

## **Measuring the impact of a Mindfulness intervention in Upper School students**

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Mindfulness is a novel practice that has been associated with low levels of anxiety or depression and improved quality of life or personal well-being. In our school, the interest in mindfulness has increased resulting in several mindfulness-based interventions being developed and their efficacy being currently being demonstrated. The aim of this study is to evaluate the impact of a Mindfulness-based intervention (8 sessions in length) in a group of upper school students (16 to 18 years old) in an International School applying the Still Quiet Place programme (Saltzman, 2014). A pre- and post-test Likert scale survey was used to measure mindfulness skills for school-aged children and adolescents (Greco et al., 2011). All the ethical guidelines were respected throughout the study. Statistical data was analyzed through the SPSS programme. The test was valid and showed to be a reliable measure of mindfulness skills. Moreover, important changes on student's subjective well-being, awareness and self-esteem were observed. The results of this preliminary study are encouraging. Further work is needed to refine the training programme and undertake a definitive randomised controlled trial, using both subjective as well as objective outcome measures, based on a long term follow-up.

Greco, L., Baer, R. A., & Smith, G. T. (2011). Assessing mindfulness in children and adolescents: Development and validation of the child and adolescent mindfulness measure (CAMP). *Psychological Assessment*, 23, 606–614.

Saltzman, A. (2014). *A Still Quiet Place – A Mindfulness Program for Teaching Children and Adolescents to Ease Stress and Difficult Emotions*. New Harbinger Publications: Oakland.