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Mindfulness for Middle School Students

Raena Gountang

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Abstract

The topic of this research project is Mindfulness for Middle School Students. The participants for the Capstone project included 53 seventh-grade students in a public middle school located in the Bay Area of California. The Capstone Project was done in a four-week process, where the researcher implemented her lesson plan to two class periods every Friday. She made lectures and Kahoot quizzes to keep track of all the students comprehension on the content. This was her way of assessing the students throughout her research for the Capstone Project. The main finding in the project was that the students she worked with showed improvement in their mental health with the used method of P.E.A.C.E. This project was to understand how mindfulness is beneficial and effective to students in middle school. This will help her with future students and their mental health.

Keywords: Mindfulness, Mindfulness for Students, PEACE

Mindfulness

Mindfulness is a form of meditation that can be exercised by anyone. “As taught to youth, mindfulness is defined as paying attention with kindness and curiosity to what is happening inside and around oneself, such as being fully present and compassionate with oneself and others.” (Viafora, Mathieson & Unsworth, 2015, p.1) By teaching this to our youth, it will show improvement in their emotional behavior, cognitive function, and their overall quality of life. In regards to this paper, the researcher has chosen to take a closer look into the effectiveness of mindfulness in the classroom setting.

Value of Teaching Mindfulness

According to Viglas and Perlman (2017), case study based in kindergarten classes, they have shown the beneficial effects of mindfulness by implementing a program for the students. Head-Shoulder-Knees-Toes (HSKT) is the program that is applied three times a week in 20 minute sessions over a span of six weeks. In the results, they show that by executing the program it has increased the students focus, prosocial behavior with a decrease in hyperactivity.

In Solar’s work (2013), he states that mindfulness can be utilized differently as a behavior intervention tool. It is necessary for intervention to occur in a students early years, as it is seen to be more difficult throughout the school years. Mindfulness is not set out for any one individual or group, but for all. Solar shares that even students who are in special education benefit immensely. A student named Chris practices the acronym Pause, Exhale, Acknowledge, Choose, Engage (PEACE). He has been doing this for two years, so he is familiar when asked or told to perform PEACE. Making the results similar to Viglas and Perlman (2017). Chris shows

an increase in focus and awareness, prosocial behavior, and a decrease in frustration or anger even as a student in special education.

Just as Solar shared that mindfulness helps even those who are placed as special education, Viafora et al (2015) completed a study on students in both traditional and homelessness classrooms. The results come to a conclusion that the traditional students had made improvement in mindful awareness and acceptance, as for the students experiencing homelessness reported better understanding of the course, greater emotional and well-being from mindfulness practice. This study not only resulted in positive changes for the students, but also to show that students with any sort of mental health issue are more susceptible to continue practicing mindfulness outside of school and into their homes.

Not only are students being taught or shown mindfulness, but there are studies that also help benefit teachers as well. According to Roeser et al's (2013) study, teachers were put into mindfulness training (MT) programs to help combat the everyday stress built up from their occupation. The study offered 11 MT classes that taught and informed teachers on mindfulness/meditation. The results showed that for the teachers that did not drop out and stayed for most of the classes had a reduced level of stress. The follow-up results stated that the days of absence decreased, in assumption that they continued their practices of mindfulness even after the MT.

Brendel (2019) did a two year study with professors to show the effectiveness of applying mindfulness in our everyday lives. He has collaborated with others to plan a four-day seminar teaching and guiding professors and teachers alike. The seminar would entail four different groups being discussed such as: mindful grading and assessment, awareness of students in the

classroom, practicing mindfulness in and out of the classroom, and cultivating self-awareness in teaching.

These studies give a better understanding of the importance and value of why mindfulness should be implemented in more schools and classes. In the studies mentioned in this paper, the results led to essentially the same general concepts and ideas.

How to implement mindfulness into a 7th grade science class?

Mindfulness is mobile, which means it can be practiced anywhere at anytime. This is a tool for individuals, who feel like they need to take a minute just to breathe and recollect their thoughts whether they are having a good or bad day. Referring back to Roeser et al's (2013) work, they conducted a study, where they asked for teachers in Canada and United States to volunteer. They were then told they would be offered mindfulness training (MT) to be applied to themselves, which will ultimately affect their students and everyone around them in a positive manner. In Basso, McHale, Ende, Oberlin & Suzuki (2018) their study was to implement something similar to Roeser et al's (2013) work by implementing either a 13-min guided recording or podcast to their volunteers of non-experienced meditators. The 13-min recording of the step-by-step guide was taken from Journey Meditation by Stephen Sokoler. As for the podcasts, they were taken from www.radiolab.org and cut into 13-min segments to keep the time frames consistent for both experiments.

The capstone researcher, sought this out to be an option for her project due to its results and outcome once the MT was over. She thinks that by implementing this into her 7th grade science class, the students and their teacher will have a better sense of self-awareness and focus. By providing a MT program for the students a few times throughout the week for a span of 6-10

weeks, this should give them a better sense of motivation in class and improve their learning abilities as well. Basso et al’s (2018) work was recorded over a span of 8 weeks. Our researcher would be able to use the same exact materials such as the recordings and podcasts for her students to see how their behavior changes throughout her 4-5 week project time. In Table 1, the researcher shows this as her first option. She has labeled it as “some to no cost” due to the cost of implementing a certified trainer for the MT. The no cost portion of it would be towards the guided recordings and podcasts since their material is shared on the internet. The time it would take her to implement the lesson in class would be around 10-min per class session. In Basso et al’s (2018) work they administered the recording/podcasts for 13-min, but given the researcher is working with 7th graders she may want to lower the time to 10-min for accuracy.

Table 1

Options for Mindfulness Implementation in 7th Grade Science Class

Option	Cost	Time	Effectiveness
Meditation Training/Guided Recordings & Podcasts	Some to no cost	Every Friday for 4 weeks in increments of 10 minutes per class session.	Not enough time, but most effective
PEACE	No cost	Every Friday for 4 weeks in increments of 10-15 minutes per class session.	Simple, and arguably effective
Focused Breaths	No cost	Every Friday for 4 weeks in increments of 1-3 minutes per class session.	Easy and arguably effective

Another option to implement mindfulness into a 7th grade classroom would be to practice PEACE with the students, which was mentioned in Solar's (2013) work. The example given in the report showed the subject being a student in special education, named Chris. The situation that he was in made him frustrated, and so when he reported to an adult they went through the steps of PEACE together. By Pausing, one is asked to stop what they are doing and take a deep breath, then to Exhale with an audible sound (i.e. groan, grunt, etc). Acknowledge is what will be asked next, and in that moment the individual should come to acknowledging the situation they are in and then Choose how one would like to react to it. The choosing part may be in that moment, several days, weeks, or even months, but it is important that the individual does so to help them cope with their emotions. The last step is to Engage, so that one can carry on with life; this can be done with someone they trust to make things easier.

By implementing this into a 7th grade science class, it may be arguably effective due to the simplicity of it as a whole. In Table 1 the researcher states she would not have to spend any money on this option. That is because she does not have to be certified to teach this to the students and would need very little material as well. If she decides to choose this option to implement and practice in her class then she would be able to do this in a one-time lesson, and make sure to keep applying or following up with students to make sure they are benefitting from the exercise to show the effectiveness overall.

Third, we have just teaching students proper breathing techniques. In order to implement this option, it would require time to be set aside during class. In Table 1, the researcher labels that she will need around five minutes of class set aside to do basic breathing techniques. With students being mindful of their breaths and surroundings, it will benefit not only the students, but

in Roeser et al's (2013) work, the teachers as well. Showing students the benefit of taking a break or breath from their surroundings is healthy for them mentally, emotionally, and physically. The researcher labels this option as arguably effective due to the short amount of time she has in the classroom (weekly). This option also can be combined with many other things as well since meditation is solely focused on ones breathing. In Beblo, Pelster, Schilling, Kleinke, Iffland, Driessen & Fernando's (2018) work, they study the effects of focusing on your breathing versus your emotions while watching movies. The researcher will not be allowing students to watch movies all class session, but teaching the students the importance of their breaths instead. Beblo et al's (2018) work, result in a more positive outcome when the volunteers were told to focus on their breathing. They could be watching a scary movie, and if told to focus on their breaths they turned out to be less antsy.

The researcher has chosen to do option two, which is practicing PEACE with her students. She will be implementing this practice at a public middle school, working with a 7th grade science class. There are six periods, but she will only be implementing it with one or two classes to help keep the numbers low since each class has roughly 25-32 students. The researcher has chosen this as her project site because she is a former student and has been working alongside with this class and their teacher. She will be starting off her project with a little presentation on mindfulness to get some questions out of the way right off the bat. There is always a chance that there are some if not all students who do not know what something means or is. After that, she will be assessing the students retention on what mindfulness is and then each week teach the students PEACE and how to apply it to their daily lives.

Project

The capstone researcher synthesized different case studies that have similar methods and results as one another. After collecting all the information she needed, she decided to look at her options for which project would best fit her class for the project. She chose the second option, which would be to teach her students Pause, Exhale, Acknowledge, Choose, and Engage (P.E.A.C.E.) as a method of mindfulness.

The researcher will dive into her work throughout this section of her capstone paper. First, she will take you through her plan by discussing the design of the project. Second, will be the implementation portion, which will entail how she applied her lesson plan into the classroom to implement her project. Lastly, she will be going over the results she obtained in the evaluation portion of this paper to conclude her paper.

Design

The design of the researchers project is to work with seventh grade students in a science class to demonstrate how implementing mindfulness into their daily routine will help increase their mental health. After going through her options, she decided to teach her students what the acronym P.E.A.C.E. stands for. She hopes to obtain adequate data to be able to assess and analyze whether implementing P.E.A.C.E. helped the students or not over the course of a few weeks.

This project is taking place at a public middle school. The school site is located in North San Jose. The researcher decided to choose this as her location for convenience and familiarity. She is an alumni to the school and has made an agreement with a former teacher. The teacher she is working with is a science teacher, which goes well with the topic of mindfulness and

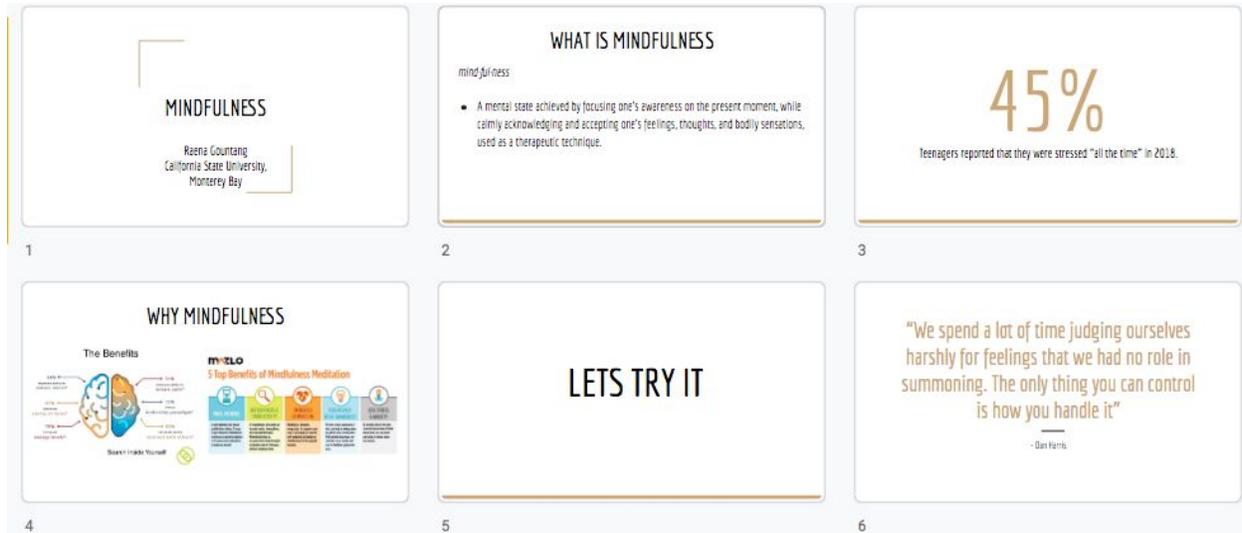
well-being. It took a while to figure out exactly how she wanted to implement the project, but she decided on just teaching mindfulness to only two class periods. That way there was not an overwhelming amount of data to go through.



Gountang, R. (2019). *Students in Seventh Grade Science Class.*

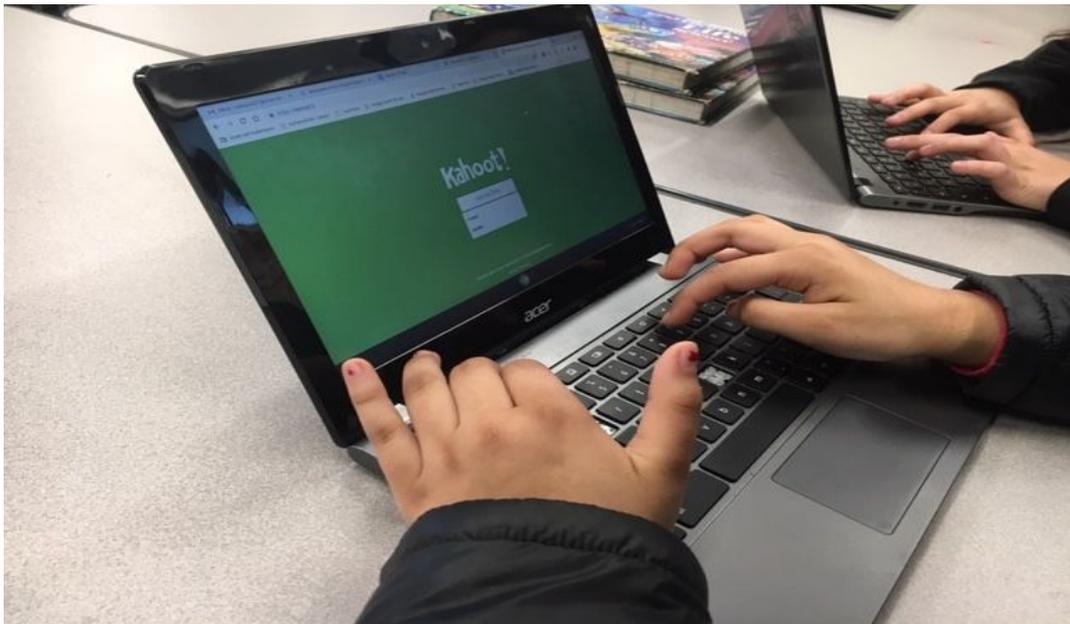
Implementation

The researcher designed a lesson plan to teach her seventh-grade science students. The lesson plan she has created can be viewed in Appendix A. Each week she had to prepare a lecture and Kahoot quizzes for the students. All lessons were different, but built upon one another as the project progressed each week. The lesson plan was designed to where it can be used each time as a guideline, so each lesson follows the general plan. The part of the lessons that changed each time were the content of the lectures and the questions on the Kahoots.



Gountang, R. (2019). *Mindfulness Lecture Slides*.

The image above shows the general layout the researcher used for her lectures, you may refer to Appendix B for more of her lecture slides. She would start off by greeting her classes and introducing the plan for the day. She would tell her students to either grab a Chromebook or their mobile devices in order to participate in the Kahoot quizzes. Once going through with her lecture slides, the students were given a comprehensive quiz via Kahoot.com.



Gountang, R. (2019). *Kahoot on Chromebook*.

The students were also given a pre-assessment and a post-assessment alongside their routine comprehensive quizzes. The format of the assessment is located in the lesson plan, which you can refer to in Appendix A. There are eight questions that ask the students about how the students feel. This assessment does not have a right or wrong answer, it is a way for the researcher to keep track of her students prior and post P.E.A.C.E.

Mindfulness Assessment				
Q6	I get mad when something doesn't go my way			
Question duration	30 seconds			
Answer Summary				
Answer options	▲ "0 (never)"	◆ "1 (rarely)"	● "2 (sometimes)"	■ "3 (always)"
Number of answers received	3	9	6	5
Average time taken to answer (seconds)	3.87	5.23	6.01	2.48

Figure 1. Kahoot Question Score Summary.

Evaluation

The results the researcher obtained are from the pre and post assessment that she gave to her students the first week before P.E.A.C.E. and a week after P.E.A.C.E. the results can be viewed in Appendix D. The reason she did this is because she wanted to see how teaching a form of mindfulness to her students would affect their daily routines. P.E.A.C.E. is used to help navigate through stressful situations that are big or small.

When comparing the pre-assessment to the post-assessment for her first period she notices a change where her students feel less stress or overwhelmed during a situation. When having the students take the post assessment she reminds the students that the questions are the same as the pre assessment, the only thing that is different is that they have the methods of P.E.A.C.E. to put into consideration.

In her second period, which is period six, she finds that the numbers do not have much of a change. For some of the questions, it seems that more students seem to be stressed or overwhelmed during certain circumstances. The number of students that would address they feel a stressed increased towards the end of the post assessment.

There are some flaws and errors within this project. It was never guaranteed whether or not all students would be present during each lesson. This is directly correlated with the amount of students who participate in the Kahoot quizzes and assessments. Another error is that some students would not stay consistent with the Kahoots, so the data would be inconsistent. There were also technology issues as well such as: having students be dropped from the quizzes randomly, no internet connection for some, and also students logging on to two devices to secure a spot.

Reflection

Discussion

The implementation of P.E.A.C.E. to the middle school science students was successful. Although there was only a short amount of time given to execute this project, the researcher planned her work to take place over a span of four weeks. She was working with two different class periods, which allowed her to get a decent amount of data to represent her lesson plan. She was able to make the time frame work.

The project had its challenges and limitations but most of it are out of the researchers control. Students would be absent, so the class count would fluctuate. Technical issues arose during some lectures such as: Chromebooks not being charged properly, Chromebooks not connecting to wifi, and Kahoot kicking students out mid-quiz. Which meant that the data was not

as accurate as it would have been if the number of students stayed consistent throughout the whole Capstone Project.

Recommendations

The researcher decided to choose the method that was being implemented because it was the best option that would be low-cost, time efficient, and effective with students. She chose this option because she was only working with her students once a week, which was every Friday. She was limited on time with the students due to her personal schedule, so this was her best option. If she were to do the Capstone Project a different way, she might have just done it without electronics and done everything on paper. It would have been more of a traditional teaching style, and would guarantee no technical difficulties. Another option would have been more towards the time aspect of the project. If she was able to be with the students for one hour a day for two weeks, the results and effectiveness might have been more helpful. These options would have been more helpful to the researcher, but she worked with what she could and the results were still positive.

Future Plans to Build on the Capstone

To build upon the Capstone Project, the researcher could continue to look into what is effective for middle school students to become more aware of themselves and their surroundings to better help them with their overall behavior. Teaching P.E.A.C.E. to the students was just a lesson plan that has potential to be a long-term project. The Capstone Project researcher is an aspiring teacher herself, and she would be able to implement the lesson she taught to the middle schoolers into whatever class setting she gets placed in next. By collecting more data within a wide span of students, it may better help her understand the connection between mindfulness and

students behaviors in class. This would benefit her as a future teacher because with the society given today, there are many underlying issues that happen in our students lives where they do not know how to handle or express their emotions. By creating a safe zone and relationship with the students, she will be able to build a better teaching environment not only for one students, but for all the students in her classroom.

Conclusion

By working with her students prior to implementing the Capstone Project, the researcher has built a relationship with her students more or less to help with her project. She has been working with them since October of 2018 and implemented her work in March of 2019. Prior to March she would just help with the regular science curriculum and observe the students behavior in the class. This is what sparked the idea of implementing mindfulness into the classroom. Her students seemed to have always had a behavior problem, where they would be causing problems for those around them. It may not have been applicable to all her students, but it was a good handful amount that needed their attention drawn to the big issue being caused. After she completed her Capstone Project with her students she was able to analyze the data collected, and the numbers showed improvement within a majority of students. The numbers to her is not as important because she knows that those could mean anything especially with middle school students. It gives her a more general sense that the students were comprehending what she was trying to teach to them.

On her last day of instruction she gave her students the post-assessment. The teacher that she was working with had to leave for a seminar and left her with a substitute teacher. This made the researcher a little nervous because she could already tell that the students were not too fond

of the substitute. One of her students was causing disruption, so the sub had to call him out. At this moment, the researcher looked over at the student and saw him exhale, closed his eyes, and paused. This was exactly what her whole Capstone Project was aiming for. For students to learn how to control their emotions in order to navigate through a situation that makes them feel angry or sad. With just this one moment in class, the researcher felt an overwhelming sense of accomplishment and this is why she wants to teach.

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APPENDICES

APPENDIX A: LESSON PLAN

APPENDIX B: LECTURES AND KAHOOTTS

APPENDIX C: STUDENT PICTURES

APPENDIX D: RESULTS

APPENDIX A: LESSON PLAN

P.E.A.C.E.

*Lesson Plan for Grade 7, Science
Prepared by Raena Gountang*

Overview

1. Subject: Mindfulness
2. Topic: P.E.A.C.E.
3. Grade: 7th
4. Learning Objective: Students will implement P.E.A.C.E. into their daily routines with a focus on mental health.
5. Lesson Summary: The researcher will be creating informational powerpoints to share with her students what mindfulness is and how to apply the acronym P.E.A.C.E. into their daily routines. Each mini lecture will then be followed up by a round of Kahoot, which will assess the students retention and comprehension of each lesson.

Implementation

This lesson fits into the context of health science, which the students learn about in the seventh grade. The researcher will be teaching her students through the lecture method for a majority of the project. She will be delivering the lesson through powerpoints, while answering any questions along the way. The time allotment for this project will be 2 class periods, 15-20 minutes per class.

Procedure

The researcher, who will now be teaching, will introduce the topic to her students through an introductory powerpoint lecture. This will include topics such as: what is mindfulness, who

can use it, and where can you use it. Since the lesson is on mindfulness and the researcher chose to teach P.E.A.C.E. to her students, there is a lot of breathing demonstrations that will take place in the lessons. She will demonstrate how to properly exhale during meditation breathing. There will almost always be a slide that will ask the students to try it together as a group. That is the designated time allotted for the students to try it for the first time with the teacher. As for independent work, each student will have time after the lecture to practice their breathing on their own and at their leisure as well. At the very end of the whole project lesson, the teacher will recap all the important information they have gone over for the past weeks to make sure her students retained and comprehended the lessons to their full potential. The follow up will just be based off of trust since the teacher does not get to see her students often. She will have to ask each student if they have tried using P.E.A.C.E. throughout the week since the last session.

Materials & Resources

1. Quiet environment
2. Electronic device (students & teacher)
3. Kahoot

Standards & Assessment

Standard: 2.1.M Analyze internal and external influences on mental, emotional, and social health.

The students performance will be assessed through Kahoot. The teacher will create her own Kahoot in correspondence to her lectures, to gage students retention and comprehension. In each quiz/survey there will be comprehension questions along with opinionated ones as well to see how each individual student feels prior to the project and after.

Assessment Rubric

	Never	Rarely	Sometimes	Always
I have been stressed this past week	0	1	2	3
I get upset with myself for having feelings that don't make sense	0	1	2	3
At school, I walk from class to class without noticing what I'm doing	0	1	2	3
I keep myself busy, so I don't notice my thoughts or feelings	0	1	2	3
It's hard for me to pay attention to only one thing at a time	0	1	2	3
I get mad when something doesn't go my way	0	1	2	3
I feel overwhelmed when I do homework	0	1	2	3
I push away thoughts that I don't like	0	1	2	3

APPENDIX B: LECTURES AND KAHOTS

MINDFULNESS

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1

WHAT IS MINDFULNESS

mindfulness

- A mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.

2

45%

Teenagers reported that they were stressed "all the time" in 2018.

3

WHY MINDFULNESS

4

LETS TRY IT

5

"We spend a lot of time judging ourselves harshly for feelings that we had no role in summoning. The only thing you can control is how you handle it"

- Dan Harris

6

P.E.A.C.E.

California State University, Monterey Bay
Raena Countang

1

Introduction to P.E.A.C.E.

What is P.E.A.C.E.?

P - Pause
E - Exhale
A - Acknowledge/Accept
C - Choose
E - Engage

2

Pause

When do you use Pause?

Once you start realizing that things are difficult, stressful, or inconvenient to you.

Why Pause?

We use it so that we can take control of the situation that we are in. To become aware of ourselves and our surroundings.

3

Pause (cont.)

What do you do to Pause?

Literally stop and do nothing. Just pause.

4

Exhale

When do you Exhale?

After the fact that you paused and are now aware and intune with the situation.

Why Exhale?

Controlling your breathing helps lower the cortisol production in your body, which lowers the stress/anxiety factor in a situation.

5

Exhale (cont.)

How do you Exhale?

You do it all the time, but make it intentional. Exhale with a sigh, let all your stress, worries, and emotions go with the exhale. Keep breathing and repeating.

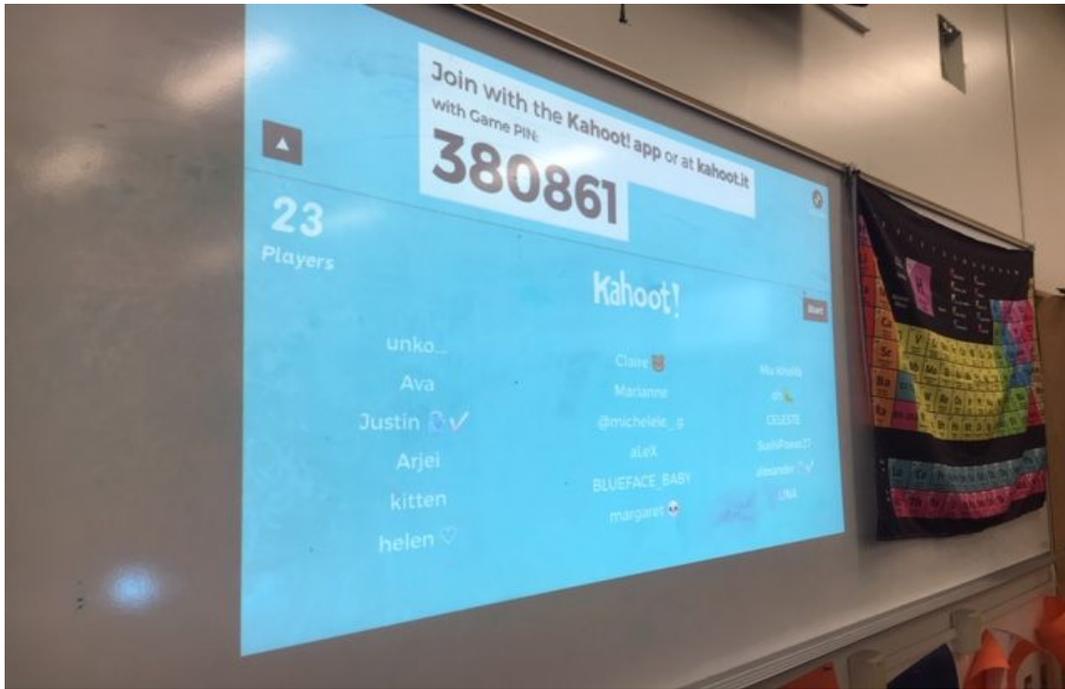
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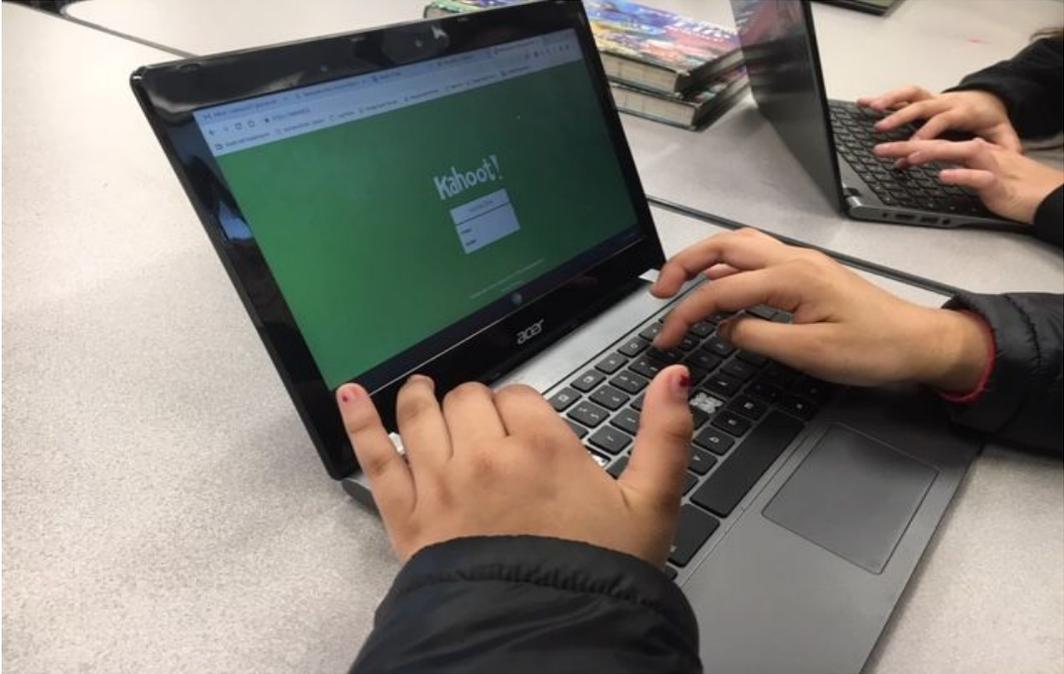
Choose (cont.)

Some options that also start with C to help with the situation:

- Clarity- being clear on what you want, what your limits are, and what you're responsible for
- Courage- Speak your truth and hear the truth from others as well
- Comedy- Don't take ourselves too seriously within the situation and remember we are only humans

APPENDIX C: STUDENT PICTURES





APPENDIX D: RESULTS

I have been stressed this past week	I get upset with myself for having feelings that don't make sense	At school, I walk from class to class without noticing what I'm doing	I keep myself busy, so I don't notice my thoughts or feelings	It's hard for me to pay attention to only one thing at a time	I get mad when something doesn't go my way	I feel overwhelmed when I do homework	I push away thoughts that I don't like
3	0	3	2	3	1	2	3
3	3	3	2	1	3	3	3
2	2	2	2	0	1	3	2
2	3	2	3	0	1	1	3
3	3	3	3	3	0	2	0
3	3	2	1	2	2	3	2
3	3	1	2	2	2	2	3
2	2	3	2	1	2	1	3
3	3	0	0	2	3	0	0
3	3	2	3	3	3	0	3
1	1	1	1	0	0	0	2
3	2	2	1	3	3	3	3
1	0	0	3	2	1	1	3
3	2	0	2	3	2	3	2
2	3	0	1	0	1	0	0
2	2	1	3	3	0	3	2
3	2	3	2	3	2	3	1
2	2	0	0	2	2	2	2
2	0	0	0	3	3	0	0
3	3	3	3	3	3	3	0
3	0	0	0	3	3	3	0
0	1	3	1	2	1	1	
	1	3	2		3	3	1
3	2	2	2				

I have been stressed this past week	I get upset with myself for having feelings that don't make sense	At school, I walk from class to class without noticing what I'm doing	I keep myself busy, so I don't notice my thoughts or feelings	It's hard for me to pay attention to only one thing at a time	I get mad when something doesn't go my way	I feel overwhelmed when I do homework	I push away thoughts that I don't like
1	1	0	3	1	3	2	2
2	1	1	1	1	1	2	3
3	3	2	2	3	3	3	2
1	2	1	2	2	2	1	0
2	1	1	2	1	2	2	2
0	0	0	0	0	0	0	0
1	1	0	1	0	0	2	2
0	3	0	0	3	3	0	3
2	3	3	2	1	3	0	3
3	2	2	0	1	0	3	1
0	0	0	0	0	2	2	2
2	3	0	3	0	1	2	2
2	1	1	1	1	1	1	1
0	1	2	1	2	1	2	1
0	1	0	0	3	1	0	0
3	2	2	0	2	3	2	2
2	1	1	2	0	0	1	2
3	1	2	1	0	2	1	1
3	3	2	2	3	2	3	3
3	3	1	3	2	0	0	3
1	2	1	2	2	2	1	0
1	0	0	0	1	2	0	1
1	0	0	0	0	0	0	0
1	1	3	2	0	1	3	2
3	0	1	2	2	0	3	1
0	1	0	0	3	1	0	0
2	2	2	3	0		2	2
3	0	3	1	2			2
	1		1	1		1	0
2	1	2	1				1
2	2	2	0				
					0	3	0
					0	3	0
						3	0
						0	0
	0						
3							

I have been stressed this past week	I get upset with myself for having feelings that don't make sense	At school, I walk from class to class without noticing what I'm doing	I keep myself busy, so I don't notice my thoughts or feelings	It's hard for me to pay attention to only one thing at a time	I get mad when something doesn't go my way	I feel overwhelmed when I do homework	I push away thoughts that I don't like
3	3	2	3	2	2	3	3
2	2	0	2	3	1	2	1
3	3	2	3	3	2	3	3
3	2	0	2	1	1	2	3
2	1	2	0	3	3	2	2
0	0	0	0	1	2	0	0
1	0	3	1	0	0	2	2
1	0	0	0	1	2	0	0
3	2	1	2	1	3	1	2
2	3	2	0	3	1	3	2
2	1	2	1	0	2	3	2
2	1	1	2	0	1	3	2
1	2	1	0	2	3	1	3
2	1	1	1	2	1	1	2
1	0	1	0	2	1	2	2
2	1	2	0	3	1	2	0
2	2	0	2	2	3	2	2
2	3	2	1	1	0	2	3
2	3	1	2	1	3	3	1
3	3	2	3	3	2	3	3
3		1	1	3	0	0	3
0	0	0	1	1	1		1
3	3	3	1	1	1		1
0	0	1	0				
3	1	0					
1	1	3					
0	0						

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1	3	1	0	0	1	1	3
2	1	2	3	3	0	3	3
2	0	0	3	2	2	3	2
3	1	3	3	3	3	3	3
3	1	2	2	3	0	2	3
2	2	3	1	1	2	2	3
2	3	1	2	1	2	3	2
3	3	2	0	1	0	3	2
2	3	3	3	3	1	3	3
2	3	2	0	2	1	1	3
3	1	3	3	3	3	3	3
2	1	1	1	1	3	3	3
1	0	0	0	3	0	0	0
2	1	1	2	2	1	2	2
0	1	1	0	2	0	1	3
3	1	1	0	3	0	3	1
3	1	1	0	3	2	3	1
3	2	2	3	3	3	0	2
	0	1	2	2	2	3	1
1	1	0	1		0	1	1
	1	3	3	3	1	1	1
3	2	1	1	1		1	2
3	3	2			3	3	3
2	3			3		3	1