

Supporting College Readiness from the Inside-Out with Schoolwide Mindfulness-based Programming



RTI Early College Network

6/10/26

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Mindful Moment

**Be Where
Your Feet
Are!**



Connect and Reflect

Pair-Share

- Find a partner you *don't* know
- Introduce yourself
- School/Role
- Where would you like your feet to be this summer?

Objectives

FUTURE READY: EMPOWERING LEADERS FOR SUCCESS

Participants will:

- Recognize how investing in **educator well-being** promotes **student success** from the **inside out**.
- Gain understanding of how **multi-tiered mindfulness** based SEL programming can **support college readiness**.
- Consider how the **Be CALM approach** can be used to address **schoolwide well-being**.

Agenda

FUTURE READY: EMPOWERING LEADERS FOR SUCCESS

- Look at the mandates about
- Focus on the wellbeing of staff and students, and the link between these two;
- Learn about mindfulness;
- Consider what it means to be a Mindful Educator who mindfully co-regulates students;
- Learn how Be CALM addresses these school-wide.

Social-Emotional Skills and College-Readiness

The Mandate(s)

Superintendent Green's 25-30 Strategic Plan

Pillar 2: Revere Educators:

“Offer competitive compensation and career advancement”

Pillar 4: Ensuring safe and secure learning environments

Prioritize physical/emotional safety and mental health—of everyone in the building

Portrait of a Graduate:

Durable skills

- Adaptability
- Collaboration
- Communication
- Critical thinking
- Empathy
- Learner's Mindset
- Personal Responsibility

RTI ECN Framework

First Design Principal

Demonstrates a commitment to creating an environment that supports the social and emotional learning of all students through a personalized approach.

Educator Well-being

Why Invest in Educator Well-being?

- Teachers are like first responders, with similarly elevated stress levels
- 23% of teachers said they were likely to leave their job by the end of the year
- Almost half of teachers say that supports for their wellbeing are *inadequate*



Doan, S., Steiner, E., Pandey, R., & Woo, A. (2023). *Teacher Well-Being and Intentions to Leave Findings from the 2023 State of the American Teacher Survey*.

What Gets in the Way of Educator Well-being?

Personal Reflection:

On the stickies provided, take 1 minute to reflect on the title question above.

Pair/Share

How much time to you get to focus on your own wellbeing?

How do the systems around you support or not support your well-being?

Pair/Share:

What have you found that supports your wellbeing?

Student Well-being

What About our Students?

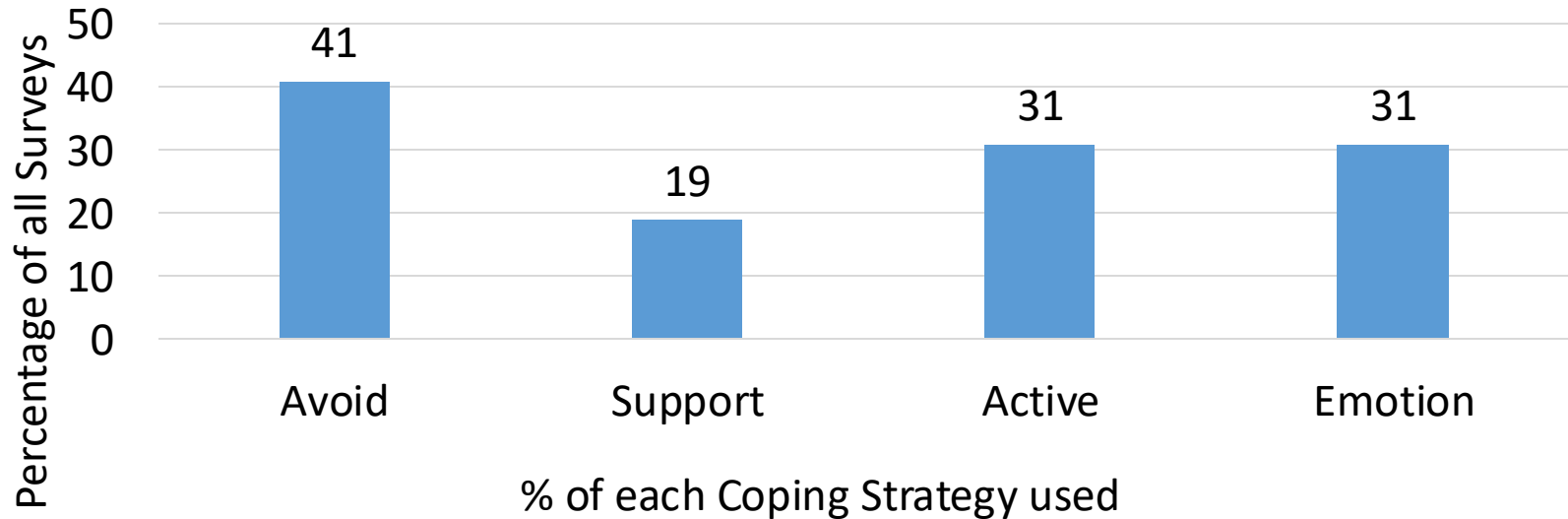
In the *Stress in America Report* by the American Psychological Association:

- 70% of U.S. teens (ages 13-17) identify anxiety or depression as major issues among their peers
- 75% of high school students report experiencing boredom, anger, sadness, fear, or stress in school
- 75% of high school students and 50% of middle schoolers consistently feel stressed due to schoolwork

American Psychiatric Association. (2024). *The practice of electroconvulsive therapy: recommendations for treatment, training, and privileging (A task force report of the American Psychiatric Association)*. American Psychiatric Pub.

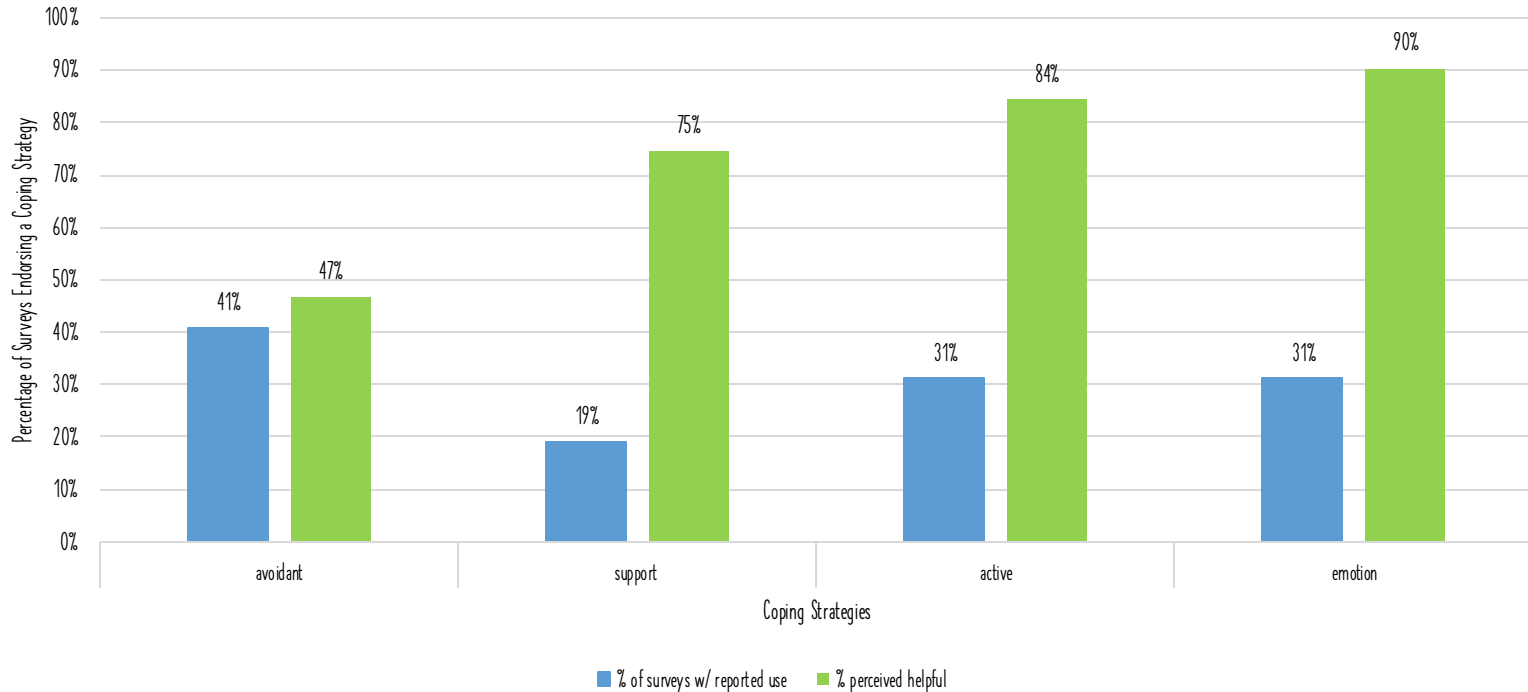
How Students Are Coping

Percentage of 293 surveys where middle schoolers said what they did when they felt stressed



And how helpful are their strategies?

Coping Strategy Usage vs. Perceived Helpfulness
(n=267 surveys where stress was endorsed)



The Link between educator and student well-being

"Ultimately, when educators' needs are not met, student well-being and success suffer."

(Hanover Research)

Mindfulness Supports SEL from the Inside-Out



Associated with **positive changes in areas of brain** involved in emotion regulation and perspective-taking

For **educators**:

- Decreases stress and burnout
- Promotes self-awareness and intentions
- Supports connections with students
- Supports nurturing classroom environments

For **students**:

- Reduces stress, anxiety and depression
- Supports emotion regulation and self-compassion
- May enhance academic competence

FUTURE READY: EMPOWERING LEADERS FOR SUCCESS



**What are
Early College
administrators
saying?**

Principal Brown of Davie
County Early College, Pilot
Year Implementation 24-25.



What is Mindfulness?



Mindfulness Empowers Responding instead of Reacting

“Between stimulus and response there is space. In that space is our power to choose our response. In our response lies our growth and freedom.” – Viktor E. Frankl

*Without
Mindfulness*

Stimulus



Reaction

*With
Mindfulness*

Stimulus



Mindfulness



Response

Mindful Moment

5



4



3



2



1



Be CALM Definition of Mindfulness



**Pressing the
Pause** on
purpose, and



Press the Pause
and breathe.



Tuning In to the
present moment,



Tune In to the
present moment.



with a
Curious...



Be Curious about
what is
happening.

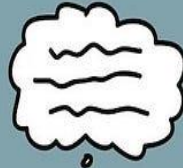


...Kind attitude.



Be Kind to self
and others.

Your body is present.



Is your mind?



Past

Present

Future

DOUG NEILL

Mindful Educator



Mindful Co-Regulation



What is a Mindful Educator?

Having educator **mindfulness skills to support** the way you **show up** for your students such as:

- **Self-awareness**
- **A calm presence**
- **Attunement**

Change from the Inside Out

What does "inside-out" mean?

- If you **intentionally** take care of the inside, the outside will follow.
- Things like writing goals, plans, etc. take us only so far. Those are the “what” but not the “how” or the “why.” **These come from the inside out.**
- Educators (and our students) need more tools and skills to address these, personally and professionally, **because barriers such as stress, burnout, and fatigue prevent change.**

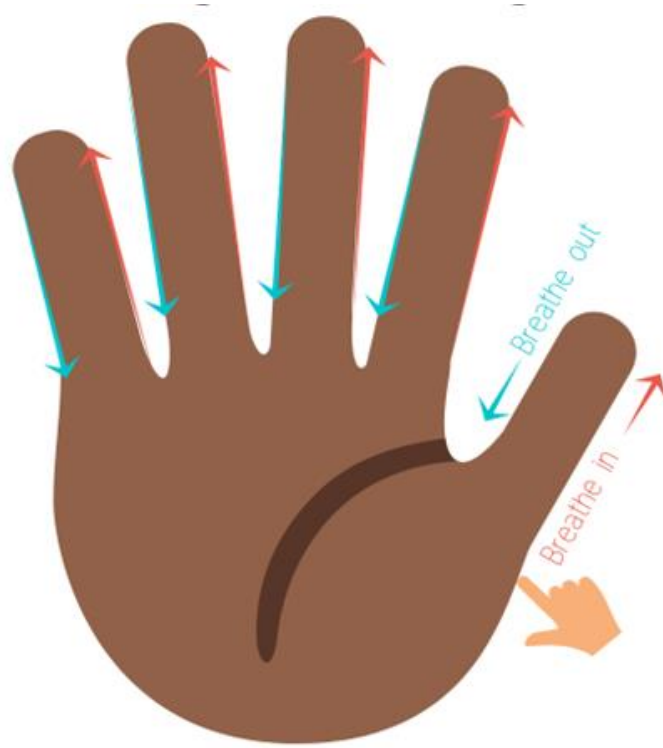
WE WANT TO CHANGE FROM THE INSIDE OUT BUT...THEN THIS HAPPENS....

What Makes Your Glitter Swirl?

Pair-Share or
Written Self-
Reflection



Mindful Moment



Turn and Talk

- What kind of impact, if any, did this mindfulness practice have on you?
- Was there any link between your inside and your outside?



Mindful Co-Regulation



Mindful Co-Regulation



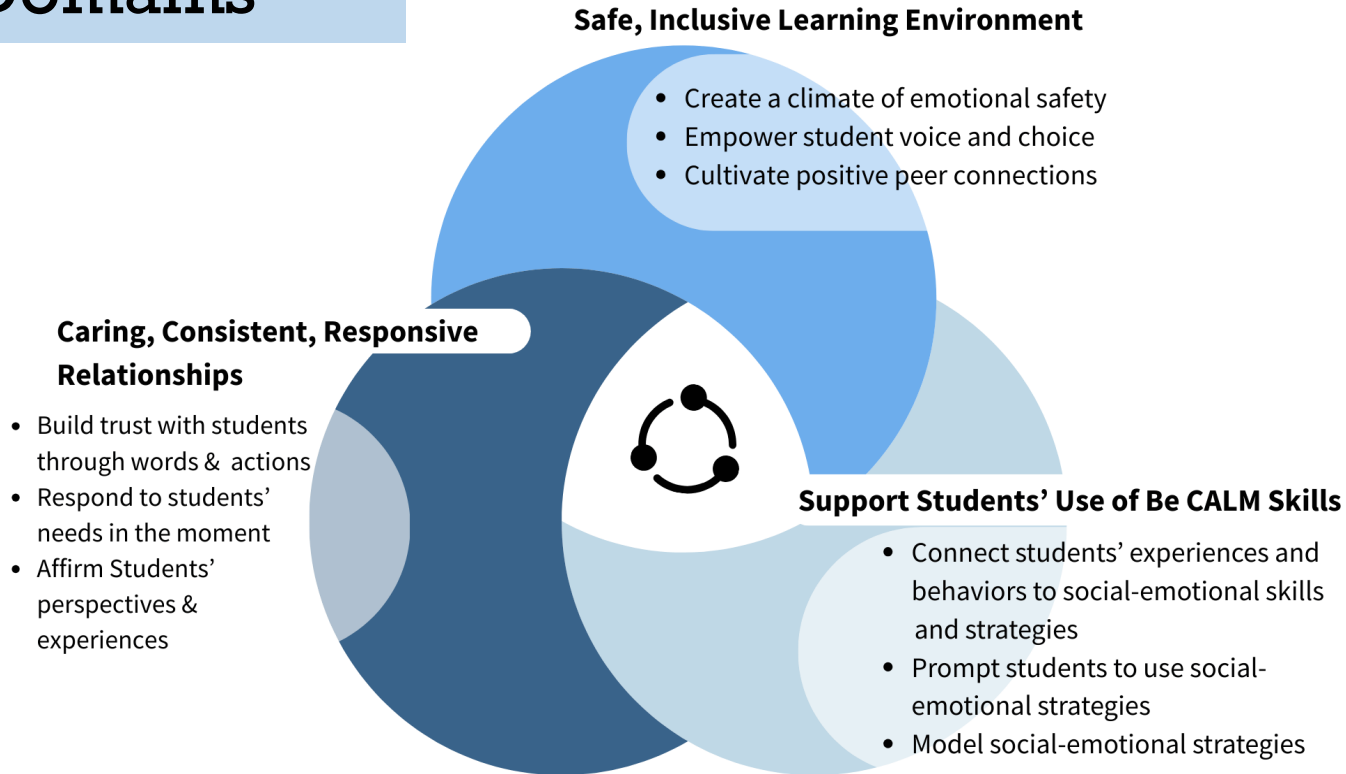
What are Mindful Co- Regulation Actions?

Be a Mindful Educator

How to Do It (Be Mindful)

- Bring intentional focus to how you want to show up for your students, especially when you are stressed
 - Regulate or refocus when you need to so you can be present with students the way you want and respond instead of react.
-
- Notice your thoughts, feelings and physical sensations without getting carried away by them.
 - Tune in to students' verbal and nonverbal communication, emotional responses and experiences
 - Give students your full attention when interacting with them
-
- Consider how your perspective and experiences influence how you view and respond to students.
 - Be Curious about students' perspectives and experiences.
-
- Show self-compassion by accepting and being non-judgmental toward yourself when you are struggling or make a mistake
 - Be Kind by offering students acceptance and compassion when they make mistakes or face difficulties

Co-Regulation Domains



Mindful Co-Regulation





Let's Practice!

Practice Scenario

One of your most challenging students enters class 5 minutes late...again! He is on his phone talking loudly, and then starts saying hello to the other students. You had begun your lesson and the class was tracking...until now!

It's been a long day for you, and this particular student just pushes your buttons.

- **What is your first reaction?**
- **How might you respond mindfully?**

A Mindful Approach

- **Press the Pause** on your reaction
- **Tune in** to your thoughts, feelings, and body
- **Be Curious** about different reasons and explanations for the student's behavior
- **Be Kind** and approach them with positive intent, without judgment and with empathy

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ECHS Be CALM
Program Opportunity

Early College Educator Testimonials

Vance Fishback, Principal, Cabarrus Early College of Technology:

- 25-26: Implemented Program in grades 9-10
- 26-27: Continuing the Program

Comparing Fall '25 Panorama Data to Spring '26:

"The results are in. Emotional Regulation is up 5 percentage points from the beginning of the year and leads the district by 12 percentage points. The Be CALM program had a positive effect on emotional regulation."



High Schools Partners

Schools Be CALM is Working With

- Nash Early College and CITI
- Caldwell ECHS
- Davie Early College
- Elizabeth City-Pasquotank
- NERSBA (Jamesville)
- Alamance-Burlington ECHS
- Cabarrus Early College of Technology
- Montgomery County ECHS
- Person Early College

Schools Be CALM is Working with for the Upcoming Year

- Challenger ECHS
- Granville Co ECHS
- Jackson Co ECHS
- *Oxford Prep*
- KIPP Pride High

Be CALM Program Goals

Cool

Dealing with thoughts and feelings in healthy ways, especially when facing stress and conflict.



Attentive

Noticing what is happening in your mind and body as well as your environment.



Logical

Being curious about your own and others' perspectives.



Mature

Working out conflicts with others to support healthy connections.



Be CALM's Approach for Supporting Schools



Be CALM Multi-Tiered Intervention



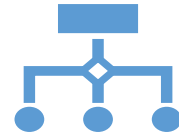
Teachers deliver 12-16 x 45-minute lessons **to 9th and 10th graders** (Tier 1)



Counselors deliver 6 session small group to students needing more support (Tier 2)



All teachers/staff utilize Be CALM approaches and resources (whole school)



Implementation Team supports program and continuous improvement

Classroom Curriculum: 12-16 weekly lessons

OPTIONAL: Co-creating Classroom Norms & Building Classroom Connections

Module 1: Be COOL: Stress Management & Emotion Regulation

- Lesson 1: Introduction to Be CALM Program and Mindfulness
- Lesson 2 Press the Pause! Lower your Lid
- Lesson 3: Press the Pause and Tune In
- Lesson 4: Name It to Tame It
- **Supplemental:** Choosing Coping Strategies Wisely

Module 2: Be ATTENTIVE: Communicating Mindfully

- Lesson 5: Mindful Communication
- Lesson 6: Listening Mindfully
- **Supplemental:** Mindful Use of Social Media

Module 3: Be LOGICAL: Self-Awareness and Perspective Taking

- Lesson 7: Increasing Self-Awareness: Who Am I?
- Lesson 8: Your Future Self: What Matters Most and Why
- **Supplemental:** Staying True to Yourself in Relationships

Module 4: Be MATURE: Resolving Conflict Mindfully

- Lesson 9: Resolving Conflict by Staying Cool
- Lesson 10: Resolving Conflict with Effective Communication
- Lesson 11: Resolving Conflict with Curiosity and Kindness
- **Supplemental:** Staying CALM
- Lesson 12: Integrating Your Learning

Tier 2 Small Group Counseling

Objective

- Increase emotional self-awareness
- Strengthen emotion regulation skills
- Build emotional self-efficacy

Program Structure

- Initial 1:1 meeting to ensure group 'fit' and identify students' individual goals
- 6 x 40-minute small group sessions

Session Topics

Lesson 1: Connections and Introduction to Stress and Mindfulness

Lesson 2: Stress Processes and Press the Pause

Lesson 3: Identifying and normalizing difficult emotions and using music to Tune In

Lesson 4: Understanding how ignoring stress affects us and building tolerance by Being Curious

Lesson 5: Reflecting on self-talk and how to build Self-Compassion

Lesson 6: Increase emotional efficacy in coping with stress and planning to apply skills

Random Selection of Schools to Implement 2027-2028 or 2028-2029

First Year Implementation

- **Spring 2027:** Staff consented and oriented
- **Summer 2027:** Training begins
- **2027-2028 SY:** Program implementation and evaluation

50% chance of being selected
for 1st year implementation

Second Year Implementation

(\$500 school incentive):

- **Spring 2027:** Staff consented and oriented
- **2027-2028 SY:**
 - Continue existing programming
 - Evaluation data collected
- **Summer 2028:** Training begins
- **2028-2029/ SY:** Program implemented with Be CALM support

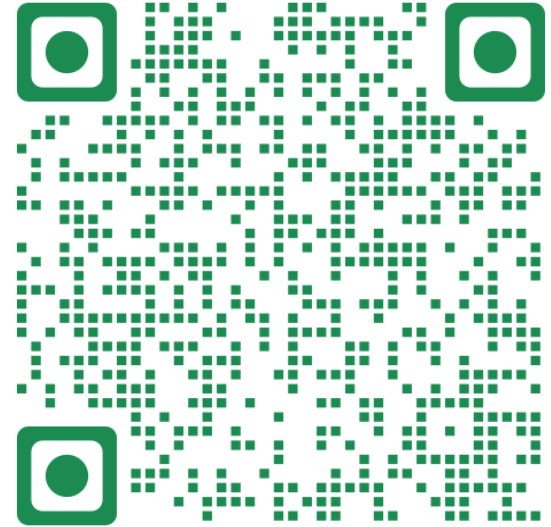
For more information



www.becalmprogram.com

desiree.murray@unc.edu

LET US KNOW YOU'RE INTERESTED



Or use the sign in sheet!
Take glitter jar supply bag!



SEL4NC Leadership Team

Mission: To improve the lives of all young people and adults by empowering advocates to support social and emotional learning in our state.

Vision: We envision a world where all schools and youth-serving organizations are centers of safe, caring, and supportive activity where youth and adults are empathetic, resilient, civically engaged and culturally aware, and responsive, and develop the skills to solve problems, manage emotions and form positive relationships with others.



JOIN US



Desiree Murray

Support Team

