

***PSY 380 Seminar in Cognitive Psychology: Cognition, Teaching, and Learning***  
**A Mindfulness Theme Semester Course Spring 2016**

**Mindfulness and Education**

Resources collected from PSY 380 students

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## I. Primary source research articles

### **Mindfulness in higher education: Awareness and attention in university students increase during and after participation in a mindfulness curriculum course**

Citation: Bruin, E. I., Meppelink, R., & Bögels, S. M. (2015). Mindfulness in higher education: Awareness and attention in university students increase during and after participation in a mindfulness curriculum course. *Mindfulness*, 6(5), 1137-1142. doi:10.1007/s12671-014-0364-5

Abstract: This study assessed the effects of a mindfulness course in the curriculum of international students ( $n = 104$ ) from 16 different countries at the University of Amsterdam. The curriculum consisted of seven weekly lectures, as well as studying scientific articles on mindfulness research and gaining some experiential learning in meditating. The primary goal of this course was not to become more mindful, but to learn about the origins and the applications of mindfulness in (child) psychiatry. Students filled in the Five Facet Mindfulness Questionnaire (FFMQ) at “wait-list,” pre-course, post-course, and at 7 weeks follow-up. Multilevel analyses showed that mindful awareness decreased during wait-list ( $d = -0.11$ ), increased from pre-course to post-course ( $d = 0.36$ ), and even more so from pre-course to follow-up ( $d = 0.53$ ). Differential effects for students from within and outside the Netherlands are discussed as well as for “meditator” versus “novice” students. International students and meditators showed an increase in mindfulness already during the course, whereas Dutch students and novices only reported an increase in mindfulness at follow-up. Overall, participation in a low-intensity mindfulness course in a university’s curriculum leads to an increased non-judgmental and non-reactive stance towards student’s thoughts, feelings, and emotions, during the course period, and their mindfulness increased even further after the course period. This increased mindfulness may help them in coping with stress given the pressure they are under and may improve their performance and their quality of life.

### **An exploration of the impact of course specific mindfulness-based practices in the university classroom**

Citation: Slavik, C. (2014). An exploration of the impact of course specific mindfulness-based practices in the university classroom. *Relational Child and Youth Care Practice*, 27(1). Retrieved March 4, 2016.

Abstract: This paper presents the results of a project designed to obtain feedback on the perceived impact of mindfulness-based practices introduces to third year undergraduate students on child and youth care. Mindfulness is a state characterized by opens, sensitivity to context and engagement with the present moment. A significant number of students reported a positive impact of mindfulness-based activities on their ability to: transition to class, engage with the moment, engage with the learning process, attune/attend, concentrate and process information, decrease stress and anxiety, build capacity for insight and creativity, and be more reflective. As a result of this research, a meta-curriculum is being developed to address a model of anticipated work in the field that promotes the use of mindfulness-based activities personally and professionally.

### **The holistic development of teachers: A conceptual model of integrative education and pilot program for pre-service teachers based on mindfulness and social emotional learning**

Citation: McMullin, L. (2015). The holistic development of teachers: A conceptual model of integrative education and pilot program for pre-service teachers based on mindfulness and social emotional learning. *Dissertation Abstracts International Section A*, 75

Abstract: This dissertation explores the role that teacher education can play in preparing new teachers to meet the challenges of the profession by offering a more holistic approach to

preservice education. Upon entering the classroom, new teachers are oftentimes overwhelmed with the realities of teaching and feel unprepared to handle the challenges they face. A lack of preparation, insufficient support, poor working conditions along with rising levels of stress and burnout under high-stakes reforms contribute to the 'revolving door' problem in education with more than 50% of teachers leaving the profession in the first five years of service. The causes and effects of teacher stress and burnout are well documented, yet interventions that address the problem remain elusive. This dissertation contributes an intervention that addresses teacher stress and burnout by proposing a holistic model of integrative education and a pilot program for preservice teachers based on mindfulness and social emotional learning. While there is extensive empirical evidence documenting the benefits of mindfulness among various populations, as it relates to preservice teachers, research in this area is in its infancy. The same is true for the inclusion of social emotional learning into teacher education programs. While the integration of mindfulness and social emotional learning is gaining strength at the K-12 level, these evidence-based skills and practices remain largely absent in preservice education, even though interest in these areas is growing. As a conceptual dissertation, this project hypothesizes that social emotional learning and contemplative practices within a holistic educational framework can equip new teachers with research, practices and evidence-based tools that can reduce stress, enhance well-being and strengthen resiliency prior to entering the classroom in order to support them in responding effectively to the challenges of the profession once they get there. Based on this premise, I have developed a model for holistic education and designed a pilot program for preservice teachers called SELF in Teaching, which stands for "Social Emotional Learning Foundations in Teaching". Both the model and program emerged from a combination of teaching experience at the K-16 level and research in various fields including: holistic education, affective neuroscience, contemplative education, mindfulness and social emotional learning.

### **Being a mindful clinical teacher: Can mindfulness enhance education in a clinical setting?**

Citation: Dobkin, P. L., & Laliberté, V. (2014). Being a mindful clinical teacher: Can mindfulness enhance education in a clinical setting?. *Medical teacher*, 36(4), 347-352.

Abstract: Mindfulness may be viewed as a vehicle to promote the healer's role in medicine. This role addresses the way in which a medical practitioner interacts with patients. The aim of this article is to highlight how mindful qualities may also enhance teaching in clinical settings. Challenges to being a mindful clinical teacher are presented along with creative ways to accommodate them. Residents play an important role in training medical students. Examples of how mindfulness influenced a psychiatric resident's teaching experiences are presented to illustrate the concepts discussed herein. The dimension of "being" in medicine, based on the humanist philosophy of Dr Karl Jaspers, is provided as a framework for this article.

### **Improving classroom learning environments by cultivating awareness and resilience in education (CARE): Results of a randomized controlled trial**

Citation: Jennings, P. A., Frank, J. L., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2013). Improving classroom learning environments by Cultivating Awareness and Resilience in Education (CARE): Results of a randomized controlled trial. *School Psychology Quarterly*, 28(4), 374.

Abstract: Cultivating Awareness and Resilience in Education (CARE for Teachers) is a mindfulness-based professional development program designed to reduce stress and improve teachers' performance and classroom learning environments. A randomized controlled trial examined program efficacy and acceptability among a sample of 50 teachers randomly assigned to CARE or waitlist control condition. Participants completed a battery of self-report measures at pre- and post intervention to assess the impact of the CARE program on general

well-being, efficacy, burnout/time pressure, and mindfulness. Participants in the CARE group completed an evaluation of the program after completing the intervention. ANCOVAs were computed between the CARE group and control group for each outcome, and the pretest scores served as a covariate. Participation in the CARE program resulted in significant improvements in teacher well-being, efficacy, burnout/time-related stress, and mindfulness compared with controls. Evaluation data showed that teachers viewed CARE as a feasible, acceptable, and effective method for reducing stress and improving performance. Results suggest that the CARE program has promise to support teachers working in challenging settings and consequently improve classroom environments.

### **Mindfulness meditation may lessen anxiety, promote social skills, and improve academic performance among adolescents with learning disabilities**

Citation: Beauchemin, J., Hutchins, T. L., & Patterson, F. (2008). Mindfulness meditation may lessen anxiety, promote social skills, and improve academic performance among adolescents with learning disabilities. *Complementary Health Practice Review, 13*(1), 34-45.

Abstract: Students with learning disabilities (LD; defined by compromised academic performance) often have higher levels of anxiety, school-related stress, and less optimal social skills compared with their typically developing peers. Previous health research indicates that meditation and relaxation training may be effective in reducing anxiety and promoting social skills. This pilot study used a pre–post no-control design to examine feasibility of, attitudes toward, and outcomes of a 5-week mindfulness meditation intervention administered to 34 adolescents diagnosed with LD. Post-intervention survey responses overwhelmingly expressed positive attitudes toward the program. All outcome measures showed significant improvement, with participants who completed the program demonstrating decreased state and trait anxiety, enhanced social skills, and improved academic performance. Although not directly assessed, the outcomes are consistent with a cognitive-interference model of learning disability and suggest that mindfulness meditation decreases anxiety and detrimental self-focus of attention, which, in turn, promotes social skills and academic outcomes.

### **Subliminal priming of motivational orientation in educational settings: Effect on academic performance moderated by mindfulness**

Citation: Radel, R., Sarrazin, P., Legrain, P., & Gobancé, L. (2009). Subliminal priming of motivational orientation in educational settings: Effect on academic performance moderated by mindfulness. *Journal Of Research In Personality, 43*(4), 695-698. doi:10.1016/j.jrp.2009.02.011

Abstract: Recent literature indicates that a motivational orientation can be unconsciously primed. This study examined whether motivational priming influences students' academic performance within an educational setting and whether this effect is moderated by students' degree of mindfulness. Two randomly assigned groups of students received an identical lesson. However, the teacher's slide show contained different subliminal words according to the condition (autonomous vs. controlled motivation). Results demonstrated an interaction between students' dispositional mindfulness and priming conditions. The more mindful students were immune to the manipulation whereas the less mindful students were affected by the priming: those primed with autonomous motivation obtained better results than those primed with controlled motivation. These findings contribute to priming research specifying individual differences of priming responsiveness.

### **Meditation in the higher-education classroom: Meditation training improves student knowledge retention during lectures**

Citation: Ramsburg, J. T., & Youmans, R. J. (2014). Meditation in the higher-education classroom: Meditation training improves student knowledge retention during lectures. *Mindfulness, 5*(4), 431-441. doi:10.1007/s12671-013-0199-5

**Abstract:** The cognitive skills required for successful knowledge retention may be influenced by meditation training. The current studies examined the effects of meditation on the knowledge retention of students. In three experimental studies, participants from three introductory psychology courses randomly received either brief meditation training or rest, listened to a class lecture, then took a post-lecture quiz that assessed students' knowledge of the lecture material. The results indicated that meditation improved students' retention of the information conveyed during the lecture in each of the three experiments. Mood, relaxation, and class interest were not affected by the meditation training. Limitations and implications are discussed.

### **Maximizing mindful learning: Mindful awareness intervention improves elementary school students' quarterly grades.**

**Citation:** Bakosh, L. S., Snow, R. M., Tobias, J. M., Houlihan, J. L., & Barbosa-Leiker, C. (2016). Maximizing mindful learning: Mindful awareness intervention improves elementary school students' quarterly grades. *Mindfulness*, 7(1), 59-67. doi:10.1007/s12671-015-0387-6

**Abstract:** This paper discusses results from the first empirical study testing the feasibility and effectiveness of an audio-guided mindful awareness training program on quarterly grade performance in traditional US public elementary schools. Structured as a quasi-experiment, the study demonstrates that a 10-min-per-day, fully automated program significantly enhances students' quarterly grades in reading and science, compared to a control group, without disrupting teaching operations ( $N = 191$ ). The intervention utilized a series of guided mindful-based awareness and attention focusing practices as the method for students to engage with social and emotional learning (SEL) concepts, and can thus be called a "mindful-based social emotional learning" (MBSEL) program. The program is innovative because it requires neither expert trainers skilled in mindful awareness nor changes to existing curriculum; thus, it can be considered both teacher-independent and curriculum supportive. The goal of this exploratory study was to facilitate a consistent daily mindful awareness practice that generates improvements in student outcomes for resource- and time-constrained K–12 classrooms in the USA and elsewhere. The authors discuss limitations of this study and suggestions for further research on how to use mindful awareness programs to enhance academic performance both effectively and pragmatically.

### **Mindfulness training for elementary school students: The attention academy.**

**Citation:** Napoli, M., Krech, P. R., & Holley, L. C. (2005). Mindfulness training for elementary school students: The attention academy. *Journal of Applied School Psychology*, 21(1), 99-125.

**Abstract:** Mindfulness is the cognitive propensity to be aware of what is happening in the moment without judgment or attachment to any particular outcome. This concept flies in the face of modern, Western philosophical outcomes-based thinking about events and activities. This article presents results of a formative evaluation of whether participation in a mindfulness training program affected first, second, and third grade students' outcomes on measures of attention. The training was designed and intended to help students learn to focus and pay attention. The 24-week training employed a series of exercises including breathwork, bodyscan, movement, and sensorimotor awareness activities. Results from three attentional measures administered to the students show significant differences between those who did and did not participate in mindfulness practice training. Results are discussed and recommendations are made for future work in this developing field of interest.

### **The effects of mindfulness-based stress reduction on medical and premedical students.**

**Citation:** Shapiro, S. L., Schwartz, G. E., & Bonner, G. (1998). Effects of mindfulness-based stress reduction on medical and premedical students. *Journal of behavioral medicine*, 21(6), 581-599.

**Abstract:** The inability to cope successfully with the enormous stress of medical education may lead to a cascade of consequences at both a personal and professional level. The present study examined the short-term effects of an 8-week meditation-based stress reduction intervention on premedical and medical students using a well-controlled statistical design. Findings indicate that participation in the intervention can effectively (1) reduce self-reported state and trait anxiety, (2) reduce reports of overall psychological distress including depression, (3) increase scores on overall empathy levels, and (4) increase scores on a measure of spiritual experiences assessed at termination of intervention. These results (5) replicated in the wait-list control group, (6) held across different experiments, and (7) were observed during the exam period. Future research should address potential long-term effects of mindfulness training for medical and premedical students.

### **Mindfulness training for teachers changes the behavior of their preschool students.**

**Citation:** Singh, N. N., Lancioni, G. E., Winton, A. W., Karazsia, B. T., & Singh, J. (2013).

Mindfulness training for teachers changes the behavior of their preschool students. *Research In Human Development*, 10(3), 211-233. doi:10.1080/15427609.2013.818484

**Abstract:** We measured the effects of preschool teachers attending an 8-week mindfulness course on the behavior of the students in their classroom. Results showed that decreases in the student's challenging behaviors and increases in their compliance with teacher requests began during mindfulness training for the teachers and continued to change following the training. While the students did not show a change in positive social interactions with peers, they did show a decrease in negative social interactions and an increase in isolate play. Our results indicate that mindfulness training for teachers was effective in changing teacher-student interactions in desirable ways.

### **An exploratory study of mindfulness meditation for alternative school students: Perceived benefits for improving school climate and student functioning**

**Citation:** Wisner, B. L. (2014). An exploratory study of mindfulness meditation for alternative school students: Perceived benefits for improving school climate and student functioning. *Mindfulness*, 5, 626-638.

**Abstract:** This exploratory study examined the perceived benefits of mindfulness meditation (MM) for compensatory alternative high school students. An 8-week school-based MM program was provided to high school students ( $N = 35$ ; 19 boys and 16 girls). Concept mapping, a mixed-method approach, was used to collect and analyze the data. This process yielded eight clusters representing the perceived benefits of meditation for students: improved stress management, enhanced self-awareness, enhanced emotional coping, enhanced ability to pay attention, improved state of mind, more time spent being calm, improved school climate, and enhanced student engagement. These clusters encompass three broad domains of perceived benefits for students including intrapersonal, psychosocial, and systemic benefits. Students rated the potential for meditation to relieve stress and to improve school climate as particularly important for them. These findings may be used when planning school-based meditation programs and may serve as a useful guide for researchers studying meditation practices for youth.

### **A mindfulness approach to improving classroom attention**

**Citation:** Wilson, A. N., & Dixon, M. R. (2010). A mindfulness approach to improving classroom attention. *Journal Of Behavioral Health And Medicine*, 1(2), 137-142. doi:10.1037/h0100547

**Abstract:** The current investigation demonstrates the effectiveness of Mindfulness exercises in a typical elementary classroom. An ABA withdrawal design was used in demonstrating changes in attending behavior. Participants included twelve first and second grade students. Five different mindfulness exercises, all specifically designed and tailored for children, were conducted with

the class. A 10s momentary time sampling procedure was used to record instances of attending. Results indicate an increase of attending behaviors during intervention, when compared to baseline levels. The current study demonstrates the effectiveness of a child-based mindfulness training model, reliably measured by direct observation.

### **Integrating mindfulness training into K-12 education: Fostering the resilience of teachers and students.**

**Citation:** Meiklejohn, J., Phillips, C., Freedman, M. L., Griffin, M. L., Biegel, G., Roach, A., & ... Saltzman, A. (2012). Integrating mindfulness training into K-12 education: Fostering the resilience of teachers and students. *Mindfulness*, 3(4), 291-307. doi:10.1007/s12671-012-0094-5

**Abstract:** Over the past decade, training in mindfulness—the intentional cultivation of moment-by-moment non-judgmental focused attention and awareness—has spread from its initial western applications in medicine to other fields, including education. This paper reviews research and curricula pertaining to the integration of mindfulness training into K-12 education, both indirectly by training teachers and through direct teaching of students. Research on the neurobiology of mindfulness in adults suggests that sustained mindfulness practice can enhance attentional and emotional self-regulation and promote flexibility, pointing toward significant potential benefits for both teachers and students. Early research results on three illustrative mindfulness-based teacher training initiatives suggest that personal training in mindfulness skills can increase teachers' sense of well-being and teaching self-efficacy, as well as their ability to manage classroom behavior and establish and maintain supportive relationships with students. Since 2005, 14 studies of programs that directly train students in mindfulness have collectively demonstrated a range of cognitive, social, and psychological benefits to both elementary (six studies) and high school (eight studies) students. These include improvements in working memory, attention, academic skills, social skills, emotional regulation, and self-esteem, as well as self-reported improvements in mood and decreases in anxiety, stress, and fatigue. The educational goals, target population, and core features of ten established mindfulness-based curricula are described. Finally, the need for more rigorous scientific evidence of the benefits of mindfulness-based interventions in K-12 education is discussed, along with suggestions of specific process, outcome, and research-design questions remaining to be answered.

### **Mindfulness and education: Students' experience of learning mindfulness in a tertiary classroom**

**Citation:** Mapel, T. (2012). Mindfulness and education: Students' experience of learning mindfulness in a tertiary classroom. *New Zealand Journal of Educational Studies*, 47(1), 19-32.

**Abstract:** The application of mindfulness to education is an emerging field of research. To date, there have been no published studies on mindfulness and education in New Zealand. This study explores students' experience of learning mindfulness in a tertiary classroom and their response to it. Forty-nine students responded to a questionnaire which provided both quantitative and qualitative data. Overall, a significant majority of students found learning mindfulness to be acceptable and stated it had enhanced their learning, was relevant to other aspects of their educational journey, and they had found it helpful in their personal lives. Many students reported that practising mindfulness helped them to focus, centre and manage stressful situations better. Insight into their experience is provided by representative verbatim responses and analysis. Areas for future research are identified and discussed.

### **Preparing teacher candidates for the present: Exploring the praxis of mindfulness training in teacher education**

Citation: Soloway, G. B. Preparing teacher candidates for the present: Exploring the praxis of mindfulness training in teacher education." Unpublished thesis.

Abstract: The fields of medicine and health care continue to demonstrate the benefits of mindfulness-based practice for stress reduction and well-being. Research is also beginning to reveal the professional benefits of mindfulness training with human service professionals, as well as the impact with children and youth, and more broadly within the field of education and human development. This qualitative action research study uses a grounded theory approach to elucidate the added value of the Mindfulness-Based Wellness Education (MBWE) program within three main areas of teacher education: dispositional development, content knowledge, and instructional repertoire. Two years being engaged in the iterative process of teaching, interviewing teacher candidates, and program development brought forth five main themes: (1) Personal and Professional Identity, Reflective Practitioner, (3) Constructivist Learning & Holistic Vision of Teaching, (4) Social and Emotional Competence on Practicum, and (5) Engagement in Teacher Education. Additional findings outline key curricular and pedagogical components of the MBWE program that facilitate teacher candidate learning. Finally, a holistic model of pedagogical well-being presents an avenue for understanding the integration of mindful wellness into teacher education, and the K-12 classroom.

### **Mindfulness training and classroom behavior among lower-income and ethnic minority elementary school children**

Citation: Black, D. S., & Randima, F. (2014). Mindfulness training and classroom behavior among lower-income and ethnic minority elementary school children. *Journal of Child and Family Studies*, 23, 1242-6.

Abstract: This field intervention trial evaluated the effect of a 5-week mindfulness-based curriculum on teacher-ratings of student classroom behavior at a Richmond, CA public elementary school, and examined if the addition of more sessions provided added benefit to student outcomes. Seventeen teachers reported on the classroom behaviors of 409 children (83 % enrolled in a California free lunch program and 95.7 % ethnic minority) in kindergarten through sixth grade at pre-intervention, immediate post-intervention, and 7 weeks post-intervention. Results showed that teachers reported improved classroom behavior of their students (i.e., paying attention, self-control, participation in activities, and caring/respect for others) that lasted up to 7 weeks post-intervention. Overall, improvements were not bolstered by the addition of extra sessions, with the exception of paying attention. The implications of this study are limited due to the lack of a mindfulness program-naïve control group, yet findings suggest that mindfulness training might benefit teacher-based perceptions of improved classroom behavior in a public elementary school, which has practice implications for improving the classroom learning environment for lower-income and ethnically-diverse children.

### **A randomized controlled pilot trial of classroom-based mindfulness meditation compared to an active control condition in sixth-grade children**

Citation: Britton, W. B., Lepp, N. E., Niles, H. F., Rocha, T., Fisher, N. E., & Gold, J. S. (2014). A randomized controlled pilot trial of classroom-based mindfulness meditation compared to an active control condition in sixth-grade children. *Journal of School Psychology*, 52, 263-278.

Abstract: The current study is a pilot trial to examine the effects of a nonelective, classroom-based, teacher-implemented, mindfulness meditation intervention on standard clinical measures of mental health and affect in middle school children. A total of 101 healthy sixth-grade students (55 boys, 46 girls) were randomized to either an Asian history course with daily mindfulness meditation practice (intervention group) or an African history course with a matched experiential activity (active control group). Self-reported measures included the Youth Self Report (YSR), a modified Spielberger State-Trait Anxiety Inventory, and the Cognitive and Affective Mindfulness Measure -Revised. Both groups decreased significantly on clinical syndrome subscales and

affect but did not differ in the extent of their improvements. Meditators were significantly less likely to develop suicidal ideation or thoughts of self-harm than controls. These results suggest that mindfulness training may yield both unique and non-specific benefits that are shared by other novel activities.

### **An exploration of the impact of course specific mindfulness based in practices in the university classroom**

**Citation:** Slavik, C. (2014). An exploration of the impact of course specific mindfulness based in practices in the university classroom. *Relational Child & Youth Care Practice*, 27, 6-17.

**Abstract:** This paper presents the results of a project designed to obtain feedback on the perceived impact of mindfulness-based practices introduced to third year undergraduate students in child and youth care. Mindfulness is a state characterized by openness, sensitivity to context and engagement with the present moment. A significant number of students reported a positive impact of mindfulness-based activities on their ability to: transition to class, engage with the moment, engage with the learning process, attune/attend, concentrate and process information, decrease stress and anxiety, build capacity for insight and creativity, and be more reflective. As a result of this research, a meta-curriculum is being developed to address a model of anticipated work in the field that promotes the use of mindfulness-based activities personally and professionally.”

## II. Secondary source review/critique articles

### **Mindful learning**

Citation: Langer, E. J. (2000). Mindful learning. *Current Directions In Psychological Science*, 9, 220-223.

Abstract: Mindfulness, achieved without meditation, is discussed with particular reference to learning. Being mindful is the simple act of drawing novel distinctions. It leads us to greater sensitivity to context and perspective, and ultimately to greater control over our lives. When we engage in mindful learning, we avoid forming mind-sets that unnecessarily limit us. Many of our beliefs about learning are mind-sets that have been mindlessly accepted to be true. Consideration is given to some of the consequences that result from a mindful reconsideration of these myths of learning.

### **Mindfulness and compassion in human development: Introduction to the special section**

Citation: Roeser, R. W., & Eccles, J. S. (2015). Mindfulness and compassion in human development: introduction to the special section. *Developmental psychology*, 51(1), 1.

Abstract: Research on contemplative practices (e.g., mindfulness or compassion training) is growing rapidly in the clinical, health and neuro-sciences, but almost none of this research takes an explicitly developmental lifespan perspective. At present, we know rather little about the naturalistic development of mindfulness or compassion in children and adolescents, or the processes by which parents can socialize these positive qualities in their offspring. Thus, the goal of this special section is to showcase empirical research article that redress this absence of a developmental focus in contemplative science by focusing on issues of construct conceptualization and measurement, socialization practices in families, and the role that interventions can play in fostering mindfulness and compassion in children, adolescents, and care-givers alike.

### **Mindfulness in education: Wellness from the inside out**

Citation: Burke, A., & Hawkins, K. (2012). Mindfulness in education. *Encounter*, 25(4), 36-40.

Abstract: We have had the privilege of working in education for many years. Like most of our colleagues, we have always been curious about how best to reach our students. What could we provide as educators that can truly prepare them for the “real world?” What program or curriculum would best suit the needs of all our students as they make their way through the education system? Many programs, despite having the student’s best interests at heart, seem to fall short of providing them with practical and sound practices for sustained success. That is, until now. Mindfulness as an educational tool is the most sound practice that we have encountered to encourage students not only to increase their academic achievement, but also their own social and emotional learning (SEL).

### **Mindfulness-based approaches and their potential for educational psychology practice**

Citation: Davis, T. S. (2012). Mindfulness-based approaches and their potential for educational psychology practice. *Educational Psychology In Practice*, 28(1), 31-46.

Abstract: Research has been carried out on the application of “mindfulness” to a number of different populations in varying contexts, some of which traverse the field of educational psychology. This discussion paper explores what is understood as mindfulness and outlines the breadth of its application. As well as more extensive research into the use of mindfulness with adults in clinical settings, there has been initial research carried out in the use of Mindfulness-Based Approaches (MBA) with children and parents. MBA have also been used within therapy and coaching which has some similarity to educational psychology consultation with teachers and parents. This paper proposes that the future role of MBA within educational psychology

might be one of cautious use by practitioners and the development of a greater body of evidence relating to efficacy in this field.

### **Mindfulness-based interventions in secondary education: A qualitative systematic review**

Citation: Langer, Á. I., Ulloa, V. G., Cangas, A. J., Rojas, G., & Krause, M. (2015). Mindfulness-based interventions in secondary education: A qualitative systematic review. *Estudios De Psicología*, 36(3), 533-570. doi:10.1080/02109395.2015.1078553

Abstract: In order to study the effects of mindfulness meditation interventions administered to adolescents within their educational institutions, a qualitative systematic review was conducted. Sixteen studies published in main databases were analysed. The results show that mindfulness, as a prevention strategy in educational contexts, resulted in significant changes in the followings variables: (a) psychological (e.g., reduction in depressive symptoms); (b) psychosocial (e.g., increased social skills); and (c) physiological (e.g., improvement of blood pressure). Although the results were conclusive, their interpretation and generalization should be carefully analysed as there were no medium- and long-term follow-up evaluations, in addition to the fact that there has been a minimal assessment of the psychological mechanisms involved in the change processes.

### **Mindfulness in practice: Considerations for implementation of mindfulness-based programming for adolescents in school contexts.**

Citation: Lawlor, M. S. (2014). Mindfulness in practice: Considerations for implementation of mindfulness-based programming for adolescents in school contexts. *New Directions for Youth Development*, 2014(142), 83-95.

Abstract: Mindfulness programs in education are complementary with school-based approaches that foster social–emotional learning (SEL); educators can draw from evidence on SEL programming when choosing, implementing, and sustaining a mindfulness program in the school context.

### **Mindfulness and the therapeutic function of education**

Citation: Hyland, T. (2009). Mindfulness and the therapeutic function of education. *Journal of philosophy of education*. 43(1), 119-131.

Abstract: Although it has been given qualified approval by a number of philosophers of education, the so-called ‘therapeutic turn’ in education has been the subject of criticism by several commentators on post-compulsory and adult learning over the last few years. A key feature of this alleged development in recent educational policy is said to be the replacement of the traditional goals of knowledge and understanding with personal and social objectives concerned with enhancing and developing confidence and self-esteem in learners. After offering some critical observations on these developments, I suggest that there are some educationally justifiable goals underpinning what has been described as a therapeutic turn. Whilst accepting that ‘self-esteem’ and cognate concepts cannot provide a general end or universal aim of education, the therapeutic function is more valuable and significant than is generally acknowledged. This claim is justified by an examination of the concept of ‘mindfulness’ that, it is argued, can be an immensely powerful and valuable notion, which is integrally connected with the centrally transformative and developmental nature of learning and educational activity at all levels.

### **Mindfulness practices for accounting and business education: A new perspective**

Citation: Borker, D. R. (2013). Mindfulness practices for accounting and business education: A new perspective. *American Journal of Business Education*, 6, 41.

Abstract: For more than a decade, researchers in accounting and business education have focused on the concept of mindfulness as a source of ideas that contribute to transforming the

classroom experience and the quality of student learning. This research is founded on the work of social scientists studying the general application of mindfulness to teaching and learning (Langer, 2000). The focus is primarily on cognitive applications of mindfulness, such as, looking closely, exploring possibilities and perspectives, and introducing ambiguity. However, the construct of Mindfulness originates in the millennia old teachings of Buddhism. This paper proposes Mindfulness solutions to learning derived from non-cognitive practices associated with the Buddhist tradition. These practices emphasize the interconnectedness of mind and body and are anchored in focusing on the body. Four powerful core practices and several related support practices are presented and discussed. These have been adapted for use in the teaching of accounting and business at the undergraduate and graduate level. A sample protocol of Mindfulness practices is proposed for in-class activities of accounting and business students, and activities outside the classroom, e.g., reading course material, doing homework, studying for tests, and participating in student group activities. Future Directions for empirical research on the efficacy of these practices in improving students' technical knowledge and conceptual understanding are discussed.

### **Life in the mindful classroom: Nurturing the disposition of mindfulness**

Citation: Ritchhart, R., & Perkins, D. N. (2000), Life in the Mindful Classroom: Nurturing the Disposition of Mindfulness. *Journal of Social Issues*, 56: 27–47. doi: 10.1111/0022-4537.00150

Abstract: In this article, we review the appropriateness of 'mindfulness' as an educational goal and explore what it means to cultivate mindfulness as a disposition, that is, as an enduring trait, rather than a temporary state. We identify three high-leverage instructional practices for enculturating mindfulness: looking closely, exploring possibilities and perspectives, and introducing ambiguity. We conclude by exploring what it might look like to cultivate the trait of mindfulness within individual classrooms. This report includes a review of an experimental study of 'conditional instruction,' which explores mindfulness as a state, and then draws on a series of qualitative case studies of 'thoughtful' classrooms to provide an example of conditional instruction as it might serve to develop a disposition of mindfulness.

### **Mindfulness and student success**

Citation: Leland, M. (2015). Mindfulness and student success. *Journal of Adult Education*. 44(1), 19-24.

Abstract: Mindfulness has long been practiced in Eastern spiritual traditions for personal improvement, and educators and educational institutions have recently begun to explore its usefulness in schools. Mindfulness training can be valuable for helping students be more successful learners and more connected members of an educational community. To determine if mindfulness instruction should be incorporated into curriculum at all levels of formal education to help students be more successful in their academic pursuits, a thorough review of research was conducted using primary and secondary sources of the possible applications and results of mindfulness in education. Mindfulness education was helpful in some specific ways: minimizing the impact of bullying, helping students with learning disabilities, benefiting students who are training in careers with high emotion and stress, and coaching. Based on the results, students who have mindfulness incorporated in their curriculum could potentially reap benefits academically and personally.

### III. Books and Book Chapters

#### **Integrating mindfulness into anti-oppression pedagogy: Social justice in higher education**

Citation: Berila, B. (2015). *Integrating mindfulness into anti-oppression pedagogy: Social justice in higher education*. New York: Taylor and Francis.

Summary: Drawing from mindfulness education and social justice teaching, this book explores an anti-oppressive pedagogy for university and college classrooms. Authentic classroom discussions about oppression and diversity can be difficult; a mindful approach allows students to explore their experiences with compassion and to engage in critical inquiry to confront their deeply held beliefs and value systems. This engaging book is full of practical tips for deepening learning, addressing challenging situations, and providing mindfulness practices in anti-oppression classrooms.

#### **Mindful learning**

Citation: Hassed, C., & Chambers, R. (2014). *Mindful learning*. Wollombi: Exisle Publishing.

Summary: Mindfulness is increasingly being used in educational environments as a way to help students learn more effectively, develop personally, enhance their physical and emotional health, and deal with study and exam-related demands. In 'Mindful Learning', the authors provide practical insights and exercises on how to apply mindfulness in the educational setting, resulting in a book that clearly sets out how we can manage stress, improve performance and create better communication and relationships.

#### **The contemplative practitioner: Meditation in education and the workplace**

Citation: Miller, J. P. (2014). *The contemplative practitioner: Meditation in education and the workplace (2nd ed.)*. Toronto, ON, Canada: University of Toronto Press.

Summary: Meditation is a simple and practical activity that can enrich our lives and work in innumerable ways. It allows us to connect more deeply to ourselves and others and to the natural environment. In this book, John P. Miller, an expert in the field of holistic education, looks at meditation and how it can be integrated into one's work and daily life. Twenty years after it was first published, Miller's book remains one of the best guides to contemplative practice, covering a variety of theoretical, empirical, historical, and cross-cultural approaches. For this new edition, Miller has updated the text to reflect the growth of the mindfulness movement, new research on the brain, and his years of experience teaching and practicing contemplation in teacher education. Whether one is interested in exploring how meditation can be used in the classroom or the workplace, or simply seeking to integrate it into one's personal life. *The Contemplative Practitioner* is the perfect companion.

#### **The way of mindful education: Cultivating well-being in teachers and students**

Citation: Rechtschaffen, D. J. (2014). *The way of mindful education: Cultivating well-being in teachers and students*. New York: W.W. Norton & Company.

Summary: With attention spans waning and stress on the rise, many teachers are looking for new ways to help students concentrate, learn, and thrive. *The Way of Mindful Education* is a practical guide for cultivating attention, compassion, and well-being not only in these students, but also in teachers themselves. Packed with lesson plans, exercises, and considerations for specific age groups and students with special needs, this working manual demonstrates the real world application of mindfulness practices in K-12 classrooms.

#### **Still quiet place**

Citation: Saltzman, A. & Santorelli, S. (2014). *Still quiet place*. Oakland: New Harbinger Publications.

Summary: Today's children and adolescents face intense pressures--both in the classroom and at home. *A Still Quiet Place* presents an eight-week mindfulness-based stress reduction (MBSR) program that therapists, teachers, and other professionals can use to help children and adolescents manage stress and anxiety in their lives. The easy-to-implement practices in this guide are designed to help increase attention, learning, resiliency, and compassion by showing children how to experience the natural quietness that can be found within. The book also includes links to helpful audio downloads.

### **Mindful teaching and teaching mindfulness: A guide for anyone who teaches anything**

Citation: Schoeberlein, D. (2009). *Mindful teaching and teaching mindfulness: A guide for anyone who teaches anything (1<sup>st</sup> Ed.)*. Somerville, MA: Wisdom Publications.

Summary: Author Deborah Schoeberlein pioneers the practical application of mindfulness in education. By showing teachers how to tune into what's happening, inside and around them, she offers fresh, straightforward approaches to training attention and generating caring both in and outside of the classroom. *Mindful Teaching and Teaching Mindfulness* emphasizes how the teacher's personal familiarity with mindfulness plants the seed for an education infused with attention, awareness, kindness, empathy, compassion, and gratitude. The book follows a teacher from morning to night on a typical school day, at home, during the commute, and before, during, and after class. This book is perfect for teachers of all kinds: schoolteachers, religious educators, coaches, parents-anyone who teaches anything.

### **Teaching mindfulness skills to kids and teens**

Citation: Willard, C. (2015). *Teaching mindfulness skills to kids and teens*. New York, NY: The Guilford Press.

Summary: Packed with creative, effective ideas for bringing mindfulness into the classroom, child therapy office, or community, this book features sample lesson plans and scripts, case studies, vignettes, and more. Leading experts describe how to harness the unique benefits of present-focused awareness for preschoolers, school-age kids, and teens, including at-risk youth and those with special needs. Strategies for overcoming common obstacles and engaging kids with different learning styles are explored. Chapters also share ways to incorporate mindfulness into a broad range of children's activities, such as movement, sports, music, games, writing, and art. Giving clinicians and educators practices they can use immediately, the book includes clear explanations of relevant research findings.

### **Mindfulness for the next generation: Helping emerging adults manage stress and lead healthier lives**

Citation: Rogers, H., & Maytan, M. (2012). *Mindfulness for the next generation: Helping emerging adults manage stress and lead healthier lives (1st edition)*. Oxford: Oxford University Press.

Summary: In sum, *Mindfulness for the Next Generation* is a useful guide for those readers looking to bring mindfulness education to the emerging adult college-student population. It provides a clear rationale for why this intervention may be effective for emerging adults as well as a clear implementation structure. It is likely most useful for those professionals or paraprofessionals in campus and mental health settings who have some experience with mindfulness and want to establish a mindfulness class to promote well-being and reduce stress for emerging adults.

## IV. Popular Press Articles

**“Calming the teenage mind in the classroom”** (Wallace, 2016)

<http://www.cnn.com/2016/02/08/health/mindfulness-teenagers-schools-stress/>

This article talks about a school (Marblehead High School in MA) that has implemented meditation and relaxation practices in the classroom before classes in order to help combat the stress that students face from academics, college applications, and extracurricular activities.

**“When mindfulness meets the classroom”** (Davis, 2015)

<http://www.theatlantic.com/education/archive/2015/08/mindfulness-education-schools-meditation/402469/>

This article examines the mindfulness practices implemented in a New York City transfer school (Arturo A. Schomburg Satellite Academy). The teacher who is spotlighted in the article teaches his class about being mindful of emotions, which helps his students succeed in the classroom.

**“Mindfulness: The craze sweeping through schools is now at a university near you”**

<http://www.theguardian.com/education/2016/jan/26/mindfulness-craze-schools-university-near-you-cambridge>

Even Cambridge is offering sessions to combat an increase in student stress. But is mindfulness, as some critics insist, just a silly fad?

## V. Web Sites

### **Collaborative for Academic, Social, and Emotional Learning**

<http://www.casel.org/social-and-emotional-learning/core-competencies/>

### **Association for Mindfulness in Education**

<http://www.mindfuleducation.org/>

### **Mindful Schools**

<http://www.mindfulschools.org/>

This website dedicated to providing online classes for educators so that they can bring mindfulness into their lives and into their classrooms.

### **Mindful Experience**

<http://www.mindfulexperience.org>

This website offers related links, such as mindful meditation, healing, awareness, and training.

### **Oxford Mindfulness**

<http://www.oxfordmindfulness.org/>

The Oxford Mindfulness Centre is an international centre of excellence within Oxford University's Department of Psychiatry. We work with partners around the world to prevent depression and enhance human potential through the therapeutic use of mindfulness.

### **Mindful Teachers**

<http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>

This website provides several links and resources about mindfulness. Some of the resources that are included on this website are recommended mindful books, mindfulness activities and teaching resources, and self-care for teachers.

### **Mindfulness In Schools Project**

<http://mindfulnessinschools.org/mindfulness/>

The aim of Mindfulness in Schools Project (MiSP) is to bring mindfulness to young people and those who care for them in order to advance their wellbeing and resilience. MiSP was established in 2009 as a not-for-profit organisation and is in the process of becoming a charity. It develops specialist, age appropriate mindfulness curricula and materials and trains qualified adults to deliver them to young people, primarily in educational settings. MiSP curricula are taught in a wide range of educational contexts, from clinical settings and pupil-referral units to primary and secondary schools in both the maintained and independent sectors across the UK and overseas. Once a charity, MiSP hopes to bring these programs to schools working in disadvantaged areas and on limited budgets that might not otherwise be able to access them

### **MindUP: The Hawn Foundation**

<http://thehawnfoundation.org/mindup/>

MindUP™ is a research-based training program for educators and children. This program is composed of 15 lessons based in neuroscience. Students learn to self-regulate behavior and mindfully engage in focused concentration required for academic success. MindUP™ lessons align with all state standards including Common Core and support improved academic performance while enhancing perspective taking, empathy and kindness as well as fostering complex problem solving skills.