

# Paying Attention to Mindfulness

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## ABSTRACT

Students often struggle with paying attention in class, especially those with ADHD or who exhibit behaviors that align with ADHD symptoms. Through small group counseling sessions, counselors will look at the impact mindfulness techniques have on students who struggle with attention in the classroom. I will work with these students by teaching them techniques they can use when they feel they are losing their focus and begin to exhibit disruptive behaviors. The goal of this study is to give students the tools they need to be successful by using mindfulness techniques to help them regain control of their minds and bodies.

## MATERIALS & METHODS

The participants in this study are students who are enrolled in the Frost Elementary School. There are 6 participants ranging from kindergarten to fourth grade. Of this population, there are 3 kindergarten students, 1 first grade student, and 2 fourth grade students. There are 5 male students and 1 female student. For the purpose of this study I will label the students as Students 1-6. The participants gender, ethnicity, and race are identified as follows:

- Student 1 (male): Ethnicity-Hispanic/Latino; Race-White/Puerto Rican
- Student 2 (male): Ethnicity-Hispanic/Latino; Race-black/African-American/Dominican
- Student 3 (female): Ethnicity- Hispanic/Latina; Race- White
- Student 4 (male): Ethnicity-American; Race-White
- Student 5 (male): Ethnicity- Hispanic/Latino; Race-White/Puerto Rican

## RESULTS

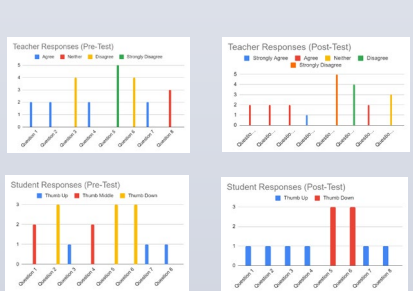
STUDENT 1:



STUDENT 2:



STUDENT 3:

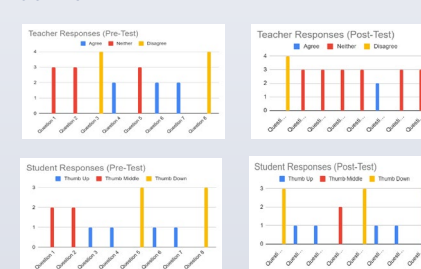


## RESULTS (CONT'D)

STUDENT 4:



STUDENT 5:



STUDENT 6:



## RESULTS (CONT'D)

After reviewing the data from the pre-test/post-tests, the results indicate that the intervention used was moderately effective but inconclusive. Each student/teacher pairing was different in what they reported in the post-test. Some of the students seem to have improved in some areas but not others, some did not make any significant improvements, and others received reports of improvement in all areas. When observing the students in my groups, I found they from the first session to the 6<sup>th</sup> there were slight improvements in each student. Some improvements included their openness to learning about mindfulness and their understanding of what it is and why it is important. I think that with more time there would have been a much more significant difference in the pre/post-test results.

## DISCUSSION & CONCLUSION

The studies on this topic support the implementation of various mindfulness interventions and its effect on elementary aged students. Practicing mindfulness is a moderately new technique in addressing attention issues in students. It is being implemented in schools more often now and is gaining much more credibility as we continue to utilize these methods and learn which techniques can best benefit students and school communities. Mindfulness is especially effective when used to manage challenges with attention. Students with ADHD benefit from these interventions by using learned skills when they are in the classroom to help them to retain information, keep focus, and increase their awareness of their mind and body clues that are telling them that they may be losing some of that control. There have been studies about implementing whole-school interventions using mindfulness that I think is a great way to make more people aware of this method. If more of the school community is aware of mindful practices and are able to implement techniques into their classrooms or interactions with students it will enforce greater consistency for students that will better benefit their learning and understanding of these techniques. Overall, it is clear that there are significant social and academic impairments that occur with students who have ADHD and using mindful practices is a great tool to use that students can do independently to improve their school experience.

Student Name: \_\_\_\_\_

1. I can sit for long periods of time



2. I can pay attention to the person talking



3. I raise my hand before asking a question



4. I am able to wait my turn



5. I get upset when I am asked to wait



5. I get bored easily



6. I like to work in groups



7. I like to work by myself



Teacher Name: \_\_\_\_\_ Student Name: \_\_\_\_\_

How strongly do you agree with the following statements:

1. *The student is able to sit for extended periods of time*      Comments:

①      ②      ③      ④      ⑤  
Strongly Agree      Agree      Neither      Disagree      Strongly Disagree

2. *The student is attentive during class*      Comments:

①      ②      ③      ④      ⑤  
Strongly Agree      Agree      Neither      Disagree      Strongly Disagree

3. *The student raises their hand when they want to speak*      Comments:

①      ②      ③      ④      ⑤  
Strongly Agree      Agree      Neither      Disagree      Strongly Disagree

4. *The student is able to take turns with classmates*      Comments:

①      ②      ③      ④      ⑤  
Strongly Agree      Agree      Neither      Disagree      Strongly Disagree

5. *The student gets upset when asked to wait*      Comments:

①      ②      ③      ④      ⑤  
Strongly Agree      Agree      Neither      Disagree      Strongly Disagree

6. *The student gets bored easily*      Comments:

①      ②      ③      ④      ⑤  
Strongly Agree      Agree      Neither      Disagree      Strongly Disagree

7. *The student works better in a group setting*      Comments:

①      ②      ③      ④      ⑤  
Strongly Agree      Agree      Neither      Disagree      Strongly Disagree

8. *The student works better independently*      Comments:

①      ②      ③      ④      ⑤  
Strongly Agree      Agree      Neither      Disagree      Strongly Disagree