



The Exploration of Children and Young People's
Experiences of a School Based Mindfulness
Intervention: An Interpretative Phenomenological
Analysis.

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Abstract

The literature into mindfulness in schools has begun to expand rapidly, yet is still in its infancy. Reviews of the research have concluded that mindfulness based interventions (MBI) show potential in schools for improving children and young people's (CYP) educational, social and emotional outcomes (Felver, Celis-deHayos, Tezanos & Singh, 2016). This qualitative research has taken a social constructionist approach. It is exploring CYP's experiences of an Educational Psychology Service delivered mindfulness intervention six-months later. Eight semi-structured interviews were carried out with a homogeneous sample of pupil participants (aged 10-13 years). Interpretative Phenomenological Analysis was conducted following the guidelines from Smith, Flowers and Larkin (2009) and the study demonstrates research validity under Yardley's (2000, 2008) qualitative criteria. The super-ordinate IPA themes were: *Problem Focused, Benefits of Mindfulness, Application, Environment and Continued Use*, with an overarching theme of *Personal Experience and Self-Awareness*. Results indicated that mindfulness was a personal experience for CYP, and individual benefits were recognised. The participants' constructs suggested that they were still using mindfulness six-months later. It was interpreted that mindfulness techniques were used particularly in times of need and that CYP had an increased self-awareness of what previously and presently supported them to be mindful.

Summary

This thesis is made up of three parts; a literature review, an empirical study and a critical appraisal.

Part One, the literature review, begins with an introduction to set the context of the research into mindfulness in schools and introduces its relevance to educational psychology. A definition of the concept of mindfulness is provided to underpin the literature review. An overview of the mindfulness research with adults, young people and children is provided and critically discussed. Leading to the research rationale particular focus is given to the role of mindfulness research in UK schools with whole class populations and the evidence addressing the longitudinal implications of mindfulness for children and young people. Finally a rationale for the research study is presented along with the research question.

Part Two, the empirical study, begins by giving a brief review of the literature, to outline the rationale of the study and presents the research question. An account is then provided of the qualitative research study using semi-structured interviews and Interpretative Phenomenological Analysis to explore eight children and young people's experiences of a school based mindfulness intervention six months after the course. Results are presented as super-super-ordinate, super-ordinate and sub-ordinate themes and are discussed in relation to the current literature and implications for the role of the educational psychologist. The results and discussion of the research have been brought together to ensure clarity of the research conclusions. Research limitations and suggestions for future research are considered.

Part Three, a critical appraisal, provides a reflective and reflexive account of the research process from the researcher's perspective. This includes an overview and critical account of how the study has contributed knowledge and a novel insight to the current literature into mindfulness in schools and reflections on the role of the researcher throughout the research process.

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Table of Abbreviations

ACT	Acceptance and Commitment Therapy
CYP	Children and Young People
DBT	Dialectical Behavioural Therapy
DfES	Department for Education and Skills
EI	Emotional Intelligence
EP	Educational Psychologist
EPS	Educational Psychology Service
IPA	Interpretative Phenomenological Analysis
LA	Local Authority
MAPPG	Mindfulness All-Party Parliamentary Group
MBCT	Mindfulness Based Cognitive Therapy
MBI	Mindfulness Based Intervention
MBSR	Mindfulness Based Stress Reduction
MiSP	Mindfulness in Schools Project
RCT	Randomised Control Trial
TEP	Trainee Educational Psychologist
UK	United Kingdom
US	United States
WAG	Welsh Assembly Government



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Part One: Introduction and Literature Review
(9821 words)

Introduction

The Buddhist tradition of mindfulness originated amongst the Eastern culture of meditation over 2500 years ago. In recent years Jon Kabat-Zinn has been a key figure in secularising the Buddhist tradition of mindfulness in the Western culture, by modifying its application to benefit health. Kabat-Zinn (1994) alluded to the idea that mindfulness is a psychological concept; a way of being, characterised by an individual's openness to and acceptance of the conscious phenomena that they are experiencing in the moment. He believes that through this way of being benefits for individuals can arise. A review of the literature from Baer (2003) concludes the diverse usefulness of mindfulness when addressing the physical and psychological health of individuals in clinical and non-clinical populations. As a result of such beneficial findings the research into mindfulness has drastically expanded across adult populations.

Research has evidenced the primal importance of children and young people's (CYP) social and emotional development in successful life outcomes (Zins, Weissberg, Wang & Walberg, 2004; Greenberg et al., 2003). With the UK Governments pushing the support of CYP's social and emotional health and wellbeing over the past decade (Welsh Assembly Government, WAG, 2003, Department for Education and Skills, DfES, 2004) schools have been placed as gateways for promoting such positive development in CYP. However, the effectiveness of the learning initiatives, to do such things, have been criticised for being focused on reducing the negative outcomes identified in CYP (Huppert & Johnson, 2010) rather than encouraging the flourishing of all individuals.

Early reviews of the mindfulness research with CYP suggest it has been well accepted by CYP and demonstrates feasible outcomes and benefits across populations (Burke, 2010; Harnett and Dawe, 2012). It is defined that it is within the role of the Educational Psychologist (EP) "to promote child development and learning through the application of psychology" (Department for Education and Employment, 2000, p.5) and for EPs to "act as an intermediary between research and educational professionals" (Iyadurai, Morris & Dunsmuir, 2014, p. 12). The role of the EP fits well with providing schools with psychologically informed interventions and/or training associated with social and emotional development whether at an individual, group or organisational level (Farrell et al., 2006). Hart, Breton and Reavil (2014), in conclusion of their work as EPs in schools, state how well the positive psychological concept of mindfulness fits within the

frameworks of support for promoting the social and emotional development, wellbeing and resiliency of all CYP in school. This research is still in its infancy. To ensure that the application of mindfulness does not become diluted in schools or lose sight of its evidence base, Felver, Celis-de Hoyos, Tezanos and Singh (2016) have concluded the need for further research, particularly into the understanding of the long term implications for mindfulness.

Literature Review

Overview of the Literature Review

This literature review begins by highlighting the common definition and concepts of mindfulness and aims to provide an understanding of mindfulness as a cognitive state in addition to an intervention. An overview of how mindfulness has been secularised as well as informed adult interventions for cultivating mindfulness is provided with an exploration of the adult literature to demonstrate the topic's substantial evidence base.

The review then leads to the literature on the application of mindfulness with CYP. An insight into the stages of child development and Emotional Intelligence (EI) are highlighted as evidence for how mindfulness can be adopted by CYP and provide developmental benefits. The review proceeds to discuss the early research identifying the effects of mindfulness based interventions (MBIs) on CYP in both clinical and non-clinical settings and populations. The review addresses the literature of mindfulness with universal populations, particularly in schools. An overview of the research is presented in terms of wellbeing and learning capacity. Particular focus is placed on the longitudinal studies and UK based literature, highlighting the need for further research in these areas. The reviewed literature is then summarised providing an outline for this study's rationale and research question.

Key Terms and Literature Sources

The electronic data bases *PsychInfo*, *Science Direct* and *Web of Science* were searched for articles associated with mindfulness in the research literature. Search terms such as *mindfulness*, *mindfulness and health*, *mindfulness based interventions*, *mindfulness in schools* and *mindfulness and children* were used. Reference lists of relevant articles

were also searched for additional articles and references to further literature. Further literature was drawn from published books on mindfulness and through accessing the Mindfulness in Schools Project (MiSP) website¹. A table of database searches and returns can be found in Appendix 18. Titles were screened by using the research abstract and then secondary screening took place by the researcher reading the articles in full. The inclusion criteria for this review is research, meta-analyses or review articles that focus on MBIs that have a basis in secular mindfulness and its formal meditative practice, e.g. Mindfulness Based Stress Reduction (MBSR) and Mindfulness Based Cognitive Therapy (MBCT), or modifications of these for CYP. The main focus of the review is based on MBIs with CYP. Articles were excluded from the review if they were focusing on mindfulness with teaching staff, the implementation of interventions with elements of mindfulness, e.g. Acceptance Commitment Therapy (ACT) Yoga, Dialectical Behaviour Therapy (DBT), or spiritually based Buddhist mindfulness practices. This is to ensure that an unambiguous review of the authentic secularised mindfulness literature is provided. It is not within the scope of this literature review to provide an exploration of the various MBIs available or an extensive review of the research, but to provide an overview of the research that is particularly relevant to the current study.

Mindfulness

An Introduction to Mindfulness

Mindfulness, in its traditional terms, originates from the Eastern meditative traditions of Buddhism. It is believed to be at the heart of Buddhist teaching and meditation, (Thera, 1962) with the aim to heal individuals from suffering; by them “undergoing a profound transformation of view” (Kabat-Zinn, 1990, p.168). The more recent developments of mindfulness traditions by Kabat-Zinn have moved mindfulness away from its spiritual basis in Buddhism. Mindfulness is no longer felt to be a religious belief or ideology, but a way of being (Kabat-Zinn, 1994). This move away from its Buddhist traditions is referred to as the secularisation of mindfulness. Kabat-Zinn (2003) defines mindfulness as:

¹ www.mindfulnessinschools.org

“The awareness that emerges through paying attention on purpose, in the present moment and non-judgementally to the unfolding of experience moment to moment” (p.145).

It is this definition of mindfulness that underpins this literature review and the references made to mindfulness throughout it.

Kabat-Zinn (1990) believes that the *in the moment* physical and emotional awareness achieved through mindfulness practice enables individuals to perceive events differently and respond in a more informed way. Cultivating mindfulness enables individuals to be awakened from their habitual behaviours. This is done through mindfulness promoting meta-cognitive and executive functioning in the present moment, supporting an informed response (Brown and Ryan, 2003; Kabat-Zinn, 2003). It is felt that mindfulness can be an individual trait, of being more alert in the present moment, or cultivated through meditation (Grossman, 2008).

The Psychological Implications of Mindfulness

Mindfulness is currently one of the fastest growing research areas in psychology (Shonin, Van Gordon & Griffiths, 2013). Extensive research has been carried out into the effects that mindfulness has had on physical and psychological health. As alluded to in the definition of mindfulness the psychological implications of mindfulness are the changes made towards a more mindful way of being, not the direct health implications. Kabat-Zinn (1990) defines that there should not be one thing sought after when practicing mindfulness, but that individual benefits come through commitment to a mindful way of being. This is through an ongoing commitment to mindfulness meditation and application in the moment (Kabat-Zinn, 2003).

Mindfulness is not seen as something that can solve specific problems. It helps individuals to see more clearly through a more ‘in the moment’ awareness of what is happening inside and outside of themselves (Viafora, Mathieson and Unsworth, 2015). This guides individuals to relate differently to their experiences, and may lead to indirect benefits for the individual.

Mindfulness Effects

Research evidence into the effect of mindfulness on individuals comes from both studies into trait mindfulness and mindfulness practice because of the proven impacts each type has on the other (Brown & Ryan, 2003). The prominent feature in the literature is the impact that a mindful way of being and a commitment to mindfulness practice has on an individual's executive functions. Research supports the identification of an increase in meta-cognitive developments, e.g. the ability to observe thoughts as passing and an awareness of inner states (Teasdale et al., 2002), and executive functioning, through an increased cognitive flexibility (Carson & Langer, 2006) in mindful individuals. There is a belief that mindfulness positively impacts attention, cognitive processing and emotional and behavioural regulation (Brown, Ryan & Creswell, 2007). Frewen, Evans, Maraj, Dozios and Partridge (2008) also found an association between increased mindfulness and reduced negative thoughts and rumination.

These findings are corroborated by the neurological research that identified changes in the brain matter of mindful individuals, which is associated with the executive functions of attention, perception and the processing of distracting events and regulating emotions (Lazar et al., 2005; Hölzel et al., 2008; Creswell, Way, Eisenberger and Lieberman, 2007). Such findings suggest that these are the cognitive processes that are apparent from mindfulness which may result in further benefits for individuals.

Mindfulness Based Interventions and the Effects on Health

The development in health research towards adopting Engle's (1977) biopsychosocial model of health has led practitioners and researchers to view the mind and body as two inseparable entities. This is the understanding that health is distinguished by the complex interactions of biological, psychological and social factors. Research by Seligman, Bandura and Schwartz (cited in Kabat-Zinn, 1990) demonstrate the positive impact cognitive processes and emotions, such as optimism, connectedness and high self efficacy, can have on psychological and physical health. It was these research findings, in support of the biopsychosocial model, that influenced Kabat-Zinn's work into secular mindfulness. From his experience of mindfulness meditation he perceived that an array of meta-cognitive skills could be developed in individuals through

mindfulness teaching, such as conscious awareness and attention. He felt that this changed way of being and cognitive awareness could consequently benefit all individuals and particularly provide strong benefits for those individuals with physical and psychological health difficulties (Kabat-Zinn, 1990).

Psychological studies began to be conducted looking at promoting mindfulness as a healthcare intervention (Smith, 1975) in the form of MBIs. This led to the development of a variety of MBIs, such as MBSR (Kabat-Zinn, 1990) and MBCT (Segal, Williams & Teasdale, 2002) and the inclusion of mindfulness practice in psychological interventions such as DBT (Linehan, 1993) and ACT (Hayes, Strosahl & Wilson, 1999).

It is claimed that the teaching of secular mindfulness today remains embedded in the traditional roots that it was established in over 2500 years ago (Borysenko, 2004). Kabat-Zinn (2004) advocates that mindfulness can be cultivated using a variety of techniques. This is presented through the MBIs' focus on the use of metaphors, formal and informal meditation exercises, discussion and home practice to cultivate mindfulness in individuals; and is predominantly experienced through weekly therapeutic group programmes (Dryden and Still, 2006).

Mindfulness with Adult Populations

Practice as a Key Component of Mindfulness Based Interventions

A key element of MBIs in adults is that mindfulness is not just a set of techniques. It is cultivated through the application of these techniques, the commitment to practice and adopting this psychological way of being. Bishop et al. (2004) states "mindfulness is a psychological process...similar to a skill that can be developed with practice" (p. 234). The practice of mindfulness is not defined in the terms of repetition to improve but the regular engagement with a mindful way of being (Kabat-Zinn, 2003).

Comparison work between mindfulness meditators and non-meditators, carried out by Lykins and Baer (2009), found that reductions in psychological symptoms and increased perceptions of wellbeing were associated linearly with the amount of mindfulness practice that was carried out. This supports Kabat-Zinn's (2003) emphasis on the importance of engagement during MBIs. Neurological research by Chang, Hou and Mattson (2010) supports this concept, as it is the repetition and continued mindfulness practice that is correlated with an increase in grey matter in the brain.

However, in a review of laboratory based research into the immediate effects of mindfulness, Keng, Smoski and Robins (2011) concluded that mindfulness associated instructions or short, guided meditations were enough to provide individuals with positive, immediate and short-term effects, even without the individuals having prior mindfulness training. Similarly, Tang et al. (2007) found that even after five days of mindfulness practice there had been a reduction in cortisol levels in the brain of meditators. Such evidence presents the versatility of mindfulness benefits for both short and long-term needs. Caution must be taken, however, to not dilute the true basis of mindfulness. The traditional Buddhist assumption is that to develop mindfulness competence many years of daily practice and application must be experienced (Shonin et al., 2014).

Evidence Base of Mindfulness Based Interventions in Adult Populations

As well as the cognitive changes evidenced as a result of MBIs, meta-analyses have reported medium to high effect sizes (0.5-0.97) of mindfulness on physical and psychological health (Baer, 2003; Grossman, Niemann, Schmidt & Walach, 2004; Hofman, Sawyer, Witt and Oh, 2010). A range of reviews have concluded the diverse usefulness of mindfulness in its ability to reduce psychological risk factors such as stress, anger, anxiety, rumination, negative thinking, negative mood and social avoidance and improve factors such as mood, relaxation, coping, self compassion, positive affect, perceived wellbeing and quality of life (Baer, 2003; Grossman et al., 2004; Hofman et al., 2010; Weare, 2014; Keng et al., 2011). Such effects are recognised to have had significant impacts on individual's physical and psychological health through enhancing their coping strategies, reducing pain and reducing negative psychological symptoms in both clinical and non-clinical groups.

In addition to the individually identified benefits developing from mindfulness practice, it has developed a promising research base of support for targeted needs, across a range of settings. These include treating individuals with chronic stress, anxiety and depression (Baer, 2003), physical health issues (Kabat-Zinn, 2003), eating disorders (Hofman et al., 2010), substance abuse difficulties (Witkiewitz, Marlatt & Walker, 2005), Obsessive Compulsive Disorder (Patel, Carmody & Simpson, 2007), Attention Deficit Hyperactivity Disorder (ADHD, Zylowska et al., 2008) and gambling (Lakey,

Campbell, Brown & Goodie, 2007). It has also proven to help support individuals with pregnancy and childbirth (Beddoe, Lee, Wiess, Kenedy and Yang, 2010), relationships (Carson, Carson, Gil and Baucom, 2004) and parenting (Bazzano et al., 2010).

Neurological evidence corroborates the promising impact that MBIs have been seen to have. Davidson et al. (2003) found a change in electrical activity in the area of the brain that deals with meta-cognition and emotions after the completion of an MBSR course. The findings suggest that those having completed the MBSR were regulating their emotions more effectively than a control group. Hölzel et al. (2011) evidenced an increase of the grey matter in the brain in MBSR participants, which related to increased emotional regulation, self-referential processing and perspective taking.

Overall secular mindfulness, within an adult population, appears to have rigorous research grounding. Research demonstrates an impact on individual's cognitive and psychological processing as well as the support this impact has on people's psychological and physical health. Caution must be taken, based on Kabat-Zinn's (2003) belief, that there should not be a set outcome expected from mindfulness. Further research has found that the effectiveness of mindfulness may vary depending on individual differences (Cordon, Brown and Gibson, 2009; Shapiro, Brown, Thoreson and Plante, 2011).

Children and Young People's Development

The Wellbeing of Children and Young People in the UK

With such positive findings associated with MBIs with an array of adult populations research statistics demonstrate the high level of need of similar interventions for CYP. Mental health research shows that one in ten CYP have a clinical diagnosis of a mental health disorder, 4% of individuals experience anxiety or depression, 5% are affected by a conduct disorder or display anti-social behaviour and suicide continues to be one of the three most common causes of youth death, with self-harm and eating disorders continuing to increase (Weare, 2015; Green, McGinnity, Meltzer, Ford & Goodman, 2005; Hagell, Coleman & Brooks, 2013; National Society of Prevention of Cruelty to Children, 2014). Kim-Cohen et al. (2003) found that as many as 74% of mental health disorders in adults were diagnosed in childhood and adolescence, which, highlights this as a vulnerable stage of development.

Over the past decade there has been a push towards supporting CYP's wellbeing in the UK (WAG, 2003, DfES, 2004). Despite this work the UK was still placed 16th out of 29 Western countries for CYP's wellbeing (United Nations International Children's Emergency Fund Office of Research, 2013). Thus, wellbeing remains a huge concern for CYP and those supporting them. It appears to be a key time for the flourishing of all CYP's wellbeing to be placed as a central priority.

Social and Emotional Development in CYP and its Link with Mindfulness

When discussing meditative practice Kabat-Zinn (2015) states that "mindfulness is perhaps the most universal, among the easiest to grasp and engage in and arguably the most sorely needed now" (p.1481). With this versatility and ease in mind there has been a growing interest in the application of mindfulness with CYP when supporting their health and wellbeing.

With regard to the attention and awareness cultivated through mindfulness Willard (2014) believes that "young people already have a head start on mindfulness...they naturally notice the details in life that we adults overlook" (p.1071). As with the adult findings, an early literature review and case study discussions from Abrams (2007) highlighted that CYP, even with complex needs, do have this skill to cultivate present moment awareness and acceptance through mindfulness practices; thereby adopting a mindful way of being. However Burnett (2009), during the beginning of his development of the mindfulness in schools project, states that the concept of mindfulness varies for CYP.

Evidence supporting CYP's abilities to be mindful comes from the theory of Emotional Intelligence. Goleman (1995) defines EI as personality traits of: *self awareness, social awareness, self management* and *social skills*. These skills and traits of EI, similar to those proven to be required and cultivated through mindfulness, have been proven to gradually develop throughout childhood and into adolescence (Saarni, 1999). Saarni proposes that the autonomous regulation and understanding of emotion and social interaction appears to begin to develop during middle childhood (from seven-years-old) and develops in complexity throughout adolescence. It seems that such development in EI prepares CYP for what Erikson's (1968) model of psychosocial development identifies as the stage of self identity that occurs during adolescence (12-18 years),

where self awareness and an understanding of social relationships becomes increasingly important. Although these studies were not based on mindfulness research they demonstrate CYP's ability to be mindful.

Mindfulness with Children and Young People

Cultivating Emotional Intelligence through Mindfulness with CYP

It has previously been suggested that EI is set and that there are critical periods in CYP's social and emotional development. It is now felt that this development can be provided throughout childhood and adolescence at multiple stages. Researchers are now, increasingly emphasising the opportunities for, and importance of training and support when, developing social and emotional skills, i.e. EI, in CYP. Researchers have stated in particular that EI is not a fixed entity (Goleman, 1995). It has been found that the brain continues to develop throughout childhood based on experiences and environmental enrichment (Davidson, Amso, Anderson & Diamond, 2006) and during a second sensitive period of brain development in adolescence, as well as early childhood (Fuhrmann, Kroll & Blakemore, 2015). Additionally early life experiences in infancy, e.g. attachments, are no longer felt to be wholly responsible for later outcomes, if appropriate support and intervention is provided (Bomber, 2007). This research suggests that childhood and adolescence is a key time for CYP to be supported with the development of their social and emotional competencies, and EI.

Multiple researchers have evidenced that mindfulness is also a mental state that can be fostered in CYP; and can assist with the development of EI. In corroboration with the adult literature, CYP who have been involved in mindfulness training are seen to display skills associated with EI, such as: enhanced executive functions, regulation of thoughts, emotions and behaviour and self awareness (Diamond & Lee, 2011; Schonert-Reichl et al., 2015; Schonert-Reichl & Lawlor, 2010; Broderick & Metz, 2009; Hennelly, 2011). Caution, however, must be taken when interpreting from these pieces of research. Despite the promising sample sizes, the research is based on varied MBIs and has evidenced mindfulness' impact on different EI traits. This is likely to be due to the individual differences associated with individuals' outcomes of mindfulness. From a neurodevelopmental perspective Sanger and Dorjee (2015) propose in their review of the mindfulness research that the development of skills in EI are due to the meta-

cognitive changes that are evident through mindfulness training. This suggests that being taught mindfulness enables CYP to be more emotionally intelligent by being aware and attentive to themselves and others in the present moment.

Cultivated Skills Supporting Later Life Outcomes

Goleman (2013) has stated that it is these executive functions and emotional regulation skills associated with EI that are the most powerful determinants of later life outcomes. It is the presence of these skills in childhood and adolescence that extensive reviews of the youth development research have highlighted to act as enhancers of wellbeing (Zins et al., 2004) and resilience (Greenberg et al., 2003) into adulthood, which protects against the negative affect often associated with mental health difficulties (Moffitt et al., 2011). During these vital development phases of childhood and adolescence it seems important to facilitate the successful development of EI and executive function, to enhance CYP's opportunities to flourish, regulate themselves more efficiently and respond differently to more adverse circumstances (Bootzin & Stevens, 2005).

Rempel (2012) is in support of the literature identifying these key traits of EI being cultivated with CYP through mindfulness. She concluded her review of the research base with the belief that mindfulness practice can support CYP with effective developments of their social and emotional skills and thus offer further physical and psychological health benefits. Rempel, however, went on to conclude that more rigorous methodological research continues to be needed to empirically strengthen the implementation of mindfulness with CYP.

Evidence Base for Mindfulness Based Interventions in CYP

With the research suggesting that mindfulness practice was accessible to CYP, their abilities and could offer benefits to later life outcomes, a review of the early literature by Hooker and Foder (2008) concluded that it is likely CYP would benefit from MBIs in a similar way to adults. Still, Thompson & Gauntlett-Gilbert (2008) highlight the importance of making appropriate modifications to MBIs when applying them to CYP based on their cognitive abilities and stage of development. This has led to the development of multiple CYP focused MBIs as adaptations of adult MBSR and MBCT courses. As a result of this differentiated application of mindfulness for CYP the

research field of mindfulness and CYP is in its infancy. Yet, it is growing rapidly and is represented in both school and clinical settings. Early reviews of the literature have identified MBIs with CYP to be feasible and well accepted by the CYP, offering small but promising outcomes for those involved (Burke, 2010; Harnett & Dawe, 2012) but each review concluded the need for further research to enhance the evidence base of in support of mindfulness with CYP.

Mindfulness Practice as a Mechanism for Change with CYP

Weare's (2013) detailed review of 20 peer reviewed publications on mindfulness with CYP claims that the meta-cognitive awareness developed as a result of MBIs is formed through practice, discussion and embedded in the experience of mindfulness. A Buddhist Monk and mindfulness teacher, Thich Nhat Hanh, describes that mindfulness continues to integrate into individual's daily lives, attitudes and practices. This integration of a mindful way of being has been demonstrated by Hennelly (2011) and Thomas and Atkinson (2016) in their follow-up findings with CYP. Yet, it is felt that little is known about mindfulness practice as a mechanism of mindfulness for CYP (Zenner, Hermleben-Kruz and Walach, 2014), as it is in the adult literature.

Napoli, Krech and Holley (2005) conclude that mindful children in schools are able to apply adopted skills to new and novel situations within the classroom but Feldman (2001) states "remembering to be mindful is the challenge" (p.167). This poses an argument for whether it is enough for CYP to be taught mindfulness techniques and applied when needed (Kempson, 2012) or if mindfulness needs to be practiced for it to be effectively applied (Huppert & Johnson, 2010).

In the adult literature there is a definite message about the importance of the commitment to regular mindfulness practice (Kabat-Zinn, 2003). Semple, Reid and Miller (2005) recommend, following their pilot research of a MBI, that the meditative practice of mindfulness with CYP should be reduced in comparison to the adult practice to allow it to be accessible to them. This has been reflected in multiple MBIs adapted for CYP. Weare's (2013) literature review recognised that regular practice was associated with individuals learning to sustain attention and focus for longer. She felt that practice gradually changed individual's mental and behavioural patterns that would previously have caused negative mental states. In support of the sustainability of effects

from MBIs, some of the CYP literature has found that a greater amount of practice and repetition of mindfulness techniques is associated with more positive benefits (Huppert & Johnson, 2010; Biegel, Brown, Shaprio & Schubert, 2009; Kuyken et al., 2013). The research is methodologically varied, however, Kuyken et al. (2013) provided a substantial control study of 522 CYP. They found that 80% of the CYP who showed positive effects were applying some form of mindfulness practice. It must be considered that CYP's mindfulness practice appears to play a much smaller part in CYP MBIs, in comparison to the adult MBIs.

There do appear to be inconsistencies in the literature. In contrast, Hennelly (2011) found that the repetition of a school based MBI was enough for individuals to recognise positive effects on self regulation, psychological factors and objective wellbeing immediately and at a 6-month follow-up. Interestingly, this was found even after pupils reported variable commitment to mindfulness practice. Kempson's (2012) qualitative analysis identified a thematic pattern in CYP's experiences that they were using mindfulness practice as coping strategies to gain benefits as opposed to the application of regular mindfulness practice. These two research papers were unpublished theses and as a result were not peer reviewed articles. A more extensive piece of work was published by Zoogman, Goldberg, Hayt and Miller (2014) who found, in their meta-analysis of 20 peer-reviewed articles, that there was no effect of outside practice on the benefits experienced as a result of the MBI itself, for CYP's mindfulness and wellbeing.

In its traditional sense mindfulness competence is thought to be developed over many years of focused daily practice (Shonin et al., 2014). Shonin, Van Gordan and Griffiths (2015) report their surprise of such dramatic changes after adult focused MBIs let alone the further modifications made to CYP MBIs. These findings could, as Willard alludes to, be due to differences in CYP as they may already be being mindful. It may be that the opportunity to be mindful through MBIs offers more immediate benefits to CYP, or that the time spent meditating is a difference between the adults and CYP when experiencing mindfulness. The research into the practice associated with mindfulness benefits for CYP appears to be inconclusive due to the contrasting research. It would be beneficial for further research to specifically explore the role practice plays in CYP's application of mindfulness and the associated benefits.

Mindfulness with Targeted Populations of CYP

Due to the promising developments with adults involved in MBIs in clinical settings, much of the early work carried out into MBIs with CYP has focused on targeted populations, in and out of the school setting.

Individual groups of CYP with clinical difficulties have been involved with modified MBIs. Research has demonstrated the effectiveness of mindfulness for supporting individuals with depression and anxiety (Biegel et al., 2009), Externalising Disorder (Bögels, Hoogstad, van Dun, de Schutter & Restifo, 2008), Attention Deficit Hyperactivity Disorder (ADHD; Zygłowska et al., 2008; Carboni, Roach & Fredrick, 2013), Autistic Spectrum Conditions (ASC; Singh et al., 2011), obesity (Singh et al., 2008), substance misuse issues (Bootzin and Stevens, 2005), sleep conditions (Bei et al., 2013), trauma (Goodman and Kaiser-Greenland, 2009) and chronic health issues and pain (Gregoski, Barnes, Tingen, Harshfield & Trieber, 2011; Ott, 2002). The MBIs supported these groups with the self-management of their conditions and reducing clinical symptoms presented. Examples of such benefits were helping CYP to: change their psychological perceptions of stress, worry and distress (Biegel et al., 2009; Bootzin & Stevens, 2005), make improvements to condition related behaviours (Bögels et al., 2008; Singh et al., 2011) and experience physical benefits of reduced heart rate and blood pressure (Gregoski et al., 2011) and sleep improvements (Biegel et al., 2009; Bootzin & Stevens, 2005).

Despite this early promise of MBIs for CYP in clinical populations, the research is methodologically inconsistent. Biegel et al. (2009) has provided a strong preliminary support for MBIs with CYP from a randomised control trial (RCT) of 102 participants. In contrast results from Ott (2002) and Bei et al. (2013) were not tested for significance due to their small sample sizes of one and nine participants, respectively. In addition the research displays an over-reliance on self report measures and a limited number of control group studies, only offering within group comparison (Zygłowska et al., 2008; Bögels et al., 2008). This leaves the empirical evidence weak, but does demonstrate the promise mindfulness has for clinical populations and a need for more robust research.

Beyond clinically focused work there is some promising evidence for MBIs with targeted and at risk groups of CYP. When targeting the risks of youth imprisonment, in a control trial of 246 participants, Leonard et al. (2013) identified that incarcerated

adolescents practicing in mindfulness were able to sustain their attention skills more than non-practicing individuals. Himelstein (2011) found that 48 imprisoned youths associated with substance misuse were supported by a MBI, by showing significant reductions in impulsivity and, although non-significant, early signs of reported self regulation. Mindfulness has supported homeless young people with a reduction in psychological symptoms, an increased resilience and, thus an overall mental wellness (Grabbe, Nguy & Higgins, 2012). As well as purely targeted groups, research has also been broadened to demonstrate benefits to CYP in disadvantaged populations. Liehr & Diaz (2010) found that those at summer camp who were economically disadvantaged were seen to display significantly reduced depressive symptoms, following a MBI.

The research into mindfulness interventions with non-clinical groups of CYP, i.e. targeted and non-health treatment groups, is however limited and must be interpreted with caution. These research studies demonstrate the feasibility of mindfulness with CYP, yet are still methodologically flawed. Leonard et al. (2013) and Himelstein's (2011) studies have a moderate sample size but are both based wholly on male populations. There is an increased need for randomised control trials as three of the studies did not offer control group comparison (Himelstein, 2011; Grabbe et al., 2012; Liehr & Diaz, 2010). There are variations in the sample sizes, which were particularly limited in the quantitative studies of Liehr and Diaz's (2010), with only 17 participants, and Grabbe et al. (2012), having a high participant dropout rate. Financial incentives were also given by Leonard et al. (2013) and Liehr and Diaz (2010) in their research, which makes it more difficult to generalise these findings to other CYP populations. It is likely that these incentives result in the responses of CYP being more biased, favouring the outcome that the researcher is seeking.

In relation to the early positive findings of mindfulness associated with need in CYP, research into mindfulness in schools has also been carried out on targeted groups of individuals focusing on their identified needs. Singh et al. (2015) found that a group of CYP with ADHD in schools were showing significant increases of active engagement on task. It was also found that for CYP at risk of exclusion or dropping out of school (Wisner, 2008) mindfulness assisted with significant improvements in behaviour and control, leading to the CYP remaining in education. Bluth, Gaylord, Campo, Mullarkey and Hobbs (2015) ran a MBI for those in an alternative school for mainstream difficulties and pupils were found to experience reduced depression and anxiety,

alterations to their perceived stress and improvement in social connectedness. As well as purely social and emotional benefits of mindfulness, targeted groups of individuals with learning difficulties showed significant improvements in academic achievement (Beauchemin, Hutchins and Patterson, 2008) and those with off task behaviour demonstrated an increase in academic engagement and reduced disruptive behaviour (Felver, Frank & McEachern, 2014).

Despite the research studies providing promising findings to the mindfulness evidence base they do demonstrate methodological weakness. Each study has researched a different form of MBI and as a result taken on a case study (Singh et al., 2015; Felver et al., 2014) or pilot study (Wisner, 2008; Bluth et al., 2015; Beauchemin et al., 2008) format. Consequently the research represents small sample sizes and has not incorporated the use of control groups. This research has demonstrated early promise for MBIs but the evidence base is still in its early development. Inconsistencies with these findings do also appear amongst the research. Van der Oord, Bögels and Peijnenberg (2012) found that although symptoms of ADHD were reported by parents to have reduced in CYP with an ADHD diagnosis, as a result of participating in an MBI, conclusive results were insignificant because this finding was not supported by teacher reports. These inconsistent reports were likely to be due to the parental involvement in the MBI with their children, allowing for non-blind parental ratings (Hawthorne Effect). The research is in its early stages and as demonstrated much of it is methodologically flawed due to pilot research and small sample sizes leading to some findings suggesting promise, but not representing significance (Singh et al., 2007; Semple et al., 2005).

The Long Term Effects of Mindfulness with Targeted Populations

Much of the early research into MBIs for CYP has focused on the immediate effects of mindfulness for CYP through the use of pre and post measures of predefined outcomes. The follow-up research is very much in the early development stages. A study involving parental reports of attentional behaviour of CYP with ADHD (Van der Oord et al., 2012) concluded a reduction in ADHD related behaviour after an 8 week follow-up. However teacher reports did not corroborate these findings. Bootzin and Stevens (2005) conducted an MBSR with adolescents related to difficulties with substance misuse.

Although substance misuse increased during the MBI, after 12 months there was a decrease in substance use in comparison to a control group. This suggests that there is an element of sustainability for CYP following involvement in an MBI, with these findings strengthened because of the incorporation of a control group analysis. Although insignificant (due to a small sample size of three participants) Singh et al. (2007) found that after a 12-week MBI targeting individuals with Conduct Disorder there was a sizeable reduction in negative behaviours in all three adolescents, which was sustained for a minimum of one year. It is important to note that these results cannot be generalised because of the case study approach but suggest promise in support of MBIs sustainability and a basis for future research. A more robust study of 102 individuals between 14-18 years with mental health difficulties (mainly clinically diagnosed depression and anxiety) found significant improvements in diagnosis related symptoms at a three and twelve-month follow-up of a modified MBSR (Biegel et al., 2009.) These findings strengthen the evidence base of the long term promise MBIs can offer to CYP. This early research has offered a promising basis for understanding the long term effectiveness of the application of mindfulness in targeted populations. The follow up research continues to be limited and needs expansion for more firm conclusions to be drawn from it.

Mindfulness as a Support for Non-Targeted Benefits

In addition to the benefits of targeted needs of CYP, the research literature has identified benefits not directly associated with an individual's targeted need. These are changed stress responses, behavioural improvements, increased levels of happiness, self esteem, attention, cognitive inhibition, academic achievement, sleep, interpersonal skills and reduced symptoms of worry, distress, depression and anxiety (Bögels et al., 2008; Bootzin & Stevens, 2005; Zyglowska et al., 2008; Biegel et al., 2009; Bei et al., 2013). Targeted school based groups also identified improvements with levels of attention, social skills, behavioural problems, anxiety, self regulation and self awareness in addition to the benefits of targeted need (Semple et al, 2005; Beauchemin et al., 2008; Wisner, 2008). Such varied benefits relate back to Kabat-Zinn's (1990) claim that mindfulness is an individual experience and that outcomes cannot be predefined for all individuals. This suggests that mindfulness could hold further benefits for a universal

population of CYP as well as those with targeted need. This has encouraged practitioners to consider how mindfulness can be applied to help all CYP to flourish.

Mindfulness as a Universal Intervention in Schools

Diamond (2010) states that:

“Academic achievement, social and emotional competence and physical and mental health are fundamentally and multiply interrelated. The best and most efficient way to foster any of those is to foster all of them” (p.789).

With this in mind, and the research with targeted groups in schools already demonstrating the early but positive effects mindfulness can have on CYPs social and emotional needs (Bluth et al., 2015; Wisner, 2008) and academic abilities (Felver et al., 2014; Beauchemin et al., 2008) modified, age appropriate mindfulness programs have been developed to be taught universally in schools². In accordance with the focus on enhancing wellbeing (WAG, 2004; DfES, 2004) as an educational outcome in schools, in addition to academic achievement, it appears that schools are in the prime position for mindfulness to be implemented and, as the research is tentatively advocating to, enhance, in all children, each of the areas of development identified by Diamond (2010). Due to the rapid developments of different MBIs for schools (Meiklejohn et al., 2012); the evidence base for whole school populations is still only in its early development.

Evidence Base for Mindfulness Based Interventions with Universal Populations in Schools

Following a RCT study of 199 CYP, Van de Weijer-Bergsma, Langenberg, Brandsma, Oort and Bögels (2014) demonstrated and concluded that mindfulness can be successfully implemented at a classroom level in schools. The early research evidence for MBIs as a curriculum in schools and with classroom populations has corroborated with early mindfulness evidence that mindfulness, as a meta-cognitive skill, has enhancing effects on CYP’s executive functioning and EI. Research has shown that

² See Meiklejohn et al. (2012) for an extensive overview.

MBIs in the curriculum results in significant change to all pupil's executive functioning skills, self acceptance, self awareness and self regulation (Schonert-Reichl et al., 2015; Broderick and Metz, 2009; Flook et al., 2010; Wisner, 2008; Metz et al., 2013; Hennelly, 2011). This research offers a moderate research base, offering corroborated findings within and between MBIs, with reasonable sample sizes and control group studies. It is through these skills of executive function and EI, evidenced to have been cultivated through mindfulness, that benefits for academic achievement and emotional wellbeing are likely to arise. This positive impact that mindfulness has on CYP's emotional regulation and cognitive control is regarded as a foundation for education and readiness to learn (Zenner et al., 2014). The literature review presents benefits in two prime areas for education: wellbeing and learning capacity.

Wellbeing

MBIs have been utilised in schools as a form of social and emotional learning. Evidence of its benefits to universal populations of pupils has been demonstrated in three ways: the reduction of negative affect and associated behaviours, the development of social skills and the promotion of wellbeing for pupils. It has been concluded from a small study of 33 females that MBIs in the classroom influence individuals to perceive stress in a different way, resulting in significant increases of wellbeing for the pupils (Anand and Sharma, 2012). A larger study by Mendelson et al. (2010) following a 12 week MBI strengthens these positive effects and demonstrated a significant reduction in pupils' involuntary stress responses. This links to the findings of other MBI research that a universal population of pupils having participated in a MBI are able to: successfully manage their anger (Campion & Rocco, 2009), display reduced symptoms of depression (Raes, Griffith, Van de Gucht & Williams, 2014; Joyce, ETTY-Leal, Zazryn, Hamilton & Hased, 2010) and anxiety (Napoli, et al., 2005), demonstrate a reduced negative affect (Broderick & Metz, 2009) and are able to regulate behaviour difficulties (Joyce et al., 2010; Napoli, et al., 2005). These studies have provided methodologically sound evidence for the immediate effects of varied MBIs through the use of qualitative (Campion & Rocco, 2009) and quantitative research with substantial participant recruitment for each. Kuyken et al's. (2013) research highlights that it is through the reduction of stress and negative affect that there is the development of

increased wellbeing in CYP. It seems that MBIs are able to offer pupils' strength with emotional regulation and, as a result, support difficulties they may face.

Pupils' social competencies have been evidenced to enhance through the participation of school MBIs. Schonert-Reichl et al. (2015) RCT study found from a study of 99 participants, pupils demonstrated significant improvement in pro-social behaviour with their peers. Further findings demonstrate pupils' increase of social trust (Mendelson et al., 2010), empathy (Franco-Justo, Manas, Cangas & Gallego, 2011) and an increase in positive social interactions (Campion & Rocco, 2009; Franco-Justo et al., 2011). These studies, although offer promising sample sizes, would have benefitted from further replication due to the regular use of self report and non-control group measures.

The research also demonstrates a promotion of pupils' overall wellbeing. Schonert-Reichl and Lawlor (2010) found that for 246 secondary school participants, who were involved in the MBI *MindUp*, there was a significant increase of positive affect and levels of optimism in the classroom. Although the research was carried out with non-compulsory school age pupils work by Franco-Justo et al. (2011) corroborated these findings by demonstrating the positive impact mindfulness had on the pupils' self esteem and self concept in school. Schonert-Reichl et al's. (2015) recent study with primary pupils also demonstrates this significant improvement in wellbeing, in a well established RCT study.

Learning Capacity

With learning often being seen as the basis for education, much of the mindfulness research into school populations has looked into how MBIs can facilitate CYP's learning capacity. Research from Schonert-Reichl et al. (2015) evidences significant increases in pupil's executive functioning, following a MBI, which suggests the potential teaching mindfulness can have on CYP's learning capacity. Blair and Razza (2007) highlight that the foundation of learning is not intelligence, but CYP's ability to regulate attentional control and overcome habitual responses and behaviours. Research from Napoli, et al. (2005) has focused on a mindfulness based *Attention Academy* program with 220 participants. Their findings identified a significant increase in measures of selective attention to a task with primary aged pupils following the 12 session course. Thomas and Atkinson (2016) also identified significant changes to

pupils' attentional functioning, from both self report and standardised assessment of attention across two primary classes. A review by Schonert-Reichl and Hymel (2007) of the *MindUp* MBI identified an increased attention and focus of pupils aged 9-13 years from teacher reports. This research offers early support of the attentional control pupils are able to demonstrate and apply to their learning following a MBI.

Linking in with this are the behavioural changes noticed in the classroom following the CYP's participation in an MBI. A substantial research study on 409 pupils by Black and Fernando (2014), identified improved classroom behaviour, from teacher reports, where pupils involved in an MBI were: paying more attention to their work, taking more care and increasingly participating in the work. Similar findings of improved classroom behaviour following pupils' engagement in MBIs have been found. Bakosh, Snow, Tobias, Houlihan and Barbosa-Leiker (2016) and Schonert-Reichl and Hymel (2007) report the reduction of pupils' negative behaviours or improvement of on task behaviour and positive behaviours within the classrooms.

Academic Achievement

These changed responses in school (improved wellbeing and learning capacity) have been evidenced to have positive impacts on pupils' academic achievements. Flook, Goldberg, Pinger and Davidson (2015) in their study of 4-year-olds reported an increase in academic performance. Bakosh et al. (2016) found in primary aged children significant benefits of mindfulness towards academic outcomes for reading and science. Although insignificant due to the limited sample, pupils studying for their A Levels who were involved in a modified MBSR were identified by Bennett and Dorjee (2016) to increase an exam grade in comparison to a control group. Again the research demonstrates a limited evidence base due to poor representation of the school population, but it does enable the research to draw early tentative conclusions about the promising benefits mindfulness can offer to whole school populations.

Critique of the School Based Research

A meta-analysis by Zenner et al. (2014) has shown that mindfulness research in schools has medium effect sizes of 0.41 and 0.40 for both within group and between group measures, respectively, showing a promising evidence base in the infancy of the

research and promise for future development. The conclusions are in line with the presented findings that mindfulness, as a school based curriculum, offers promising outcomes for pupils, particularly with their resilience to stress and cognitive performance.

The school based literature still comes with inconsistencies, with some research findings continuing to conclude insignificant main effects of MBIs for classroom populations (Mai, 2010; Potek, 2012; Lau and Hue, 2011; Van de Weijer-Bergsma et al., 2014; Bennett & Dorjee, 2016; Flook et al., 2010; Britton et al., 2014). Despite mindfulness in schools research having established positive conclusions about the feasibility of mindfulness curricula and the positive effects it is proven to have on pupils, it is still unclear if these findings are universal amongst populations because of these inconsistencies. Felver et al's. (2016) review of the literature has highlighted the methodological improvements that have been made with the literature of MBIs in schools through the use of larger sample sizes and more representative sample groups. However, it is likely that these inconsistent findings continue to be due to some of the research having small participant sample sizes, limited active control trials and an over reliance of self report measures.

As well as this, much of the evidence base remains reliant on pilot studies on a substantial number of modified MBIs for CYP in schools (Meiklejohn et al., 2012). These inconsistencies in results may be due to the variation of mindfulness interventions being evaluated. Harnett and Dawe (2012) also found that many of the MBIs vary in content and that the research does not sufficiently detail the application of mindfulness and the basis of the research. At this early stage caution must be taken when interpreting from the literature as the modified MBIs for CYP are yet to have a sufficient peer-reviewed evidence base. Grossman and Von Dam (2011) highlight the risk of the constructs of mindfulness becoming diluted into other elements of the curriculum, thereby not remaining based in its true form. It seems that further research is needed to be able to clarify the key elements of mindfulness and its application.

In addition, the freedom for generalisation from the research is limited. Despite the universal approach to the research, some of the research is carried out with unrepresentative samples. These studies are only reflective of private school (Broderick & Metz, 2009; Huppert & Johnson, 2010) or at risk populations, for instance low income families (Mendelson et al., 2010), ethnic minority groups (Black & Fernando,

2014) or English as an Additional Language (Thomas & Atkinson, 2016). This therefore restricts the generalisability of these findings to universal school populations. However, current robust research is beginning to provide a basis for future developments (Kuyken et al., 2013; Schonert-Reichl et al., 2015).

Finally, despite the research expansion into teaching mindfulness to universal populations, a recent meta-analysis by Zoogman et al. (2014) has concluded that MBIs with CYP are promising but that research at this point has only calculated an effect size of .23 for non-clinical samples of CYP. A medium effect size of .50 was calculated for mindfulness impact for clinical populations. Much of the school based literature corroborates these findings, where despite no or limited main effect findings on school populations, significant effects were found for those in the class with lower ability or higher need. For instance Joyce et al. (2010) found a significant reduction in depression to be stronger for pupils with or at risk of depression in comparison to their mainstream peers. Flook et al. (2010) also found that those with poorer executive function and emotional regulation skills showed significant benefits in these areas, however no significance was found for the whole population. Support for mindfulness bringing down levels of symptomology for CYP with mental health needs, as opposed to enhancing the benefits for all, has been identified across a range of ages in CYP from pre-schoolers through to sixth form students (Razza, Bergen-Cico & Raymond, 2015; Flook et al., 2010; Wisner, 2014; Raes et al., 2014; Feagans-Gold, Dariotis, Mendelson & Greenberg, 2012).

Mindfulness offering this increased benefit to higher need individuals may demonstrate that the key benefit of mindfulness is that it reduces negative symptoms for negative mental health, rather than supporting the flourishing of positive mental health. Although mindfulness is still showing significant effects it is not yet conclusive that there is enough research evidence to establish if these effects are also consistent within mainstream classrooms, emphasising again that research needs further development (Zenner et al., 2014). However, it is still important to notice those times where benefit was identified for these mainstream groups (Zoogman et al., 2014) to demonstrate the importance of still using it with all CYP. Sanger and Dorjee (2015) propose that there is a need for more sensitive measures, so that the effects for mainstream pupils can be identified more clearly. Zenner et al. (2014) and Kempson (2012) have also both reported the lack of, yet the need for, qualitative data when exploring early mindfulness

work. This highlights the research's infancy and the need for further research to strengthen the methodology of the evidence base.

The Long Term Effects of Mindfulness with School Populations

For the purpose of this study a particular focus is placed on one area in need of methodological development and further exploration; the longitudinal and follow-up research into mindfulness in schools. More recent follow-up studies conducted in schools with classroom populations have begun to replicate the sustained, or developing, long-term effects of mindfulness. Researchers have been able to identify sustained or later developed reductions in symptoms of stress, depression and anxiety, improved attentional function and an overall increase in wellbeing at both three and six-month follow-ups (Anand & Sharma, 2014; Kuyken et al., 2013; Raes et al., 2014; Thomas & Atkinson, 2016). Hennelly (2011) reported there to even be a significant increase in mindfulness between post course measures and a six-month follow-up, suggesting continued benefits of mindfulness being experienced after the MBI was completed. This increase at follow-up was corroborated by Thomas and Atkinson (2016) for CYP's attention functioning. They felt that this increase was due to the development of a mindful state over the 14 weeks before follow-up.

The robust methodology of these studies varies due to the limited use of active or randomised control groups and varying sample sizes. The studies of Van de Weijer-Bergsma et al. (2014) and Bennett and Dorjee (2016) both report it is due to these methodological flaws that their positive measures at follow-up remained non-significant. Substantially robust research by Kuyken et al. (2013) and Raes et al. (2014) found significant reduction in depressive symptoms over time. In addition Kuyken et al. found reductions in anxiety and stress and an increase in wellbeing for those in the MBI group in comparison to non-active controls at follow-up.

In each of these studies the personal mindfulness experience of the MBI teacher was discussed as a key importance for the implementation of MBIs. It is only the work by Kuyken et al. (2013) that highlights that the MBI was implemented by a class teacher for the purposes of long term sustainability. In the other research studies little is mentioned about the role of the mindfulness teacher within the school. Weare and Nind (2011) emphasise that the most effective school based interventions are dependent on

the class teacher's skills and the intervention being embedded in the school's ethos. Research suggests that the relationship between the teacher and the class is likely to have an effect of the pupil's tendency to practice and later outcomes (Kocsis et al., 2009). Yet at present the role of the teacher in the MBIs has little scientific evidence (Kostanski & Hassed, 2008). It would be important for further research to explore the role of the class teacher in implementing MBIs and the impact this has on sustainability. Kallapiran, Koo, Kirubakaran and Hancock's (2015) review of the research concludes that the current research demonstrates that there are early signs of a long term impact of stable or improving effects of MBIs with CYP in both clinical and non-clinical groups at three and six-month follow-ups. Despite Felver et al. (2016) highlighting that the literature with CYP in schools is strengthening, it is still felt that there is considerable reduction in robust and representative studies that include a follow-up evaluation. As a result, review articles have continued to conclude the need for more substantial and long term follow-up studies to help professionals to understand the application of mindfulness over time for a generalisable population (Zenner et al., 2014; Felver & Jennings, 2016; Felver et al., 2016).

Mindfulness in UK Schools

Predominantly the research evidence into mindfulness and schools has come from the US, with research in UK schools being in its early stages of development. To the researcher's knowledge to date, there are only five peer reviewed research articles published on mindfulness in schools in the UK (Huppert & Johnson, 2010; Kuyken et al., 2013; Bennett & Dorjee, 2016; Vickery & Dorjee, 2016; Thomas & Atkinson, 2016), with other research papers being unpublished theses. Reference has been made directly to this research because of the caution posed by Burke (2010) about the state of the current mindfulness research and the risks of generalising from it, particularly across education systems and varying MBIs.

Huppert and Johnson (2010) developed a research pilot to investigate the early application of a four-week MiSP curriculum with 155 participants, from two private boys' schools. The research concluded no significant main effects in the classroom after measuring for mindfulness, resiliency and psychological wellbeing, but it did find significance in the measure of wellbeing and mindfulness of those who had practiced in

mindfulness outside of the lesson. In addition to this, it was found that a low level of emotional stability was a predictor of change and greater wellbeing following the MiSP intervention, in support of the findings that mindfulness is more effective for at risk groups.

Following further development of the MiSP intervention, Hennelly (2011) conducted mixed method research into the pre, post and six-month follow-up effects of the MiSP *.b* curriculum with 11 to 17-year-old pupils, their teachers and parents. Results from the thematic analysis showed immediate and sustained benefits to individual's perceived self awareness, self regulation and psychological benefits. Despite small effect sizes, the quantitative analysis shows significant immediate and sustained effects on individual's mindfulness, resilience and wellbeing, with the long term effects being even more beneficial. Hennelly's (2011) research was the first in the UK to offer pre, post and follow-up evidence into the effectiveness of mindfulness. This provides a positive research base for continued exploration of mindfulness in schools.

Work conducted by Holland (2012) looked at the outcomes of the *.b* curriculum for 120 Year 7 pupils in mainstream schools. She found significant increases in the resiliency of individuals and improved experiences of stress; also with teachers reporting improvements with on-task behaviour. However, no significance was found in comparison to the control group for levels of mindfulness, changes to aggressive behaviour or academic achievement.

A further mixed method analysis was carried out by Kempson (2012) into the effectiveness, perceptions and barriers of the MiSP *.b* course. The quantitative findings displayed that mindfulness significantly impacted an individual's ability to induce relaxation and calm. Qualitative analysis established that mindfulness was predominantly used as a coping strategy and its use was dependent on the perceived need of the individual. This research provided a novel pre and post exploration of mindfulness of CYP by identifying strengths and weaknesses of mindfulness as a classroom intervention.

A substantially robust study by Kuyken et al. (2013) researched the effectiveness of the *.b* curriculum and provides the research area with a methodologically sound quantitative, controlled piece of work based on a large sample size of 522 secondary school pupils. They identified significant improvements of wellbeing, anxiety and

depression amongst the pupils which was sustained at follow-up three months later. It identified improved wellbeing and stress levels in those who had practiced since the intervention.

Bennett and Dorjee (2016) used a MBSR course, modified for CYP by Blacker, Meleo-Meyer, Kabat-Zinn and Santorelli (2009), with sixth form students aged 16-18. Although no significance was found due to the small sample size (n:24), medium effect size differences were found between the MBSR and control groups for depression post intervention and depression and anxiety at a three-month follow-up. The MBSR groups also showed an increase in exam grades and a decrease in medical absences in comparison to a control group.

A study by Vickery & Dorjee (2016) was the first study to focus on primary aged children following the MiSP *paws b* curriculum. Although measures of mindfulness and positive wellbeing outcomes were not significant, and contrasts were found between parent and teacher reports, there were significant reductions in negative affect and improvements in teacher perceived meta-cognition after a three-month follow-up. There were also non-significant, yet tentative, findings of improvements to wellbeing. These findings were found despite limited regular practice in many of the CYP.

Finally, a recent RCT by Thomas and Atkinson (2016) investigated the *paws b* curriculum with 30 primary students aged eight to nine-years. They found from standardised and self report measures of attention that there was within group significance of pre, post and 14-week follow-up measures of attentional function in the classroom. Stronger effects were also noticed during the follow-up, suggesting that mindfulness skills continued to develop during this time. Between group differences remained the same even after the control had completed *paws b*, leaving the positive results as less consistent between participant groups.

This research shows promising findings into the early development of mindfulness in schools in the UK, particularly for MiSP's *.b* and *paws b* curriculum, with MBIs promoting CYP's wellbeing, enhancing their resiliency towards negative experiences and building on attentional function. The quantitative follow-up research of pre-defined outcomes is also becoming well established. However, there are inconsistencies amongst the findings because of limited statistical significance having been found. Not all of the research identified changes to participants' levels of mindfulness, which are

felt to be the basis of additional benefits. The consistency of the methodology of the research also varies. Both Hennelly's follow-up work and Bennett and Dorjee's (2016) research has been conducted with sixth form, volunteer groups who are not school aged. As highlighted by Burnett (2009) volunteer groups are likely to be more responsive to the intervention than those involved as part of the curriculum. Most of the research has also been carried out with secondary aged individuals or older which does not represent the effects of those in the younger age groups. Vickery and Dorjee (2016) and Thomas and Atkinson's (2016) studies have been the first pieces of research in the UK to study primary aged children. Both measure different outcomes and as a result are in need of replicating. There are also no trials using active control groups, which weakens the methodological basis of the literature into mindfulness in UK schools.

The importance for more robust and longitudinal studies within the UK has been identified, with the launch of a seven-year investigation into the effectiveness of teaching mindfulness in the UK (Williams, Kuyken, Blakemore & Dalgleish, in preparation). This Wellcome Trust study aims to assess 6000 CYP in a RCT, including two-year follow-ups for each CYP. In addition it is felt by Kempson (2012) that there continues to be limited exploratory research available into mindfulness, particularly at a follow-up stage. Much of the research has used quantitative research to measure pre-defined outcomes of mindfulness as opposed to gaining an exploratory insight into mindfulness to build further long term research on. Kabat-Zinn (2003) states:

“When a field is in its infancy, it is not uncommon for the first generation of studies to be more descriptive of the phenomenon rather than definitive demonstrations of efficacy” (p.145).

Research Rationale

It is evident from the literature that mindfulness research is rapidly growing and its application with CYP in schools is an area of current interest. Due to the addressed methodological flaws and limited follow-up studies, however, there is particular concern that the development and application of MBIs with CYP in schools has expanded beyond its evidence base (Mindfulness All-Party Parliamentary Group, 2015). Shonin et al.'s (2015) emphasise the need to understand the true longitudinal effects of mindfulness in the classroom, as opposed to the current reliance on the short term findings. It is the belief of Harnett and Dawes (2012) that it is this lack of follow-up

research that is limiting the research into mindfulness with CYP. Without this, a misconception of mindfulness' true effects will continue to be portrayed through its short-term outcomes.

It is important for EPs to have a clear understanding of CYP's experiences of mindfulness and the long-term effects of MBIs to support its effective evidence based application in schools. It would be the role of the EP to ensure that adaptations of MBIs do not lose sight of the essential effective components of mindfulness (Iyadurai, 2013), and use the research base to inform their practice. It seems that the long term and experiential elements are still unclear within the literature. It is therefore important to understand the key components of the mindfulness curriculum from the CYP's perspective, in order to understand if this is a true reflection of the core of mindfulness practice (Kabat-Zinn, 2003) and the level of practice associated with this.

As research into UK-based mindfulness in schools is still scarce, with limited robust follow-up research available, this research is aiming to address the gap in the literature through an explorative piece of research into the long-term experiences of a classroom based MBI six-months later. Such an explorative piece of work, as Rempel (2012) identifies, will open up investigation to the true long term value of mindfulness by taking account of participants' individual perspectives without predefining set outcomes, as advised by Kabat-Zinn (1990). This is applying a true beginner's mind to the research exploration and understanding of mindfulness. Hennelly's (2011) research has provided the UK based evidence with an early, supportive basis for long term mindfulness practice but the follow-up measures were limited to children above 16 who had volunteered for the programme. This limits its generalisability with school aged CYP and non-volunteer groups (Burnett, 2009).

This research is an expansion of the thematic analysis carried out by Hennelly (2011). The use of Interpretative Phenomenological Analysis (IPA) aims to develop a richer, in-depth and meaningful understanding (Lander & Sheldrake, 2010) of the mindfulness experiences of a broader school aged sample at a six-month follow-up. It was felt by the researcher that qualitative exploration of CYP's experiences would provide a further understanding of individual CYP's perceptions of their mindfulness experiences, an insight into if and how CYP are using mindfulness six-months later, its long term application and the key elements of mindfulness associated with these experiences.

The aim of the current study is to look into CYP's experiences of mindfulness over a six-month period and provide insight to these experiences. To do this a research question that is open to the exploration of the topic of mindfulness with CYP was chosen, as required in an IPA approach, to reflect the phenomenological and interpretative aspects of the method.

Research Question

How do children and young people who have been involved in a school based mindfulness intervention make sense of mindfulness six-months later?

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The Exploration of Children and Young People's
Experiences of a School Based Mindfulness
Intervention: An Interpretative Phenomenological
Analysis.

Part Two: Empirical Study
(5986 words)

Abstract

The literature into mindfulness in schools has begun to expand rapidly, yet is still in its infancy. Reviews of the research have concluded that mindfulness based interventions (MBI) show potential in schools for improving children and young people's (CYP) educational, social and emotional outcomes (Felver, Celis-deHayos, Tezanos & Singh, 2016). This qualitative research has taken a social constructionist approach. It is exploring CYP's experiences of an Educational Psychology Service (EPS) delivered mindfulness intervention six-months later. Eight semi-structured interviews were carried out with a homogeneous sample of pupil participants (aged 10-13 years). Interpretative Phenomenological Analysis (IPA) was conducted following the guidelines from Smith, Flowers and Larkin (2009) and the study demonstrates research validity under Yardley's (2000, 2008) qualitative criteria. The super-ordinate IPA themes were: *Problem Focused, Benefits of Mindfulness, Application, Environment* and *Continued Use*, with an overarching theme of *Personal Experience and Self-Awareness*. Results indicated that mindfulness was a personal experience for CYP, and individual benefits were recognised. The participants' constructs suggested that they were still using mindfulness six-months later. It was interpreted that mindfulness techniques were used particularly in times of need and that CYP had an increased self-awareness of what previously and presently supported them to be mindful.

Introduction

An Introduction to Mindfulness

Mindfulness originates from the Eastern meditative traditions of Buddhism. Recent developments have moved towards the idea that mindfulness is a psychological concept and way of being. Kabat-Zinn defines mindfulness as:

“The awareness that emerges through paying attention on purpose, in the present moment and non-judgementally to the unfolding of experience moment to moment” (2003; p.145).³

Kabat-Zinn (1990) clearly defines there should not be one thing sought after whilst practicing mindfulness, but it is through this way of being that benefits can arise (Baer, 2003).

There is evidence that CYP are able to adopt a mindful way of being (Schonert-Reichl et al., 2015; Hennelly, 2011). Research with CYP is still in its infancy, yet reviews have identified MBIs with CYP are feasible, well accepted and offer small, but promising, outcomes for clinical and non-clinical populations (Burke, 2010; Harnett & Dawe, 2012). The research continues to conclude the need for further, more rigorous, methodological research.

The Wellbeing of CYP

Research has evidenced the primal importance of CYP’s social and emotional development in successful life outcomes (Zins, Weissberg, Wang & Walberg, 2004); but there are growing concerns for CYP’s mental health in the UK (Weare, 2015). A push towards supporting the enrichment of all CYP’s health and wellbeing (Welsh Assembly Government, WAG, 2003, Department for Education and Skills, DfES, 2004) in the past decade has placed schools as gateways for promoting positive developments in CYP.

³ It is this definition of mindfulness that underpins this empirical study and the references made to mindfulness throughout it.

Mindfulness in Schools

To support CYP's development, modified MBIs have been developed to be taught universally in schools. Reviews of the literature have concluded that MBIs show potential in schools for improving CYP's educational, social and emotional outcomes (Felver et al., 2016). Due to the rapid developments of different MBIs (Meiklejohn et al., 2012) and identified methodological flaws (Felver et al., 2016) the evidence base for school populations remains limited.

Direct reference is made to the UK based literature because of the risk of generalising across education systems and MBIs. The research in the UK offers tentative support for school MBIs, particularly the Mindfulness in School Project's (MiSP) curriculum (Burnett, Cullen & O'Neill, 2014; Sawyer, Roxburgh & Silverton, 2014). Quantitative research findings have demonstrated improved experiences of stress, resiliency, on-task behaviour (Holland, 2012), relaxation (Kempson, 2012) and improved negative affect (Vickery & Dorjee, 2016). Follow-up evidence also demonstrates increased improvements in meta-cognition (Vickery & Dorjee, 2015), mindfulness, resiliency, wellbeing (Hennelly, 2011), reductions in depression and anxiety (Kuyken et al., 2013) and improved attentional function (Thomas & Atkinson, 2016).

There are inconsistencies amongst the findings. Statistical significance was not found for similar predefined factors (Bennett & Dorjee, 2016; Huppert & Johnson, 2010; Vickery & Dorjee, 2015). These discrepancies were thought to be due to the methodological flaws of small sample sizes, reliance on self-report measures and unrepresentative populations. Further variation is highlighted by Huppert and Johnson (2010) as they found increased wellbeing for individuals with low emotional stability, suggesting MBIs offer benefit to reducing the risk of need. In addition, Kuyken et al. (2013) and Huppert and Johnson's (2010) demonstrate significant effects for regular mindfulness practice. However, Hennelly (2011) and Kempson (2012) found that regular practice is not a predictor of positive effects post MBI or at follow-up, leaving the understanding of the role of mindful practice with CYP inconclusive.

On the basis of such discrepancies, it appears the research is still in its infancy and needs clarification. In a report by the Mindfulness All-Party Parliamentary Group (MAPPG, 2015) concerns were highlighted that the application of MBIs in schools had expanded beyond its evidence base. Research has been criticised for the lack of

explorative research being carried out (Zenner, Hermleben-Kruz & Walach, 2014), and its primary focus on predefined outcome measures. Kempson's (2012) qualitative research offered a novel exploration of mindfulness as a classroom intervention. Nevertheless there is particular concern around the need to understand the longitudinal effects of mindfulness in the classroom (Shonin, Van Gordan & Griffiths, 2015).

Hennelly's (2011) qualitative research has provided a supportive basis for long-term mindfulness research by demonstrating immediate and sustained benefits of mindfulness. It revealed sustained effects of perceived self-awareness, self-regulation and psychological benefits across all participants, after six-months. However, the follow-up measures were limited to volunteer pupils over 16. This limits its generalisability with school aged CYP and non-volunteer groups (Burnett, 2009).

Relevance to Educational Psychology

Iyadurai, Morris & Dunsmuir (2014) define that it is the role of the Educational Psychologist (EP) to "act as an intermediary between research and educational professionals" (p.12). Hart, Breton and Reavil (2014) state how well the positive psychological concept of mindfulness fits with the frameworks of support in their roles as EPs. However, with the concern that the research has exceeded its evidence base (MAPPG, 2015) it is important for EPs to ensure they have a clear understanding of the mindfulness in schools research, so its application does not become diluted and lose sight of the evidence.

The Current Study

This research aims to address the identified gap in the literature by expanding on Hennelly's (2011) qualitative research and exploring experiences of an EPS delivered MBI with a broader school aged sample, six-months after the course. This explorative research into CYP's experiences will take account of participants' perspectives without predefining outcomes to offer further insight into understanding mindfulness in schools. The research question is open to exploration to reflect the phenomenological and interpretative aspects of the IPA method.

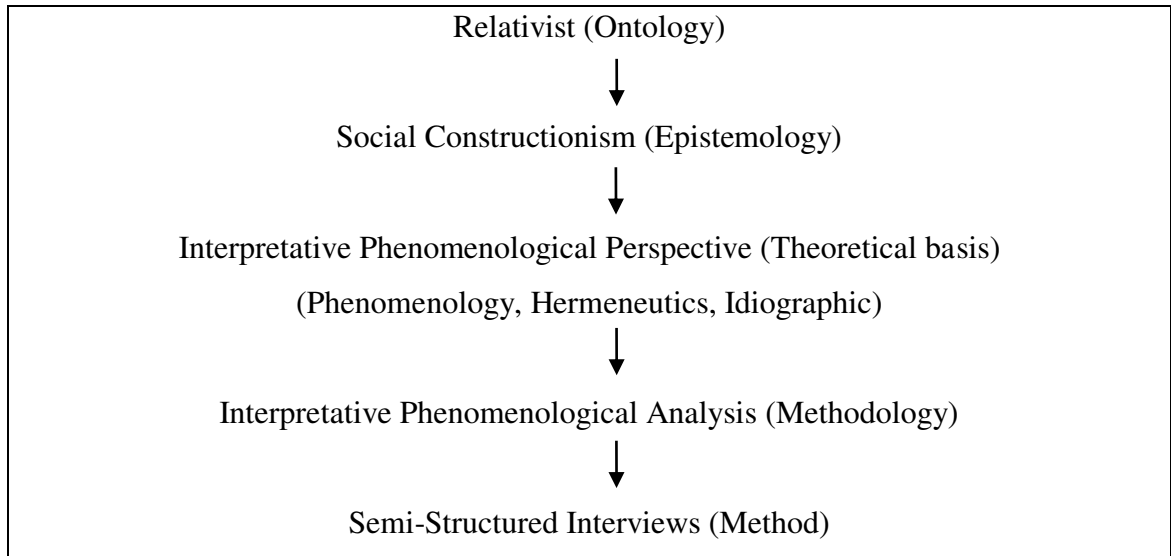
Research Question

How do CYP who have been involved in a school based mindfulness intervention make sense of mindfulness six-months later?

Methodology

The philosophical basis of the research has been presented in diagram 1 as it is this that governs the study's research strategy (Silverman, 2000).

Diagram 1 The Philosophical Basis of the Current Research Study



Ontology and Epistemology

The ontological basis of this research takes a relativist perspective, that there are no definitive realities, and research should be an exploration of individual's different versions of experience (Willig, 2008). An epistemological approach, that is social constructionist in orientation, has been adopted in order to explore CYP's experiences of mindfulness. Social constructionists argue that reality is constructed by individuals who experience a phenomenon (Gergen, 1999). This positioning fits well with Kabat-Zinn's (2003) viewpoint that to gain an understanding of mindfulness it is important to explore the individual constructs of those involved in the intervention, rather than setting predefined outcomes.

Method

A qualitative research design was chosen to focus on the close examination of individual's experience (Liamputtong, 2010). Smith et al. (2009) define IPA as:

“A research approach committed to the examination of how people make sense of their major life experiences” (p.1).

As an exploratory method IPA was chosen for its theoretical basis in Phenomenology, Hermeneutics and Idiography, fitting the epistemological approach of the research. These theoretical concepts of IPA are summarised in Table 1.

Table 1 Theoretical Foundations of IPA

<p>Phenomenology:</p> <ul style="list-style-type: none">- “IPA is concerned with the detailed examination of human lived experience” (Smith et al., 2009, p.32) in its own terms and contexts, rather than being related to general reality or predefined categories (Smith et al., 2009; Willig, 2001). <p>Hermeneutics:</p> <ul style="list-style-type: none">- IPA is an interactive process between the researcher and the participant. It is referred to as a double hermeneutic, as the researcher is trying to make sense of the participant, trying to make sense of his or her experiences (Smith & Osborn, 2008). <p>Idiography:</p> <ul style="list-style-type: none">- “Idiography is concerned with the particular” (Smith et al., 2009, p.29). The aim of the research is to provide a detailed analysis of individual’s lived experiences (Willig, 2001).
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IPA was chosen to develop a rich, in-depth and meaningful understanding (Lander & Sheldrake, 2010) of individual experiences of mindfulness in schools.

Semi-structured interviews were adopted to fit the research’s IPA perspective, as recommended by Smith and Osborn (2008). From a social constructionist perspective language can be regarded as an important aspect of the development of knowledge (Willig, 2001). Interviewing participants in this way was thought to encourage more dialogue and allow participants to make sense of their experiences.

The Intervention

An EPS delivered MBIs across primary and secondary schools in a Local Authority (LA). The MBIs are MiSP’s six-week *paws b* curriculum for children aged 7-11 years

(Sawyer, Roxburgh & Silverton, 2014) and eight-week .b curriculum for CYP aged 12-18 years (Burnett, Cullen & O'Neill, 2014). The courses were taught weekly, for an hour by an EP who had personal mindfulness practice⁴ and had been trained to deliver the MiSP curriculum. All participants took part in the MBIs with the same EP facilitator.

Kabat-Zinn (2003) shared concerns about practitioners failing to recognise the important features of mindfulness. Due to the substantial development of MBIs for CYP (Meiklejohn et al., 2012) this research has described the core elements of the MBIs to demonstrate the basis in mindfulness (Appendix 1).

Pilot Research

A pilot study was carried out in one primary school with three CYP (Table 2) with the lowest language ability, as advised by the British Psychological Society (BPS, 2014). To ensure the participants understood the questions and that the questions were exploratory the pilot participants' answers were assessed and interpreted. By piloting the analysis process the researcher ensured the research process was age appropriate and suitable for IPA.

Following the pilot study the researcher felt that that semi-structured interview schedule had allowed for sufficient exploration of the participants' experiences of mindfulness during the interview and had been appropriately understood by the targeted participants. Minor changes made after the pilot interview were the ordering of questions and related to the researcher's reflections on how they themselves could conduct the interviews more effectively, e.g. leaving longer pauses or encouraging clarification or elaboration on areas of interest.

Subsequent to the pilot the researcher decided for one participant to not be included in the study. The participant was observed struggling to answer some of the questions asked and gave very little detail in answering questions, which resulted in the interview only lasting 17 minutes. The researcher was concerned that she had led the participant's answers with the prompts used as part of the schedule and that the participant was influenced by the power of the researcher, and answered questions in accordance with

⁴ Personal mindfulness practice is a prerequisite for MiSP teacher training.

what he felt the researcher wanted to hear. As a result it was not felt ethically appropriate for an IPA approach to be used with his transcript, because of the in-depth interpretation required during the analysis. This decision was made based on the ethical consideration of not using his interview, in contrast with this interview being a true reflection of the participant's experiences. As only minor amendments were made to the interview schedule following the pilot, the other two participants were included in the main sample.

Table 2 Demographics of the Pilot Interview Participants

Participant	School Age	Ethnicity	Gender	School
Pilot 1	Year 4	White British	Male	C
Pilot 2 (P4)	Year 5	White British	Female	C
Pilot 3 (P5)	Year 5	White British	Female	C

Participants

In line with IPA's guidelines (Smith et al., 2009) the participants for this study were a purposively selected homogeneous sample, because of their involvement in the EPS delivered MBI. When discussing professional doctoral theses Smith et al. (2009) recommend that "typically numbers of interviews of between four and ten are adopted" (p.52). A sample size of eight participants (10-13 years old) was selected. This ensured an idiographic analysis was carried out by focusing on a manageable sample size. The sample was recruited from two primaries and one secondary school from a Welsh LA. Table 3 presents the participant demographics⁵.

Table 3 Demographics of the Research Participants

	Pseudonym	School Age	Ethnicity	Position	Gender	School
1	Thomas	Year 6	White British	Pupil	Male	A
2	John	Year 6	White British	Pupil	Male	A
3	Sarah	Year 6	White British	Pupil	Female	A
4	Lucy	Year 5	White British	Pupil	Female	C

⁵ For confidentiality purposes pseudonyms have been used for each of the participants.

5	Georgina	Year 5	White British	Pupil	Female	C
6	Adam	Year 7	White British	Pupil	Male	B
7	Ben	Year 8	White British	Pupil	Male	B
8	Henry	Year 8	White British	Pupil	Male	B

Research Procedure

Consent was sought from the EPS to carry out the research (Appendix 2). Each school was contacted for consent (Appendix 3). Information sheets and consent forms (Appendix 4) were sent out to the parents of the CYP involved in the MBI. After parental consent was received, child friendly information sessions were run to discuss the age appropriate information sheets and assent procedure (Appendix 5). The CYP were fully informed of the research aims, process and their ethical rights. Assent was gathered using a private ballot.

All participants with consent and assent went on to participate in a semi-structured interview (Appendix 6) in a safe, quiet environment with the researcher and a familiar adult. The interviews were held six-months after the participants completed the MBI in school. They were recorded using a Dictaphone and lasted between 35-45 minutes. Following the interview the participants were debriefed and given age appropriate debrief forms (Appendix 15). A detailed summary of the research procedure is provided in Appendix 7.

Analysis

The interview audio-recordings were transcribed verbatim (Appendix 8) and analysed in accordance with Smith et al.'s (2009) IPA procedures (Appendix 9). Each participant's analysis was conducted separately to ensure that engagement with the data began at the earliest transcription stage, before full group analysis took place. The step-by-step IPA procedure, including example extracts, can be seen in Appendix 10.

Ethics

Guidance, from Felzmann (2009), on school based ethical considerations was used when designing and conducting the research. The research study met the ethical

requirements of the University Ethics Committee and is in accordance with the principles of ethical practice set out by the BPS (2009, 2014; Appendix 11), as detailed in Appendix 12.

Validity

Validity has been demonstrated by following the qualitative criteria framework for research validity from Yardley (2000, 2008) (Appendix 13). A further demonstration of validity was applied through the flexible use of the “Independent Audit” (Yin, 1989). A chain of evidence for the IPA process was developed, which was then checked by an independent colleague to clarify the analysis was credible of the data set.

Researcher’s Position

Due to the important role the researcher plays in IPA and its double hermeneutic approach (Smith and Osborne, 2008) the researcher’s position has been highlighted. The researcher was, at the time, a Trainee EP for the EPS where the research was conducted. She had completed an eight-week Mindfulness Based Stress Reduction course and been involved in the application of mindfulness in her professional practice. The interest for the topic developed based on these experiences, and the prevalence it had in her professional role.

The researcher acknowledges that the themes are based on her own interpretation of the transcriptions. Heidegger (1962) highlighted that bringing your own fore-conceptions (experiences or pre-conceptions) to the research can be a barrier to interpretation. A research journal was kept to bracket (treat separately) any reflective and reflexive comments from the research process itself, as advised by Smith et al. (2009) (Appendix 17). These were referred to during the analysis to ensure the interpretation was kept as close as possible to the participants’ constructs.

Results and Discussion

The following section examines the interpreted themes from the IPA exploration of the research question. The results and discussion sections are discussed together to help provide clarity of the research conclusions. Evidence for each theme has been provided in the form of verbatim extracts⁶ along with the researcher's interpretative account, reference to the existing literature and how this study has contributed to the mindfulness in schools literature. Due to the large IPA sample (Smith et al., 2009) selected extracts evidence the prevalent themes.

A thematic map (Diagram 2) presents the results of the IPA: a super-super-ordinate theme⁷, super-ordinate themes⁸, sub-ordinate themes⁹ and the links between them. These themes represent higher order concepts and thematic patterns developed from the individual analysis. Table 4 reflects the identification of the themes across each participant. Each highlighted box represents evidence for the sub-ordinate theme in the participant's analysis (Appendix 14). Themes that were not evidenced in half of the participants' analysis were removed or merged with other themes.

General Perceptions

Overall, each participant had a positive perspective of their mindfulness experience after six-months, with no recall of any negative experiences. On average the enjoyment of the MBIs and helpfulness of mindfulness were rated 8.5 and 9.5, respectively, out of 10. These positive perceptions support the conclusions drawn from reviews of the literature that MBIs are well accepted by CYP (Burke, 2010; Harnett and Dawe, 2012) and offer promising outcomes (Zenner et al., 2014). It has also built on the existing follow-up literature of Hennelly (2011) by suggesting tentatively that for school aged children *paws b* and *.b* are well accepted and offer benefits over time.

⁶ [] comments appear to help with the understanding of the context of the dialogue.

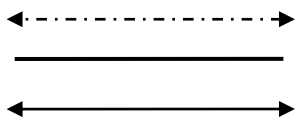
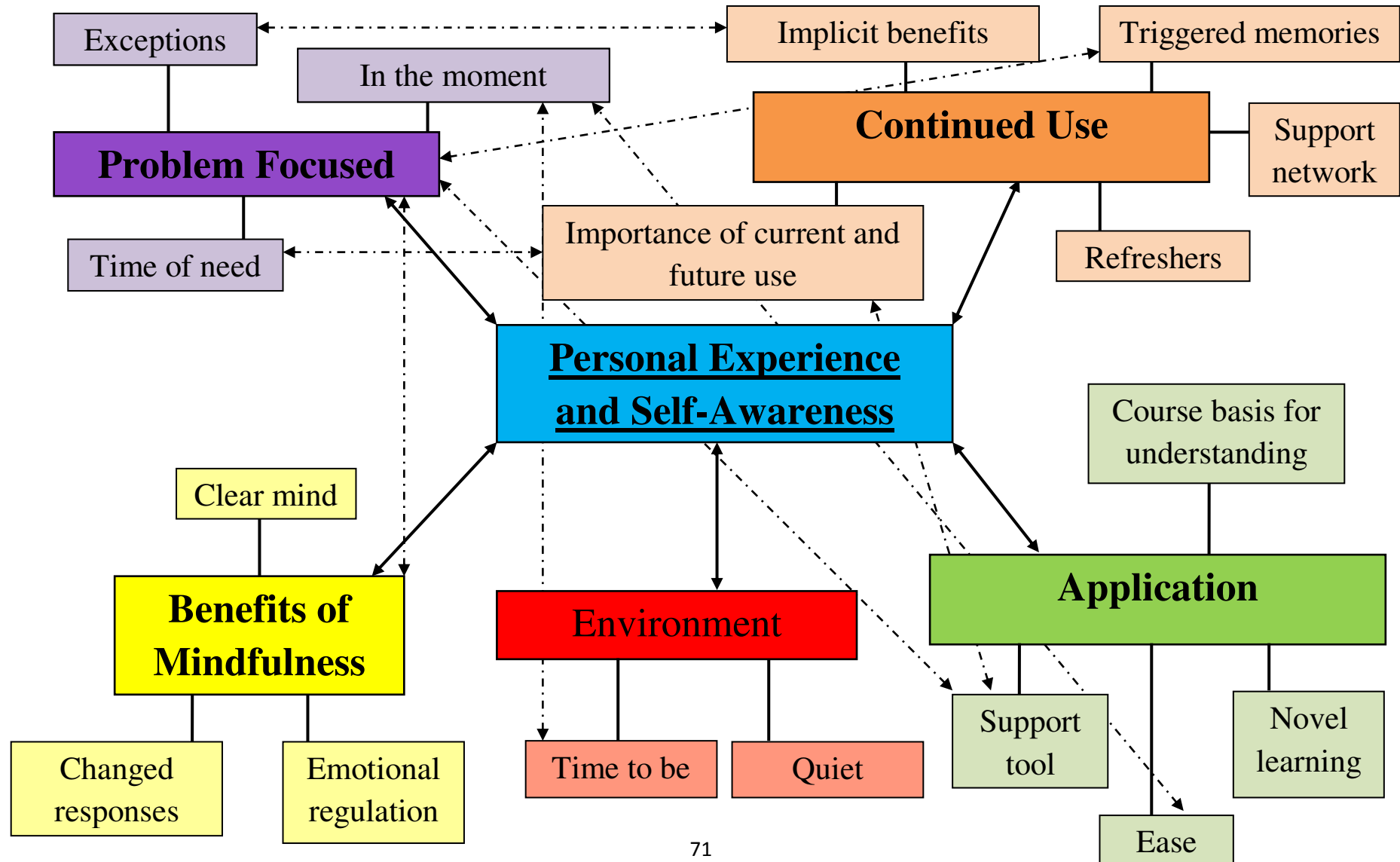
... represent pauses or interruptions, e.g. researcher comments, in the participant's dialogue.

⁷ Presented in bold, underlined and individually coloured, the super-super-ordinate theme for the purpose of this research is an overarching theme of the super-ordinate and sub-ordinate themes.

⁸ Presented in bold and individually coloured, the super-ordinate themes are the broader, group defining themes.

⁹ Matching their super-ordinate theme in colour, the sub-ordinate themes are the themes that are secondary to the super-ordinate theme, but are the defining elements of it.

Diagram 2 Thematic Map to Represent the Themes for the Group of Participants



Informal theme links
 Super-ordinate to sub-ordinate theme links
 Super-super-ordinate to super-ordinate theme links

Bold and underlined Super-super-ordinate theme
Bold Super-ordinate themes
 Regular type script Sub-ordinate themes

Table 4 Table of Recurrent Themes

Theme	Sub Theme	Thomas	John	Sarah	Lucy	Georgina	Adam	Ben	Henry	Total
Personal experience and Self Awareness										8
Problem Focused Use	Time of need									8
	In the moment									7
	Exceptions									6
Benefits of Mindfulness	Changed responses									8
	Emotional regulation									7
	Clear mind									7
Application of Mindfulness	Course basis for understanding									6
	Novel learning									8
	Support tool									8
	Ease									7
Environment	Time to be									6
	Quiet									7
Continued Use	Importance of current and future use									7
	Triggered memory									6
	Refreshers									7
	Support network									6
	Implicit benefits									8

Super-super-ordinate Theme**Personal Experience and Self-Awareness**

During the analysis an overarching super-super-ordinate theme related to participants' self-awareness and personal experiences of mindfulness was interpreted and perceived as the predefining factor of the other five super-ordinate themes.

When discussing what is helpful about mindfulness John stated "it just made me like more aware of what I'm doing." From this it was interpreted that through teaching mindfulness an increased self-awareness had been cultivated. It appears that the increased *awareness* that Kabat-Zinn (2003) talks about in his definition of mindfulness was apparent in the participant's accounts. Participants were aware of their own need, which allowed them to apply mindfulness to their personal experiences. For instance, Ben recalled "if I start to feel myself getting angry I just start using mindfulness." Adam discussed an experience of applying mindfulness in academic contexts as he stated "it's like helped me concentrate more in class." Whereas Henry experienced mindfulness to help him to deal with grief:

"It helped me when my nain passed away...it helped me deal with it" (Henry).

It appeared applying mindfulness was very much based on the individual differences of the participants' personal experiences and self-awareness.

Although the five super-ordinate themes have been interpreted from each participant's constructed experience of mindfulness, staying true to the idiographic nature of IPA,

this theme aims to highlight the importance of understanding that it is the participants' increased self-awareness of their own needs and personal experiences of mindfulness, that are the basis of them having made sense of their experiences. This corroborates Kabat-Zinn's (1990) belief that mindfulness is an individual experience and should not be carried out for a specific purpose or with set expectations.

In support of these individual differences Kempson (2012) and Schonert-Reichl and Lawlor (2010) found varied effects and perceptions of mindfulness outcomes. These differences in experience may explain the inconsistencies found in the literature when measuring predefined concepts. It is important for this overarching theme to be kept in mind throughout the remaining results write-up because of the distinct presence of these personal experiences in the participants' constructs.

Super-ordinate Themes

Problem Focused

Time of need and In the moment

The sub-ordinate theme *time of need* was interpreted because there was a consensus across the individual analysis that mindfulness is "really good if you need it" (John). Each of the participants reported that their application of mindfulness was due to problems arising. Lucy reported "I usually do it when I've had a rough day", Georgina described using it "when I was doing my sums when it was a really hard question" and Thomas explained that it "helped sometimes when me and my friends argue."

Henry initially questioned the helpfulness of mindfulness:

"Straight after [the course] I didn't think it was important" (Henry).

Reaffirming the perceived use of mindfulness being when problems arise, Henry later recalled "when my nain passed away it felt very [important]...because it helped me cope."

The second sub-ordinate theme *in the moment* was co-constructed because the participants felt that they no longer practiced mindfulness, but that the techniques were used in the moment of need. John, Sarah and Ben give examples of this:

“Like if something on the yards happened then I just take a deep breath and like being mindful like gets it out of my head like and helps me on with the rest of my day” (John).

“I used it to stop shouting at my sister...my sister was getting on my nerves and...then I started being mindful and then I stopped and just let her carry on” (Sarah).

“If I ever get frustrated with a certain thing I can just use mindfulness to like calm myself down” (Ben).

It appeared mindfulness provided the participants with skills to use in personal moments of need.

These sub-ordinate themes are in contrast with the adult literature that highlights the importance of regular mindfulness practice (Kabat-Zinn, 2003; Shonin, Van Gordon & Griffiths, 2014). However, it is in line with Kempson’s (2012) qualitative research with CYP, suggesting that pupils are more likely to be applying mindfulness techniques at a time of difficulty, as opposed to implementing regular practice. These constructed themes could provide an explanation for why research has found benefits of mindfulness are stronger for those in need (Zoogman, Goldberg, Hoyt & Miller, 2014; Huppert & Johnson, 2010), suggesting CYP require a need to apply mindfulness skills. This may offer insight into the reason for insignificance into the short-term effects of mindfulness being found (Huppert & Johnson, 2010; Flook et al., 2010) in contrast to the significant follow-up findings (Kuyken et al., 2013; Hennelly, 2011; Thomas & Atkinson, 2016). The pupils may not have had the need to apply mindfulness skills directly after the MBI.

Exceptions

It seems that there are exceptions to this problem focused application of mindfulness. Ben felt “it depends how angry I get... ‘cos if I get really angry the mindfulness just gets pushed to the back of my mind” and Georgina and Adam found it difficult to use at times:

“When [my brother] winds me up and I just forget about things and I’m just really mad” (Georgina).

“I am able to stay calm but whenever I have a supply teacher in Geography I just go straight out because I know I wouldn’t be able to stay calm” (Adam).

This suggests if things become too difficult then the participants perceived themselves as not equipped to deal with them using mindfulness. This exception contradicts the research consensus identified by Zoogman et al. (2014) that mindfulness offers increased benefit to higher need individuals. It has been interpreted that this may be down to the type of MBI the CYP are taught. This study's participants were involved in MBIs focusing on universal pupil populations, rather than targeted need, with whom MBIs may offer further support for dealing with difficult needs.

Benefits of Mindfulness

Three sub-ordinate themes were interpreted as higher order benefits of mindfulness. Although constructed from participants' accounts of varying personal experiences and benefits of mindfulness, the researcher felt these were reflective of a changed state, experienced by all of the participants, represented by the sub-ordinate themes. It is important to interpret these benefits as being a result of what the participants' reported as problem focused mindfulness application.

Clear mind

Henry explained mindfulness as something that "empties your body of all the negative things" and Lucy relates to mindfulness by suggesting that it gives her "1 minute to think about stuff and get it out of your brain." The participants felt that mindfulness offered the opportunity to clear their minds, which was interpreted as mindfulness supporting the mind to no longer act as a blockade, but allow for other benefits to arise, such as concentration, reducing rumination or reducing worry, as demonstrated from the participants' experiences:

"[Mindfulness] just takes my mind off things then I can concentrate on the thing I am doing" (Henry).

"Try and not think the worst of everything and don't let it take over yourself" (Lucy).

"Mindfulness like gets it out of my head and helps me on with the rest of the day" (John).

Emotional regulation

Thomas and Adam both describe mindfulness as having provided them with an opportunity to regulate their emotions:

“Now we know how to calm ourselves and how to be relaxed because before the mindfulness we didn’t know how to be calm” (Thomas).

“Before mindfulness I was either the shortest like fuse that I had... I was never able to control my emotions” (Adam).

The benefit John recognised through this opportunity is emotional change because he states that “when I don’t do it sometimes I feel a bit stressed and a bit angry.” Lucy shared an example of how it had helped her emotionally:

“If I felt a bit mad with myself because I couldn’t do it, some of the exercises like the flower petal one would help me to breathe in and out and not get frustrated with myself” (Lucy).

The CYP were also interpreted to have experienced a sense of overall calm and relaxation as they described mindfulness experiences as “calming” (Ben, Adam, John), and Thomas felt it “makes me feel calm and peaceful.”

Changed responses

Shared experiences have constructed the idea that mindfulness supported the participants to respond to situations through their thoughts or behaviour instead of reacting. Thomas and Ben described the changes they noticed in themselves:

“My thoughts have changed because before mindfulness I was quite like naughty and after it now I feel quite calm and not as bad as I was” (Thomas).

“If I use mindfulness I won’t be thinking about how I got angry, I’ll just be thinking about other things instead” (Ben).

John felt that through experiencing mindfulness he became more aware of his actions and how he could change these:

“If you get really stressed on the yard or you just need deep breaths or something it really helps” (John).

Sarah also shared that mindfulness helped “in arguments...it stopped me from shouting over them [my friends], and waiting my turn.”

It has been interpreted that mindfulness has offered benefits to all of the participants, which were perceived to still be experienced six-months later. This suggests promise for school focused MBIs and is in support of some of the follow up research in schools (Kuyken et al., 2013; Hennelly, 2011). The *benefits of mindfulness* interpreted here are not defined concepts, but are perceived as a changed state that the participants experience through the application of mindfulness at a time of need. These have been interpreted as increased control over thoughts, behaviours and emotions, and are felt to be reflective of skills of Emotional Intelligence and meta-cognition. This corresponds with what Kabat-Zinn (2003) alludes to in his definition of mindfulness, that mindfulness is a way of being, and suggests the participants are benefiting from a true application of mindfulness.

Through these changed states further positive benefits, personal to the participants' experiences, were reported. Tentative conclusions can be drawn from these findings that further benefits are likely to be experienced due to the application of mindfulness. Caution must be taken when predefining such outcomes because of their foundations in personal experiences.

Application

Support tool

A consistent experience of mindfulness was its application through the use of techniques and breathing exercises as support tools. When reflecting on their use of mindfulness Georgina and Adam commented:

“I don't worry as much but I still worry so if I do the breaths and the petal one¹⁰ then it makes me less worried” (Georgina).

“I err only tend to use certain practices...like the ones that I found good like the FOFBOC and .b¹¹” (Adam).

¹⁰ A breathing practice used as part of the 'paws b' curriculum.

¹¹ The FOFBOC and .b are breathing exercises used during the *paws b* and *.b* curriculums.

In response to being asked what the most helpful parts of mindfulness were, Ben responded with “just the techniques.” The male participants consistently reported that the use of techniques was an independent experience for them. Thomas reports that “it helps when I do it on my own.” Whereas female participants appeared to have benefited more from doing it with others, as Lucy recalled “I did them with my Mum.”

It appeared that the participants’ understanding of mindfulness was as a strategy for supporting need, which is in line with the research findings of Kempson (2012). It is likely that this focus is due to the *paws b* and *.b* curriculum closely referencing these techniques when introducing mindfulness. It seems mindfulness has empowered the participants to support themselves with their problems (Semple, Reid and Miller, 2005). In addition the identified discrepancies in use across genders was in line with the work of Kort-Butler (2009) suggesting that males are more likely to independently problem solve and females seek social support. Thus evidencing further the use of mindfulness as a support tool through its application.

Ease

It was interpreted that the application of mindfulness is done with ease; as Henry felt that “you can do it anywhere when you’re doing anything” and Ben described that it “can be used in a pinch” and reflected “I don’t think anything makes it hard to be mindful.” Adam also reported “I can just use it” and “I storm to my room and just do one of the things.” This fits well with the idea that mindfulness techniques are support tools and can easily be used in the moment. This ease of application suggests the appropriateness of mindfulness with pupils.

Course basis for understanding and Novel learning

Thomas felt that the MBI “sort of told us what it [mindfulness] really was about and it really helped us learn more about it.” This was interpreted as the sub-ordinate theme *course basis for understanding* as it was the MBI that was a basis for the participants’ understanding of mindfulness and gave meaning to its application. This is supported as John reports “when they were saying deep breaths out help you calm down, I knew about that stuff” but also reports that the most helpful part of mindfulness is “when we

do the breathing in and out.” Georgina too, when talking about sharing mindfulness with her brother, states:

“Even though I told him not to [wind me up]...it’s helped me but it hasn’t helped my brother because he still winds me up” (Georgina).

This suggests that the course added meaning to the application of mindfulness.

The application of mindfulness also seems supported by the *novel learning* sub-ordinate theme. The participants’ recollection of their experience of mindfulness was how “it was different” (Henry). Thomas stated that “it [the learning] was really helpful, it was easy to remember because of the things they said to help us remember it.” Adam gave examples of how mindfulness was helpful when learning through analogies and interactive learning:

“Like thinking of things like buses and taxis and not getting on them” (Adam).

“With the electrified balls...I kind of learnt how to control my emotions...to just keep my anger in” (Adam).

It seems that the techniques learnt through a positive learning experience were those most likely to be applied in practice:

“The Beditation¹² session was good...I was using Beditation mostly every night” (Henry)

It appears that it is the experience and positive engagement with the MBI that has supported the participants with their application of mindfulness and acted as a basis for their extended use. These sub-ordinate themes echo research findings that MBIs are well accepted by CYP (Burke, 2010) and that engagement in the course is likely to result in increased benefit for pupils (Kuyken et al., 2013). This offers tentative support for the work of Hennelly (2011), which found that the course and the novelty of the learning was enough for pupils to base their mindfulness experience on, as opposed to regular practice.

¹² The Beditation is a technique introduced through the ‘.b’ curriculum which resembles a body scan exercise.

Environment

Time to be and Quiet

Firstly the sub-ordinate theme of *time to be* was interpreted as important to the participants when applying mindfulness. It was reported by Lucy that mindfulness “gives you time to think...and get it out of your brain.” John explained a change in his behaviour by recalling that “I can resist for a while...I just sort of calm myself down” and Sarah too described it as “when you stop for at least 2 minutes and calm yourself down.”

Mindfulness here is interpreted as allowing for a gap to think and a quietening or calming of the mind, so the participants can respond to a situation. This links back to the application of mindfulness as an in the moment response. This *time to be* can be associated with what Wall’s (2005) research demonstrated as a reduction in CYP’s reactivity.

Secondly, for the sub-ordinate theme *quiet* it seemed that additional time and quiet space was needed when being mindful. Thomas felt that “you need to sit in a calm, quiet place where nobody is around you” and John recognised that “it is helpful if you can like sit still for a long period of time and just be calm.” During personal application quiet spaces and additional time were sought out. Some participants recalled:

“I just go to my room and in a quiet space” (Sarah).

“When I’m on the yard I just go in the toilets when nobody’s there” (Thomas).

Quiet time and space to do mindfulness seemed significant in their personal mindfulness experiences, which matches with Kempson’s (2012) findings that distractions and a lack of space were barriers to mindfulness. This sub-ordinate theme implies more than just using mindfulness in a time of need, but this was not further evidenced in this analysis.

Continued Use

Importance of current and future use and Triggered memories

The participants’ constructions demonstrated their current and anticipated future use of mindfulness six months after the MBI. This is what the sub-ordinate theme *importance*

of current and future use was based on. Sarah and Thomas both reflected on present times of use when they said “I use it at home now” (Sarah) and “I do it quite a lot...it helps me sometimes in class” (Thomas). Ben also reported “it’s still really helpful like even like months after.” When reflecting on the intervention itself, in comparison to other interventions, Adam recalled:

“When I first did them they were good like the other anger management techniques but I just grown out of them. This is the only one which I think I’d be able to use all my life” (Adam).

It is apparent that the continued use of mindfulness is still associated with times of need, as Henry reported “I don’t like use it as much...I don’t feel like I need to use it” but the participants anticipated using it for difficult times in the future:

“When I take my GCSEs...I think it might help me like concentrate more” (Henry).

“When I have my GCSEs and I’m trying to get a job and before my interviews and stuff like that” (Thomas).

It seems that mindfulness for these young people will continue to be a support tool that is drawn upon when it is needed. It is on this need that the sub-ordinate theme *triggered memories* was co-constructed when demonstrating continued use. The participants shared that it was these times of need that triggered their memories of mindfulness. Adam reported “I don’t really tend to think about it I just kind of like do it.” When asked about what makes it easier to be mindful Sarah responded with “when I get angry” and gave an example:

“When I play out with my friends...my friends always say no you’ve got to play this game...I remember to stop and think” (Sarah).

Henry suggests that he feels “like it [mindfulness] would come back to my memory.” It seems that it is a self-awareness of need that triggers the participants’ memory to use mindfulness.

This continued use and importance of mindfulness offers support and reason for the research that demonstrates the sustainability of mindfulness effects (Kuyken et al., 2013). It also corresponds to the findings of Hennelly (2011) and Thomas and Atkinson (2016) suggesting that mindfulness does continue to integrate into CYP’s lives, which is interpreted to strengthen as needs arise.

Refreshers and Support Network

It was perceived that the participants demonstrated an awareness of what could help support their long term mindfulness use. These were interpreted as twofold, and subordinate themes of *refreshers* and *support network* were construed as important for continued mindfulness use. Thomas and Sarah felt regular *refreshers* of mindfulness practices is what kept mindfulness in mind and accessible for using it when they needed it:

“I have to keep doing it to remember it and to get it stuck in my brain”
(Thomas)

“We were practicing them over and over and over...so that we would remember them” (Sarah).

Refreshers were also interpreted as important to Ben, Georgina and Henry:

“I felt really sad that the course ended...because I really hoped that that would be an ongoing thing...so that you’ll be able to think about it when you need it”
(Ben).

“I probably want to see more of mindfulness...probably do it once a week”
(Georgina).

“I think I would need a recap of it...miss like I don’t know miss like every 6 months” (Henry).

Other participants reflected on the benefits of mindfulness being a *support network* for them. Adam shared his hopes that “when my mum does the course...I could like go to her for more support”, Lucy felt that mindfulness “makes you feel like you’ve got someone to talk to” and Henry reflected on a time that mindfulness offered him additional support:

“Miss like after my nain passed miss, urm it was nice to have someone to talk to other than my parents” (Henry).

Continued sessions featured predominantly in the participants’ dialogue.

This continued contact corroborates with Kuyken et al. (2013) who highlighted the implementation of mindfulness through the class teacher assists the pupils to sustain mindfulness developments. Hennelly’s (2011) research also highlighted the importance of refreshers to stop mindfulness application reducing.

Implicit benefits

In addition to the more immediate problem focused benefits, it was inferred that implicit benefits were evident in the participants' constructs:

"I have certainly got a lot calmer, like not getting as frustrated as much...I first noticed it around Christmas time...because it is like time of like high emotions so I thought I am going to be stressed at this time, but I was staying calm" (Ben).

"I've been just more relaxed and sort of getting on with more people and stuff" (John).

"I reckon the changes are still there I think" (Adam).

"But in history sometimes like I do it but I don't realise I am doing it... miss like um like when all the room is quiet and I can do my work then like, like not day dreaming" (Henry).

Although these are not the primary benefits identified by the participants, this subordinate theme expands on the exceptions element of the problem focused theme. It suggests that there are more long term impacts of mindfulness to investigate. This offers support for the research that demonstrates positive effects of mindfulness after a follow up (Kuyken et al., 2013; Thomas & Atkinson, 2016).

Contribution to Knowledge

Based on the research question, this study has added fresh insight into how CYP make sense of MBIs in schools by corroborating the qualitative findings of Kempson (2012) and Hennelly (2011) in a broader school-aged population at a six-month follow-up. The IPA has allowed for a more in-depth exploration of personal experiences of mindfulness over time. This was interpreted that mindfulness was applicable and beneficial for all the participants at a time of need. Participants were demonstrating changes to their psychological states when applying mindfulness, what Kabat-Zinn (1994) defines as a mindful way of being. There were also collective factors associated with prolonging the importance of mindfulness for the participants. In collaboration with the UK based qualitative research, this study has provided a sound basis for future qualitative and quantitative research into mindfulness in schools to strengthen its evidence base.

Research Limitations and Future Research

Despite an IPA approach being adopted for this research to contribute an explorative insight to the gap in the follow-up literature (Zenner et al., 2014) the research interpretations that have been made are limited to the homogeneous group of pupils studied (Smith et al. 2009) and remain un-generalisable. The results also remain subjective and dependent on the researcher's interpretations (Pringle, Drummond, McLafferty & Hendry, 2011). Caution is recommended when considering these findings in relation to professional practice. Researchers are encouraged to replicate this study in other pupil populations.

The capacity of this study has limited its findings in two key areas. Firstly was the ability to fully replicate Hennelly's (2011) qualitative research follow-up by triangulating the pupils' perspectives with those of their parents and teachers, to holistically validate the findings. Secondly was the additional exploration of a secondary research question, looking at the pupils' personal experiences in more depth, the defined benefits associated with these and any commonalities between the participants. It would be constructive for further research to build on this study's reliability using triangulation and secondary research questions to contribute further to the research developments and inform future practice.

A concern when developing the study was the application of IPA with CYP based on the level of depth required for the analysis. Procedures were followed to ensure the data collection and analysis process was suitable, but this restricted one student participating. It is felt to be important for future research to explore the unique perceptions of younger children, using age appropriate measures such as drawing tasks or thematic analysis to allow for their experiences to be reflected in the exploratory research.

As a qualitative exploration, this research study aimed to provide the early mindfulness in school literature with a basis for further investigation. Three key areas for further development were identified and have been presented.

There was a distinct interpretations across the analysis in the sub-ordinate themes *implicit benefits* and *quiet* that mindfulness was offering something more than problem focused support in a time of need. This was not evidenced further in this analysis. Future research could explore whether, with an expansion of a quiet space and time for

additional mindfulness practice, there could be further benefits of mindfulness or an impact on CYP's state of being. It would also be interesting to explore the sub-ordinate theme *exceptions* to see if any elements of mindfulness, e.g. regular practice, help during more significant times of need, and what could be implemented into the MBIs for schools to help reduce these exceptions.

It would be interesting to expand insight into the sub-ordinate theme *Continued Use* by looking at the role the mindfulness teacher plays in this. It could be beneficial to study the different impacts there may be on a class when a MBI is taught by an independent MBI teacher or the classroom teacher. This would contribute to the understanding of effective application of MBIs in schools.

In terms of quantitative research it would be advantageous for some more rigorous active control trials to be carried out addressing areas identified by this research. An area of particular interest would be the sub-ordinate theme of *novel learning*. This was interpreted as a key factor of the MiSP curriculum for mindfulness application. In contrast previous research into a MBI in the US found that novel learning in the control group shared beneficial outcomes to those in the MBI group (Britton et al., 2014).

Implications for EP Practice

Due to the idiographic nature of the IPA research the reader must be aware not to generalise from the findings, but make cautious links between the IPA analysis and their professional practice (Smith et al., 2009). From the research there are three key things to consider in relation to the role of the EP when implementing mindfulness in schools:

- When applying mindfulness at an individual or targeted level, there is a need to consider the importance of the MBI itself and its novelty as a basis for the participants' understanding. Without this formality the understanding and application of mindfulness could be lost.
- Mindfulness demonstrated benefits for all of the participants, based on their personal experiences. It would seem that the EP role would fit with implementing MBIs as a whole class, preventative intervention. Consideration must be given to the role of the class teacher when implementing MBIs at a

group level, to aid their understanding and how they can be supported by the EP to keep mindfulness going after the course.

- Important elements for the EP to consider when teaching MBIs in schools are the insight into the individual pupil's personal experiences, environmental factors in school and the support that participants' identified as key to their continued mindfulness practice. Due to these factors it may be most effective for the EP to actively support the implementation of mindfulness through the class teacher, at a whole-school level.

Conclusion

This research has provided a qualitative exploration of CYP's experiences of a school based mindfulness intervention, six-months after the course. When making sense of their mindfulness experiences it was co-constructed, through IPA, that the participants' experienced mindfulness as personal to them and their needs. These personal experiences contributed to the distinct benefits of mindfulness. It was evident that the participants were continuing to use mindfulness six-months later and had been empowered to identify their needs and apply mindfulness as a support tool. A raised self-awareness in the CYP highlighted the importance of space for quiet and time, the course and support and refresher sessions for continued mindfulness application. Further implicit benefits of mindfulness were reported which would value further research exploration.

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The Exploration of Children and Young People's
Experiences of a School Based Mindfulness
Intervention: An Interpretative Phenomenological
Analysis.

Part Three: Critical Appraisal
(5991 words)

Critical Appraisal

Critical Account of the Research Process

Onwuegbuzie and Leech (2005) highlight a qualitative researcher makes subjective decisions and justifications at each stage of the research process. In this critical appraisal I have aimed to provide a reflective and reflexive account of the research process to increase the transparency of these decisions for the reader (Brocki & Wearden, 2006). In addition, I have included how this research has contributed to the literature of mindfulness in schools, and what this means for professional practice.

Research Development

My research idea emerged from reflecting on my role as a Trainee Educational Psychologist (TEP) within an Educational Psychology Service (EPS) where mindfulness was a newly developing area. Managing my role as researcher and TEP at this point became more challenging. It was important for my research to address a gap in the literature, as opposed to meeting the objectives of the EPS. To address this difficulty I turned to the existing literature to identify an area in need of further investigation.

Stone's (2014) findings that the majority of mindfulness activities were being applied in unstructured ways within schools fitted with the concerns of Grossman and Von Dam (2011) that mindfulness may have become diluted with the curriculum in schools. I became interested in the core constructs of mindfulness with children and young people (CYP) and how further understanding of this could inform the true application of mindfulness in schools. For these reasons the review of the literature focused purely on the research on mindfulness based interventions (MBI) rather than those using elements of mindfulness in its application e.g. Dialectical Behaviour Therapy (Linehan, 1993) and Acceptance Commitment Therapy (Hayes, Strosahl & Wilson, 1999).

It is evident from the literature that mindfulness research is rapidly growing. Its application with CYP in schools is becoming vastly popular and has begun showing promise for improving CYP's educational, social and emotional outcomes (Felver, Celis-de Hoyos, Tezanos and Singh, 2016). Despite this when exploring the literature the extensive number of MBIs available in schools was overwhelming. This has left the research development in its infancy (Meiklejohn et al., 2012). Due to this variation of

MBIs this research has based its rationale on the UK literature to not risk generalising across education settings and MBIs.

It became apparent that the application of mindfulness in the UK had exceeded its evidence base (Mindfulness All-Party Parliamentary Group, 2015). The research is predominantly represented by quantitative studies measuring predefined outcomes, as opposed to gaining an exploratory insight into mindfulness to build on further research on. Kabat-Zinn (2003) states:

“When a field is in its infancy, it is not uncommon for the first generation of studies to be more descriptive of the phenomenon rather than definitive demonstrations of efficacy” (p.145).

I perceived that it was this understanding that was missing from the literature, particularly because of the inconsistencies amongst the UK based findings. Despite the promising research findings for mindfulness with universal school populations (Kuyken et al., 2013; Vickery & Dorjee, 2016; Hennelly, 2011) the research has continued to report insignificant findings (Bennett & Dorjee, 2016; Huppert & Johnson, 2010; Vickery & Dorjee, 2016), research demonstrating increased benefit for only those in need (Huppert & Johnson, 2010) and the inconclusive findings on the need for regular mindfulness practice (Kuyken et al., 2013; Kempson, 2012). The qualitative elements of two mixed method studies (Kempson, 2012; Hennelly, 2011) offered a novel exploration into mindfulness as a classroom intervention but the only follow-up was carried out by Hennelly (2011) with a volunteer group of sixth-form students.

Based on the statement from Kabat-Zinn (1990), that nothing should be predefined or expected from mindfulness, I wanted to produce a piece of research that did not measure predefined outcomes of the CYP but which explored experiences of mindfulness, that other research could be based on. It is important for this to be carried out six-months after the MBI to provide a long-term explanation of mindfulness with school-aged pupils, and to expand on the insightful work of Kempson (2012) and Hennelly (2011).

Ontology

This research has adopted a relativist ontology because of the belief that reality is construed through social experience. Unlike the realist ontology, it is felt that there are multiple realities derived from different versions of experience (Willig, 2008) as

opposed to an overarching law of reality, which the quantitative research has measured so far.

Epistemology

When adopting an epistemological stance towards the research I took a subjective view that knowledge is socially constructed by and between individuals who experience a phenomenon (Gergen, 1999). Condelli and Wrigley (2004) argue that positivist or empirical paradigms are not suitable for research being conducted in real-life contexts. This is often due to the limited control over confounding variables and meeting experimental rigour (Robson, 2011). Post-positivists allow for more flexibility around the idea of truth and share a social constructionist belief that there are never ultimate truths. However, the paradigm is still objective, by applying predefined theory and hypothesis testing to research. It was felt that due to the explorative nature of this study it would have been unsuitable to have taken a positivist or post-positivist approach to research by searching for objective knowledge and testing hypotheses.

Social constructionist and social constructivist approaches share very similar philosophical underpinnings (Robson, 2011) and were both felt to fit with the explorative nature I hoped to take with the study. An important consideration made when addressing the epistemological stance of this research was the role the researcher plays in the research process. The focus of a social constructivist is on how the individual constructs and makes sense of the world. A social constructionist believes that research participants are viewed as helping to construct reality with a researcher. Although it may have been beneficial to have taken a social constructivist view point to allow each participant's voice to be heard from a more open ended structure it was acknowledged that the researcher would play a central part in the research. Therefore an epistemological approach, that is social constructionist in orientation, was adopted in order to explore CYP's experiences of mindfulness.

Qualitative Rationale

Despite reports by Robson (2011) that "almost all of the research under this heading [social constructionist research] uses qualitative data collection methods" (p.24), Burr (2003) reported that both quantitative and qualitative research can fit with a social

constructionist paradigm. As previously seen the literature into mindfulness in the UK is yet to have a significant amount of research base. It would be difficult for quantitative research to be carried out at this early stage because of the limited understanding and inconsistencies with the predefined concepts of mindfulness in schools. Smith and Dunworth (2003) propose the usefulness of qualitative research when investigating a novel area. By reducing the data to numerical values the research would be limited to purely testing for the effects of mindfulness from predefined categories (Smith, 2008). This would lose the detailed and meaningful data, which is rich in exploratory power (Denzin and Lincoln, 2000).

Despite such a strong argument for qualitative research, Condelli and Wrigley (2004) counter that qualitative findings are restricted because of small sample sizes, their time consuming nature, the lack of generalisability and the interpretation bias of the researcher. By adopting a quantitative approach such pitfalls could have been overcome due to the ability to research larger sample sizes, provide statistical representation of the population and to perform reliability measures of the research findings. It is likely that following a qualitative study the research would still be within the early exploratory stages requiring further qualitative and quantitative research to be carried out. However, I felt that a quantitative approach would not have beneficially added to the literature at this stage. To address the identified gap in the literature, it was therefore felt that this piece of work fitted into a qualitative research design.

Interpretative Phenomenological Analysis (IPA)

Due to their use of thematic analysis in previous qualitative research in the UK (Kempson, 2012; Hennelly, 2011) this analysis method was considered for this study. However, with thematic analysis regarded as the basic analysis underlying qualitative research (Holloway & Todres, 2003) and with this already having been carried out it was felt that this research warranted an analysis approach that gained a more in-depth interpretation of the data. Further exploration led to the consideration of IPA (Smith, 1996) and Grounded Theory (GT, Glaser and Strauss, 1967). Both approaches offered a clear, sequential guide towards qualitative analysis for the exploration of individual accounts of a phenomenon, in particular where little is known about a topic. They also

provided iteratively related analysis processes which are believed to strengthen the rigor of qualitative analysis (Carter & Little, 2007).

GT was based on developing theory from the data itself as opposed to previous research informing the research questions. At this point prior engagement with the literature had been made and although the research aim remained exploratory it was not felt to meet the theoretical groundings of GT. Additionally GT was interpreted as being on a large scale, unlikely to be effectively met by this study. I also had concerns around the use of IPA because of sacrificing of the breadth of research and sample size reductions for the depth of analysis (Smith & Osborn, 2007). It raised issues with how this understanding can be generalised or even replicated (Pringle, Drummond, McLafferty and Hendry, 2011).

Despite these potential shortcomings, IPA was felt to match with the epistemological approach of the research process. Its theoretical underpinnings deriving from Phenomenology, Hermeneutics and Idiography (Smith, Flowers & Larkin, 2009) offered a sound approach for addressing a newly developing area of research. Robson (2011) believes that a social constructionist approach fits with the Phenomenological and Hermeneutics theories of knowledge underpinning IPA. Although the results cannot be generalised from, they can cautiously be applied to professional practice (Reid, Flowers & Larkin, 2005; Smith et al., 2009); adding contextual insight and important detail to existent literature (Lander & Sheldrake, 2010).

Although IPA does offer flexibility for the research process it does recommend quite a prescriptive path for best practice. Once chosen, the IPA approach guided the method of data collection and the research question.

Research Question

A research question open to exploration of the topic of mindfulness in schools was chosen, as required in an IPA approach, to reflect the phenomenological and interpretative aspects of the method.

Interviews

Willig (2008) highlights the importance of the method of data collection to ensure the appropriate data is collected for the analysis measure chosen. Due to this, this research has used semi-structured interviews consistent with Smith and Osborn's (2007) recommendations for IPA. This is because interviews "invite participants to offer a rich, detailed, first person account of their experiences" (Smith et al., 2009, p.56). Interviews also offer consistency with IPA's beliefs that the researcher plays a key role in the research process and that interviews are not neutral means of data collection (Rapley, 2001). Although focus groups could have been used this would have not allowed for a truly idiographic process during analysis.

Boyce and Neale (2006) highlight the importance of an interviewer being appropriately trained, to ensure that successful research is carried out. Despite not having what I would consider formal training into data collection techniques, I felt that with close reference to the literature and previous research experience I was appropriately skilled in conducting interviews as a form of data collection. A pilot data analysis was conducted to ensure that the data collection was effectively carried out. Willig (2008) criticises IPA for being dependent on verbal expressions of experiences, whereas Smith and Osborn (2008) defend IPA researchers as being able to interpret non-verbal gestures and comment on unspoken communication during the interviews. In hindsight I would have benefited from additional training in this form of non-verbal interpretation in order to have strengthened the IPAs application during the interview process as I don't feel that this was done during the analysis.

Participants

It was important at the recruitment stage for me to reflect on my role as researcher when identifying targeted schools for my research. I was beginning to develop a professional interest in mindfulness at the time and felt that it was important to remain independent of the groups who had been identified as potential research groups.

In keeping with the commitments of IPA, this research selected a homogeneous sample of eight CYP in line with Smith et al.'s (2009) recommendation for professional doctorate research. The homogeneity of the group sample is important as Reid et al. (2005) highlight that participants are experts in their own experiences. Recruitment was

therefore focused on those who had an expertise in the area from being involved in a Local Authority run MBI.

Researcher's Position

When investigating the research question I acknowledge that the themes are based on my own interpretation of the transcripts. Due to the important role that the researcher plays in IPA and its double hermeneutic approach (Smith & Osborn, 2008), my position as a researcher has been highlighted.

Prior to my second year placement I had not come into contact with mindfulness. When I started with the EPS, due to the service's commitment to mindfulness, it naturally became part of my role. Early into the placement I observed a series of MBIs being run and supported a colleague with the evaluation process of these courses. The team held regular continued professional development sessions where mindfulness was often raised as a discussion point. As my research interest developed I played a key role in these. I have attended various conferences on mindfulness with children, with key professionals in the area of mindfulness presenting as key note speakers. I participated in a Mindfulness Based Stress Reduction course. I approached this course from a personal perspective but I was aware that personal practice of mindfulness is often a requirement for teaching mindfulness to CYP. I have applied mindfulness in my professional practice by running school based groups across primary and secondary schools and supporting a secondary school to develop as a mindful school. This has led to my involvement in a community based project and I have been trained by Mindfulness in Schools Project (MiSP) and Mind with Heart to run MBIs for primary and secondary students.

Heidegger (1962) highlighted that bringing your own fore-conceptions (prior experiences or pre-conceptions) to the research can be a barrier to interpretation. A research journal was kept to bracket (treat separately) any reflective and reflexive comments I had during the analysis, as advised by Smith et al. (2009, Appendix 17). Things that arose for me during the research process were: developments through my role as a TEP, prior contact I had made with the literature, analysis interpretations between individual transcripts and my interpretations that developed from interviewing parents and teachers as part of the initial research study.

Difficulties Addressed During the Research Process

From my research experience I have reflected on three difficulties that I have faced. Regular supervision was sought, which was invaluable for supporting me with the challenges I experienced.

The initial research proposal was based on a triangulated design of CYPs', parents' and teachers' perspectives and experiences of the MBIs. This aimed to expand on Hennelly's (2011) follow-up analysis, for a school aged population. During the research process I became concerned that the research had become too big for IPA. I had recruited and interviewed participants across the three representative samples within three schools. Being a novice to IPA I had underestimated the time it took to conduct the analysis and the quality and depth of the data I would be eliciting from each participant. I referred back to the IPA guidance of Smith et al. (2009) and focused on the key foundations of IPA presented there, to inform my next steps. I reduced the analysis to represent only the experiences of the homogeneous group of CYP as Smith et al. (2009) state:

“IPA studies usually benefit from a concentrated focus on a small number of cases...it is more problematic to try to meet IPA's commitments with a sample which is 'too large' than one that is 'too small'” (p.51).

Ethically this brought up an issue for me because I had collected data based on the expectations that it was going to be used as part of my analysis. In the future when researching multiple groups I will ensure that I am more reflective of what the research outcomes are, and will consider a step-by-step review of the data collection process. In hindsight it seems that it would have been more appropriate for thematic analysis to be completed when triangulating individual's perspectives.

A second difficulty was faced in reducing the number of participants involved in the analysis. Having recruited from both secondary and primary schools, I had concerns for whether these CYP still reflected a homogeneous group because of the participants' age differences and experience with differentiated MBIs. It became difficult to decide which participants to focus on. I considered the current position of the literature and the audience of educational psychologists which this paper is focused at (Cresswell, 2003). I decided to include CYP across both age groups in the study because of the early, explorative nature of the research question. On reflection, with this being my first use of

IPA, it would have been more effective to have started with a smaller participant group to ensure that I kept an idiographic focus on the participant's experience. A sample size of eight participants was considered large (Smith et al., 2009). It limited the presentation of the findings to a case within theme write up. Due to my experience with other forms of qualitative analysis I feel that I may have been influenced to recruit more individuals to increase validity, which is not appropriate for IPA.

Thirdly, I faced a difficulty when developing what I have labelled as the super-super-ordinate theme of the research *Personal Experience and Self Awareness*. This theme did not arise as a higher order concept like the other five super-ordinate themes, but was interpreted initially as a collection of individual differences in the participants. Being new to IPA I felt uncomfortable with this theme, but when bringing all of the individual analysis together I felt passionate about its presence. This was due to the impact that it had on my interpretation of the other themes. It seemed important to keep because of its true reflection of the idiographic nature of IPA. It was also reflective of Kabat-Zinn's (2003) perception that mindfulness is a way of being that can be different for everyone. My confidence to deviate from the IPA guidelines and include this type of theme was limited but it was felt appropriate to label this theme as something overarching of the other themes.

Ethical Considerations

With the research being carried out with CYP, a defined vulnerable group (British Psychological Society (BPS), 2009, 2014), the research raised important issues that warranted close ethical consideration. Following guidance from both the BPS (2009, 2014) and Felzmann (2009) I ensured any ethical issues were addressed and all elements of risk reduced.

Informed Consent

All parties were provided with the information of the full aims of the research and their full ethical rights. To ensure this was provided appropriately for both age and competence of the parents and CYP (BPS, 2014) all information was assessed using the Flesch-Kincaid Readability tests (Kincaid, Fishburne, Rogers & Chissom, 1975). An informal, child friendly information session was also held for each of the CYP with

parental consent. As it is assumed that CYP under 16 often do not have the decision making capacity of an adult this research ensured that both CYP, their parents and their school were all included in the opt-in consent process. To maximise informed consent, as advised by Felzmann (2009), all CYP with parental consent were encouraged to be actively engaged in the consent process and were asked to give informed opt-in assent. This was monitored and the CYP were given ample opportunities to withdraw their assent.

Power

Concerns were raised in Felzmann (2009) about the impact the role of authority can have over a classroom. To avoid coercion I considered both my role and that of the class teacher's. I ensured the teacher had a limited role to play in the recruitment procedure. I kept myself independent of the interventions previously run by the EPS and approached the research as an investigator. I made it explicit to the CYP that they were not expected to be involved in the research; and spent time ensuring a rapport was built with the participants, open ended questions were asked to ensure the participant's voice was heard; and a familiar member of staff sat in on the interviews to make the participants feel more reassured about the process.

Confidentiality

Group context assent was identified, by Felzmann (2009), to have an impact on decision making. This was overcome by asking the CYP to privately submit their decision to participate into a ballot box. Confidentiality was addressed with the participants highlighting the exceptions of confidentiality being safeguarding issues. This information was provided age appropriately. The confidentiality of the interview content was also addressed with the familiar adult and school.

Harm

Despite a low assessed risk of harm, I was aware that I was still working with a vulnerable group and that sensitivity was needed at all stages of the research. Consideration was given to the length of the interview, type of questioning and the use

of open questions to avoid in-depth probing. Each individual was provided with a verbal and written debrief reminding them of their ethical rights and the named teacher to go to for further support.

Appropriate Participation

Pilot interviews were also held with participants reported to have the lowest literacy skills to ensure that the research process was appropriate for the CYP, as advised by the British Psychological Society (2014). One participant was not included in the main research because it was not felt appropriate for an IPA to be applied to his transcript.

Analysis of all Participant Data

An ethical flaw of this current research is that not all of the data collected, i.e. parent and teacher interviews, was used for the research study. Due to the capacity of the research paper I made the decision to focus my analysis on solely the CYP's interviews. I acknowledge the ethical concerns for not using all of the data and that participants were likely to have consented to participate in the research based on the expectations that their interviews would be included. The decision was made based on the perceived quality an IPA piece of research, focusing on the CYP, would have contributed to the mindfulness literature, in comparison to a less in-depth thematic analysis of the CYP, parents and teacher's perceptions of experience. I have arranged to use the parent and teacher interviews in a piece of research at a later date.

Contribution to Knowledge

Contribution to the Literature

This research has provided the research area with a basis for understanding mindfulness from pupil participants' perspectives after six-months, an increased insight in the previous research findings and the identified areas for further investigation. This is what Kabat-Zinn (2003) described as a "first generation" study, offering a description of the mindfulness phenomenon in school. It has contributed towards the gap in the literature where further follow-up studies were requested to help professionals to understand the

application of mindfulness and its associated benefits over time (Zenner, Hermleben-Kruz & Walach, 2014).

To my knowledge this research is the first in the UK, to provide a qualitative, IPA exploration of school aged pupils' experience of mindfulness at a long-term follow-up. The findings support the qualitative results of Kempson (2012) and Hennelly (2011) and builds on the literature for school aged CYP after a follow-up. As the findings have corroborated other qualitative UK literature the theoretical transferability of the findings is strengthening (Smith et al., 2009). I invite researchers to replicate this study with other pupil populations to continue to develop this.

The use of IPA has provided an in-depth analysis of personal experiences of mindfulness over time, without predefined outcomes being measured. It is these personal experiences and the participants' increased self-awareness of their own needs that are believed to be different for each participant and are the predefining factors of their constructed experiences. This corroborates with Kabat-Zinn's (1990) belief that mindfulness is an individual experience and should not be carried out for a specific purpose. It is clear that there are no absolute outcomes for pupils but the collaborative benefits participants were experiencing from the application of mindfulness were interpreted as a changed psychological state (a mindful way of being). This could then be applied to the participants' personal experiences. It may be the misunderstanding of these personal experiences that led to the inconsistencies identified in the earlier, more investigative research studies. I feel that the next generation of studies that explore the efficacy of mindfulness in the classroom should be measuring the presence of this mindful way of being, rather than the set outcomes that can vary due to personal experiences.

It was interpreted that the pupil participants' experiences of mindfulness are different from the experiences of adults. It was evident that the participants were continuing to use mindfulness six-months later but were applying mindfulness as a support tool in times of need. This is in contrast with the adult literature that highlights the importance of regular mindfulness practice (Kabat-Zinn, 2003; Shonin, Van Gordon & Griffith, 2014). However, it endorses Kempson's (2012) research; suggesting pupils are more likely to be applying mindfulness techniques at times of difficulty, than implementing regular practice. These findings could contribute explanation for why previous short-term literature has not found effects for whole class populations but just those

individuals in need (Huppert & Johnson, 2010), and why the follow-up literature has demonstrated positive outcomes for whole class populations (Kuyken et al., 2013). It seems that there is the requirement for a need to arise before mindfulness is implemented, and that changes arise for the participant, which can be missed with short-term investigation methods.

By exploring the participants' own experiences of school MBIs, it has been possible to provide a clearer and personalised understanding of what mindfulness means for pupils. For instance, Hennelly (2011) concluded that the engagement in a MBI was enough for the pupils to experience benefits, irrelevant of regular practice. This finding was statistical. What this research has been able to provide is an understanding that the course itself provided the pupils with the knowledge and interest in mindfulness to allow it to be applied. Although supporting each others findings, the qualitative research has provided an understanding of Hennelly's quantitative findings.

Contribution to Future Research

A distinct contribution to the literature comes from the in-depth analysis highlighting elements of the participants' experiences that are in need of further exploration. A sound basis for future research has been established.

Firstly, the exploration of the sub-ordinate theme *implicit benefits*. Research suggests that enhanced skills of emotional intelligence and meta-cognition, as identified through the super-ordinate theme *benefits for mindfulness*, are predictors of wellbeing and resiliency in later life (Zins, Weissberg, Wang & Walberg, 2014; Greenberg et al., 2003). Due to the participants recalling *problem focused* application of mindfulness, *in the moment*, more long-term conclusions cannot be drawn from this research. However, the sub-ordinate themes *implicit benefits* and *quiet* suggest that mindfulness was offering something more than *problem focused* support. This was not evidenced further in this analysis. Future research could explore whether, with an expansion of a quiet space and time for additional mindfulness practice, the benefits of mindfulness can offer the participants with more implicit, long-term benefits. This could be done through more long-term qualitative exploration or the use of an active controlled trial of those who have practiced mindfulness and those who have not.

It would also be interesting to explore the sub-ordinate theme *exceptions*. Although Burnett (2009) proposed that the evaluation of MBIs was not about comparing the different interventions, it would be beneficial for the MBIs demonstrating long-term benefits for individuals with more significant need to be explored in comparison to the MiSP curriculum, aimed at universal populations. This would help to identify if there are any elements of mindfulness, e.g. regular practice, that help during more significant times of need, as opposed to *in the moment* need.

The importance of additional support to complement the continued use of mindfulness was interpreted as a distinct outcome of the IPA. To further understand this support future research should explore the role of the class teacher in providing this support for the pupils, in comparison to an outside MBI teacher supporting the pupils following the course. This would contribute to the understanding of effective long-term application of MBIs in schools, as alluded to by Kuyken et al. (2013).

Finally, in addition to the study's primary research question, it would be beneficial for a more focused exploration of the participants' experiences to be conducted through the use of secondary research questions. Despite not coming up as a higher order concept in this analysis I do feel that a further insight into the pupil's personal experiences of how the application of mindfulness is helping them. This would not be to measure the efficacy of mindfulness but to give a clear understanding of the areas the pupil's perceived mindfulness to be helpful. It would have been beneficial for a case study of one or two of the pupil's perspectives to have been conducted. This would have provided even more depth into the element of personal experience that this research was unable to achieve.

Contribution to Professional Practice

Practitioners must be aware of not generalising from these findings, but allow them to guide their understanding of how a homogeneous group experienced the use of MBIs in school and cautiously integrate the knowledge into their professional practice (Reid et al., 2005; Smith et al. 2009). This section highlights my reflections of how this research could have implications for pupils, class teachers and educational psychologists.

Pupils

For the pupils themselves this research has provided tentative conclusions that mindfulness would be beneficial for all individuals within a classroom. Being introduced to mindfulness through the *paws b* or *.b* curriculum was enough to enable pupils to apply a mindful way of being and a self-awareness of need. This empowered the pupils to independently deal with their varying needs through the application of mindfulness techniques as a support tool. It also seems that this is adaptable to the personal experiences of the individual, can be applied across contexts and can be used over time. It appears that it would be a key preventative strategy to help all pupils.

Class Teachers

To support the pupils to continue with mindfulness this research has highlighted that a commitment from school is needed. This would be through providing refresher sessions, the correct environment for mindful practice and by allowing support dependent on the pupils' personal needs. With close reference to the refresher sessions discussed by the participants, it would be important for the class teachers themselves to consider their position on mindfulness. Gold et al. (2010) highlight the importance of personal mindfulness experience as being the basis for promoting mindfulness with children. It appears necessary for teachers intending to support pupils with their mindfulness cultivation to explore the concept of mindfulness for their own personal use.

Educational Psychologists (EP)

It can be seen from the research that EPs delivering mindfulness in schools offers potential long-term benefit for pupils, which fits well with the EP role for advocating the link between the mindfulness research and its implementation in schools. It is important to initially highlight that this research remains predominantly based on the *paws b* (Sawyer, Roxburgh & Silverton, 2014) and *.b* (Burnett, Cullen & O'Neill, 2014) curriculum. At present, for the application of mindfulness to remain true to this evidence base, of which this study is part of, training through MiSP would be required. In the context of the EP profession, for an EP new to mindfulness to become trained in this curriculum it would be time-consuming and costly. This is due to the MiSP training prerequisite of six-months of personal mindfulness practice. Due to this cost and time

implication it may suit an EP who has a specialism in promoting CYP's wellbeing or a service who is currently trading their services to schools, of which interventions are a part of their traded model of practice. It may be more effective for the EP to consider supporting schools to implement mindfulness at an organisational level. The research knowledge of the EP could be applied in schools to support the implementation of a whole school mindfulness philosophy. The EP could take an active role in this development using an Implementation Science format (Kelly & Perkins, 2014).

As applied psychologists, EPs in their practice may look to apply the ideas of mindfulness in other ways. It is important for this to be done with caution because this research has highlighted mindfulness is not just a toolkit of techniques that pupils were applying e.g. relaxation skills. These skills appeared to be embedded in the understanding of mindfulness that the pupils acquired through the course. Despite the *in the moment* application of mindfulness the pupils were still interpreted to be cultivating skills representative of a mindful way of being. This suggests the MBIs explored in this study offer more than just techniques that can be taught to pupils through an adapted social and emotional learning curriculum. It is important for the EP themselves to have a true understanding of the mindfulness concepts being taught as without this informed teaching the understanding and application of mindfulness could be lost.

In addition to the EP having a true understanding of the concept of mindfulness I feel that it is also important for this to be protected in schools. Due to the perceived ease of applying mindfulness there is a risk of school staff beginning to apply similar concepts without the true understanding of the principles of mindfulness. I feel that it is the EPs role to keep mindfulness in schools reflective of the evidence base and for it not to become diluted in schools, as identified by Stone (2014).

For EPs trained to implement MBIs in school, this research offers support to the quantitative findings (Kuyken et al., 2013; Hennelly, 2011; Thomas & Atkinson, 2016) that mindfulness offers potential benefit for a whole school populations. It would seem appropriate and inclusive for mindfulness to be delivered as a preventative classroom intervention. It has demonstrated that an EP delivered MBI offered benefits to all participants that are still evident six-months later. In addition to the MBI curriculum the participants identified the importance of follow-up sessions. For EPs it is important to consider this into the time allocation of delivering an MBI in school or for thought to be

given to how the teacher could be supported by the EP to provide the pupils with these refreshers and additional support.

EPs also need to consider that this research, and predominantly the research in the UK, is focused around curriculum focused MBIs and considered as an introduction to mindfulness. The sub-ordinate theme *exceptions* identified there are times where mindfulness skills were not effective. It would be important to consider how mindfulness may fit with our role of supporting CYP in accordance with the Code of Practice (Department for Education, 2015; Welsh Assembly Government, 2004). I feel that further exploration of the research literature is required when applying MBIs to targeted groups, as these may need to be different than the school based courses. This is also an area requiring further research.

Finally, because of this research identifying further research areas in need of exploration, it is important for EPs to remain up-to-date on the research developments of mindfulness in schools. EPs may also be well placed to offer research contributions to the rapidly growing area of mindfulness in schools research.

The Researcher as a Professional Practitioner

As an EP, post qualification, I aim to continue to be involved with the implementation of mindfulness. I feel that this research has provided me with the assurance of implementing mindfulness when supporting CYP and schools, whether I am working at a group or organisational level (Farrell et al., 2006). The results have provided an insight into how to effectively apply mindfulness in schools, as well as the things to consider when supporting CYP to continue to experience the benefits of mindfulness and adopt a mindful way of being that is applicable to their personal experiences. It has also provided me with the confidence to explore MBIs as preventative tools that can be used at a whole class level to encourage inclusion, equality and the flourishing of all CYP. This will be particularly effective when looking towards my new role working within a traded model of service delivery.

My development as a researcher has also inspired me to continue to research the area of mindfulness in schools. Initially I anticipate using my additional research data to complete the planned analysis into the perceptions of parents and teachers on CYP's experiences of a MBI, six-months later. This will enable the successful implementation

of mindfulness in schools to be explored at a systemic level and holistically inform the understanding of MBIs in schools.

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Appendix 1: Core Principles of *.b* and *paws.b* Curriculum

Mindfulness in School Project (MiSP) curriculum principles:

Each individual involved in the EPS mindfulness intervention, and thus the research study, followed a school based curriculum which taught them the following principles:

- Theoretical background to mindfulness and its application;
- The ability of paying attention;
- Awareness of the present moment and experiences;
- Conscious awareness of themselves and their body sensations, feelings, thoughts and actions;
- Learning to be calm;
- The importance of curiosity;
- Developing skills of kindness, gratitude and patience;
- Recognising the impact of worry and understanding thoughts are not facts;
- Conscious choice and learning to respond;
- Recognising habitual behaviours;
- Making space for all of the thoughts in their minds and befriending and accepting the difficult;
- The underpinnings of happiness and positivity;
- Techniques and practices to support mindfulness e.g. mindful eating, mindful movement; and
- The importance of daily practice.

Based on Kabat-Zinn's (1990) Mindfulness Based Stress Reduction Curriculum.

Appendix 2: Educational Psychology Service Consent

Jessica Swire

From:
Sent: 22 December 2014 11:38
To: Jessica Swire
Subject: RE: Thesis Research Project

Hi Jessica

That sounds great and that's fine for you to go ahead with contacting Heads and recruiting participants.

Hope you have a great Christmas,

best wishes

From: Jessica Swire
Sent: 19 December 2014 14:48
To:
Subject: Thesis Research Project

Hi

I have chosen to complete my thesis research project on the sustainability of children's mindfulness following school mindfulness experiences. I am hoping to explore children's experiences of Mindfulness and whether they use the taught techniques in a follow up study around 6 months after having completed the sessions. This is an expansion on some previous research done in the area. This will be carried out with schools who have already received mindfulness sessions from the EPS service and these groups will be followed up to gather their experiences. I am hoping to interview a selection of children (and possibly their associated teachers and parents) across the schools involved with mindfulness and use IPA to interpret and analyse their experiences of Mindfulness, and looking in particular at whether they have continued with mindfulness or not following the EPS sessions. I would aim for the data collection to take place in the spring term of 2015 while I am still on placement with

I wanted to ask your permission to go ahead with this research task within the Educational Psychology Service and for your permission to contact the heads of the schools and recruit participants and collect data within the local authority of once I have received ethical approval. I will keep you updated on the developments of the research and the process as I go along.

I look forward to hearing from you.

Kind Regards

Jessica Swire

Trainee Educational Psychologist / Hyfforddai Seicolegydd Addysg



Appendix 3: School Letter, Information Sheet and Consent Form

Children & Young People Service

Lifelong Learning

Educational Psychology



Dear ***,

I am a trainee educational psychologist currently on placement with ***'s Educational Psychology Service. I am contacting you because of your school's recent involvement in the service's mindfulness intervention groups run by *** (Educational Psychologist). I am currently in the process of developing my doctoral thesis project around the sustainability of mindfulness in school aged children and I would really appreciate it if you could consider my proposal for research within your school.

The attached document outlines the further information about the rationale of my study, the aims of the research project, the research procedures and your commitment as a school. I have also attached a consent form for you to complete if you are happy for the research to go ahead in your school. Consent and participation is completely voluntary.

Once you have read the additional information I would really appreciate your consideration with my research proposal and I am available to provide any further information by contacting me on *** or Jessica.swire@***.gov.uk. If you are interested in continuing with this research in your school please return the consent form attached to: *** Educational Psychology Service, or a scanned copy to the researcher via email by 27th March 2015. I look forward to hearing from you.

Kind Regards

Jessica Swire - Trainee Educational Psychologist

Mindfulness Research Proposal



“The sustainability of mindfulness practice in children's school experiences”

Information Sheet for Schools

Your school has been invited to participate in a research study as part of a student doctoral thesis at Cardiff University. The research project is looking into the sustainability of the mindfulness intervention that your school has recently been involved with alongside ***'s educational psychology service.

Who will conduct the research?

The research will be conducted by Jessica Swire a trainee educational psychologist completing a doctorate in educational psychology at Cardiff University as part of her doctoral thesis.

Title of the research

The sustainability of mindfulness practice in children's school experiences.

What is the study rationale and aim of the research?

The research into mindfulness in children has rapidly increased in the last decade and shown some positive benefits to children and young people both in clinical and school settings. In the UK there is a need for research to look further into how mindful practice is sustained in schools and the most effective ways for it to be continued following the mindfulness course being conducted with pupils.

The aim of the study is to explore children's experiences of mindfulness and to gain an understanding about the sustainable elements of the mindfulness intervention and the difference between individual effects of mindfulness practice as a curriculum and that of mindfulness as a continued lifestyle. It is hopeful that the research will establish an understanding of individual's mindfulness experiences and give insight into how to sustain the benefits of mindfulness practice in the future.

Why has this organisation been selected?

This school has been selected because of its recent involvement in the mindfulness intervention run by ****'s educational psychology service.

What does the research involve and who will be involved?

Participants will be recruited from a selection of individuals who consent to participate in the study, including their families and teachers. The researcher hopes to conduct 10 interviews with a selection of consenting children/ young people who have been involved in the mindfulness intervention, their teachers and the children's parents. Children who have consent to participate will be asked to complete a cognitive verbal ability task using the British Picture Vocabulary Scale to ensure they have sufficient cognitive competence to meet the selection criteria. Interviews will be conducted with each individual will be one to one, will last approximately 30 minutes for the children and young people and 30-45 minutes for the parents and teachers involved and be recorded for data collection purposes. They can be conducted at a convenient time for the school and participants involved.

Initially participants post intervention evaluation forms will be referred to, to advise the Pupils interview schedules. Children will be asked about their experiences of mindfulness, if there have been any impacts of using mindfulness and if and how they have used it since they were involved in the course. The involvement of the teachers and parents will explore if these perceived effects are consistent with their experiences with the individual children involved.

Each of the interviews will be recorded, transcribed and analysed for evident themes in the data. Once the interviews have been transcribed and analysed the participants may be asked to review the researcher's interpretation of their interview to ensure accuracy.

The researcher will then write the results up in a thesis format.

What is the selection criteria?

The selection criteria for the participants will be based on consent and assent being received from all participants, that the child completed each mindfulness session conducted, that the parent of the child has consented to participate, that sufficient information was provided on the post intervention local authority evaluation to advise the semi-structured interviews and based on the child having a cognitive, verbal ability score of above ... on the British Picture Vocabulary Scale to ensure cognitive competence for involvement. From the remaining sample those involved in the research will be randomly selected.

Consent and Assent:

Consent to participate in the study is entirely voluntary and there is no obligation for individuals to participate. Each participant (children/ young people, parents and teachers) will be provided with an information sheet about the research and asked for their informed consent to participate by signing a consent form. Any children or young people under the age of 16 will be provided with the details of the study and asked for their written assent. Their consent will then be obtained from their parent at the time of providing them with the information sheet explaining the research and asking them for their own participation.

Where and when will the research be conducted?

The research will be conducted by the researcher (Jessica) within the school setting. It will require a private and safe environment to be used to conduct the interviews with all participants.

The study hopes to be a 6 month follow-up after the children's involvement on the mindfulness program. As the mindfulness course was completed in your school in ... it is hoped that the research will be conducted around

How is confidentiality maintained?

All the data collected will be treated as completely confidential up until the data is analysed when it will become anonymous and pseudonyms will be used for reporting purposes. All data will be stored securely and will be password protected and will be deleted upon completion of the researcher's doctorate course.

What happens if your organisation does not want to take part?

If you decide your organisation does not want to participate in this study you do not need to do anything. You also have the right to withdraw from the study at any time without giving a reason up until the point the research is anonymised and becomes untraceable. It would however be appreciated if you could return the consent form attached with your school details and tick the box stating you wish not to continue with the study.

What are the benefits of participating in the research?

It is believed that the research will provide insight into the effectiveness and sustainability of mindfulness interventions and be beneficial towards the future improvement of the school's

educational system around its involvement of mindfulness practice. Upon completion of the thesis the researcher will be able to feedback to the school on the conclusions of the research project.

What is something goes wrong?

If you ever wish to make a complaint or are unhappy about the conduct of the researcher you should contact the university ethics committee on 029 2087 0360 or psychethics@cardiff.ac.uk.

I have undertaken an enhanced Criminal Record Bureau check and I am fully trained in Child Protection issues.

Thank you for taking the time to read the research information. Please carefully decide whether your school would like to participate in the research. If you would like some further information or something is unclear please feel free to contact the researcher Jessica Swire on *** or Jessica.swire@***.gov.uk.

If you are interested in continuing with this research in your school please return the consent form attached to: *** Educational Psychology Service, or a scanned copy to Jessica.swire@***.gov.uk by



School Participation Consent Form

Research Title: The sustainability of mindfulness practice in children's school experiences

I have read the above information and understand that:

- The schools participation in this research is wholly voluntary.
- That the school may withdraw its involvement at any time without given reason up until the point the data has been anonymised.
- The school has no obligation to participate in the research study and can withdraw by not responding to this letter or completing the do not wish to consent slip below.
- I understand that I am free to ask questions about the research or discuss any concerns I have with the researcher at any time.
- I understand that the information provided by me will be held confidentially and securely and only the researcher will have access to this data.

I, _____(NAME), consent for
_____ (SCHOOL) to participate in the study conducted by Jessica Swire from the School of Psychology, Cardiff University under the supervision of Simon Claridge.

Signed:

Date:

If your school do not wish to participate:

I, _____(NAME), do not consent for
_____ (SCHOOL) to participate in the study conducted by Jessica Swire from the School of Psychology, Cardiff University under the supervision of Simon Claridge.

Appendix 4: Parent Letter, Information Sheet and Consent Form

Children & Young People Service Lifelong Learning

Educational Psychology

Dear Sir/ Madam,



I am a trainee educational psychologist currently on placement with ****'s educational psychology service. I am contacting you because your son/ daughter has been involved in a mindfulness intervention in school carried out by the educational psychology service and as part of my course I am looking into researching the sustainability of mindfulness in school aged children.

The mindfulness intervention was immediately evaluated with your son/ daughter's class by *** educational psychology service when it was completed. I would like to follow up with randomly selected members of the class by carrying out interviews with them to find out about how and if they have used mindfulness since the course. To do this I need parental permission as you son/ daughter is under 16. I am also interested in looking to see if children's views of the impact of the mindfulness intervention are consistent with that of their parents and teachers and would also like to know if you would be interested in being involved in a research interview.

I have attached some further information about the study and I would really appreciate it if you could consider your own and your son/ daughter's involvement with this study. At the end of the information sheet is a consent form for you to complete if you are happy for your child to be involved and an interest in involvement form if you would like to be involved. Consent and participation is completely voluntary.

I am available to provide any further information by contacting me on *** or Jessica.swire@***.gov.uk. Please return the consent forms to your son/ daughter's school by I look forward to hearing from you.

Kind Regards Jessica Swire – Trainee Educational Psychologist

Mindfulness Research Information Sheet



“The sustainability of mindfulness practice in children and young people’s school experiences”

Information Sheet for Parents

You and your son/ daughter have been invited to participate in a research study as part of a student thesis at Cardiff University. The research project is looking into the sustainability of the mindfulness intervention that your son/ daughter has recently been involved with alongside ***’s educational psychology service.

Who will conduct the research?

The research will be conducted by Jessica Swire a trainee educational psychologist completing a doctorate in educational psychology at Cardiff University as part of her thesis.

Title of the research

The sustainability of mindfulness practice in children and young people’s school experiences.

What is the aim of the research?

The aim of the study is to explore children’s experiences of mindfulness and to gain an understanding about the sustainable elements of the mindfulness intervention and the difference between individual effects of mindfulness practice as a curriculum and that of mindfulness as a continued lifestyle. It is hopeful that the research will establish an understanding of individual’s mindfulness experiences and give insight into how to sustain the benefits of mindfulness practice in the future.

What does the research involve and who will be involved?

A selection of the children from the mindfulness course, who have consent to participate, will be randomly selected to be involved in the research project. If you consent to your son/ daughter being involved in the research they will be asked to complete a short language ability test (British Picture Vocabulary Scale) to ensure the interviews will be age appropriate but these

results will not be reported. If your son/ daughter are then randomly selected the research will involve you and/ or your child participating in a 30 – 45 minute one to one interview with the researcher (Jessica) at a convenient time for yourselves. Your son/ daughter completed an evaluation form after the mindfulness intervention that will inform the researcher's interview questions. Pupils will be asked about their experiences of mindfulness, if there have been any impacts of using mindfulness and if and how they have used it since they were involved in the course. The involvement of parents will explore if these perceived effects are consistent with their experiences with their children involved. At the end of your individual interviews you and your child will be debriefed, reminded of your ethical rights and given a further opportunity to ask questions to the researcher.

Each of the interviews will be recorded, typed up and analysed to look for similarities and differences in the interviews. Once the interviews have been typed up and analysed the participants may be asked to review the researcher's interpretation of their interview to ensure it is correct. The researcher will then write the results up in a report format.

Consent and Assent:

Consent to participate in the study is entirely voluntary, there is no obligation for individuals to participate and there will be no implications on anyone who does not take part. All children involved, as well as their parents giving consent will be asked to choose if they would like to participate (give assent). If there is refusal from the child or the parent then the child will not be included in the study. Parents are asked to complete an interest to participate form if they would like to be involved. You have the right to withdraw from the study at any time without giving reason up until the point the interviews are analysed and made anonymous.

Where and when will the research be conducted?

The research will be conducted by the researcher (Jessica) within the school setting. The interviews will take part in a private and safe environment with all participants. As the mindfulness course was completed in your son/ daughters school in ... it is hoped that the research will be conducted around ... so that there is a 6 month follow up.

Will what we say be anonymous?

All the data collected will be treated as completely confidential up until the data is analysed when it will become anonymous. The exceptions to confidentiality between the researcher and participant will be if disclosures are made that insinuate harm to the participants or others. A safeguarding plan has been prepared in case these circumstances arise. The

research information will not be traceable to any individuals and only the researcher and her supervisor will have access to this. False names will be used when the report is written up. All data will be stored securely and will be password protected and will be deleted when the researcher's course is completed.

What happens if you do not want you or your child to take part?

If you decide you do not want you or your son/ daughter to take part you do not need to do anything. It would however be appreciated if you could return the consent form attached to the school and tick the box stating you wish not to be involved with the study. You have the right not to answer any questions the researcher asks if you do not feel comfortable and also have the right to withdraw from the study at any time without giving a reason up until the point your information is anonymised and becomes untraceable.

What are the benefits of participating in the research?

It is believed that the research will provide insight into the effectiveness and sustainability of mindfulness interventions and it hopes to look at how the benefits of mindfulness can continue to help increase your child's wellbeing.

What is something goes wrong?

If you ever wish to make a complaint or are unhappy about the conduct of the researcher you should contact the university ethics committee on 029 2087 0360 or psychethics@cardiff.ac.uk.

I have undertaken an enhanced Criminal Record Bureau check and I am fully trained in Child Protection issues.

Thank you for taking the time to read the research information. Please carefully decide whether you and your son/ daughter would like to participate in the research. If you would like some further information or something is unclear please feel free to contact the researcher Jessica Swire on *** or Jessica.swire@***.gov.uk. If you or your son/ daughter are interested in continuing with this research please return the consent form attached to your son/ daughters school by

Parental Consent Form



Research Title: The sustainability of mindfulness practice in children's school experiences

I have read the above information and understand that:

- Participation in this research is wholly voluntary and will be selected at random from the class.
- That I may withdraw mine or my son/ daughter's participation at any time without given reason up until the point the data has been anonymised.
- That I or my son/ daughter have no obligation to participate in the research study and I can withdraw by not responding to this letter.
- I understand that I am free to ask questions about the research or discuss any concerns I have with the researcher at any time.
- I understand that the information provided by me and my son/ daughter will be held confidentially and securely and only the researcher and her supervisor will have access to this data.

Signed: _____ **Date:** _____

I, _____ (NAME), consent to my son/ daughter _____ (NAME) participating in the study conducted by Jessica Swire from the School of Psychology, Cardiff University under the supervision of Simon Claridge.

I, _____ (NAME), would be interested in being involved in the research project in the form of a research interview.

Contact Details: _____

If you do not wish to consent:

I, _____ (NAME), do not consent to my son/ daughter being involved in the study conducted by Jessica Swire from the School of Psychology, Cardiff University under the supervision of Simon Claridge.

Appendix 5: Children and Young People's Information Sheets and Assent Forms

i. Primary

Mindfulness Information Sheet



You have been invited to take part in a research study about mindfulness.

About the research:

- The research will take place in school by Jessica Swire in a safe and private room.
- The researcher will look at the questions you answered after you did mindfulness.
- You will be asked to have a ½ hour chat with Jessica about mindfulness.
- You will be asked about your mindfulness experiences and if you use it.
- You will be given time to ask questions to the researcher if you want to.
- Chats about mindfulness will be recorded.
- This research hopes to make mindfulness better in your school.

Important things to remember:

- It is voluntary to take part.
- Everything you say will be kept private unless it is something harmful to you or other people.
- You will not get in any trouble for not taking part.
- You can decide not to answer questions you are not happy with.
- You can stop taking part without giving a reason.
- You can stop your information being used. Just tell a teacher after your interview.
- If you do not want to take part tick the no box.
- You can ask questions about the research at any time. Your teacher can help with this if Jessica is not there.
- If you want to complain about the research please go to a teacher.

Pupil Assent Form



PRIVATE INFORMATION

Mindfulness Research

I understand that:

- Taking part is voluntary.
- I do not have to answer questions I do not want to.
- I may stop taking part in the study at any time without giving a reason.
- I do not have to take part. I can tick the no box.
- I understand that I can ask questions about the research at any time.
- I understand that the information I give will be kept secret unless it is harmful to me or someone else.

Name: _____

Date: _____

Tick one:

Yes. I would like to take part in an interview about mindfulness.

No. I do not want to take part.

Please fold up this paper and put it in the box.

Appendix 5: Children and Young People's Information Sheets and Assent Forms

ii. Secondary

Children & Young People Service Lifelong Learning

Educational Psychology

Dear Pupil,



I am a trainee educational psychologist at university and want to look at how the mindfulness course you did went in your school. I would like to do some interviews with some of you in the class and your teachers and parents about mindfulness, if it has helped you and if you use it.

You do not have to take part because it is voluntary. This is not part of your school work so you will not get into any trouble for saying no to doing an interview with me. I am just trying to find out the truth about mindfulness from your experience. I have asked your parents if they would like you to take part and now I want to ask you if you would like to take part by ticking a box on the next page. Remember this is completely voluntary.

I will be here for 5 more minutes for you to ask me any questions about the research and interviews and then I will let you decide what to do. There is also another sheet that tells you lots of important things about being involved.

I look forward to hearing from you.

Kind Regards

Jessica Swire

Trainee Educational Psychologist



Mindfulness Information Sheet

You have been invited to take part in a research study about mindfulness to see if it is still helpful now the course has finished and if you use it.

About the research:

- The research will be conducted in school by Jessica Swire a trainee educational psychologist in a safe and private room.
- A small selection of your class will be randomly chosen to do the research.
- The researcher will look at the evaluation questions you answered after you did mindfulness.
- You will be asked to have a ½ hour chat with Jessica about mindfulness.
- You will be asked about your mindfulness experiences and if you use it.
- After the chat you will be given time to talk about the research and ask questions to the researcher if you want to.
- Chats about mindfulness will be recorded so they can be typed up and looked at for helpful information and a report will be written about them.
- This research hopes to make mindfulness better in your school.

Important things to remember:

- It is voluntary to take part.
- Everything you say will be confidential (kept private) unless it is something harmful to you or other people.
- You will not get in any trouble for not taking part.
- You can decide to not answer questions you do not feel happy with and to stop taking part without giving a reason. You can stop your information being used at any time up until the information has had your name taken off it. Just tell a teacher.
- Information about you will be kept private on a password protected computer.
- If you do not want to take part tick the no box.
- You can ask questions about the research at any time. *** can help with this if I am not there.
- If you want to complain about the research please go to a teacher in your school.

Pupil Assent Form

PRIVATE INFORMATION



Mindfulness Research

I have read the above information and understand that:

- Taking part is voluntary.
- I do not have to answer questions I do not want to and I may stop taking part in the study at any time without giving a reason.
- I do not have to take part and I can tick the no box.
- I understand that I can ask questions about the research at any time.
- I understand that the information I give will be kept secret unless it is harmful to me or someone else.

Name: _____ **Date:** _____

Tick one:

Yes, I would like to take part in the study by having an interview about mindfulness

No, I do not want to take part in the study.

Please fold up this paper and give it to your teacher.

Appendix 6: Semi-Structured Interview Schedule

Semi-structure interview plan CYP – For researcher only

Interview Plan:

- Introductions – reminder of the study and purpose:
 - Thank you for agreeing to take part.
 - Remember it is up to you to take part and you don't have to answer all the questions.
 - You can ask me any questions.
 - I want to know lots of information about Mindfulness so talk as much as you like.
 - I do not know if mindfulness is good or bad so hope that you can tell me what you think.
 - There are no right or wrong answers.
 - Interested in YOU and YOUR experiences.
 - You can take time to think and I will give you time to think so there may be some quiet bits.
 - *** is here to listen in but just to make you feel safe – still keep what you say private.
 - I will be recording the chat (using this) so I can remember what you said and type it up for my work on Mindfulness.
 - I have my notes to remind me of what I want to ask you (bad memory) and if I write notes it is so I remember to ask you something else while you are talking.
 - Confirm assent?

Research Questions:

Primary Research Question:

1. How do children who have been involved in a school based Mindfulness course, their parents and their teachers make sense of Mindfulness experiences six months later?

Researcher prompts:

- Can you tell me more about that?
- What do you mean about that?
- How did that make you feel?
- So you said you did... what did that look like?

Questions:

- How would you define mindfulness? Can you write down one or two words to describe mindfulness?

- So as I said you are one of the only schools in *** that have been involved in Mindfulness. So an Alien has come down from Mars and wants to know about mindfulness. What would you tell him?

Prompts: Please can you tell me a little bit about what Mindfulness is?
 How would you describe mindfulness to other children who were interested?
 What would the Alien/ other children need to do to be mindful?
 What would I need to do to be mindful?
 What did you do?
 What did you learn?
 How did it work in your school?
 How was it different to other lessons?
 What were your favourite/ least favourite bits?
 Why do you think you did mindfulness?



- So you've told me mindfulness is...
 What do you think about the whole idea of mindfulness?

Prompts: What did you think about the ideas?

- What did you think of the mindfulness that you did?

Prompts: What did you think of the lessons/ groups?
 What did you think about the practices you did?
 Did you enjoy it/ not enjoy it?
 Was it worthwhile or worth your time?
 Score mindfulness out of 10.
 Would you do it again?
 Did you already know the information?

- What do you think about it now?

- Is mindfulness helpful?

Prompts: How would you rate the course on scale of 1-10 for helpfulness?
 Do you think it has been more or less helpful since the course?
 How? Why?
 What do you remember as the most helpful/ unhelpful bits?
 Has mindfulness helped you in any way? How? (In school or at home)
 Have you noticed any changes?
 Do you still think mindfulness helps you now?
 Will mindfulness help you in the future?

- Other than with *** and *** can you tell me about a time you used mindfulness since the course?

Prompts: Have you done any mindfulness since the course?
 Do you practice mindfulness at all?
 What techniques have you used?

How have you used in school or out of school?
What helps you to be mindful?
Have you used it recently?
Has doing this helped you at all?
What have you used to practice?

- Can you tell me about how you have been since mindfulness?

Prompts: Have there been any changes or differences?
Have there been any different thoughts, feelings or actions?

- Was mindfulness important to you in your life when you did it in school?

Prompts: What place did mindfulness have in your life when you did it in school?

- Is mindfulness important to you in your life now?

Prompts: What place does mindfulness have in your life now?

- Can you tell me about a time where you might use mindfulness in the future?

Prompts: Will you use it again?
When do you think it will be helpful?
What do you think about doing more mindfulness?
What do you think would make it easier to be mindful?
Do you think you need to practice mindfulness?

- Do you have any suggestions for the course?

End:

- Now we have had a chat about mindfulness can you write down one or two words to describe mindfulness for you? Can be the same or different.
- Any other comments/ things you would like to tell me about mindfulness?
- Debrief

Appendix 7: Summary of the Research Procedure

July – October 2014

- Over this time background reading was completed to determine an area for further study.

October 2014

- Research into the mindfulness literature took place to identify areas of potential research.

November 2014 – January 2015

- A research and ethical proposal was devised. This involved a more in-depth literature review to be carried and included the design of the research methodology and analysis processes for the proposed study. Supporting documentation was also produced at this time.
- The researcher was made aware of the mindfulness courses being run by the Educational Psychology Service at the time but was not involved at this stage.

December 2014

- A request was made to the Principal Educational Psychologist of the Local Authority where the researcher was on placement as a Trainee Educational Psychologist to request consent for carrying out the research.
- Consent from the Principal Educational Psychologist was granted (Appendix 2).

January 2015

- A research proposal was submitted to Cardiff University and a research ethics submission was made to Cardiff University Ethics Committee for approval.

February 2015

- The research proposal was approved by Cardiff University.
- Ethical approval was granted from the university's ethics committee.
- Gatekeeper (school) information letters and opt-in consent forms (Appendix 3) were sent out to the schools that were involved in the autumn term mindfulness courses.
- Meetings were held with the three schools that requested further information about the research.

March 2015

- Written consent to carry out the research was received from the three schools.

April 2015

- Each of the three schools were contacted again to make arrangements for the research to be carried out.

May - June 2015

- Information sheets and opt-in consent forms (Appendix 4) were sent out to parents of the children and young people in the two primary schools and one secondary school to gain consent for their son/ daughter to be involved in the research.

May 2015

- A research pilot was carried out in one of the primary schools following parental consent being received for three individuals. This pilot was conducted with individuals of the lowest level language ability, as advised by the British Psychological Society (2014), to ensure that the research process is age appropriate. This was done by the researcher assessing the participant's answers to ensure their understanding of the questions, interpreting the CYP's answers to ensure the questions were exploratory enough and piloting the analysis process to check the CYP's responses were appropriate for the IPA process.
- A child friendly information session was held with the children where they were fully informed of the research aims and process and their ethical rights. They were provided with age appropriate information sheets, which were also talked through with them. The children were given some time and were then asked to complete an assent form (Appendix 5) stating whether they would or would not like to be involved in the research and privately placing their forms in a ballot box.
- All three individuals consented to being part of the research and were each involved in individual semi-structured interviews. A safe, quiet environment was used for the interviews and a familiar adult sat in with the pupils during the interview. These interviews were recorded using a Dictaphone and lasted between 20 – 45 minutes. Following the interviews the participants were debriefed and provided with age appropriate debrief forms (Appendix 15).
- Following the pilot research one individual was not included in the main data set for analysis as it was not felt appropriate for an IPA approach to be used with his interview. Minor amendments were made to the data collection process and interview schedule and due to amendments only being minor the other two participants were included in the main study sample.

June 2015 – July 2015

- Child friendly information sessions were held in the second primary school and secondary school with those whose parents had consented to their involvement, they were provided with verbal and age appropriate written information about the research. Assent was sought using the same process of private ballot.
- Discussions were held with the class teachers to discuss the appropriateness of continuing with the interview for each consenting individual.
- The six individuals who had both assent and consent to participate were interviewed in the safe, quiet school environment following a semi-structured interview schedule (Appendix 6) with a familiar adult also present at the interviews. Each interview lasted between 35- 45 minutes. Again the interviews were recorded. Verbal and age appropriate debriefs (Appendix 15) were given to the individuals following their interviews. Participants were reminded of their ethical rights at each stage of the research process.

July 2015 – September 2015

- IPA following Smith, Flowers and Larkin's (2009) guidance was completed for the individual interviews (Appendix 9)

October 2015

- IPA following Smith, Flowers and Larkin (2009) guidance was completed for the across group themes.
- A first draft of results and method sections were completed.

- An independent audit was carried out by a colleague focusing on the individual case IPA. Results were revisited and amended accordingly.

November 2015 – January 2016

- First draft literature review, empirical paper and critical appraisal were submitted for comments.

February – April 2016

- Amendments were made to the draft thesis.

April 2016

- Final thesis was submitted.

Appendix 8: Interview Transcriptions

Appendix 9: Interpretative Phenomenological Analysis Phases

Phase	Description of the process
1. Forming primary IPA research questions	Choosing research questions that openly ‘explore’ a topic and reflect the phenomenological and interpretative aspects of IPA e.g. perceptions, views or experiences of a topic.
2. Finding a sample	Samples for IPA research are selected purposefully and are a homogeneous sample who ‘represent’ a particular experience to whom the research question is meaningful. It is important to consider sample size in relation to research commitments and experience.
3. Choose a suitable method of data collection	Choosing a research method that will invite participants to offer a rich, detailed, first person account of their experiences.
4. Transcription of the data	IPA requires a verbatim record of the data collection.
5. Reading and re-reading the transcripts	This begins the detailed case-by-case analysis of individual transcripts. It involves becoming familiar with the transcript through active engagement of reading and re-reading the data. Ensures the participant becomes the primary focus of analysis.
6. Initial noting	Examining the transcripts for semantic content and language noting anything of interest from the transcript. Further notes can be added through subsequent reading.
7. Developing emergent themes	The reduction of the volume of detail from the initial noting stage into themes whilst maintaining complexity. Mapping the interrelationships, connections and patterns between exploratory notes.
8. Searching for connections across emergent themes	Developing a system of mapping how the analyst thinks the themes fit together. Some themes may be discarded at this point.
9. Moving to the next case	Treating the next case on its own terms based on its individuality bracketing the ideas emerging from previous analysis.
10. Looking for patterns across cases	Looking across the individual case theme tables or diagrams. This can lead to reconfiguring or re-labelling themes. This points to ways in which participants represent unique idiosyncratic instances but also shared higher order qualities.
11. Consideration of secondary research questions	Secondary research questions may represent theory driven questions or that have become apparent from the interpretative level of analysis.
12. Writing up the analysis	Writing up the analysis and findings as a continued analytical process constructing the accounts of individual participants.

(Developed from Smith, Flowers and Larkin, 2009)

Appendix 10: Interpretative Phenomenological Analysis Procedures

(Followed in accordance with Smith, Flowers and Larkin, 2009)

Step 1 – Research Questions

The research question was developed in line with IPA's explorative nature and focuses the analysis on the individual participants' attempt to make sense of their experiences of mindfulness.

Step 2 - Sample

A homogeneous sample was selected purposively from a group of individuals across three schools who had all experienced an EPS run mindfulness course. A sample of eight participants were used for analysis in line with doctoral research guidance from Smith et al (2009)

Step 3 – Method of Data Collection

Semi-structured interviews were used to facilitate interaction between the researcher and participant to allow the participant to share his/ her experiences with the researcher. At this stage audio recordings were made of the interviews.

<p>Note: The following procedure (step 4 - 8) was followed individually for each participant before the process was repeated for the next participant. This is to keep in line with the idiographic nature of IPA.</p>

Step 4 – Transcription

The interviews were transcribed verbatim from the audio recordings of the interviews conducted (Appendix 8). This was the first contact the researcher had with the data following the interviews. Whilst transcribing the researcher noted down initial thoughts and comments about the data as well as bracketing own perceptions of the topic in a research journal (Appendix 17).

Step 5 – Reading and Re-reading the Transcripts

At this stage the researcher immersed herself in the analysis by once again listening to the audio-recording of the interview along with the transcript and then reading and re-reading the individual transcript three times to actively engage with the individual's experience.

Step 6 – Initial Noting

During the reading of the transcripts the researcher began to write, in the right hand margin, initial thoughts, interests, comments and interpretation from the data; along with bracketing additional recollections or research based reflections in a research journal to separate these interpretations. The notes were added to with each reading of the transcript to establish a comprehensive set of notes exploratively examining the semantic content and language of the transcript. This process has ensured that the analysis stays close to the participants meaning and understanding of their experience (Smith et al, 2009).

Stages 5 and 6 have been illustrated in the table below for participant 6, Adam.

Examples of Initial Comment Stages:

*Control emotion's
Emotional regulation*

Emotional regulation

More time to respond

*new opportunity,
Emotional control*

*Different way,
Way of thinking,
Tough information,
Analogy application,
-Think time*

R: Ok lovely, brilliant. So what I would like you to do so if another child came or young person came from another secondary school and asked you about you know to tell them a little bit more about mindfulness so they don't know anything at all. What would you tell them?

A: I'd tell them that like that it helps you control your emotions really. - Emotional regulation. Emphasis on this being main importance concludes purpose of M. (Summarises)

R: Lovely and how would it do that?

A: Pardon.

R: How does it do that? How does it help you control your emotions? - Suggests more effort or conscious effort.

A: Oh. Um cos like er in English we have just finished watching um a boy in the striped pyjamas and I reckon if I didn't have done mindfulness um I might have like cried but I was actually like able to control my emotions and like not cry.

R: Lovely ok and how did you do that? - Tool of control of emotions - Different relationship with emotions. - Suppressing with emotions. - Physical effort to control emotions? - Something done to result in benefits. - than explicit (more LT effects?).

A: Not sure - Uncertainty of how did it, maybe suggests more internal emotional response

R: Not sure but you feel like it was to do with the mindfulness?

A: Yeah.

R: And why do you think it was to do with the mindfulness? - Recognised differences since M. - Suggesting post M benefits - More control of emotions? - More control time?

A: Because before mindfulness I was either the shortest like fuse that I had. - Provided a new way of doing something - Suggesting now able to control emotion as a completely new thing. - do this. - Making choices - Having time to think

R: Ok

A: And I was never able to control my emotions. - Given an opportunity - Complete difference - Now after M able to do this. - Making choices - Having time to think

R: Ok lovely and do you know what it is that is helping you do that at all?

A: Thinking, I think it might be like thinking of things as like buses or taxis and like not getting on them. - Reversing the taught elements. - Moving away from impulsive behaviour. - Moving away from impulsive behaviour.

Thoughts.

Refering back to the M-teaching and techniques to help with emotional control. A different way of thinking about things before moving forward. Think time before moving on.

	Original Transcript	Exploratory Comments
	<p>R: Ok brilliant, lovely. So what I would like you to do so if another child came or young person came from another secondary school and asked you about you know to tell them a little bit more about mindfulness so they don't know anything at all. What would you tell them?</p> <p>A: I'd tell them that like that it helps you control all your emotions really.</p> <p>R: Lovely and how would it do that?</p> <p>A: Pardon.</p> <p>R: How does it do that? How does it help you control your emotions?</p> <p>A: Oh. Um cos like er in English we have just like finished watching um a boy in the striped pyjamas and I reckon if I didn't have done mindfulness um I might have like cried but I was actually like able to control my emotions and like not cry.</p>	<p>Emotional regulation – emphasis on this being the main importance and concludes purpose of M</p> <p>Different responses following mindfulness</p> <p>Suggests more effort or conscious effort – ‘able’</p> <p>Different relationship with emotions</p> <p>Tool to control emotions</p> <p>Suppressing emotions?</p>

	<p>R: Ok lovely and how were you able to do that? A: Not sure R: Not sure but you feel like it was to do with the mindfulness? A: Yeah. R: And why do you think it was to do with the mindfulness? A: Because before mindfulness I was either the shortest like fuse that I had</p> <p>R: Ok A: and I was never able to control my emotions.</p>	<p>Physical effort to control – something done to result in benefits</p> <p>Uncertainty of how managed emotions Suggests more internal emotional response than explicit (more LT effects)</p> <p>Recognised differences since M Quick response to emotions suggesting more time to think/ be now Suggesting post M benefits – more control of emotions – more control and time now?</p> <p>Provided a new way of doing something Given an opportunity through something different Now after M able to control emotions as a completely new thing</p>
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Step 7 – Developing Emergent Themes

This stage focuses on reducing the detailed data set that has grown with the exploratory comments of the researcher to look towards the connections, patterns and interrelationships between the initial notes and identifying these as emergent themes. Emergent themes were developed using a summarising phrase or word to represent the comments associated with the transcript. This work was carried out primarily with the exploratory comments but considered the recommendation from Smith et al (2009) that highlights the importance of this process still representing the transcript itself.

An example of this process is provided to demonstrate this process in Adam’s transcript.

Example of Developing Emergent Themes:

Emergent Themes	Original Transcript	Exploratory Comments
<p>Control emotions Emotional regulation</p> <p>Emotional regulation</p>	<p>R: Ok brilliant, lovely. So what I would like you to do so if another child came or young person came from another secondary school and asked you about you know to tell them a little bit more about mindfulness so they don't know anything at all. What would you tell them? A: I'd tell them that like that it helps you control all your emotions really. R: Lovely and how would it do that? A: Pardon. R: How does it do that? How does it help you control your emotions? A: Oh. Um cos like er in English we have just like finished watching um a boy in the striped pyjamas and I reckon if I didn't have done mindfulness um I might have like cried but I was actually like able to control my emotions and like not cry.</p>	<p>Emotional regulation – emphasis on this being the main importance and concludes purpose of M</p> <p>Different responses following mindfulness Suggests more effort or conscious effort – ‘able’ Different relationship with emotions Tool to control emotions Suppressing emotions? Physical effort to control – something done to result in benefits</p>
<p>Implicit</p> <p>More time to respond</p>	<p>R: Ok lovely and how were you able to do that? A: Not sure R: Not sure but you feel like it was to do with the mindfulness? A: Yeah. R: And why do you think it was to do with the mindfulness? A: Because before mindfulness I was either the shortest like fuse that I had</p>	<p>Uncertainty of how managed emotions Suggests more internal emotional response than explicit (more LT effects)</p> <p>Recognised differences since M Quick response to emotions suggesting more time to think/ be now Suggesting post M benefits – more control of emotions – more control and time now?</p>
<p>New opportunity Emotional control</p>	<p>R: Ok A: and I was never able to control my emotions.</p>	<p>Provided a new way of doing something Given an opportunity through something different Now after M able to control emotions as a completely new thing</p>

Step 8 – Searching for connections across emergent themes

At this stage the researcher extracted the emergent themes from the transcript and put them into chronological order. A hard copy was then used to colour code the emergent themes as the same or similar. Some examples of the means of drawing the emergent themes together was by the similarity or parallel understandings of the themes, the frequency of occurrence, apparent contradictions between themes and contextual consideration of the themes. Following this each cluster of emergent themes was labelled as a super-ordinate theme, or those frequently occurring became a super-ordinate theme with other clusters becoming sub-ordinate themes as they were grouped in similarity. During this process there was close consideration of Smith et al's (2009) processes of abstraction, subsumption, contextualisation, numeration and polarisation processes. Throughout this process some themes were discarded as it became clear they were not relevant to the research question or there was not sufficient evidence or interest for it to develop as a theme.

Examples of how this stage was completed for Adam have been demonstrated below.

Examples of connecting emergent themes:

- Helpful.
Technique use / resource persons.
- Benefits.

- Fun / Enjoyment.
Ease of practice / implicit culture + vocabulary.
- Practical learning / novelty.

- Calm. + calm as basis.
Support tool to guide (not everything exceptions?).
Quiet.

- Time of need / immediate benefits.
Different thinking.
Control emotions / self-regulation.

Initial extracted themes

Themes	Novel / New information	Changed behaviour.	Ease of practice
Helpful	Calm in lessons	Changing emotions importance	Fun
Fun	Support tool (helps)	Anger support	Interesting.
Calm	Exceptions	Calm	New learning.
Time of need	Media	Family benefits	Fun to be interesting
Helpful (anger)	Concentration	Engagement required	Interaction = fun
Ease	Control emotions	Interactive learning	Interaction = learning.
Response to technique	Emotional regulation	Practical learning	Good techniques
Support tool	Emotional regulation	Interactive lessons	Course enjoyment
Calm	More time to respond	Interaction guides application	Enjoyment
Guides	New opportunity	Learning through understanding	Repetition.
Helpful	Emotional control	Learning through interaction	Longer term repetition
Changed thoughts	Different way	Control emotions	Enough currently.
Response to anger	A way of thinking	Application to real life	Compact learning
Social benefits	Taught information	Self-control	Course = information provided
Breathing practice	Analogy application	Reliable	Trial and error
Time to be	Think time	Enjoyment	Technique application
Practice in time of need	Different thinking	No negative	Immediate benefits
General benefits	Analogy learning	Good	Helps with noise
Control anger	Course basis	Life process	Time of need (noise)
Practical learning	Managing thoughts	Benefits for all	Need for quiet
Practical = fun	Quiet mind	Emotional control	Breathing practice
Intensive learning	Unconscious process	Early benefits	Educational benefits
Helpful = fun	Implicit	Benefits for all	Time of need (noise)
Course positive impact on emotion	Automatic	Lifestyle benefits	Breathing practice to support
Quiet environment	Way of life	Benefits to all	Personal preference
Change of state	Targeted	Family involvement	Time of need
Regulating emotions	Importance of sessions	Benefits to others (anger)	
Calm	Calmness	Time of need	

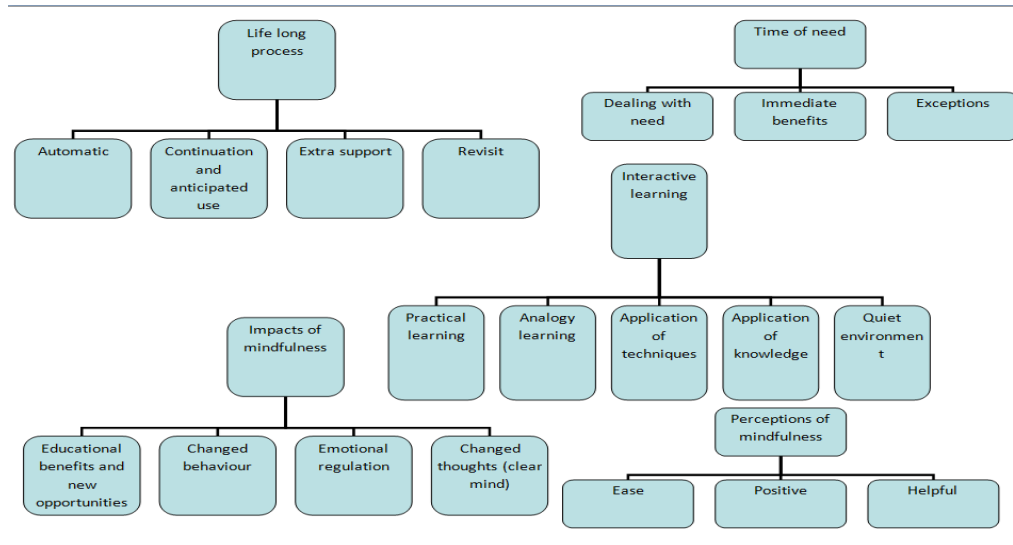
- Individual differences
- Missed Exh Support
- Independence

Clustered themes

Helpful	Enjoyment	Calm / calm as basis	Quiet
Helpful	Fun	Calm	Quiet environment
Helpful (anger)	Practical = fun	Calm	Quiet lessons
Helpful	Helpful = fun	Calm	Quiet = concentration
Helpful	Enjoyment	Calm in lessons	Barrier of other's disengagement
Increased helpfulness	Fun	Calmness	Importance of quiet
Increased helpfulness	Interaction = fun	Calm	Others opposite effect
Helpful	Course enjoyment	Calm initial importance	Importance of focus/ quiet
Effective	Enjoyment	Technique = calm	Need for quiet
	Fun	Calm initial point	
		Calm = response	
		Calmer	
Benefits	Emotion control/ regulation	New information	Different thinking
Social benefits	Need for regulation	Different thinking	Time of need to alter mood/ thoughts
General benefits	Time of need to alter mood/ thoughts	Different way of thinking – self talk	Changed thoughts
Control anger	Course positive impact on emotion	New opportunity	A way of thinking
Concentration	Change of state	Different way	Different thinking
Anger support	Regulating emotions	Taught information	Managing thoughts
Educational benefits	Control emotions	Knowledgeable support	Quiet mind
Educational benefits	Emotional regulation	Teacher knowledge supports	Controlling thoughts
Concentration	Emotional regulation	Course = information provided	Different way of thinking – self talk
Reduced difficulties	Emotional control	Knowledgeable other	Regulating thoughts
Home benefits	Changing emotions importance	Importance of teachers doing course	Clearing mind
Across contexts x 2	Control emotions		Changed mind
Benefits for all	Self control		Clear mind process
Benefits for all	Emotional control		Clear mind basis
Benefits to all	Self control		Managing thought basis
Benefits to others (anger)	Emotional control		Thinking straight
Family benefits	Self-regulating		

Following the bringing together of emergent themes an evidence table was developed to match the themes back up with the verbatim extracts of the transcript that supported the themes. Appropriate extracts were distinguished by relating back to the initial noting and emergent theme tables and highlighting extracts that represented the development of the theme. This ensured the themes remained grounded in the data. A thematic map was then produced to illustrate the super-ordinate and subordinate themes that had been developed for the individual participant. An example of Adam's thematic map can be found below.

Example of thematic map for connecting emergent themes:



Step 9 – Moving to the next case

Each case was treated on its own merit and the analysis process focused on the transcripts individually. Caution was taken by the researcher at this stage to ensure more generalised thoughts towards previous analysis were bracketed by being noted in the research journal. The researcher allowed new things to arise with each case and for theme titles to emerge from the transcript itself and not associated with other participant themes.

Step 10 – Looking for patterns across cases

This stage involved bringing together the thematic maps for each participant and looking across them for thematic patterns and how individual participant's themes may share similarities and differences. A similar process to the individual analysis was used where the researcher brought together all participants' emergent themes and colour coded them based on the parallel meanings, similarities and frequencies of the themes. This led to the re-configuring and re-labelling of super-ordinate and subordinate themes for the group. An overarching super-super-ordinate theme was also interpreted. These themes were then presented in a theme frequency table (see results section of report) which identified the frequency of the occurrence of the theme in each participants' transcript. This table was reviewed in 3 ways; initially looking at the thematic diagrams of each individual, then following the development of an evidence table of extracts grounding the group themes in the data and finally following further amendments and reconfiguring of the themes. At this stage some individual themes were discarded or merged with other themes if they were not apparent in half of the participant's transcripts. An evidence table was then produced to represent the extracts from individual analysis to support the group themes (Appendix 14). To stay true to the idiographic approach of the analysis once themes were determined the researcher did not refer back to the individual transcripts to identify further evidence for the themes. A final thematic map was then produced to illustrate the group super-super-ordinate theme, super-ordinate themes and subordinate themes (see results section of report).

Examples of the process can be referred to below for the across cases analysis.

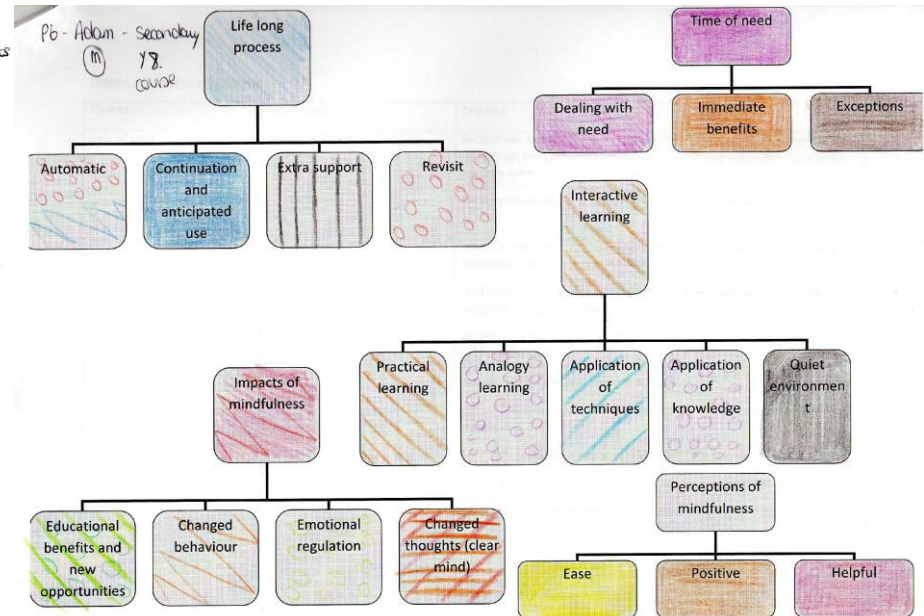
Example of looking for patterns across cases in individual thematic map and table of group emergent themes:

extraktion → Time of need
 extraktion → Environment
 extraktion → Support tool/technique
 Overall extracted themes

Continued / future use
 Novel learning & application
 Benefit exceptions / ~~exceptions~~
 Benefits
 link some with personalised benefits.

Sharing
 - In the moment benefits
 extraktion → Personal experience

Themes		
Time of need = application of learning	Continuation in time of need	Memory refresher
Time of need practice	Continued importance	Memory in need
Time of need	Changed behaviour	Memory when too much
Support tool	Benefits	Long term benefits
Problem focused = application for learning	Exception = implicit response	Breathing technique
Problem focused practice	Exception = no impact	Learning/ knowledge application
Problem focused	Exception = general benefits or use	Novel
Ease of practice	Short term benefits	Reduced worry
Environment	Importance	Normalising problems - group process
Feelings and emotional regulation	Personal/ independent experience	Individual differences
Mindfulness as a technique	Interactive learning	Educational benefits
Time to be and focus	Changed thoughts	Social benefits
In the moment	Additional support - sharing	Clear mind
Confidence increase	Across context benefits	Continuation of practice
Enjoyment	Immediate benefits	Positive
Helpful		



Step 11 – Writing up the analysis

Throughout the writing up process it was ensured that the analysis kept with an idiographic approach by focusing on the unique experiences of the individuals involved and what these tell us about the participant’s experience but also how it is these unique experiences that have informed the group themes across the participants’ data to form the higher order qualities identified.

Due to the research having a “larger sample” (Smith, Flowers and Larkin, 2009, p.114) the researcher followed the process outlined by Smith et al, (2009) of reading and re-reading the evidence extracts for the recurrent themes, reflected on what they were saying before writing a summary of what the analysis has highlighted and then including verbatim extracts to evidence this analysis in the transcripts to represent the group and individual experiences.

Appendix 11: Ethical Principles of the British Psychological Society

Ethical principle	Statement of values
1. Respect	Psychologists value the dignity and worth of all persons, with sensitivity to the dynamics of perceived authority or influence over clients, and with particular regard to people's rights including those of privacy and self determination.
2. Competence	Psychologists value the continuing development and maintenance of high standards of competence in their professional work, and the importance of preserving their ability to function optimally within the recognised limits of their knowledge, skill, training, education and experience.
3. Integrity	Psychologists value honesty, accuracy, clarity, and fairness in their interactions with all persons, and seek to promote integrity in all facts of their scientific and professional endeavours.
4. Responsibility	Psychologists value their responsibilities to clients, to the general public, and to the profession and science of psychology, including the avoidance of harm and the prevention of misuse or abuse of their contributions to society.

(British Psychological Society, 2009)

Appendix 12: Ethical Considerations

Principle	Procedures	Supporting documents
Respect	<p>Introductory information sheets were provided to all gatekeepers and participants to fully inform them of the purpose, nature and anticipated outcomes of the study and what their participation would involve. At no point were the participants misled to the aim of the research process and this has been made clear throughout.</p> <p>All information for the children and young people was provided to the participants at an age appropriate level.</p> <p>The only screening for the participants to be involved in the research was based on a selection criterion to ensure that it was appropriate to apply IPA to the data collected.</p> <p>Each participant was given a choice to participate and to continue participating at each stage of the research process. Participants were also made aware of their right to withdraw at anytime and that this would result in their data being deleted.</p> <p>All data collected was kept confidential, securely stored and password protected. It was made clear that the exception to confidentiality would be the disclosure of information that insinuated harm to the participants or others (nothing arose throughout the data collection process that breached this confidentiality.)</p> <p>All data collected was anonymised at the analysis stage, pseudonyms were used throughout the report and it was ensured that data could not be traced back to individual schools or participants.</p> <p>Informed consent was sought from all participants stating understanding of the information and the willingness to participate. The parents for CYP under 16 were asked to provide consent for the CYP's participation and CYP were asked to provide their assent following an information session. This included consent for data to be stored in accordance with the Data Protection Act 1998.</p>	<p>Gatekeeper, parent and participant information sheets (Appendix 3,4,5)</p> <p>Age differentiated information sheets (Appendix 5)</p> <p>Information sheets, consent forms and interview schedule (Appendix 5, 6)</p> <p>Consent and assent forms (Appendix 3,4,5)</p>
Competence	<p>Full research supervision was carried out throughout the research process to ensure full competence of the researcher.</p>	

	<p>IPA guidelines and criterion were closely followed throughout to ensure effective research.</p> <p>A research journal was kept for research reflexivity throughout the process. A full description of this is referred to in the reports critical appraisal.</p>	<p>Research journal extract (Appendix 17)</p>
Responsibility	<p>An ethical review of the research design was carried out and passed by the university ethics committee.</p> <p>A full duty of responsibility for the research participants was taken by working closely with teachers and staff within the school where the research was carried out to ensure there were no unnecessary disruptions to their schooling while conducting the research.</p> <p>Due to the audit nature of the research CYP were not exposed to any further risk than they would have been in already in school as it was carried out in the safe school environment with a member of familiar staff present during the interviews.</p> <p>Consideration was given to all possible risk or harm that could arise through the research process when developing the research design and risk assessments and safeguarding protocols have been reviewed and adhered to throughout the process.</p> <p>Awareness was given to the impact of the research on the participants and participants were regularly reminded of their ethical rights that the research was voluntary, their right to withdraw at anytime without giving reason and their rights to not answer questions they are not happy with.</p> <p>The participants were provided with a initial information session and asked to volunteer for the research interviews, were fully informed about the research following the BPS (2014) human research criteria for informing participants before continuing.</p> <p>Participants were provided with an age appropriate verbal and written debrief at the end of the research process, providing them with an opportunity to ask questions, researcher details and contacts to go to to discuss the research further or later withdraw and procedures for how to make a complaint.</p>	<p>Safeguarding protocol (Appendix 16)</p> <p>Information sheets and consent form (Appendix 3,4,5)</p> <p>Debrief form (Appendix 15)</p>

Integrity	A literature review was completed to rationalise the research being conducted and the impact it would have on expanding the knowledge and understanding in the area of mindfulness.	Report literature review (Section A)
	The research proposal was passed by the university ethics committee ensuring ethical and methodological standards were sufficient.	
	The aims of the research have been made as clear as possible to both the participant and the reader throughout the research proposal, procedure and reporting process.	Information Sheets (Appendix 5)

(Developed from British Psychological Society, 2009, 2014)

Appendix 13: Core Principles for Evaluating the Validity of Qualitative Psychology

Core Principle	Considerations for validity
1. Sensitivity of context	<ul style="list-style-type: none">• Relevant theoretical and empirical literature• Socio-cultural setting• Participants' perspectives• Ethical issues• Empirical data
2. Commitment and rigour	<ul style="list-style-type: none">• Thorough data collection• Depth/ breadth of analysis• Methodological competence/ skill• In-depth engagement with the topic
3. Coherence and transparency	<ul style="list-style-type: none">• Clarity and power of your argument• Fit between theory and method• Transparent methods and data presentation• Reflexivity
4. Impact and importance	<ul style="list-style-type: none">• Practical/ applied• Theoretical• Socio-cultural

(Yardley, 2000, 2008)

Appendix 14: Participant Extract Evidence Table for Themes

<u>Super-super-ordinate Theme: Personal Experience and Self Awareness</u>
<ul style="list-style-type: none"> • “It just made me like more aware of what I’m doing and stuff” (John) • “It’s helpful if you can like sit for a long period of time and just be calm” (John) • “And like how your mind thinks sometimes and things like that” (Ben) • “If I start to feel myself getting angry I just start using mindfulness” (Ben) • “Keep your mind open... like always think that you can always feel like a variety of different emotions” (Ben) • “Really hoped that that would be an ongoing thing like a week in week out thing that to just help that would just help us” (Ben) • “Just being calm, thinking about it and seeing that it is not actually that bad” (Thomas) • “Before the mindfulness we didn’t know how to be calm” (Thomas) • “I was having problems with anger and I wasn’t like being able to stop me being angry and I was doing bad things but now I am doing the mindfulness it has really helped me” (Thomas) • “Its helped me sometimes when me and my friends like argue but then a couple of seconds later when I’ve done my mindfulness I can speak to them properly and tell them I’m really sorry” (Thomas) • “It’s like helped me concentrate more in class really... Because otherwise I wouldn’t be able to be in set one for everything” (Adam) • “Before mindfulness I was either the shortest like fuse that I had... I was never able to control my emotions” (Adam) • “Maybe in like year 9 or 10 to like remind me of it” (Adam) • “Miss I was using the Beditation mostly every night... Just like that I could sleep quicker... miss like when I go up in the mornings I felt more rested” (Henry) • “Like just focusing on your breathing and doing it for about 10 minutes” (Henry) • “Make sure they have at least like 2/3 minutes” (Sarah) • “I don’t really use it in school but I have seen loads of other people using it” (Sarah) • “Try and not think the worst of everything and don’t let it take over yourself” (Lucy) • “I don’t worry as much but I still worry so if I do the breaths and the petal one then it makes me less worried” (Georgina) • “I probably want to see more of mindfulness... probably do it once a week” (Georgina)
<u>Super-ordinate Theme: Problem Focused</u>
<p>Sub-ordinate Theme: Time of need</p> <ul style="list-style-type: none"> • “If you’re already calm and peaceful just get on with what you’re doing but if you feel stressed or tired out then it would help if you do it” (Thomas) • “It was really helpful at home when I had problems “ (Thomas) • its helped me sometimes when me and my friends like argue • “It is really good if you need it” (John)

- “Like when you’re like, you get really stressed on the yard or you just need deep breaths or something it really helps but if you’re not and you’re like happy and playful then it doesn’t make too much of a difference” (John)
- “I don’t use it often I don’t really need it” (Sarah)
- “Like if something’s happened” (Sarah)
- “I’d say something that you go to if you worry a bit and it helps you with your problems” (Lucy)
- “I usually do it when I’ve had quite a rough day” (Lucy)
- “I used it when I um was doing my sums when it was a really hard question” (Georgina)
- “Probably when there’s something coming up and I haven’t done anything, I haven’t practiced or like I haven’t prepared for it” (Georgina)
- “I err only tend to use certain practices... when I need um” (Adam)
- “Like if I get angry or really emotional, just use mindfulness” (Ben)
- “If I ever get frustrated with a certain thing I can just use mindfulness” (Ben)
- “It helped me when my nain passed away” (Henry)
- “Straight after I didn’t think it was that important... when my nain passed it seemed very... because it helped me cope” (Henry)
- “When will I need to use it?” (Henry)

Sub-ordinate Theme: In the moment

- “When I’m on the yard I just go in the toilets when nobody’s there and um just count my breaths in the corner and then go back on the yard and make friends with them again... then a couple of seconds later when I’ve done my mindfulness I can speak to them properly” (Thomas)
- “Just that you can do it anywhere when you’re doing anything” (Henry)
- “I use it to stop shouting at my sister” (Sarah)
- “My sister was getting on my nerves and... then I started being mindful and then I stopped and just let her carry on” (Sarah)
- “I still worry so if I do the breaths and the petal one then it makes me less worried” (Georgina)
- “Because like when I get angry at home ur I usually just kinda go straight, I storm to my room and I just do one of the things... changing every time. It just helps me calm down” (Adam)
- “If I ever get frustrated with a certain thing I can just use mindfulness to like calm myself down” (Ben)
- “I tend to use them when I think... I need to use them” (Ben)
- “Like if there’s like if something on the yards happened then I just take in a deep breath and like being mindful like gets it out of my head like and helps me on with the rest of the day” (John)
- “I use it on my own sometimes if I’m getting angry... Just anywhere wherever I am” (John)

Sub-ordinate Theme: Exceptions

- “We still argue but not as much, like over the tiniest things we used to argue over. But we don’t as much” (Henry)
- “Sometimes my parents argue a lot and I can’t take my mind off it... it is really distracting me” (Thomas)
- “Probably when [my brother] winds me up and I just forget about things and

I'm just really mad at [my brother]" (Sarah)

- "It doesn't like say 'oh you're fine you can go off now... if you do one good week they don't think you're alright... they help you if you've had a bad day and they help you get through it" (Lucy)
- "Yeah I am able to stay calm but whenever I have a supply teacher in Geography I just go straight out because I know I wouldn't be able to stay calm if I had a supply teacher in Geography" (Adam)
- "Like it depends how angry I get... cos if I get really angry the mindfulness just gets pushed to the back of my mind" (Ben)

Super-ordinate Theme: Benefits of Mindfulness

Sub-ordinate Theme: Changed responses

- "Just being calm, thinking about it and seeing that it is not actually that bad" (Thomas)
- "My thoughts have changed because before mindfulness I was like quite naughty and after it now I feel quite calm and not as bad as I was" (Thomas)
- "You get really stressed on the yard or you just need deep breaths or something it really helps" (John)
- "In arguments... it stopped me from shouting over them and waiting my turn" (Sarah)
- "And when people come up to you and say mean things it teaches you to not think the worst of it" (Lucy)
- "If I didn't do mindfulness I would be, when I grow up I would be nervous and I would be, I would worry too much and erm I would be scared but because I have done mindfulness they have helped me overcome those things... and it will really help me in the future" (Georgina)
- "Like helps me um with things when I get really annoyed like when my brother calls me like a nickname... I just tend to ignore him and carry on but it still annoys me" (Adam)
- "I've been able to like control myself" (Adam)
- "If I use mindfulness I won't still be thinking about how I got angry I'll just be thinking about other things instead" (Ben)
- "Like if you're going to lash out or shout at someone it helps you not to do it" (Henry)
- "I don't argue as much with my parents... miss we still argue but not as much, like over the tiniest thing we used to argue over. But we don't as much" (Henry)

Sub-ordinate Theme: Emotional regulation

- "Makes me feel calm and peaceful" (Thomas)
- "Now we know how to calm ourselves and how to be relaxed because before the mindfulness we didn't know how to be calm" (Thomas)
- "Calming" (John)
- "If like something has happened on the yard I just think about that and it helps me calm down" (John)
- "If I'm like feeling angry like then I won't just like I used to just go for it and try and like hurt someone or something but now" (John)
- "When I don't do it sometimes I feel a bit stressed and a bit angry" (John)
- "It stops ya from shouting and that and um if you're gonna go to punch

someone or something, if you're really angry" (Sarah)

- "It's when you stop for at least 2 minutes and calm yourself down" (Sarah)
- "Well it helped me because if I felt a bit mad with myself because I couldn't do it, some of the exercises like the flower petal one would help me to breath in and out and not get frustrated with myself" (Lucy)
- "She [Mum] does the petal thing with her hand and it makes her less angry" (Georgina)
- "Calming" (Adam)
- "Before mindfulness I was either the shortest like fuse that I had... I was never able to control my emotions." (Adam)
- "I kind of like learnt how to control my emotions" (Adam)
- "Calming" (Ben)
- "You can just use it to calm yourself down" (Ben)
- "Keep your mind open... Like always think that you can always feel like a variety of different emotions" (Ben)
- "Takes away all your worries and all your um like your anger as well" (Henry)
- "Miss it's like erm makes you feel at peace" (Henry)

Sub-ordinate Theme: Clear mind

- "When I do mindfulness I just forget all about it [problems] and when I go downstairs they are both friends again" (Thomas)
- "It [mindfulness]... like gets my head clear" (John)
- "Like if there's like if something on the yards happened then I just take in a deep breath and like being mindful like gets it out of my head like and helps me on with the rest of the day" (John)
- "We had 1 minute to think about stuff and get it out of your brain" (Lucy)
- "Try and not think the worst of everything and don't let it take over yourself" (Lucy)
- "It really takes your mind off stuff because if you're worried about something then you go to mindfulness and do loads of finger exercises it takes your mind off it" (Georgina)
- "We didn't like completely stop thinking but we didn't like have as many thoughts so like our pond would like stay calm" (Adam)
- "Keep your mind open" (Ben)
- "It just empties your body of all the negative things" (Henry)
- "Miss just like takes my mind off things and then I concentrate on the thing I am doing" (Henry)

Super-ordinate Theme: Application

Sub-ordinate Theme: Support tool

- "The techniques how to count your breaths and how long they were cause that's really helped me the most" (Thomas)
- "It helps when I do it on my own" (Thomas)
- "when we do the breathing in and out and yeah basically that" (John)
- "That it's when you stop for at least 2 minutes and calm yourself down and listen to your breathing" (Sarah)
- "I can still do the thing that the people, that Mrs D and Mrs E had taught me and it hasn't changed, it hasn't got worsen the problems" (Lucy)
- "I did them with my Mum" (Lucy)

- “when I go to mindfulness and I start doing finger exercises and I start talking it really gets my mind off it” (Georgina)
- “I don’t worry as much but I still worry so if I do the breaths and the petal one then it makes me less worried” (Georgina)
- “I err only tend to use certain practices... like the ones that I found good like the FOFBOC and .b” (Adam)
- “All the other anger management techniques that I’ve been trying like learning and using from about year 2, non of the rest worked and this one did” (Adam)
- “Just the techniques... My main one is just keep counting until I calm myself calm down, I often do use 7 – 11 and I do use that, I sometimes use the thought bus part of it” (Ben)
- “When we did it we focused on our breathing and we blocked out everything around us... by focusing on our breathing” (Henry)
- “It’s like errr like ignoring everything that’s around you” (Henry)

Sub-ordinate Theme: Ease

- “I just sit and do mindfulness for a couple of minutes “
- “When I’m on the yard I just go in the toilets when nobody’s there and um just count my breaths in the corner and then go back on the yard” (Thomas)
- “Just anywhere wherever I am” (John)
- “I just take in a deep breath and like being mindful like gets it out of my head “ (John)
- “All I need to remember is that I need to calm down” (Sarah)
- “I have shown them to my mum... it helps her sometimes... She does the petal thing with her hand and it makes her less angry” (Georgina)
- “I storm to my room and I just do one of the things” (Adam)
- “I can just use it” (Adam)
- “Can be used in a pinch” (Ben)
- “I don’t think anything makes it hard to be mindful” (Ben)
- “Just that you can do it anywhere when you’re doing anything” (Henry)

Sub-ordinate Theme: Course basis for understanding

- “Sort of told us what it really was about and it really helped us learn more about it” (Thomas)
- “I didn’t know how to calm down so when the mindfulness people came in I was like really excited because now I’ll know what to do when I’m really stressed” (Thomas)
- “When they were saying deep breaths out help you calm down, I knew about that and stuff” (John)
- “We had these people come in and they like taught us about mindfulness... how to like sort of like do it properly and like be calmer for longer” (John)
- “When we do the breathing in and out” (John)
- “Urm cos it teaches you not to worry, to let loose a bit and when people come up to you and say mean things” (Lucy)
- “I think it’s actually a really good course” (Ben)
- “I think it was worth my time going to mindfulness” (Georgina)
- “Even though I told him not to [wind me up]” (Georgina)
- “it’s helped me but it hasn’t helped my brother because he still winds me up but I don’t wind him up” (Georgina)

- “‘cos it learnt loads of like me and friends we don’t have to shout or anything and get into arguments we can just calm down” (Sarah)

Sub-ordinate Theme: Novel learning

- “It was really helpful it was easy to remember because of the things they said to help us remember it” (Thomas)
- “You’ve got to sort of join in if you want it to work properly” (John)
- “They were sort of really different and strange at the start... none of us were used to it but we got used to it and it ended up being really fun and stuff” (John)
- “Um we did this thing with minstrels... we had to be like patient and do all these different activities with it like we had to put it on the table and just look at it... That you don’t have, you can wait your turn and that” (Sarah)
- “And we watched a video, 2 videos, one um which one was going from a bad day to a good day” (Lucy)
- “That bad days can’t always be bad they can usually brighten up at the end” (Lucy)
- “Once we were doing the dolls... it was those wobbly things... that lesson taught us to be like more steady instead of like um all worrying about something” (Georgina)
- “Then the one other favourite bit was with the electrified balls... I kind of like learnt how to control my emotions because when it shocked ya, ya had like one feeling of like just throw the ball down... and one feeling to just keep my anger in and just pass the ball on... I got shocked by it 3 or 4 times... I didn’t manage to throw it” (Adam)
- “Think it might be like thinking of things as like buses or taxis and like not getting on them” (Adam)
- “Like on the course it was interactive because you were like interacting with things to make sure the practices work” (Adam)
- “It was enjoyable... just like the learning of the different techniques” (Ben)
- “Miss it was different” (Henry)
- “Erm the beditation session was good” (Henry)
- “I was using the Beditation mostly every night... Just like that I could sleep quicker... miss like when I go up in the mornings I felt more rested” (Henry)

Super-ordinate Theme: Environment

Sub-ordinate Theme: Time to be

- “Then a couple of seconds later when I’ve done my mindfulness I can speak to them properly” (Thomas)
- “If I’m like feeling angry like then I won’t just like I used to just go for it and try and like hurt someone or something but now I can resist for a while... I just sort of like calm myself down” (John)
- “It gives you time to think” (Lucy)
- “Cos it makes you feel like you have some time to think about stuff and it is not all inside and you can’t get it out” (Lucy)
- “We had 1 minute to think about stuff and get it out of your brain” (Lucy)
- “It’s when you stop for at least 2 minutes and calm yourself down” (Sarah)
- “Just that you can do it anywhere when you’re doing anything” (Henry)
- “I don’t really practice that much because I don’t have time I have clubs every

night so I always worry but when I go to mindfulness and I start doing finger exercises and I start talking it really gets my mind off it" (Georgina)

Sub-ordinate Theme: Quiet

- "You need to just sit in a calm, quiet place where nobody is around you and just sit and relax and breathe normally and just try and feel like nobody is watching you and you're on your own just counting your breaths" (Thomas)
- "When I'm on the yard I just go in the toilets when nobody's there and um just count my breaths in the corner and then go back on the yard" (Thomas)
- "I just sit and do mindfulness for a couple of minutes" (Thomas)
- "It's helpful if you can like sit still for a long period of time and just be calm" (John)
- "I just sit down in my chair or a bench" (John)
- "I just go up to my room and in a quiet space" (Sarah)
- "Need to find like a nice quiet space" (Sarah)
- "Make sure they have at least like 2/3 minutes to, so like if they're busy and that, don't do it" (Sarah)
- "You didn't have to worry because you're in a safe environment" (Lucy)
- "Not too much people in the room, not too loud" (Lucy)
- "I um like it quiet and I don't really like it noisy and in my class it is always noisy when we are doing reading or maths or English so when I come into the room it is really quiet and we get to do stuff together" (Georgina)
- "I don't have enough time to do like everything" (Georgina)
- "Mindfulness it was usually quiet... I'd always be calm by the end of it" (Adam)
- "With mindfulness to calm yourself down you kind of need like your own space" (Ben)

Super-ordinate Theme: Continued Use

Sub-ordinate Theme: Importance of current and future use

- "It's still good" (Lucy)
- "It is still helping" (Lucy)
- "I can still do the thing that the people, that Mrs D and Mrs E had taught me and it hasn't changed, it hasn't got worsen the problems" (Lucy)
- "When I have my GCSEs and I'm trying to get a job and before my interviews and stuff like that" (Thomas)
- "I do it quite a lot... it helps me sometimes in class" (Thomas)
- "I still do it at home" (Thomas)
- "I think it is still good" (John)
- [Future use] "Probably, yeah... if I'm getting angry or on the yard or if someone is winding me up or something" (John)
- "If I'm like really stressed that something isn't going my way or something I'd probably use it to try and calm down" (John)
- "It is really good if you need it but you sort of, I've sort of gone past it sort of now we've finished it" (John)
- "Cos like if I get angry in the future all I need to remember is that I need to calm down" (Sarah)
- "Cos I use it at home now" (Sarah)

- “When I first did them they were good like the other anger management techniques but I just grown out of them. This is the only one which I think I’d be able to use all my life” (Adam)
- “Well I think the course will be able to help people for the rest of their lives” (Ben)
- “I think it’s still really helpful like even like months after” (Ben)
- “Urm when I take my GCSEs... I think it might help me like concentrate more on what I have to do” (Henry)
- “Miss I don’t like use it as much... I don’t feel like I need to use it” (Henry)

Sub-ordinate Theme: Triggered memory

- “I didn’t know how to calm down so when the mindfulness people came in I was like really excited because now I’ll know what to do when I’m really stressed” (Thomas)
- “I just forget about it like if I don’t need it... it’s sort of like sticks in my head” (John)
- “Cos like if I get angry in the future all I need to remember is that I need to calm down... I always remember when I get angry” (Sarah)
- “When I play out with my friends... I remembered to stop and think” (Sarah)
- “I don’t ur really tend to think about it I just kind of like do it” (Adam)
- “It is just good to keep it in your mind so that you’ll be able to think about it when you need it” (Ben)
- “I feel like it would come back to my memory. Miss like at the moment I don’t remember how to do it miss but when I need it miss it might come back” (Henry)

Sub-ordinate Theme: Refreshers

- “I have to keep doing it to remember it and to get it stuck in my brain... cause sometimes I forget to do it and my body just feels like I need to do it now because it’s like a habit” (Thomas)
- “Maybe a few more techniques, how to do it and things like that because I’ve been doing to same 3 over and over again and it gets a bit boring so I need like a couple more techniques” (Thomas)
- “When we were practicing them over and over and over... So that we would remember them... because it, it’s like hard to remember but then you don’t have to do it all the time because you might not need it all the time” (Sarah)
- “I probably want to see more of mindfulness...probably do it once a week” (Georgina)
- “Maybe in like year 9 or 10 to like remind me of it” (Adam)
- “Like every like so often like ur a reminder of like some of the things or some of the things that I find like a lot easy and good to help me” (Adam)
- “It is just good to keep it in your mind so that you’ll be able to think about it when you need it” (Ben)
- “Well maybe like once in a while maybe a refresher on techniques... Like once a month.... [with] like some of the special needs workers here” (Ben)
- “I felt really sad that the course ended... because I really hoped that that would be an ongoing thing like a week in week out thing that to just help that would just help us... cos like you could get a weekly reminder of the best ways to calm you down” (Ben)
- “I think I would need a recap of it... miss like I don’t know miss like every 6

months” (Henry)

- “Um like try and er introduce more ways to do it not always focusing on your breath like focusing on other things” (Henry)

Sub-ordinate Theme: Support network

- “Then expressing your feelings... like if you’re angry or upset you could like tell her and that” (Sarah)
- “I did my mum so every day, every Monday my mum used to take me up to her room and we used to do some there, talk about what we did and we used to do the exercises up there” (Lucy)
- “It makes you feel like you’ve got someone to talk to” (Lucy)
- “I felt like I could speak to people in the group that were also having problems as well and that I wouldn’t have to just talk to anyone” (Lucy)
- “We get to do stuff together” (Georgina)
- “Seeing other people like me because I thought like no body was like me like weird and stuff but seeing other people like me it really built my confidence up” (Georgina)
- “Mrs G usually but after like my mum and dad, well hopefully my dad, like after when my mum does this course... I could like go to her for more support as well when I am at home” (Adam)
- “I felt really sad that the course ended” (Ben)
- “Miss like after my nain passed miss, urm it was nice to have someone to talk to other than my parents” (Henry)

Sub-ordinate Theme: Implicit benefits

- “It helps me sometimes in class because I am more calm and not being silly and I can just get on with my work” (Thomas)
- “I’ve been just more relaxed and urm sort of getting on with more people and stuff” (John)
- “I don’t think my sister is getting on my nerves any more” (Sarah)
- “I don’t get angry often anymore” (Sarah)
- “It is still helping” (Lucy)
- “I can still do the thing that the people, that Mrs D and Mrs E had taught me and it hasn’t changed, it hasn’t got worser the problems” (Lucy)
- “More confident and I don’t worry that much so then I don’t really need to use it” (Georgina)
- “I reckon the changes are still there I think” (Adam)
- “I have certainly got like a lot calmer, like not getting frustrated as much” (Ben)
- “I first noticed it around Christmas time... Because it is like a time of like high emotions so I thought arr I am going to be stressed at this time, but I was staying calm” (Ben)
- “But in history sometimes like I do it but I don’t realise I am doing it... miss like urm like when all the room is quiet and I can do my work then like, like not day dreaming but it is a bit like daydreaming and when the teacher speaks it makes me jump sometimes” (Henry)

Appendix 15: Debrief Forms



School of Psychology, Cardiff University

Debrief Form - Confidential data

Mindfulness Investigation

Thank you for taking part in the interview.

I am looking into what you think about mindfulness.

I want to see if it is still helpful after the course. I want to help make it better.

I have asked you questions to understand more about mindfulness.

Important things to remember:

- Taking part is up to you.
- Everything you have said will be kept private unless it is harmful to you or other people.
- You will not get in any trouble for not taking part.
- You can stop taking part without saying why.
- You can stop your information being used. Just tell a teacher after your interview.
- You can ask questions.
- If you want to complain please go to a teacher.

I may come back again to check my results with you.

Thank you for taking part in my research.

Jessica.

Appendix 16: Safeguarding Protocol

Protocol for dealing with disclosure of sensitive information from child participants

Initial statement to participants:

At the point of initial contact with the school, children and young people (the participants) are informed that all information will be kept confidential, with one exception. The exception being that if information provided poses a danger to the informant or another person this will not be able to be kept confidential and that the researcher is obliged to take action regarding this disclosure. It will be explained that at this point the participant is likely to be told what will be done with the information they have disclosed and what will happen next, unless this would increase the risk of danger or harm.

The following steps will be taken to deal with such information, which may be provided to the researcher through direct observation or through the participant's report/interview. This protocol has been informed by reference to the Cardiff University and *** Local Authority Safeguarding policies and protocols. The researcher in question has completed full child protection and safeguarding training and has a full DBS clearance check.

The researcher at any point of disclosure will take steps to mitigate unnecessary risk to participate as much as possible.

Researcher's response to an immediate emergency where the participant's life is at risk:

The researcher's response must safeguard the immediate interests of the participant. If the participant is deemed to be in immediate harm, e.g. the child discloses life threatening information to them or others, then the participant will be supported accordingly. The researcher will show the participant that they have heard what the participant has said and that they will take the information very seriously. The researcher will encourage the child to talk/ be heard but will not prompt or ask leading questions. The child will at no point be interrupted or asked to recall accounts for the researcher or for anyone else. The researcher will then explain to the participant what actions they must take, in a way that is appropriate for the understanding of the child. It is important that the researcher will make it clear that they will no longer be able to keep this information a secret because it is under the exceptions explained earlier. At this point arrangement will be made to safeguard this child and any other children at risk of harm. This may be in the form of having them supervised in school with a close, familiar adult or taking them to hospital for health checks to be carried out. The researcher will be obliged to take whatever actions are needed to safeguard the child and promote his or her welfare. Before undertaking these actions the researcher will call their research and professional supervisor to inform them of the situation and seek advice. The process however must never delay emergency action to protect the child.

The researcher will not leave the participants until a health or education professional has taken charge of the emergency situation. School staff may at this time be at hand to offer support to the researcher and take some responsibility for the situation based on the school's safeguarding policy.

Researcher's response to a worrying disclosure:

If a participant reports abuse or neglect to themselves or of another child in the past, or past thoughts about self-harm, or any other information that suggests the participant or others might be in danger at some future point, the researcher will acknowledge that the participant has been heard and they will be informed of what actions must be taken next. It is important that the researcher will make it clear that they will no longer be able to keep this information a secret because it is under the exceptions explained earlier. At this point an arrangement will be made to safeguard this child and any other children at risk of harm and promote the child's welfare. School staff may at this time be at hand to offer support to the researcher and take some responsibility for the situation based on the school's safeguarding policy.

In cases of professional abuse the child, and other children, will be kept safe from harm and any disclosures/ concerns will be reported to the school senior leadership team, or if this is not appropriate the local authorities safeguarding representative and/ or social services.

Researcher's report of a worrying disclosure or observation of worrying signs of abuse or neglect to a child:

If the researcher has been given worrying information from the informant, or has observed worrying signs of possible abuse or neglect, the researcher must immediately inform his/ her supervisor and the child protection officer of the school. It will be ensured that all concerns are documented and reported. Once a concern has been raised with the supervisor and safeguarding representation the local authority officer will advise action accordingly.

Record keeping for disclosure or concerns:

Following a disclosure or concern all information must be documented. The researcher will ensure they document the disclosure by providing a clear, accurate and complete record of what occurred before, during and after the disclosure or caused the concern, including any action the researcher has taken towards the disclosure/ concern and any individuals involved. The record must be accurate in fact and distinguishing between opinion, judgements and hypothesis. It must also be signed and dated. No concerns will be dismissed and will be recorded and reported to the appropriate safeguarding representative.

Any discussions with other professionals must also be documented with signed agreement to decisions and actions made.

Making a referral:

Immediate referrals must be made to the researcher's professional supervisor and school safeguarding officer who will advise the researcher on the next steps of the referral. The school child protection officer will make the decision to contact the local authority safeguarding officer who has statutory obligation to take action if a child is in danger. Action will be taken to social services or the police who have duties and powers to investigate and intervene when necessary. If the researcher feels unhappy with any decisions that have been made then they may contact social services directly.

The researcher must wherever necessary or appropriate work cooperatively with the children's family or other professionals in the interests of safeguarding the children.

The researcher's return visit:

The researcher whom the worrying information was originally disclosed must inform the participant that he/ she is obliged to contact other individuals for the participant's or other individual's protection. The researcher will tell the participant that they will inform others because of what has been observed or heard about. For the researcher's safety her supervisor will accompany the researcher on any follow up visit and support from school may also be provided.

Safeguarding contacts:

*** – Principal Educational Psychologist – *** - ***

*** – Education and Social Work Team Manager - ***

School safeguarding representative

Duty social worker - *** (Day) *** (Night)

Appendix 17: Reflective Diary Extract

Supervision

Am I going about this the wrong way getting different age groups and continuous + non-continuous groups?

17.5.15

- * Concerns it moved forward too fast without thorough understanding of what I wanted to get from interviews etc
- * Don't just let it sit after proposal or really have an understanding when writing proposal.
- * Really does take time to question + reflect on what chose to do so leave time to do this.
- * Questioned processes. * Mock Viva really helpful at this point in developing my reflections.

18.5.15 - Pilot interview

- * Following pilot felt it had gone well + questions had elicited some info - concerned about the depth of the interview for IPA.
- * I could have led the interview in parts due to my knowledge of the curriculum.
- * I feel like I have tried to do too much at once with the different age groups + continuous vs non-continuous elements - does this really fit to true IPA epistemology?
- * Really difficult during + following interviews to have pre-conceptions about what you want to find
(* needs to be explicit about this in write up - include involvement in EPS team discussions.)

knowledge of mindfulness helps guide interview.

20.5.15 → could complicate at times.

Listened back to interview - reflection - other confounding variables

Was it ppt led enough? leave more opps for answers. or groups that could impact mindfulness outcome.

Appendix 18: Table of Database Search Terms and Returns

Database	Search Terms*	Book, Journal Articles and Thesis Returns
PsychINFO	<i>Mindfulness</i>	7239
	<i>Mindfulness AND Health</i>	1977
	<i>Mindfulness Based Intervention</i>	50
	<i>Mindfulness AND Children</i>	103
	<i>Mindfulness AND School</i>	83
	<i>Mindfulness AND Children AND School</i>	25
	<i>Mindfulness Based Intervention AND School</i>	8
Web of Science	<i>Mindfulness</i>	6875
	<i>Mindfulness AND Health</i>	2179
	<i>Mindfulness Based Intervention</i>	1637
	<i>Mindfulness AND Children</i>	435
	<i>Mindfulness AND School</i>	315
	<i>Mindfulness AND Children AND School</i>	101
	<i>Mindfulness Based Intervention AND School</i>	96
Science Direct	<i>Mindfulness</i>	6579
	<i>Mindfulness AND Health</i>	4750
	<i>Mindfulness Based Intervention</i>	4303
	<i>Mindfulness AND Children</i>	2494
	<i>Mindfulness AND School</i>	3287
	<i>Mindfulness AND Children AND School</i>	Not available term
	<i>Mindfulness Based Intervention AND School</i>	2316
Miscellaneous	Searching reference lists of journals, book publications and MiSP website	18

*Search returns have been recorded from searches completed in December 2015. Articles referenced as published in 2016 were retrieved prior to publication.