

EVALUATION

Activities Since 2013 - Highlights

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.

Sponsored 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)

Hosted the Foundation's first online Forum on Taking Self to School. Anna Tansi, MS, moderated a panel discussion with school teacher Timothy Jungwirth, MEd; school counselor Jennifer Krizan, MA, LMF, LICSW; and IFS therapist and university professor/chair Jody Nelson, EdD, LMFT.

Moving Forward – Replicating Teacher Program

Sponsor two more pilot programs in Minneapolis informed by the results of the evaluation, by raising additional funds, **and explore ways to support a network of IFS practitioners interested in bringing IFS to schools**, by continuing to host online forums and informal dialogues.

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