

ARTICLES

1 INTEGRATING MINDFULNESS TRAINING INTO K-12 EDUCATION: FOSTERING THE RESILIENCE OF TEACHERS AND STUDENTS

This summary is an analysis of the leading mindfulness based school curricula available to date. The paper reviews research and curricula, and analyzes the how mindfulness skills can increase teachers sense of well-being and self-efficacy. It gives a purposeful rationale for offering mindfulness training to k-12 teachers and offers peer-reviewed research on all notable programs. White Paper-Integrating Mindfulness into K-12 Education

2 MINDFUL SCHOOLS RESEARCH

Mindful Schools is one of the leaders of curriculum training and in-school mindfulness programming in the country. In 2011-2012, Mindful Schools partnered with the University of California – Davis to conduct the largest randomized-controlled study to date on mindfulness and children. The research involved 915 children and 47 teachers in 3 Oakland public elementary schools. Results showed significant improvement in the areas of paying attention and social compliance. This bi-modal study helps to analyze the efficacy of the mindful schools program, and adds to the research on mindfulness based practices in schools.
<http://www.mindfulschools.org/about-mindfulness/research/>

3 "MINDFULNESS-BASED APPROACHES WITH CHILDREN AND ADOLESCENTS: A PRELIMINARY REVIEW OF CURRENT RESEARCH IN AN EMERGENT FIELD"

This is a preliminary review of the current research of mindfulness-based approaches with children and adolescents using MBSR/MBCT models.
<http://www.mindfulschools.org/pdf/burke-child-adol.pdf>

4 "STUDY SHOWS MINDFULNESS TRAINING CAN HELP REDUCE TEACHER STRESS AND BURNOUT"

Teachers who practice "mindfulness" are better able to reduce their own levels of stress and prevent burnout, according to a study conducted by the Center for Investigating Healthy Minds (CIHM) at UW-Madison's Waisman Center.
<http://www.news.wisc.edu/22069>

5 "SOCIAL AND EMOTIONAL CURRICULUM: UNDERSTANDING HAPPINESS"

This is part of a series from the Project Happiness curriculum that explores the many facets of happiness and provides practical techniques to generate greater happiness and a more meaningful life. You can use this exercise to explore your own relationship to happiness, and/or bring it to your students to help them build a stronger sense of their own happiness.
<http://www.edutopia.org/blog/understanding-happiness-door-one-randy-taran>

6 "MINDFULNESS IN THE AGE OF COMPLEXITY"

An Interview with Ellen Langer. "Over nearly four decades, Ellen Langer's research on mindfulness has greatly influenced thinking across a range of fields, from behavioral economics to positive psychology. It reveals that by paying attention to what's going on around us, instead of operating on auto-pilot, we can reduce stress, unlock creativity, and boost performance. Her "counterclockwise" experiments, for example, demonstrated that elderly men could improve their health by simply acting as if it were 20 years earlier. In this interview with senior editor Alison Beard, Langer applies her thinking to leadership and management in an age of increasing chaos."
<http://hbr.org/2014/03/mindfulness-in-the-age-of-complexity/ar/1>

7 "KINDER KINDERGARTEN: MINDFULNESS TIPS FOR PRESCHOOLERS AND THEIR FAMILIES"

BY KELLY APRIL TYRELL OF THE UNIVERSITY OF WISCONSIN - MADISON.

If there was a way to potentially help kids pay better attention, exercise more generosity with their peers, perform better in school, and be more aware of themselves and others, would you try it? What if it was free, relatively easy and cost only a bit of your time and focus? Reading that, it sounds too good to be true. But a recent study from researchers at the UW-Madison Center for Investigating Healthy Minds at the Waisman Center, founded by Richie Davidson, shows that it may very well be that simple. Davidson and his colleagues at CIHM developed what they call the Kindness Curriculum for preschoolers, which Davidson himself discussed with the Huffington Post at the Davos World Economic Forum...
<http://uwmadscience.news.wisc.edu/health/kinder-kindergarten-mindfulness-tips-for-preschoolers-and-their-families/>

8 THIS PROFESSOR SAYS LEARNING TO BE HAPPY IS "NO DIFFERENT THAN LEARNING THE VIOLIN" BY PAIGE LAVENDER OF THE HUFFINGTON POST.

Richard Davidson, professor of Psychology and Psychiatry at the University of Wisconsin-Madison, touted the importance of being mindful, especially in the workplace. "I think people in leadership positions are starting to understand the importance of [mindfulness practices]," Davidson told HuffPost Live at Davos. "The cost of burnout is enormous, the cost of employee turnover is enormous." Davidson said happiness is a skill that can be continually developed. "I talk about happiness as a skill. It's actually something that can be cultivated," he said. "Everything we've learned about the brain suggests it's no different than learning the violin... if you practice, you'll get better at it."
http://www.huffingtonpost.com/2015/01/23/richard-davidson-davos_n_6529652.html?

9 MINDFULNESS IN EDUCATION RESEARCH HIGHLIGHTS BY EMILY CAMPBELL OF THE GREATER GOOD, UC BERKELEY.

An annotated bibliography of studies of mindfulness in education. Although research on mindfulness, especially with children and adolescents, is still in relatively early stages, an increasing number of studies have shown the potential benefits of mindfulness practices for students' physical health, psychological well-being, social skills, academic performance, and more. Other studies have indicated that mindfulness may be effective for reducing stress and burnout in teachers and administrators as well.