

HeartMath® Institute Student Mental Health Initiative

Educator Reports: Implementing HeartMath® Programs and Technology



Marvin Elementary School, Los Angeles Unified School District, California
Submitted by Alexandra Stieglitz, First Grade Teacher

I have been doing the HeartSmarts™ Adventure in our whole class as my first graders have iPads.

I taught the class how to use the Inner Balance® in small groups and have now set it up as part of our social-emotional center. Students do Inner Balance on their iPads and work on packets to learn about social-emotional issues. I am trying to have them also be able to go to HeartSmarts Adventure since I was able to get a Chromebook for the class.

A picture of our classroom social-emotional learning center where students used the Inner Balance. The steps of the Heart-Focused Breathing™ self-regulation tool are posted on the orange poster.



After implementing the Inner Balance, I have noticed that my students are more cohesive.

They are able to do a better job of working with their classmates. They can focus on their work better. They are not as nervous as the beginning of the year.

NOTE: With our teacher shortage, two thirds of this class did not have a kindergarten teacher, only a substitute. As a result, a lot of the normal routines and learning did not happen.

One of the biggest victories using HeartMath was with a particular student who stopped hitting himself when I corrected him. This has been a big worry for me, especially because the mother refused

to sign the papers for her child to get counseling at school. This is not unusual so it is great to have something in class that is so effective. When my students are having a meltdown, I ask them if they want to go do Inner Balance, and they always say yes. *(so far)*.

Our school is offering after-school enrichment classes, so I thought that having an enrichment class for second and third graders would be a way to get other teachers interested. I will be using **HeartSmarts Adventure™** and **Inner Balance™** with these students and also help the participating teachers set up an Inner Balance center.

Thank you for all your support. It has been a wonderful addition to our school.

Marvin Elementary School First Grade Students

First and Last Scores from Three Months of Weekly Practice With the Inner Balance® Technology

Scores are measured by coherence points. Overall improvements mean students are better able to focus and demonstrate self-regulation.

Name of Student	Date/Coherence Score	Date/Coherence Score
Student 1	12/15 2.7	2/14 4.0
Student 2	12/15 2.1	2/14 4.0
Student 3	12/15 1.5	2/14 2.0
Student 4	12/15 2.4	2/14 2.2
Student 5	12/15 0.7	2/14 2.1
Student 6	12/15 1.6	2/14 4.0
Student 7	12/15 1.6	2/14 1.6
Student 8	12/15 0.7	2/14 0.9
Student 9	12/15 2.3	2/14 1.8
Student 10	12/15 1.1	2/14 1.7
Student 11	12/15 0.4	2/14 3.0
Student 12	12/15 1.1	2/14 3.0
Student 13	12/15 1.7	2/14 2.3
Student 14	12/15 1.6	2/14 1.4
Student 15	12/15 2.3	2/14 3.2
Student 16	12/15 1.9	2/14 3.6
Student 17	12/15 1.8	2/14 1.8
Student 18	12/15 1.6	2/14 1.9
Total	29.10	44.50
Percentage Increase	51.5% increase in 3 months	