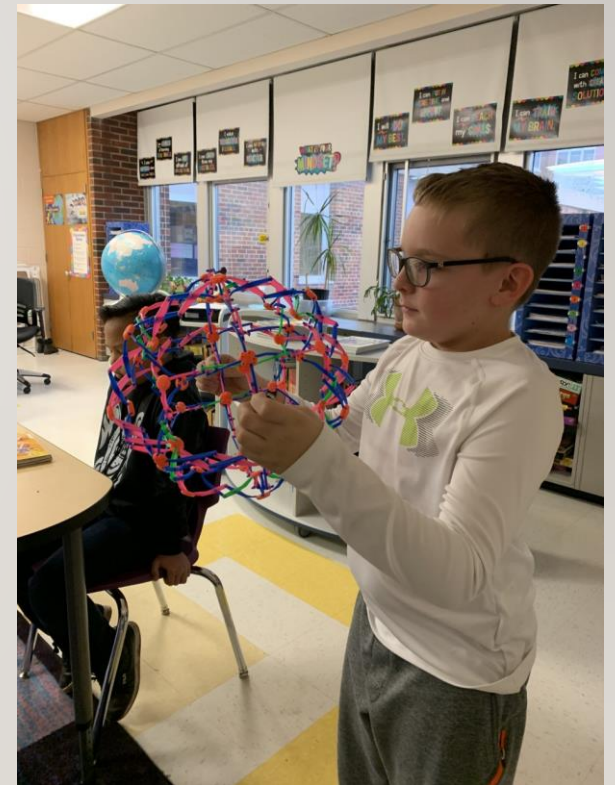
HOW MINDFULNESS IS USED AT TJ CONNOR

A Hoberman sphere can be used as a visual for breathing.

It can show students what a quick fast breath looks like,
and what a slow calm breath looks like.

Then introduces them to how that feels in their body.

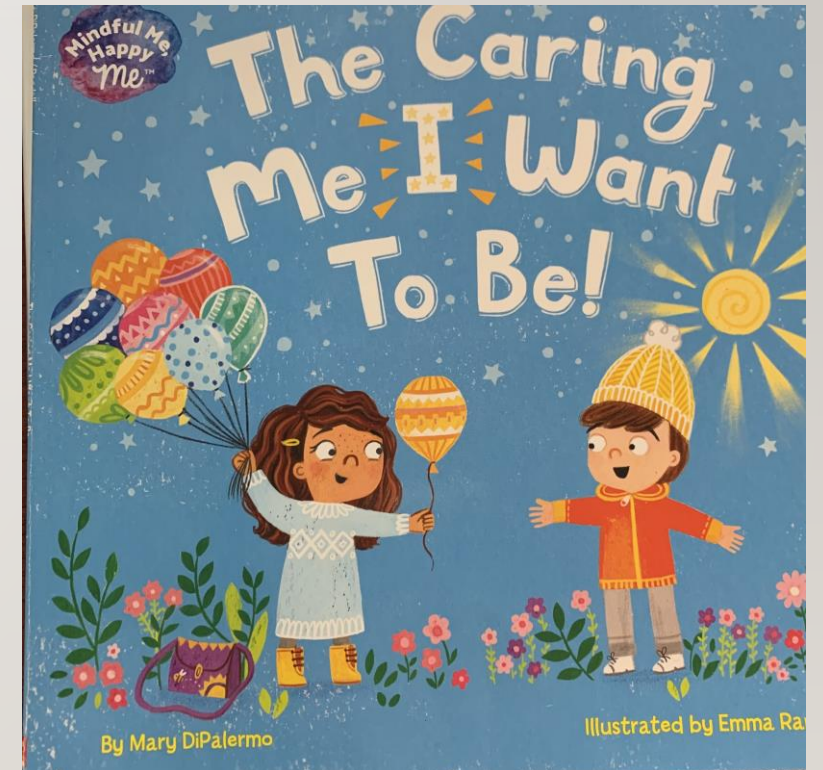
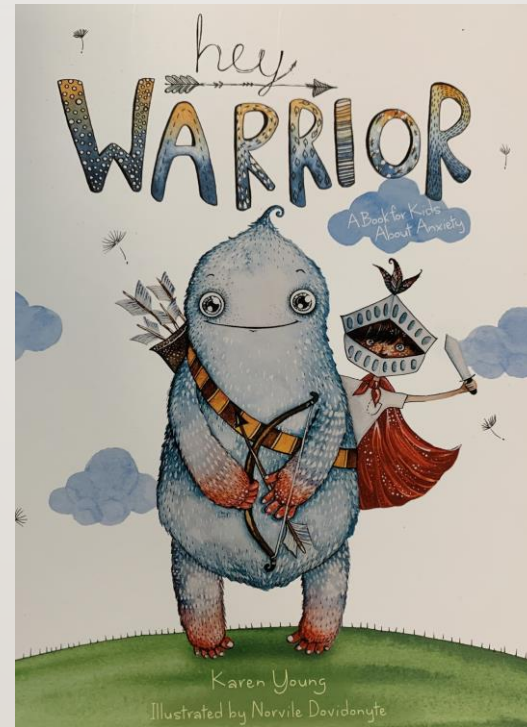
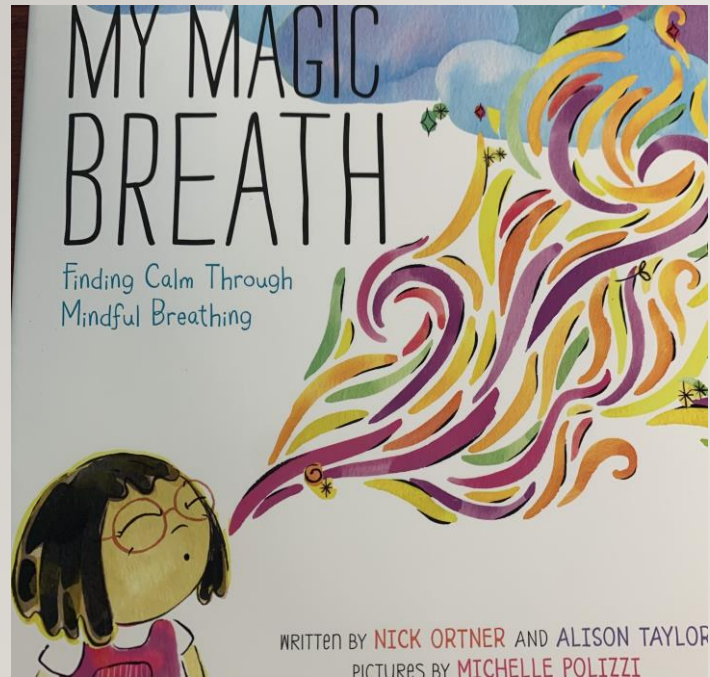
The idea is to help students recognize what they
feel and give them a **toolbox** of strategies
that they can use.



ZONES OF REGULATION

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

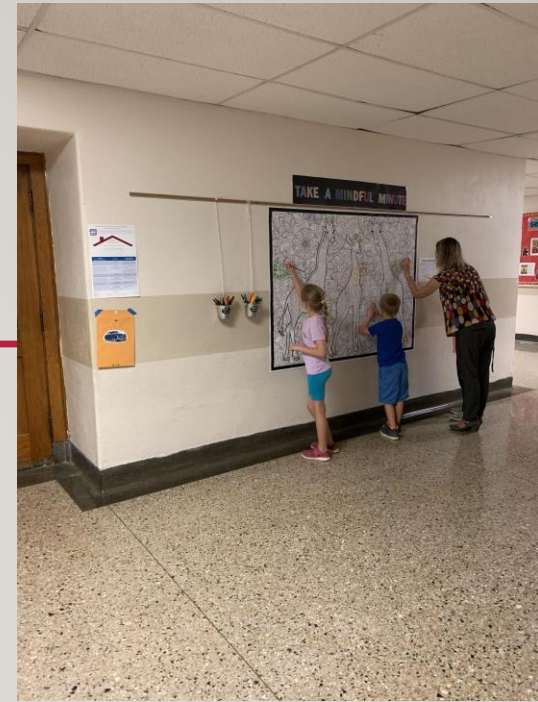
LITERATURE TO SUPPORT MINDFULNESS



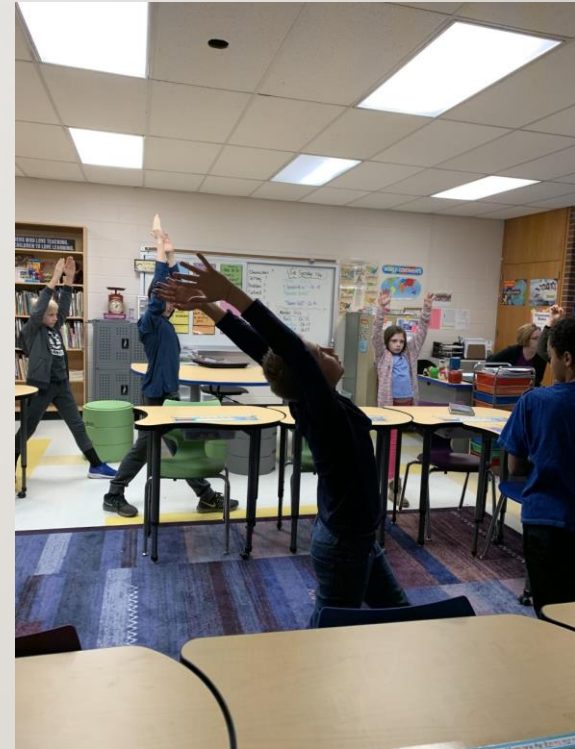
MINDFULNESS IN SCHOOL

Benefits:

- Can help strengthen executive functioning and allow students to be able to regulate their emotions
- Gives students a tool box of strategies they can start to implement on their own
- Increases students emotional control which can lead to more learning and a calm classroom environment
- Helps students sustain attention and can lead to more motivation
- Allows for body and mind awareness



MINDFUL MOVEMENT



MINDFULNESS AT T.J. CONNOR

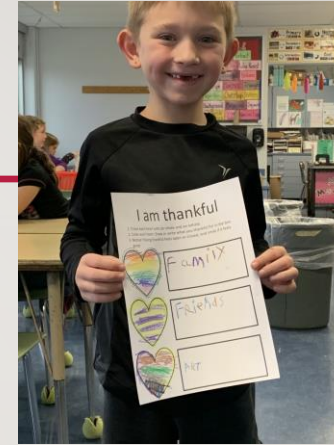
Movement



Relaxation, Breathing, and visualization



Mindful Thanksgiving Activity



Meditation and Breathing



Mindful Thanksgiving Activity



Desk Rest and Visualization



MINDFUL WEDNESDAY WITH FACULTY AND STAFF



WHAT DOES MINDFULNESS DO?

Mindfulness improves the ability to:

- Adapt and effectively shift attention when needed
- Successfully self-regulate feelings and stress
- Concentrate deeply on an object, task, or thought
- Be more open to different experiences
- Free the mind from habitual thinking
- Nurture and appreciate all experiences

SCIENTIFIC EVIDENCE: MINDFULNESS FOR SCHOOLCHILDREN

Research on mindfulness in schools is also preliminary, however studies suggest that school-based mindfulness may exert positive effects on:

Behavioral Problems

Anxiety

Depression

Attention

Emotion Regulation

Social Skills

Social-Emotional Competence

Coping

Bullying

Academic Achievement

Cognitive Performance

Memory

Stress

Resilience

Mental Health

Student Well-Being

Teacher Well-Being

Classroom Climate

Carsley et al. (2018); Centeio et al. (2017); Crain et al. (2017); Bakosh et al. (2015); Felver et al. (2015); Harris et al. (2016); Jennings et al. (2013); Langer et al. (2015); Maynard et al. (2017); Quach et al. (2016); Roeser et al. (2012); Waters et al. (2015); Zenner et al. (2014)