Factors Affecting Our Health

<table>
<thead>
<tr>
<th>Health Factors</th>
<th>% Impact</th>
<th>% of Health Care Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>50</td>
<td>1.25</td>
</tr>
<tr>
<td>Genetics</td>
<td>30</td>
<td>1.25</td>
</tr>
<tr>
<td>Environment</td>
<td>20</td>
<td>2.5</td>
</tr>
<tr>
<td>Access to Health Care</td>
<td>10</td>
<td>95</td>
</tr>
</tbody>
</table>

Major imbalance between our efforts on our internal vs. external environments

What is Mindfulness?
Mindfulness is present, past, future.

Tentacles of Stress and Trauma:
- Chronic Diseases
- Neuroscience
- Stress
- Social Determinants of Health
- ACEs
- Trauma
- Mindfulness
- Movement
- Empathy

Impact of Chronic Stress:
- Focus and Attention
- Emotion Regulation
- Coping in Healthy Ways
- Empathy

An Optimal Solution:
- Neuroscience
- Trauma
- Somatic Psychology
- Mindfulness
- Movement
- Integration

Dynamic Mindfulness Integrates Strands of Research

3
**Essence of Emotion Regulation**

Mindful Action, Breathing, Centering (A, B, C’s)

**Impact of Trauma**

- The Body Feels Unsafe
  - Act
  - Breathe
- Sense of Time Becomes Warped
  - Center

**Independent Research in Schools**

Statistically Significant Reductions in:
- unexcused absences, detentions, anxiety, depression, global psychological distress, rumination, intrusive thoughts, physical arousal, emotional arousal, perceived stress, disciplinary infractions, reduced hostility.

Statistically Significant Increases in:
- student emotion regulation, positive thinking, cognitive restructuring in response to stress, self-control, and school engagement.

**Frick Students Self-Report on DMind Impact**

- Better at managing stress, anger and anxiety
- Better at focusing or concentrating
- More aware of my thoughts and feelings
- More in control of my actions
- Making better, healthier choices
- Having better relationships with others
- Happier at school

Data source: Student surveys administered in May 2018 at Frick Impact Academy (Oakland, CA), n=40
Students Self-Report on DMind Impact

<table>
<thead>
<tr>
<th>Improved area</th>
<th>Positive change</th>
<th>No change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better at managing stress, anger, and anxiety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Better at focusing or concentrating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More aware of my thoughts and feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More in control of my actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making better/healthier choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having better relationships with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happier at school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More ready to learn</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data source: Student surveys administered on May 2018 at Mission High School (San Francisco, CA), n=246

Teachers Self-Report on DMind Impact

<table>
<thead>
<tr>
<th>Improved area</th>
<th>Positive change</th>
<th>No change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better at managing stress, anger, and anxiety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Better at focusing or concentrating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly know how I am feeling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know how my thoughts affect my feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More in control of my actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking better care of myself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making better interactions with students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having better relationships with colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustaining myself better as an educator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking time for my own wellbeing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data source: Teacher surveys administered on May 2018 at Mission High School (San Francisco, CA), n=16

“IT MAKES ME FEEL SO POWERFUL!”

CHRIS H.
Senior High School Student
Emiliano Zapata West Academy

DMind/TLS Progression

- Overwhelmed
- Vs.
- Optimal
- Me to We
- Them to Us
- I am
- Vs.
- I feel...
- Act
- Vs.
- React
Developing the Whole Child

Thank You!