

FOUNDATION FOR SELF LEADERSHIP

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Activities Since 2013

Hosted a series of meetings to examine how best to bring IFS to schools and gather input and insights from members of the IFS community who have implemented tailored IFS applications within school settings.

Reviewed select school-based mindfulness-oriented models at a high level to learn about trends in school counseling and needs within K-12 education for social emotional learning.

Determined at the June 2017 board retreat that the Foundation would work to disseminate concepts of Parts and Self among teachers and parents as a way to reach children, setting "Education" as a leading priority.

Facilitated numerous conversations to design a first teacher-focused pilot IFS program.

Moving Forward – Build a Program for Teachers

Sponsor a pilot program to teach teachers about IFS and conduct a study to learn about the direct effects of IFS knowledge on the teaching approach and teachers' attitude vis-à-vis students and indirect effects on student behavior and academic performance.

Project Lead: Jody Nelson, EdD, LMFT

Where: Two urban middle schools in Minneapolis, Minnesota, U.S.A.
Highly diverse student populations (ethnically/racially).
High poverty, as shown by high free & reduce lunch figures.

Who: All teachers and members of the staff at both schools

How: All teachers & staff (two sessions per year)
Sixteen selected teachers for intensive nine-month-long program (20 two-hour sessions)

Approach: First six months focused on teachers
Next three months, teachers exploring together how IFS may affect new approach to teaching
Next phase: Bringing notions to classroom & observe

Research: Pre- & Post-program surveys; focus groups; IFS scale; gathering student pre/post data (behavior & academics)



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Supporting IFS Research, Education & Advocacy