

Application of an intervention based on mindfulness in secondary education

Submission date 10/01/2023	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered
		<input type="checkbox"/> Protocol
Registration date 14/05/2023	Overall study status Ongoing	<input type="checkbox"/> Statistical analysis plan
		<input type="checkbox"/> Results
Last Edited 08/06/2023	Condition category Mental and Behavioural Disorders	<input type="checkbox"/> Individual participant data
		<input type="checkbox"/> Record updated in last year

Plain English summary of protocol

Background and study aims

In the 21st century, schools need to help students develop their social and emotional skills, but there are problems that are negatively affecting the mental health of both students and teachers. Studies show that mindfulness-based interventions (MBIs) can be used to help prevent emotional and behavioral issues in students and teachers. However, there are limitations in the research on MBIs in schools, such as the use of self-report measures and a lack of comparisons with other treatments. Additionally, there are questions about how to implement MBIs more effectively and sustainably in schools, especially in vulnerable communities.

This study aims to address these gaps in research by training teachers in mindfulness and evaluating the impact on both their own mental health and the mental health of their students. The study will use a mix of methods, including a randomized controlled trial, to explore how the teaching and learning process is affected by mindfulness practices. Researchers will also investigate the attitudes of both teachers and students towards mindfulness. The goal is to develop an intervention that is effective, sustainable, and adaptable to the needs of Chilean adolescents, and can be scaled up as a public policy.

Overall, this study focuses on an important topic, especially in light of the pandemic: the mental health and well-being of students and teachers. By identifying effective ways to develop socioemotional skills in schools, the project aims to contribute to the mental health programs and guidelines developed by the Chilean government.

Who can participate?

Students and teachers from all municipal schools that have secondary education and have a vulnerability index of the commune of Valdivia, Chile.

What does the study involve?

Teachers received 8 weeks of mindfulness training adapted for schools. Afterwards, they were randomly assigned to receive either mindfulness teacher training or pedagogical planning training. They then received a refresh and enabling training. Finally, teachers made their pedagogical planning for the whole semester focused on the training provided and delivered teaching for 12 weeks over a period of 6 months.

What are the possible benefits and risks of participating?

The participation does not imply physical or psychological risks, except the possibility of feeling uncomfortable when answering some questions from the questionnaires or from the researchers.

The participants will receive training in mindfulness skills at no cost, which can help them, for example, to manage stress and relate better to other people and themselves as well as the environment.

Where is the study run from?

Universidad Austral de Chile (Chile)

When is the study starting and how long is it expected to run for?

June 2021 to March 2026

Who is funding the study?

Agencia Nacional de Investigación y Desarrollo (Chile)

Who is the main contact?

Dr Alvaro Langer, alvaro.langer@gmail.com

Contact information

Type(s)

Principal investigator

Contact name

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Additional identifiers

Clinical Trials Information System (CTIS)

Nil known

ClinicalTrials.gov (NCT)

Nil known

Protocol serial number

1221034

Study information

Scientific Title

Application of an intervention based on mindfulness in secondary education. Impact on teaching-learning processes and on the promotion of mental health and well-being of teachers and students

Study objectives

At the end of the intervention, the students will have better mental health and well-being in their schools receiving the mindfulness intervention with teachers who attended the extended training than in the schools with teachers who attended the brief training. Likewise, the researchers expect that the teachers in the schools where the extended training will be carried out, present better mental health than in the schools that receive the brief training. Finally, the mindfulness skills of students and teachers will improve more in those schools where the extended training will be conducted.

Ethics approval required

Old ethics approval format

Ethics approval(s)

Approved 06/05/2022, Ethics Committee of Universidad Austral de Chile (Independencia 631, Valdivia, Los Ríos, Chile; +56 632444314; comiteeticocientifico@uach.cl), ref: 1221034

Study design

Two-arm single-blind cluster-randomized controlled study

Primary study design

Interventional

Study type(s)

Prevention

Health condition(s) or problem(s) studied

Impact on teaching-learning processes and on the promotion of mental health and well-being of teachers and students in secondary education in vulnerable settings

Interventions

Current interventions as of 08/06/2023:

1. 8 weeks of Mindfulness training adapted for schools (Guillermo Sepúlveda), 12 hours
2. After the 8 session training for the whole group of participants, participants were randomly assigned to receive either:
 - Teacher Training I: MindfulnessTeacher Training for implementation (3 day training, 19./20./21. 12.22 from 9:00 a.m. to 05:30 p.m), (Guillermo Sepúlveda, Soledad Cano, Vanessa Nowak), 21 hours, OR
 - Teacher Training I + Teacher Training II: Pedagogical Planning Training (3 day training, 26./27. /28.12.22 from 9:00 a. m. to 05:30 p.m) (Carolina Iturra), 21 hours
3. Refresh and Enabling Training (29.03.23 from 9:00 a.m. to 1:30p.m) (Guillermo Sepúlveda,

Vanessa Nowak), 4 hours

4. Teachers then made their pedagogical planning for the whole semester focused on the training provided and delivered the teaching in 12 weeks over a period of 6 months

Previous interventions:

1. 8 weeks of Mindfulness training adapted for schools (Guillermo Sepúlveda), 12 hours
2. After the 8 session training for the whole group of participants, the two groups of teachers were randomly assigned to receive either:
 - Teacher Training I: Mindfulness Teacher Training for implementation (3 day training, 19./20./21.12.22 from 9:00 a.m. to 05:30 p.m), (Guillermo Sepúlveda, Soledad Cano, Vanessa Nowak), 21 hours, OR
 - Teacher Training II: Pedagogical Planning Training (3 day training, 26./27./28.12.22 from 9:00 a.m. to 05:30 p.m) (Carolina Iturra), 21 hours
3. Refresh and Enabling Training (29.03.23 from 9:00 a.m. to 1:30p.m) (Guillermo Sepúlveda, Vanessa Nowak), 4 hours
4. Teachers then made their pedagogical planning for the whole semester focused on the training provided and delivered the teaching in 12 weeks over a period of 6 months

Intervention Type

Behavioural

Primary outcome(s)

Mental health and well-being in students at baseline, after intervention and follow up at 12 months and 18 months:

1. Mental health measured using PHQ-9 and GAD 7
2. Well-being measured using the Psychological Well-Being Scale

Other measures:

3. Child and adolescent mindfulness measure: CAMM
4. Spanish version of the avoidance and fusion questionnaire for youth short-form: AFQ-Y8
5. Emotion regulation questionnaire for children and adolescents: ERQ-CA
6. Psychological well-being scale short-form for children and adolescents: PWB-SF-Y
7. Gratitude questionnaire: GQ6
8. Child health utility 9D: CHU-9D
9. Self-compassion scale short-form for adolescents: SCS-SF

Key secondary outcome(s)

Mental health and well-being in teachers at baseline, after intervention and follow up at 12 months and 18 months:

1. Mental health measured using PHQ-9 and GAD 7
2. Well-being measured using the Psychological Well-Being Scale

Other measures:

3. FFMQ (Five Facets Mindfulness Questionnaire)
4. ERQ (Emotion Regulation Questionnaire)
5. GQ-6 (Gratitude Questionnaire)
6. Patient-Reported Outcomes Measurement Information System (Promis)
7. MBI Questionnaire (Maslach Burnout Inventory)

- 8. AAQII (Acceptance Action Questionnaire)
- 9. Utrecht Work Engagement Scale (UWES)
- 10. Self Compassion Scale (SCS)

Completion date

03/03/2026

Eligibility

Key inclusion criteria

Students and teachers of all municipal schools that have secondary education (1 to 4 secondary), with two or more courses per year that have a vulnerability index of the commune of Valdivia, Chile.

Healthy volunteers allowed

No

Age group

Mixed

Sex

All

Key exclusion criteria

Does not meet inclusion criteria

Date of first enrolment

28/04/2022

Date of final enrolment

30/04/2024

Locations

Countries of recruitment

Chile

Study participating centre

Instituto Comercial Valdivia

Pérez Rosales 774

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Chile

5110615

Study participating centre

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Valle Hondo 2915
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Study participating centre
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Av. Ramón Picarte 2305
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Sponsor information

Organisation
Universidad Austral de Chile

Funder(s)

Funder type
Government

Funder Name

Agencia Nacional de Investigación y Desarrollo

Alternative Name(s)

Agencia Nacional de Investigación y Desarrollo de Chile, National Agency for Research and Development, Government of Chile, Chilean National Agency for Research and Development, Agencia Nacional de Investigación y Desarrollo de Chile (ANID), ANID

Funding Body Type

Government organisation

Funding Body Subtype

National government

Location

Chile

Results and Publications

Individual participant data (IPD) sharing plan

The datasets generated during and/or analysed during the current study are/will be available upon request from Dr Alvaro Langer, alvaro.langer@uach.cl

IPD sharing plan summary

Available on request

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Participant information sheet	Participant information sheet	11/11/2025	11/11/2025	No	Yes