

University of Montana

## ScholarWorks at University of Montana

---

UM Graduate Student Research Conference (GradCon)

---

### Mindfulness among Practicing School Psychologists

Emily Ann Hattouni

*University of Montana, Missoula*, eh127201@umconnect.umt.edu

Follow this and additional works at: <https://scholarworks.umt.edu/gsrc>

**Let us know how access to this document benefits you.**

---

Hattouni, Emily Ann, "Mindfulness among Practicing School Psychologists" (2021). *UM Graduate Student Research Conference (GradCon)*. 30.

[https://scholarworks.umt.edu/gsrc/2021/sshum\\_oral/30](https://scholarworks.umt.edu/gsrc/2021/sshum_oral/30)

This Oral Presentation is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in UM Graduate Student Research Conference (GradCon) by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).



# Mindfulness Among Practicing School Psychologists

Presentation by Emily A Hattouni  
University of Montana Graduate  
Research Conference  
February 26<sup>th</sup>, 2021

## About the Presenter

- Born & Raised in Minnesota
- Children's Advocate
- Outgoing
- Yoga Lover
- Nature Enthusiast
- Sustainability Advocate
- Social Justice Warrior
- Mindfulness Researcher
- Doctoral Candidate in School Psychology
- [Emily.Hattouni@umontana.edu](mailto:Emily.Hattouni@umontana.edu)



# School Psychology Practice Model



# Practicing School Psychologists

## Promote Social-Emotional Learning (SEL)

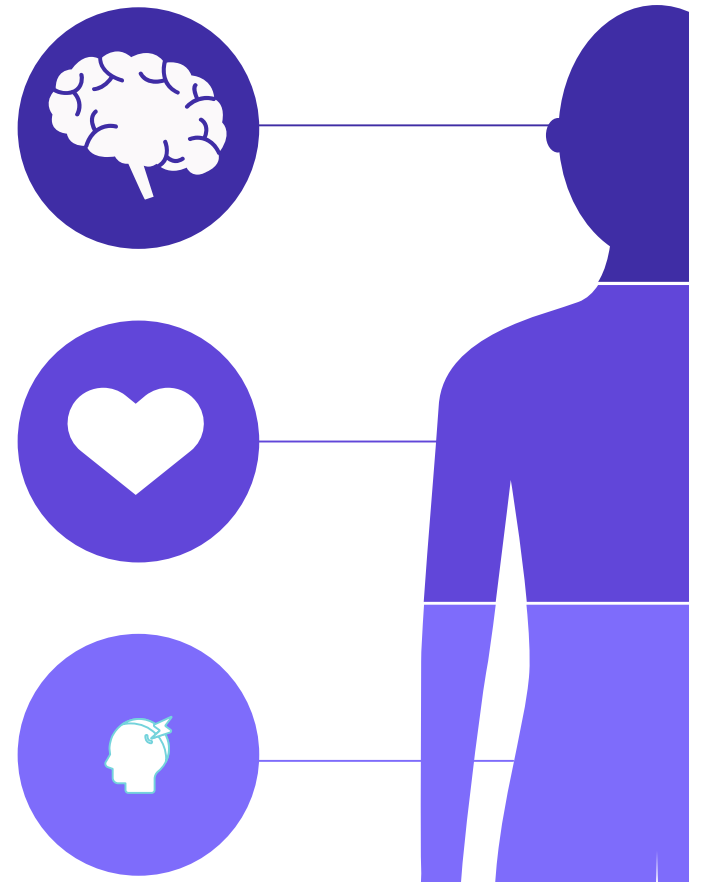
Work directly with students, teachers, and families

## Core Competencies of SEL

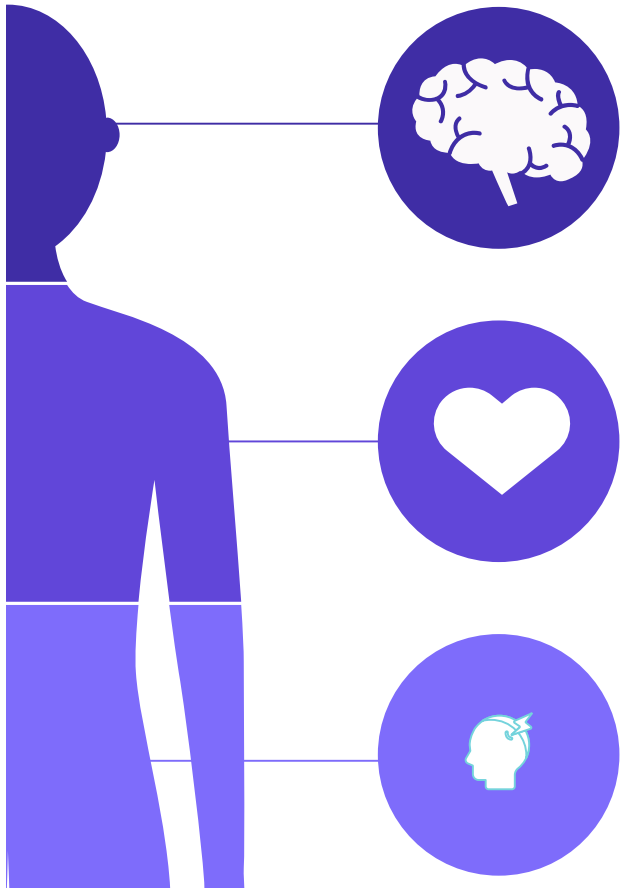
Self-awareness, social-awareness, relationship skills, and decision making <sup>2</sup>

## Mindfulness for students

Through psychoeducation and individual counseling can bring physical, emotional, and behavioral benefits. <sup>1</sup>



# Practicing School Psychologists



## High rate of burnout

Attrition & projected shortage in the field until 2025 <sup>3</sup>

## Mental health practitioners

Show trend of ignoring own self-care, <sup>4</sup> which can lead to burnout

## Potential benefits of mindfulness (untested)

Promote well-being, benefit relationships with teachers and students, increase self-awareness <sup>5</sup>

# What is Mindfulness?







**Paying attention,  
in the present moment,  
with curiosity (without judgement) <sup>6,7</sup>**



**May address symptoms of burnout among  
physicians <sup>8</sup> and teachers <sup>9</sup>**

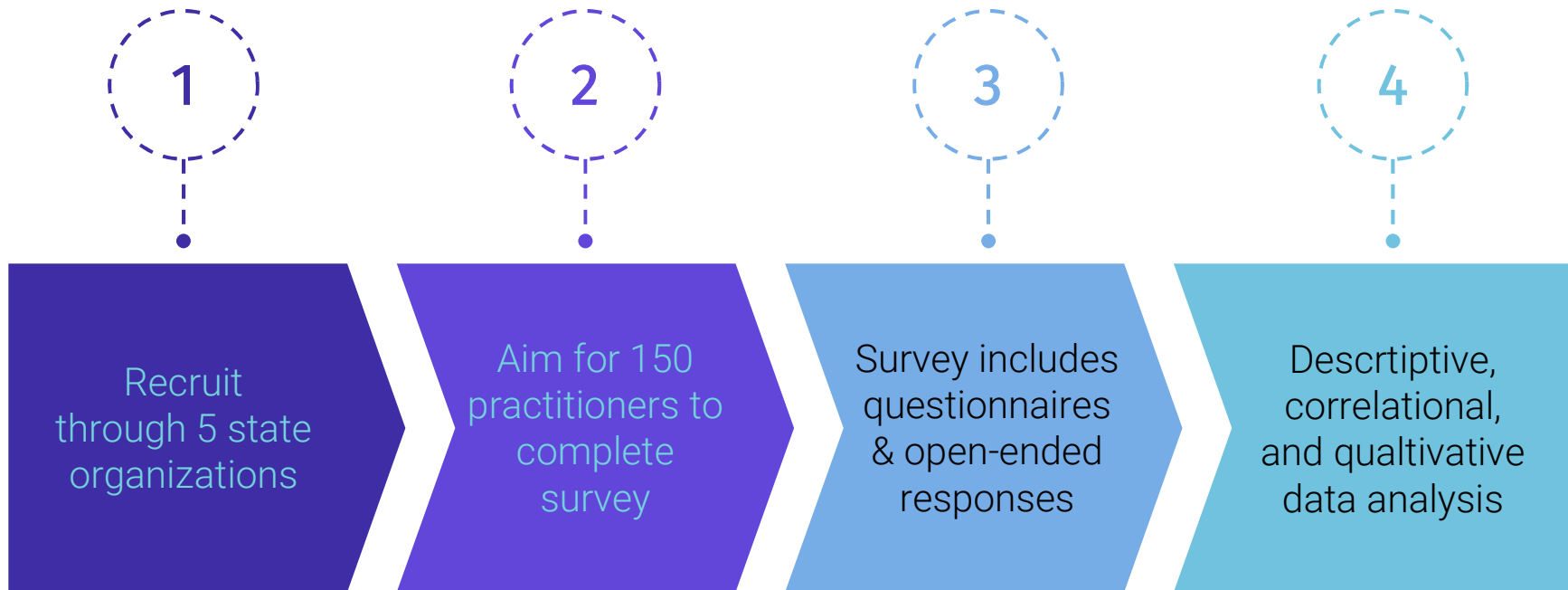
# The Current Study

	No current research on use of mindfulness among school psychologists.
	Could mindfulness impact SEL programs within schools?
	How can training be tailored to this group?
	Could mindfulness impact the high rates of burnout?





# Methods & Participants



# Survey Questions & Hypotheses



- ✓ Report on amount of training (yes/no)
- ✓ Report of degree of familiarity (0-100)
- ✓ Use of mindfulness predicted to relate to familiarity

- ✓ Trait mindfulness <sup>10</sup> predicted to relate to familiarity
- ✓ Level of burnout <sup>11</sup> predicted to relate to use of mindfulness
- ✓ Trait mindfulness predicted to relate to burnout

# Open-Ended Questions for Qualitative Analysis



To what extent have you experienced burnout?



What has your experience been with using mindfulness to address burnout?

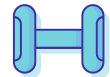


How do you think mindfulness can or does change the way you interact with students?



What do you think are barriers to using mindfulness within the schools?

How do you think mindfulness can be used within schools?



# Next Steps

## (1) Data collection

Projected to continue through March, 2021

## (2) Data Analysis

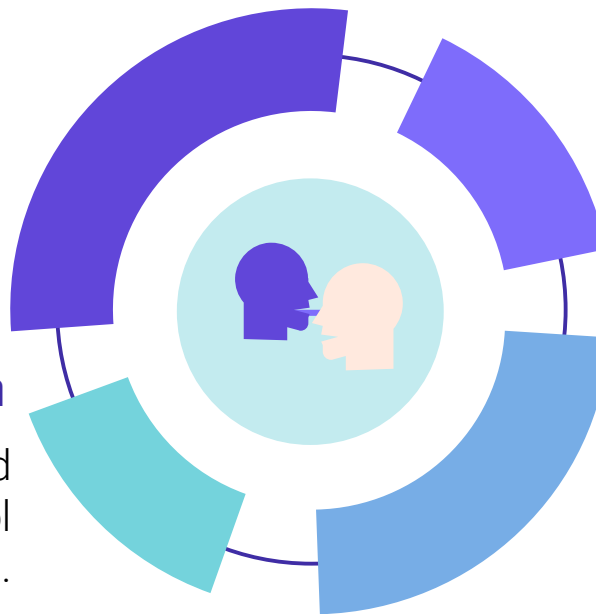
Will consist of convergent multi-method approach to address research questions

## (3) Defense

Projected for Fall, 2021

## (4) Utility & Dissemination

Will inform future training and practice as a school psychologist.  
Submit to journal for publication.



**Thank you!**

## Citations

1. Felver, J. C., Celis-de Hoyos, C. E., Tezanos, K., & Singh, N. N. (2016). A systematic review of mindfulness-based interventions for youth in school settings. *Mindfulness, 7*, 34–45. <http://doi.org/10.1002/pits.22202>
2. CASEL'S Core Competencies. (2018). *Publishers Weekly, 265(34)*, 30. [https://link.gale.com/apps/doc/A552748479/AONE?u=mtlib\\_1\\_1195&sid=AONE&xid=3677b1ba](https://link.gale.com/apps/doc/A552748479/AONE?u=mtlib_1_1195&sid=AONE&xid=3677b1ba)
3. Schilling, E. J., Randolph, M., & Boan-Lenzo, C. (2018). Job burnout in school psychology: How big is the problem? *Contemporary School Psychology, 22*, 324-331. <https://doi.org/10.1007/s40688-017-0138-x>
4. Dattilio, F. M. (2015). The self-care psychologists and mental health professionals: A review and practitioner guide. *Australian Psychologist, 50*, 393-399. <https://doi.org/10.1111/ap.12157>
5. Alahari, U. (2017). Supporting socio-emotional competence and psychological well-being of school psychologists through mindfulness practice. *Contemporary School Psychology, 21*, 369-379. <https://doi.org/10.1007/s40688-017-0154-x>
6. Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. Hyperion.
7. Bishop, S. R., Lau, M., Shapiro, S., Carlson, L., Anderson, N. D., Carmody, J., Segal, Z. V., Abbey, S., Speca, M., Velting, D., Devins, G. (2004). Mindfulness: A proposed operational definition. *Clinical Psychology: Science and Practice, 3*, 230-241. <https://doi.org/10.1093/clipsy/bph077>
8. Luken, M., & Sammons, A. (2016). Systematic review of mindfulness for reducing job burnout. *American Journal of Occupational Therapy, 70*, <https://doi.org/10.5014/ajot.2016.016956>
9. Jennings, P. A. & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in Relation to student and classroom outcomes. *Review of Educational Research, 79*, 491-525. <https://doi.org/10.3102/0034654308325693>
10. Brown, K.W. & Ryan, R.M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology, 84*, 822-848. <https://doi.org/10.1037/0022-3514.84.4.822>