

I-SEEC: A Multi-tiered System to Support Mindful Breathing and Being

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Objectives



- Today, you will...
 - Learn about one organization's vision and model for implementing mindfulness
 - Learn about how I-SEEC strategies fit into broader school implementation
 - Learn about different types of breathing techniques
 - Participate in breathing activities
 - Facilitate breathing activities
 - Engage in planning for I-SEEC implementation

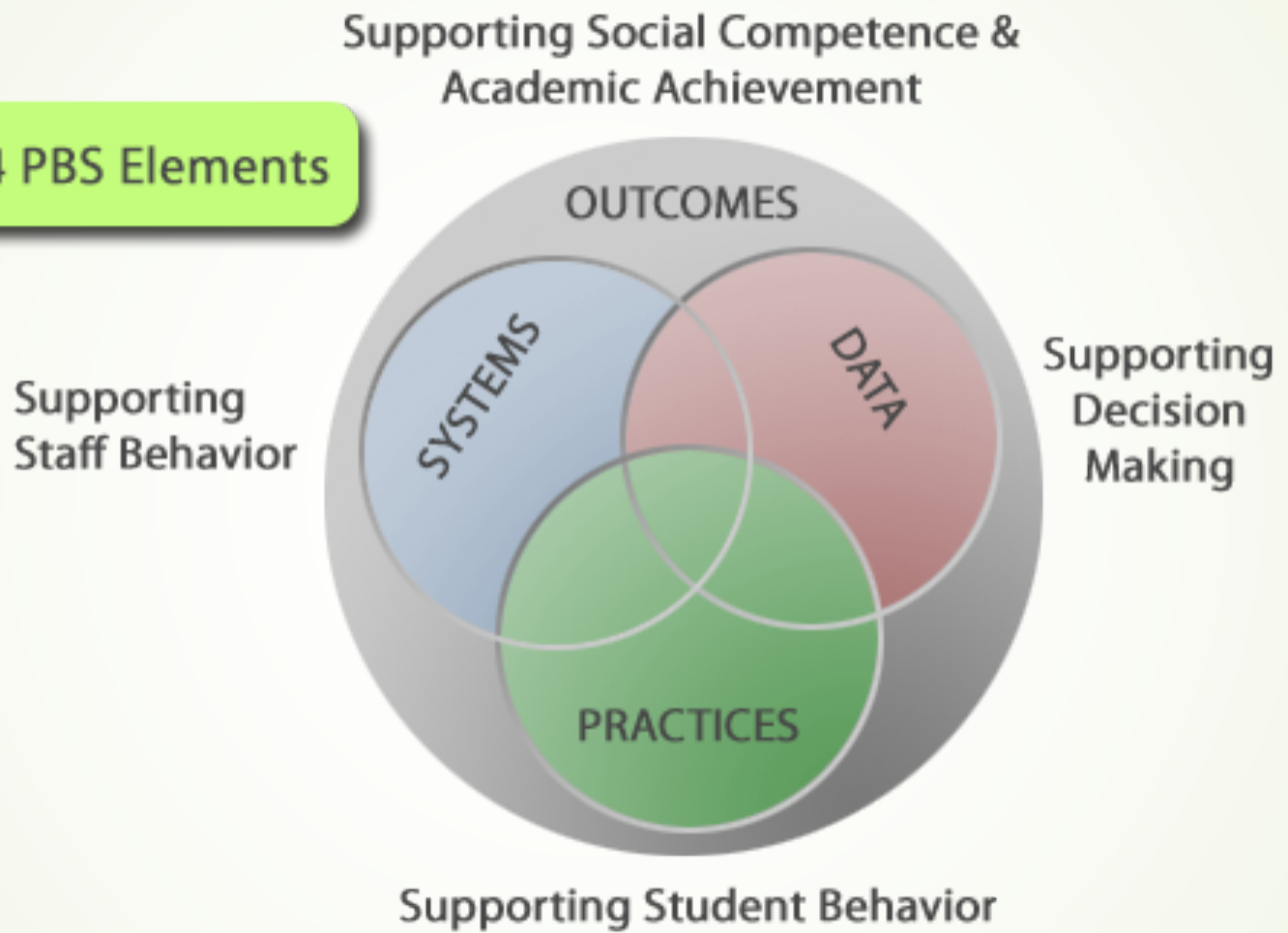


The Kashi Initiative for Global Citizenship and Education

- ▶ The vision of the Kashi Initiative for Global Citizenship and Education is to fulfill each child's promise of being responsible and justice-oriented global citizens. We have five core principles:
 - ▶ **Integrity**- the quality of being honest and having strong moral principles; moral uprightness; conscious awareness of ourselves and how we impact others.
 - ▶ **Service**- helping others; contribution to the welfare of others in our community and beyond.
 - ▶ **Equity**- the quality of being fair and impartial; golden rule.
 - ▶ **Excellence**- the quality of being outstanding and always doing one's best.
 - ▶ **Connectedness**- the realization that one is part of a broader community; feeling an affinity with a particular person or group.

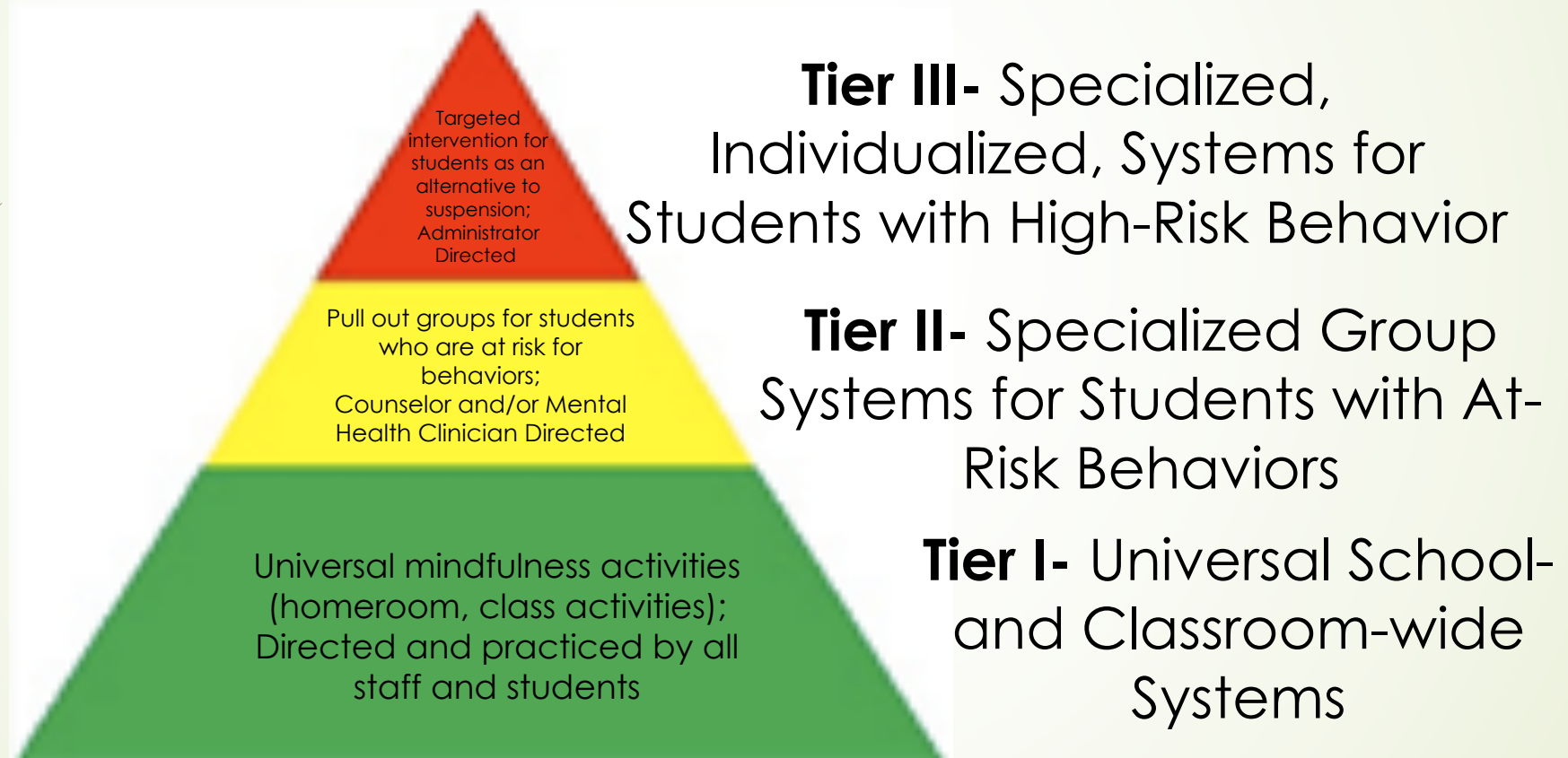


4 PBS Elements



(pbis.org)

I-SEEC: A Multi-tiered System to Support Mindful Breathing and Being





I-SEEC Breathing and Mindfulness

- ▶ School community implements several breathing techniques across three tiers (universal, small group, targeted).
- ▶ In addition, members of the community also learn about mindfulness as it relates to the following themes:
 - ▶ **Integrity**- the quality of being honest and having strong moral principles; moral uprightness; conscious awareness of ourselves and how we impact others.
 - ▶ **Service**- helping others; contribution to the welfare of others in our community and beyond.
 - ▶ **Equity**- the quality of being fair and impartial; golden rule.
 - ▶ **Excellence**- the quality of being outstanding and always doing one's best.
 - ▶ **Connectedness**- the realization that one is part of a broader community; feeling an affinity with a particular person or group.



Example Questions: Tiers 1 & 2

- ▶ **Integrity-** How do you show honesty? How do you demonstrate that you have strong moral principles?
- ▶ **Service-** How can you help someone today?
- ▶ **Equity-** How have you demonstrated that you are fair today? How will you show non-judgement?
- ▶ **Excellence-** In what areas will you do your best today?
- ▶ **Connectedness-** How will you be inclusive today? How will you participate in the broader community today?



Example Questions: Tier 3

- **Integrity-** Were you dishonest? How could you have been more honest?
- **Service-** How did your actions cause harm? What could you do differently next time to be of service instead?
- **Equity-** How could you be more fair and considerate next time?
- **Excellence-** How will you do better in the future?
- **Connectedness-** How do your actions impact our community? How will you repair and re-build these relationships?



Breathing Techniques

- Lion Breath
- Deep Breathing
- Alternate Nostril Breathing
- Humming Bee Breathing
- Breath of Fire



Demonstration: Breathing Techniques

- First, we will practice each exercise as a group
- Use the following links to practice on your own
 - Lion Breath
 - Deep Breathing
 - Alternate Nostril Breathing
 - Humming Bee Breathing
 - Breath of Fire



Discussion

1. How might teachers incorporate mindfulness and breathing into their classrooms?
2. How could breathing and mindfulness be used for instructional purposes?



You Try It!

- Review breathing exercises we discussed as a group
- Get into groups of 4 - 7.
- Each person facilitates a breathing exercise of their choice.
- After a person has a chance to facilitate, another person selects different exercise.



Reflect & Wrap-Up

1. How did it *feel* to facilitate the breathing exercise?
2. What are potential *challenges* you may experience facilitating breathing exercises?
3. How might we *minimize* these challenges?
4. How might facilitating or participating in breathing exercises align with your school's practices?



Conclusions and Further Applications

- Using mindfulness activities can be used as both preventative and responsive strategies
- All staff and students can learn breathing and mindfulness techniques
- Schools can use data to select students for small-group/ mental health intervention (Tiers-2/3)
- Mindfulness activities can be used as an alternative to suspension
- Schools implementing School-wide Positive Behavior Interventions and Supports (SW-PBIS) can use their school's core values to implement and align mindfulness activities



Thank you!

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