Independent Research Summary

**Statistically Significant Reductions in:**
unexcused absences, detentions, anxiety, depression, global psychological distress, rumination, intrusive thoughts, physical arousal, emotional arousal, perceived stress, disciplinary infractions, reduced hostility.

**Statistically Significant Increases in:**
student emotion regulation, positive thinking, cognitive restructuring in response to stress, self-control, and school engagement.

*Two research papers published in peer-reviewed Journals (Frank, et al; 2014, 2017)*

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**Students Self-Report on DMind Benefits**

- Feel calmer
- Feel more relaxed
- More focused
- More aware of thoughts
- More aware of feelings
- More ready to learn
- Happier

- Better at managing stress, anger, or anxiety
- Better at focusing or concentrating
- More aware of thoughts and feelings
- More in control of actions
- Making better/healthier choices
- Having better relationships with others
- More ready to learn
- Happier at school

- % of elementary school students (n=512) reporting improvement
- % of middle/high school students (n=675) reporting improvement

*Source: Fall 2018 end-of-semester surveys collected from 3 elementary and 8 middle/high Bay Area schools*
Teachers Report of DMind Benefits on Students

- Students better at managing stress, anger, or anxiety
- Students better at focusing or concentrating
- Students more in control of their actions
- Students making better choices for themselves
- Students having better relationships with one another
- Students having better relationships with teachers/staff
- Students trying harder at schoolwork
- We have a better classroom climate

% of elementary school educators (n=32) reporting observed improvement in students
% of middle/high school educators (n=57) reporting observed improvement in students

Source: Fall 2018 end-of-semester surveys collected from 3 elementary and 5 middle/high Bay Area schools

Teachers Self-Report on DMind Benefits

- Better at managing stress, anger, or anxiety
- Know how I’m feeling more clearly
- Having better interactions with students
- Having better relationships with colleagues
- Taking more time for my own wellbeing
- Sustaining myself better as an educator

% reporting positive change (n=172)

Source: Spring and Fall 2018 surveys collected from 6 elementary, 5 middle, 4 high schools in the Bay Area