

# Flying Kites Teacher Training: Foundational Concepts of Trauma Sensitive Mindfulness Programming

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flying kites

## Introduction

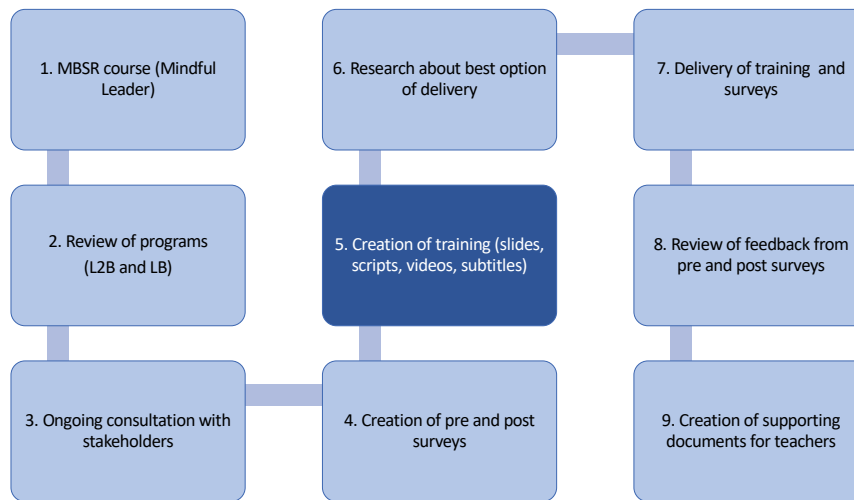
### Site Description

- Flying Kites (FK) a non-profit organization
  - “Flying Kites Academy” model school in Njabini, Kenya
  - Teacher Training Center
  - 7 partner schools across the district
  - Boston based office
  - Key stakeholders: David Maina (Director of Flying Kites Academy), Katie Quinn (Director of Operations) Meredith Beaton-Starr (Board of Directors)
- Mission: utilize education as a path out of poverty
  - 90% of rural Kenyan youth exposed to a traumatic event [3]
- Focus on:
  - “Upskilling teachers”
  - Addressing the “Whole Child” [2]

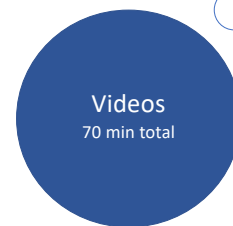
### Partnership with FK to date

- “Learning To BREATHE” (L2B) curriculum (Broderick 2013) adapted specifically for FK by Augusta Polhemus, OTD, OTR for language level, cultural relevance, trauma sensitivity and ages of FK students
- Each letter in acronym BREATHE stands for the theme of a lesson [1]
  - B**ody, **R**elections, **E**motions, **A**ttention, **T**enderness, **H**abits, **E**mpowerment
- “Let’s Breathe!” (LB) created for Grades 1-3
- Focus of programs = mindfulness
  - Helping students learn to pay attention to the present moment, recognize their emotions, and provide tools for when they are feeling overwhelmed
  - Mindfulness is linked to increased resilience to stress and decreased negative coping skills [4] [5]

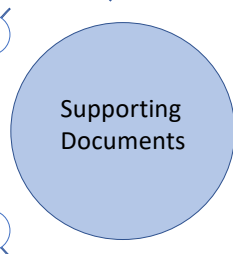
## Training Development Process and Content



Scan to view a training video:



- Review Sheet
- Additional Resource List
- Certificates
- Training Binder
- Books: Mindful Moves by Nicole Cardoza



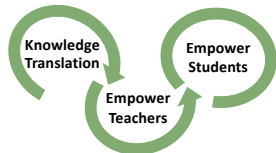
## Gap, Purpose & OT Role

### Gap

- Lack of a teacher training to increase knowledge about the foundational aspects of programs L2B and LB

### Purpose

- Creation of a technology based, interactive, culturally relevant teacher training
  - Concepts of **stress, trauma, mindfulness, trauma informed responses**
  - Examples of mindfulness activities to use with students
  - Introduction to programs “Let’s Breathe!” and “Learning to Breathe”
  - Target **understanding** of concepts and **confidence** in utilizing mindfulness exercises



### OT Role

- Coursework in content areas of stress, trauma, mindfulness, trauma-informed care
- Focus on pedagogy and professional development throughout OTD
- Emphasis on function and participation

## Survey Feedback

Pre: n=16, Post: n=14

Did teachers **understand content** presented?

- Post: All (14/14) knew constructs of : **stress**, (how affects body &mind) **mindfulness, trauma** (how students might respond)
- Post: 2/14 don’t know how to respond to kids having a trauma reaction

Would teachers feel **confident** using these programs in their classrooms?

- Pre: 8/16 would feel confident teaching a new curriculum on **mindfulness**.
- Post: 14/14 would feel confident.
- Pre: 11/16 would feel confident teaching a new curriculum about **stress**
- Post: 14/14 would feel confident.

Training Feedback

- All 14/14 would like more information about the programs
- All 14/14 would like to participate in another training.
- More mindfulness exercises, real life examples, info on child development
- Subtitles and videos sometimes blocked slides (2/14)

“The content of the pd is of great help to us teachers bearing in mind that we deal with vulnerable learners who of course may be suffering from stress and trauma from the community at large.”

“Understanding how Stress, trauma and mindfulness impacts students and how to identify and deal with the former is a big step towards achieving the goals, mission and vision of Flying Kites.”

“It has really changed my mind and my way responding to real life situations when it comes to stress and trauma. I will help my students become the best in life for this. I will also help my friends and family members to cope with these vices. I will be using mindfulness techniques.”

“Many of our students come from sorry backgrounds and could possibly be undergoing a lot of trauma, depression and all sorts of suffering in silence. This information therefore serves to equip us, especially teachers, with the necessary skills and knowledge to handle such.”

## Discussion

- Overall, feedback suggests training was well received, well-developed, well built, easily understood

### Strengths

- Co-created with stakeholders
- Customized to FK teacher population
- Supports an ongoing collaborative relationship with FK
- Accessibility (asynchronous)

### Limitations

- Asynchronous delivery = fewer options for interactive dialogue
- Content was introductory and could be more in depth

### Next steps

- Additional training with more on each topic and addition of child development content
- Extending training to partner schools and parents
- MBSR virtual course for interested teachers
- Additional training focused more on the programs L2B and LB to aid implementation
- Piloting programs and gathering feedback from teachers and students

### References



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