Perceptions of Elementary Classroom Teachers Using MoveMindfully®:

Understanding Teacher Well-being and Teacher Efficacy

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Abstract

The purpose of this qualitative research study was to understand the perceptions of elementary school teachers who have used MoveMindfully® regarding their personal social emotional well-being and efficacy in meeting the needs of their students. Respondents included eight elementary level tenured teachers from three schools in two districts who implemented MoveMindfully®. Interviews were conducted using Zoom, a video conferencing platform. Interviews were recorded, transcribed, coded, and analyzed for themes. Reliability was enhanced by using an iterative coding process with the dissertation advisor and by using an independent coding analyst. Themes were developed from codes that appeared in at least five of the eight interviews. Findings included that MoveMindfully® strategies reduce teachers' emotional responses in the classroom, increases teachers' awareness of the need to be self-regulated to effectively model and teach students self-regulation skills, and strengthens relationships in the classroom setting. Teachers acquire knowledge and skills from MoveMindfully® to better meet the needs of their students. Teachers using MoveMindfully® positively impact their students' social emotional health and well-being and are equipped to improve students' capacity to learn. The MoveMindfully® teacher training contributed to effective classroom implementation and impacted teachers' mindsets. Teacher efficacy may be hindered when teachers experience challenges implementing MoveMindfully®. Future researchers could explore principals' and students' perceptions of MoveMindfully® and the programs' impact on student achievement.

Dedication

I dedicate this work to all who advocate for the

social emotional health and well-being of

our young learners and those who teach them.

"Educating the mind without educating the heart is no education at all."

- Aristotle

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"There is no shortcut to achievement."

- George Washington Carver

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"If there's anything good that happens in life it's from Jesus." - Amy Grant

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Chapter 1: Introduction

Introduction to the Problem

Teaching is a demanding profession (Brackett, Palomera, Mojsa-Kaja, Reyes, & Salovey, 2010; Greenburg, Brown, & Abenavoli, 2016). Greenburg et al. reported that 46% of teachers report high daily stress and teachers are tied with nurses for the highest rate among all occupations. Nearly 70% of K-12 teachers struggle with engagement in their work, 56% are not engaged, and 13% are actively disengaged, leaving approximately 30% engaged (Gallup, 2014). Additionally, 45% of students struggle being engaged in their learning, 28% are not engaged, and 17% actively disengaged, with only 55% engaged (Gallup, 2014). Realities such as impaired teacher well-being and low teacher efficacy may be contributing factors that lead to teachers' low engagement and the early departure of teachers from the profession (DeAngelis & Presley, 2011; Henry, Bastian, & Fortner, 2011; Ryan et al., 2017). Schools are welcoming diverse student populations who experience trauma, mental health issues, and poverty, which may lead to secondary trauma in teachers (Ancona & Mendelson, 2014; Boncu, Costea, & Minulescu, 2017; Eses-Aygun & Sahin-Taskin, 2017). Teacher well-being is a critical concern that deserves attention (Collie, Shapka, & Perry, 2012; Greenburg et al., 2016; Yin, Huang, & Wang, 2016).

Background of the Problem

Teacher engagement and student engagement must be present in classrooms for optimal teaching and learning to take place (Hanover Research, 2018; Lekwa, Reddy, & Shernoff, 2019). Emotionally healthy adults and students may lead to improved engagement among all stakeholders (Paige, Sizemore, & Neace 2013; Yang, Bear, & May, 2018). Emotional intelligence (EI) is having an awareness of self and others, to be able to define one's own and others' feelings, and to be able to motivate self and manage emotions (Cherniss, Extein,

Goleman, & Weissberg, 2006; Sahin, 2017; Serrat, 2009). EI in adults is paramount for student success, especially as schools experience higher levels of students with trauma and mental health concerns, students in poverty, and diverse student populations (Ancona & Mendelson, 2014; Boncu et al., 2017; Eses-Aygun & Sahin-Taskin, 2017). EI in teachers involves an awareness of self and others (Cherniss et al., 2006; Jennings & Greenberg, 2009) and is linked to teachers' success (Dev, Nair, & Dwivedi, 2016; Dolev & Lesham, 2016; Serrat, 2017). Performance and effectiveness are increased with emotionally intelligent teachers (Dolev & Lesham, 2016; Melida-Lopez & Extremera, 2017; Mohamed & Jais, 2016). One approach for increasing engagement and EI in schools is through social emotional learning (SEL).

A simple online search for SEL reveals there are numerous SEL philosophical approaches and even more SEL programs available for school districts, schools, and classroom teachers. A widely-known SEL organization with a substantial warehouse of resources is the Collaborative for Academic, Social, and Emotional Learning (CASEL). Each philosophy and program aims for a similar impact: socially- and emotionally-adjusted students in the school setting. If implemented well, SEL programs lead to higher achievement in students, among other benefits (CASEL Website, 2019).

Mindfulness is a state of mind in which the sustained attentional focus is in the present moment experience, and is non-judgmental, accepting, and open (Creswell, 2017; Garner, Bender, & Fedor, 2018; Thomas & Atkinson, 2017). MoveMindfully® is a Yoga-based SEL program that offers strategies for teachers and students to manage themselves and to be calm and ready for teaching and learning. The program is based in Minnesota and places a strong emphasis on breathing, movement, mindfulness, and self-regulation, including elements from the Yoga Calm® Curriculum (1000 Petals Website, n.d.). Yoga Calm® incorporates yoga, mindfulness,

and social emotional learning and is based on five principles: stillness, listening, strength, grounding and community (Gillen & Gillen, 2007).

Impact of Social Emotional Learning

SEL programs are being adopted by schools to improve teachers' and students' educational experiences. Implementing SEL programs plays an important role in the overall engagement and classroom management strategies teachers employ in their classrooms (CASEL, 2017; Eklund, Kilpatrick, Kilgus, & Haider, 2018). SEL impacts teachers and the teaching profession (Collie, Shapka, Perry, & Martin, 2015; Dorman, 2015; Jones, Bouffard, & Weissbourd, 2013; Zee, de Jong, & Koomen, 2016). SEL development in children has a positive impact on many aspects of their school experience (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Jones, Bailey, & Jacob, 2014; Zinsser & Dusenbury, 2015).

Teachers

Teachers' social emotional health impacts the students in their classrooms. Their own lack of social emotional skills negatively influences the management of their classrooms and the school as a whole. Jones et al. (2013) reported that not only do relationships suffer, teachers may be modeling inappropriate social emotional responses such as negatively handling frustrations and not demonstrating self-control. Teaching and incorporating social emotional learning into the classroom can improve classroom management for teachers, which results in greater student learning and helps create a supportive and caring atmosphere conducive to continual success (Jones et al., 2014; Poulou, 2014, 2017; Schonert-Reichl, 2017).

Students

It has become widely accepted that implementation of SEL programs in schools is beneficial to students (Durlak et al., 2011; Jones et al., 2014; Portnow, Downer, & Brown, 2015).

Research has shown that social emotional learning programs have a positive effect on learning and student achievement (Jones et al., 2014; Payton et al., 2008) as well as personal and social benefits (Durlak et al., 2011; Elias, 2014a; Jones, Greenburg, & Crowley, 2015; Jones et al., 2014). There is a need for social emotional development to begin early in children's education in order to achieve success and desired results (Jones et al., 2015; Payton et al., 2008; Zinsser & Dusenbury, 2015). Early programming influences other child development factors that impact the lives of children (Jones et al., 2015).

Statement of the Problem

The body of research in the areas of mindfulness and yoga in schools is limited but growing (Butzer, Bury, Telles, & Khalsa, 2016; Creswell, 2017; Ebert, 2012). Mindfulness and yoga-based practices in schools are relatively new, with approximately two decades of evidence (Ancona & Mendelson, 2014; Bazzano, Anderson, Hylton, & Gustat, 2018; Butzer et al., 2015), results are preliminary (Butzer et al., 2015; Khalsa & Butzer, 2016; Thomas & Atkinson, 2017), and more research is needed (Dariotis et al., 2016).

SEL programs can positively influence teacher engagement (Hanover Research, 2018; Lopez, 2013; Lopez & Sidhu, 2013) and student engagement (Lekwa et al., 2019; Paige et al., 2013; Yang et al., 2018) as well as student achievement (Durlak et al., 2011; Elias, 2014a; Payton et al., 2008; Sklad, Diekstra, De Ritter, Ben, & Gravesteijn, 2012). Initial research findings are promising and indicate mindfulness and yoga are effectively addressing certain issues students face each day at school (Butzer et al., 2015; Weaver & Darragh, 2015). Participants in intervention programs that focused on mindfulness and yoga, showed a greater increase in their ability to regulate emotions than those in control groups (Bazzano et al., 2018;

Garner et al., 2018). Ancona & Mendelson (2014) reported that emerging research shows that mindfulness-based programs may be beneficial in low-income settings.

Limitations to recent studies include nonrandomized designs, small sample sizes (Bazzano et al., 2018), difficulty with the process of developing best-practice instruments (Eklund, O'Malley, & Meyer, 2017) and not using comparison control groups (Butzer et al., 2016). The research has mainly focused on students, therefore, additional research regarding how mindfulness and yoga-based SEL programs influence teachers is needed.

Purpose of the Study

The purpose of this qualitative research study was to understand the perceptions of elementary school teachers who have used MoveMindfully® in their classrooms regarding their personal social emotional well-being and sense of efficacy to meet the needs of their students.

Research Questions

This study investigated two questions:

RQ1 What influence, if any, does MoveMindfully® have on teachers' social emotional health and well-being?

RQ2 What influence, if any, does the MoveMindfully® have on teachers' efficacy to teach all students?

Significance of the Study

Researchers have documented the importance of teacher well-being (Brackett et al., 2010; Greenburg et al., 2016; Merida-Lopez & Extremera, 2017) as well as the importance of teacher efficacy as a critical component in teacher success (Collie et al, 2015; Ransford, Greenberg, Domitrovich, Small, & Jacobson, 2009; Zee et al., 2016). This study's findings may make an important contribution to the literature on mindfulness and yoga-based programs in

schools and particularly how these programs influence teachers. Given SEL is an indicator of school success for both teachers and students, it is important to understand if implementing SEL programs such as MoveMindfully® affects teachers' emotional intelligence and well-being and their efficacy to work with all students, both academically and behaviorally.

Understanding the perceptions of teachers using MoveMindfully® and how MoveMindfully® may influence their well-being and efficacy will benefit educators by providing decision-making strategies to increase teachers' and schools' effectiveness. The MoveMindfully® program impacts teachers in positive ways through self-care practices and the ability to manage their stress (Kennelly, 2017). The findings offer useful data to the founder of 1000 Petals, LLC and may be used in developing resources and training. The findings provide needed data about teacher well-being and efficacy as it relates to using MoveMindfully®.

The findings may guide decision makers at a variety of levels. School boards, superintendents, principals, curriculum directors, and other district administrators operate on limited budgets. When school personnel consider the whole child, it is important to recognize that students benefit from SEL programs in a variety of ways, such as student engagement (Lekwa et al., 2019; Paige et al., 2013; Yang et al., 2018) as well as student achievement (Durlak et al., 2011; Elias, 2014; Sklad et al., 2012). This study may help to determine the importance of SEL programs and if decision makers should prioritize investing in SEL programs.

Definition of Terms

Burnout: prolonged exposure to stress, characterized by physical and psychological exhaustion, as well as having a sense of helplessness and low self-efficacy (Ancona & Mendelson, 2014; Jones et al., 2013; Ross, Romers, & Horner, 2012; Zysberg, Orenshtein, Gimmon, & Robinson, 2017).

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Efficacy or self-efficacy: a person's belief and confidence in his or her skills and capabilities to complete and succeed at a designated task or work in each situation (Demirtas, 2018; Holzberger, Phillip, & Kunter, 2013; Sahin, 2017).

Emotional Intelligence: having an awareness of self and others, to be able to define one's own and others' feelings, and to be able to motivate self and manage emotions (Cherniss et al., 2006; Dev et al., 2016; Sahin, 2017; Serrat, 2009).

Mindfulness: a state of mind in which the sustained attentional focus is in the present moment experience, and is non-judgmental, accepting, and open (Creswell, 2017; Eklund et al., 2017; Garner et al., 2018; Harris, Jennings, Katz, Abenavoli, & Greenburg, 2015; Taylor & Millear, 2015; Thomas & Atkinson, 2017).

MoveMindfully®: a SEL program that offers strategies for teachers and students to manage themselves and be calm and ready for teaching and learning (1000 Petals Website, n.d).

Social Emotional Learning: a process that human beings go through to develop specific and basic core competencies around social skills, social practice, and empathic understanding (Durlak et al., 2011; Gunderson, 2014; Weissberg & Cascarino, 2013).

Yoga: a holistic system of mind-body practices for mental and physical health, including physical postures and exercises, breathing exercises, deep relaxation techniques, and meditation and mindfulness practices (Ancona & Mendelson, 2014; Butzer et al., 2015; Butzer et al., 2016; Khalsa & Butzer, 2016).

Organization of the Remainder of the Study

Chapter Two is a comprehensive review of the literature regarding emotional intelligence and social emotional learning as conceptual frameworks, teacher efficacy, and mindfulness and yoga-based programs in schools. Compelling support for the relevance and significance of the

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study emerges from the available literature. Chapter Three focuses on the methodology of the study including the data collection process, data analysis, limitations and delimitations, and ethical considerations related to the qualitative study approach. The findings of the study are shared in Chapter Four. Lastly, Chapter Five provides an overview of the study including conclusions, implications for practitioners, and recommendations for future studies.

Chapter 2: Literature Review

To better understand teachers' social emotional health, well-being, and mindfulness amid their use of yoga-based programs in schools, this chapter includes an overview of the relevant literature in these areas. First, the literature review provides a deeper understanding of emotional intelligence (EI) and social emotional learning (SEL) as conceptual frameworks. Next, the review includes a synthesis of the literature regarding teacher efficacy. Finally, the review concludes with mindfulness and yoga-based SEL practices in schools.

Conceptual Framework

Emotional Intelligence

Emotional intelligence theory was brought to public attention by Goleman (1995), whose work with emotional intelligence (EI) demonstrated that increased or higher EI significantly enhances performance and effectiveness (Dev et al., 2016; Mohamed & Jais, 2016). EI is about identifying, using, and regulating emotions, as well as understanding and monitoring emotions (Dolev & Lesham, 2016; Fiorilli, Albanese, Gabola, & Pepe, 2017). EI is having an awareness of self and others, to be able to determine one's own and others' feelings, and to be able to motivate self and manage emotions (Cherniss et al., 2006; Dev et al., 2016; Sahin, 2017; Serrat, 2009). EI consists of five major areas: intrapersonal intelligence, interpersonal intelligence, adaptability, stress management, and general mood (Dolev & Lesham, 2016). EI strengthens adapting skills, coping skills, and stimulates emotional and intellectual growth (Mohamed & Jais, 2016; Zysberg et al., 2017).

Teaching is an emotional practice and educators need to understand the role of emotions in the classroom and school setting (Chang, 2009; Yin et al., 2016). Successful teachers exhibit emotional understanding, recognize emotions are shaped by power and powerlessness, and are

aware emotions will vary with culture and within context (Durlak et al., 2011; Jones et al., 2014; Portnow et al., 2015; Yoder, 2015; Zinsser & Dusenbury, 2015).

Self-awareness is a strong indicator of success in the classroom (Jennings & Greenberg, 2009). Yin et al. (2016) asserted that teachers should be aware of the emotional demands of the teaching profession and knowledgeable of emotion regulation strategies. Teaching is a highly emotional profession and is even considered high-risk due to the potential hazards to teacher health and well-being, with physical and emotional manifestations (Brackett et al., 2010; Greenburg et al., 2016; Merida-Lopez & Extremera, 2017). Emotion affects well-being, motivation, energy level, creativity, job satisfaction, and self-efficacy. Emotionally competent teachers recognize emotions, patterns, and tendencies that impact the classroom (Dolev & Leesham, 2016; Jennings & Greenberg, 2009).

Many scholars have focused on EI in students, but very few studies have been executed on teachers' EI (Brackett et al., 2010; Ross et al., 2012; Yin et al., 2016). Teachers' ability to regulate emotions is positively connected with affect, satisfaction, and accomplishments (Brackett et al., 2010). Yin et al. claimed that teachers' ability to regulate emotions helps them reach goals and may impact well-being. Teachers believe that regulating their emotions helped them achieve goals and be less susceptible to burnout (Sutton & Harper, 2009). Teachers are leaving the profession and a contributing factor is emotional exhaustion (Jennings & Greenberg, 2009; Mohamed & Jais, 2016). It is therefore desirable to have a teaching staff with high emotional intelligence because low EI can lead to teacher burnout (Ancona & Mendelson, 2014; Jones et al., 2013; Ross et al., 2012; Zysberg et al., 2017).

When teachers' emotional well-being and skills are low, there are consequences for children and the classroom environment, such as lower levels of on-task behavior and academic

performance (Jennings & Greenberg, 2009; Jones et al., 2013). Not only do relationships suffer, teachers may be modeling inappropriate social emotional responses (Jones et al., 2013). This includes negatively handling frustration and not demonstrating self-control.

There is a shift concerning the causes of teacher burnout—a shift from external factors to internal factors suggesting that intra- and interpersonal factors are going to ensure a teacher is successful and competent more so than environmental factors (Zysberg et al., 2017). Burnout occurs with prolonged exposure to stress, characterized by physical and psychological exhaustion, as well as having a sense of helplessness and low self-efficacy (Ancona & Mendelson, 2014; Jones et al., 2013; Ross et al., 2012; Zysberg et al., 2017). Fiorilli et al. (2017) reported that teaching is a demanding profession and teachers can experience symptoms of stress that may include emotional exhaustion, cynicism, and low efficacy (Brackett et al., 2010; Jones et al., 2013; Ransford et al., 2009). Teachers' emotional competence is related to burnout; teachers who have low EI are at higher risk of experiencing burnout and will experience stress which adversely impacts their performance (Fiorilli et al., 2017; Jennings & Greenberg, 2009). Negative outcomes of burnout include depression, social withdrawal, physical health problems, diminished job performance, and absenteeism (Zysberg et al., 2017).

Stress in the workplace can be defined as harmful physical and emotional responses from a negative work environment (Collie et al., 2012; Greenberg, Brown, & Abenavoli, 2016). Environmental factors, many out of the control of teachers, play a role in teachers' stress and therefore, teachers' burnout. Among the sources of teachers' stress are students' behavior and discipline as well as teacher workload (Collie et al., 2012; Brackett et al., 2010; Greenberg et al., 2016). Among the list of these factors are conflicting job requirements, lack of training, low autonomy, disruptive students, heavy workloads, parent expectations, and classroom

management difficulties (Merida-Lopez & Extremera, 2017; Mohamed & Jais, 2015; Zysberg et al., 2017). Teacher burnout, a psychological response to repeated stressors (Ransford et al., 2009), is likely to occur for teachers with low social emotional skills and low commitment, which may contribute to teachers' stress (Collie et al., 2011, 2012; Collie et al., 2015). Dweck's (2015) work on growth mindset demonstrated that the way individuals choose to respond to their environment and their basic abilities to overcome outside factors through hard work, employing strategies, and receiving quality mentoring, will determine if they achieve success.

EI impacts people individually and collectively. Goleman (1995) in early work on EI stated that EI heightens performance and effectiveness. Researchers have linked EI with performance and effectiveness in many professions, including executive leaders, military recruiters, and combat soldiers (Cherniss et al., 2006; Dolev & Lesham, 2016). EI has been attributed to improved psychological adjustment, social functioning, quality of interpersonal relationships, and better job performance in general (Cherniss et al., 2006; Merida-Lopez & Extremera, 2017; Mohamed & Jais, 2016).

Gaining an understanding of teachers' emotional well-being has mainly derived from studies of specific SEL programs. Researchers looked at how the use of these programs and the training provided to use them impacts teachers' emotional intelligence and well-being (Collie et al., 2015; Durlak et al., 2011; Schonert-Reichl et al., 2015). Teachers believe there are positive impacts such as knowing the importance of EI for schools, increased understanding of students' emotions, and a need for teachers to have high EI in order to create an effective classroom environment for students (Dolev & Leesham, 2016; Jennings & Greenberg, 2009).

Teachers with high EI are more effective in the classroom (Dolev & Lesham, 2016; Merida-Lopez & Extremera, 2017; Mohamed & Jais, 2016). Merida-Lopez and Extremera

reported that teachers have more control over stressful tasks, employ more constructive thought patterns, and appraise stressful situations as a challenge rather than a threat, while Mohamed and Jais reported teachers with high EI have higher job satisfaction and higher job performance, pay more attention to others' needs, and provide emotional support. Dev et al. (2016) concluded that EI contributes to the effectiveness of a teacher with improved individual performance, organizational productivity, and development of others. Cherniss et al. (2006) asserted that a school's high retention rate of teachers was correlated to EI.

Teachers with a high EI are more successful (Cherniss et al., 2006; Dev et al., 2016; Mohamed & Jais, 2016; Serrat, 2017). Teachers with high EI tend to better face the challenges of the teaching profession and all of its demands (Dev et al., 2016; Fiorilli et al., 2017). Dev et al. reported that high EI helps teachers cope with challenges in their own life, cope better in a demographically diverse classroom, and exhibit more compassion for others. Fiorilli et al. reported that high EI in teachers helps them cope with emotional demands and helps them safeguard their well-being. Teaching and incorporating SEL into the classroom, which increases teachers' EI, can improve classroom management for teachers, which in turn has a positive effect on student learning, and helps create a supportive and caring atmosphere conducive to continual success (Collie et al., 2012; Collie et al., 2015; Jones et al., 2014).

As Brennan (2015) noted, relationship building is a key factor in securing a strong emotional environment, and when relationship building was modeled by teachers it carried over to students. When teachers use their social emotional skills to build quality relationships with students, they are better able to work with students in a caring and sensitive manner. A solid relationship between the student and teacher helps to improve social adjustment for students and achieve higher academic competence (Brennan, 2015; Jones et al., 2014; Jones et al., 2013). The

quality of teacher-student relationships is a better predictor of student academic adjustment than other factors like teacher education and teacher-student ratio (Jones et al., 2013).

Emotionally intelligent teachers support their students more effectively (Dev et al., 2016; Dolev & Leesham, 2016; Jennings & Greenberg, 2009). Dolev and Leesham found high EI in teachers impacted students' feelings, the classroom atmosphere, and the success and achievement of students. Teachers with high emotional intelligence capabilities, such as self-awareness, anticipate the effects of their emotional expressions with others as well as regulate their emotions with students and react more appropriately to them. Jennings and Greenberg found that teachers with high EI set the tone in the classroom by developing strong relationships, planning engaging lessons that include students' strengths and abilities, and developing behavior guidelines that prevent disruptive behavior and supports student on-task behavior.

Intelligence and high IQ are important factors related to success; psychologists are now recognizing and giving more credence to high EI (Dev et al., 2016). EI can be learned and increases with age (Dev et al., 2016; Dolev & Leesham, 2016; Dweck, 2015; Serrat, 2017). Teachers who participate in EI training opportunities have an increased awareness of their own EI (Dolev & Leesham, 2016). Developing EI awareness in teachers impacted their behaviors, ability to recognize students' emotions, and classroom management.

Just as teachers need to implement emotion-regulation interventions for students to be successful, attention must be paid to developing teachers' emotional intelligence (Greenberg et al., 2016; Jones et al., 2013). There are teacher intervention programs available for emotion regulation, relationship building, mindfulness, stress reduction, and SEL routines (Jones et al., 2013). Schonert-Reichl et al. (2015) reported that teachers who participated in components of the MindUp SEL program improved their emotional well-being, and their participation appeared to

play a significant role in the impact the curriculum had on students. Greenberg et al. and Jones et al. discussed hopeful interventions to help adults manage their emotions in the school setting. One of these interventions focuses on helping teachers build strong relationships with co-workers and students. The other intervention teaches individual interventions including mindfulness strategies, meditation techniques, relaxation practices, and deep breathing exercises.

Teachers' emotional well-being impacts students and teachers alike (Greenberg et al., 2016; Jones et al., 2013). Dorman (2015) found that mindfulness training for teachers can help equip them to deal with the stressors of the profession and develop elements of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Dorman found that mindfulness training can help alleviate burnout and produces more self-efficacious feelings for teachers. The benefits of using mindfulness training aligns with studies that found that using interventions with teachers is an important component of implementing SEL programs effectively in classrooms (Brackett et al., 2010; Chang, 2009; Jones et al., 2013; Jones et al., 2014).

Knowing that emotional well-being in teachers impacts students and adults, school and district administrators must be mindful of the stress experienced while teaching and implementing change (Ferguson, Mang, & Frost, 2017; Jennings & Greenberg, 2009; Payton et al., 2008). Implementing a SEL program may be perceived as an addition to the teachers' workload, which already includes high-stress factors such as accountability for student learning and closing achievement gaps. SEL could relieve some of the workload stress (Ransford et al., 2009). The key to successful SEL program implementation is strong professional development along with administrative support (Durlak et al., 2011; Jones et al., 2014; Portnow et al., 2015; Yoder, 2015; Zinsser & Dusenbury (2015).

Social Emotional Learning

　　Social emotional learning (SEL) is a developmental process in which people learn specific and basic core competencies around social skills, social practice, and empathic understanding (Durlak et al., 2011; Gunderson, 2014; Weissberg & Cascarino, 2013). The process includes learning right ways to behave, including managing self and maintaining positive relationships. SEL involves acquiring knowledge, attitudes, and skills required to recognize and manage emotions and behave empathically toward others. People who are socially and emotionally competent can set and achieve positive goals, appreciate others' perspectives, make positive decisions, regulate their emotions, and handle interpersonal decisions. SEL incorporates human beings possessing and using skills to apply desired behaviors in their daily life whether at home, in school, or with peers (Durlak et al., 2011; Elias, 2014a; Gunderson, 2014; Payton et al., 2008; Weissberg & Cascarino, 2013). According to the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2017), SEL focuses on social awareness, self-management, responsible decision-making, relationship skills, and social awareness.

　　Collie et al. (2015) studied teachers' beliefs about SEL and categorized teachers into three profiles. Beliefs about SEL indicated teachers were 1) SEL-thrivers: high SEL comfort, commitment, and culture; 2) SEL-advocates: high comfort and commitment, low culture; and 3) SEL-strivers: low comfort and culture, high commitment. Even though there may be a strong commitment to teaching SEL, there is less evidence of comfort with teaching SEL and not a strong culture of SEL components within the school system.

　　School climate has been referred to as organizational health, or, the quality and character of the school (Collie et al., 2011, 2012) and is impacted by SEL programs in schools (Brennen, 2015; Haymovitz, Houseal-Allport, Lee, & Svistova, 2018; Top, Liew, & Wen, 2016). Collie et

al. (2011, 2012) studied collaboration, student relations, school resources, and decision making as the main components of school climate and found that SEL programs have an impact on overall school climate and culture. The school climate descriptors were predictors of the types of relationships that exist, whether personal development prevailed, whether people can sustain the ongoing work, and a person's response to change within the organization (Collie et al., 2012). Haymovitz et al. (2018) found that implementation of a SEL program called Social Harmony improved school climate indicating stronger preparedness, self-efficacy of the staff, and better relationships.

Impact of not addressing social emotional learning on students. There are alarming negative effects of ignoring the social emotional health of students (Durlak et al., 2011; Elias, 2014b; Jones, D. E. et al., 2015; Payton et al., 2008; Saeki & Quirk, 2015). Students without SEL development experience difficulties focusing on school and learning, exhibit low overall academic achievement, and may be less engaged in the learning process (Durlak et al., 2011; Elias, 2014b; Saeki & Quirk, 2015; Sklad et al., 2012; Weissberg & Cascarino, 2013; Zinsser & Dusenbury, 2015). Students with unaddressed social emotional needs have a higher rate of absenteeism, may eventually drop out of school, and experience school failure in general (Elias, 2014b; Jones et al., 2015; Saeki & Quirk, 2015; Sklad et al., 2012; Weissberg & Cascarino, 2013). Students demonstrating social emotional difficulties have higher rates of poor conduct, which include physical aggression toward others and committing crimes; these behaviors are reflected in data that show higher incidents within the criminal justice system. Some students experiencing low social emotional competence believe their teachers do not like them and have a difficult time forming positive relationships with adults and peers (Durlak et al., 2011; Jones et al., 2015; Saeki & Quirk, 2015; Sklad et al., 2012; Zinsser & Dusenbury, 2015).

Students who have not had their social emotional needs met will engage in high-risk behaviors such as self-harming behaviors, drug and other substance use, violence, bullying, dropping out of school, sex, and attempted suicide. With unmet needs students' physical health suffers, they experience emotional distress, and they show signs of depression. Having these needs go unmet jeopardizes the potential life success for these students (Elias, 2014b; Jones et al., 2015; Payton et al., 2008; Weissberg & Cascarino, 2013; Zinsser & Dusenbury, 2015).

Student benefits of social emotional learning. Social emotional learning positively impacts students' academics (Jones et al., 2014; Schonert-Reichl et al., 2015; Sklad et al., 2012). Studies of schools with a SEL focus had more students who met benchmarks and grew in their literacy skills (Elias, 2014b; Jones et al., 2014; Payton et al., 2008). SEL programs increased school performance, raised student achievement test scores by an average of 11% higher than control groups, and improved students' capacity to learn (Durlak et al., 2011; Schonert-Reichl et al., 2015; Weissberg & Cascarino, 2013; Zinsser & Dusenbury, 2015).

There are personal and social benefits from incorporating SEL programs in schools (Brennan, 2015; Durlak et al., 2011; Elias, 2014b; Jones et al., 2015; Payton et al., 2008), including students' well-being, enhanced social emotional skills and attitudes, and positive social behaviors (Portnow et al., 2015; Sklad et al., 2012). SEL programs reduced conduct problems such as impulsive behaviors and lessened emotional distress creating a more positive learning environment (Raimundo, Marques-Pinto, & Lima, 2013; Schonert-Reichl et al., 2015). Students exposed to SEL programs were less likely to act out, be suspended, or be held back (Brennan, 2015; Durlak et al., 2011). Relationships were enhanced by increased positive attitudes toward self and others, improved social competence, and the ability to develop meaningful friendships (Weissberg & Cascarino, 2013; Yoder, 2015; Zinsser & Dusenbury, 2015).

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Supporting teacher implementation of social emotional learning. Implementation and successful integration of social emotional learning in schools requires professional learning opportunities for staff that include making the classroom environment positive for students, using effective teaching practices, as well as choosing and successfully using resources and curricula (Yoder, 2015). The Academic, Social, and Emotional Learning Act of 2015 allowed the use of Title II funds for professional learning on SEL programming and practices for teachers and principals. Additionally, the Supporting Social and Emotional Learning Act introduced in 2014 ensured that pre-service teachers and principals have training (Yoder, 2015).

Through professional learning opportunities, teachers learn to use tools and employ strategies that build social emotional development in their students. Having these skills helps teachers create safe, caring learning environments when they develop their classroom management systems (Durlak et al., 2011; Jones et al., 2014; Portnow et al., 2015). Social emotional development is fostered in classrooms with strong classroom management and improved teaching practices (Durlak et al., 2011; Jones et al., 2014; Portnow et al., 2015). Zinsser and Dusenbury (2015) suggested that SEL standards include guidelines on how to create and maintain positive learning environments.

SEL programs often have professional development and implementation supports available within their resource package of curricular materials, along with evidence that supports the effectiveness of the program (Weissberg & Cascarino, 2013). Some teachers may not naturally have the ability to foster healthy social emotional classroom environments making attention to professional development important (Weissberg & Cascarino, 2013). Teachers' skills can be developed through coaching models and other forms of support (Jones et al., 2013).

Coaching models for professional development have been used to train teachers and to help them effectively implement social emotional learning in their classrooms (Portnow et al., 2015; Ransford et al., 2009). MyTeachingPartner (MTP) is a video-based coaching program that helped improve implementation and teaching practices in a study of the 4Rs SEL curriculum (Portnow et al., 2015). MTP was coupled with the use of the Classroom Assessment Scoring System (CLASS) to provide feedback to teachers via a website as well as eight one-on-one 30-minute conferences in an academic year (Jones et al., 2013; Portnow et al., 2015). Ransford et al. (2009) reported that when using a teaching and coaching model with demonstrations, feedback, and practice, 95% of teachers used the new skills that were taught. If the perceptions of the teachers were positive toward the training, they tended to complete more lessons and delivered them with higher quality. They also pointed out that administrative support plays a big role in the effective use of SEL in classrooms.

School-wide implementation of social emotional learning. Collie et al. (2015) posited school-wide support of SEL and strong professional development are necessary in order to achieve success. Studies indicated that a universal approach to implementing SEL programs, that is, school-wide by all of the adults in the building, was more successful than implementation by individual teachers (Jones et al., 2014; Payton et al., 2008). There was a benefit to students when the adults in the school were teaching, implementing, and using the same strategies across the building because predictability between and among different settings in the building and among staff was high (Jones et al., 2014; Payton et al., 2008).

Implementation of SEL programs is a complex process and requires time and a continued focus (Bumbargar, 2015; CASEL, 2008; Freeman, Wertheim, & Trinder, 2014; Low, Smolkowski, & Cook, 2016; Moceri, Elias, Fishman, Pandina, & Reyes-Portillo, 2012).

Attention must be paid to implementation to ensure quality and impact. A low implementation quality equals low impact (Anyon, Nicotera, & Veeh, 2016; Bumbargar, 2015; CASEL, 2008; Martinez, 2016; Meyers, Tobin, Huber, Conway, & Shelvin, 2015). Implementation is also nearly synonymous with sustainability. Barriers must be removed such as lack of principal leadership and lack of adequate professional development, and sustainability must be increased through principal support and ongoing professional development (Anyon et al., 2016; Freeman et al., 2014; Low et al., 2016; Martinez, 2016; Meyers et al., 2015).

Teacher Efficacy

Expectations of personal efficacy determine whether "coping behavior will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and aversive experiences" (Bandura, 1977, p. 191). Bandura (1971) introduced the concept of self-efficacy, which led to the development of a theoretical framework in 1997 (Zee & Koomen, 2016). Woolfolk Hoy et al. (2009) and Pianta, La Paro, and Hamre (2008) narrowed the notion of self-efficacy to how the phenomenon affects teachers (Zee & Koomen, 2016).

Efficacy or self-efficacy is people's belief and confidence in their skills and capabilities to complete and succeed at a designated task or work in a given situation (Demirtas, 2018; Holzberger et al., 2013; Sahin, 2017). Teacher efficacy refers to the belief or conviction that a teacher can influence student growth and can manage student behavior, teach their subject matter, and ensure their students are motivated and eager to learn (Collie et al., 2015; Holzberger et al., 2013; Ransford et al., 2009; Ross et al., 2012; Sahin, 2017; Zee et al., 2016).

Studies on teacher efficacy have been mainly cross-sectional studies, that is, studies of a particular group for a particular time. The number of longitudinal studies is lacking, and most researchers have studied efficacy related to well-being and burnout as opposed to student

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achievement and benefits (Holzberger et al., 2013; Zee & Koomen, 2016). The short-term

studies such as reviews, critiques, and investigations do show that teacher efficacy is a

determining factor in successful teaching and learning (Holzberger et al., 2013; Zee & Koomen,

2016). A longitudinal study by Holzberger et al. (2013) disputed prior short-term studies'

criticism of efficacy impact on student outcomes. Holzerger et al. found that teachers with high

efficacy did not necessarily provide higher quality instruction when measured one year later.

They stated that efficacy may be a consequence, not the cause, of improved instruction. Zee et al.

(2016) posited that efficacy might have an indirect effect on teaching and learning outcomes.

However, "most researchers studying teachers' self-efficacy beliefs see the construct as a

determinant of successful educational outcomes" (Holzberger et al., 2013, p. 774).

Impact of teacher efficacy. Holzberger et al. (2013) and Zee & Koomen (2016) agreed

that teachers with high efficacy showed improved psychological well-being, are less stressed,

and have higher levels of job satisfaction. High efficacy impacts teacher motivation, persistence,

flexibility, and teacher commitment (Bandura, 1993; Demirtas, 2018; Holzberger et al., 2013; Li,

Liu, Liu, & Wang, 2017; Zee et al., 2016). Teachers who are efficacious enjoy teaching, have a

sense of personal accomplishment, stay motivated, and suffer less from stress and overall

burnout (Holzberger et al., 2013; Jennings & Greenberg, 2009; Zee & Koomen, 2016).

Researchers have compared intelligence quotient (IQ) and EI. They concluded that EI

impacts performance more so than IQ (Dev et al., 2016; Dolev & Leesham, 2016; Dweck, 2015;

& Serrat, 2017). This aligns with the work of Bandura (1993) which stated that someone with

low efficacy and the same level of knowledge and skills as someone with high efficacy may

perform poorly depending solely on their efficacy thinking. Additionally, the consequences of

low self-efficacy are correlated to teachers' burnout (Brouwers, Evers, & Tomic, 2001; Martin, Sass, & Schmitt, 2012).

Teacher efficacy and commitment. Efficacy leads to commitment, and a lack of efficacy is a predictor of teachers' attrition, turnover, absenteeism, performance, and burnout (Collie et al., 2011, 2012; Collie et al., 2015; Zee et al., 2016). SEL programs in schools greatly impacts the efficacy of teachers (Collie et al, 2015; Ransford et al., 2009; Zee et al., 2016), may deepen the commitment teachers make to the profession (Collie et al., 2011, 2012), and can help alleviate the possibility of burnout attributed to the stress involved in teaching (Collie et al., 2011, 2012; Collie et al., 2015; Jones et al., 2013; Jones et al., 2014).

Teachers who have a high level of efficacy will be more committed to teaching and incorporating effective SEL programs in their classrooms (Collie et al., 2011, 2012; Collie et al., 2015). Collie and colleagues (2011, 2012, 2015) found that support of SEL and promotion of SEL in classrooms showed a high level of general professional commitment and organizational commitment; teacher commitment is higher in schools that value SEL. Comfort with and regular implementation of SEL nurtures teacher well-being, which in turn leads to greater efficacy (Collie et al., 2011, 2012). Teachers with higher feelings of efficacy are more willing to take on additional work to help students, such as teaching a SEL curriculum or creating an atmosphere rich in social emotional development, which is often seen as an add on to the already demanding work of teachers (Ransford et al., 2009). Comfort with teaching and incorporating SEL creates confidence in teachers, which improves self-efficacy (Collie et al., 2015).

Zee et al. (2016) studied three types of student behaviors and how the behaviors impact teachers' sense of efficacy. First, external behaviors such as aggression, hyperactivity, and antisocial behavior affect teachers' sense of self-efficacy, particularly toward students exhibiting

external behaviors. Second, internal behaviors such as shyness, verbal inhibition, anxiety, or social withdrawal did not influence self-efficacy in teachers, which may be due to the fact that internal behaviors cause less of a disruption to the classroom and the teacher's ability to teach, so teachers feel less worried that they can't meet their students' needs. Third, pro-social behavior in students, such as helping, sharing, comforting, and cooperating, tend to increase teachers' self-efficacy. Such behaviors have been linked to positive outcomes such as academic achievement, engagement, and the quality of students' relationships with teachers and peers (Zee et al., 2016).

Low self-efficacy as it relates to behavior management may encourage teachers to use ineffective conflict management styles, which leads to increased student misbehavior, which erodes the teacher's self-efficacy even further. When teachers feel less confident and less effective to work with students with external behavior issues they may resort to punishment and controlling which serves to feed inappropriate behavior resulting in further anger and frustration (Zee et al., 2016). As Ransford et al. (2009) suggested, if teachers are self-efficacious about their work, they will use productive strategies to improve the environment of the classroom with their commitment to their profession (Collie et al., 2011, 2012; Collie et al., 2015). Self-efficacy issues have also proven to cause problems with instruction (Zee et al., 2016).

Mindfulness and Yoga-based Practices in Schools

Mindfulness is a state of mind in which the sustained attentional focus is in the present moment experience, is non-judgmental, accepting, and open (Creswell, 2017; Garner et al., 2018; Harris et al., 2015; Taylor & Millear, 2015; Thomas & Atkinson, 2017). Yoga is a holistic system of mind-body practices for mental and physical health, including physical postures and exercises, breathing exercises, deep relaxation techniques, and meditation and mindfulness practices (Ancona & Mendelson, 2014; Butzer et al., 2016; Khalsa & Butzer, 2016). Yoga is a

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subset of mindfulness practices (Weaver & Darragh, 2015). Yoga-based programs and mindfulness programs share many common characteristics of social emotional learning competencies such as those outlined by CASEL (Butzer et al., 2014; Jennings, 2015; Khalsa & Butzer, 2016). Jennings and Thomas and Atkinson (2017) suggested that yoga and mindfulness programs should be implemented in schools because of the many benefits.

It is important to recognize the religious perspective that mindfulness is an ancient Buddhist practice and that its use in schools may be controversial. It is also imperative to understand that a contemporary view of mindfulness has evolved, and it is viewed as a secular practice (Creswell, 2017; Jennings, 2016; Thomas & Atkinson, 2017). Although grounded in Buddhist traditions, mindfulness first came to the attention of the scientific community in the 1980s when mindfulness-based approaches were used in healthcare settings to help patients manage chronic pain (Kabat-Zinn, 1984), therefore locating mindfulness as a secular approach (Thomas & Atkinson, 2017). It is not a practice itself that determines whether something is religious or secular, it is the content (Jennings, 2016). Being mindful should not be considered the same as practicing a religion; therefore, it should not be considered off limits to children from a variety of backgrounds (Creswell, 2017; Jennings, 2016; Thomas & Atkinson, 2017).

An increasing rate of youth experiencing an array of mental health and psychiatric disorders, such as anxiety, is evidence that yoga and mindfulness interventions should be implemented in schools (Bazzano et al., 2018; Eklund et al., 2018; Khalsa & Butzer, 2016; Weaver & Darragh, 2015). Interest in these programs in schools is growing given recent government initiatives aimed at educating the whole child; yoga may be an important aspect of these initiatives (Khalsa & Butzer, 2016) and such interventions may allow children to better cope with stressors and ensure a healthier future (Bazzano et al., 2018).

Teachers and students benefit from mindfulness and yoga interventions. There is evidence in the literature that mindfulness and yoga-based interventions benefit teachers. Interventions improve teachers' emotional health and physical health and help address anxiety concerns (Ancona & Mendelson, 2014; Bazzano et al., 2018; Butzer et al., 2015; Garner et al., 2018). Yoga and mindfulness practices help with managing stress (Bazzano et al., 2018; Butzer et al., 2015; Garner et al., 2018; Jennings & Greenberg, 2009) and have been shown to lessen depression and chronic pain (Ancona & Mendelson, 2014; Creswell, 2017). Interventions increase positive classroom and student-centered approaches (Ebert, 2012; Garner et al., 2018; Harris et al., 2016; Jennings & Greenberg, 2009), improve professional performance (Jennings, 2016; Khalsa & Butzer, 2016), and increase teachers' mindfulness during their workday (Ebert, 2012; Garner et al., 2018).

Mindfulness and yoga-based programs show positive outcomes on student behavior, mental state, and performance (Khalsa & Butzer, 2016). In mindfulness training, students learn emotion regulation, empathy, and resiliency (Dariotis et al., 2016; Jennings, 2015; Thomas & Atkinson, 2017). When students practice what is learned in interventions, their mindfulness increases and they learn they can use the strategies in any circumstance to help with self-regulation (Ebert, 2015; Jennings, 2015). Students experience benefits such as better cognitive functioning (Thomas & Atkinson, 2017), academic achievement (Butzer et al., 2014; Dariotis et al., 2016), self-regulation (Bazzano et al., 2018; Ebert, 2012), and stress reduction (Bazzano et al., 2018; Ebert, 2012).

Conclusion

The review of the literature on emotional intelligence, social emotional learning, teacher efficacy, and mindfulness and yoga-based SEL practices in schools has been presented. First,

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research showed that high emotional intelligence is important in the school setting because of the benefits for both teachers and students. Second, the literature revealed a distinct and common understanding that SEL is an integral component of a whole-child education. Third, the literature revealed that teacher efficacy has strong roots in seminal work on social theory and has come to show importance in the school setting due to its impact on teaching and learning. Finally, the practice of implementing mindfulness and yoga interventions in schools is increasing given the many benefits they provide both students and teachers.

Chapter 3: Methodology

Purpose

The purpose of this qualitative research study was to understand the perceptions of elementary school teachers who have used MoveMindfully® in their classrooms regarding their personal social emotional well-being as well as their sense of efficacy in meeting the needs of their students. This chapter outlines the study's methodology using nine components: research design, research questions, sampling design, protocols, field tests, data collection procedures, data analysis, limitations and delimitations, and ethical considerations.

Application of Theoretical Framework

This study aimed to understand elementary school teachers' perceptions of using MoveMindfully® as it relates to teacher well-being and efficacy. Two theoretical frameworks emerged from the current literature—emotional intelligence theory and social emotional learning theory—and were used as a basis for developing the interview questions, understanding emerging themes, and articulating the findings to the research questions.

Research Design

The foundation for this study was a basic qualitative research model (Merriam & Tisdell, 2016). A qualitative research method was used to understand teachers' experiences with MoveMindfully® by collecting data in words (Merriam & Tisdell, 2016). Participants provided in-depth and meaningful language about their real-life experiences with MoveMindfully®. The research method followed a multi-case, multi-site study design (Bogden & Biklen, 2007). Case studies are focused on searching for meaning and understanding and operate within a bounded system (Merriam, 2016; Merriam & Tisdell, 2016). This study provided an in-depth description and analysis of a bounded system by limiting participation to Minnesota elementary school

teachers who have implemented MoveMindfully® (Merriam & Tisdell, 2016). According to

Merriam, multi-case and multi-site studies strengthen the precision, validity, and stability of the

findings. In this study, investigating the experiences of multiple individuals in multiple sites

provided useful data about teachers' perceptions of MoveMindfully®.

Constructivist researchers rely on the participants' views of the subject matter to garner

understanding (Creswell, 2014). The study was conducted in three schools in two school districts

with elementary teachers who have implemented MoveMindfully® for at least two years. Data

were collected through interviews with the participants, analyzed by the researcher, and checked

for inter-rater reliability by the researcher's advisor and an outside coder. The data from all

interviews were collectively analyzed and categorized into similar patterns and themes and was

presented as in-depth descriptions of the participants' lived experience (Merriam & Tisdell,

2016). A detailed analysis of the data collected based on teachers' perceptions of

MoveMindfully® was performed and resulted in a deeply descriptive analysis (Creswell, 2014).

Research Questions

To gain an understanding of how MoveMindfully® impacts elementary school teachers,

this study investigated two questions:

RQ1 What influence, if any, does MoveMindfully® have on teachers' social emotional

health and well-being?

RQ2 What influence, if any, does MoveMindfully® have on teachers' efficacy to teach

all students?

Sampling Design

This study employed purposive sampling. 1000 Petals, LLC provided a list of Twin

Cities Metropolitan public elementary schools that have implemented MoveMindfully® for at

least two years. Schools with less than two years of implementation were removed and a total of seven school districts and 10 schools were considered. Three schools were immediately eliminated because one was a private school, one was from a district with a reputation of difficulties getting IRB approval, and one was a very small charter school with five teachers.

The researcher extended an invitation to participate in the study to the principals of the remaining seven schools (Appendix A). A response of "decline" resulted in eliminating the school from the potential participation list. A "no" response initiated multiple attempts via email to achieve the goal of 15 participants. Of those seven schools, three principals agreed to have their school participate and find study participants. A total of eight study participants were selected with a range of experience with MoveMindfully® from four to 10 years, with an average of five and a half years.

The participants for this study included tenured teachers selected from each of the three schools who use MoveMindfully® in their classrooms (Table 1). The sample included seven participants who teach grades kindergarten through third grade and one multi-grade special education classroom teacher who teaches third grade through fifth grade students, who have implemented the program for two or more full school years and planned to continue teaching the program throughout the current year.

The researcher had difficulty securing participants for the study for two reasons. First, the COVID-19 pandemic interrupted the search process in March of 2020. The researcher put the study on hold until the pandemic was not as disruptive to the school environment. The researcher solicited participants again in September of 2021. Secondly, likely due to the disruption of the pandemic as well as extreme busyness, some principals and district personnel were not able respond to multiple requests seeking participants for the study. According to Orcher (2014) the

standard sample size tends to be smaller in qualitative research, with a median sample size of 14 participants. The sample size for this study consisted of eight teachers from Minnesota, Twin Cities Metropolitan public elementary schools.

Table 1

Participants

Participant Letter	Gender	School	Teaching Assignment	Interview Date	Interview Duration
A	Female	A	Second Grade	January 23, 2022	32 Minutes
B	Female	A	Second Grade	January 30, 2022	35 Minutes
C	Female	A	Kindergarten	January 31, 2022	54 Minutes
D	Female	B	Second Grade	January 29, 2022	33 Minutes
E	Female	B	Third Grade	January 29, 2022	52 Minutes
F	Male	C	Special Education, Third - Fifth Grades	January 30, 2022	38 Minutes
G	Female	C	First Grade	January 27, 2022	30 minutes
H	Female	C	Kindergarten	January 29, 2022	38 Minutes

Protocols

This study utilized a semi-structured interview approach, which allowed for open-ended questions in a less-structured format and enabled the interviews to be authentic and respondent-driven as participants reflected on the questions (Merriam & Tisdell, 2016). The researcher served as the primary data collector (Creswell, 2014). The interview protocol was built from the information gathered in the current literature review about social emotional learning (SEL) and teacher efficacy. Themes from the literature review aided in the design of interview questions that helped participants to reflect on their use of MoveMindfully® and offer their insights and opinions about using the programs.

Before asking the interview questions, individual interview protocols included consent to video record the Zoom session and have the interview transcribed with Tactiq. Next,

confidentiality was discussed as well as the informed consent form that each participant read and

signed prior to the interviews. Finally, the researcher asked two general introductory questions to

gather demographic data such as gender, what school the participant was from, and current

teaching assignment. The interview date and duration were recorded (Table 1). A second

question was asked to quickly establish rapport. The interview then segued into the interview

question protocol (Table 2) related to the two research questions (Creswell, 2014).

Table 2

Interview Questions

Interview Recording	Inform the participants that the interview will be recorded and transcribed
Confidentiality	Discuss the confidentiality agreement
Informed consent to participate	Explain the consent to participate
Introductions	1. Please tell me what grade you currently teacher and a little about your professional background, including the number of years in education and in your current position. 2. Please tell me about your experience using MoveMindfully®, including how long you have implemented it in your classroom.

Research Question 1	Interview Questions	Literature Review
RQ1 What influence, if any, does MoveMindfully® have on teachers' social emotional health and well-being?	1. Did the professional training received, which focused on implementing MoveMindfully®, in any way influenced your social emotional well-being? If so, how?	Through professional development opportunities teachers may learn to use tools and employ strategies that build social and emotional skills including

		creating safe, caring learning environments in their classroom management systems (Durlak et al., 2011; Jones et al., 2014; Portnow et al., 2015).
RQ1 What influence, if any, does MoveMindfully® have on teachers' social emotional health and well-being?	2. Has implementing MoveMindfully® in your classroom in any way influenced your social emotional health and well-being? If so, how?	SEL programs often have implementation supports and professional development available within the overall package (Weissberg & Cascarino, 2013).
RQ1 What influence, if any, does MoveMindfully® have on teachers' social emotional health and well-being?	3. Has using MoveMindfully® in any way influenced your self-awareness of your social emotional health and well-being? If so, how?	Self-awareness is a strong indicator of emotional health and classroom success (Jennings & Greenberg, 2009).
RQ1 What influence, if any, does MoveMindfully® have on teachers' social emotional health and well-being?	4. Has using MoveMindfully® in any way influenced your relationship with your students? If so, how?	Teachers draw from their own social emotional well-being to build positive relationship with their students (Jones et al., 2013).
RQ1 What influence, if any, does MoveMindfully® have on teachers' social emotional health and well-being?	5. Has using mindfulness, movement, and breathing techniques in any way influenced your social emotional health and well-being? If so, how?	Interventions for teacher including mindfulness strategies, meditation techniques, relaxation practices, and deep breathing exercises (Greenburg et al., 2016; Jones et al., 2013).
RQ1 What influence, if any, does MoveMindfully® have on teachers' social emotional health and well-being?	6. What limitations, if any, have you experienced implementing and using MoveMindfully® with students?	Teachers with high EI tend to better face the challenges of the teaching profession and all of its demands (Dev et al., 2016; Fiorilli et al., 2017).
RQ1 What influence, if any, does MoveMindfully® have on teachers' social emotional health and well-being?	7. What challenges, if any, have you experienced implementing and using MoveMindfully® with students?	Teachers may learn to use tools and employ skills to impact the learning environment (Durlak et al., 2011;

		Jones S. M. et al., 2014; Portnow et al., 2015).
Open-ended Question	8. Is there anything you'd like to add in relation to implementing MoveMindfully®	

Efficacy or self-efficacy is a person's belief and confidence in his or her skills and capabilities to complete and succeed at a designated task or work in a given situation (Demirtas, 2018; Holzberger et al., 2013; Sahin, 2017).

For the purposes of this interview, *efficacy* refers to a teacher's belief in their ability to teach all students by differentiating instruction, using available resources for intervening, managing the classroom environment, and positively impacting students' social emotional well-being, specifically in regards to student behavior.

Research Question 2	Interview Questions	Literature Review
RQ2 What influence, if any, does MoveMindfully® have on teachers' efficacy to teach all students?	1. Has using MoveMindfully® in any way influenced your ability to teach students who struggle academically? If so, how?	Social emotional learning positively impacts students' academics (Jones et al., 2014; Schonert-Reichl et al., 2015; Sklad et al., 2012).
RQ2 What influence, if any, does MoveMindfully® have on teachers' efficacy to teach all students?	2. Has using MoveMindfully® in any way influenced your ability to teach students who struggle behaviorally? If so, how?	Zee et al. (2016) studied three types of student behaviors and how the behaviors impact teachers' sense of efficacy.
RQ2 What influence, if any, does MoveMindfully® have on teachers' efficacy to teach all students?	3. Has using MoveMindfully® in any way influenced your ability to calm a disruptive student? If so, how?	MoveMindfully® is a yoga-based SEL program that offers strategies for teachers and students to manage themselves and to be calm and ready for teaching and learning (1000 Petals Website, n.d.).
RQ2 What influence, if any, does MoveMindfully® have on teachers' efficacy to teach all students?	4. Has using MoveMindfully® in any way influenced your ability to teach the high-performing students? If so, how?	Teacher efficacy refers to the belief or conviction that a teacher can influence student growth and can manage student behavior, teach their subject matter, and ensure their students are motivated and eager to learn (Collie et al., 2015; Holzberger et al., 2013; Ransford et al., 2009;

		Ross et al., 2012; Sahin, 2017; Zee et al., 2016).
RQ2 What influence, if any, does MoveMindfully® have on teachers' efficacy to teach all students?	5. Has using MoveMindfully® provided tools to create an optimal learning environment? If so, tell me about the tools.	Teachers may learn to use tools and employ skills to impact the learning environment (Durlak et al., 2011; Jones S. M. et al., 2014; Portnow et al., 2015).
RQ2 What influence, if any, does MoveMindfully® have on teachers' efficacy to teach all students?	6. Has using MoveMindfully® provided strategies to create an optimal learning environment? If so, tell me about the strategies.	Teachers may learn to use tools and employ skills to impact the learning environment (Durlak et al., 2011; Jones S. M. et al., 2014; Portnow et al., 2015).
RQ2 What influence, if any, does MoveMindfully® have on teachers' efficacy to teach all students?	7. Has using MoveMindfully® in any way influenced your ability to engage students in your instruction? If so, how?	Implementing Social Emotional Learning programs plays an important role in the overall engagement and classroom management strategies teachers employ in their classrooms (CASEL, 2017; Eklund et al., 2018; Haymovitz et al., 2018).
RQ2 What influence, if any, does MoveMindfully® have on teachers' efficacy to teach all students?	8. Has using MoveMindfully® in any way influenced your ability to impact your students' self-efficacy to do well in school and value their learning? If so, how?	Teachers with high EI tend to better face the challenges of the teaching profession and all of its demands (Dev et al., 2016; Fiorilli et al., 2017).
RQ2 What influence, if any, does MoveMindfully® have on teachers' efficacy to teach all students?	9. What limitations, if any, have you experienced with MoveMindfully® in regards to your social emotional health and well-being and/or teachers' efficacy?	Teachers with high EI tend to better face the challenges of the teaching profession and all of its demands (Dev et al., 2016; Fiorilli et al., 2017).
RQ2 What influence, if any, does MoveMindfully® have on teachers' efficacy to teach all students?	10. What challenges, if any, have you experienced with MoveMindfully® in regards to your social emotional health and well-being and/or teachers' efficacy?	Teachers with high EI tend to better face the challenges of the teaching profession and all of its demands (Dev et al., 2016; Fiorilli et al., 2017).
Open-ended Question	11. Is there anything you'd like to add in relation to MoveMindfully® and your	

social emotional health and well-being and/or teachers' efficacy?

Field Tests

Merriam and Tisdell (2016) and Orcher (2014) emphasized that to ensure questions will yield valid and reliable results a field test of the questions should be performed. First, the interview protocol was examined by the founder and one trainer of 1000 Petals, LLC. Feedback was solicited and used to amend the questions. Staff from 1000 Petals, LLC, conveyed that the language "positive and negative" should be removed and replaced with "has MoveMindfully impacted… if so, how?" 1000 Petals, LLC staff reasoned that "giving a wider latitude than good or bad could yield a richer response (K. Flaminio, personal communication, September 27, 2021)." The researcher agreed and revised the questions.

The revised questions were field-tested virtually using Google Meet with two classroom teachers who were not participants. The purpose was to gather feedback from the teachers about the questions. Specifically, feedback on the clarity of the questions, ease in providing answers, and if they provided sufficient depth and flexibility to offer rich, detailed explanations of their work with MoveMindfully® as related to the two research questions. The field test participants provided feedback on the questions which led to revisions. One participant recommended adding a question about how the commitment level of the teachers using MoveMindfully® impacts implementation. The researcher chose not to include a question about commitment since the study was not necessarily focused on implementing MoveMindfully®. The second participant suggested asking a question about limitations and frustrations to garner a broader data set. The researcher chose to add two questions, one about challenges and one about limitations.

The field test provided an estimated duration the interviews would take for each participant. Ideally, the interviews would take from 45-60 minutes, and the field test assisted in modifying the interview process, if needed, to stay within that timeframe. One field test interview lasted approximately 47 minutes and the second interview lasted approximately 70 minutes, which included a several minute pause due to the participants need to address something at home. The researcher determined that even with the additional interview questions, the interviews would not take longer than the ideal maximum of 60 minutes. In reality, the two interviews lasted approximately 50 minutes and 6 interviews lasted approximately 30 minutes. The interviews took an average of 39 minutes.

Data Collection Procedures

Permission to conduct the study was requested from the dissertation committee members and the Bethel University Institutional Review Board (IRB). When permissions were granted, potential school leaders were contacted and potential interview participants were selected. Kathy Flaminio of 1000 Petals, LLC, provided the names of schools and their leaders that she believed fit the pre-determined criteria for participating in the study and would yield participants who were purposely selected teachers who would be "information-rich" (Orcher, 2014). The researcher consulted with Ms. Flamino on two separate occasions throughout the search process to ensure enough teachers could be found to participate in the study.

Upon school building principals' agreement to participate in the study, the researcher had to rely on the leaders to identify participants. This was in part due to one of the school district's policy on obtaining permission to conduct a study. Potential participants received an email invitation to participate in the study from the researcher (Appendix B). The invitation included a brief introduction to the research, the purpose of the study, and an explanation that willingness to

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participate may provide valuable information to the educational system and 1000 Petals, LLC. If a potential participant did not reply within one week, a follow-up email was sent (Appendix C). For nearly all eight participants, several attempts were made to obtain agreement to participate in the study, and finally all eight participants decided to take part. Once the participants agreed to be interviewed, a time to conduct the virtual, Zoom interview was scheduled. Teachers were contacted by email to use SignUpGenius to choose an interview date and time that worked best for them. A calendar invitation was sent and the Zoom link was provided a couple of days before the interview. One interview had to be rescheduled and the date fell within the researcher's pre-determined timeframe to have the interviews completed.

Prior to the interview, the informed consent letter (Appendix D) and the interview questions (Appendix E) were emailed to the participants to allow time for reflection. The signed consent letter was obtained electronically before the interviews were conducted. At the start of the interview the participants were reminded of the use of the video recording and that the interview would be automatically transcribed using the program Tactiq. Participants were assured of confidentiality with the omission of any personal information and were told that data would be stored in a secure location. A brief explanation of the study and the title was read and the two research questions were stated. After each interview the researcher saved the transcripts and began to preview the data for initial observations.

Data Analysis

An interview system was established including video recording and transcribing the interviews (Creswell, 2014). The interview recordings and transcripts made certain the data obtained was precisely documented and not impacted by potential researcher bias. Once all the

interviews were transcribed the researcher carefully read through the transcripts and compared them with the recordings to confirm accuracy and completeness.

The researcher deleted any information that was personal or identifiable in nature, including names, places, grade levels taught, and other information that may make identification possible. In order to fully protect the privacy of the participants, the researcher modified any specific information about the school and the school district in which they work. After transcripts were reviewed for accuracy and personally-identifiable information was removed, respondents received a copy of their transcript to check for accuracy. Two participants provided feedback that did not lead to any revisions. Feedback from the participants, if any, would have been used to revise any misunderstandings or potential personal identification.

Merriam and Tisdell (2016) described several steps for analyzing data. First, researchers engage in open coding: during and after reading and reviewing the transcript data for each participant, written annotations are made next to data that are interesting, relevant, or important as related to the research questions (Merriam & Tisdell, 2016). Next, researchers engage in axial coding, grouping and sorting the open codes that are similar in order to create categories, which requires interpretation and reflection on meaning of the text (Merriam & Tisdell, 2016).

During step one of the coding process, open coding, the researcher used Google Docs of the transcripts to begin highlighting meaning units that were judged to be important and rich information related to the research questions and then sorted them by research question. Next, the researcher took margin notes on the meaning units using the comment feature which started to build an initial understanding of the perceptions of teachers using MoveMindfully®. During this stage of the coding process the researcher read through and reviewed the transcripts several times to gain a depth of familiarity with the data and began to discover potential emerging

patterns between the data and the research questions. This is referred to as open coding (Merriam and Tisdell, 2016). This notation process included exact words the interviewees stated and the researcher's words to describe the text (Merriam and Tisdell, 2016). Three of the transcripts with meaning units and margin notes were emailed to the researcher's advisor who offered feedback and next steps for continuing the next steps in the coding process. Next, the researcher began to write codes based on the preliminary open coding process.

During step two, initial codes from the readings were tracked and categorized using Google Sheets based on the two research questions. The researcher then read through the transcripts three additional times to form initial groups of text and to begin to assign initial codes. There were 47 codes that originated from this step in the process. This is referred to as axial coding (Merriam & Tisdell, 2016). This process allowed for multiple ways to find similar text and assign multiple codes in order to ensure accuracy and exhaustive analysis of the narrative. The analysis was repeated several times to find all possible themes, categories, patterns, and answers to the research questions (Merriam & Tisdell, 2016).

The researcher solicited feedback from an independent analyst to confirm coding accuracy and support reliability. One interview transcript was shared along with a list of the researcher's initial codes. The analyst independently coded one interview, without referring to the researcher's code list, and then compared the codes to the researcher's codes. The analyst provided a list of codes and the meaning units selected to support the code for both research questions and other relevant codes not directly related to the research questions. The researcher compared the analyst's work with to check for inter-rater reliability. The researcher and analyst discussed the analysis to ensure there was an understanding of the process and how the codes were applied to the interview transcript. The discussion revealed similarities and differences

between codes and resulted in deleting or combining codes as dictated by the interview text. The researcher matched two out of two of the analyst's codes for RQ1 and seven out of nine for RQ2.

The researcher then began to combine and rewrite codes to determine emerging themes. The first step in the process yielded a Google Sheet that simply listed all 47 codes. The researcher captured the number of participants' references that were connected to each code. For each code the researcher noted how many times that information appeared in the transcripts and noted who the participants were that shared related content. The codes with only one to two references from all eight transcripts were sorted out in order to begin the process of combining similar singular codes.

Toward the end of the coding process and before continuing to refine the codes into themes, the researcher shared the meaning units, codes, and themes with his dissertation advisor for the first theme for research question one in order to ensure coding accuracy, and to further support reliability, before continuing the process with the remaining themes for research question one and two. The researcher compared the advisor's analysis with his analysis which resulted in moving meaning units to more relevant codes within the theme based on the interpretation of the text from the advisor's and researcher's perspectives. The researcher and advisor agreed on the current placement of the meaning units with codes in all but two instances, in which they agreed to disagree. The researcher and advisor had 100% agreement that the codes were accurately relevant to the theme. All codes were sorted to develop 16 themes, which were then carefully analyzed by the researcher and advisor. The iterative process yielded three themes for RQ1 and five themes for RQ2.

Limitations and Delimitations

The methodology employed in this study had associated limitations. The findings of this multi-case, multi-site study may not be generalizable to other teachers and schools using MoveMindfully®. The sample population was a small number of teachers who have implemented the program and met predetermined criteria. The findings are only an indication of the perceptions of the participants and are not intended to be generalized to a broader population (Merriam & Tisdell, 2016). The delimitation was to only seek perceptions from classroom teachers, and not students, parents, or school administrators; focusing on classroom teachers is meant to elicit a rich understanding of their perceptions. It is beyond the scope of this study to find out how MoveMindfully® impacts students' test scores, office discipline referrals, suspensions, or school climate.

This multi-case, multi-site study was limited to the conclusions derived from a snapshot in time of the teachers' perceptions and was not a longitudinal approach. A broader understanding of how MoveMindfully® impacts teachers would require more in-depth, longitudinal studies. The delimitation, resulting from a single researcher conducting the study, was to keep the scope of this study limited to a small sample size from three schools that have implemented MoveMindfully® for at least two years. Self-reporting is also a limitation, relying upon participants' willingness to share their personal views and perspectives without fearing negative impact on self, their school, their school district, or the 1000 Petals, LLC organization. The researcher mitigated concerns by ensuring confidentiality was handled with fidelity and that information that could lead to identification was removed. The delimitation was to structure a qualitative, interview-focused study rather than a survey-driven quantitative study.

It is important to recognize researcher bias and subjectivity. The researcher's strong beliefs and professional work with social emotional learning brought to light bias when

analyzing the data. MoveMindfully® should positively impact teachers' social emotional health and well-being and should produce more efficacious teachers. To reduce the possibility of researcher-bias, an outside analyst was consulted. Collectively, the researcher and the analyst coded the data sample in order to ensure greater objectivity and ensure inter-rater reliability.

Ethical Considerations

This study was carefully designed using the Bellmont Report's Ethical Principles and Guidelines for the Protection of Human Subjects of Research published by the Department of Health, Education, and Welfare (1978). To ensure no ethical issues existed in this study the dissertation committee members and the Bethel University IRB reviewed the research method and design and provided necessary feedback to procure a safe study for the participants (Creswell, 2014; Merriam & Tisdell, 2016). The considerations that were addressed in this study were participant protection, researcher positionality and reflexivity, trustworthiness of data, and triangulation.

Participant protection. Respect of persons was the first of three considerations when ensuring participant privacy, safety, and equal opportunity. The study was designed to protect personal information, as well as district and school information, and the 1000 Petals, LLC organization that distributes the MoveMindfully® resources and trainings; confidentiality for the participants was established. Steps were taken to protect each participant's identity during the data collection process and in presenting the results. Video recordings and transcripts of the interviews were stored in a secure location for the duration of the study and destroyed when the study was complete. Beneficence, the second consideration, was accounted for in this study. Beyond protecting participants from exposing personal information, this study also protected their well-being by carefully designing the interview to minimize risk to the participants. The

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third consideration, justice, was inherent in this study as all willing participants had equal access and equal opportunity to participate or not participate; no one was coerced to participate. All participants were informed about their right to withdraw from the study at any time and they were given the opportunity to do so, if they desired.

Researcher positionality and reflexivity. Researcher positionality and reflexivity is an important component of qualitative research that requires the researcher's consideration (Creswell, 2014; Merriam & Tisdell, 2016). As an elementary school principal, the researcher participated in and observed the MoveMindfully® training provided to the teaching staff in the building where the training took place. The researcher debriefed the training experience, referred to as residency, with the founder of 1000 Petals, LLC, Kathy Flaminio. The researcher was involved in securing and managing the grant and Title I funds that made the training possible. The researcher's experience with MoveMindfully® and its possible imposition on the outcome was addressed by acknowledging that familiarity with MoveMindfully® and the 1000 Petals, LLC founder makes it necessary to bracket, or set aside, any judgment or preconceived notions that may impact the study (Meriam & Tisdell, 2016). Bracketing was used when comparing the transcripts to the video recording and during the coding process. Kathy Flaminio and 1000 Petals, LLC has no vested interest in this study. This study was conducted by the researcher and there is no affiliation with any research being conducted by or for 1000 Petals, LLC.

The researcher has had multiple years of experience as an elementary school principal with two CASEL-reviewed SEL programs—MindUp and Second Step—in addition to MoveMindfully®. The researcher is passionate about SEL and teaching the whole child and highly values its integration into the school improvement plan, curriculum, and day-to-day operations within classrooms. The researcher was aware that this experience and passion

impacted the analysis of the participants' responses, and considered that awareness throughout the interview and coding process to ensure bias was limited as much as possible. Merriam and Tisdell (2016) warned researchers to be concerned with what they might be projecting onto the data based on their beliefs and experiences, consider how positionality or social location affect the process, and to guard against their own biases impacting the results.

Trustworthiness of Data

The goal of this research was to present findings from a defined time in the lived experience of the respondents' work with MoveMindfully® and to continue the discussion of how implementing SEL programs based on mindfulness and yoga impacts teachers (Creswell, 2014; Merriam & Tisdell, 2016). As a qualitative study the goal was to understand the phenomenon from the participants' perspective, specifically their perceptions, not the researcher's perspective or perceptions (Merriam & Tisdell, 2016). This study was carefully designed to ensure the findings are credible, accurate, and reliable for readers, practitioners, and other researchers (Meriam & Tisdell, 2016). Participants had the opportunity to review their responses from the transcriptions to check for accuracy. The researcher noted ample similarities between and among interview data (Merriam & Tisdell, 2016). There was an average of 88% agreement in the responses and coded data among the participants for the eight themes.

Triangulation

Finally, triangulation, the use of multiple theories as a foundation of the study to confirm emerging findings was employed (Merriam & Tisdell, 2016). The research questions were developed with two theoretical frameworks in mind as found in the current literature reviewed: emotional intelligence theory and social emotional learning theory. Building the study around these two theories resulted in a richer and deeper understanding of the answers to the research

questions, given they are separate but inter-related theories, thus enhancing the study. Triangulation increases the credibility of the research (Patton, 2015).

Chapter 4: Results

Introduction

The purpose of this qualitative research study was to understand the perceptions of elementary school teachers who have used MoveMindfully® in their classrooms regarding their personal social emotional well-being as well as their sense of efficacy in meeting the needs of their students. Teachers who have used MoveMindfully® for two years or more participated in the study. This study was conducted using Zoom, a video conferencing platform.

A typical qualitative research interview protocol of 19 questions was used for all eight participants. An iterative, multi-step data analysis method was utilized to answer two research questions. The narrative data were organized into codes and combined to determine themes. The data analysis used aligned with best practices for qualitative research (Merriam & Tisdell, 2016). This chapter includes the themes that emerged demonstrative of the findings to the research questions. Finally, a summary of the findings is presented.

Research Questions

To gain an understanding of how MoveMindfully® impacts elementary school teachers, this study investigated two questions:

RQ1 What influence, if any, does MoveMindfully® have on teachers' social emotional health and well-being?

RQ2 What influence, if any, does MoveMindfully® have on teachers' efficacy to teach all students?

Introduction to the Themes

A careful and extensive analysis of the interview transcripts disclosed themes which emerged from the initial 47 codes. Three themes were identified that described how using

MoveMindfully® impacts teacher social emotional health and well-being, RQ1. Five themes

were identified that explained how using MoveMindfully® impacts teachers' efficacy to teach

all students, RQ 2 (Table 3). The themes are individually defined and bound yet there are similar

strands throughout the findings.

Table 3

Research Questions and Their Relation to Discovered Themes

Research Questions	Themes
RQ1 - What influence, if any, does MoveMindfully® have on teachers' social emotional health and well-being?	Theme 1 - Using MoveMindfully® strategies reduces teachers' emotional responses in the classroom
	Theme 2 – Using MoveMindfully® increases teachers' awareness of the need to be self-regulated to effectively model and teach students self-regulation skills
	Theme 3 – Using MoveMindfully® strengthens relationships in the classroom setting
RQ2 - What influence, if any, does MoveMindfully® have on teachers' efficacy to teach all students?	Theme 1 - Teachers acquire knowledge and skills from MoveMindfully® to better meet the needs of their students
	Theme 2 - Teachers using MoveMindfully® positively impact their students' social emotional health and well-being
	Theme 3 - Teachers using MoveMindfully® are equipped to improve students' capacity to learn
	Theme 4 – The MoveMindfully® teacher training contributed to effective classroom implementation and impacted teachers' mindsets
	Theme 5 – Teacher efficacy may be hindered when teachers experience challenges implementing MoveMindfully®

Research Question 1

What influence, if any, does MoveMindfully® have on teachers' social emotional health and well-being?

Theme 1 - Using MoveMindfully® strategies reduces teachers' emotional responses in the classroom. This theme, using MoveMindfully® strategies reduces teachers' emotional responses in the classroom, appeared in eight out of eight interviews and consisted of five codes. These codes were used when respondents shared how MoveMindfully® strategies improve teachers' social emotional health and well-being, how the strategies reduce emotional responses in the classroom, how the strategies allowed time and permission to pause or breathe throughout the school day, and how the strategies center and ground teachers emotionally.

MoveMindfully® strategies improve teachers' social emotional health and well-being. MoveMindfully® strategies improve teachers' social emotional health and well-being was discussed by eight out of eight participants when describing how the strategies, when used throughout the school day, impact their own social emotional health and well-being. This code emerged 19 times across the eight interviews. Participant B commented, "The breathing ball and everything with that they're doing, I do it right with them. So, it's really impacted my social [emotional well-being] for the best, for the better." A common topic that surfaced about improved social emotional health and well-being was associated with the words regulated and calm. Respondents described the impact as it regulates my body, it is regulating, it calms me, it helps me stay calm, it calms me first, and we need to calm down. Participant G revealed,

> It helps everyone in the space be calm. When you flip yourself over…and you do a
> Forward Fold it regulates your body. Even as the adult it regulates my body. So, it's nice
> and it connects your…brain to your body.

Respondent C acknowledged, "I would have never in my wildest dreams thought like, 'Hey, let me listen to drumming right now when I'm upset.' It is so regulating, and I think that's been like the biggest gift." In regard to the strategies providing a sense of calm, Participant H shared, "I just noticed that…[it] really helps me stay calm and…get everybody back to where I want them to be."

Strategies reduce emotional responses in the classroom. Six out of eight participants reported how using MoveMindfully® strategies gave them the capacity to reduce emotional responses in the classroom. This code was used when participants talked about having strategies to control unhealthy emotions and strong emotional responses. Several responses named emotions teachers might feel such as being frustrated, upset, amped up, anxious, riled up, agitated, overwhelmed, and worried. Participant B indicated the strategies have affected her "by kind of seeing where I'm at and not getting upset and those emotions coming out and ahhh, big, huge, you know, huge emotions and, you know, and [not] getting upset right away."

When referring to using a strategy to reduce an emotional response, Participant D revealed, "If I'm feeling overwhelmed by something, just taking that moment to pause is big, reminding myself to breathe." Participant B also made a strong statement about how the strategies have positively impacted her success as a teacher: "I have felt myself being a better teacher because of it. I don't get so anxious or riled up and I know all these tools I can use."

Participants reflected on how the training they received taught them breathing, moving, and calming strategies that they began to use themselves to reduce emotional responses in the classroom. When asked if the training had influenced her social emotional health and well-being, respondent C quickly shared, "Oh my gosh, like a million-fold!" Interviewee D proclaimed,

That answer is 110%! And I think in the midst of a lot of heavy work in education, and

then also being a parent, it's just amazing…to learn to just pause and to breathe and the

different movements and what they do. It just was so important, too; it was really

critical…. I think [it] personally helped me understand…the power of why we do what

we do, why we breathe, why we move.

Permission to pause or breathe. Seven out of eight participants revealed that using

MoveMindfully® strategies allowed them opportunities and permission to pause or breathe

throughout their work day. This code was used 25 times across the seven interviews. The

permission to pause or breathe code represented participants' statements about how the

MoveMindfully® strategies of pausing or breathing become embedded into the flow of their

teaching day. Participant A explained, "If I've got a really, really tough kid that I'm dealing

with…, sometimes I have to walk away and do some breathing."

Participants noted they felt they were given permission to take a moment to stop during

the school day in order to use MoveMindfully® strategies that help them regain their own focus

and improve the learning environment for students. Permission to pause is a hallmark of

MoveMindfully® and teachers indicated that it is an important component of reducing emotional

responses in the classroom.

Participants indicated they have learned to build in time in their day to pause. Participant

D expressed this by noting, "I put it throughout my day with…intentionality, to make myself

pause." Examples of using the pause or the breath strategies included giving oneself a moment to

make a decision, taking the time to pause to check in with oneself, and using a variety of

breathing techniques to calm and regulate the mind and body.

Using a variety of breathing techniques was a common thread that occurred in several participants' statements. The participants described breathing techniques such as Five-finger Breathing, Conductor Breath, and Belly Breathing, all of which are MoveMindfully® breathing strategies. Participant B reported specific breathing techniques by emphasizing, "It helped me take deep breaths. It helped me to do the Five[-finger] Breath and the Conductor Breath. So, it really taught me to slow down, too, and take a breath when I needed to." Participant A shared,

I'm just as frustrated as they are, where I'll actually say, "You know what, I need to do Five-finger Breathing, or I need to do some Belly Breathing." And I think it's letting the kids know you need it as much as them.

Another premise that surfaced related to improved social emotional health and well-being correlated to teachers suspending what they were doing to use a MoveMindfully® strategy. Participants described this experience with phrases such as walk away and do some breathing, right now this is what I need, stop and use a strategy, slow down and take a breath, take a step back and get back on track, I'm going to take a pause, and I'll go and sit down and take a break. Participant H used the phrase "need to stop" on three occasions and then referred to breathing as the strategy she would use, noting, "When I feel like I'm getting frustrated and agitated, whether it's at home or at school, I really stop and…take a breath or two." Respondent B recounted,

It also helped me do those actions and all of that implementation, when I was teaching it, it helped me slow down. It helped me to take deep breaths. It helped me to do the five breaths and the Conductor Breath…, so it really taught me to slow down, too, and take a breath when I needed to.

Strategies center and ground teachers emotionally. Five participants explained how using MoveMindfully® strategies centers and grounds them emotionally, helps to calm their

minds and bodies, and makes them aware of the need to regulate. Participant C indicated,

> It's a lot of learning about yourself, and you know, how to regulate yourself. But there's really no way to get around life, right? It's hard…and there's moments of joy and moments of sadness and so to be able to have a whole bunch of tools and kind of a mindset is really beautiful.

Participants reported examples of being centered and grounded with words such as regulated, calm, focused, become present, be present in the moment, helped me slow down, and being grounded myself. Participant C reasoned, "So teaching these children, right, and so like the strategies that I learned to help the kids have really helped me to regulate." When discussing how MoveMindfully® strategies help to keep teachers centered and grounded, participant H stated, "Learning those other tricks…things to make sure I stay at that level, and not get escalated."

Theme 2 – Using MoveMindfully® increases teachers' awareness of the need to be self-regulated to effectively model and teach students self-regulation skills. This theme, using MoveMindfully® increases teachers' awareness of the need to be self-regulated to effectively model and teach students self-regulation skills, appeared in eight out of eight interviews. The theme consisted of three codes that focused on self-awareness, effectively modeling and teaching students self-regulation skills, and teachers need to learn and use MoveMindfully® strategies first to be able to teach them to students.

MoveMindfully® increased self-awareness. Seven out of eight participants confirmed that using MoveMindfully® increased teachers' self-awareness in the classroom. The self-awareness code represented teachers recognizing whether their own social emotional health and well-being was in a positive state, and if not, using MoveMindfully® strategies to better understand their emotions. Examples of teacher self-awareness recounted by the interviewees

included the need to pause to name emotions, know when to walk away from an emotional situation to breathe and refocus, and how to slow down to assess where they are at emotionally. Participant D reflected, "As an individual…this is critical. We [need] to pause to name our emotions, to be able to know how to handle them, and learn self-regulation." Participant B commented, "Implementing it…has affected me by kind of slowing down, seeing where I'm at." Participant C made a poignant statement about self-awareness when she admitted, "I actually didn't realize how anxious I was until I started doing the [MoveMindfully®] work."

Participants spoke about self-awareness as foundational to using strategies to ensure they remain calm and regulated in the classroom. Participant B indicated that,

> I can feel myself getting amped up, and I just have to go, "Whoa, you know you're getting amped up." So, I think that self-awareness…and really thinking like, "Okay, you have to be at level, you know, you have to be even keeled."

Participants expressed how having an awareness of their own social emotional health and well-being is an impetus for using a MoveMindfully® strategy. Participant B explained, "So, I think being self-aware, myself, like, 'Okay, I gotta calm down because I'm just going to…[raise] my voice…and I don't want to have that happen' so I'm very…self-aware." Participant E shared, "being aware…if you need it, the kids probably need it, or even if the kids don't need it like just do it for yourself. So, you know, I don't hesitate to move if I need to, or to pause." Participant H explained,

> You don't even realize how stressed you are. You're thinking of all the things you need to do…Then, you know, the [trainers] start teaching you these things and you're doing the breathing and you're doing the movement and it's like you just really calm down and let that load off.

Teachers model MoveMindfully® strategies for their students. Teachers articulated the importance of modeling MoveMindfully® strategies in eight out of eight interviews. Participant E reflected, "I do think I model it, I have to model it in a certain way, and even when people will say, like, 'Oh, you're so calm,' and I'm like, 'I don't feel that way inside,' so I'm glad I show up that way." Participant C postulated this comparison,

> I just think, I mean, we teach kids to read by modeling, we teach kids to use scissors by modeling, we teach kids to make friends by modeling. We also teach them how to handle stress and deal with upset. But, I think, being able to model healthy relationships with emotions.

Both teachers elaborated when they conveyed the powerful connection of modeling simply through their daily actions and demeanor. Interviewee E reported, "And I know I model it all the time just because of how I show up." Respondent C explained, "To regulate myself in front of them is like a double, right? It's like, I win and they win…, because I've learned to regulate and then to model."

Teachers need to learn and use MoveMindfully® strategies first to be able to teach them to students. Seven out of eight participants discussed the importance of learning and using MoveMindfully® strategies first before teaching them to their students. This code was used when the researcher heard that teachers understood these strategies work for them, and they need them first, and in that manner, they are better able to teach and model them for their students. Participant C articulated, "If you're dysregulated, you cannot regulate anyone else…. I remember one year, I kept saying to myself, 'Like, an escalated adult cannot de-escalate an escalated child.'" Participant A reasoned, "Because [the strategies] calm me first, which then is going to help calm them." Participant E declared an insightful idea when she acknowledged,

Also, with Brene Brown's most recent book, *The Atlas of the Heart*, and understanding,

"Humans don't have a wide vocabulary for what they're feeling," and, so, [if] the adults

don't have that, like, how are they expected to teach the children?

Participant D compared the idea of needing to learn and use the strategies first with this creative

airline metaphor, "I found myself realizing that I need to put on my mask first. I need to learn

this stuff first so I can live to teach it."

Theme 3 – Using MoveMindfully® strengthens relationships in the classroom

setting. This theme, using MoveMindfully® strengthens relationships in the classroom setting,

appeared in six out of eight interviews and consisted of two codes used to describe teachers'

perceptions of how using MoveMindfully® influenced relationships among the teacher and the

students and among students. Teachers described the strengthening of relationships with words

such as trust, better conversations, team building, culture, and having a common language.

Builds relationships among the teacher and the students. Teachers shared how using

MoveMindfully® positively impacts their relationship with their students. Participant H

elaborated about how a relationship was strengthened between a student and herself with the

following example.

It took a while, but it really did help our relationship of having her like be my helper with

it and show the kids how to do it. Once she was seeing how it was helping everybody else

and she did want to buy in, our relationship really got stronger and, and her behaviors

became less and less and less, and by the end of the year like there were none. She was

my buddy.

When asked if using MoveMindfully® has impacted her relationship with her students,

Participant D remarked, "Absolutely. It definitely has in such a positive way. You know, so I

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think they trust me." Participant B expressed how relationships are strengthened through the ability to have better conversations. "So, I guess those conversations that we have. I'm able to have better conversations with them about…feeling stressed. We're able to talk about it, and we have the same terminology. So that really helps." Participant E provided an example of relational impact in regards to common language. "I think more if kids are in like a crisis or different things like that, we have the tools in the same language to pause or to model the breath."

Builds relationships among students. Teachers reported that using MoveMindfully® helps to build student-to-student relationships. Participant F shared an example of student-to-student relationships being impacted by MoveMindfully® when he pointed out, "My kids are in a position where instead of, you know, laughing that somebody can't stand on one foot, they'll go and stand next to them and let them hold their shoulder." Participant B described how having a common MoveMindfully® language is impactful between students when she reported, "'I was doing the Five[-finger] Breath, [name of teacher],' and so they have that language and they…can kind of talk about the language with each other."

Participant F shared an example of how both the adults and the students were impacted because the "students look at this as kind of a team building project…. But we do everything as a group. And this is something that really builds that connection with all of us because we're doing it as a group."

Research Question 2

What influences, if any, does MoveMindfully® have on teachers' efficacy to teach all students?

Theme 1 - Teachers acquire knowledge and skills from MoveMindfully® to better meet the needs of their students. This theme, teachers acquire knowledge and skills from

MoveMindfully® to better meet the needs of their students, appeared in eight out of eight interviews. This theme consisted of four codes including meeting the students' social emotional needs begins with the teacher observing what the students' behavior is communicating, teachers choose what MoveMindfully® strategies and tools to use for their class by evaluating their present needs, teachers use the tools to deepen understanding, and teachers can differentiate by using MoveMindfully® strategies for individual students.

  Meeting needs begins with the teacher observing students. Participants agreed that, in order to know what students need, teachers must be able to observe and be aware of what the students' behaviors are communicating. Participant G reported, "What's your behavior showing us? What's your body showing me right now? What do you need? Let's figure it out." Respondent B articulated,

> I think I take the time to see where the kids are at…. Using the kids as a base, like, how are they…coming across. I guess I…use the kids a lot for what kind of strategies we're going to use.

Participant A added, "I try to read my students at the moment and use the strategies that will help them to achieve what I want them to."

  Teachers choose strategies and tools by evaluating needs. Six out of eight interviewees reported that in addition to having observation skills, teachers also need to have evaluation skills to choose from a plethora of MoveMindfully® strategies and tools to meet students' needs. Teachers reported evaluation skills with phrases such as try to find what they need, see what they need, see where they're at, and become more aware. Participant G emphasized, "What are they showing you, but then…what am I doing as the adult in the room to react to it and help them bring themselves back to center. You're giving the kids tools." Participant A reflected,

So, I think my biggest thing is, through the years, knowing from the minute those kids

walk in the classroom to try to find what they are going to need today. Which one of the

movements are they going to need? We come up to the floor. They're out of control. I

know I need to stop and say…, "We're all going to do hand breathing."

Participant B recounted,

This is a time…when you need focus or this is a time when they're kind of sleepy and

they're just kind of like, ehhh and they need to get ramped up. Let's do the Wood

Chopper…when they…have all that energy.

Interviewee C reasoned, "I think I also have become more aware of, like, if you're falling off the

chair…you probably need…to practice different moves; to look at how a child is moving in the

room." Respondent E acknowledged, "Being aware of the energy in the room, and knowing

when you need to do kind of a calming or when you need to do a release." Participant E

continued,

"I see that you guys are rolling around. I see you're starting to look over there and over

there. We need to do something." And so…in the middle of a lesson, we will get up, and

we will do the Wood Chopper or we will be a tree or we will do some breathing.

Teachers use the tools to deepen understanding. Respondents noted that using the

MoveMindfully® tools allows the teacher to help students understand how MoveMindfully®

practices impact them. Participants talked about how using the MoveMindfully® tools such as

the glitter ball, the breathing ball, the sequence charts, or the MoveMindfully® posters provide a

visual for students to use to gain a deeper understanding of the strategies they are learning.

Respondent A recalled, "There's the glitter ball that they have. We talk a lot about that this is

where you are now, you know, what can I do to bring that focus, just even to that ball can help

69

them." With a similar statement Participant E explained, "Acknowledging to the kids, like, when our brains, you know, some of the tools…like the glitter ball, when we're like that we can't actually be learning." Teacher G reflected,

> If you think about the morning meeting you started out with…the breathing ball and you focus on your inner breathing and then you listen to the outside world and then you talk about what you hear and how your body feels now versus when you walked in.

Participant A described, "Tools that are up are charts. Like, if you really are tired, you need to go do this list of things. If you really need to focus, this is the list of things you can do."

Differentiate for individual students. Five out of eight respondents discussed how MoveMindfully® allows them the ability to differentiate for individual students based on their specific needs. Teachers explained how they can differentiate with phrases such as prompting the students to think about what tools they have in their toolbox and asking the students what they need at that moment. Participant A acknowledged, "I think that's where [with] MoveMindfully®, the more in-depth you get into it, and being able to specifically match the movement to the child's behavior, can help." Interviewee B recommended, "Really asking them…do you need to do this or do you need a breathing ball or do you need a five breath?" Respondent F described differentiating for students by stating,

> [We put] a lot of focus on individual behaviors, and of course the triggers are forever. It takes a while to pinpoint what are triggers for some of our kids. Once…we find out that a student likes doing Downward Dog or likes going to sit for five minutes and listening to meditation music and breathing, we kind of develop a menu specifically for them.

Participant H reported, "…the Wood Chopper. Like you're…a little angry, right? Let's do the Wood Chopper, and let's get rid of our anger and let's…try five and if it doesn't work let's do

another five." Participant G added,

> One kiddo even had his own flow. We took pictures of him, and I put them on the wall
> and [said], "Kid, this is your flow. And this is when you want to try it. You try it." And
> other kids were using it, too. And they're like, "We want our flows." So, we had a couple
> pictures of different kids around [the room].

Theme 2 - Teachers using MoveMindfully® positively impact their students' social emotional health and well-being. Teachers using MoveMindfully® positively impact their students' social emotional health and well-being appeared in eight out of eight interviews. This theme consisted of three codes related to the impact teachers have on their students' social emotional health and well-being by using MoveMindfully®. The participants talked about how teachers impact their students by empowering them to become decision makers about their own social emotional health and well-being. They shared how teaching students MoveMindfully® strategies leads to student's using strategies independently to self-regulate and increase students' leadership skills by having them lead MoveMindfully® strategies in the classroom.

Empowering students. Seven out of eight participants remarked how empowering MoveMindfully® are for students. This code was used when teachers shared how students suggest a MoveMindfully® strategy to the teacher, students recognize when they are not ready and know they need to regulate, and students ask to be able to go to a place in the room to use a strategy. Teachers honor students' feelings and emotions in order to be ready to use a strategy and using the strategies allowed some students who struggle emotionally or academically to shine were also discussed by teachers within this code. Participant A reflected, "Making the kids feel both powerful and…empowered and important. I see you. I see you." Respondent C shared,

You can engage everyone in a way that's empowering for them. One of my students, who's notoriously not focused, is like, "Let's do Lion's Breath." She must have needed it…, she knew she needed it, so she said it. So, it's kind of fun to think that maybe, you know, this five-year-old or six-year-old is like getting some strategies.

Interviewee B explained,

They can tell, like, when they were lining up for lunch the other day and I said, "Hey guys, let's…do a Forward Fold," and then one of them said, "Yeah, we're not ready for the hallway." I think it does impact them because they themselves know and they don't feel ready to be, you know, either walking in the hallway or ready to learn.

Respondent D reflected,

One of the things I've noticed is if we just let them have their feelings and emotions for that little bit of progressive struggle…. "I'm going to let you have your feelings right now, I'm gonna set this timer, and then when we come back together, I want you to be ready for an opportunity to just stretch or to breathe, whichever you choose, here are some choices."

Interviewee G noted,

It provides them…a non-academic time to shine. The ones who struggled emotionally and academically could shine, and one that just sticks out is when we did the Plank Challenge. Two of them who are just not the strongest academic kids or [are] behavioral kids…could plank. And the joke was, beat your teacher. Well yeah, anyone. I mean, I can't plank for more than two minutes. And they would just keep going like, "We can beat you [name of teacher]. I'm like, "yeah, you can."

Using strategies independently to self-regulate. Six out of eight interviewees

emphasized how students began to use the strategies independently to be able to self-regulate.

Teachers shared how students use the breathing ball on their own, implement a strategy when

they know they need it, and strategize to choose an approach without the teacher's help.

Participant F explained, "So, it causes them to be…in control of their behavior and also be a lot

more independent." Participant H reported a student's perspective,

> Okay, I'm starting to get frustrated. I don't need to tell my teacher or have my teacher
>
> come over and notice it. I need to go…to the calming spot or I need to just do some of
>
> these things right here so I calm myself.

Respondent A suggested, "To me, it's filling their toolbox. And now I'm to the point where I can

legitimately say, 'What's in your toolbox right now to calm your body?' And I'll have kids all

doing different things. Participant F reported,

> It really does mean a lot to them when I say, "Come here. You were so mad that such and
>
> such or you got stuck on problem three but look what you did. You didn't even come to
>
> me. You just put on your headphones, you went to the safe area, you listened to music. I
>
> said, "Hey, what's going on?" You say, "Can I have three minutes?" I said, "Sure, take
>
> three minutes." Then you came back after three minutes and you said, "I'm ready to
>
> work." "That's fantastic."

Interviewee B shared,

> That really helps disruptive kids. It's just like, okay, let's take some breaths now. "What
>
> do you want to do, you know, do you want to do a five breath, you want to do a belly
>
> breath?" And they can choose which one they want to do and that really gets them

breathing and thinking. So, I've seen that work…. I've…had them be really effectively

used.

Participant H reported, "I have [seen a] huge, huge difference…and just teaching them how to breathe and how to calm so that they can then learn to self-regulate." Participant H continued with this story about how learning independence and self-regulation impacted a student at home. "And when [the student] was home and it was chaotic and everything was up here it taught [the student] those skills of the breathing and the calming and teaching [the student's siblings] those things, too."

Two participants expressed how many of the MoveMindfully® strategies can be used without the MoveMindfully® tools, establishing even greater independence. Participant E reasoned, "At the end of the day, like, I don't want the kids to feel like they have to go buy things. I tried to teach them like, you have your hand to trace. You have the ability [to] take your breath with you everywhere." Respondent H stated, "I really like that you don't really need anything, just your body, so that our students are able to do this at home."

Leadership skills. Seven out of eight participants stated how they have students lead MoveMindfully® in the classroom. Teachers described student leadership in such ways as the students become the leaders of the practices, there is a student helper assigned for the day to lead strategies, and I allow them to be the MoveMindfully® leader. Participant G shared, "They always lead. They help lead the breathing ball, they help when we use the glitter ball and it settles down." Participant F offered, "After about a month they really started to take to it. I let them be the leaders of it. I kind of step back and watch them." Interviewee A commented,

> They become the leader. You know, I don't have them make up the moves, because that
> gets too overwhelming, but it's like, "I need your help today to demonstrate these

different things." And that helps…draw some of those kids back in and around to out of their behavior. Not always, but as you know, what works today isn't gonna work tomorrow, necessarily.

Theme 3 - Teachers using MoveMindfully® are equipped to improve students' capacity to learn. This theme, teachers using MoveMindfully® are equipped to impact students' capacity to learn, was found in six out of eight interviews. The capacity to learn theme included three codes which were used when respondents reported that teachers using MoveMindfully® can impact student engagement, using MoveMindfully® makes a positive difference on the classroom environment, and teachers use MoveMindfully® strategies to help students be ready to learn.

Impact on student engagement. Participants were asked to describe the influence, if any, of how MoveMindfully® impact students' engagement. Participant B pointed out,

I think [one] hundred percent they are so much more engaged after we do these MoveMindfully® poses or breaths or whatever. They are so much more engaged. And if they're not, then we'll do something else until they are.... So, I think engagement is…on…when I use [the strategies].

Interviewee H recounted, "'Okay, let's sit down.' Now they're engaged again. They just needed something really quick to get up and move…so then they are more engaged." Respondent F explained,

Three of us were stretching and I go around and go, you know, "Name a long vowel." And they would say, e, as in tree, or whatever, and we're all stretching at the same time and moving. So yeah, it's really helped [with engagement] and build a connection to where you're having fun getting movement and learning at the same time.

Classroom environment. Participants were asked to provide their perspective on how using MoveMindfully® influenced the learning environment. Interviewee B emphasized, "I [one] hundred percent feel that it works…. I just see that whole being, that stillness, and thinking." Participant G claimed, "Oh yeah, when they're silly and they're not ready…to focus. So, yes, it actually has helped [influence the learning environment]." Respondent B noticed,

I just see when kids are not…in tune. It makes such a difference if they do the exercises with you. If they do the breathing with you. Oh my gosh, you can just see…how much more calm [the learning environment] is.

Readiness for learning. Five out of eight participants communicated their perceptions of MoveMindfully® strategies improving readiness for learning for their students. Participant C shared an idea she received during her training.

My kids keep doing X, Y, or Z and, you know, and it was very frustrating. They could not attend. The OT looks at me and they're like, "Oh, yeah, they just need large body, heavy work." We made this whole MoveMindfully® routine that they did…and then they were able to learn. I found like after we did like Child's Pose and planking and Downward Dog and like all these big gross motor movements that the kids were better able to learn.

Interviewee B described how the strategies helped. "They just weren't ready for learning. The breathing techniques or we would do, you know, the calming down techniques. [It] would get them ready for academics… it would get them ready to learn." Participant G reported, "One that I use consistently after coming in from lunch or recess, is the Forward Fold. [We use] Upward Mountain and we stretch ourselves out so that the kids can be ready to learn…straight into…independent work." Respondent C recalled,

After recess we did this routine at 1:15, and then I could teach the rest of the day. And I

thought, "Well, that was never going to just happen, like we're all just going to go crazy

from 1:15 to three o'clock every single day." They just didn't have the regulation or the

stamina to make it through the whole day. But then you just put…10-minute practice in.

And suddenly I could teach math to kids that were actually willing to and able to learn.

Theme 4 - The MoveMindfully® teacher training contributed to effective classroom

implementation and impacted teachers' mindsets. This theme, the MoveMindfully® teacher

training contributed to effective classroom implementation and impacted teachers' mindsets,

appeared in seven out of eight interviews. This theme consisted of four codes referencing that

MoveMindfully® training provided a structure and helped with implementation of the program,

follow-up training provided reminders about the use of the MoveMindfully® strategies,

additional follow-up training would be beneficial, and the teacher training impacted teachers'

mindsets.

Structure and implementation. Participants explained the ways the training provided a

structure for implementing the MoveMindfully® strategies in the classroom. Interviewee F

reflected, "[The training] gave me more structure on how to do it…. I'm a physical person, but I

just…never got into yoga, meditation. It was nice learning all the different things you could do

and then applying those and then teaching them…to the kids." Participant B explained,

I guess the training part. As far as implementing, I just loved how the trainers came in the

classroom and they, they were part of it and we were all part of it. We got to watch them

in action; they were with the kids. We actually got to have them physically in the

classroom. I thought the trainers did a great job with training us.

Follow-up training. The structure of the MoveMindfully® training starts with an initial two-hour session and then there are follow-up trainings that include residencies and consultations. Interviewees shared their thoughts on the follow-up training. Participant D expressed,

> I guess I feel like I, just in [number of] years, have gotten a lot of training and a lot of things that I've been able to piece together. I absolutely will give a lot of credit to MoveMindfully®, and my experiences with our residencies and our staff trainings.

Respondent H emphasized,

> It was really helpful to continue to get trained throughout the whole thing, remind yourself of some things that you were doing, some things that you forgot about, and some new things. Okay, I've been doing all these things. I love these things, but I would like more techniques and more ideas and or what's that next step that I could take.

Additional training would be beneficial. 1000 Petals, LLC, the organization that created MoveMindfully®, offers a number of follow-up trainings to schools who are using their programs. Participants acknowledged that receiving more training is dependent on budgeting, but they stated that they would definitely benefit from more training. Interviewee H simply stated, "If anything, I wish we could have more training on it, now that I've been doing it for a while." Respondent F expressed,

> I never knew of any follow-up. As far as, am I doing this right? Am I going backwards? What could I add now? It would be nice for somebody to watch…like the coaching part of it added to teachers. What could I do to have this happen instead? I think for a lot of teachers it's going by the wayside just because it could be something little that may be stopping them.

Participant E reflected,

I think, you know, seeing it roll out, like, you know, in some ways I'm probably like

ready for like kind of a quick refresher. Maybe it's 30 minutes. Maybe it's just nice to

connect with other teachers, like, what they're doing well.

Teacher mindset. Participants shared how the training they had received changed their

mindset about student behavior in a positive way. Respondent C reflected,

I think before all of this training I just didn't have that mindset. I just was like, "Wow,

this is a really bad behavior," and now it's like, "Okay, well this is communication," and

[the student is] communicating that [they're] upset. Let's, like, start at the beginning and

kind of work our way through, and that really shifted for me with all this training."

Interviewee G revealed,

It just, it helped, it changes, it flips your mindset. I'm like, not only is the behavior that

you're seeing in your kiddos, what are they showing you, but then how, what am I doing

as the adult in the room to react to it and help them bring themselves back to center."

Theme 5 – Teacher efficacy may be hindered when teachers experience challenges

implementing MoveMindfully®. This theme, teacher efficacy may be hindered when teachers

experience challenges implementing MoveMindfully®, appeared in seven out of eight interviews

and consisted of five codes. The challenges perceived by teachers when implementing

MoveMindfully® included sustainability, lack of student participation and buy in,

MoveMindfully® strategies are less effective when students are too dysregulated, calling the

practices yoga had religious implications, and time.

Sustainability. Teachers' reflections on program sustainability included staff who leave

the system, consistency, and the program not being used across the school setting. When sharing

about staff sustainability, Participant C stated, "Teachers leave...and it's like, oh no, but like, how do you create something that can continuously live on if the administrator leaves or the person [leading] leaves?" Participant F, when reflecting on sustainability simply emphasized that "it is hard to stay consistent," while Interviewee E posed the question, "How do you keep coming back to it? And then being intentional about it." Participant C continued, "If you don't practice it, if you don't try and fail, a million times…it's not going to become naturally part of your practice." Respondent C discussed sustainability across the school setting. "I think it is kind of hard to like have it be in one or two classrooms in the school or just like for just those seven lessons or 10 lessons or whatever it is and then not have it be part of the culture."

> ***Lack of student participation and buy in.*** Teachers reported that lack of student participation was a challenge. Respondent C pointed out,

> They don't participate and you're like, "No, this is for you." It's like, no, but everyone has the right to choose, like they get to choose. And what I have learned over the years is if you grant them the right to choose, they will eventually choose it.

Participant B conveyed this about a student. "I'm not going to do that today. I don't feel like doing that right now." Interviewee A noted,

> The challenge would be those silly kids who don't want to participate, and they kind of ruin it for the rest of them who are really trying hard to focus. I know both [of the trainers] talk about that quite often. "It's okay, just let them be. They will come around when they're ready." But for me, it's really hard to see their disruption interfering with the kid who really wants to be doing this.

> When addressing student buy in, Participant D said, "[I] had a hard time getting kids to buy in. 'I don't need to do that.' Maybe not understanding that value. I'm finding that the

students that need it the most have the most trouble with it." Participant A confirmed that it is challenging "trying to get them to buy in to the benefit, that it would help them with the learning."

MoveMindfully® strategies are less effective when students are too dysregulated. Participants were asked to explain if MoveMindfully® in any way influenced their ability to calm a disruptive student. Interviewee G simply stated, "If I catch them at the right time, it would." Similarly, teacher H added, "If you can get them before they get to that point, then they don't even ever get to that point." Participant B suggested, "[I] try to catch them before they get ramped up and kind of using those as a preventive rather than after the fact, you know, using those tools before, rather than later." Participant F reported, "There's a lot of kids that choose the physical movement as a way to step down from that climax." Respondent H revealed,

> That, you know, helps you be aware of the students and their feelings and what's going
>
> on. "I see you're getting frustrated. Let's talk about it and let's do some things that can
>
> kind of calm you so that you don't get to that point, because then you can't talk about it."

> When discussing students having access to the strategies when too dysregulated,

participant C pointed out, "It's kind of like what level of disruptive? I mean, [if we're like clearing the room], because then I don't know. I've had kids break breathing balls and glitter balls." Respondent A concluded, "It all depends on where they are in their fight, flight…mode, where, you know, trying to figure out where that is because if a kid is really amped up into the fight, telling them to breathe isn't going to work." Teacher B conveyed,

> If they're really heightened [then] sometimes that doesn't even work. I think if the kids
>
> are like really ramped up and they're wanting to run around the room and they come back

in there yelling…. [If] they're really ramped I haven't, you know, it's kind of hard sometimes.

Concerns with practicing yoga as a religion. Participants reported that using the word yoga was a challenge. Respondent C recalled,

That first year we couldn't even hardly say the word yoga. It was like, "No, we're just moving our bodies to regulate ourselves. It's called MoveMindfully®." And now I can say like, "No, I'm trying Yoga Calm and the practice we use is MoveMindfully® and this is what it looks like." It's not quite so, you know, scary, or whatever for parents, and so I appreciate that that limitation is easing and I hope it continues…. When we first started, the limitations of like the idea of yoga and religion that was… initially like kind of a big deal. But I feel like as a country, and as educational system, like we have shifted into mindfulness and breathing and social emotional [learning].

Participant F commented, "Sometimes we call it yoga, but then they changed that and said we couldn't call it yoga anymore because [that] had religious implications." Respondent A conveyed,

Getting past the fact that some parents still think it's religious oriented [was a challenge]. Back when I first started, the word yoga was used a little more often and that really tripped people up. When we really went to just moving mindfully, and me becoming more comfortable to tell the parents, "This has nothing to do with any kind of religion." Kathy Flaminio used to say like, "We're just using yoga-based movements."

Time. Interviewees revealed that time can be a challenge when implementing MoveMindfully®. Participant H reported, "In the beginning, you're like, how am I going to fit this in. But as you do more, and try more, and you find those successes." When talking about

challenges, Participant F said, "Time is one. I can see a lot of teachers that don't use it because they're just like, "…we don't have time for it." Participant B elaborated, "Time, I guess, would be a challenge. Just not having enough time to really delve into some of these, you know, to really get into all of…the posters and everything. I'd like to do it longer."

Summary of the Findings

The purpose of this qualitative research study was to understand the perceptions of elementary school teachers who have used MoveMindfully® in their classrooms regarding their personal social emotional health and well-being as well as their sense of efficacy in teaching their students. Data from the research identified meaningful insights into the perceptions of how using MoveMindfully® influences teachers' social emotional health and well-being. MoveMindfully® strategies improve teachers' social emotional health and well-being and reduce emotional responses in the classroom by providing permission to pause or breathe and strategies that center and ground teachers emotionally. MoveMindfully® increased self-awareness, allowing teachers to model MoveMindfully® strategies for their students. Teachers contend that they need to learn and use MoveMindfully® strategies first to be able to teach them to students. Implementing MoveMindfully® was shown to build relationships among the teacher and the students and builds relationships among students.

The research findings discovered insights into the perceptions of how using MoveMindfully® influences teachers' efficacy to teach all students. Meeting students' needs begins with the teacher observing students in order to choose strategies and tools and differentiate for individual students. Teachers empowering students to use strategies independently to self-regulate and develop leadership skills. MoveMindfully® strategies resulted in increased student engagement and readiness to learn as well as improved the classroom

environment. MoveMindfully® training contributed to implementation and changing teacher mindset. Challenges to implementation included sustainability, lack of student participation and buy in, concerns with practicing yoga as a religion, and time limitations. MoveMindfully® strategies were reported as less effective when students are too dysregulated.

Chapter 5: Discussion, Implications, Recommendations

Overview of the Study

The purpose of this qualitative research study was to understand the perceptions of elementary school teachers who have used MoveMindfully® in their classrooms regarding their personal social emotional well-being as well as their sense of efficacy in meeting the needs of their students. Eight respondents from two different school districts and three different schools participated in the study. The interviews were conducted using Zoom, a virtual conferencing tool. A typical qualitative research interview protocol of 19 questions was used for all eight participants. Interviews were transcribed, coded, and analyzed to identify themes. A multi-step data analysis method was used to answer the two research questions. Following multiple iterations of coding and feedback from the researcher's advisor and an outside coder, a total of eight themes emerged for the two research questions.

Conclusions

Social emotional health and well-being. Emotional intelligence (EI) is having an awareness of self and others, to be able to define one's own and others' feelings, and to be able to motivate self and manage emotions (Cherniss et al., 2006; Sahin, 2017; Serrat, 2009). EI in adults is paramount for students' success, especially as schools experience higher levels of students with trauma and mental health concerns, students in poverty, and diverse student populations (Ancona & Mendelson, 2014; Boncu et al., 2017; Eses-Aygun & Sahin-Taskin, 2017). EI in teachers involves an awareness of self and others (Cherniss et al., 2006; Jennings & Greenberg, 2009) and is linked to greater teachers' success (Dev et al., 2016; Dolev & Lesham, 2016; Serrat, 2017). Researchers have clearly stated the importance of having emotionally healthy teachers in our classrooms. This study confirmed that teachers can improve their own

social emotional health and well-being by implementing MoveMindfully®. Participant B explained, "I think my emotional health is so much better, because I'm…using breathing [and] the breathing ball and everything with that they're doing. I do it right with them."

Gaining an understanding of teachers' emotional well-being has mainly derived from studies of specific SEL programs. Researchers looked at how the use of these programs and the training provided to use them impacts teachers' emotional intelligence and well-being (Collie et al., 2015; Durlak et al., 2011; Schonert-Reichl et al., 2015). This study aligned with the practice of studying how SEL programs impact teachers' social emotional health and well-being. Studies exploring how SEL programs impact teachers' personal social emotional health and well-being reported that teachers believe there are positive impacts such as knowing the importance of EI for schools, increased understanding of students' emotions, and believing there is a need for teachers to have high EI in order to create an effective classroom environment for students (Dolev & Leesham, 2016; Jennings & Greenberg, 2009). One approach for increasing teachers' EI in schools is through social emotional learning (SEL) programs such as MoveMindfully®. This study found evidence to support this approach, specifically with MoveMindfully®.

Self-awareness is a strong indicator of success in the classroom (Jennings & Greenberg, 2009). This study found that teachers using MoveMindfully® had an increased awareness of their own social emotional health and well-being. Participant B shared, "So, I think being self-aware, myself, like, 'Okay, I gotta calm down because I'm just going to…[raise] my voice…and I don't want to have that happen' so I'm very…self-aware." Yin et al. (2016) asserted that teachers should be aware of the emotional demands of the teaching profession and knowledgeable of emotion regulation strategies.

Teaching is a highly emotional profession and is even considered high-risk due to the potential hazards to teacher health and well-being, with physical and emotional manifestations (Brackett et al., 2010; Greenburg et al., 2016; Merida-Lopez & Extremera, 2017). Emotion affects well-being, motivation, energy level, creativity, job satisfaction, and self-efficacy. Emotionally competent teachers recognize emotions, patterns, and tendencies that impact the classroom (Dolev & Leesham, 2016; Jennings & Greenberg, 2009).

Dorman (2015) studied the use of mindfulness training with pre-service teachers and teachers enrolled in a masters-level program. He found that mindfulness training for teachers can help equip them to deal with the stressors of the profession and will help develop elements of SEL as described by the Collaborative for Academic, Social, and Emotional Learning (CASEL) which are Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. He found that mindfulness training can help alleviate burnout and produces more self-efficacious feelings for teachers. In this study, participants indicated that the initial training they received, the ongoing follow up training, and the use of MoveMindfully® impacted their own social emotional health and well-being. When asked whether MoveMindfully® training had influenced her own social emotional health and well-being, Respondent D conveyed,

> That answer is 110%! And I think in the midst of a lot of heavy work in education, and then also being a parent, it's just amazing…to learn to just pause and to breathe and the different movements and what they do. It just was so important, too; it was really critical…. I think personally helped me understand…the power of why we do what we do, why we breathe, why we move.

This study revealed that teachers who are aware of their own emotional intelligence are equipped to meet the social emotional needs of their students, teachers impact students' social emotional health and well-being, and teachers using the MoveMindfully® strategies assist students to be ready to learn. Participant G reported, "One that I use consistently after coming in from lunch or recess, is the Forward Fold. [We use] Upward Mountain and we stretch ourselves out so that the kids can be ready to learn…straight into…independent work."

SEL is a developmental process in which people learn specific and basic core competencies around social skills, social practice, and empathic understanding (Durlak et al., 2011; Gunderson, 2014; Weissberg & Cascarino, 2013). The process includes learning right ways to behave, including managing self and maintaining positive relationships. SEL involves acquiring knowledge, attitudes, and skills required to recognize and manage emotions and behave empathically toward others. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL focuses on social awareness, self-management, responsible decision-making, relationship skills, and social awareness (CASEL, 2017). Consistent with the literature, this study found that teachers using MoveMindfully® acquire skills to not only manage their classroom and students, but also their own social emotional health and well-being. Participants shared several examples of how using MoveMindfully® improved their skills such as using the tools along with the students and on their own, the strategies help them to stay calm, and taking the time to pause or breathe and self-regulate. Participant C explained, "So, teaching these children, right?" The strategies that I learned to help the kids have really helped me to regulate and go like, "Wow, I can feel that I'm really upset. I have some tools."

As Brennan (2015) noted, relationship building is a key factor in securing a strong emotional environment, and when relationship building was modeled by teachers it carried over

to students. When teachers use their social emotional skills to build quality relationships with students, they are better able to work with students in a caring and sensitive manner. A solid relationship between the student and teacher helps to improve social adjustment for students and achieve higher academic competence (Brennan, 2015; Jones et al., 2014; Jones et al., 2013). The quality of teacher-student relationships is a better predictor of students' academic adjustment than other factors like teacher education and teacher-student ratio (Jones et al., 2013). This study confirmed that relationship building and teachers' modeling while using MoveMindfully® positively impacts the classroom and students. Participant C reflected, "Being able to model healthy relationships with emotions gives you access to deeper relationships with kids, and just a really strong connection that I have definitely noticed. This shifted since I've been trained."

Teacher efficacy. Efficacy or self-efficacy is people's belief and confidence in their skills and capabilities to complete and succeed at a designated task or work in a given situation (Demirtas, 2018; Holzberger et al., 2013; Sahin, 2017). Teacher efficacy refers to the belief or conviction that they can influence students' growth, manage students' behavior, teach the subject matter, and ensure students are motivated and eager to learn (Collie et al., 2015; Holzberger et al., 2013; Ransford et al., 2009; Ross et al., 2012; Sahin, 2017; Zee et al., 2016). This study revealed that teachers using MoveMindfully® experience efficacy because the program teaches them skills and strategies they perceive to impact their ability to teach their students. Participants reported having the ability to differentiate to meet the needs of individual students and empowering students to become decision makers in their own social emotional health and well-being. Teachers shared they are able to proactively use strategies for decreasing dysregulation and use the MoveMindfully® tools to help students learn and understand emotion management.

Teachers who have a high level of efficacy will be more committed to teaching and incorporating effective SEL programs in their classrooms (Collie et al., 2011, 2012; Collie et al., 2015). Collie and colleagues (2011, 2012, 2015) found that support of SEL and promotion of SEL in classrooms showed a high level of general professional commitment and organizational commitment; teacher commitment is higher in schools that value SEL. They also found that comfort with and regular implementation of SEL nurtures teachers' well-being, which in turn leads to greater efficacy (Collie et al., 2011, 2012; Collie et al., 2015). This study found evidence that aligned with the research regarding MoveMindfully® impacting teacher social emotional health and well-being and how that led to higher levels of teachers' efficacy. Participant B shared this about her strong belief in MoveMindfully® to impact her ability to teach all students.

> It's so beneficial for yourself, and then you can teach the kids. I just think it's so beneficial because I have felt myself being a better teacher because of it. I just think for the better of the kids, the teachers, everybody.

A longitudinal study by Holzberger et al. (2013) disputed prior short-term studies' criticism of teacher efficacy impact on student outcomes. Holzberger et al. found that teachers with high efficacy did not necessarily provide higher quality instruction when measured one year later. They stated that efficacy may be a consequence, not the cause, of improved instruction. Zee et al. (2016) posited that efficacy might have an indirect effect on teaching and learning outcomes. However, "most researchers studying teachers' self-efficacy beliefs see the construct as a determinant of successful educational outcomes" (Holzberger et al., 2013, p. 774). This study revealed that teachers using MoveMindfully® did not necessarily impact educational outcomes, as no participants suggested that using the programs influenced their ability to teach students who struggle academically or students who are high performers, or that their instruction

had improved. It is important to note that the findings of this study demonstrated that MoveMindfully® have impacted student outcomes, particularly social emotional and behavioral outcomes, which in turn improved the learning environment. Impact was evidenced when participants shared that the programs helped students self-regulate, become ready to learn, stay engaged in their learning, feel empowered to use strategies independently, use a common SEL language within the classroom, and allowed students to use leadership skills. Whether students' achievement or learning outcomes were impacted was beyond the scope of this study.

Yoga-based practices in schools. Yoga is a holistic system of mind-body practices for mental and physical health, including physical postures and exercises, breathing exercises, deep relaxation techniques, and meditation and mindfulness practices (Ancona & Mendelson, 2014; Butzer et al., 2016; Khalsa & Butzer, 2016). Yoga-based programs and mindfulness programs share many common characteristics of social emotional learning competencies such as those outlined by CASEL (Butzer et al., 2014; Jennings, 2015; Khalsa & Butzer, 2016). Jennings and Thomas and Atkinson (2017) suggested that yoga and mindfulness programs should be implemented in schools because of the many benefits.

It is important to recognize the religious perspective that mindfulness is an ancient Buddhist practice and that its use in schools may be controversial. It is also imperative to understand that a contemporary view of mindfulness has evolved, and it is viewed as a secular practice (Creswell, 2017; Jennings, 2016; Thomas & Atkinson, 2017). Although grounded in Buddhist traditions, mindfulness first came to the attention of the scientific community in the 1980s when mindfulness-based approaches were used in healthcare settings to help patients manage chronic pain (Kabat-Zinn, 1984), therefore locating mindfulness as a secular approach (Thomas & Atkinson, 2017). It is not a practice itself that determines whether something is

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religious or secular, it is the content (Jennings, 2016). Being mindful should not be considered the same as practicing a religion or being Buddhist, therefore, it should not be considered off limits to children from a variety of backgrounds (Creswell, 2017; Jennings, 2016; Thomas & Atkinson, 2017).

This study aligned with the research about using yoga-based movements in schools and the potential controversy this may cause. Participants shared how using the word yoga caused some concern for the parent community at their schools, and how they were able to thwart the problem by being intentional about naming the MoveMindfully® practices as yoga-based or moving mindfully. Participant C explained,

> That first year we couldn't even hardly say the word yoga. It was like, "No, we're just moving our bodies to regulate ourselves, it's called MoveMindfully®." And now I can say like, "No, I'm trying Yoga Calm and the practice we use is MoveMindfully® and this is what it looks like." It's not quite so, you know, scary, or whatever for parents.

Implications for Practice

School systems need to ensure that a component of teacher professional development includes developing emotionally intelligent teachers. Social Emotional Learning (SEL) programs such as MoveMindfully® impact teachers' social emotional health and well-being, establish as openness to growth in social emotional health and well-being, improve self-awareness for teachers, and build relationships in the classroom, which are a few of the essential components for creating an optimal learning environment.

To ensure teachers have the skills, tools, and strategies to improve their personal social emotional health and well-being, leaders of schools and school districts need to consider fully training their teachers in SEL programs such as MoveMindfully® and create an environment for

success by wholly supporting the training, implementation, and sustainability of the initiative. Leaders should consider a coaching model that includes teachers working along-side an expert to explore better implementation, similar to instructional coaching. Having emotionally healthy teachers in our classrooms leads to greater teachers' efficacy as they implement SEL programs such as MoveMindfully®.

School systems should ensure that teachers are afforded the opportunity to exhibit strong efficacy in regard to having a deep and lasting impact on students' social emotional health and well-being and their ability to engage in learning. SEL programs such as MoveMindfully® assist teachers in creating a stronger awareness of the classroom environment through observation and evaluation of student behavior and can be used to differentiate for a whole classroom of students and individual students depending on their needs. To ensure high teachers' efficacy to impact students' emotional and educational needs is achieved, teachers need to commit and invest in the implementation of SEL programs such as MoveMindfully® in their classrooms.

When implementing yoga-based programs such as MoveMindfully®, school leaders and teachers need to be aware of the potential difficulties families may have about their school and their children's teachers using a yoga-based program such as MoveMindfully®. Schools need to partner with families early in the adoption and implementation process to explain the goals and intent of using a yoga-based program. Communication is a key factor when starting any new program in schools, especially when it is known that some families may have concerns such as those noted about yoga-based programs, and when families need to be reassured the school is a safe place for their children. Those leading the initiative need to consider offering a variety of ways for families to learn about and experience MoveMindfully®. Participants shared about the success of MoveMindfully® family nights they had organized at their school, and that families

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felt as though they had the information they needed to understand the work the school was implementing to help with the social emotional needs of the students.

Developing leadership skills in students through MoveMindfully® was an unexpected finding in this study. Seven out of eight participants mentioned ways they have students lead MoveMindfully® strategies with their peers. Teachers described the positive impact student-led strategies have on their students. Developing student leadership skills through MoveMindfully® is not currently an intentional topic that the trainers discuss during training. MoveMindfully® training should consider including specific strategies that teachers can use to develop leadership skills with their students by having them lead MoveMindfully® strategies with their peers, as well as the social emotional benefits such leadership opportunities may have on their students.

Recommendations for Future Research

This study contributes to the knowledge of how specific social emotional learning (SEL) programs impact teacher social emotional health and well-being and teacher efficacy. To understand the impact of MoveMindfully® on teacher social emotional health and well-being and efficacy in more depth, it would be beneficial to hear the perceptions of school administrators and how their perspective might influence on-going teacher support and professional development.

Numerous quantitative studies could further develop the findings in this qualitative study. Future research could also include a quantitative analysis of students in schools with SEL programming and those without to explore possible differences in mental health and well-being as measured by students' self-rating on the Minnesota Student Survey. Scholars should analyze the relationship between students' social emotional health and achievement as measured on standardized assessments. Similarly, scholars could determine if teachers' emotional health and

teacher efficacy impact students' academic achievement. Future research could be conducted to gather quantifiable data to support anecdotal evidence of MoveMindfully®, such as how using MoveMindfully® has impacted office referrals for behavior concerns.

The field would benefit from research focused on the voices of students who have experienced MoveMindfully® at school to explore how the program influenced their social emotional health and well-being, potentially impacted their ability to learn, as well as possible influence on students' lives outside of school. The rich narrative would provide a better understanding of the lived experience of student participants.

Concluding Comments

Establishing a school environment where teachers can demonstrate emotional intelligence by being socially emotionally healthy (Ancona & Mendelson, 2014; Boncu et al., 2017; Eses-Aygun & Sahin-Taskin, 2017) and where teachers have a high level of self-efficacy (Collie et al., 2011, 2012; Collie et al., 2015) contributes to the success of teachers. MoveMindfully® may offer a means to invest in the well-being of our teachers, an important component of creating a positive school culture and climate. As a result of implementing MoveMindfully®, teachers may gain knowledge, skills, and practices they could use that will impact them personally, their students, and their classroom environment. The collective efficacy that may result when a school decides to implement MoveMindfully® could establish a culture of taking care of one another, contribute to improved classroom management, develop an emotionally healthier school environment, and provide a common language to decrease the stigma that may be associated with emotional and mental health.

Teachers are faced with an ever-increasing array of students' needs. Hearing from teachers about their experiences with MoveMindfully® provided insight into the importance of

focusing on teacher and student emotional health and well-being, as well as the impact it is having every day in schools and classrooms. MoveMindfully® was so valuable to one participant that when it became necessary to move to a different school in a different district, the participant intentionally found schools to apply to that were already implementing MoveMindfully®. The participant commented,

> I didn't want to go to a school where I would be the only one doing tree or having a chime or teaching kids to breathe. It's so much a part of who I am and how I teach that I just didn't want to be somewhere where they thought I was weird. Or, you know, I didn't want to pioneer.

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Appendix A

Communication to School Administrator**s**

Dear School Leader of [name of school],

     Kathy Flaminio, founder of 1000 Petals, LLC, has informed me of her partnership with your school and staff and your implementation of MoveMindfully®. I am writing about an opportunity for your school and classroom teaching staff.

     My name is Jeff Nepsund, and I am a doctorate student at Bethel University. I am also an elementary principal in the Burnsville-Eagan-Savage school district. I am conducting a study about MoveMindfully® titled *Perceptions of Elementary Classroom Teachers Using MoveMindfully®: Understanding Teacher Well-being and Teacher Efficacy.* Kathy Flaminio and 1000 Petals, LLC has knowledge of this study and fully supports the research being conducted.

     Please consider allowing me to reach out to your grade level tenured teaching staff to be potential participants in this study. If permission is granted, I will select teachers and ask them to participate in this qualitative study. I am seeking permission to conduct a 60-minute interview with five tenured elementary classroom teachers who have implemented MoveMindfully® for two or more years and plan to continue teaching the programs throughout the current school year. Kathy included your site in the initial list of potential schools because she believes your site meets my criteria for selecting participants.

     Participation in this study is voluntary and teachers may choose to withdraw at any time. Likewise, declining to participate or withdrawing from the study will not affect their relationship with Bethel University, their school of employment, their school or district administrators, 1000 Petals, or me.

     Please respond to me via email at j-nepsund@bethel.edu by [date] with your decision.

     Thank you for your consideration and I look forward to hearing from you.

Sincerely,

Jeff Nepsund, Researcher, Bethel University

Appendix B

Communication to Potential Participants

Date

Dear [name of staff member],

My name is Mr. Jeff Nepsund and I am a doctorate candidate at Bethel University. I am conducting a study titled *Perceptions of Elementary Classroom Teachers Using MoveMindfully®: Understanding Teacher Well-being and Teacher Efficacy*. The purpose of this qualitative research study is to understand the perceptions of elementary school teachers, whether favorable or unfavorable, who have used MoveMindfully® in their classrooms regarding their personal social emotional well-being as well as their sense of efficacy in meeting the needs of each of their students. I am writing about an opportunity for you to provide valuable data about MoveMindfully®.

I have reached out to your administrator, [name], and [he/she] has provided approval for me to conduct my study at your school. I am writing to ask if you might consider being a participant in this qualitative study.

My interest in Social Emotional Learning (SEL) has grown out of my work as an elementary principal and seeing the diverse needs of our students and the importance of providing a whole-child education. This study developed from work with several SEL programs including MoveMindfully®. There is quite a bit of research about how SEL impacts students. I also became interested in how SEL impacts the adults. MoveMindfully® has not been widely studied so I decided this would be a great opportunity to add to the literature about how implementing MoveMindfully® influences teachers.

Confidentiality is important. I would like to assure you that all steps will be taken to ensure confidentiality and that there are no known factors that will cause harm to the participants. Steps will be taken to protect each participant's identity during the data collection process and in presenting the results. Audio recordings and transcripts of the interviews will be stored in a secure location for the duration of the study and destroyed when the study is complete.

Your participation in this study is voluntary and you may choose to withdraw at any time. Be assured, declining to participate or withdrawing from the study will not affect your relationship with Bethel University, your school of employment, your school or district administrators, 1000 Petals, or me.

I hope you will consider being a participant in this important study. Please respond by [date] with your decision. Please know that you can withdraw your participation at any point if you so choose.

Thank you for your consideration and I truly look forward to our partnership!

Sincerely,

Mr. Jeff Nepsund, Bethel Doctorate Candidate

Appendix C

Follow-up Communication to Potential Participants

Date

Dear [name of staff member],

My name is Mr. Jeff Nepsund and on [date] I sent an email regarding your potential participation in a study I am conducting as part of my doctorate work at Bethel University. I know how busy the teaching world is, and I am reaching out to encourage you to participate.

I am a doctorate candidate at Bethel University. I am conducting a study titled *Perceptions of Elementary Classroom Teachers Using MoveMindfully®: Understanding Teacher Well-being and Teacher Efficacy*. The purpose of this qualitative research study is to understand the perceptions of elementary school teachers, whether favorable or unfavorable, who have used MoveMindfully® in their classrooms regarding their personal social emotional well-being as well as their sense of efficacy in meeting the needs of each of their students. I am writing about an opportunity for you to provide valuable data about MoveMindfully®.

I have reached out to your administrator, [name], and [he/she] has provided approval for me to conduct my study at your school. I am writing to ask if you might consider being a participant in this qualitative study.

My interest in Social Emotional Learning (SEL) has grown out of my work as an elementary principal and seeing the diverse needs of our students and the importance of providing a whole-child education. This study developed from work with several SEL programs including MoveMindfully®. There is quite a bit of research about how SEL impacts students. I also became interested in how SEL impacts the adults. MoveMindfully® has not been widely studied so I decided this would be a great opportunity to add to the literature about how implementing MoveMindfully® influences teachers.

Confidentiality is important. I would like to assure you that all steps will be taken to ensure confidentiality and that there are no known factors that will cause harm to the participants. Steps will be taken to protect each participant's identity during the data collection process and in presenting the results. Audio recordings and transcripts of the interviews will be stored in a secure location for the duration of the study and destroyed when the study is complete.

Your participation in this study is voluntary and you may choose to withdraw at any time. Be assured, declining to participate or withdrawing from the study will not affect your relationship with Bethel University, your school of employment, your school or district administrators, 1000 Petals, or me.

I hope you will consider being a participant in this important study. Please respond by [date] with your decision. Please know that you can withdraw your participation at any point if you so choose.

Thank you for your consideration and I truly look forward to our partnership!

Sincerely,

Mr. Jeff Nepsund, Bethel Doctorate Candidate

Appendix D

Consent Form

You are invited to participate in a study about perceptions of elementary teachers who have implemented MoveMindfully®. The purpose of this qualitative research study is to understand the perceptions of elementary school teachers who have used MoveMindfully® in their classrooms regarding their personal social emotional well-being as well as their sense of efficacy in meeting the needs of each of their students. You were selected as a potential participant because you are an elementary classroom teacher who has implemented MoveMindfully® for at least two years and plan to continue using it for the remainder of the school year.

This research is being conducted by Mr. Jeff Nepsund, an elementary principal in a suburban school district in Minnesota and doctoral student at Bethel University in Minnesota. The research is in partial fulfillment of the requirements for the degree of Doctor of Education.

Your participation in this study is voluntary and you may choose to withdraw at any time. Be assured, declining to participate or withdrawing from the study will not affect your relationship with Bethel University, your school of employment, your school or district administrators, 1000 Petals, or the researcher. **Please be informed that your district has granted permission to be recruited and your participation is completely voluntary; there is no penalty for choosing not to participate.**

If you decide to participate, I will contact you to set up one face-to-face interview that is expected to last no longer than one hour. I will contact you sometime after the interview to share the interview transcript, discuss emerging themes, and check with you to see if my understanding was correct.

There are no anticipated discomforts other than the possible discomforts that may be associated with being interviewed and recorded for transcription purposes. The estimated total time for the actual interview and subsequent check-in(s) is two hours altogether. All identifiable information will be withheld and there are no risks expected. Possible benefits to participating may be additional time for reflecting on current practice.

Any information obtained in connection with this study that can be identified to you will remain confidential and will be disclosed only with your permission. In any written reports or publications, no one will be identified or identifiable, and only aggregate data will be presented. The interview transcript will be stored on a password-protected computer to which only I have access, and interview transcripts will then be used for data analysis purposes.

Your decision to participate or not to participate will not affect your future relations with your school or school district administration, 1000 Petals, LLC, Bethel University, or the researcher in any way. If you decide to participate, you are free to discontinue participation at any time without affecting such relationships.

This research project has been reviewed and approved in accordance with Bethel University's Levels of Review for Research with Humans. If you have any questions about the research and/or research participants' rights or wish to report a research-related injury, please call Dr. Peter Jankowski, Chair of the Bethel Institutional Review Board (IRB) at 651-638-6901. You will be offered a copy of this form to keep.

You are making a decision whether or not to participate in this study. Your signature indicates that you have read the information provided above and have decided to participate. You

may withdraw at any time without prejudice after signing this form should you choose to discontinue participation in this study.

_____   _____
Signature   Date

_____
Signature of Researcher

Appendix E

Interview Questions

Introductions
1. Please tell me what grade level you currently teach and a little about your professional background, including the number of years in education and in your current position.
2. Please tell me about your experience using MoveMindfully®, including how long you have implemented it in your classroom.

Interview Questions
1. Did the professional training received, which focused on implementing MoveMindfully®, in any way influence your social emotional health and well-being? If so, how?
2. Has implementing MoveMindfully® in your classroom in any way influenced your social emotional health and well-being? If so, how?
3. Has using MoveMindfully® in any way influenced your self-awareness of your social emotional health and well-being? If so, how?
4. Has using MoveMindfully® in any way influenced your relationship with your students? If so, how?
5. Has using mindfulness, movement, and breathing techniques in any way influenced your social emotional health and well-being? If so, how?
6. What limitations, if any, have you experienced implementing and using MoveMindfully® with your students?
7. What challenges, if any, have you experienced implementing and using MoveMindfully® with your students?
8. Is there anything you'd like to add in relation to implementing and using MoveMindfully®?

Efficacy or self-efficacy is a person's belief and confidence in his or her skills and capabilities to complete and succeed at a designated task or work in a given situation (Demirtas, 2018; Holzberger et al., 2013; Sahin, 2017).

For the purposes of this interview, *efficacy* refers to a teacher's belief in their ability to teach all students by differentiating instruction, using available resources for intervening, managing the classroom environment, and positively impacting students' social emotional well-being, specifically in regards to student behavior.

1. Has using MoveMindfully® in any way influenced your ability to teach students who struggle academically? If so, how?
2. Has using MoveMindfully® in any way influenced your ability to teach students who struggle behaviorally? If so, how?
3. Has using MoveMindfully® in any way influenced your ability to calm a disruptive student? If so, how?
4. Has using MoveMindfully® in any way influenced your ability to teach the high-performing students? If so, how?

5. Has using MoveMindfully® provided tools to use to create an optimal learning environment? If so, tell me about the tools.
6. Has using MoveMindfully® provided strategies to use to create an optimal learning environment? If so, tell me about the strategies.
7. Has using MoveMindfully® in any way influenced your ability to engage students in your instruction? If so, how?
8. Has using MoveMindfully® in any way influenced your ability to impact your students' self-efficacy to do well in school and value their learning? If so, how?
9. What limitations, if any, have you experienced with MoveMindfully® in regards to your social emotional health and well-being and/or teachers' efficacy?
10. What challenges, if any, have you experienced with MoveMindfully® in regards to your social emotional health and well-being and/or teachers' efficacy?
11. Is there anything you'd like to add in relation to MoveMindfully® and your social emotional health and well-being and/or teachers' efficacy?

Appendix F

Teachers' Sense of Efficacy Scale – Permission Letter

Anita Woolfolk Hoy, Ph.D.   Professor
                                                                 Psychological Studies in Education

Dear Jeff Nepsund,

You have my permission to use the *Teachers' Sense of Efficacy Scale* in your research. A copy the scoring instructions can be found at:

http://u.osu.edu/hoy.17/research/instruments/

Best wishes in your work,

Anita Woolfolk Hoy

Anita Woolfolk Hoy, Ph.D.
Professor Emeritus

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