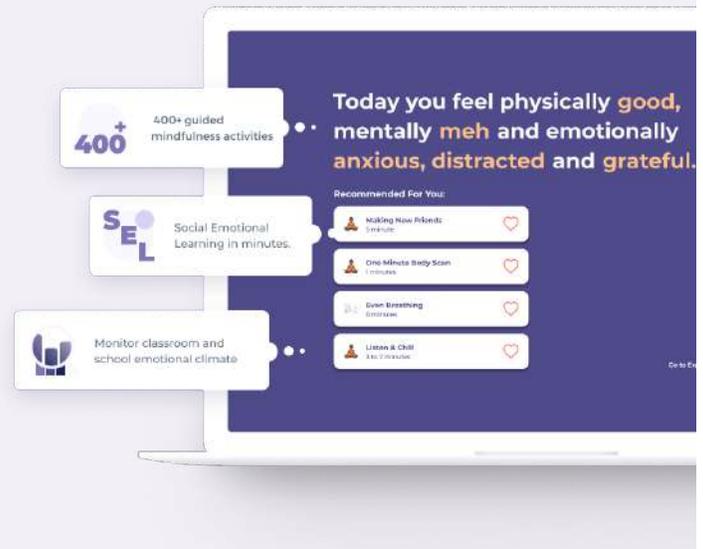




MyLife For Schools

Case Study

Principal Kristen Elliott, an educator with 20 years of experience, chose MyLife For Schools to help her students acknowledge their feelings and have a constructive place to go when they are feeling isolated.



Introduction

MyLife For Schools is a simple solution for engaging middle and high school students in Social Emotional Learning (SEL). This web-based mindfulness tool is available for use in the classroom, in distance learning, and in a hybrid schedule.

Using MyLife, students' complete emotional check-ins to identify how they are feeling. Then, the tool recommends short mindfulness activities tuned to their current state. With over 400 guided, culturally diverse mindfulness activities that take only minutes of class time, teachers can easily find ways to use this adaptable product to provide personalized SEL instruction "just in time."

MyLife in Action

Woodstock Middle School is a mid-sized school in rural Connecticut serving students in grades 5-8. The school's Comprehensive Health Educator turned to MyLife years ago, looking for a way to build students' capacity to meet emotional literacy goals. She saw students get real value by building skills while using the program and this convinced her to become the driving force to expand usage across the school.

With the support of the principal, Woodstock enrolled in the MyLife For Schools pilot program for Spring 2020. At the time, there was no way of knowing that students would need these skills more than ever before. As the world faced a global pandemic, schools transitioned to distance learning. This is the moment when Woodstock began their MyLife For Schools pilot.

Location
Woodstock, CT

Enrollment
408 Students

Grades
5-8th

Free/Reduced Lunch Rate
19%

Minority Enrollment
9%



START

No Barriers

MyLife For Schools requires no professional development to implement.



Highly Accessible

The fun, sleek interface is appealing for teens and adults alike.



Stay Updated

With rollup reporting, teachers can get a pulse on classroom and school emotional climate in real time.

The Challenge

Elliott says that the issues facing her students at Woodstock are common for all middle schoolers. Regulating emotions is not a skill we are born with. It must be learned and practiced. Her students, like middle schoolers everywhere, are stressed and overwhelmed by strong emotions and bodily changes. These stressors can have negative effects on students' ability to concentrate in class and their ability to engage with peers and teachers.

The research is clear. SEL is vital to student success but figuring out how to implement it within an already full student and staff schedule can be hard to prioritize. Most options require schedule changes in order to make time for an entire new course or curriculum. Elliot was looking for a way to address these challenges that wouldn't burden her teachers.

The Solution

According to Woodstock, the flexibility and ease of MyLife For Schools is helping students solve some of the everyday social and emotional challenges they are faced with. One teacher likened repeated use of the tool to "changing the default settings of anxiety or panic" in students' brains. One teacher described the benefits as: "curbing impulsivity, allowing for relaxation and reflection, helping with focus, soothing, helping to concentrate and building resilience and patience."

Like any new skill, social emotional competency must be practiced in order to "stick." Using MyLife For Schools helps students build capacity by providing short bursts of practice that are repeated over time. This supports student development of foundational skills that they need to be successful in school and beyond.

After using MyLife For Schools for 11 weeks during distance learning, Woodstock students reported improved well-being.

69%

Are better able to manage stress

79%

Are more likely to make healthy decisions

62%

Are better able to concentrate

53%

Feel less anxious



MyLife is like a triage for students to reduce stress and anxiety

Michelle Rawcliffe, Health Educator



The Impact of MyLife For Schools

In these unsettled times, schools are looking for any product that can help students become more resilient and emotionally regulated. Michelle Rawcliffe, from Woodstock Middle School, believes that MyLife For Schools is a relevant and useful tool for these times. As school turns to remote learning, social interactions that students thrive upon are eliminated, and many students don't have a trusted adult they can go to with their emotions. MyLife For Schools provides a place where students can go to practice emotional regulation skills, which in times of stress, are more important than ever.

According to Rawcliffe, "We expect kids to go out into the world, at recess and be able to function, and be civil and be kind to each other and to regulate their own emotions- but they've never been taught that other than their family, or maybe a religion or whatever they watch on TV," using a program like MyLife For Schools can help build social emotional skills that are essential for success in all areas of life. "That's one of Maslow's basic needs that we need to make sure kids are getting met- they need to know how to recognize their emotions and then express them and cope with them appropriately or they're not going to be able to learn anything academically."

We can't control the state of the world, but with MyLife For Schools, we can help give our students tools to cope with isolation, uncertainty and fear. Students can't learn if they are anxious or traumatized, so having a product that helps them to learn and practice strategies that will serve them throughout their lifetimes is essential for their overall success and happiness as humans.



I felt hopeless and didn't see a point in doing my work. I became very anxious and sad. I remembered MyLife and quickly logged on.

7th Grade Student, Woodstock Middle School



Interested in learning more?

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[Go to MyLife For Schools](#)

Case Study Prepared by MBZ Labs