

Introduction

Site Description:

- Flying Kites (FK) is a hub school in Njabini, Kenya, that serves as a model for other schools in the area.
- Aims to improve student outcomes, increase gender equality, & alleviate health disparities.²

Gap:

- In 2019, Tufts partnered with FK to develop *Let's Breathe!*⁷ to teach students the skills needed to cope with challenging emotions.
- FK teachers expressed excitement about implementing this program with students; however, shared that the preschool-aged students would benefit from a simplified program to prepare them for the concepts taught in *Let's Breathe!*

Literature Review:

- Self-regulation is the ability to monitor & manage emotions, thoughts, & behaviors.⁸
- Recognized as critical for student achievement.¹
- Preschool years offer a window of opportunity to provide this education³ as neuroplasticity is at its highest at this age.⁵

OT Role:

- Occupational therapists are key members of the collaborative educational team.⁴
- Can provide indirect services by providing interventions that support student participation in the classroom.

Purpose & Aims

Purpose: To develop Mindful Movements, a sensorimotor curriculum that provides preschool-aged students at FK with foundational self-regulation skills.

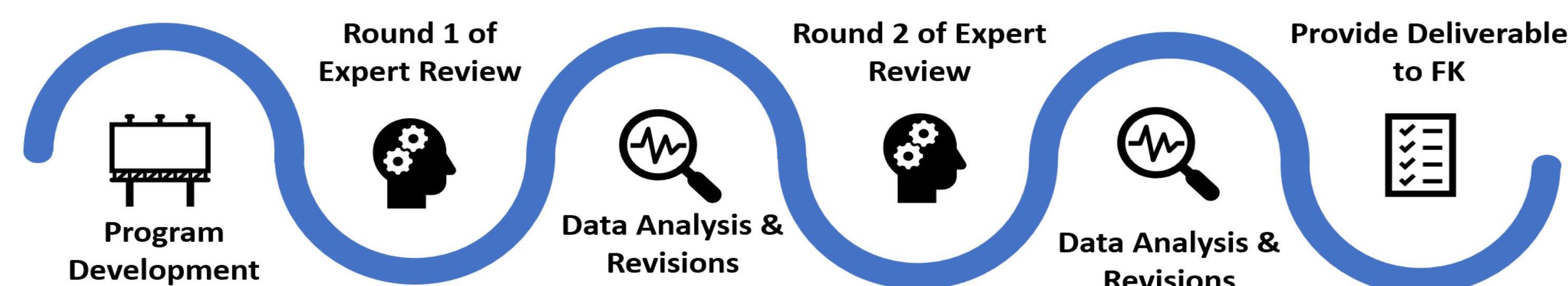
Aim 1 Utilize existing literature & site-based resources to develop a draft of Mindful Movements.

Aim 2 Gather feedback on Mindful Movements from a group of experts via the Delphi method for consensus building.

Aim 3 Incorporate revisions informed by expert input obtained using the Delphi method.

Intended Outcome: To provide students at FK with culturally relevant, trauma-informed programming to help them develop skills needed to cope with challenging emotions.

Methods



Delphi Method:

- Systematic process of data collection commonly used in healthcare research.
- A panel of experts recruited to provide feedback on designated project.
- Following analysis & integration of their responses, a subsequent round of review is carried out.⁶

Participants (N=14):

Occupational therapists (3); Flying Kites staff (2); Flying Kites teachers (7); US teachers (1); Childhood Psychologist (1).

Results

Flying Kites Usage

Round 1	<ul style="list-style-type: none"> 7/7 FK teachers reported that they would like to implement program "this program is important because it makes learning exciting & fun which brings out good quality teaching" – FK teacher
Round 2	<ul style="list-style-type: none"> "the lessons are well planned & easy to follow" – FK teacher

Age Appropriateness

Round 1	<ul style="list-style-type: none"> 4/14 reported too many activities in each lesson "it might be challenging to make a lung model due to their age" "calm down corners are awesome to support emotional regulation in the classroom, however, students need very explicit directions & expectations on how to use it"
Round 2	<ul style="list-style-type: none"> 13/13 reported that activities in each lesson are appropriate for developmental age of students

Cultural Relevance & Sensitivity

Round 1	<ul style="list-style-type: none"> 14/14 reported English was appropriate for age/culturally pinwheels > windmills
Round 2	<ul style="list-style-type: none"> 11/13 reported that activities are appropriate for & align with local culture (2/13 unable to answer)

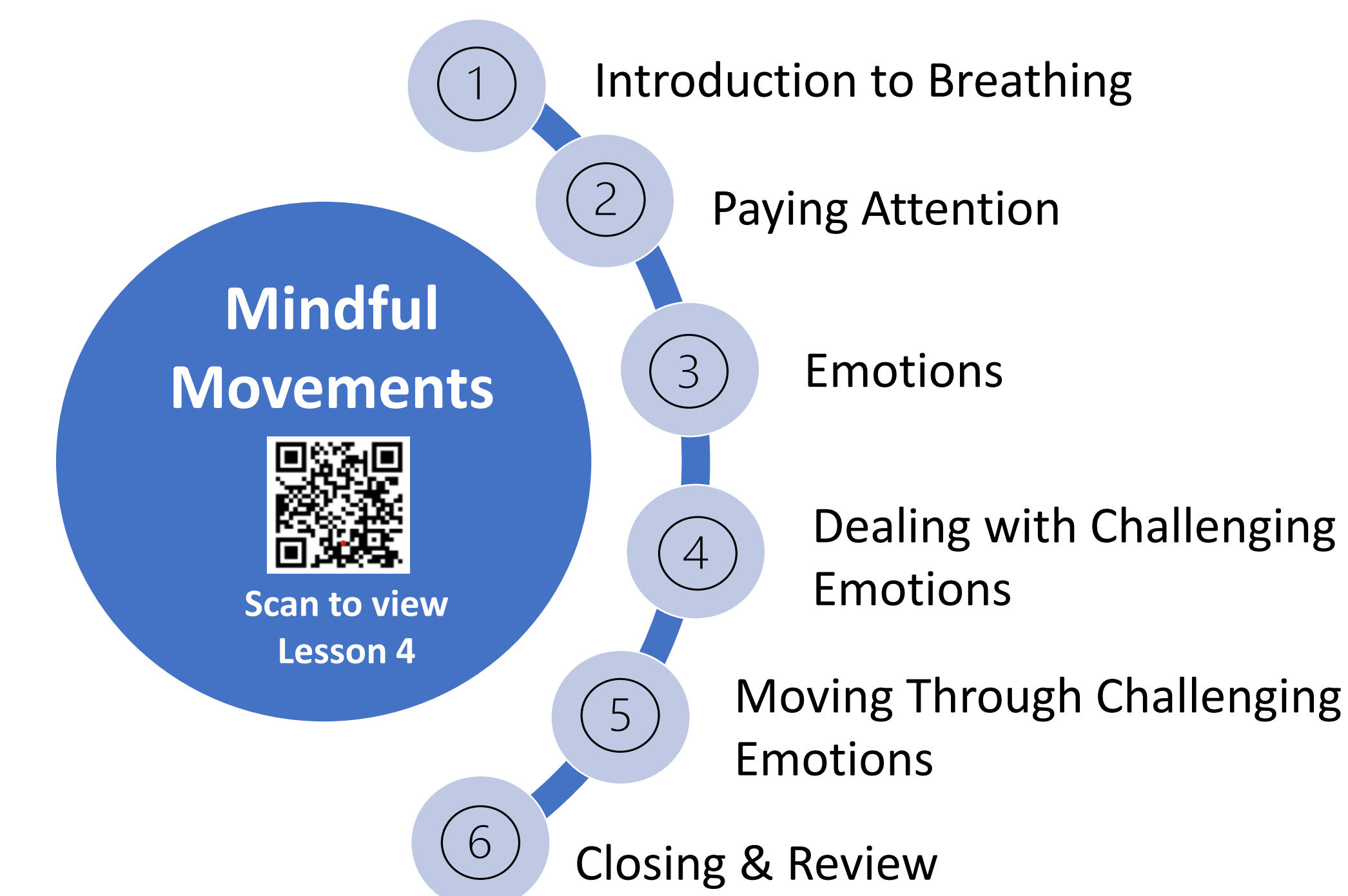
Trauma Sensitivity

Round 1	<ul style="list-style-type: none"> 3/14 suggested including more trauma-informed recommendations for teachers "consider what teachers might do if anger or sadness dysregulates student"
Round 2	<ul style="list-style-type: none"> 4/7 FK teachers reported interest in additional training on trauma-sensitive care

"Once implemented this program will go a long way in helping children cope with emotions positively. I look forward to implementing this program at Flying Kites." – FK teacher

"This will help us know what our students feel so we can attend to their individual needs." – FK teacher

Content



Discussion

- Overall, feedback suggests teachers would like to implement this program in their classrooms & feel it would help students begin to develop foundational self-regulatory skills.

Strengths:

- Program requested by FK teachers & customized for FK students.
- Adapted from a successfully piloted program.
- Facilitates ongoing collaboration with FK.
- A multidisciplinary panel of experts completed Delphi.

Limitations:

- Unable to observe & participate in FK class prior to program development.
- Program has not yet been piloted with students.
- Not generalizable to other populations.

Next Steps:

- Developing teacher training focused on trauma-sensitive care.
- Piloting program & collecting feedback from teachers & students.
- Expanding curriculum to partner schools in Kenya.

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Contact

maryanna.mendenhall@tufts.edu
augusta.polhemus@tufts.edu

References

