

## **EFFECTS OF A MINDFULNESS-BASED INTERVENTION FOR TEACHERS: A STUDY ON TEACHER AND STUDENT OUTCOMES**

Alexandra Marques Pinto<sup>1</sup>, Joana Sampaio de Carvalho<sup>1</sup>, Sofia Oliveira<sup>2</sup>,  
Carolina Gonçalves<sup>2</sup>, José Madeira Bárbara<sup>2</sup>, Aline Faria de Castro<sup>2</sup>,  
Rita Pereira<sup>2</sup>, Mariana Franco<sup>2</sup>, Joana Cadima<sup>3</sup>, Teresa Leal<sup>3</sup> & Marina S. Lemos<sup>3</sup>

<sup>1</sup>Faculdade de Psicologia da Universidade de Lisboa, CICPSI

<sup>2</sup>Faculdade de Psicologia da Universidade de Lisboa

<sup>3</sup>Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto

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**Background:** Due to the difficult demands of their work, teachers feel increasingly stressed, and their stress and burnout can affect their health, well-being and professional performance (i.e., the quality of teaching and classroom management) and, as a result, negatively interfere with students' learning and engagement.

**Aims:** This study aims to evaluate the proximal and distal effects of *Atentamente*, a mindfulness-based program specially developed to promote teachers' social and emotional competences (SEC), across a variety of teachers, classroom climate and student outcomes.

**Method:** The study followed a randomized trial design, and included three data collection points: pretest, posttest, and follow-up. Participants in the Experimental Group (EG) included 112 elementary school teachers (six groups of around 20 teachers each) from state schools, their 1500 students and this students' parents, while the Control Group (CG) comprised 93 elementary school teachers, their 1500 students and respective parents. A mixed data collection strategy was used that included teachers and students' self-report data, observational ratings of teachers' classroom behaviors and parents' reports on students.

**Results:** After the intervention, EG teachers, compared to CG teachers, reported a significant increase in mindfulness and emotional regulation skills, self-efficacy beliefs and general and social well-being level, and a decrease in burnout symptoms. Similarly, a significant improvement was found on EG teachers classroom behaviors related to students' socio-emotional support, attention and responsiveness to their needs, and classroom management.

Finally, significant improvements were also found in EG students' perceptions of the quality of their teachers' involvement in classroom relationships, self-reported emotions and social competencies perceived by their parents.

**Conclusions:** These findings further the knowledge on the role played by mindfulness-based interventions in reducing teachers' burnout symptoms and cultivating their SEC and well-being, in promoting a nurturing classroom climate and also in promoting the SEC and well-being of students. This knowledge, in turn, may inform future teacher training policies and intervention practices and thus contribute to both teachers and students' well-being.

**Keywords:** Mindfulness, Social and emotional competencies, Teachers, Classroom climate, Students

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**E-mail contact:** [ampinto@psicologia.ulisboa.pt](mailto:ampinto@psicologia.ulisboa.pt)