
Mindfulness in Behavioral Health

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Handbook of Mindfulness in Education

Integrating Theory
and Research into Practice

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 Springer

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We dedicate this volume to educators everywhere who selflessly serve children and their families.

Acknowledgments

To my mom and dad for their unending love and support, and to my sweet and loving husband, Arleigh, and my amazing sons, Griffin and Gray—thank you for being my inspiration.

Kimberly A. Schonert-Reichl

To my mother and father Nancy and Richard Roeser who mindfully educated me!

Robert W. Roeser

To my dad and mom for their unwavering support and encouragement, and to my beloved husband, Brice, who is compassion personified.

Jacqueline E. Maloney

Contents

Part I Mindfulness in Education: Historical, Contemplative, Scientific, and Educational Foundations

- 1 Mindfulness in Education: Introduction and Overview of the Handbook** 3
Kimberly A. Schonert-Reichl and Robert W. Roeser
- 2 Contemplation in Education** 17
Arthur Zajonc
- 3 What Is Mindfulness? A Contemplative Perspective** 29
Shinzen Young
- 4 Internal Education and the Roots of Resilience: Relationships and Reflection as the New R's of Education**..... 47
Daniel J. Siegel, Madeleine W. Siegel, and Suzanne C. Parker
- 5 Mindfulness and Social Emotional Learning (SEL): A Conceptual Framework**..... 65
Molly Stewart Lawlor

Part II Mindfulness in Education: Science and Applications with Educators

- 6 Mindfulness Training for Teachers** 83
Shauna Shapiro, Daniel Rechtschaffen, and Sarah de Sousa
- 7 Mindfulness and Teachers' Coping in the Classroom: A Developmental Model of Teacher Stress, Coping, and Everyday Resilience**..... 99
Ellen Skinner and Jeffrey Beers
- 8 Cultivating Inner Resilience in Educators and Students: The Inner Resilience Program** 119
Linda Lantieri, Madhavi Nambiar, Susanne Harnett, and Eden Nagler Kyse

9	CARE for Teachers: A Mindfulness-Based Approach to Promoting Teachers' Social and Emotional Competence and Well-Being	133
	Patricia A. Jennings	
10	Processes of Teaching, Learning, and Transfer in Mindfulness-Based Interventions (MBIs) for Teachers: A Contemplative Educational Perspective	149
	Robert W. Roeser	
11	Mindfulness Activities and Interventions that Support Special Populations	171
	Veronica Smith and Michaela Jelen	
12	Preparing Teacher Candidates for the Present: Investigating the Value of Mindfulness-Training in Teacher Education	191
	Geoffrey B. Soloway	
13	Embodied Presence: Contemplative Teacher Education	207
	Richard C. Brown, Genét Simone, and Lee Worley	
14	On Attentive Love in Education: The Case of Courage to Teach	221
	Daniel P. Liston	
15	Mindfulness and Organizational Change	237
	Rona Wilensky	
16	Mindful School Leadership: Guidance from Eastern Philosophy on Organizing Schools for Student Success	251
	Gordon S. Gates and Barbara Gilbert	
Part III Mindfulness in Education: Science and Applications with Students		
17	Mindfulness Matters in the Classroom: The Effects of Mindfulness Training on Brain Development and Behavior in Children and Adolescents	271
	Kristen E. Lyons and Jennifer DeLange	
18	Promoting Caring: Mindfulness- and Compassion-Based Contemplative Training for Educators and Students	285
	Brooke D. Lavelle Heineberg	
19	Mindfulness Training to Promote Self-Regulation in Youth: Effects of the Inner Kids Program	295
	Brian M. Galla, Susan Kaiser-Greenland, and David S. Black	
20	A Mindfulness-Based Social and Emotional Learning Curriculum for School-Aged Children: The MindUP Program	313
	Jacqueline E. Maloney, Molly Stewart Lawlor, Kimberly A. Schonert-Reichl, and Jenna Whitehead	

21 Two Universal Mindfulness Education Programs for Elementary and Middle-School Students: Master Mind and Moment	335
Alison E. Parker and Janis B. Kupersmidt	
22 Working on the Inside: Mindfulness for Adolescents	355
Patricia C. Broderick and Stacie M. Metz	
Index.....	383

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David S. Black is a tenure-track assistant professor in preventive medicine and faculty member of the Norris Comprehensive Cancer Center at USC. As the director of the American Mindfulness Research Association and editor-in-chief of *Mindfulness Research Monthly*, he serves as a global leader in the dissemination of meditation and mindfulness research. Dr. Black has directed or contributed to multiple National Institutes of Health-funded randomized controlled/clinical trials that stringently test the effects of meditation on disease symptomatology, neuroendocrine products, and immune parameters. These trials have focused on the psychological stress cascade linking the central nervous system, neuroendocrine activity, and immune dysregulation. He has published over 45 journal articles including those in leading journals such as *Pediatrics* and *Journal of the American Medical Association*.

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Shauna Shapiro is a professor at Santa Clara University, a clinical psychologist, and an internationally recognized expert in mindfulness. Dr. Shapiro is the recipient of the American Council of Learned Societies teaching award, acknowledging her outstanding contributions to education in the area of mindfulness, and was awarded a contemplative practice fellowship by the Mind and Life Institute, cofounded by the Dalai Lama. Dr. Shapiro lectures and leads mindfulness training programs internationally and has been invited to present for the King of Thailand, the Danish Government, and the World Council for Psychotherapy, Beijing, China. She has published over 100 articles and book chapters and is coauthor of the critically acclaimed text, *The Art and Science of Mindfulness*, as well as popular parenting book, *Mindful Discipline: A Loving Approach to Raising an Emotionally Intelligent Child*. Dr. Shapiro's work has been featured in the *Wired Magazine*, *USA Today*, *The Yoga Journal*, and the *American Psychologist*.

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Ellen Skinner is a leading expert on the development of children's motivation, coping, and academic identity in school. As part of psychology's concentration in developmental science and education, her research explores ways to promote students' constructive coping, ongoing classroom engagement (marked by hard work, interest, and enthusiasm), and perseverance in the face of obstacles and setbacks. Her research team is especially focused on two ingredients that shape motivational resilience: (1) close relationships with teachers, parents, and peers and (2) academic work that is authentic and intrinsically motivating. Recently, they have begun investigating the role that teachers' own engagement and resilience play in allowing them to support students' motivational development and cope with students who are struggling, bored, or disaffected with learning in their classrooms.

Veronica Smith is an associate professor in the Department of Educational Psychology at the University of Alberta. She has a background as a clinician and consultant in speech and language pathology in public schools, preschool, and hospital settings. In these positions she provided assessment, individual program planning, and direct intervention and participated in team problem solving for students with special needs from preschool to late adolescence.

These early career experiences piqued her interest in intervention science, prompting questions about the gaps between evidence-based practices and community practice. Much of her research has investigated the implementation fidelity of programmatic efforts to support children with developmental disabilities in community and school settings. She has published her research in national and international journals and recently coauthored a book entitled, *Getting into the Game: Sports Programs for Kids with Autism*.

Alison E. Parker is a research scientist at Innovation Research & Training, a behavioral sciences research organization in Durham, North Carolina. Dr. Parker's research program focuses on the emotional, social, and cognitive development of children and adolescents with expertise in mindfulness education, substance abuse prevention, and prevention programming for youth. She has been the principal investigator on multiple grants awarded by the National Institutes of Health and the Department of Education to develop and evaluate mindfulness education programs for children and adolescents as well as to create Web-based assessments and resources for youth. Dr. Parker received her doctorate in developmental psychology at North Carolina State University.

Geoffrey B. Soloway has been working in the area of health promotion, mindfulness, and well-being for 15 years. Geoff completed a Ph.D. on mindfulness in education at the University of Toronto, as well as a master's of education on holistic education. Geoff has worked as an instructor at University of Toronto, as health and wellness specialist at University of British Columbia (UBC), and as a consultant offering mindfulness-based workshops and programs for professionals in the workplace. Currently, Geoff is training director at MindWell Canada, an organizational coach, and instructor for UBC Continuing Studies.

Sarah de Sousa holds a B.A. in modern thought and literature from Stanford University and is a master's candidate in counseling psychology at Santa Clara University. Her academic publications include contributions to the *Oxford Handbook of Positive Psychology (3rd Ed.)* and *Mindfulness-Based Treatment Approaches: Clinician's Guide to Evidence Base and Applications (2nd Ed.)*. Sarah is a dedicated student of contemplative practices, a published poet, competitive dancer, and educational consultant. Her work in education includes teaching social-emotional skills and mindfulness to adolescents in the Bay Area through a unique curriculum called LIFEPrep.

Jenna Whitehead is a doctoral student in Human, Development, Learning, and Culture at UBC. Her primary research interest is investigating the assessment and application of mindfulness and neuroscience in the context of student and teachers' social and emotional well-being.

Rona Wilensky was principal and founder of New Vista High School in Boulder from 1992 to 2009. She is currently director of Mindfulness Programs at Passageworks Institute and is responsible for growing the dissemination of SMART in Education. She is actively integrating diversity and cultural responsiveness work within the mindfulness movement through presentations

and planning conferences. Rona served on the leadership council of the Initiative on Contemplative Teaching and Learning at the Garrison Institute and is a fellow of the Mind and Life Institute. A past contributor to state and national conversations on high school reform, her essays have appeared in Education Week, The Chronicle of Higher Education, Phi Delta Kappan, and Education News Colorado.

Lee Worley is a founding faculty of Naropa University. In 1976 its founder, Chogyam Trungpa Rinpoche, invited her to Boulder to develop a Theater Studies department based on contemplative principles. She has taught Trungpa's performance method, "Mudra Space Awareness" in Naropa's Religious Studies, Education, Writing, and Traditional Arts programs as well as throughout the USA, Canada, and Europe. Currently, she teaches in the contemplative education master's program. Professor Worley began her performance career as a founding member, actress, and director with Joseph Chaikin's Open Theater in NYC. While in New York, she was a member of the acting faculty at Sarah Lawrence College. Lee was the first practice director for Nalandabodhi, the Buddhist organization of Dzogchen Ponlop Rinpoche who appointed her one of four Western Buddhist teachers for that community. Her book *Coming From Nothing: The Sacred Art of Acting* outlines her philosophy of contemplative performance. Currently, she is developing a book of Trungpa's theater pedagogy and practices. A graduate of NYC's Neighborhood Playhouse, she holds a B.A. in English drama from Mount Holyoke College and an M.A. in Buddhist studies/Tibetan language from Naropa University.

Shinzen Young is an American who began his meditation career in 1970 when he ordained as a Shingon monk in Japan. He has over three decades of experience teaching meditation incorporating current scientific findings with spiritual approaches of Native Americans, Christian mysticism, as well as three traditional Buddhist vehicles: Theravada mindfulness, Mahayana Zen, and Vajrayana Shingon practice. Shinzen is known for his innovative "interactive, algorithmic approach" to mindfulness and leads meditation retreats and related programs throughout North America. He also consults widely on meditation-related research, in both the clinical and the basic science domains.

Arthur Zajonc was professor of physics at Amherst College from 1978 to 2012. He received his B.S.E. and Ph.D. in physics from the University of Michigan. He has been visiting professor and research scientist at the Ecole Normale Supérieure in Paris, the Max Planck Institute for Quantum Optics, and the universities of Rochester, and Hannover. He has been Fulbright professor at the University of Innsbruck in Austria. His research has included studies in parity violation in atoms, the experimental foundations of quantum physics, and the relationship between sciences and the humanities. He has written extensively on Goethe's science. He is author or editor of eight books including *Catching the Light*, *The Quantum Challenge*, *Goethe's Way of Science*, *The Dalai Lama at MIT*, and *The New Physics and Cosmology: Dialogues with the Dalai Lama*. From 2012 to 2015 he was president of the Mind and Life Institute.