

## **A Mixed-Methods Study of Compassionate Mind Training for Pupils (CMT-Pupils) as a School-Based Wellbeing Intervention - Supplementary Materials**

### **Open Ended Optional Questions**

In the section below we have included four questions designed to explore your experience of the compassion-based wellbeing curriculum. **You can write as much or as little as you want in answering these questions, and your answers will only be read by the researchers at the University of Derby**, not the teachers at your school. If you can't think of an answer to a question then that is fine, as you don't have to answer any of them if you don't want to – but it is your chance to **tell us more** about what you thought about the PSHE curriculum and any effects it has had.

Do you think the compassion-based wellbeing PSHE lessons have had any effect on how **you feel** or on **your well-being**? For example, has it helped you to understand **your emotions**? ...Or understand the emotions of others (e.g., your classmates, friends, family etc.)? You can use the space below to write about what you've learnt that you think is important:

Do you think the compassion-based wellbeing PSHE lessons have had any effect on **your behaviour**? For example, have you tried to use any of the things introduced (e.g., breathing, calm place imagery, compassionate imagery)? Or has knowing more about emotions affected how you behave? You can use the space below to tell us about this. You might even be able to think about a specific situation when what you've done in the PSHE lessons has been really helpful.

Do you think the compassion-based wellbeing PSHE lessons have had any effect on **your class**? For instance, have you noted any **changes in how some people in your class behave, or how you behave** with some **people in your class**? Again, you might be able to think about a specific example or you might just have noticed some general things. You can use the space below to tell us anything you think is important about how the PSHE has affected your class:

We'd also like to ask you what you **enjoyed best** about the compassion-based wellbeing PSHE, or if there is anything you'd have **liked more of**? Or, was there anything that you **did not like**? Or, is there anything you want to tell us that was **not covered** in the above questions? Use this space to tell us:

## Focus group Questions

Focus Group Leader to introduce the session and how it fits into the overall intervention.

Set out the ground-rules: confidentiality, anonymity, honesty and openness, valuing opinions, no right or wrong answers, all responses equally useful for the project team in developing the processes.

Ask children to give answers as fully as possible and to value everyone's contribution. If there's something they're reminded of when someone else is speaking, make a note of it or keep it in mind to add in at the next available point.

Check nobody has any questions before we begin.

- The first aspect I'd like to explore today is your overall experience of the compassion-based wellbeing curriculum.
  - So, first of all, what was your overall impression of the wellbeing sessions?
  - What did you think was positive about the lessons?
  - What parts of the lessons did you find most enjoyable?
  - What parts of the lessons did you find most useful in terms of helping you manage stress or boost your own wellbeing?
  
- Also, there may have been aspects of the sessions you disliked or found unenjoyable.
  - What did you dislike about the lessons?
  - What parts of the lessons did you find least enjoyable?
  - Were there parts of the lessons that you really struggled with? If so, what were they?
  
- Another area I'd like to explore with you relates in a bit more depth to the specific exercises and practices that you learnt about and have been working with across lessons.
  - Can you describe for me any of them that you found particularly helpful?
  - What was it that you felt positive about? (if not described)
  - What was it about that particular exercise or practice (whichever is described) that you feel has benefitted you?
  - Has it affected your day-to-day interactions/practice? If yes: In what way? (Probe for descriptions)

Now I'd like you to think about any of them that were less easy to work with for you. Can you describe anything that you found particularly challenging to engage with?

  - What was it that you felt was challenging in terms of (whichever practice/exercise is described)?
  - Has anyone had any differing experience with that exercise/practice? (Probe for descriptions)
  - Did you find it easier to engage with the exercises or practices as the compassion-based wellbeing curriculum progressed?
    - If yes: Which ones in particular? What was it that made them easier?
    - If no: Can you describe any that posed a challenge for you. How did you deal with those?
  
- One area that we're really interested in is how well you feel the intervention addressed difficulties that you encounter in your day to day lives, in school and at home.
  - Have these lessons helped you to cope in your day to day lives? If so, how...

- I wonder if any of you can describe anything within the lessons or the exercises that you felt might have been covered in more detail? How would that have helped?
  - For example, was there anything you thought was missing from the initiative that would have helped you to cope better with stress?
  - Could you suggest any ways to improve these lessons in future?
  
- Before we finish, can we ask if you think these lessons would be useful to all pupils?
  
- Is there anything else that you would like to add that we have not covered in our discussion?

\*\*\*Thank participants for time and contributions and close the Focus Group.\*\*\*

### **Teacher Interview Questions**

1. Do you think the compassion-based wellbeing PSHE lessons have had any effect on the well-being of the students in your class? For example, do you think it has helped with their understanding of the emotions of themselves or others?
2. Have you noticed any difference in how the class behave – either as individual students or as a whole class - since undertaking these sessions?
3. Were there any particular instances where you observed specific pupils to act in ways you were not expecting during the PSHE lessons?
4. Did you think the curriculum was beneficial for pupils? For example, is there anything you found particularly positive about the educational content, the practices, the flow of the lessons etc.
5. Were there any aspects that you thought were not beneficial? For example, is there anything you think should be removed from the educational content, the practices, the flow of the lessons etc.?
6. Regarding you personally, do you think you learnt anything about emotions or yourself, or do you think the curriculum had, or could have, any effects on your own well-being?
7. Finally, do you have any thoughts on, if or, how the sessions could be improved for entire class delivery?

### Supplementary analysis

For the CAPS socially prescribed perfectionism scale, analyses revealed no effects of time but, importantly, a marginally significant Condition by Time Interaction ( $F(1,53) = 3.931, p = 0.053, \eta^2 = 0.069$ ). At T2 the planned independent-samples  $t$ -test comparison confirmed this reflected higher SPP scores for the PSHE as usual group compared to the CMT-P group ( $p = 0.005$ , two-tailed, Cohen's  $d = 0.75$ ; Figure S1a).

For the negative self-compassion sub-scale measure, analyses revealed no effects of time but, again, a marginally significant Condition by Time Interaction ( $F(1,56) = 3.124, p = 0.082, \eta^2 = 0.051$ ). Whilst this interaction effect appeared to demonstrate, at T2, higher NSC scores for the PSHE as usual group compared to the CMT-Pupils group the planned independent-samples T-Test comparison was not significant ( $p = 0.11$ , two-tailed, Cohen's  $d = 0.40$ ; Figure S1b).

### Supplementary Figure 1:

Group by Time Marginally Significant Interactions for the CAPS SSP subscale and the SCS Negative subscale. Error Bars represent 95% CI

