

Mindfulness in the Classroom

An Overview for Educators

Programs for Mindful Living
3343 East Calhoun Parkway
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Programs for Mindful Living

Programs for Mindful Living is a 501(c)(3) secular non-profit organization located in the Twin Cities area (3343 East Calhoun Parkway, Minneapolis 55408). Teaching mindfulness-based techniques to students and teachers has proven to be exponentially more effective when it is based on long-term personal practice. Founding members of Programs for Mindful Living are priests and staff at the Minnesota Zen Meditation Center (MZMC) who have extensive experience in teaching mindfulness-based ways of being in the world to children, adolescents, and adults. During their training, each priest, whom we prefer to call a meditation teacher, has undergone 5 – 7 years of education in mindfulness-based activities before they became eligible to be called an independent meditation teacher. This founding team provides training and guidance for all of the teachers who participate in Programs for Mindful Living activities.

Established in 1972, the Minnesota Zen Meditation Center is a 501(c)(3) non-profit religious organization. In order to expand its outreach activities, MZMC created the secular Programs for Mindful Living in 2015 in order to be able to apply for grants to support these outreach activities. At present, the activities of Programs for Mindful Living are concentrated in three areas: mindfulness in the classroom, mindfulness in elder care, and mindfulness in the corporate and business world. A background document similar to this one has been prepared for the mindfulness in elder care focus and is available upon request.

Programs for Mindful Living encourages teachers and administrators at all levels of education (K – 12 and higher education, and more broadly "anyone who teaches anything") to contact us at (612) 822-5313 to arrange a meeting to discuss programs for mindful living suited to your teaching focus and/or to discuss our present and past activities as mindfulness-based teachers.

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1. Mindfulness, Health, and Happiness

People everywhere are suffering from mental and emotional stress, physical pain, disease and dis-ease and the suffering seems to begin at younger and younger ages. Not long ago the onset of major clinical depression usually came about in a person in their fifty's or sixty's. Increasingly we are seeing it in teenagers and even pre-teens. Studies show that depression has been occurring at progressively younger ages since the early part of the twentieth century and today it is a problem of epidemic proportions. Nobody understands why and consequently we have no map to recovery.

What is needed is nothing less than a profound shift in consciousness. When one realizes that a thought is just a thought rather than a truth, a shift occurs. This is the onset of a new understanding and appreciation of one's own mind. A new perspective opens up and with it comes new possibilities and potentials. This in itself is healing.

To help us visualize the possible impact of perceiving reality in a new and open way Jon Kabat-Zinn uses this analogy: if you put two polarized filters together light is blocked. But if you rotate one of the filters by 90 degrees light streams in. Different perspectives, when held in a steady state of mindful awareness, can give rise to a rotation of consciousness. New degrees of freedom and possibilities open up.

What is Mindfulness?

Mindfulness is both a process and an outcome. We learn how to be mindful by doing it. The only proven process is a regular mindful meditation practice, a systematic practice of attending in an open, caring, non-judgmental, and discerning way which gives rise to a capacity to sustain a state of abiding presence. This deep knowing is mindfulness. It manifests as a freedom of mind, freedom from deeply ingrained, conditioned thought patterns and ways of perceiving and responding to the world.

Mindfulness is not an exotic or lofty state. It is a natural human capacity to inhabit one's body, mind, and experience with openness and receptivity. It allows one to see beyond her or his fear, anger, and desire for things to be different. Mindfulness practice is the practice of clear-seeing. It is about wiping the dust from one's lens of perception so we can see the world as it actually is.

Across cultures, our ancestors have used meditation practices that produce deep relaxation and mindful awareness for thousands of years—to heal, to foster positive feelings, and, to cultivate positive emotional states. Our thoughts and emotions influence every aspect of who we are. Learning to be mindful of one's thoughts is a key to mental and emotional health.

Today progressive scientists are trying to understand how mindfulness practices actually work. Magnetic resonance imaging technology (MRI) has given us empirical data showing that we do have the ability to choose the thoughts and emotional reactions that define us. But first, we have to become mindful of our thoughts *as they arise*. Being mindful of our thoughts “as they arise” is an important point to emphasize because the possibility of a shift in consciousness abides: what comes later is regret and we all know that regret is not an affective way of changing behavior.

Below are two studies. The most astounding data that came from these studies is how quickly we can change our way of perceiving and responding to the world through mindfulness.

An Eight-Week Study:

This study involved sixteen participants. Before the study began, each participant had a brain MRI scan taken and responded to a questionnaire. Along with weekly meetings that included mindfulness meditation, participants practiced guided meditation at home using recordings for an average of thirty minutes each day.

After eight weeks, a second MRI and questionnaire confirmed positive changes. The MRI showed increased density in the hippocampus, which is important for learning and memory, and in other parts of the brain associated with self-awareness, compassion, and introspection. The participants reported reductions in stress, which correlated with decreased density in the amygdala, an area of the brain associated with anxiety and stress. In other words, their quality of life soared after only eight weeks of mindfulness training.

A One-Day Study:

This study investigated the effects of just one day of intensive mindfulness practice in a group of experienced meditators. They were compared to a group of untrained control subjects who engaged in quiet, non-meditative activities.

As in the previous study, MRI's were taken before and after the eight-hour day. The meditators showed a range of genetic and molecular differences, including levels of gene-regulation and reduced levels of pro-inflammatory genes, which means faster physical recovery from stressful situations.

“To the best of our knowledge, this is the first paper that shows rapid alterations in gene expression within subjects associated with mindfulness meditation practice,” said study author Richard Davidson, who is a psychologist and neuroscientist and the founder of the Center for Investigating Healthy Minds at the University of Wisconsin-Madison.

Mindfulness and the Capacity for Happiness

There have also been studies to investigate how mindfulness cultivates the inner conditions for true happiness. In any discussion about happiness it is important to distinguish between hedonic happiness, which is about pleasure-seeking, and eudemonic happiness, which is an abiding happiness that arises from a healthy state of mind. These two types of happiness are not new. Philosophers and spiritual leaders have been pointing out the difference for centuries.

Recently, it was discovered how these two types of happiness actually affect our physical health. Barbara L. Fredrickson of the University of North Carolina and her team looked at the biological influence of hedonic and eudemonic happiness on a molecular level. They wanted to know if the two kinds of happiness had an effect at the level of our genes.

Dr. Fredrickson discovered that while both offer a feeling of satisfaction, hedonic and eudaimonic happiness are experienced very differently within our immune cells. Hedonic pleasures are associated with an increased expression of genes involved in inflammation. This increase is responsible for inflammatory diseases such as arthritis and heart disease. And eudemonic pleasures are associated with a decrease in the expression of these genes.

Summing up her discovery, Dr. Fredrickson said, “We can make ourselves happy through simple pleasures, but those ‘empty calories’ don't help us broaden our awareness or build our capacity in ways that benefit us physically. At the cellular level, our bodies appear to respond better to a different kind of well-being, one based on a sense of connectedness and purpose.”

Abiding happiness, which arises naturally from mindful awareness, is about finding one's purpose in life and cultivating the capacity to move toward it. It does not break down under the pressures of life, disharmonies, and sufferings of life. Eudemonic happiness is not possible without the capacity to sustain mindful awareness.

Mindfulness Training in a Palliative Care Setting

Between 2008 and 2009 an independent research psychologist interviewed sixty-six hospice patients with advanced cancer who underwent twelve weeks of mindfulness training. Initially, the participants were surprised by the emphasis on learning new ways of being in the world. At a point in their life where they felt helpless, useless, and beyond hope, they were being presented with a challenging invitation to engage actively and radically with their experience.

Fifty-two of the participants reported that where they had felt helpless and ashamed in the face of their fragility, they now used breathing exercises as a coping tool and were better able to manage their moods. After mindfulness training they reported that they were aware, present, and able to respond to their daily struggles, both physically and emotionally. Overall, within themes ranging from mood management to openness and acceptance most of the participants reported heightened feelings of well-being and a greater focus and appreciation of the present. Some gained a more holistic sense of themselves. A majority of the participants felt a turning toward their experience and more connected to their physical and emotional states.

Parallel Mindfulness Training for Parents and Children with Attention/Impulsivity Problems

Concomitant parent and child mindfulness training appears to be a promising approach for adolescents with a range of disorders including attention deficit-hyperactivity disorder, oppositional-defiant and/or conduct disorder, and autism spectrum disorder. The overlap between these three disorders may be partially explained by common underlying attention and behavior control deficits. In 2008, fourteen clinically referred adolescents suffering from externalizing disorders underwent eight weeks of mindfulness training. Concurrently, their parents underwent an eight-week program for mindful parenting.

The adolescents self-reported substantial improvement on personal goals, internalizing and externalizing complaints, attention problems, happiness, and mindful awareness, and performed better on a sustained attention test. Likewise, parents reported improvement on their child's goals, externalizing and attention problems, self-control, attunement to others and withdrawal. In addition, parents improved on their own goals.

Mindfulness Training for Elementary School Children

In another study reported in the *Journal of Applied School Psychology*, a formative evaluation of whether participation in mindfulness training could effect first, second, and third grade students' outcomes on measures of

attention. The training was designed to increase the student's capacity to focus and sustain attention. The 24-week program used a series of exercises including awareness of the breath, body scanning, and meditative movement activities.

Results using three different measuring parameters revealed significant differences between those who did and did not participate in mindfulness practice training. This formative evaluation resulted in recommendations for future work in this developing field of interest.

Background Resources:

- Shapiro, S., and L. Carlson. 2009. *The Art and Science of Mindfulness: Integrating Mindfulness into Psychology and the Helping Professions*. Washington, D.C.: American Psychological Association.
- Fraser, A. (ed.). 2013. *The Healing Power of Meditation: Leading Experts on Buddhism, Psychology, and Medicine Explore the Health Benefits of Contemplative Practice*. Boulder, CO: Shambhala.
- Bögels, S. et al. 2008. Mindfulness Training for Adolescents with Externalizing Disorders and Their Parents. *Behavioral and Cognitive Psychotherapy* 38(2): 193-209.
- Napoli, M. et al. 2005. Mindfulness Training for Elementary School Students: The Attention Academy. *Journal of Applied School Psychology* 21(1): 99-125.

2. Mindfulness in the Classroom

Introduction

Mindfulness-based training in education, which is also referred to as contemplative pedagogy, has proven to greatly improve the education experience and well-being of both students and teachers. This assertion is being increasingly supported by scientific research reported in peer-reviewed journals. For a sampling of this literature, see: Burke 2010, Greenberg and Harris 2012, Huppert and Johnson 2010, Huppert 2014, Jennings et al. 2011 and 2013, Semple et al. 2010, Weare 2013, Zenner et al. 2014, and Zoogman et al. 2014. For general reviews of mindful teaching in the classroom, see Albrecht et al. 2012, Langer 1989 and 1997, McHenry and Brady 2009, Meiklejohn et al. 2012, Miller 1994, O'Reilly 1998, Rechtschaffen 2014, Ritchhart and Perkins 2000,

Rotne and Rotne 2013, and Srinivasan 2014. The introduction of mindfulness-based training in education has been spurred in large part by a growing dissatisfaction with the current state of education in our schools. For a sampling of this literature, see Kessler 2000, Perkins 1992, Rosenberg 2003, and Silberman 1970.

See the Supplemental Resources section for Web sites that focus on mindfulness for students and teachers. These include: Calm Classroom, Calmer Choice, Inner Kids program, Inward Bound Mindfulness Education, Mindfulness in Schools Project, and Mindful Schools. The Supplemental Resources section also contains a list of mindfulness organizations, programs, and research centers that educators should be aware of and look in on.

This section provides an overview of how mindfulness training can help both students and teachers. For additional references and information, see the Supplemental Resources section of this report.

How It Helps Students

According to Schoeberlein and Sheth in *Mindful Teaching and Teaching Mindfulness* (2009:9), mindful teaching for students:

- Supports “readiness to learn.”
- Promotes academic performance.
- Strengthens attention and concentrations.
- Reduces anxiety before testing.
- Promotes self-reflection and self-calming.
- Improves classroom participation by supporting impulse control.
- Provides tools to reduce stress.
- Enhances social and emotional learning.
- Fosters pro-social behaviors and healthy relationships.
- Supports holistic well-being.

This list of the benefits of mindfulness-based teaching activities is supported and elaborated upon in numerous publications. For a sampling, see: Fontana

and Slack 1997, Murray 2012, Saltzman and Willard 2014, Beauchemin et al. 2008, Flook et al. 2010, Franco et al. 2011, Saltzman and Goldin 2008, Schoner-Reichi and Lawlor 2010, Sibinga et al. 2011, and Wall 2006, as well as other appropriate references in the Supplementary Resources section.

How It Helps Teachers

On first encounter an educator looking into the promise of mindfulness-based activities in education often assumes that mindfulness in the classroom is aimed solely at students. As the following literature illustrates, a large proportion of the literature is aimed at teachers. Schoeberlein and Sheth also summarize the benefits of mindful teaching for teachers in *Mindful Teaching and Teaching Mindfulness* (2009:9):

- Improves focus and awareness.
- Increases responsiveness to students' needs.
- Promotes emotional balance.
- Supports stress management and stress reduction.
- Supports healthy relationships at work and home.
- Enhances classroom climate.
- Supports overall well-being.

The titles of the following sample of articles and books illustrate further just what the benefits of a mindful practice and teaching mindfully are for teachers: Bowers 2004, Flook et al. 2013, Howard and Johnson 2004, Jennings 2011, and 2015, MacDonald and Shirley 2009, Manas et al. 2011, Roeser et al. 2012, Soloway et al. 2011, and Weare 2014.

3. Sample Mindfulness-Based Activities for Students, Teachers, and Parents

Introduction

Today, there are an ever increasing number of books and organizations that provide activities that train both students and teachers in being mindful. Many of the organizations, such as the Mindfulness in Schools Project and Mindful Schools, provide curricula to follow, videos showing the use of mindfulness in a classroom, and certification in these activities for teachers. The most common ways of introducing mindfulness-based activities in a classroom setting are (from the most effective to the least effective): to train teachers how to use mindfulness techniques in their teaching, to have a mindfulness instructor teach a regular session on mindfulness (let's say, once a week) throughout a semester or school-year, and to have an outside mindfulness instructor give a special talk on mindfulness once or twice a semester. Given the typical workload of a teacher, it has proven most effective to have a teacher bring in mindful moments within a class session: thus the emphasis on training teachers to teach mindfully. A prerequisite for this avenue of introducing mindfulness in the classroom is a personal mindfulness practice for a teacher.

Besides focusing on mindful education within schools, there is a growing emphasis on teaching parents these skills, too. The intent is to provide students with opportunities for learning to be mindful both inside and outside of school – and there is no better place than within the home.

For Students

Today, there are numerous curricula for teaching mindfulness skills to students of all ages. A few examples presented in book form are: Alderfer (2011) *Mindful Monkey, Happy Panda*; Flynn (2013) *Yoga for Children: 200+ Yoga Poses, Breathing Exercises, and Meditations for Healthier, Happier, More Resilient Children*; MacLean (2004) *Peaceful Piggy Meditation*; MacLean (2009) *Moody Cow Meditates*; Broderick (2013) *Learning to Breathe: A Mindfulness Curriculum for Adolescents to Cultivate Emotional Regulation, Attention, and Performance*; and Saltzman (2014) *A Still Quiet Place: A Mindfulness Program for Teaching Children and Adolescents to Ease Stress and Difficult Emotions*. Many of the organizations listed in the Supplemental Resources section also provide curricula for teaching mindfulness in the classroom at all levels.

Schoeberlein and Sheth in *Mindful Teaching and Teaching Mindfulness* provide easy to use instructions for the following mindfulness-based exercises for students: Take 1: Mindful Breathing; Mindful Seeing; Drawing the Mind; Mindful Eating; Noticing Thoughts; Noticing Gaps; Walking with Awareness; Mindful Walking; Mindful Walking – Attending to the Body; Mindful Walking – Developing Awareness with Distraction; Mindful Journaling with Take 1; Journals and Mindful Seeing; Kindness Reflections; and Mindful Speech.

For Teachers

Schoeberlein and Sheth in *Mindful Teaching and Teaching Mindfulness* also provide easy to use strategies for becoming both a mindful teacher and a teacher who teaches mindfulness to students in order to improve their educational experience and personal well-being. The strategies for teachers are: Take 5: Mindful Breathing; Noticing Thoughts; Noticing Feelings; Kindness Reflections' Kindness Reflection for Loved Ones; Analytical Meditation on Satisfaction; and Short Reflection on the Day. These strategies are interspersed in the book with strategies for teaching mindfulness to students (as mentioned above), which makes the book especially attractive to teachers intent on becoming a mindful teacher and a teacher of mindfulness to students. Take 5: Mindful Breathing is, for example, a basic meditation exercise that starts a teacher on the path to becoming mindful.

The chapters in Patricia Jennings' *Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom* illustrate in an easy to understand way the benefits of mindful teaching. Starting with Chapter 2, the chapters are: (2) The Emotional Art of Teaching, (3) Understanding Your Negative Emotions, (4) The Power of Positivity, (5) The Heart of Teaching, (6) Orchestrating Classroom Dynamics, and (7) Mindfulness and School Transformation. As an example, here are the subsections in Chapter 6: Classroom Dynamics: Emotional Climate, Reducing Noise, Arranging Students and Furniture, Transitions, Mindful Communication, Building a Community of Learners, Building Good Relationships, Rules and Procedures, Conflict Resolution, Mindful Wait Time (creating mindful pauses throughout the day), Dynamic Instruction (a classroom management theory), Responding to Challenging Behavior, (e.g.,

nonjudgmental awareness, reasons for misbehavior, temperament, consequences versus punishment, and unmet emotional needs: assessing the motive behind the behavior), Skill-Building Practices (e.g., practicing with-it-ness and mindful wait time), and Introducing Mindfulness to Students (mindful listening, mindful walking, mindful eating, and bell activity to promote mindful awareness). The first chapter in the book asks, of course, “What is Mindfulness?”

There is an extensive resources section at the back of Jennings’ book. The book also offers practical applications for classroom life that will enhance your experience as an educator. Jennings’ book is a highly recommended resource for teachers contemplating becoming a mindful teacher.

For Parents

The Supplemental Resources section contains a list of books on mindfulness for parents. These books focus on programs for helping children improve attention and emotional balance (Cohen 2013, Hawn and Holden 2012, Kaiser Greenland 2010, and Willard 2010), for being a mindful parent (Kabat-Zinn and Kabat-Zinn 1998, Race 2014, Ruethling and Pitcher 2003, and Siegel and Hartzell 2004), for developing in general a child’s mind (Reddy 2014, Siegel and Bryson 2011), and/or for mindful discipline (Shapiro and White 2014).

4. Potential Funding Sources

5. Supplemental Resources

The Garrison Institute website (<http://garrisoninstitute.org>) and Mindful Magazine (www.mindful.org) contain many references to mindfulness in general and in education, with links to many mindfulness resources. Also see the extensive resource section in P. Jennings (2015).

Books: Mindfulness for Students

Alderfer, L. 2011. *Mindful Monkey, Happy Panda*. Somerville, MA: Wisdom.

- Flynn, L. 2013. *Yoga for Children: 200+ Yoga Poses, Breathing Exercises, and Meditations for Healthier, Happier, More Resilient Children*. Avon, MA: Adams Media.
- Fontana, David, and Ingrid Slack, 1997. *Meditating with Children: A Practical Guide to the Use and Benefits of Meditations Techniques*. Rockport, Mass.: Llewellyn Publications.
- Johnson, A. N., & M. Webb Neagley (eds.). 2011. *Educating from the Heart: Theoretical and Practical Approaches to Transforming Education*. Lanham, MD: Rowman & Littlefield.
- MacLean, Kerry L. 2004. *Peaceful Piggy Meditation*. Park Ridge, IL: Albert Whitman.
- MacLean, Kerry L. 2009. *Moody Cow Meditates*. Boston, MA: Wisdom Publications.
- Olson, K. 2014. *The Invisible Classroom: Relationships, Neuroscience, & Mindfulness in School*. New York: W. W. Norton & Company.
- Rechtschaffen, Daniel. 2014. *The Way of Mindful Education: Cultivating Well-Being in Teachers and Students*. New York: W. W. Norton & Company.
- Rosenberg, Marshall. 2003. *Life-Enriching Education*. Encinitas, CA: PuddleDancer Press.
- Rotne, Nokolaj F., and Didde F. Rotne. 2013. *Everybody Present: Mindfulness in Education*. Berkeley CA: Parallax Press.
- Silver, Gail. 2011. *Steps and Stones: An Anh's Anger Story*. Berkeley CA: Plum Blossom Books.
- Snel, Eline. 2013. *Sitting Still Like a Frog: Mindfulness Exercises for Kids (and Their Parents): Simple Mindfulness Practices to Help Your Child Deal With Anxiety, Improve Concentration, and Handle Difficult Emotions*. Boston, MA: Shambhala.
- Srinivasan, Meena. 2014. *Teach, Breathe, Learn: Mindfulness In and Out of the Classroom*. Berkeley CA: Parallax Press.
- The Future Teachers Foundation. *Mindfulness Coloring Book for Children: A Fantastic Introduction to Mindfulness for Children*. The Future Teachers Foundation Publishing.
- Verdick, E. 2010. *Calm-Down Time*. Minneapolis, MN: Free Spirit.

Books and Audios: Mindfulness for Teachers

- Broderick, P. C. 2013. *Learning to Breathe: A Mindfulness Curriculum for Adolescents to Cultivate Emotion Regulation, Attention, and Performance*. Oakland, CA: New Harbinger.

- Jennings, Patricia A. 2015. *Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom*. New York: W. W. Norton and Co.
- Kessler, R. 2000. *The Soul of Education: Helping Students Find Connection, Compassion, and Character at School*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lantieri, L. 2008. *Building Emotional Intelligence in Children*. Boulder, CO: Sounds True.
- Lichtmann, M. 2005. *The Teacher's Way: Teaching and the Contemplative Life*. Mahwah, NJ: Paulist Press.
- MacDonald, E., & D. Shirley. 2009. *The Mindful Teacher*. New York, NY: Teachers College Press.
- McHenry, I., & R. Brady (eds.). 2009. *Tuning in: Mindfulness in Teaching and Learning*. Philadelphia, PA: Friends Council in Education.
- Miller, J. 1994. *The Contemplative Practitioner: Meditation in Education and the Professions*. Westport, CT: Bergin & Garvey.
- Murray, L. E. 2012. *Calm Kids: Help Children Relax with Mindful Activities*. Edinburgh, UK: Floris Books.
- O'Reilly, M. R. 1998. *Radical Presence: Teaching as Contemplative Practice*. Portsmouth, NH: Boynton/Cook.
- Rechtschaffen, Daniel. 2014. *The Way of Mindful Education: Cultivating Well-Being in Teachers and Students*. New York: W. W. Norton & Company.
- Saltzman, A. 2014. *A Still Quiet Place: A Mindfulness Program for Teaching Children and Adolescents to Ease Stress and Difficult Emotions*. Oakland, CA: New Harbinger.
- Saltzman, A., & C. Willard (eds.). 2014. *Mindfulness with Youth: From the Classroom to the Clinic*. New York, NY: Guilford Press.
- Schoeberlein, Deborah, with Suki Sheth. 2009. *Mindful Teaching and Teaching Mindfulness: A Guide for Anyone Who Teaches Anything*. Somerville MA: Wisdom Publications.
- Srinivasan, M. 2014. *Teach, Breathe, Learn: Mindfulness In and Out of the Classroom*. Berkeley, CA: Parallax Press.

Articles: Mindfulness for Students and Teachers (Overviews)

- Hart, Tobin. 2004. Opening the Contemplative Mind in the Classroom. *Journal of Transformative Education* 2(1), January.
- Horstman, Judith. 2013. Burlington Manual: Mindfulness in Public Schools. Compiled by the South Burlington, Vermont, School District.
- Kaiser-Greenland, Susan. 2010. *The Mindful Child*. Atria Books.

- Napoli, M. P. R. Krech, and L. C. Holley. 2005. Mindfulness Training for Elementary School Students. *J Appl School Psychol* 21(1):99-125.
- Sibinga, E. et al. 2011. Mindfulness Instruction for Urban Youth. *J Altern Complement Med* 17:1-6.
- Taylor, R., and K. Schellinger. 2011. The Impact of Enhancing Students' Social and Emotional Learning: A Meta-analysis of School-based Universal Interventions. *Child Development* 82(1):405-32.

Books: Mindfulness for Parents

- Cohen, Harper J. 2013. *Little Flower Yoga for Kids: A Yoga and Mindfulness Program to Help Your Child Improve Attention and Emotional Balance*. Oakland, CA: New Harbinger.
- Hawn, G., & W. Holden. 2012. *10 Mindful Minutes: Giving Our Children – and Ourselves – The Social and Emotional Skills to Reduce Stress and Anxiety for Healthier, Happy Lives*. New York, NY: Perigee Trade.
- Kabat-Zinn, Jon, and Myla Kabat-Zinn. 1998. *Everyday Blessings: The Inner Work of Mindful Parenting*. New York: Hyperion.
- Kaiser Greenland, S. 2010. *The Mindful Kid: How to Help Your Kid Manage Stress and Become Happier, Kinder, and More Compassionate*. New York, NY: Free Press.
- Race, K. 2014. *Mindful Parenting: Simple and Powerful Solutions for Raising Creative, Engaged, Happy Kids in Today's Hectic World*. New York, NY: St. Martin's Griffin.
- Reddy, R. 2014. *The Art of Mindfulness for Children: Mindfulness Exercises that will Raise Happier, Confident, Compassionate, and Calmer Children*. North Charleston, SC: CreateSpace.
- Ruethling, A., & P. Pitcher. 2003. *Under the Chinaberry Tree: Books and Inspirations for Mindful Parenting*. New York, NY: Broadway Books.
- Shapiro, Shauna, and Chis White. 2014. *Mindful Discipline: A Loving Approach To Setting Limits and Raising an Emotionally Intelligent Child*. Oakland CA: New Harbinger Press.
- Siegel, D., and T. P. Bryson. 2011. *The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind*. New York: Random House.
- Siegel, D. J., & M. Hartzell. 2004. *Parenting from the Inside Out*. New York, NY: Tarcher.

Willard, C. 2010. *Child's Mind: Mindfulness Practices to Help Our Children be More Focused, Calm, and Relaxed*. Berkeley, CA: Parallax Press.

Books and Audios: Mindfulness Practices in General

- Ann-Huong, N., and T. N. Hanh. 2006. *Walking Meditation*. Boulder, CO: Sounds True.
- Biegel, Gina. 2010. *The Stress Reduction Workbook for Teens*. Oakland, CA: Instant Help Books.
- Boorstein, S. 2008. *Happiness is an Inside Job: Practicing for a Joyful Life*. New York, NY: Ballantine Books.
- Boyce, B & the editors of Shambhala Sun (eds.). 2011. *The Mindfulness Revolution: Leading Psychologists, Scientists, Artists, and Meditation Teachers on the Power of Mindfulness in Daily Life*. Boston, MS: Shambhala.
- Burdick, Debra. 2013. *Mindfulness Skills Workbook for Clinicians & Clients: 111 Tools, Techniques, Activities & Worksheets*. Eau Claire, WI: PESI Publishing & Media.
- Chōdrōn, P. 2004. *Start Where You Are: A Guide to Compassionate Living*. Boston, MS: Shambhala.
- Goldstein, J. 2013. *Mindfulness: A Practical Guide to Awakening*. Boulder, CO: Sounds True.
- Gunaratana, B. 2011. *Mindfulness in Plain English*. Somerville, MA: Wisdom.
- Hanson, R., & R. Mendius. 2009. *Buddha's Brain: The Practical Neuroscience of Happiness, Love, and Wisdom*. Oakland, CA: New Harbinger.
- Kabat-Zinn, J. 2005. *Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life*. New York, NY: Hyperion.
- Kabat-Zinn, J. 2006. *Coming to Our Senses: Healing Ourselves and the World Through Mindfulness*. New York, NY: Hyperion.
- Kabat-Zinn, J. 2007. *Arriving at Your Own Door: 108 Lessons in Mindfulness*. New York, NY: Hyperion.
- Kabat-Zinn, J. 2009. *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. New York, NY: Delta Trade.
- Kabat-Zinn, J. 2009. *Letting Everything Become Your Teacher: 100 Lessons in Mindfulness*. New York, NY: Delta Trade.
- Kabat-Zinn, J. 2011. *Mindfulness for Beginners: Reclaiming the Present Moment – and Your Life*. Boulder, CO: Sounds True.

- Siegel, D. J. 2009. *Mindsight: The New Science of Personal Transformation*. New York, NY: Bantam Books.
- Siegel, D. J. 2014. *Brainstorm: The Power and Purpose of the Teenage Brain*. New York, NY: Tarcher.
- Smalley, S. L., & D. Winston. 2010. *Fully Present: The Science, Art, and Practice of Mindfulness*. Philadelphia, P: Da Capo Lifelong Books.
- Williams, M., & D. Penman. 2012. *Mindfulness: An Eight-Week Plan for Finding Peace in a Frantic World*. New York, NY: Rodale Books.
- Zajonc, A. 2008. *Meditation as Contemplative Inquiry*. Great Barrington, MA: Lindisfarne Books.

Web Sites: Mindfulness for Students and Teachers

- Calm Classroom**, Chicago, IL: <http://calmclassroom.com>
- Calmer Choice**, Cotuit, MA: <http://calmerchoice.org>
- CARE for Teachers**. <http://www.care4teachers.org>
- CASEL**: Collaborative for Academic, Social and Emotional Learning. <http://casel.org>
- Inner Kids Program**. <http://www.susankaisergreenland.com/ir-kids.html>
- Inward Bound Mindfulness Education**. <http://www.ibme.info>
- Mindful Magazine**. www.mindful.org. See especially, <http://www.mindful.org/resources>.
- Mindfulness in Schools Project**. <http://www.mindfulnessinschools.org>
- Mindful Schools, Program and Teacher Training**. <http://www.mindfulschools.org>
www.mindfuleducation.com (Daniel Rechtschaffen)

Other Web Sites of Interest

- Hawn Foundation, MindUP Program**. <http://www.thehwnfoundation.org/min>
- Inner Resilience Program**. <http://www.innerresilience-tidescenter.c>
- Lineage Project**. <http://www.lineageproject.org>
- Mind Body Awareness Project**. <http://www.mbapeoject.org>
- Mindfulness-Based Cognitive Therapy (MBCT)**. <http://www.mbct.com>
- Mindfulness Without Borders**. <http://mindfulnesswithoutborders.org>

PATHS Curriculum. <http://www.prevention.psu.edu/projects/hs.html>
Still Quiet Place. <http://www.stillquietplace.com>

Mindfulness Apps

Calm: <https://itunes.apple.com/us/app/calm-meditae-sleep>

Insight Timer: <https://insighttimer.com>

The Mindfulness App: <http://www.mindapps.se/?lang=en>

Mindfulness Daily: <http://mindfulnessdailyapp.com>

Mindfulness Meditation App:

<http://mentalworkout.com/store/grams/mindfulness-meditation>

Mindfulness Organizations, Programs, and Research Centers

(Descriptions of organizations, programs, and centers are taken from their Web sites)

Association for Contemplative Mind in Higher Education. The site provides event announcements, syllabi, information about trainings in contemplative pedagogy, and resources including research and teaching tools. The Association is a subgroup of the Center for Contemplative Mind in Society.

Association for Mindfulness in Education

(AME): <http://mindfuleducation.org>

Center for the Advancement of Contemplative Education at Naropa

University. The center aims to provide both local services and to contribute to the larger field of Contemplative Pedagogy. The center has a particular emphasis on cultural diversity and civic engagement.

Center for Contemplative Mind in Society

<http://www.contemplativemind.org>

Center for Teaching, Mindfulness in the Classroom at Vanderbilt University.

The Center for Compassion and Altruism Research and Education

(Stanford). <http://www.ccare.stanford.edu>

The Center for Mindfulness in Medicine, Health Care, and Society.

<http://www.umassmed.edu/content.aspx?id=41252>

Contemplative Studies Initiative at Brown University. The initiative includes faculty from a variety of disciplines who share a common interest in the contemplative experience.

Education as Transformation is an international organization that works with colleges, universities, K-12 schools and related institutions to explore the impact of religious diversity on education and the role of spirituality in educational institutions.

Garrison Institute. The institute explores the intersection of contemplation and engaged action in the world. Founded in 2003, its mission is to apply the transformative power of contemplation to today's pressing social and environmental concerns, helping build a more compassionate, resilient future. They have a special initiative in Contemplation and Education.

Greater Good (UC Berkeley). <http://greatergood.berkeley.edu>

Inner Kids Program. <http://www.mindful.org/resources/cat/education-k-12>

Mind and Life Institute. <http://www.mindandlife.org>

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

Mindfulness Awareness Research Center (UCLA Semel Institute). <http://marc.ucla.edu>

Mindfulness in Education Network. The network was created to facilitate communication among all educators, parents, students and any others interested in promoting contemplative practice (mindfulness) in educational settings. The website has numerous relevant resources and articles.

Mindfulness in Schools Project, Research Summary.

<http://www.enhancementthemes.ac.uk/docs/documents/impact-of-mindfulness-katherine-weare.pdf>.

Mindfulness Research Guide. <http://www.mindfulexperience.org>

UK Network for Mindfulness Based Teacher Training Organizations. <http://mindfulnessteachersuk.org.uk/> Accessed in 19 November 2015

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