



Social and Emotional Learning and Mindfulness in the Classroom: Recent Science and Practical Strategies for Promoting Social and Emotional Learning and Mindfulness in Classrooms and Schools


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Banff XLVIII: School Mental Health

March 22, 2016



HUMAN
EARLY LEARNING
PARTNERSHIP

A young boy with dark hair, wearing a black jacket with a white floral pattern and a backpack, is sitting on a set of concrete steps. Behind him is a large building with a grey facade and the word 'HOLLAND' in large letters above the entrance. The entrance has a sign that says 'Holland School'. The scene is outdoors with green grass and some trees.

A comprehensive mission for schools is to educate students to be knowledgeable, responsible, socially skilled, healthy, caring, and contributing citizens.

(Greenberg et al., 2003)

Session Overview

- Background and setting intentions
- A story
- Why now?
- What now?
 - Social and Emotional Learning
 - Mindfulness
- Practical strategies

Greeting Activity



- 1) Move around the room and greet your colleagues, until I call “Stop”
- 2) Find a partner.
- 3) Introduce yourself with your name.
- 4) Briefly tell the story of your name.

Setting Intentions

- What are your intentions for today?
 - Describe two or three intentions for the day.
 - What do you hope to learn?
 - What do you hope to take with you?
 - Share with a partner

Learning Goals

After today, you will be able to:

- Define SEL and mindfulness and its development in children and adolescents.
- Understand some of the recent scientific findings regarding SEL and mindfulness.
- Identify some of the specific strategies that you can use to promote students' SEL and mindfulness in school.



“ Educating the mind without educating the heart is no education at all. ”

- Aristotle



Roots of Empathy

Racines de l'empathie



A Baby and a Snugglie...

Changes in Peer Assessments of Prosocialness



TAKE HOMES MESSAGES

1. Create caring environments and relationships with students so that they feel loved, supported, and nurtured.
2. Provide them with opportunities and specific skills that will foster their social and emotional competence, happiness, and well-being.
3. Promoting teachers' social and emotional competence and well-being is critical for this.

PART 1

- ◆ Introduction to Social and Emotional Learning:
- ◆ Why Now?
- ◆ What Now?
- ◆ Recent scientific findings



WHY NOW?



Too many young people **are not**
achieving their potential



SLEEP

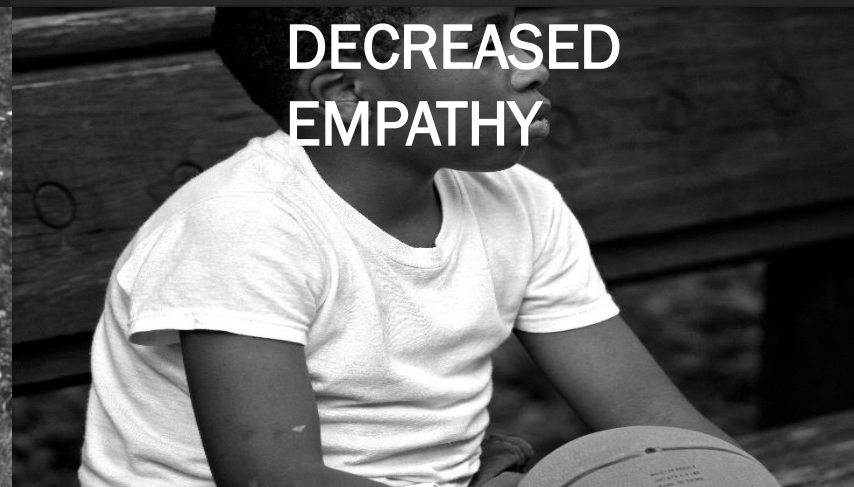


STRESS

Changes and Challenges: Risk Factors



BULLYING



DECREASED
EMPATHY



MENTAL ILLNESS

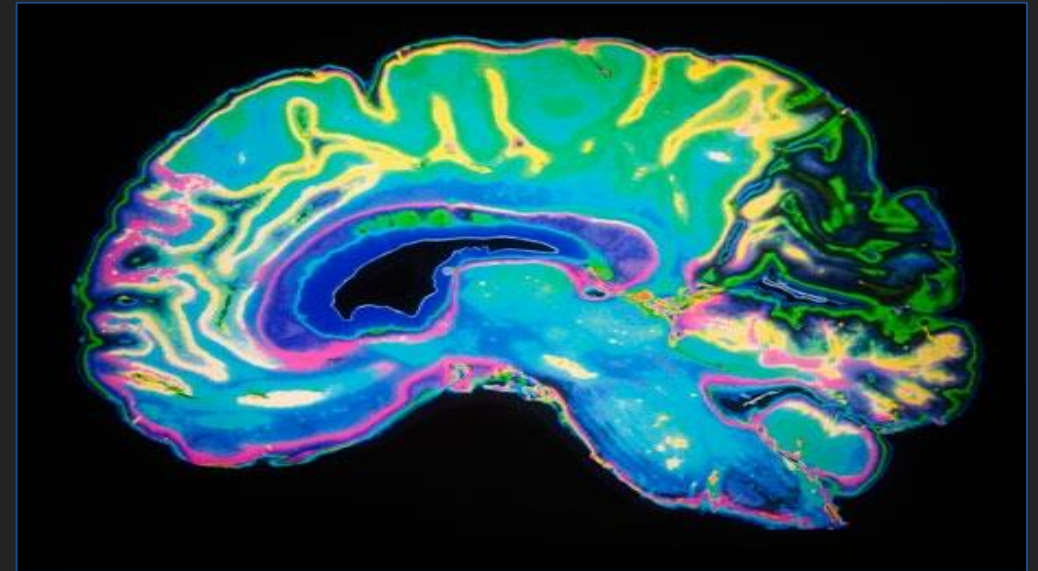


Stress and Mental Illness

Stress and Learning

- Early stress may impair the development of self-regulation
- Interferes with learning
- Over time may cause learning and behavior problems
- Especially for children at-risk
- Adult support may be protective

(Blair & Raver, 2012)



Child and Adolescent Mental Disorders: How Common are they?

Mental Health Disorder	6 Month Prevalence (%) Age = 9-17
Anxiety Disorder	13.0
Mood Disorder (Depression, Bipolar disorder)	6.2
Disruptive Behavioral Disorders (ADHD, ODD, Conduct disorder)	10.3
Substance Use Disorders	2.0
Any Disorder	20.9

A close-up, profile view of a man with a beard and a young girl with blonde hair, both looking towards each other. The background is a blurred outdoor setting with a wooden fence and greenery.

STRESS

CONTAGION

Milkie & Warner 2011, *Journal of Health and Behavior*.

Sleep loss or deprivation



Obesity & Diabetes

Hypertension &
cardiovascular disease

Anxiety & Depression

Cognitive functioning

ADHD-like symptoms

(Dahl, 1996; Sadeh et al., 2002; Smalldoen et al., 2007)



Decreases in empathy in 14,000 college students
between 1979 and 2009, especially since 2000
(Konrath et al., 2011)

Children Today are Less Empathic and More Self-Absorbed

What do these findings mean to you?

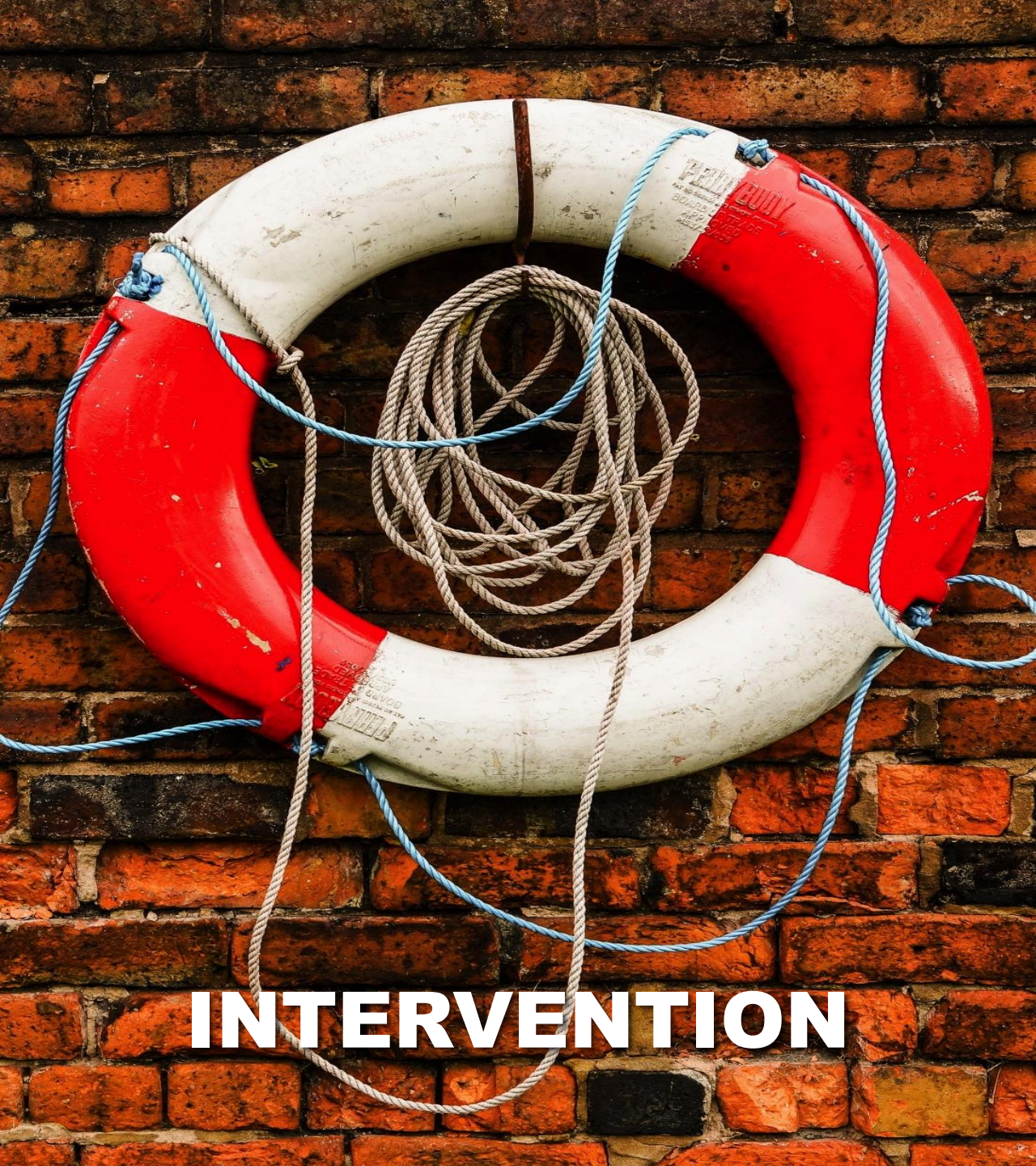
What are some of the challenges that your students face?



**WHAT
NOW?**

ILL-being to WELL-being





INTERVENTION



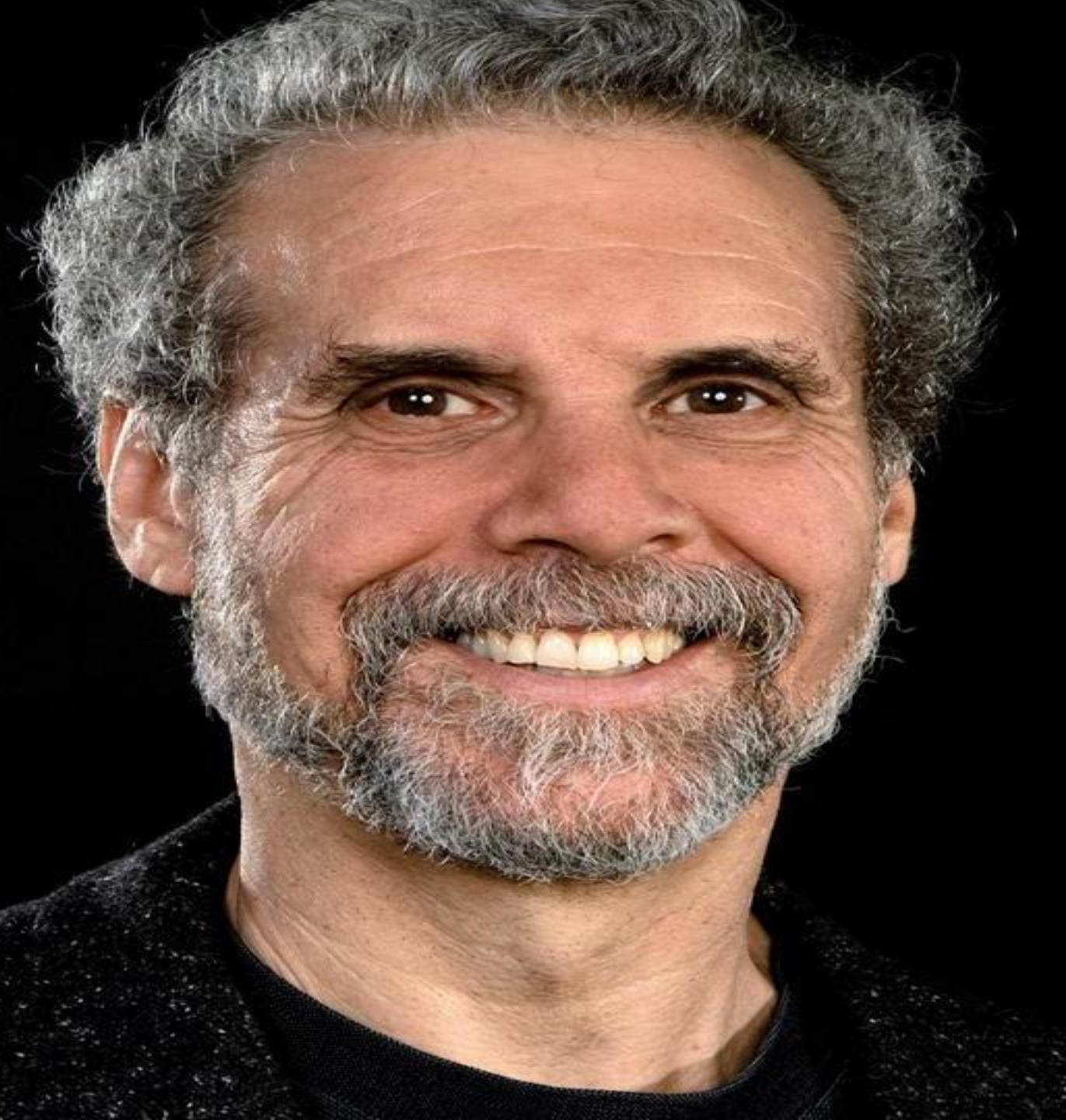
PREVENTION



Social & Emotional Learning (SEL): A Growing Movement

*Analytical intelligence (IQ)
accounts for only 10% to
15% of job success and
other real-world outcomes.*

Daniel Goleman



C ollaborative for

A cademic,

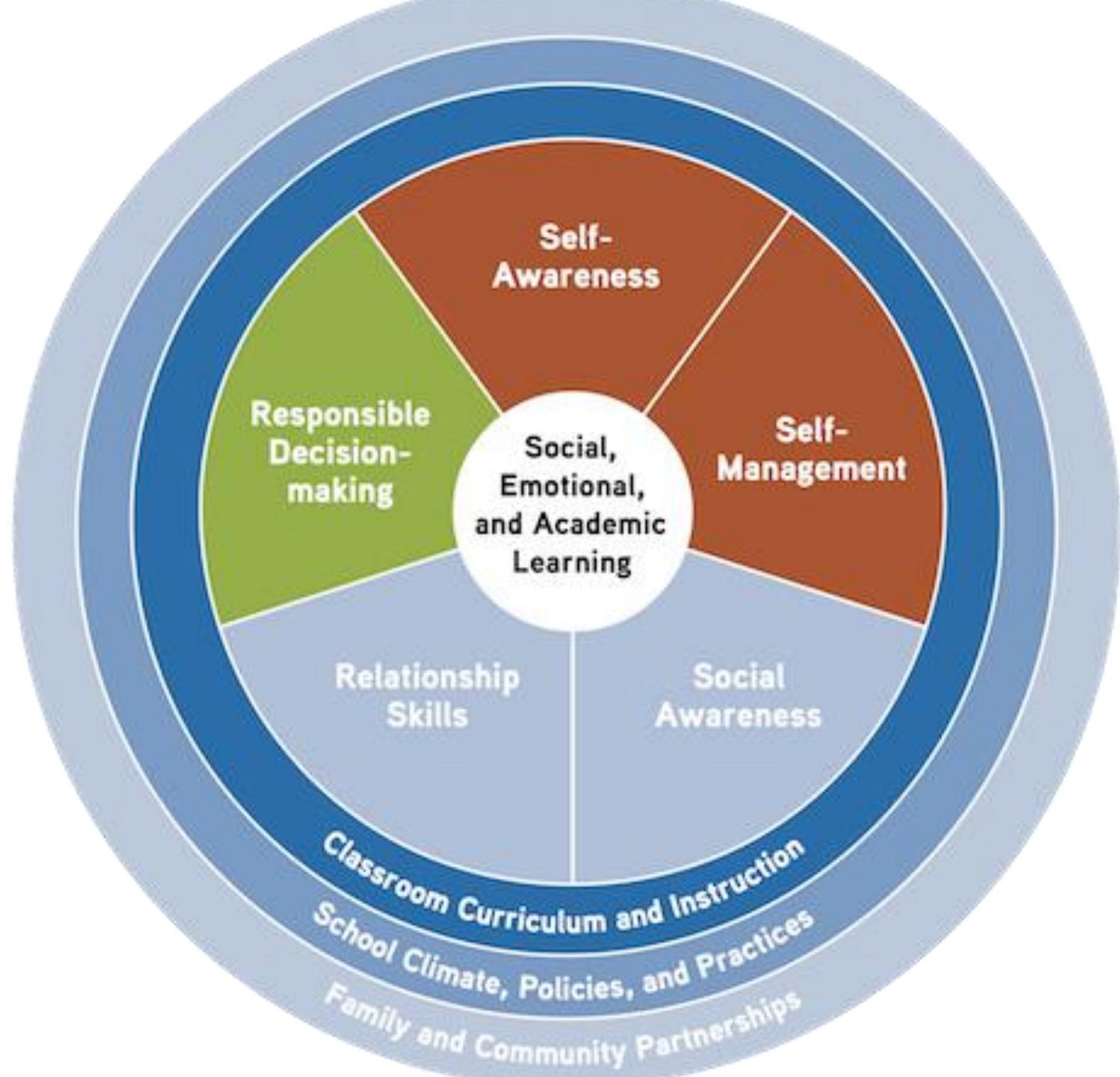
S ocial, and

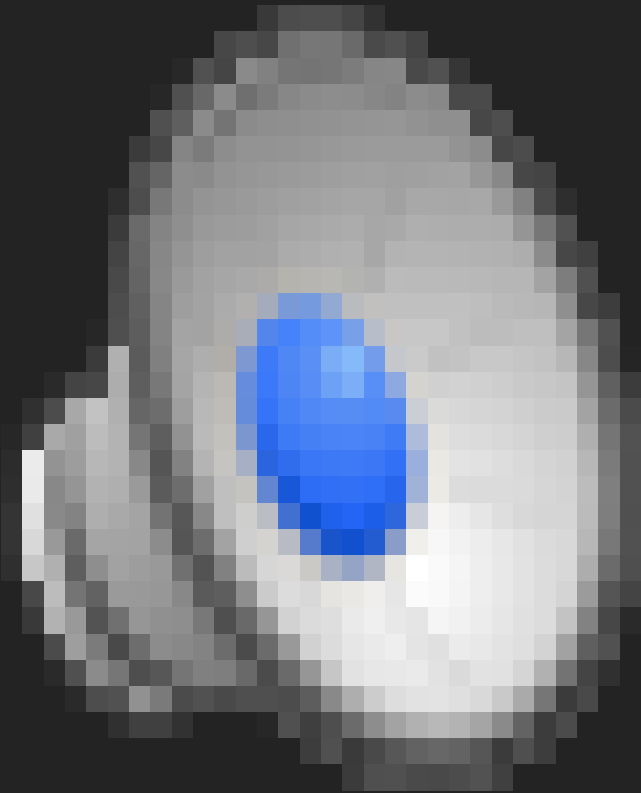
E motional

L earning

www.casel.org







SEL conceptual framework





THE LEARNING CONTEXT



SEL OF STUDENTS



SEL OF TEACHERS



Social & Emotional Fitness

The Science Behind SEL:

Top Findings from Recent Research





**Finding #1: Social and Emotional
Development in the Early Years
Predicts Important Adult Outcomes**

A woman with glasses and a patterned shirt is seated at a table covered with a dark cloth, surrounded by papers and a red water bottle. She is engaged in a conversation with a woman in a dark blue suit who is standing and smiling. The background is a busy career fair with other people and displays.

SEL is IMPORTANT for
SCHOOL & CAREER
SUCCESS



OECD Skills Studies

Skills for Social Progress

THE POWER OF SOCIAL AND EMOTIONAL SKILLS



- Social and emotional skills are relatively more malleable between early childhood and adolescence.
- This report suggests that promoting strong relationships between educators (e.g. parents, teachers and mentors) and children,
- mobilising real-life examples and practical experience in existing curricular activities, and
- emphasising hands-on learning in extracurricular activities figure among the effective approaches to enhance their sense of responsibility, capacity to work in a team and self-confidence.

EMPLOYER WANTS

- Think
- Communicate
- Positive Attitude and Behaviour
- Responsible
- Adaptable
- Team players
- Continuous Learners

CORE COMPETENCIES

- Thinking
- Communicating
- Personal Awareness
- Responsibility
- Positive Personal
- Cultural Identity


IMAGINE THAT

After years of intensive analysis, Google discovers the key to good teamwork is being nice



“The best teams **respect one another’s emotions** and are mindful that all members should **contribute to the conversation equally**.

It has **less to do with who is in a team**, and more with **how a team’s members interact with one another.**”



“Children with strong social skills in kindergarten more likely to thrive as adults”

Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, online.

The Study

- Key Research Findings:
- Children with high prosocial skills in kindergarten were more likely to:
 - Graduate from high school
 - Complete a college degree
 - Obtain a full time job
- Children with low prosocial skills in kindergarten were more likely to:
 - Have spent time in juvenile detention
 - Been arrested by early adulthood
 - Have a higher rate of recent binge drinking and 82% higher rate of recent marijuana usage; and
 - Higher chance of being in or on a waiting list for public housing.



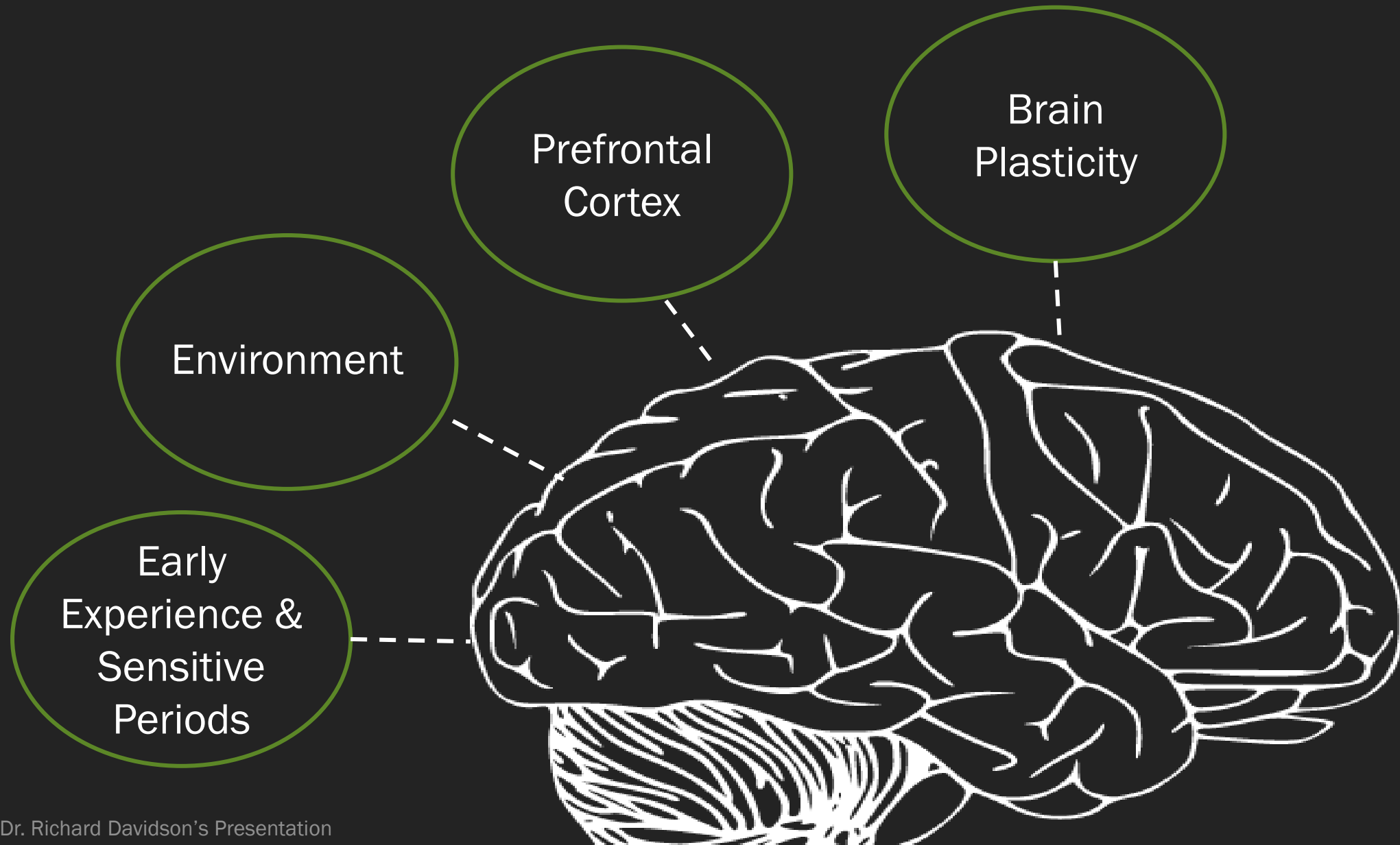
#2: Social and Emotional Skills are Malleable



What is

NEURO

PLASTICITY?




Prefrontal
Cortex

Brain
Plasticity

Environment

Early
Experience &
Sensitive
Periods

A high-angle, close-up photograph of a young child with light brown hair, smiling broadly and looking towards the camera. The child is lying on a lush green lawn. The image is partially obscured by a semi-transparent white banner at the bottom.

**“Childhood self-control predicts health, wealth
& public safety”**

Moffitt et al., 2011

What did we learn from the “Marshmallow Test?”



- About 30% of 4 year olds could wait
- Those children who could wait scored higher on their college entrance exams (average 210 points)
- Failure to wait predicted anti-social behavior and alcohol and drug use (Mischel, Shoda, & Rodriguez 1989)

Further Findings...



- Effect of negative affect on delay of gratification:
- Children induced to think sad thoughts performed poorly on tasks compared to children induced to think happy or neutral thoughts.
- When negative emotional bias was removed, the same child performs much better on a delay of gratification task (Fry 1975)

Context matters



Children who experienced reliable interactions immediately before the marshmallow task waited on average four times longer—12 vs. 3 minutes—than youngsters in similar but unreliable situations.

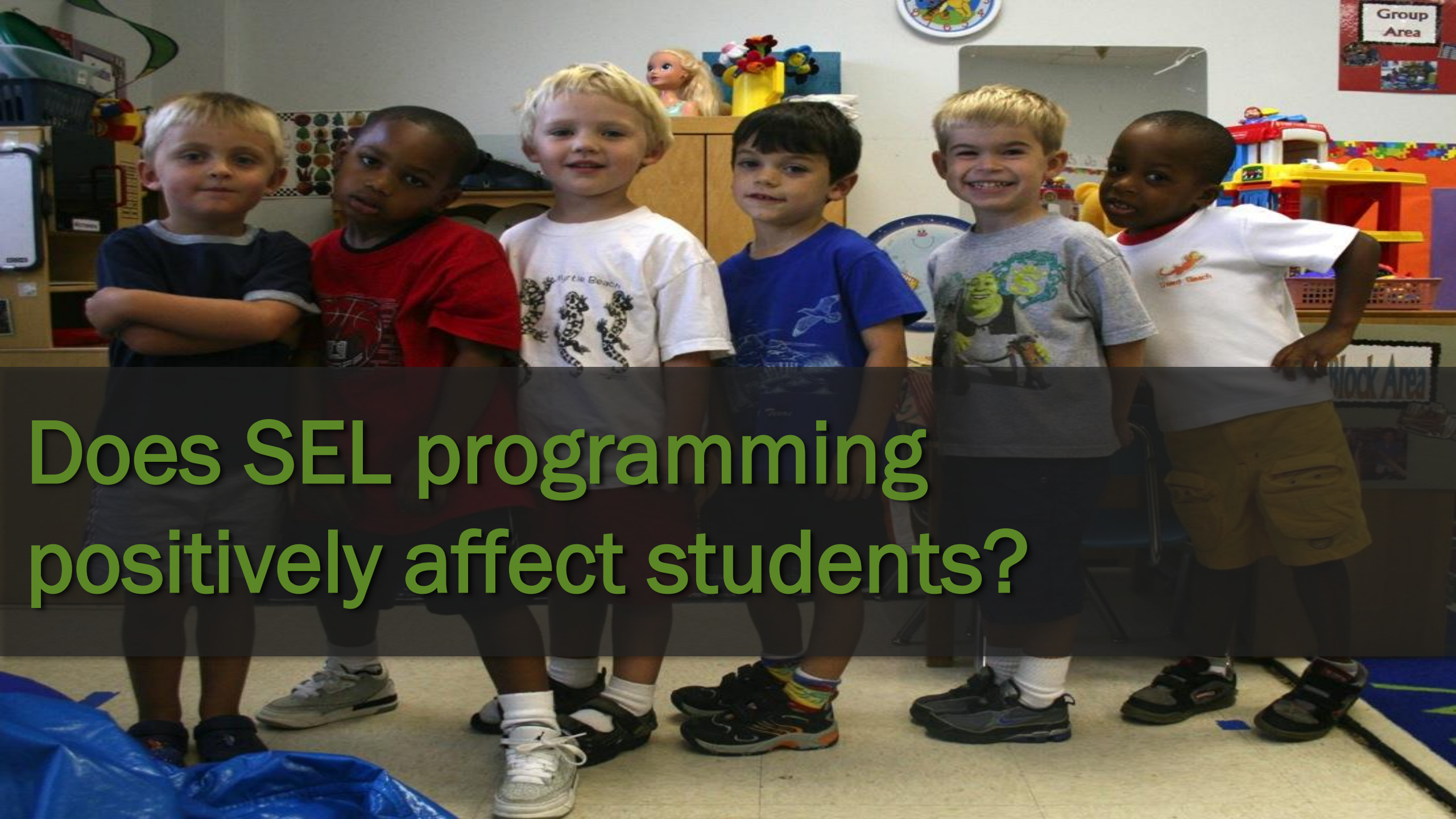
(Kidd et al., 2012)

- What implications can this have in the education setting?

The power and potential of self-control/self-regulation

- The good news:
 - A growing body of laboratory research indicates self-regulation is malleable during the preschool years
 - This is a time when behavioral and neural plasticity may be particularly pronounced

see Diamond & Lee, 2011, for a review



Does SEL programming positively affect students?

Meta-analysis of 213 studies

270,034 students K-12

Learning Environment

SE Skills Instruction

↑22%
Social and Emotional Learning

↑9%
Positive attitudes

↑9%
Prosocial Behavior

↑11%
Academic Achievement

↓9%
Conduct Problems

↓10%
Emotional Distress

2013

CASEL GUIDE

Effective Social and Emotional Learning Programs

Preschool and Elementary School Edition





#3: SEL Skills are “Sticky”

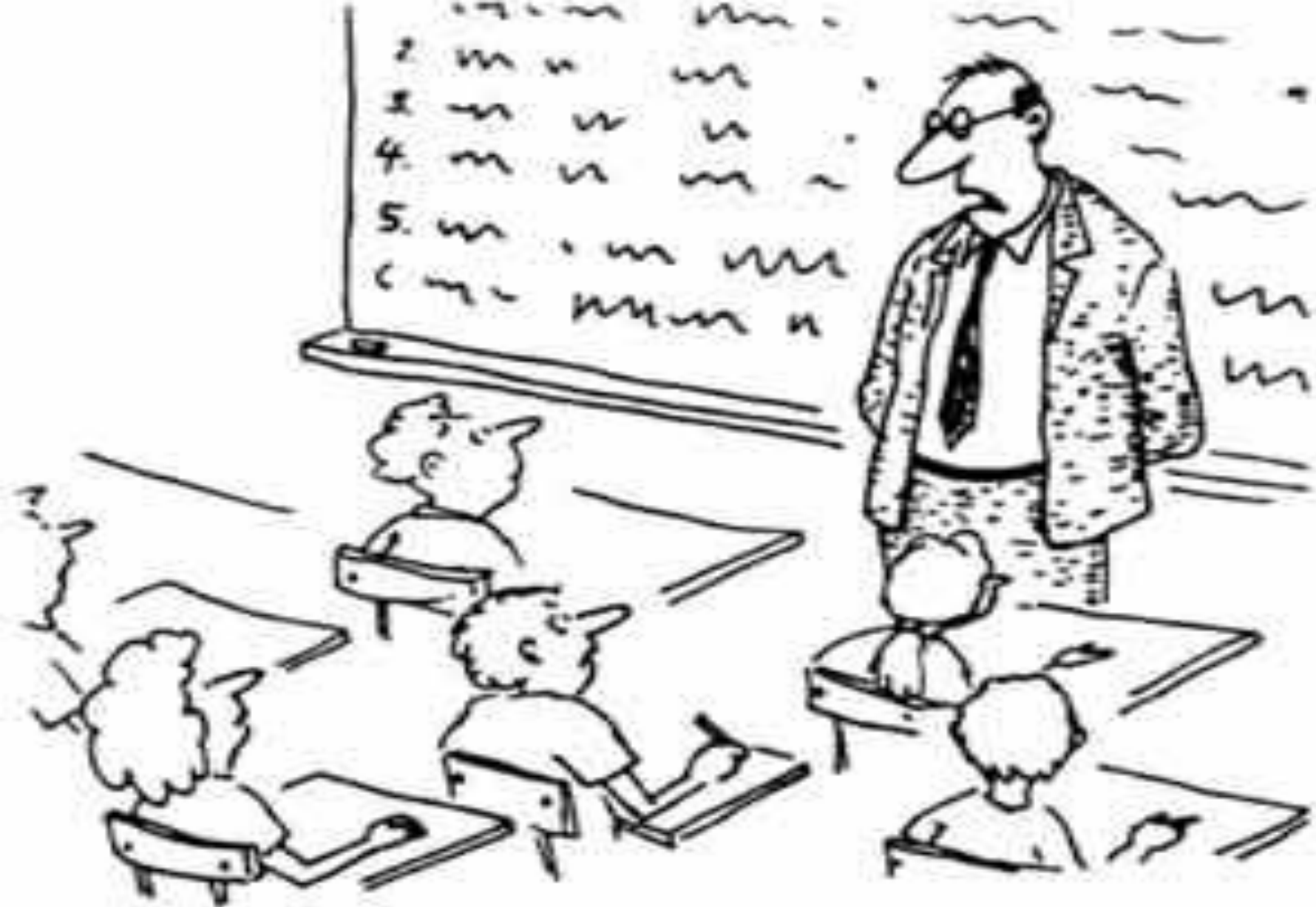
A photograph of a family walking away from the camera on a golf course. The family consists of a woman, a man, and a young child, all holding hands. They are walking on a grassy path that leads towards a green and a sand trap in the distance. The background is filled with large, mature trees, and the scene is lit with soft, natural light, suggesting a late afternoon or early morning setting. The overall mood is peaceful and serene.

Effects of Social Development Intervention in childhood 15 yrs later

Hawkins et al., 2008

Finding #4

- We are already teaching SEL through the “Hidden Curriculum”



"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

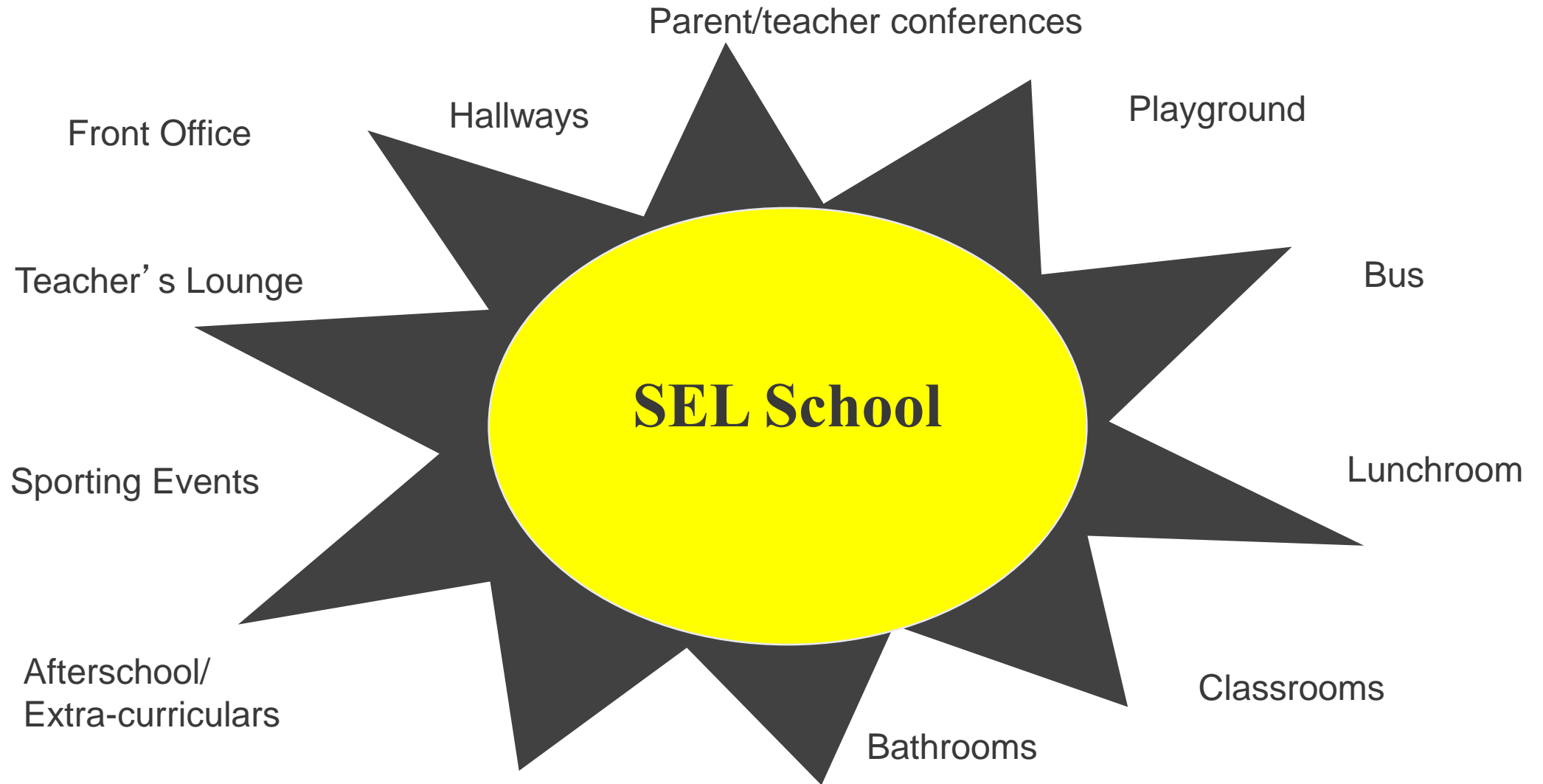


The Hidden Curriculum

Questions for you to consider in your own classroom:

- What are the implicit messages communicated to students via the ecology of the classroom? (e.g., physical and material resources in the classroom, bulletin boards, etc)
- How are classroom rules/guidelines decided? How are these enforced?
- Do students perceive that they have a voice in decision-making in the classroom regarding curriculum, rules, and/or assignments?
- How do students perceive their relationship with the teacher?
- How do students perceive their relationships with each other?

WHAT DOES SCHOOLWIDE SEL LOOK LIKE?



Kindness Contagion: An example



The Doorman

Press Esc to exit full screen mode.

**ONLY IN
CANADA**

Happiness Influences Learning

- We learn more and retain more information when we are in a positive mood state.
- Happiness and kindness are contagious.

Kindness Contagion

ANSWER: Yes!

When we witness others being kind and compassionate, we are more likely to more compassionate too!

Researchers have termed this kindness contagion.

- James H. Fowler, and Nicholas A. Christakis. (2010) Cooperative behavior cascades in human social networks. **PNAS**, DOI:[10.1073/pnas.0913149107](https://doi.org/10.1073/pnas.0913149107)

Positive Habits of Happy People

Express gratitude

Practice acts of kindness

Nurture optimistic thinking

Forgive

Savor the moment

Invest in relationships

Commit to significant life goals

Meditate regularly

And engage in physical activity or exercise



Finding #5: Relationships are central



The Science of Resiliency



“Every child requires someone in his or her life who is absolutely crazy about them.”

• Urie Bronfenbrenner

PRACTICAL STRATEGY

"Two-by-Ten." Here, teachers focus on their most difficult student. For two minutes each day, 10 days in a row, teachers have a personal conversation with the student about anything the student is interested in.

Wlodkowski found an 85-percent improvement in that one student's behavior. In addition, he found that the behavior of all the other students in the class improved.”

Strategy: Implement the Two-by-Ten Strategy (Ed Leadership)

Other Practical Strategies Include:

Class meetings

Used to set goals and norms, plan activities, make decisions, identify and solve problems, and promote reflection, through teacher-facilitated, whole-class participation.

Cooperative learning activities

Students collaborate in pairs and small groups for academic learning and other purposes.

Buddies program

Whole classes of older and younger students pair up. Each older student is paired with a younger “buddy” for the semester or year, to engage in various academic and recreational activities.

School-wide activities

Innovative school events that link students, parents, and teachers in creating an inclusive, supportive school culture.

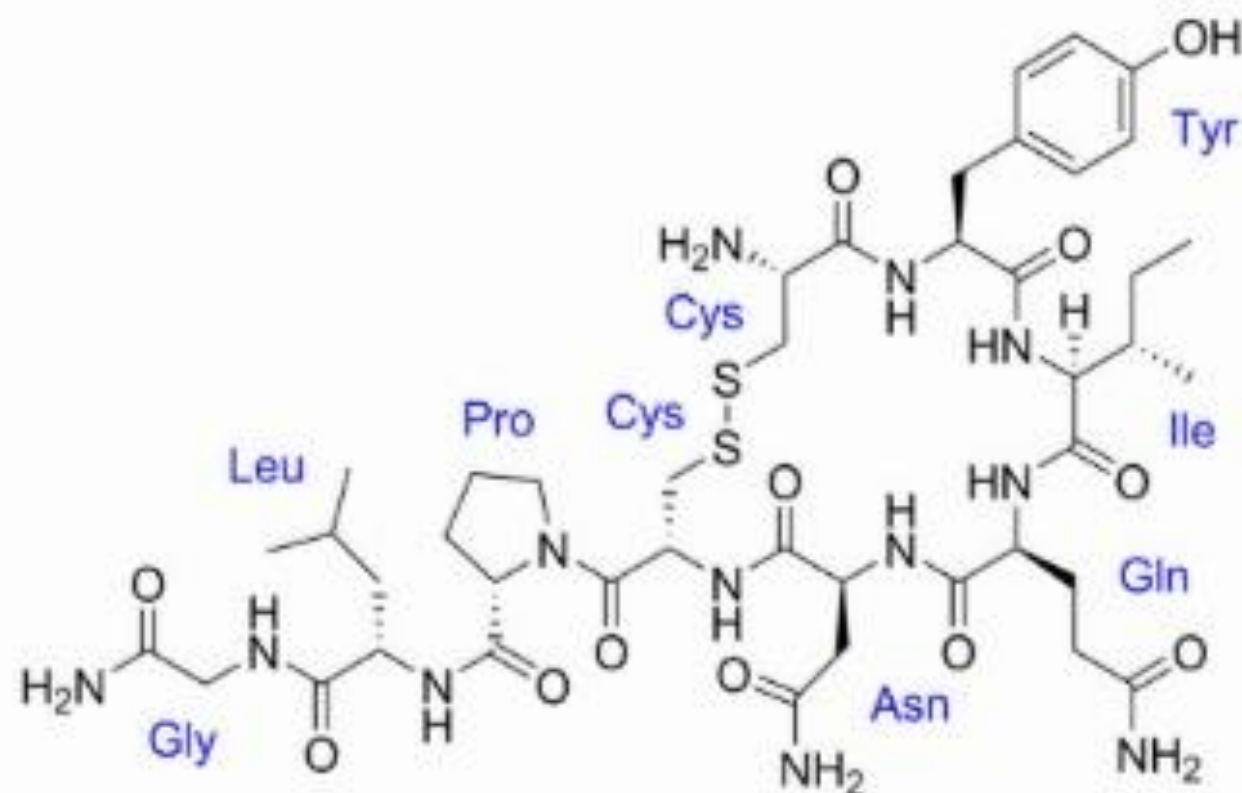
Parent involvement activities

Structured home conversations, mostly interviews conducted by the student with a parent or other caregiver, that link school learning to family experiences and perspectives.

**Touch is essential to
our survival!**



OXYTOCIN



THE LOVE BOND

© WORDS & UNWORDS





SEL in action





Small Group Discussions

- **Inquiry Questions:**
- What are we already doing in our classrooms and school to create the context for promoting students' SEL?
- What are we doing that we could do more of?
- What are some lingering questions that we have on how to create the context for promoting students' SEL?

PART 2

◆ What is mindfulness?

What is Mindfulness?

Overview

- What is Mindfulness?
 - An introduction
 - What does the research say?
- How does Mindfulness connect to Social Emotional Learning?
- What are the critical components to mindfulness training in education?

A serene landscape illustration featuring a large, leafy tree on the left. A person is shown in silhouette, sitting in a meditative posture on the ground to the right of the tree's base. The background consists of soft, horizontal bands of light blue and white, suggesting a sky at dawn or dusk. A bright, multi-pointed star or sun is visible in the upper right quadrant. The overall mood is peaceful and contemplative.

What is Mindfulness?

just be in the moment...



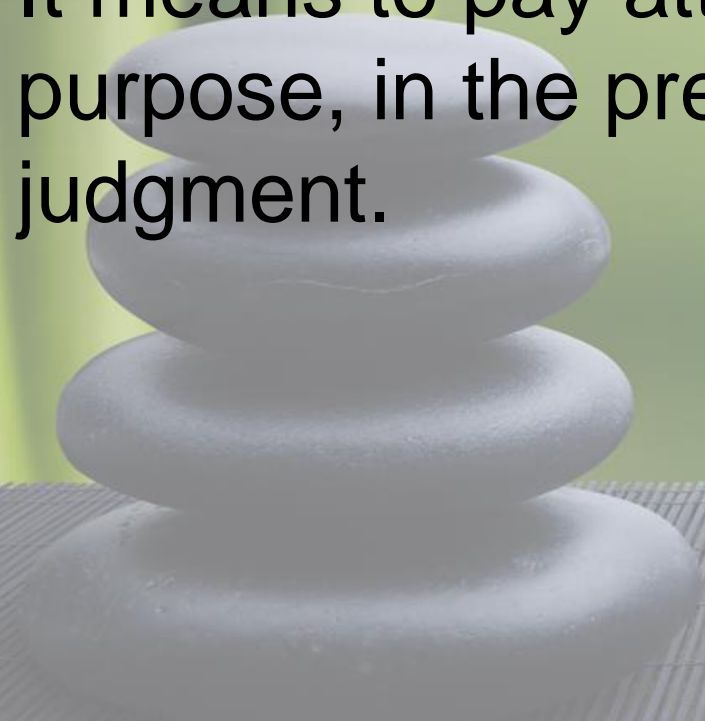
Overview

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Mindfulness (“being mindful”) is a state of being aware of your own mind, at any given moment.

It means to pay attention in a particular way: on purpose, in the present moment and without judgment.

Jon Kabat-Zinn



The Opposite of Being Mindful



Being Mindless: a loss of awareness resulting in forgetfulness, and a sense of living on auto-pilot.



Sometimes minutes, hours— even days—can go by, and you don't remember or feel fully aware of what was going on.



Why is Mindlessness Problematic?

A stack of five smooth, light-colored stones is balanced on a sandy beach. The stones are stacked vertically, with the top stone being the smallest and the bottom stone being the largest. The background is a clear blue sky with a soft gradient. The overall scene is peaceful and serene.

Mindful living

- Think of a time when you were mindful.
 - What were you doing?
 - Who were you with?
 - How did it feel?
- Now, think of a time when you were mindless?
 - What were you doing?
 - How did it feel?
 - Who were you with?

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 - How did it feel?
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Mindfulness in Everyday Life

- Any activity can be done with mindfulness.
- It's a moment-to-moment approach to engaging fully in your experience, whatever that experience may be.



**WHEN WALKING,
WALK.**



**WHEN EATING,
EAT.**

Strategy: Our Senses

Mindful Tasting



What does the Research Say?

- Mindfulness has been found to be:
 - Related to executive functioning (Oberle et al., 2011)
 - Related to indicators of well-being (optimism, positive affect, less anxiety and depression) (Lawlor, et al., 2014)
 - Related to social emotional competencies (Lawlor, et al., 2014)

What Does the Research Say?

- Mindfulness training has been found to improve children's:
 - Self-regulation
 - Social Emotional Competencies
 - Relationships
- Mindfulness training for teachers has been found to improve:
 - Teacher's stress management
 - Children's behaviours



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- It's a moment-to-moment approach to engaging fully in your experience, whatever that experience may be.





Mind Full, or Mindful?

Mindfulness via Breathing

- Pause
- Listen
- Breathe



The Neuroscience of Mindfulness



Mindfulness and the Brain

Results from an 8-week mindfulness training intervention:

- Increases in density of gray matter in the hippocampus
 - Area of the brain for self-awareness, introspection, and compassion
- Decreases in density of gray matter in the amygdala
 - Area of the brain with a role in stress and anxiety

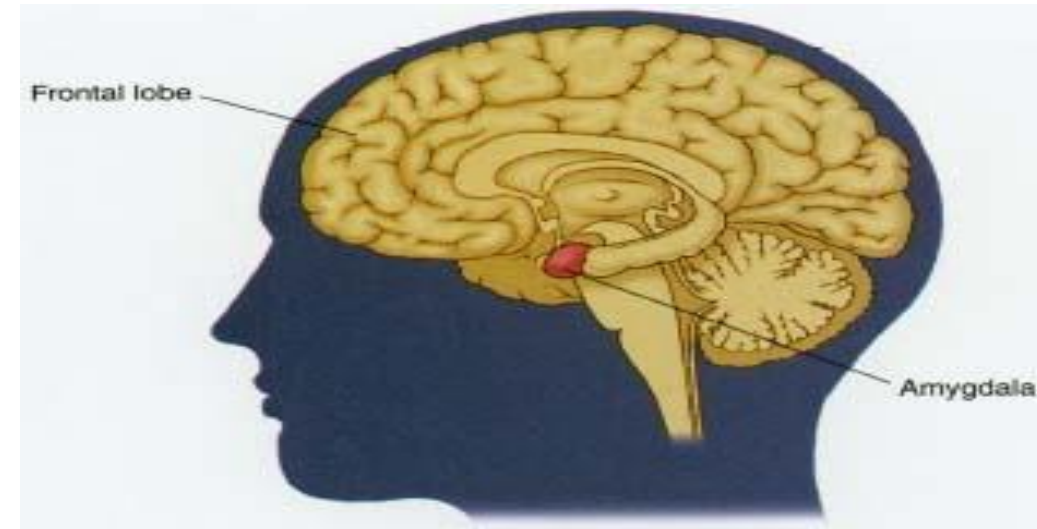
Hözel et al., 2011

Amygdala



- First part of our brains to react!
- Helps keep us safe...but it can also send a “danger signal” when we really aren’t in danger!
- Mindful breathing helps us to counter these “false warnings,” calm our bodies and allow our brains to work more effectively.

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Prefrontal Cortex

- Problem solving
- Complex thoughts
- Attention and focus



- Our “flight/fright/freeze” instinct can interfere with the effectiveness of our prefrontal cortex; mindful exercises can help counter this effect.

How Does Mindfulness Fit in?

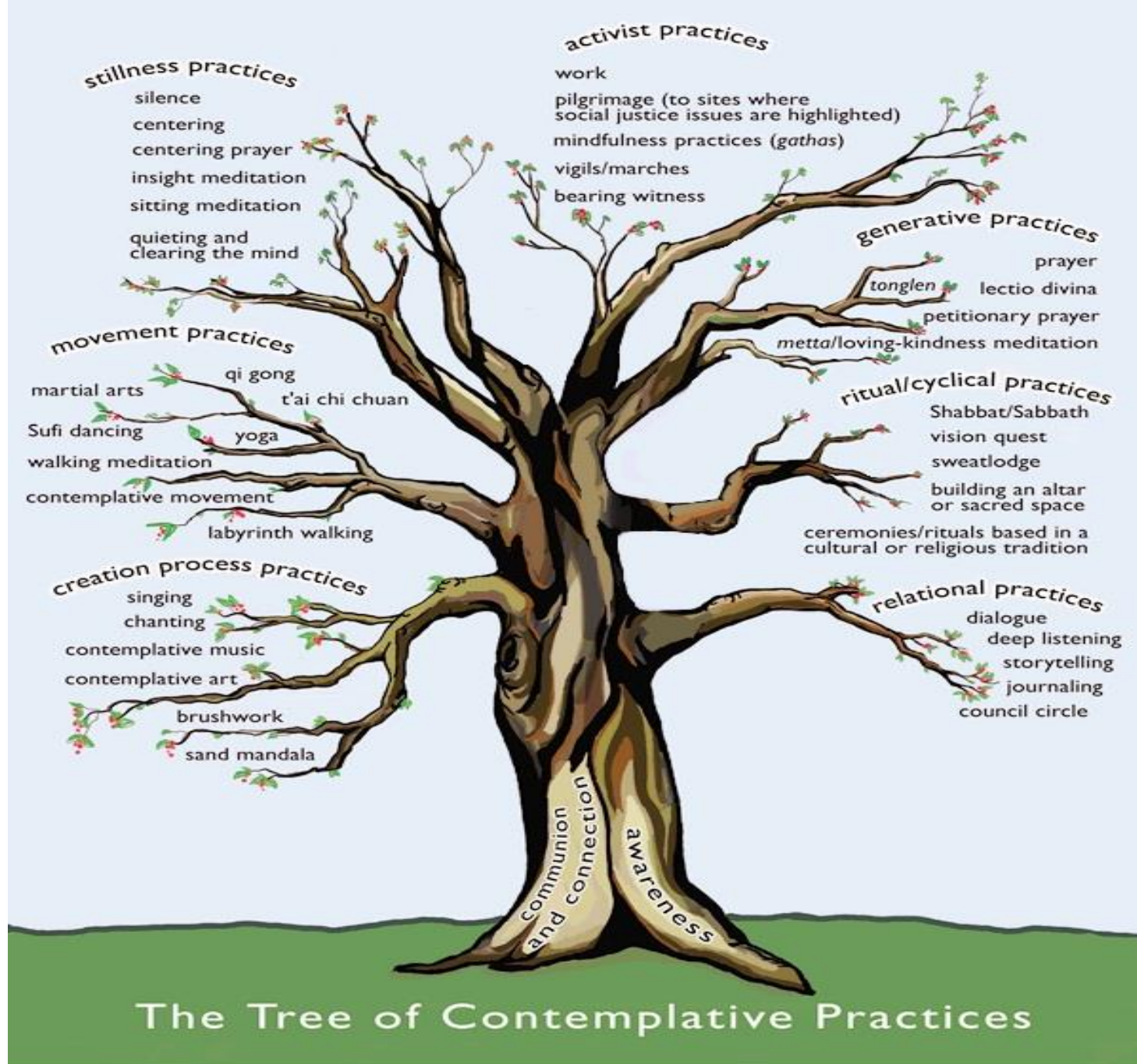
Mindful Teachers

Mindful Students

Mindful Classrooms

Mindfulness

More than just breathing!



Social Emotional Competencies and Mindful Awareness

Social & Emotional Learning Core Competencies

- Emotion Regulation
- Inhibitory Control
- Deployment of Attention



- Understanding the Nature of Mind
- Emotional Awareness

- Showing empathy and compassion for others

- Stating facts without judgment
- Making ethical choices based in awareness and caring

- Mindful Listening
- Thoughtful Dialogue
- Managing Conflict

Applying Mindfulness to SEL



Discussion Stop

- Considering the information we've reviewed on the connection between SEL and Mindfulness, where do you see links to school mental health?
- Take a moment to discuss your thoughts with your neighbour(s).





Finding # 6:

CARE FOR TEACHERS

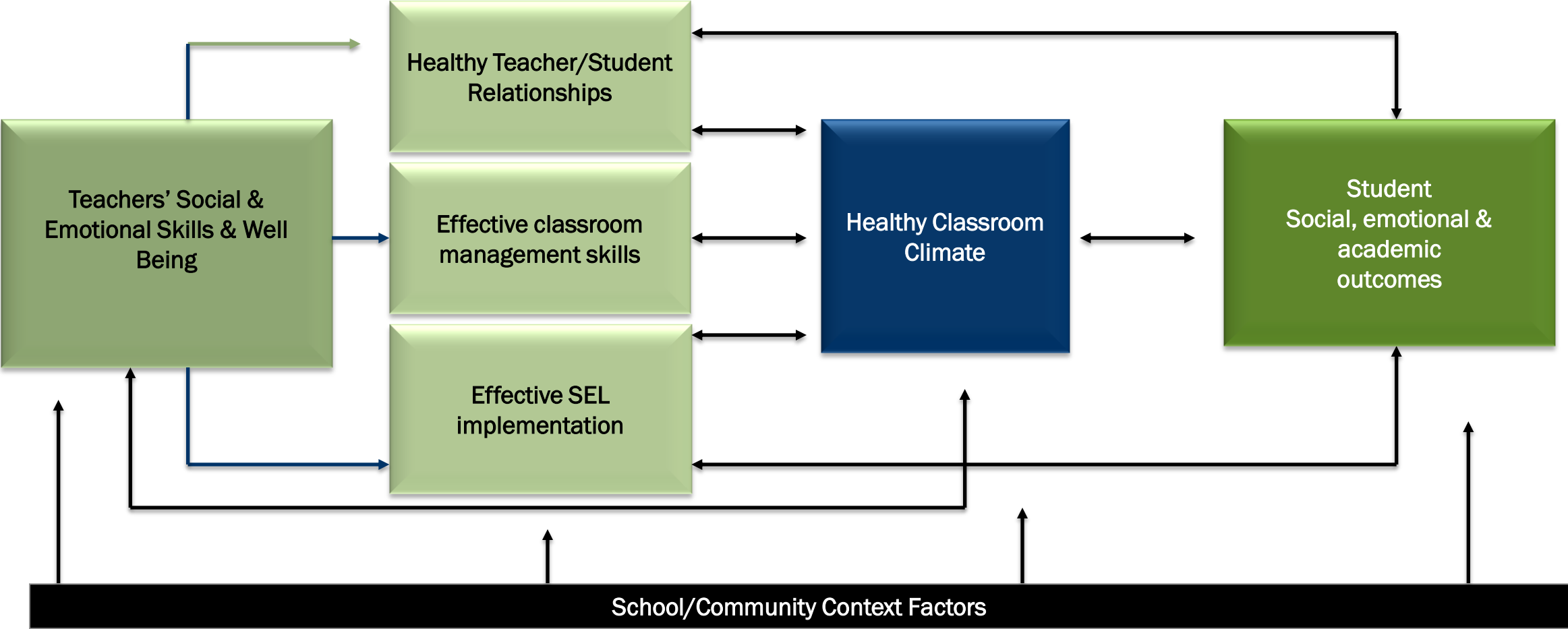
First,



Then...

The Prosocial Classroom:

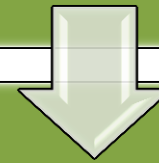
A Model of Teacher Social and Emotional Competence and Classroom and Child Outcomes





The Burnout Cascade

Emotional Exhaustion



De-personalization



Lack of Accomplishment

50% leave within first 5 years of teaching (NEA, 2006)

PART 3

◆ Promoting SEL and Mindfulness in Students: Practical Strategies

Skill
Development



Skill Development

Infusion of
SEL



Infusion of SEL

Approaches to
Promoting SEL
Competencies

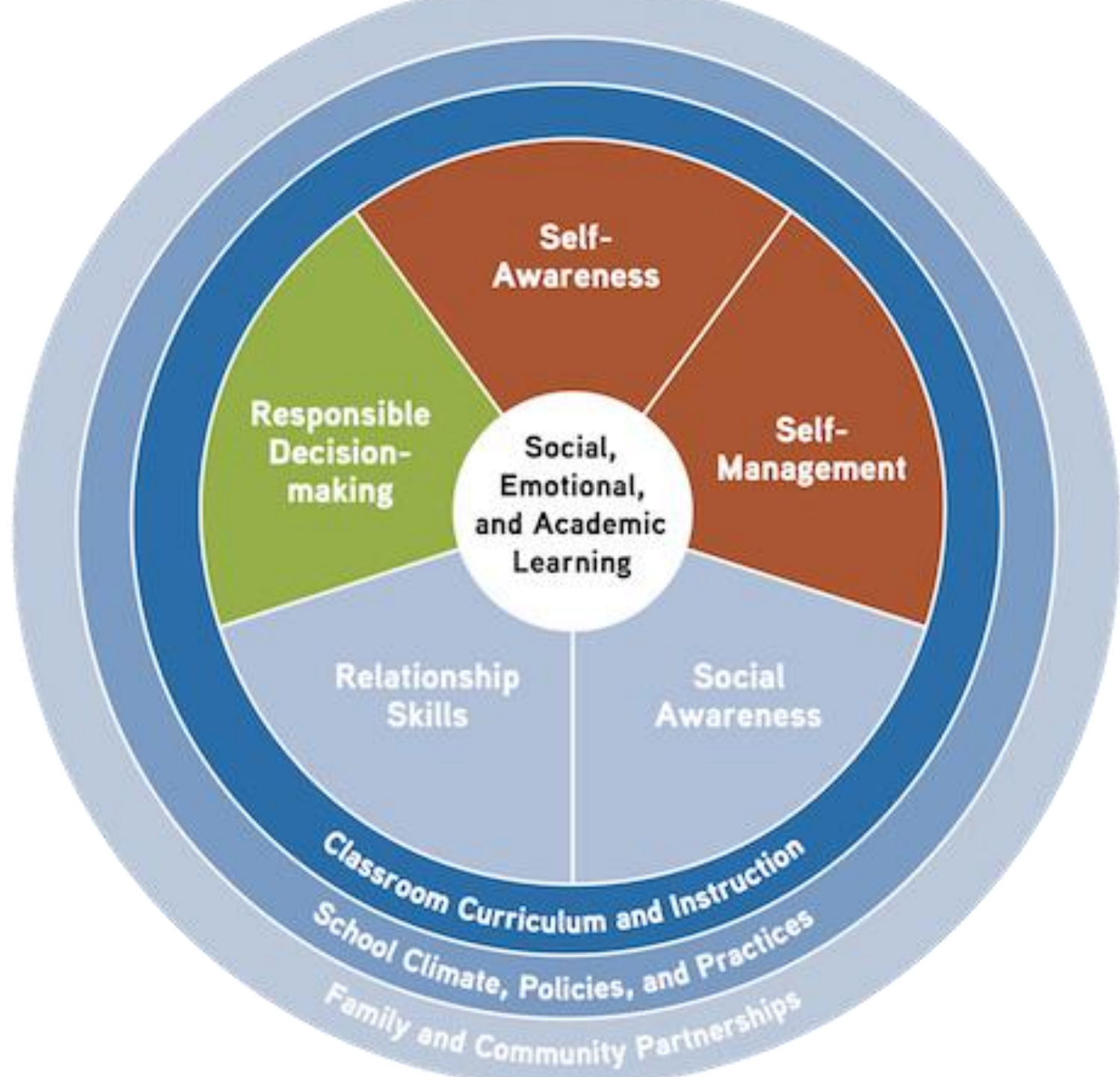
Learning
Environment



Learning
Environment

1

- Promote Students' SEL Through Evidence-Based SEL Programs



2013

CASEL GUIDE

Effective Social and Emotional Learning Programs

Preschool and Elementary School Edition



2015

CASEL Guide

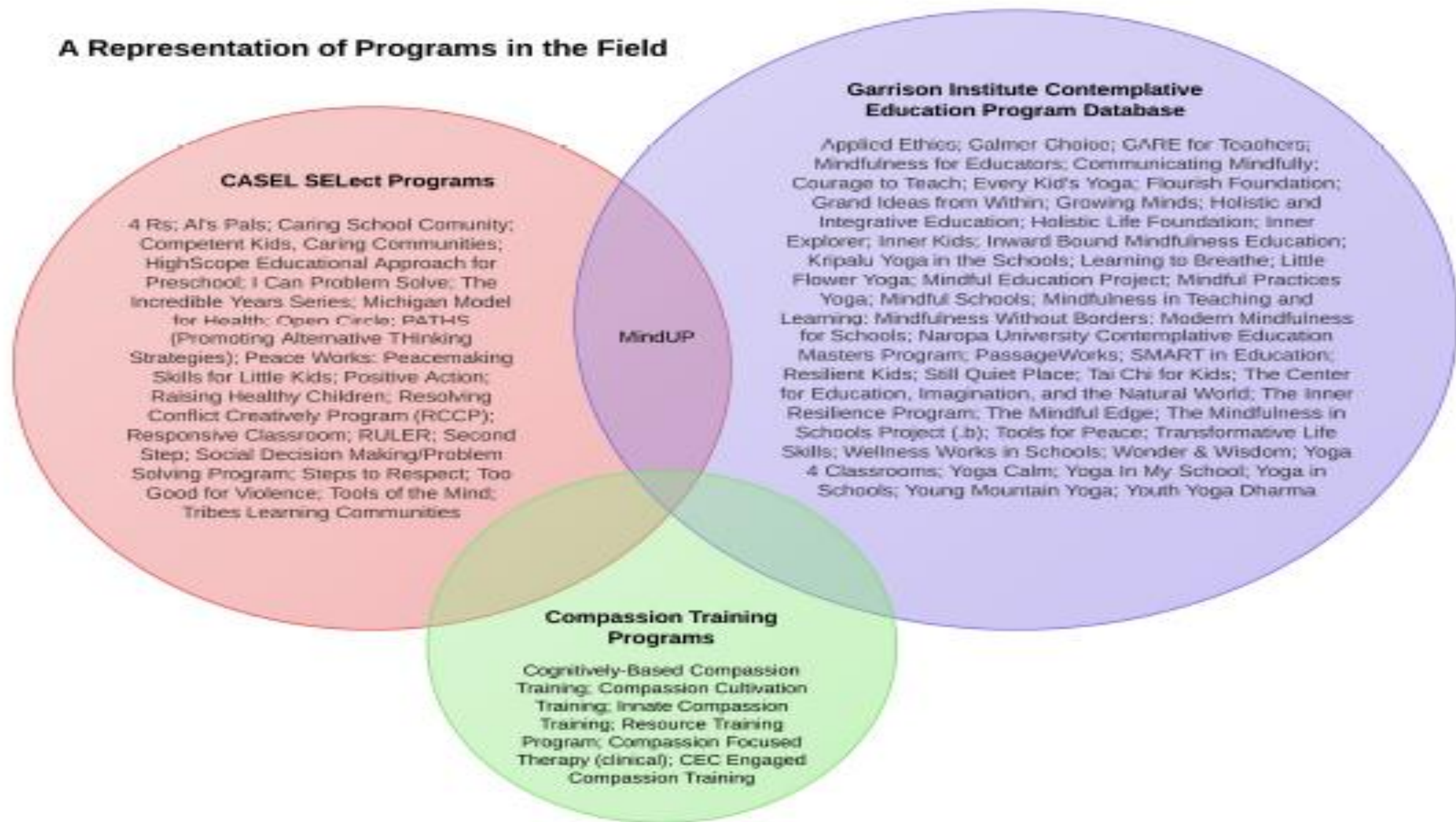
Effective Social and Emotional Learning Programs

Middle and High School Edition

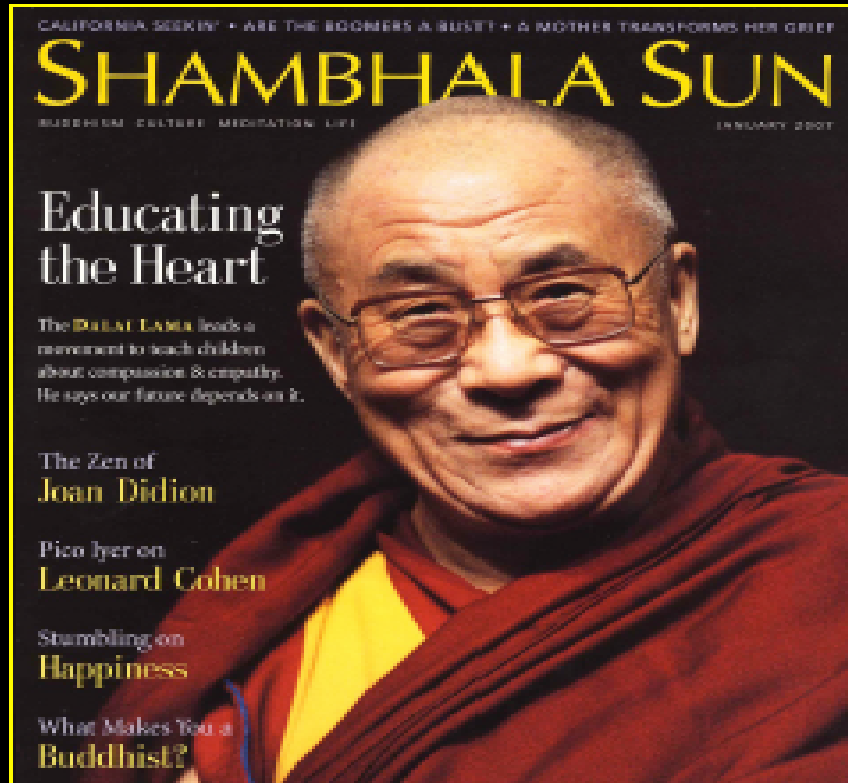


Collaborative for Academic, Social, and Emotional

A Representation of Programs in the Field



Aims of Mindfulness Practice in Public Educational Settings



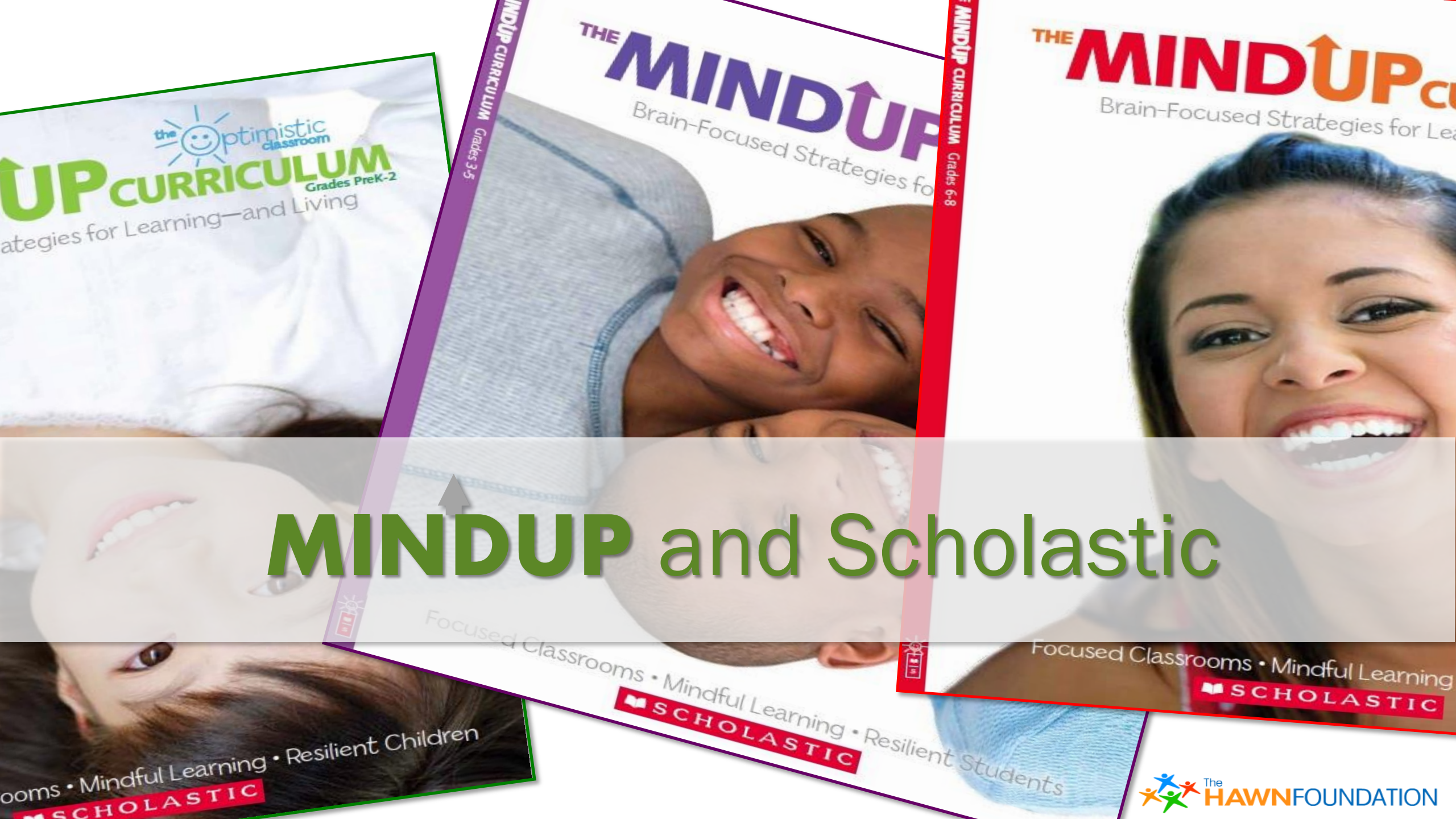
- Social responsibility
- Empathy and compassion
- Attentional concentration
- Emotional equanimity
- Sensory and conceptual clarity
- Mindful awareness
- A life of meaning and service

Mindfulness Programs

- Manualized
- Theoretical framework/theory of change
- Training available

MINDUP





the optimistic classroom
MINDUP CURRICULUM
Grades PreK-2
Strategies for Learning—and Living

MINDUP CURRICULUM Grades 3-5

THE **MINDUP**
Brain-Focused Strategies for

MINDUP CURRICULUM Grades 6-8

THE **MINDUP**
Brain-Focused Strategies for Learning

MINDUP and Scholastic

Focused Classrooms • Mindful Learning • Resilient Students
SCHOLASTIC

Focused Classrooms • Mindful Learning
SCHOLASTIC

Focused Classrooms • Mindful Learning • Resilient Children
SCHOLASTIC

www.thehawnfoundation.org



Welcome

About Us

MindUP Program

Community

Research

Contact Us

For More Information

Creating a world where children thrive


The Hawn Foundation develops programs to help children find happiness and success in school and life.



Support Our Mission 



mindUP


Act now to help the younger generation become emotionally and academically prepared to meet the challenges of our world by providing them with the tools to succeed and thrive. While children make up a quarter of the world's population, they are

 Get Involved

-  Purchase the MindUP Curriculum
-  Bring MindUp to Your School

 What's New

-  Watch the MindUp Video
-  Amishi Jha's Free Online Course on the Neuroscience of Mindfulness

 Upcoming Events

-  MindUP School Workshop Newark Public Schools, NJ, Jan 25, 2012
-  MindUP School Workshop Phoenix, AZ, Children First

MindUP Curriculum

- Age Range: Elementary School
- Duration: 15 lessons
- Program: Mindfulness + SEL
- Training and Cost: 1 day + booster – cost now being negotiated for regional
- Research: Yes – 2 studies, both published in peer-refereed journals

The MINDUP^{*} Program



How Our Brains Work	Understanding Mindfulness	Focused Attention	Neuroscience Foundations
Mindful Listening	Mindful Seeing	Mindful Smelling	Self Awareness
Mindful Tasting	Mindful Moving (Pt 1)	Mindful Moving (Pt 2)	Self Management
Perspective Taking	Choosing Optimism	Savoring Happy Experiences	Social Awareness
Acting with Gratitude	Acts of Kindness	Mindful Action in Our Community	Social Action



Getting to Know and Love Your Brain

To react or to think it out.... that is the question. The way you use three key players in your brain determines how you'll respond to everything that happens around you. As you learn how to help your brain tell the difference between true emergencies and stressful situations, you'll get better at handling every situation and have more time to enjoy life!

Prefrontal Cortex

(pree-FRŪn-kōr-tek-ōs)

The prefrontal cortex, or PFC, is your site for making thoughtful decisions, doing careful calculations, solving through a problem, and staying focused on what you're doing. Interestingly, the PFC gets information only when the amygdala is calm. The PFC passes on to the hippocampus anything that is worth remembering.

Amygdala

(uh-ŌM-uh-luh)

The amygdala is programmed to keep you safe at all costs. It registers and blocks information from going to your prefrontal cortex (PFC), so you can react to a threat. The problem is, it can't tell a stressful situation from a true emergency, and it can't count you in until without thinking. A useful practice can help keep the amygdala in check so that you can think clearly.

Hippocampus

(ih-puh-KŌm-puh)

What are your favorite memories? The ones that stick to you best? The hippocampus stores, sorts, and processes all important facts and memories the PFC passes on to it, such as feeling thankful, your class schedule, and the steps you've just learned. Healthy brain results at hand.

Breathing

Need to keep your amygdala in check when you get stressed out? Breathe slowly. Deep, full breathing calms your amygdala and helps you think and remember clearly.

A group of children are sitting in a garden, practicing mindfulness. They have their eyes closed and hands clasped in front of them. The background is filled with green plants and trees. The text is overlaid on the image.

THE CORE PRACTICE 3x a day
“the heart of the program”

PAUSE

LISTEN

BREATHE

Strategy: Breathing



Mindfulness in Everyday Life: An Example



Mindful Tasting

What is Mindful Tasting?

To fully appreciate the food we eat—whether it’s a complex treat, such as sweet grilled corn with hot chili and sour lime or a simple bowl of oatmeal—requires mindful tasting, or slowing down to savor our food and notice its flavor, texture, and temperature.

Why Practice Mindful Tasting?

Eating is something that is rarely done mindfully by young people. Mindful tasting can be a valuable task for demonstrating mindful awareness.

The simple exercise of savoring and describing a morsel of food helps students understand the changes that can occur when an everyday act is performed slowly and with conscious attention to the experience.

Mindful tasting helps students identify discrete taste sensations, build descriptive skills, and approach food with a healthy outlook. It may also make them aware of the importance of healthful eating to their successful thinking and interacting at school. The exercise cues them to think carefully about what they’re tasting and supports good digestion as they chew slowly and deliberately. With practice, students may be

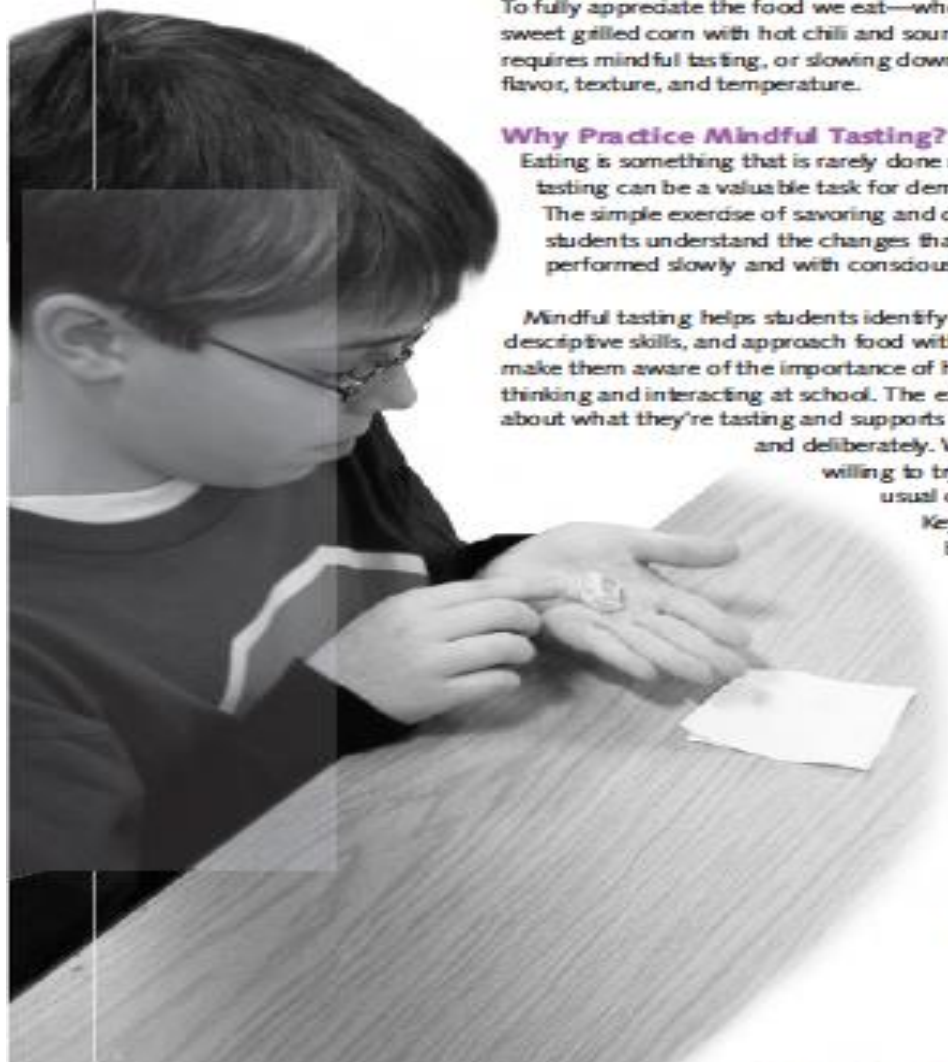
willing to try foods that are not part of their usual diet and make healthy food choices.

Key social-emotional outcomes are building self-regulation skills and being accepting of new foods, which may lay the foundation for tolerance of cultural traditions outside of one’s own.

What Can You Expect to Observe?

“When we repeat mindful tastings, students always share unexpected things about the food that they’d never noticed before and comment on how strong the flavor is. They are also more willing now to try new foods.”

—Fourth-grade teacher

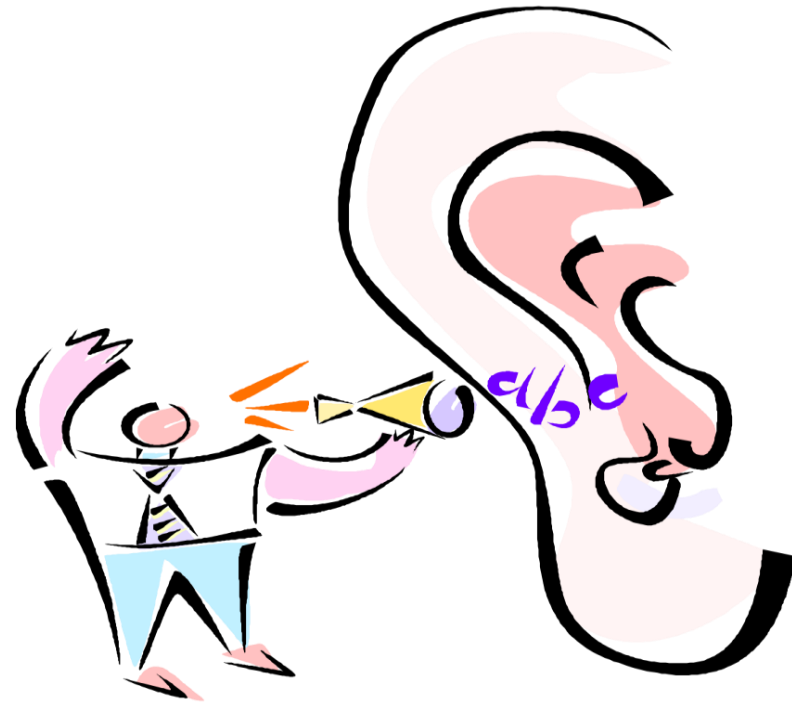


Strategy: Our Senses



Strategy: Our Senses

Mindful Listening





THE GRATITUDE PRACTICE

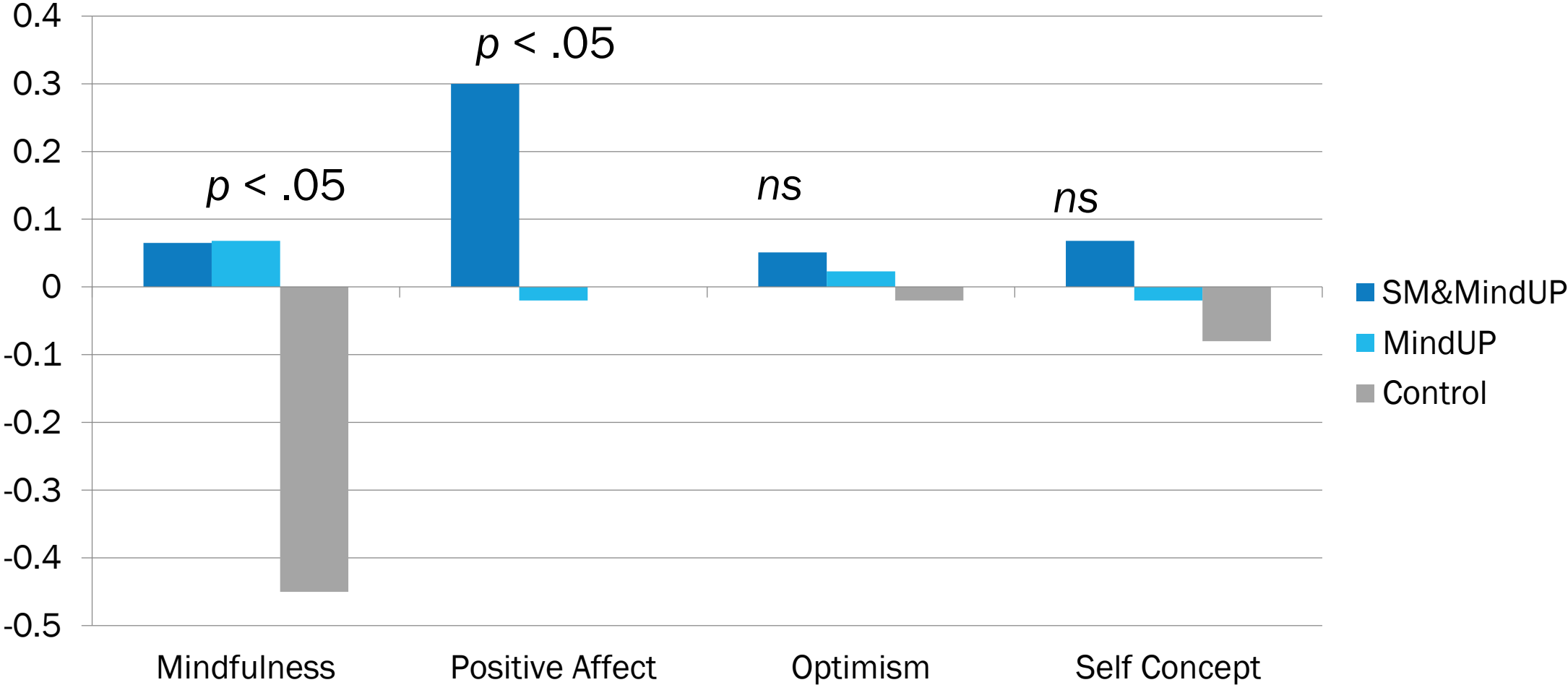
RESULTS

SMART + MindUP

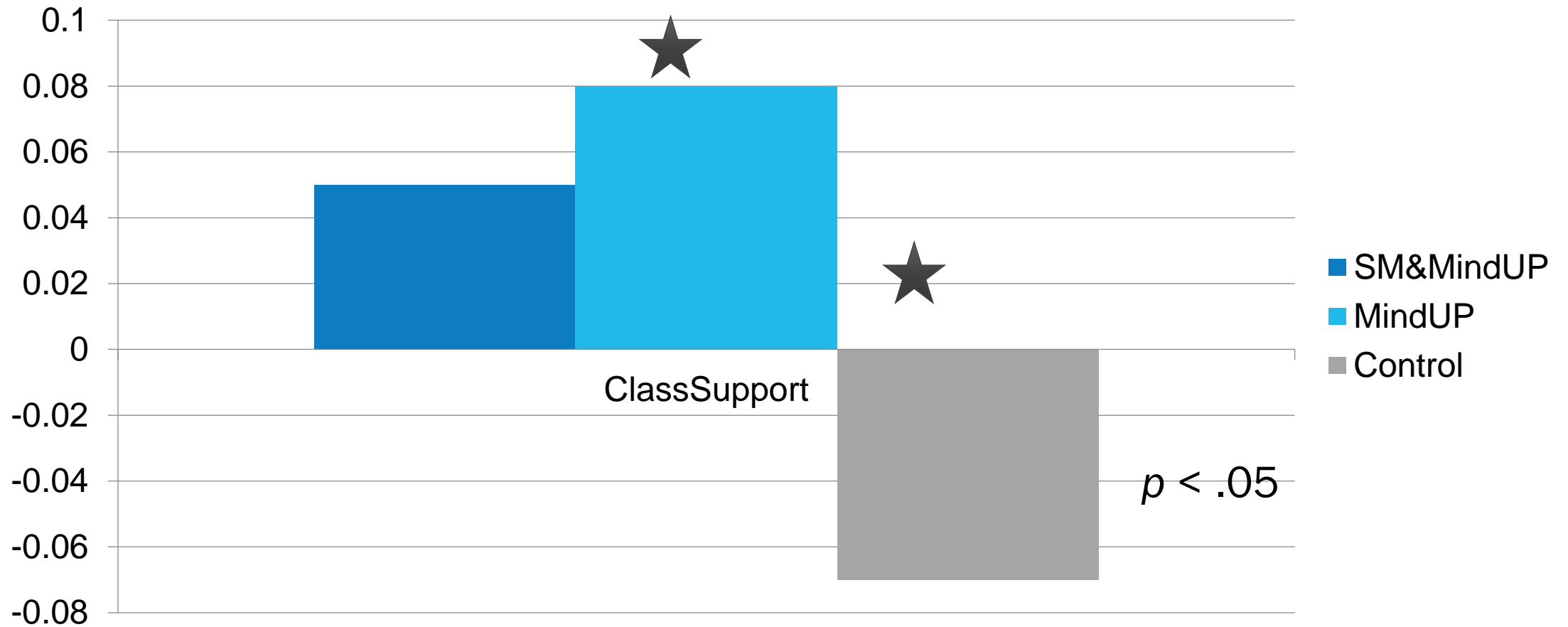
RCT – 4th to 7th grade

Student-Reports of Well-Being

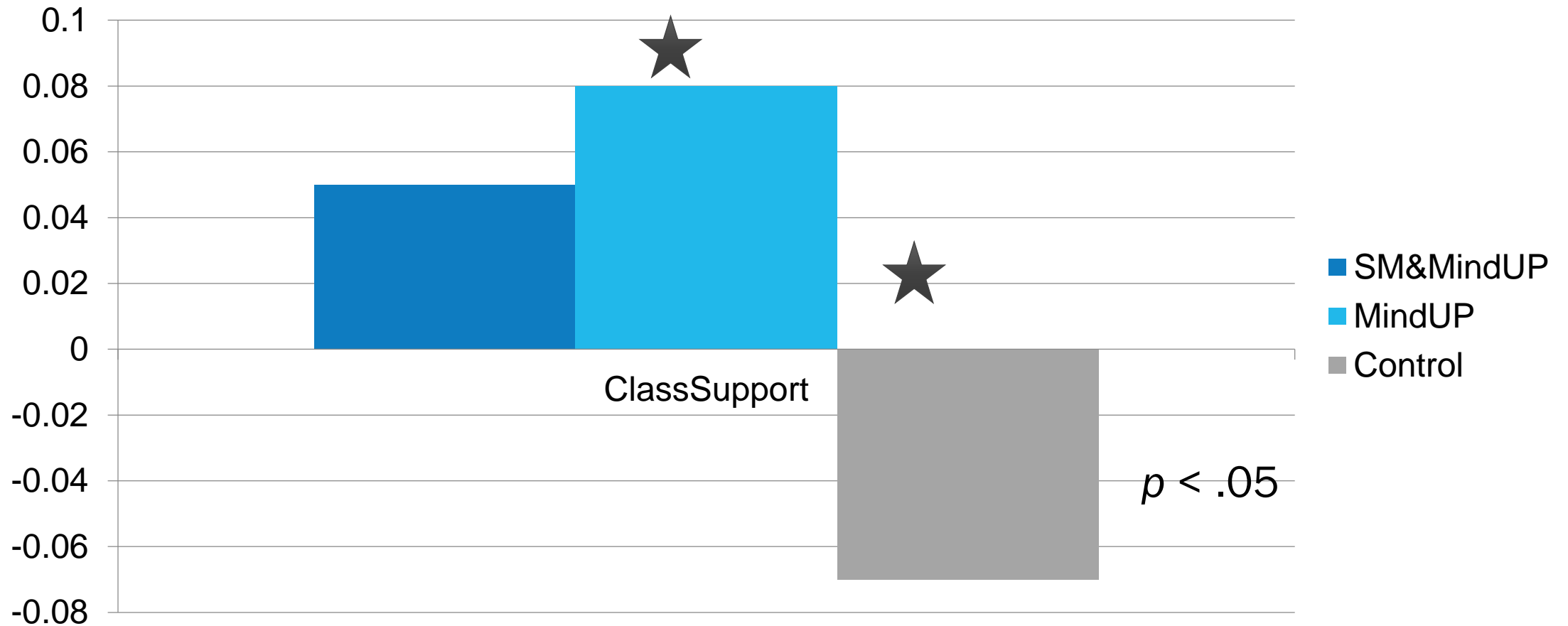
Change Scores



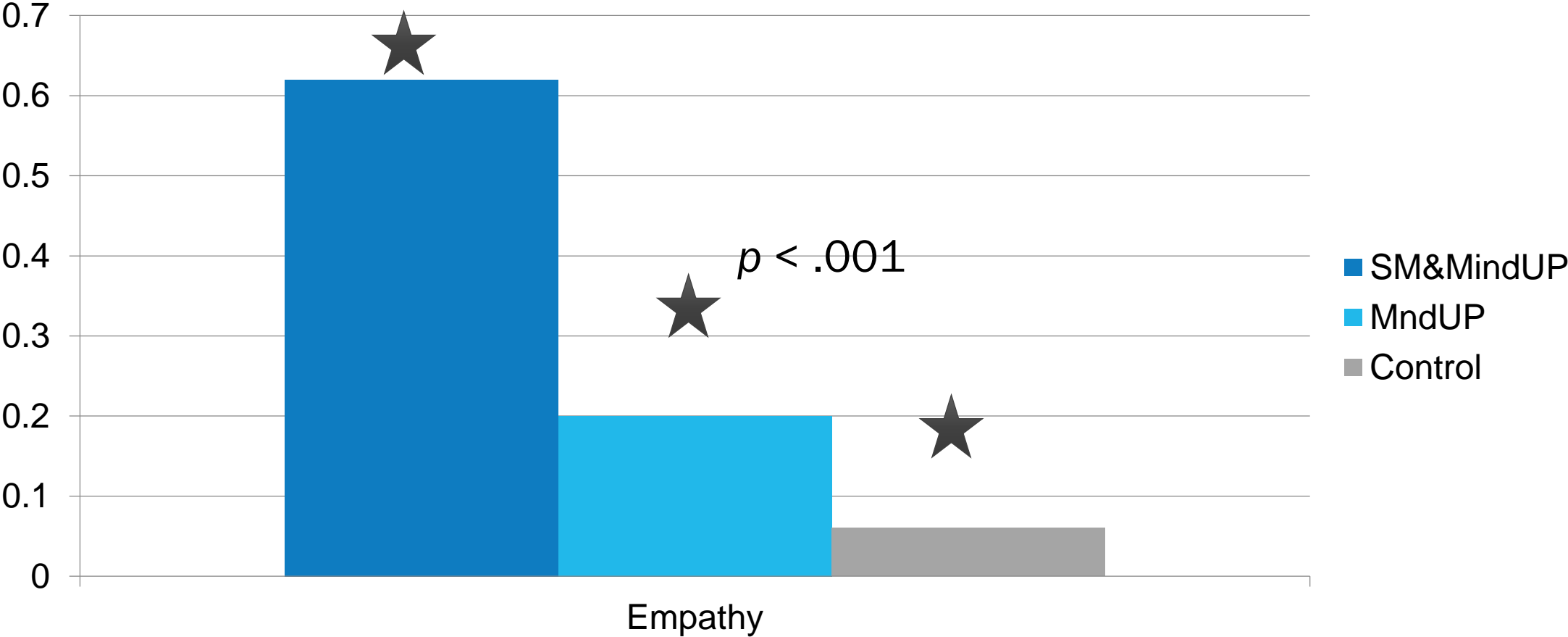
Student-Reports of Classroom Supportiveness



Student-Reports of Classroom Supportiveness

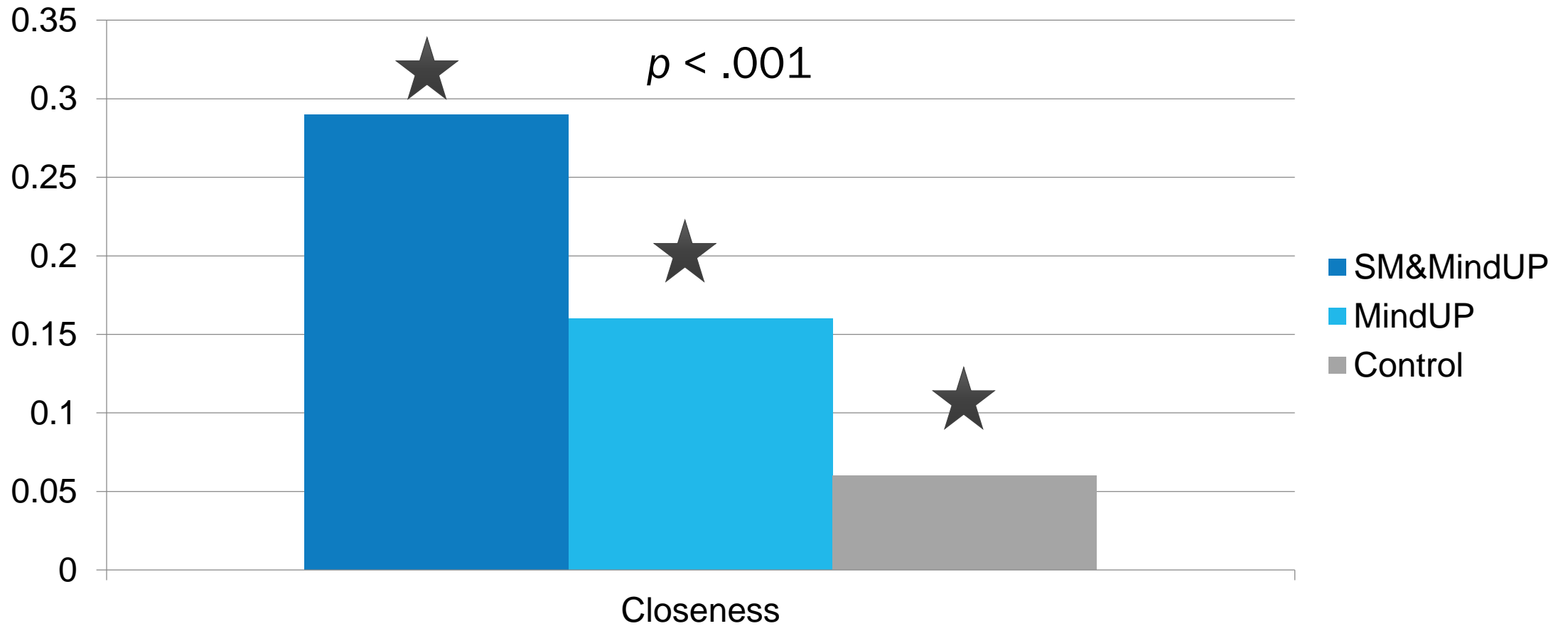


Teacher-Reports of Students' Empathy

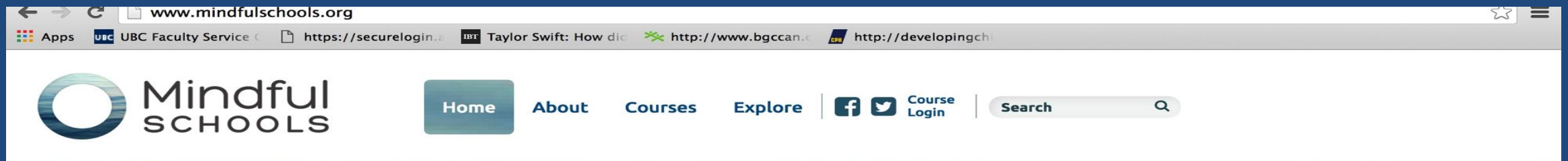


Teacher-Child Closeness

Change Scores



Mindful Schools



Mindful Schools offers online courses to help educators integrate mindfulness into their lives

Mindful Schools

- Age Range: Elementary and High School Students
- Program: Mindfulness practice only
- Training and Cost: Online training, 6 weeks- \$550.00 USD
- Prerequisites: Mindfulness practice (approved program, or go through online training - \$150.00USD)
- Research: Promising evidence, not published in peer-refereed journal

Intervention Descriptions

In-Class Program (Phase 1 Treatment)

- 15 lessons, each lasting 15 minutes, taught 2 to 3 times per week over 6 weeks
- Lessons include mindful breathing, listening, eating, test taking, empathy, etc...
- Teachers receive a bell for each classroom and brief training with it
- Students receive workbooks and complete short exercises after each session

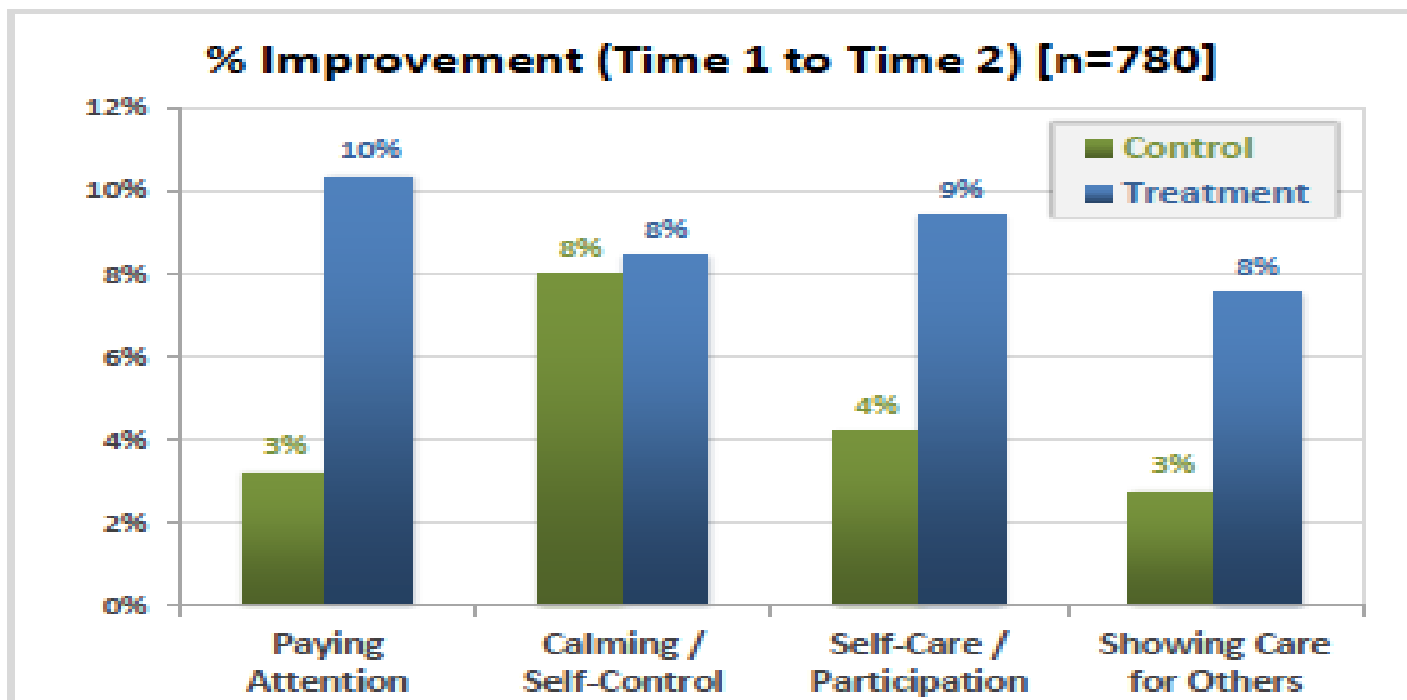
Teacher Training (Phase 2 Treatment Branch)

- Scaled-down version of our Mindfulness Fundamentals course
- Reduced it to only 6 one-hour sessions to cater to teacher schedules
- Goal was to help teachers develop a personal mindfulness practice
- Only 6 of 16 teachers attended all classes (most attended 5 of the 6 classes) despite receiving stipends for their time -- teachers are busy and burnt out
- Effects could be stronger with higher attendance and larger dose

Booster Sessions (Phase 2 Treatment Branch)

- Similar to in-class program, but only one session per week for 6 weeks

Randomized Controlled Trial Results: Kinder Associates Behavioral Rubric (Time 1 to Time 2)



p-value	0.004	0.800	0.026	0.165
Z-score	-2.89	-0.25	-2.23	-1.34
r	-0.10	-0.01	-0.08	-0.05

r = effect size for Mann-Whitney analysis

Group-By-Time

Notes

Teachers gave each student 4 simple sub-scale ratings using 5-point scales:

- Paying Attention
- Calmness / Self-Control
- Self-Care / Participation
- Care and Respect for Others

Time 1 was before the in-class program

Time 2 was immediately after the in-class program (6 weeks after Time 1)

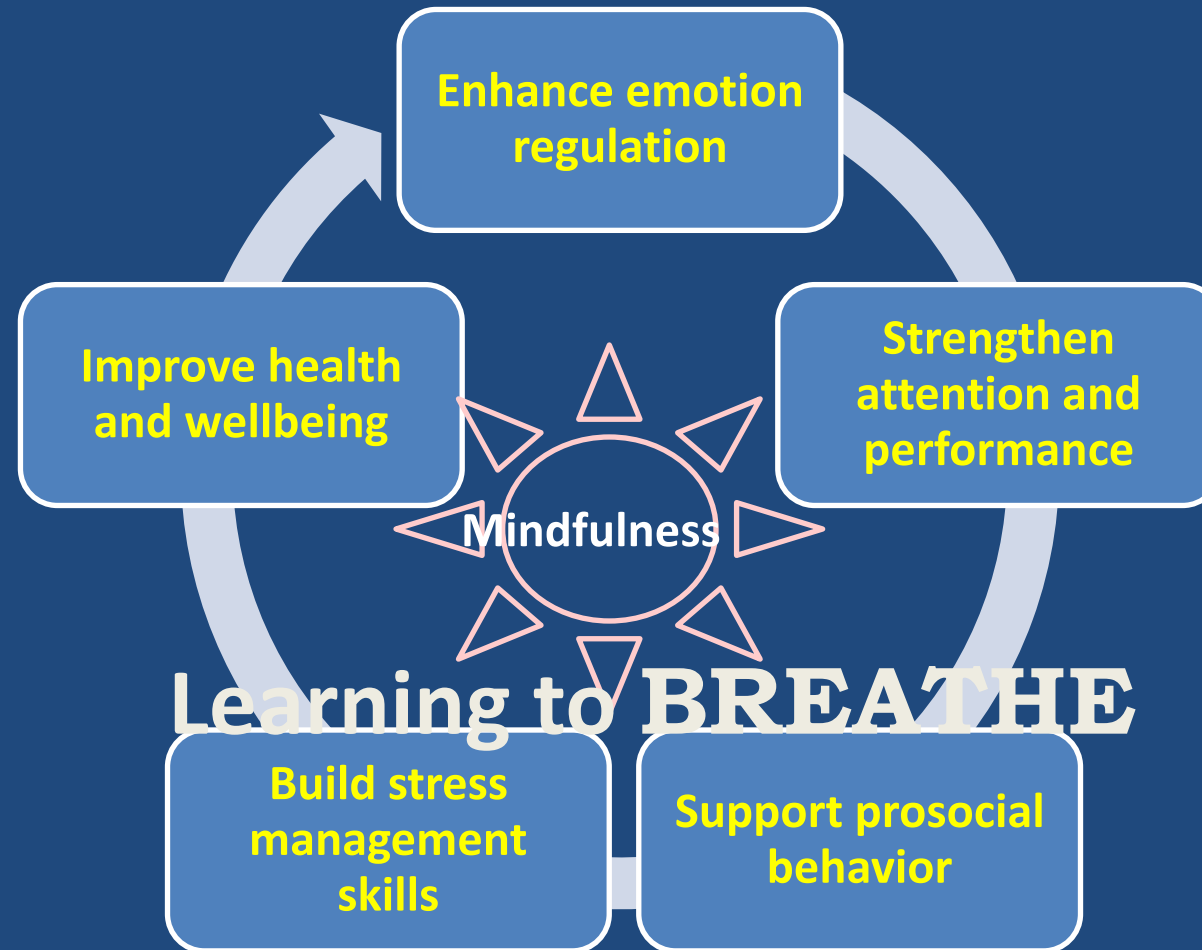
Only students with complete scores at all three measurement periods were used.

LEARNING TO
BREATHE
A MINDFULNESS CURRICULUM FOR ADOLESCENTS

Mindfulness for Adolescents

Trish Broderick, Ph.D.

Penn State Prevention Research Center



Session Themes

1. B – Body
2. R – Reflections (Thoughts)
3. E – Emotions
4. A – Attention
5. T – Tenderness/ Take it as it is (Nonjudgment)
6. H – Habits for a Healthy Mind
E – Empowerment / Gain the Inner Edge

Learning to BREATHE

- Age Range: High School
- Duration: 6, 12, or 18 sessions
- Program: Based on MBSR
- Training and Cost: Three-day intensive – cost unknown
- Book is published and available publically
- Research: Yes – several studies published showing beneficial results



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About

The Holistic Life Foundation is a Baltimore-based 501(c) (3) nonprofit organization committed to nurturing the



Mailing List Subscription

* indicates required

First Name

Holistic Life Foundation

- Age Range: Elementary School for after-school programs
- Duration: 24 week, 45 min. sessions
- Program: Yoga focused
- Training and Cost: Not available
- Research: Yes – several studies published showing beneficial results



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.b Curriculum

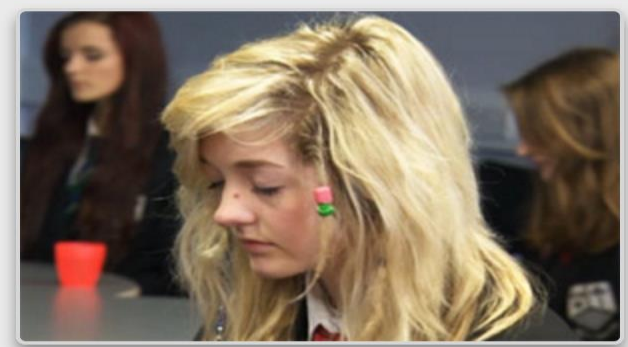
What is .b, pronounced [dot-be]?

.b, pronounced [dot-be], stands for 'Stop, Breathe and Be!' This simple act of mindfulness provides the kernel of a ten lesson course for schools.

.b is a 10-week course for young people aged 11-18, delivered in the classroom or in small groups within other youth-related settings.

.b has primarily been designed for use in the classroom with what we would call 'conscript' audiences for 11-18 year olds, although it can also be used equally effectively in other settings.

At the most simple level .b is an **awareness-raising exercise** to give all students a taste of mindfulness so that they know about it and can return to it later in life if they choose to do so. However, for many pupils the course can lead to **immediate and striking results**: they feel happier, calmer and more fulfilled; they can concentrate better; they have a toolkit to deal with stress and anxiety. Objectives and outcomes are discussed in more detail below.



.b Curriculum

- Age Range: 11- 18 years
- Duration: 10 lessons
- Program: Mindfulness only
- Training and Cost: 4 days, \$950 (USD) for US training, \$1190 for room and lodging (New Jersey in July)
- Prerequisites: Must have a mindfulness practice
- Research: Yes – British Journal of Psychiatry

Effectiveness of the Mindfulness in Schools Programme: non-randomised controlled feasibility study

Willem Kuyken, Katherine Weare, Obioha C. Ukoumunne, Rachael Vicary, Nicola Motton, Richard Burnett, Chris Cullen, Sarah Hennelly and Felicia Huppert

Background

Mindfulness-based approaches for adults are effective at enhancing mental health, but few controlled trials have evaluated their effectiveness among young people.

Aims

To assess the acceptability and efficacy of a schools-based universal mindfulness intervention to enhance mental health and well-being.

Method

A total of 522 young people aged 12–16 in 12 secondary schools either participated in the Mindfulness in Schools Programme (intervention) or took part in the usual school curriculum (control).

Results

Rates of acceptability were high. Relative to the controls, and after adjusting for baseline imbalances, children who participated in the intervention reported fewer depressive symptoms post-treatment ($P=0.004$) and at follow-up ($P=0.005$) and lower stress ($P=0.05$) and greater well-being ($P=0.05$) at follow-up. The degree to which students in the intervention group practised the mindfulness skills was associated with better well-being ($P<0.001$) and less stress ($P=0.03$) at 3-month follow-up.

Conclusions

The findings provide promising evidence of the programme's acceptability and efficacy.

Declaration of interest

R.B. is Co-Founder and Director and C.C. is Co-Founder of the Mindfulness in Schools Project.

But it may not all be about programs!

Encourage students in finding ways to promote their own SEL

The Breakfast Club

BY MELISSA SERRUGLIO, THE TRI-CITY NEWS

Breakfast Club 'heroes without the spotlight'

Students aren't just learning their ABCs in schools. They are also learning how to get along, make smart decisions and reach out to others — key elements of social responsibility, which is now even graded on school report cards.

By Melissa Serruglio

THE TRI-CITY NEWS

Random acts of kindness are popping up throughout Port Republic middle school, courtesy of the Breakfast Club.

The Breakfast Club started at the end of November in the Port Republic school and provides gifts and other generous acts for students and staff with one stipulation: Members remain anonymous.

For example, the club wrote a letter to the local

CARING KIDS, CARING SCHOOLS

A Tri-City News series on social responsibility and education

of course, wants to remain anonymous. "They're thinking about more than just themselves.

"It's teaching them self-esteem and confidence, and is showing them the difference one person can make."

Last Christmas, the club managed to sneak 500 candy canes and 26 boxes of Mandarin oranges into the school so every student could receive one of each.

And at a staff meeting in January, the club left a note for staff members that said they wanted all staff and

students to do kind things for each other anonymously. Afterwards, teachers assigned a club name to each of their advisory classes, each class was then asked

and, now, there is a random act of kindness play in the school's entire

"It's just been getting bigger and bigger," the club leader said. "And it's our members of the club because they are benefits of giving."

Club members said they want to remain anonymous because they can do more when people don't feel like they have to return the favor.

Said one club member, "We want to be the hero without the spotlight."

and, now, there is a random act of kindness.





How to Promote Kindness and Social Responsibility: 5 Practical Strategies

1. WHAT NOT TO DO:

Rewards!



Extrinsic Rewards and Altruism

Developmental Psychology
2008, Vol. 44, No. 6, 1785–1788

Copyright 2008 by the American Psychological Association
0012-1649/08/\$12.00 DOI: 10.1037/a0013860

Extrinsic Rewards Undermine Altruistic Tendencies in 20-Month-Olds

Felix Warneken and Michael Tomasello
Max Planck Institute for Evolutionary Anthropology

The current study investigated the influence of rewards on very young children's helping behavior. After 20-month-old infants received a material reward during a treatment phase, they subsequently were less likely to engage in further helping during a test phase as compared with infants who had previously received social praise or no reward at all. This so-called *overjustification effect* suggests that even the earliest helping behaviors of young children are intrinsically motivated and that socialization practices involving extrinsic rewards can undermine this tendency.

Keywords: altruism, helping, intrinsic motivation, socialization, overjustification effect

Supplemental materials: <http://dx.doi.org/10.1037/a0013860.supp>

Since at least the time of Rousseau and Locke, there has been debate about the nature of human altruism. Do people go out of their way to help others because they are inherently altruistic or because they are shaped by their social environments to be that

behaviors only because they are externally rewarded for doing so (Bar-Tal, 1982; Cialdini, Baumann, & Kenrick, 1981; Dovidio, Piliavin, Schroeder, & Penner, 2006). Rather, these findings suggest that very early in development humans might have an intrinsic

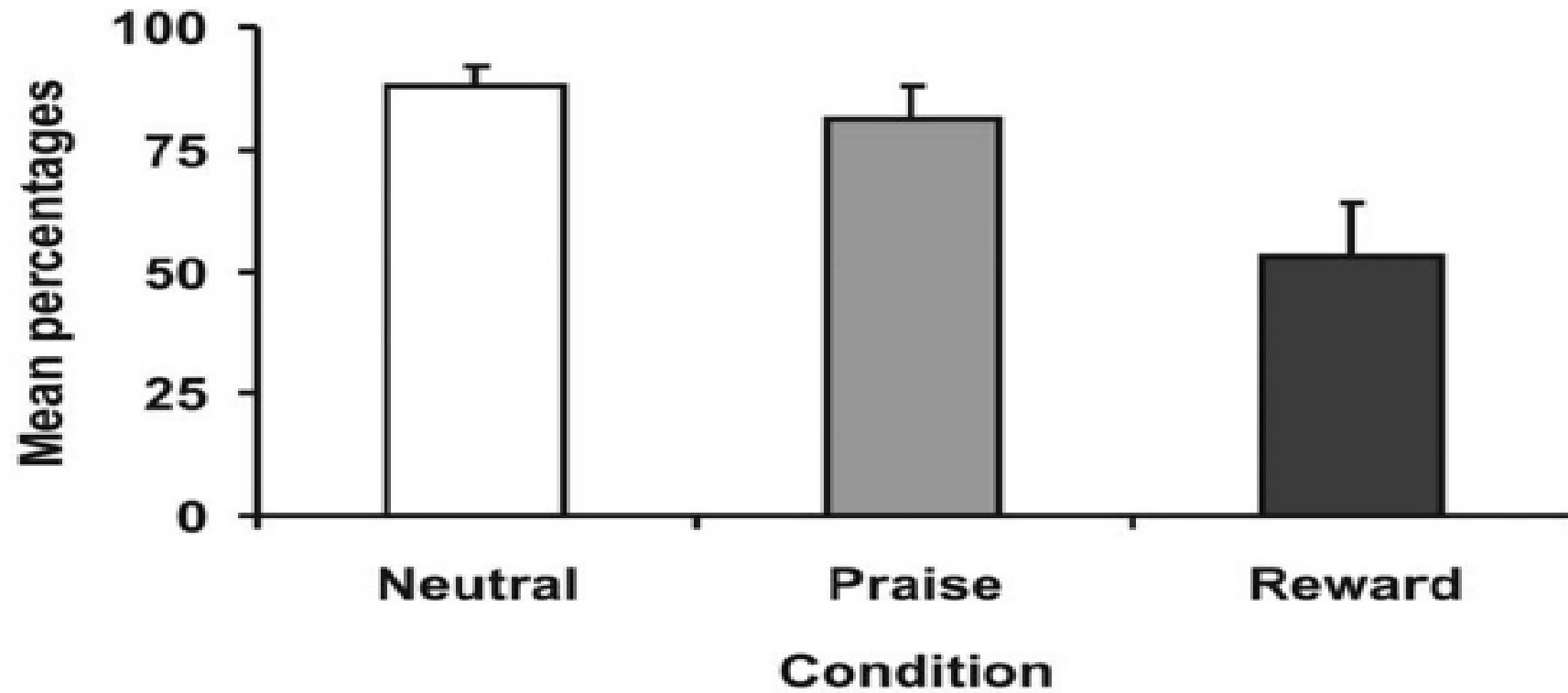


Figure 1. Mean percentage of trials with helping during test phase as a function of previous treatment condition ($n = 12$ children per condition). Error bars represent standard error of the mean.



2. Recognize the capacity students have for empathy and sympathy.

3. Encourage students to engage in opportunities to help others and talk (reflect) about the good feelings that come from kindness.



4. Maximize support and minimize punishment.





Show you care by acknowledging your own mistakes with your children, demonstrating forgiveness, and remembering that children will learn more from your actions than from your words.

A photograph of four diverse young girls standing outdoors in a grassy area, smiling warmly at the camera. From left to right: a girl with long blonde hair wearing a light blue sweater and a black backpack; a girl with long brown hair wearing a red top and a tan jacket; a girl with voluminous curly brown hair wearing a peach top and a dark blue jacket; and a girl with dark hair wearing a pink hoodie and a black backpack. The background is a soft-focus green lawn with trees.

5. Help develop a caring and kind identity

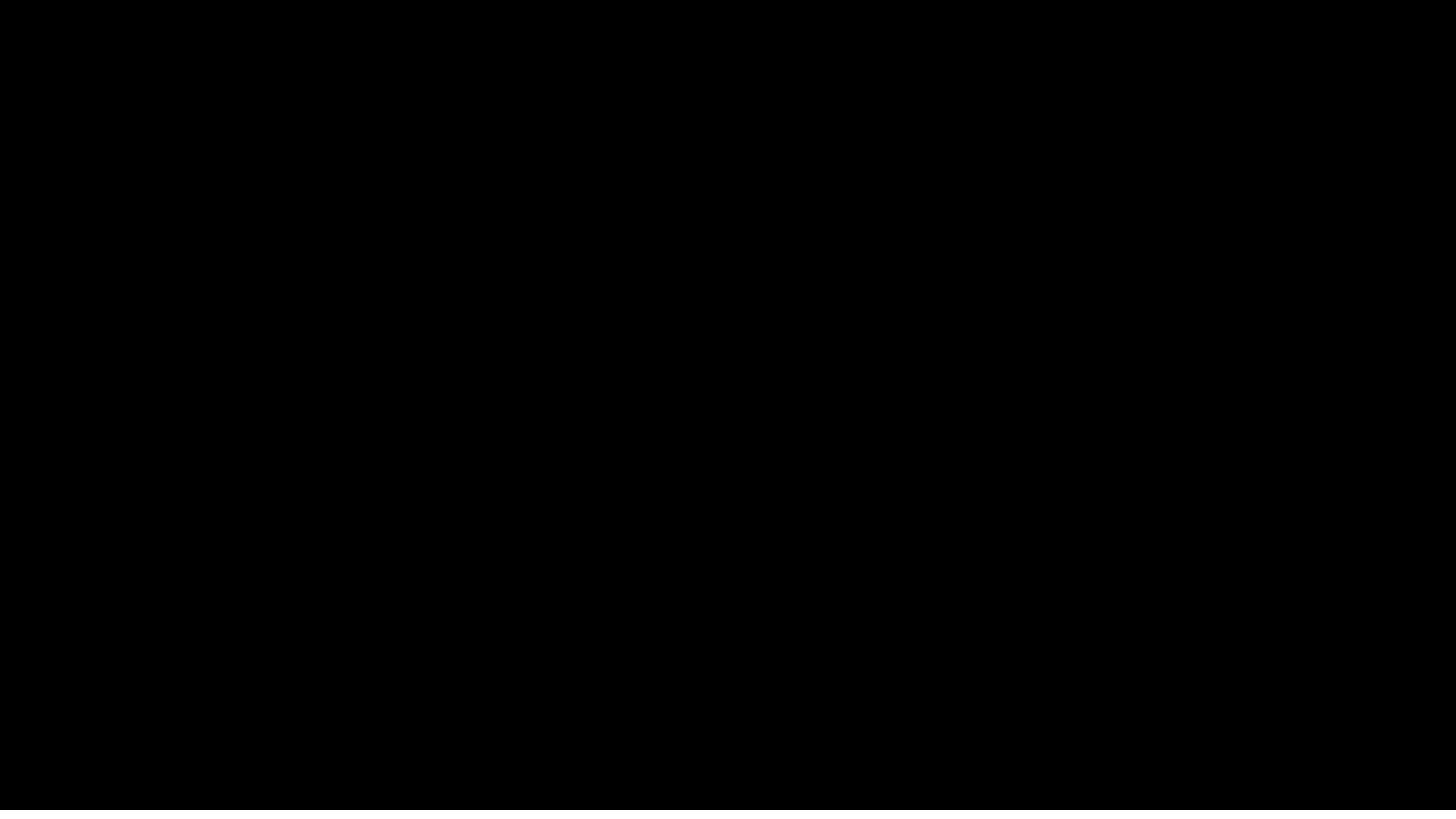
Small Group Discussions

Inquiry Questions:

What have we learned that we can begin to implement in our classrooms and schools to promote SEL and mindfulness in our students?

What else do we need to help these approaches to be successful?

What are the next steps we need to take?



Thank You

A silhouette of a young boy standing on a rocky shore, pointing his right hand towards a large body of water. The background shows a sunset or sunrise over a lake with mountains in the distance. The sky is a gradient of dark colors, and the water reflects the light.

Photo Credits:

Boy pointing by ruurmo; Boy with pug by Renata Alves dos Anjos;

Boy and basketball by Alex E Proimos; Girl looking to horizon by Roby Ferrari; Sad girl by apdk; Girl picking beans by various brennemans; All you need is love by Carf;

Presentation Design: Jeremy Alexander - HELP

HUMAN
EARLY LEARNING
PARTNERSHIP