

The logo for BalletMet, featuring the words "Ballet" and "Met" stacked vertically in a white, serif font against a black square background.

Ballet
Met

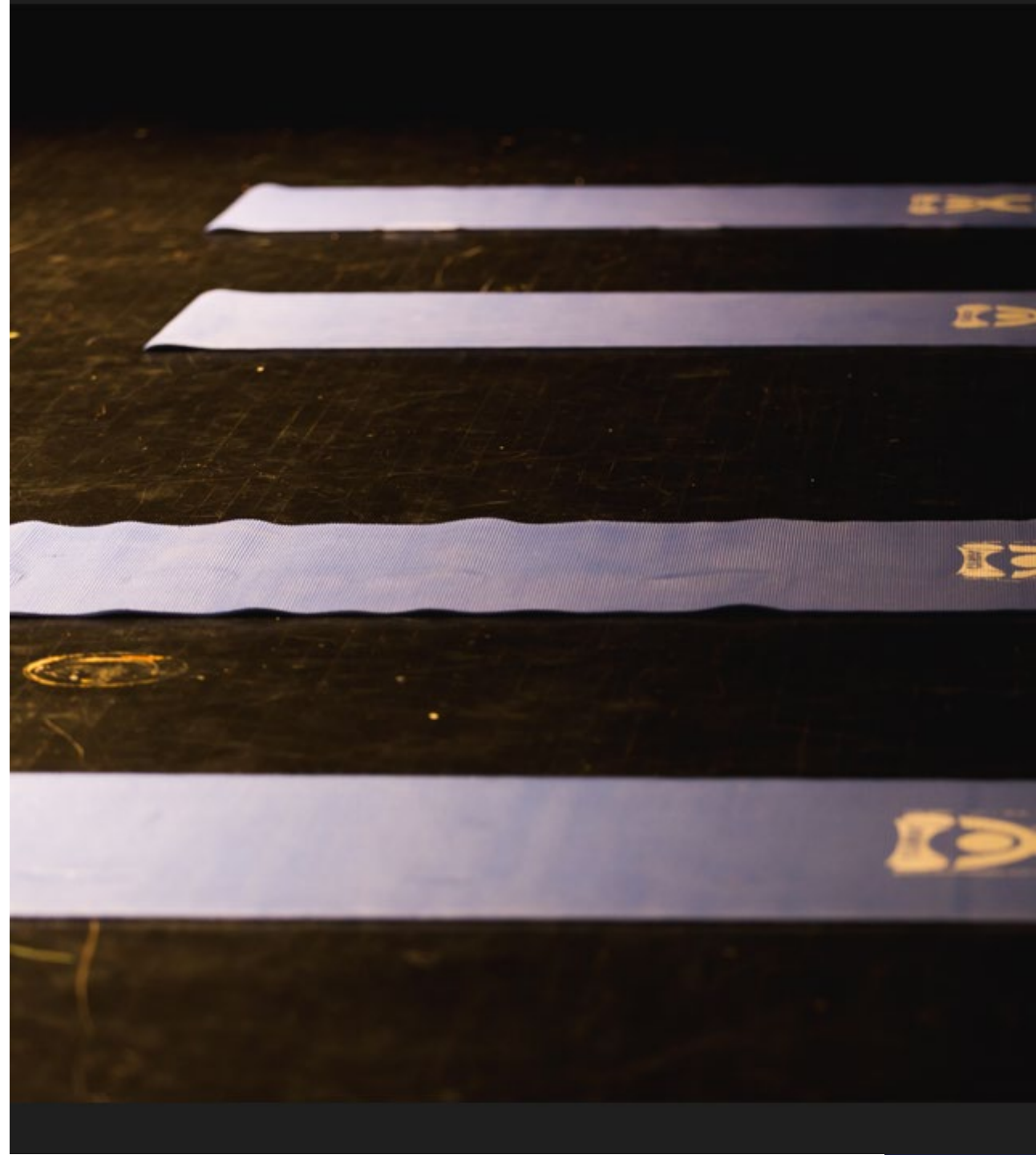
EDUCATION

BalletMet's Yoga, Meditation and Mindfulness

2023-2024 Analysis of
Programming

Executive Summary

- BalletMet's Yoga, Meditation and Mindfulness program was created in 2018 at the request of teachers to help students:
 - Focus on schoolwork
 - Manage stress
 - Learn self-regulation skills
- Students who participated in yoga from 2023-2024 showed:
 - Increased ability to employ mindfulness skills
 - Improvements in ability to self-regulate
 - Improvements in stress management skills
 - Appreciation of and value in the program



Overview of the 2023- 2024 Impact Evaluation

Overview of Participation

About the Analytic Approach

Key Research Questions



What is the Yoga, Meditation and Mindfulness Program?

BalletMet offers beginner yoga and meditation classes taught by Yoga Alliance certified teachers for K-12 students and adults. Yoga teachers are also trained in evidence-based iRest® Yoga Nidra Meditation and mindfulness techniques. The Beginner Yoga curriculum fundamentals focus on warm-ups, asana, breathing and relaxation. In addition, some components of meditation and mindfulness are shared with the students. At this level the focus is on learning body awareness and the skills of relaxation and stress management within a wide range of poses and practices. This curriculum offers the viewpoint that yoga is part of an ancient practice and that by using certain methods we are participating in cultural practices with respect to the culture. This curriculum aligns with Ohio Department of Education Physical Education Standards 1-3.



Yoga Participation in 2023-2024

- Over the 2023-2024 School year:
 - Yoga classes were delivered over two academic semesters each lasting 18 weeks: Fall 2023 and Spring 2024
 - During that time, **20 classes at three middle schools and two high schools** received the program, serving grades 6-12. Four schools were part of the Reynoldsburg City School district, and one was part of the Circleville City Schools district.
 - In total, **328 students** participated in yoga classes during the 2023-2024 academic year.

Analytic Approach: Research Methods



The BalletMet Thinking and Feeling Scale

- To measure yoga's impact on students, we rely on student self-reporting using the BalletMet Thinking and Feeling (BTAF) Scale. The BTAF was co-created by yoga teachers and psychologists to assess students' mindfulness and self-regulation skills. Students take the BTAF three times throughout the semester: within the first two weeks, at the mid-point of the semester, and within the last two weeks in order to gain understanding about change over time.
- Additionally, teachers collect anecdotal information from students about their personal takeaways from the class and how they will use the skills they have learned in the future.

Analytic Approach: Research Methods

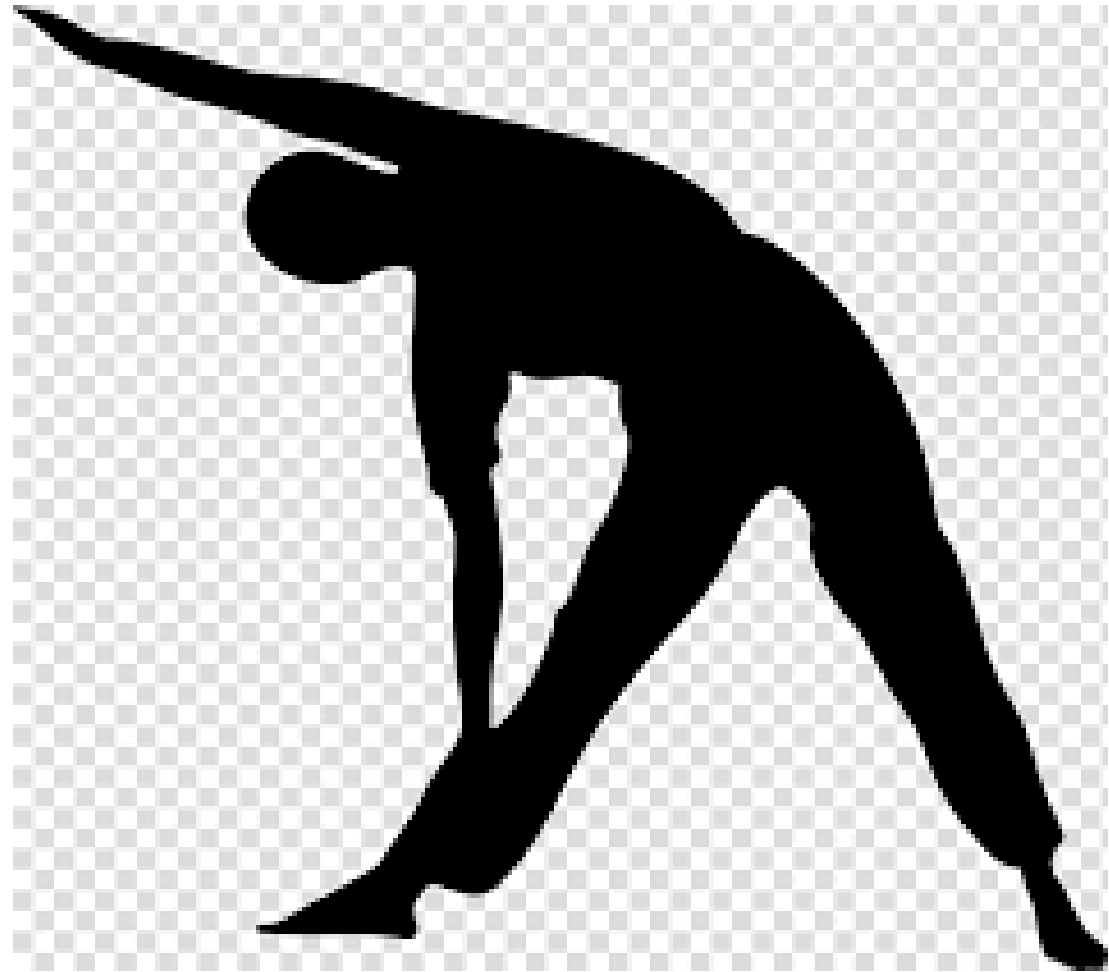


Study Limitations

- Students were allowed to opt out of any question at any time, which led to many individual surveys being incomplete or simply blank.
 - Survey data was only valid for students who completed at least two of the three surveys; students who only filled out one survey due to absences or opting out were not included within the data.
- Additionally, in 2023-2024, BalletMet experienced some teacher turnover that affected students' experiences and impeded the consistency of the surveys given during the semesters.
- Finally, as these surveys are self-report, student mood could affect answers on any given day.

BTAF Survey Participation 23-24

- Total number of yoga students: 328
- Total number of students with at least two BTAF surveys: 222
- Total number of students with all three BTAF surveys: 100



Key Program Impact Questions

Did participating students increase their mindfulness skills?



Did participating students increase their self-regulation skills?



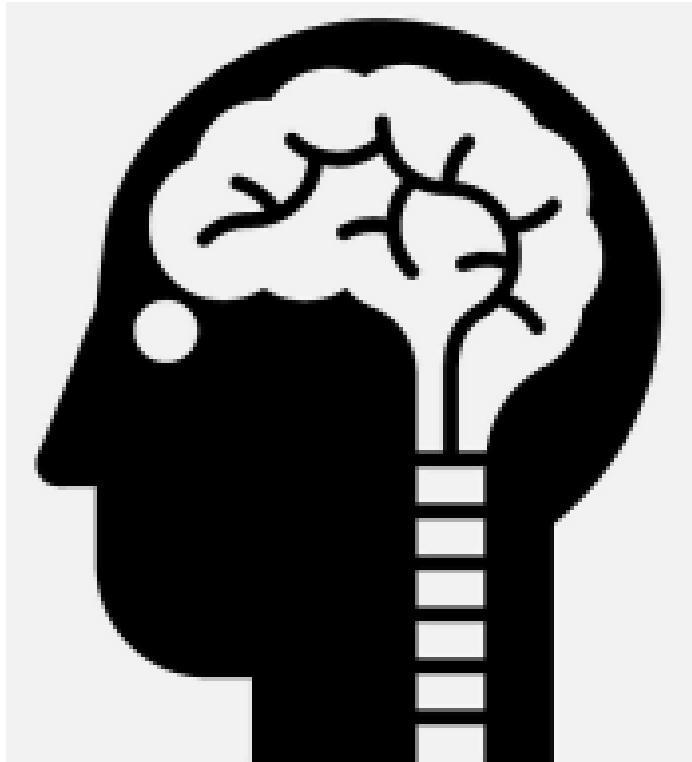
Did participating students increase their stress management skills?



Did participating students find value in the program?



Yoga's Impact on Mindfulness



- **Mindfulness** is the use of the five senses in the present moment, or being aware of what you're doing while you're doing it. It involves actively listening and paying attention to what is going on around and within oneself without judgment.
- The BalletMet Thinking and Feeling Scale asks 5 statements to gauge student mindfulness practices. For each statement, students rated themselves as doing this “Not very well at all | Slightly well | Moderately well | Very well | Extremely well”
- Mindfulness was measured by the following statements:
 - I notice what is happening around me.
 - I try not to label my feelings as “good” or “bad.”
 - I am aware of what I am feeling in my body.
 - I know how my body is affected by emotions.

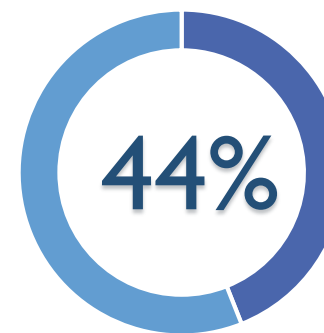
Yoga's Impact on Mindfulness

Q1: I notice what is happening around me

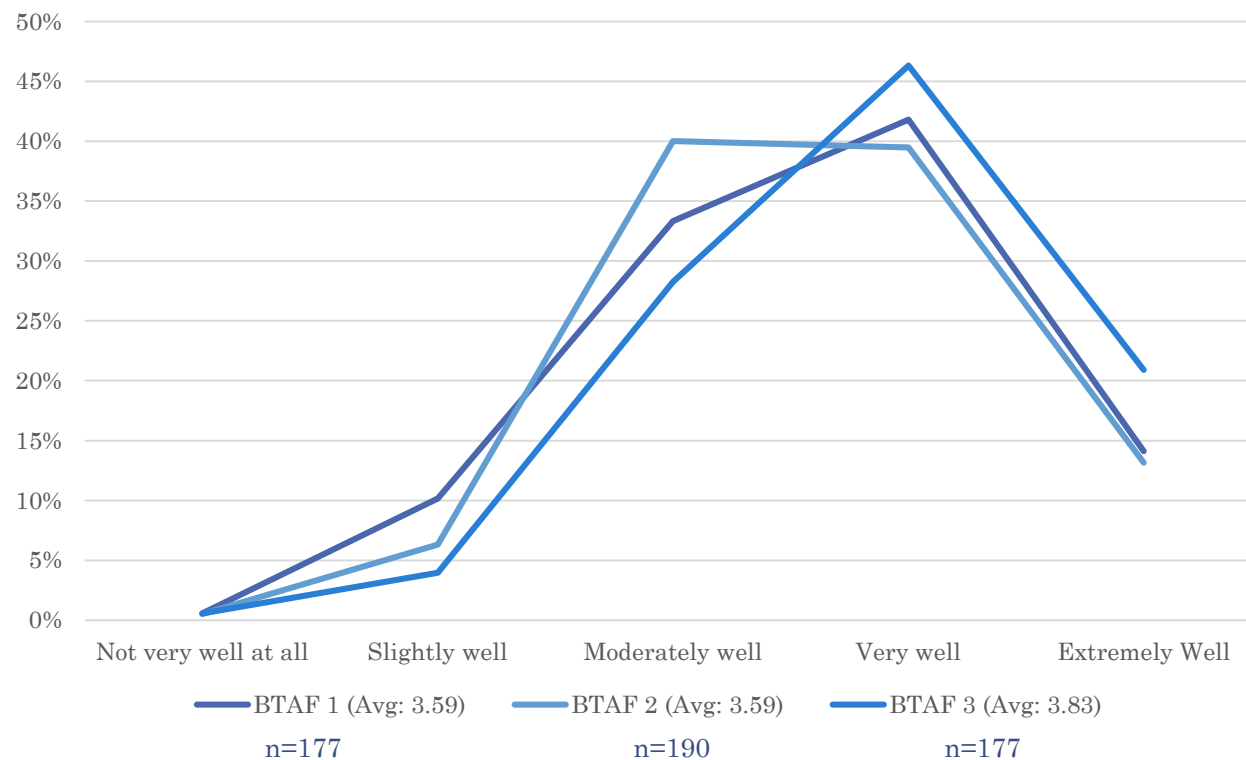
Overall, students increase their ability to notice their surroundings after taking yoga class. The graph shows the distribution of responses for all students in 2023-2024. As shown, the percentage of students who rated themselves “extremely well” increased over time. On a scale of 1-5, student means increased from 3.59 to 3.83 from the beginning to end of yoga class. This change was statistically significant.

This skill is applicable for students beyond yoga class; students become more observant and aware of their surroundings.

Percentage of students who showed growth in this skill:



I notice what is happening around me.



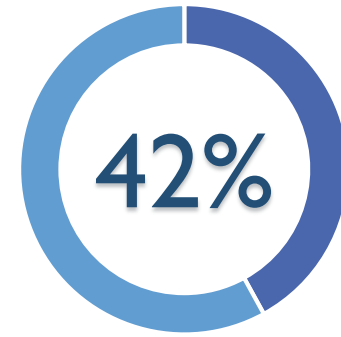
Yoga's Impact on Mindfulness

Q2: *I try not to label my feelings as "good" or "bad"*

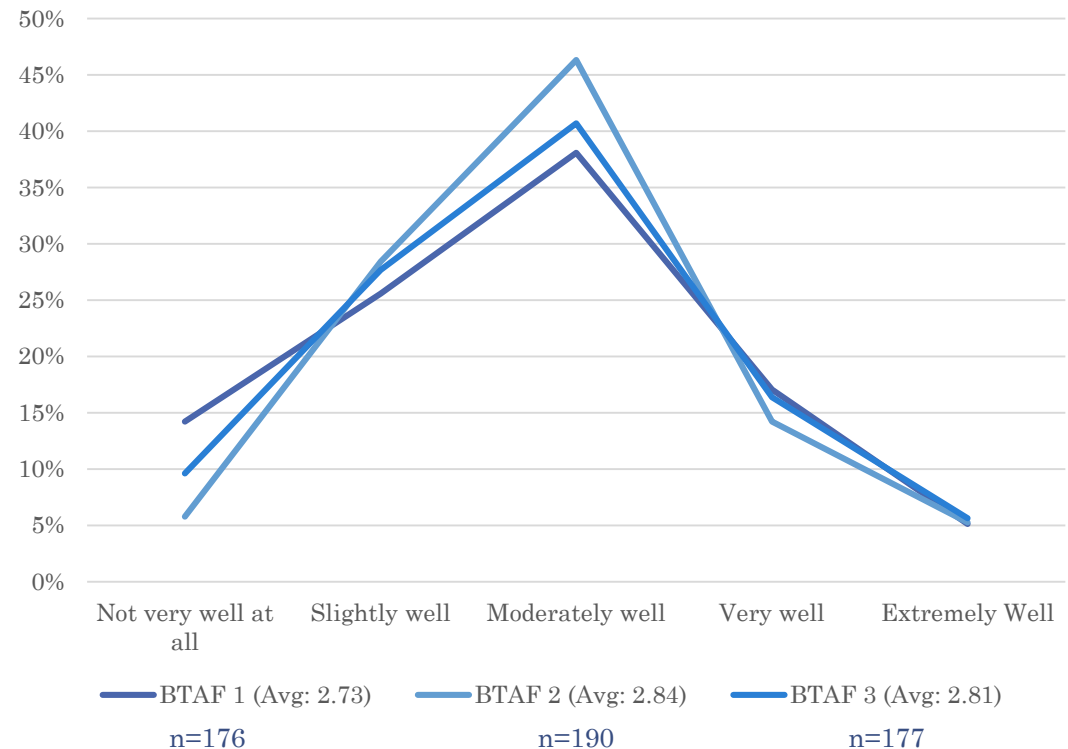
Overall, students increase their ability to recognize their own feelings without judgement. The graph shows the distribution of responses for all students in 2023-2024. As shown, the percentage of students who rated themselves "extremely well" increased over time. On a scale of 1-5, student means increased from the beginning to end of yoga class; however, a larger change occurred between the beginning of the semester and the mid-point of the semester, with means increasing from 2.73 to 2.84. The increase between BTAF 1 and BTAF 2 was statistically significant.

This skill is applicable for students beyond yoga class; students can identify their own feelings without shame or embarrassment, which is a foundation for appropriate emotional responses and self-regulation.

Percentage of students who showed growth in this skill:



I try not to label my feelings as "good" or "bad."



Yoga's Impact on Mindfulness

Q3: I am aware of what I am feeling in my body

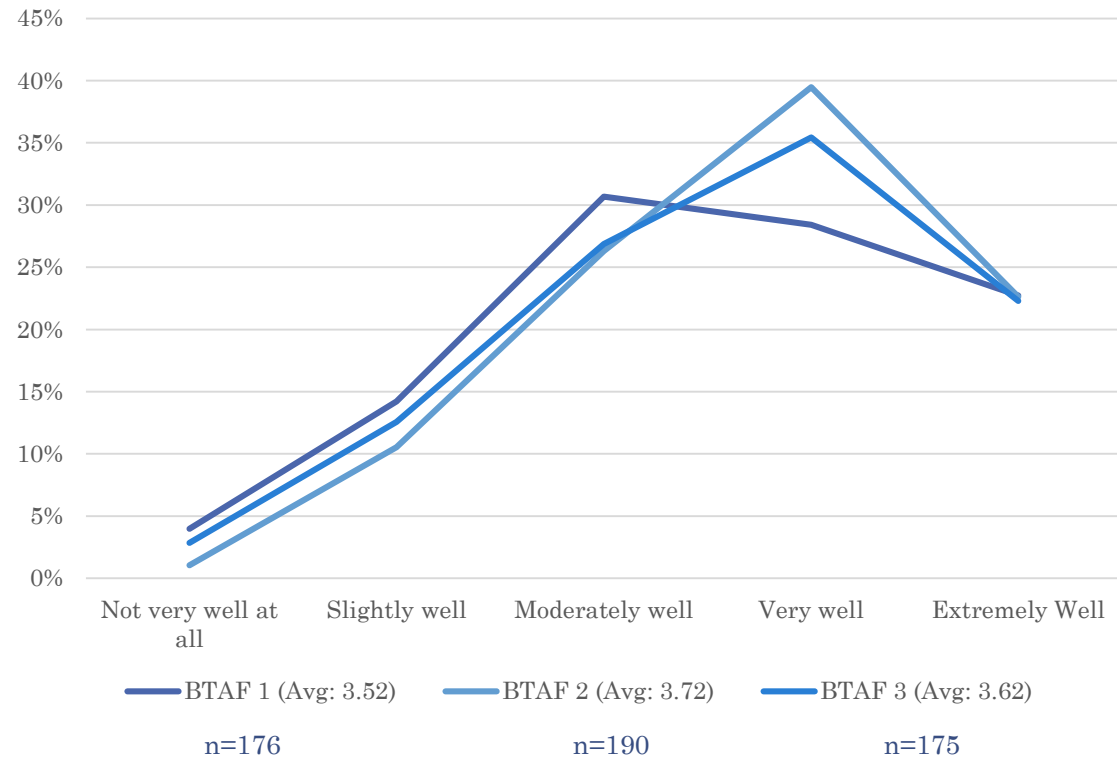
Overall, students increase their ability to recognize physical responses to emotion. The graph shows the distribution of responses for all students in 2023-2024. As shown, the percentage of students who rated themselves “extremely well” increased over time. On a scale of 1-5, student means increased from the beginning to end of yoga class; however, a larger change occurred between the beginning of the semester and the mid-point of the semester, with means increasing from 3.52 to 3.72. The increase between BTAF 1 and BTAF 2 was statistically significant.

This skill is applicable for students beyond yoga class; body awareness is fundamental for understanding our own physical and emotional states, as well as our stress level. Awareness is a precursor to stress-management.

Percentage of students who showed growth in this skill:

43%

I am aware of what I am feeling in my body.

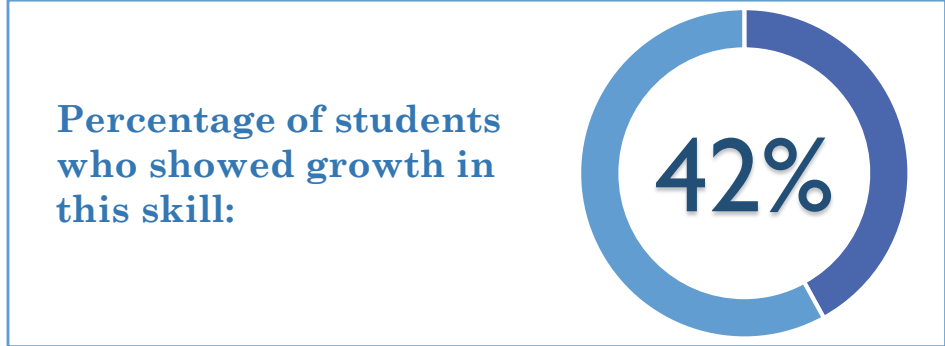


Yoga's Impact on Mindfulness

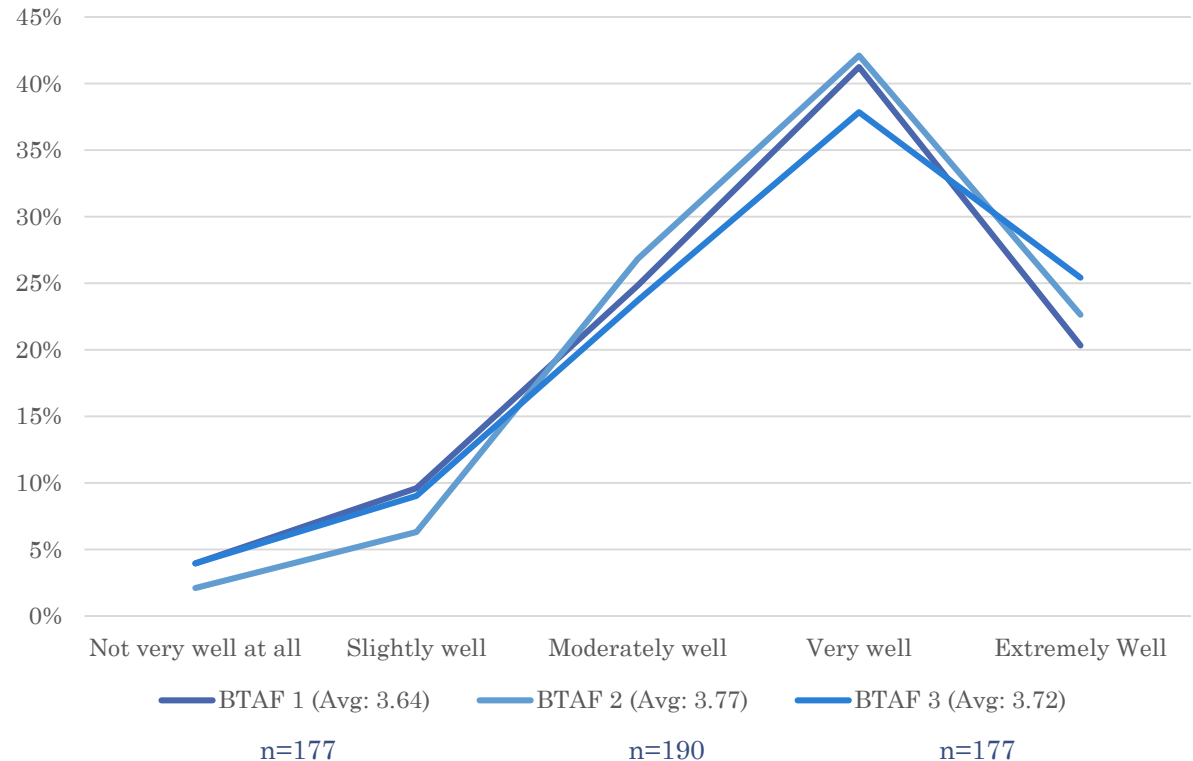
Q4: I know how my body is affected by emotions

Overall, students increase their ability to recognize physical responses to emotion. The graph shows the distribution of responses for all students in 2021-2023. As shown, the percentage of students who rated themselves “extremely well” increased over time. On a scale of 1-5, student means increased from the beginning to end of yoga class; however, a larger change occurred between the beginning of the semester and the mid-point of the semester, with means increasing from 3.64 to 3.77. The increase between BTAF 1 and BTAF 2 was statistically significant.

This skill is applicable for students beyond yoga class; students can recognize physical manifestations of their emotions, which is another building block for appropriate emotional responses and self-regulation.



I know how my body is affected by emotions.



Mindfulness – Key Takeaways

- Overall, it appears that students' **mindfulness skills significantly increased** each semester.
- One interesting trend for three of the four questions was that the biggest increase in student reported skills was between the first and the second survey; differences were not statistically significant between the second and third surveys. This suggests that students would benefit from being reminded about the connection between yoga mindfulness toward the end of the semester as well as at the beginning.
 - It is important to note that there was some teacher turnover in the middle of each semester; the lack of teacher consistency could have impacted the student ratings between BTAF 2 and BTAF 3.



Yoga's Impact on Self-Regulation



- **Self-Regulation** describes the ability to experience emotion and appropriately control one's own behavior in response to strong emotion.
- The BalletMet Thinking and Feeling Scale asks 2 questions to gauge student self-regulation. For each statement, students rated themselves as doing this “Not very well at all | Slightly well | Moderately well | Very well | Extremely well”
- Self-regulation was measured by the following statements:
 - I am able to pause before I respond to something that upsets me.
 - I am able to calm myself when I feel upset.

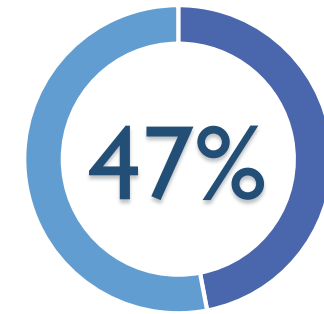
Yoga's Impact on Self-Regulation

Q1: I am able to pause before I respond to something that upsets me

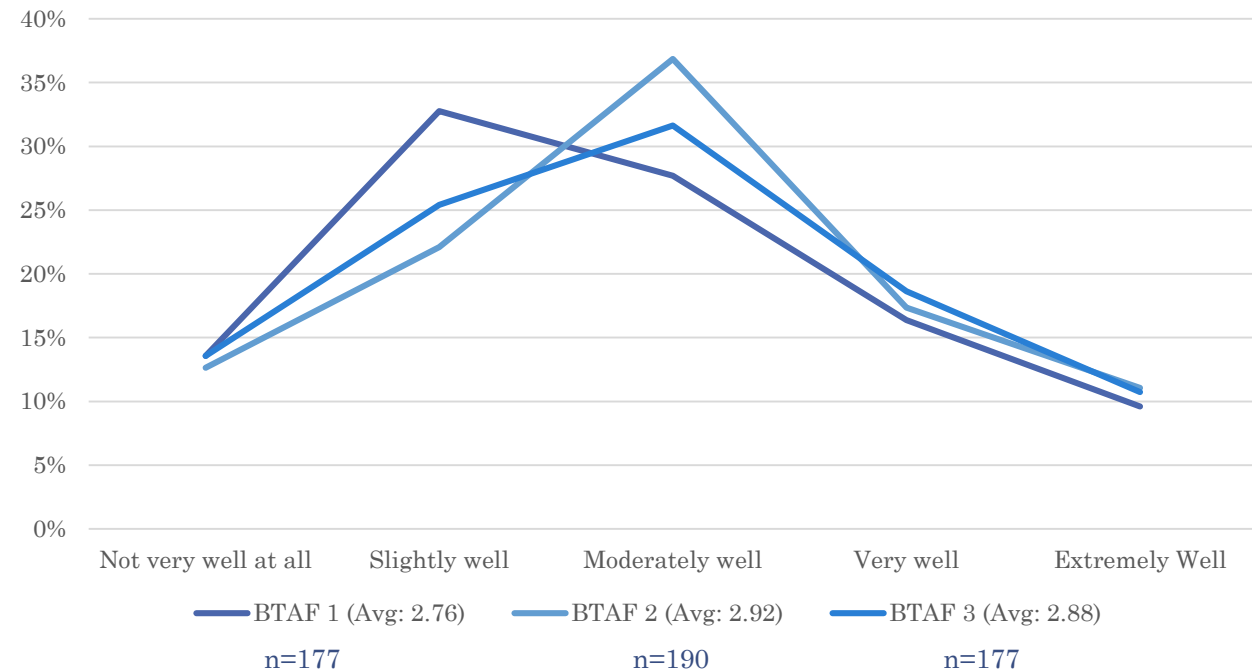
Overall, students increase their ability to pause before reacting to an upsetting stimulus. The graph shows the distribution of responses for all students in 2023-2024. As shown, the percentage of students who rated themselves “extremely well” increased over time. On a scale of 1-5, student means increased from the beginning to end of yoga class; however, a larger change occurred between the beginning of the semester and the mid-point of the semester, with means increasing from 2.76 to 2.92. The increase between BTAF 1 and BTAF 2 was statistically significant.

This skill is applicable for students beyond yoga class; being able to pause to regulate emotions before responding to a challenging or upsetting situation is an important skill when working with others in school and in future careers.

Percentage of students who showed growth in this skill:

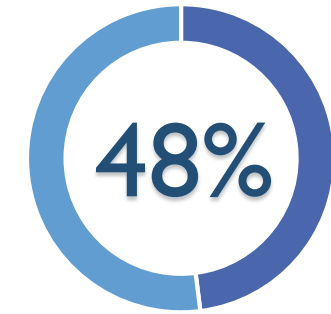


I am able to pause before I respond to something that upsets me.



Yoga's Impact on Self-Regulation

Percentage of students who showed growth in this skill:

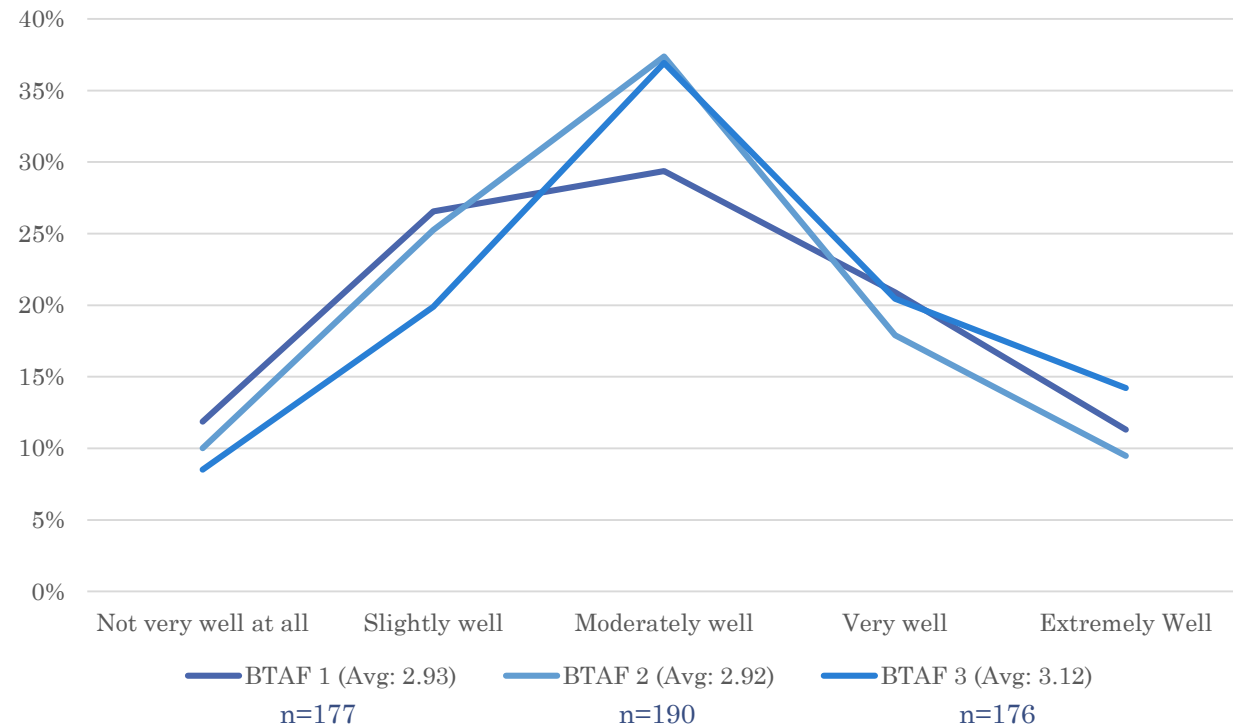


Q2: I am able to calm myself when I feel upset.

Overall, students increase their ability to calm themselves down if they feel upset or overwhelmed. The graph shows the distribution of responses for all students in 2023-2024. As shown, the percentage of students who rated themselves “extremely well” increased over time. As shown, the percentage of students who rated themselves “extremely well” increased over time. On a scale of 1-5, student means increased from 2.93 to 3.12 from the beginning to end of yoga class. This change was statistically significant.

This skill is applicable for students beyond yoga class; being able to calm oneself down when facing a challenging or upsetting situation is an important socio-emotional skill, and also becomes particularly helpful in stress management.

I am able to calm myself when I feel upset.



Self-Regulation: Key Takeaway

Students who participated in BalletMet's Yoga, Meditation and Mindfulness program significantly increased their self-regulation skills.



Yoga's Impact on Stress Management



- **Stress management** describes the ability to recognize when one is feeling stressed or overwhelmed and intentionally engage in behaviors to reduce feelings of stress.
- The BalletMet Thinking and Feeling Scale asks 2 questions to gauge student self-regulation. For each statement, students rated themselves as doing this “Not very well at all | Slightly well | Moderately well | Very well | Extremely well”
- Self-regulation was measured by the following statements:
 - I know how to help myself when I am overwhelmed.
 - I allow myself to rest when needed.

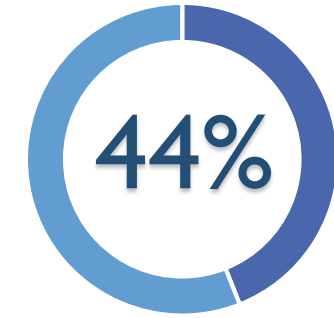
Yoga's Impact on Stress Management

Q1: I know how to help myself when I am overwhelmed.

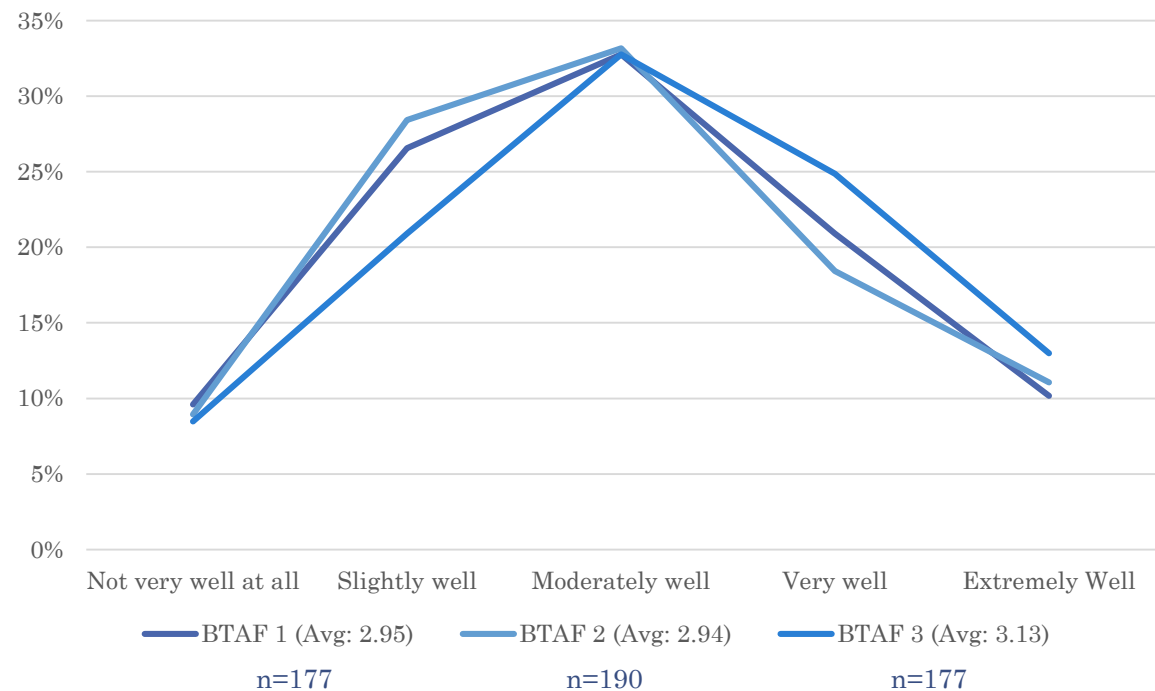
Overall, students increase their ability to help themselves when they feel overwhelmed. The graph shows the distribution of responses for all students in 2023-2024. As shown, the percentage of students who rated themselves “extremely well” increased over time. On a scale of 1-5, student means increased from 2.95 to 3.13 from the beginning to end of yoga class. This change was statistically significant.

This skill is applicable for students beyond yoga class; in our fast-paced society, recognizing how to deal with overwhelming situations is essential to manage stress and prevent burnout.

Percentage of students who showed growth in this skill:



I know how to help myself when I am overwhelmed.



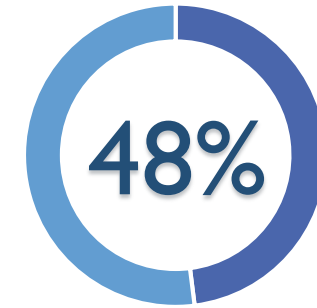
Yoga's Impact on Stress Management

Q2: I allow myself to rest when needed

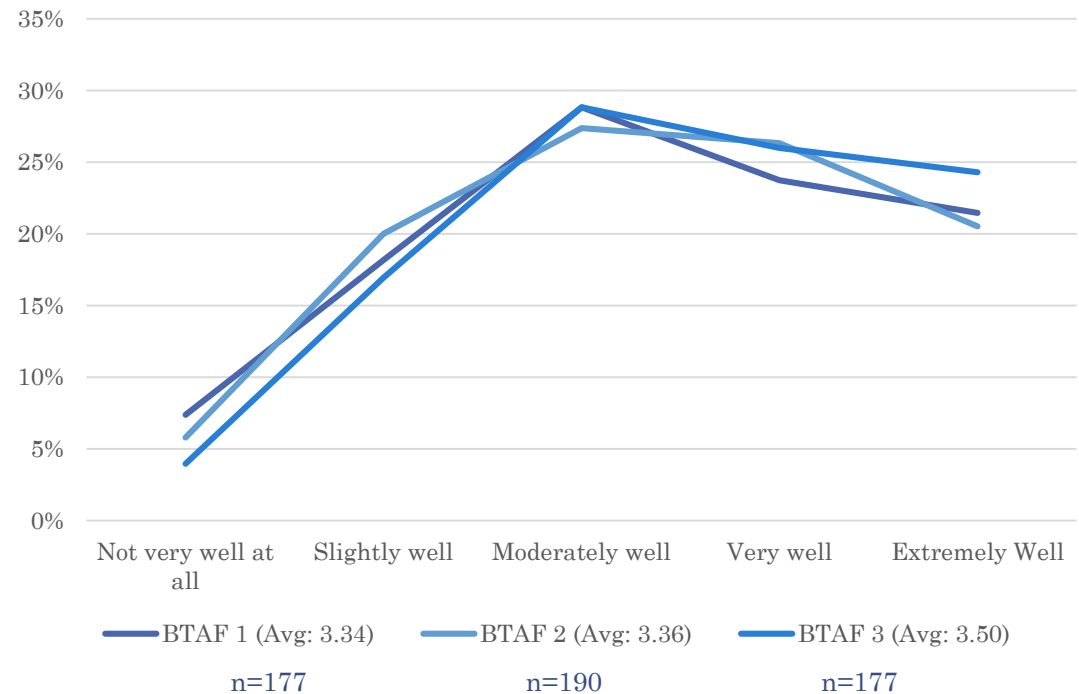
Overall, students increase their ability to allow themselves to rest. The graph shows the distribution of responses for all students in 2023-2024. As shown, the percentage of students who rated themselves “extremely well” increased over time. On a scale of 1-5, student means increased from 3.34 to 3.50 from the beginning to end of yoga class. This change was statistically significant.

This skill is applicable for students beyond yoga class; in our fast-paced society, recognizing when one needs to rest and recharge is essential to manage stress and prevent burnout.

Percentage of students who showed growth in this skill:



I allow myself to rest when needed.



Stress Management: Key Takeaway

Students who participated in BalletMet's Yoga, Meditation and Mindfulness program significantly increased their stress management skills.



Additional Student Comments

- 10 Students during 2023-2024 also participated in an open-ended survey provided by their yoga teacher independently from the BTAF. These students reported the following benefits of taking yoga:
 - 90% of students reported that yoga helped them feel less stressed
 - 60% of students reported that yoga helped them gain flexibility
 - 90% of students also found value in the movements and breathing practices they learned in yoga and reported they would continue to use yoga as self care
- Thus, students find real value in the program than translates to other areas of their lives.



Impact Evaluation: Key Takeaways

- During the COVID pandemic, students were unable to gather in classrooms with peers. As such, they were not provided the opportunities to learn and practice essential social-emotional skills that may not be directly taught, but nevertheless happen within the classroom. This continues to impact student learning and classroom behavior.
- Skills such as mindfulness and self-regulation are essential for student success both in school and in life, and it is imperative for students to be able to manage their own stress in order to maintain a healthy lifestyle. Mindfulness can provide the foundational skills for students to regulate their own emotional responses and begin to recognize stress and work to reduce it.
- Students who participated in BalletMet's Yoga, Meditation and Mindfulness program significantly increased mindfulness skills, self-regulation skills, and stress management skills; students also found value in the program as it applies to their lives outside of yoga class.



EDUCATION