



The Pennsylvania State University
Prevention Research Center
FOR THE PROMOTION OF HUMAN DEVELOPMENT

Nurturing Mindfulness in Children and their Caregivers: Advancing the Science and Practice of Awareness and Caring

Tate Talk - UNC

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The Roles of School Social Workers

School social workers use a wide range of evidence-based strategies to ensure that students are in the classroom physically and mentally ready to learn.

They utilize a strength-based approach that views students and organizations as parts of systems. The functioning of and relationships within and between systems are enhanced to improve student learning.

- **Services for School Staff**
 - Consultation and problem-solving
 - Employee assistance and wellness
 - Staff development and team facilitation

First A Poll with Four Questions!

How many here believe
that our feelings affect
how children behave
and learn?



Second Question

How many believe that when we feel stressed we don't show as much sensitivity and responsiveness to kids?



Third Question

How many people here feel they do a
GREAT job of managing stress?



Fourth Question

If you could learn ways to manage stress that would lead you to feel better. Improve your physical health and improve your enjoyment of teaching would you be interested??



What I will discuss

- What is Mindfulness and How Could it Relate to Teaching
- Three Studies on Nurturing Mindfulness with Teachers
- Why the Personal Development of Teachers is so Important for Children!!

Issues in Creating a Caring School

- ❖ Both Children and Adults need **Emotion Regulation skills**
- ❖ Teachers and Adults need to create **Healthy Norms and a Safe Environment**
- ❖ Schools need to adopt practices that **create shared communities of caring**
- ❖ This can include **high quality SEL skills, mindfulness skills, expressing caring and gratitude**
- ❖ This requires **Site Director Leadership**



Resilience Factors that Create Well-Being for Children

- ❖ Self-Control/Emotion Regulation
- ❖ Cognitive Abilities - Problem Solving Skills
- ❖ Building Attention and Learning Capacity
- ❖ Healthy relations with peers and adults
- ❖ Safe, Welcoming, Caring Classrooms



HINDUISM

This is the sum of duty:
do not do to others what would
cause pain if done to you
Mahabharata 5:27



BUDDHISM

Treat not others in ways
that you yourself would
find hurtful
Udana-Varga 5:10



CONFUCIANISM

One word which sums up the
basis of all good conduct...
loving kindness.
Do not do to
others what
you do not
want done
to yourself
*Confucius,
Analects 15:23*



BAHA'I FAITH

Lay not on any soul a load
that you would not wish to
be laid upon you, and
desire not for
anyone the
things you
would not
desire for
yourself
*Baha'i Writings,
Gleanings*



ISLAM

Not one of you truly believes
until you wish for others what
you wish for yourself
The Prophet Muhammad, Hadith



JUDAISM

What is hateful to you,
do not do to your neighbour.
This is the whole Torah;
all the rest is commentary
Tractate Shabbat 31a



JAINISM

One should treat all
creatures in the world
as one would like
to be treated
Atahava, Bhaskaranga



ZOROASTRIANISM

Do not do unto others
whatever is injurious
to yourself
Shogast-na-Ghospast 13:29



NATIVE SPIRITUALITY

We are as much alive
as we keep the earth alive
Chief Dan George



UNITARIANISM

We affirm and promote respect
for the interdependent
web of all existence
of which we are a part
Unitarian principle



CHRISTIANITY

In everything, do to others
as you would have them
do to you; for this is the
law and the prophets
Jesus, Matthew 22:37-39



TAOISM

Regard your neighbour's gain
as your own gain, and your
neighbour's loss as your own loss
Tai Shang Kan, Tong Pien, 33-34



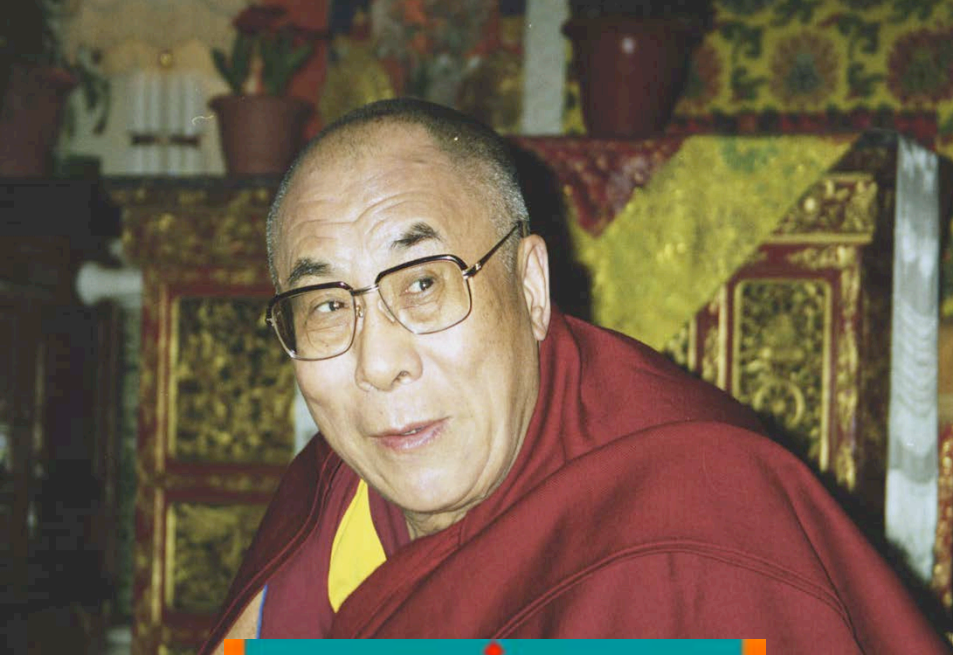
SIKHISM

I am a stranger to no one;
and no one is a stranger
to me. Indeed, I am
a friend to all
Guru Granth Sahib, pg. 1299

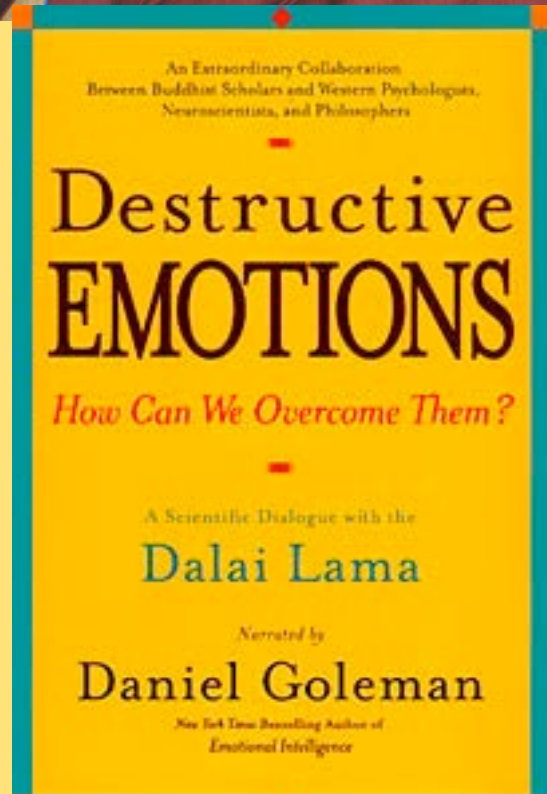
THE GOLDEN RULE

How Can Mindfulness and
Contemplative Practices Nurture
Meaningful Change in Education??

2000 Mind and Life Meeting in
Dharamsala



Destructive Emotions Mind & Life Institute - 2000





How to do Turtle

- 1 **STOP!**
Stop.
- 2 **Breathe.**
- 3 **Say the problem and how you feel.**

What do friends do?

- Friends play.
- Friends help.
- Friends share.

Tamara Feels Worried

The Hidden Toy

Jerry and Bobby

Twiggie Makes Friends

Twiggie Learns to Do Turtle

Twiggie's Special Day

Twiggie and his friends

Our Feelings Chart

PATHS

Promoting Alternative Thinking Strategies

Preschool

Colene E. Dombrowski, Ph.D., Mark I. Greenberg, Ph.D., Carol A. Kozaie, Ph.D. & Rebecca Cohen, Ph.D.

VOLUME 1

VOLUME 2

PATHS

Promoting Alternative Thinking Strategies

Preschool

Colene E. Dombrowski, Ph.D., Mark I. Greenberg, Ph.D., Carol A. Kozaie, Ph.D. & Rebecca Cohen, Ph.D.

INSTRUCTOR'S MANUAL



The PATHS Curriculum

“Living” The Golden Rule

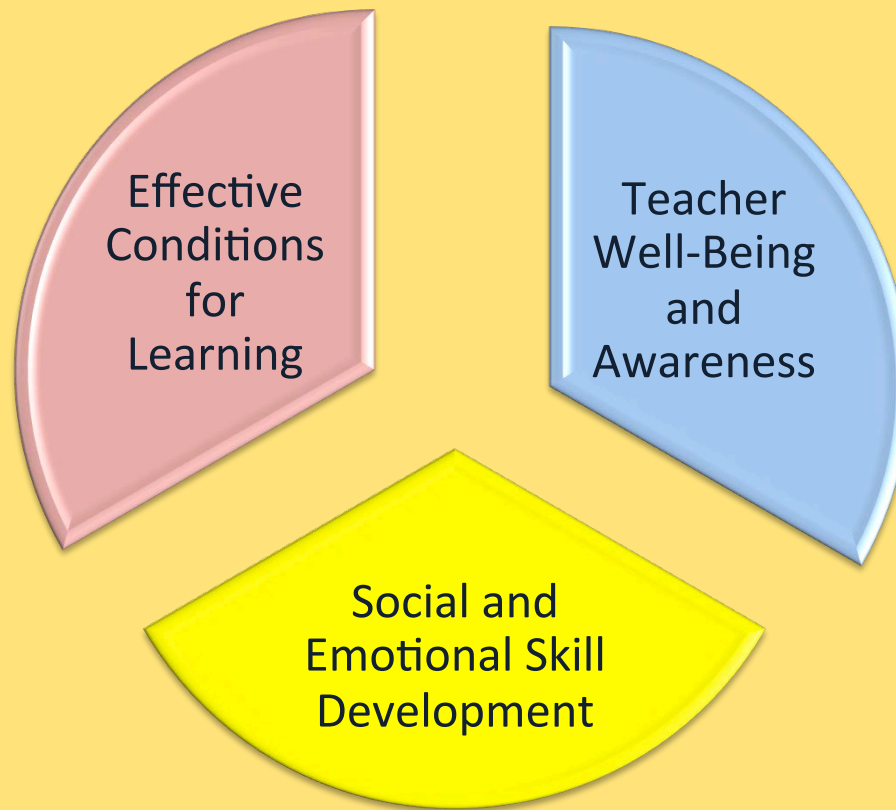
“Treat Others the Way you Want to Be Treated”

- Awareness of emotions states in oneself and others
- Putting feelings into words
- The ability to calm oneself down when feeling highly emotionally aroused
- Planning ahead and considering the effects of your behavior on others
- Developing greater empathy/compassion for others

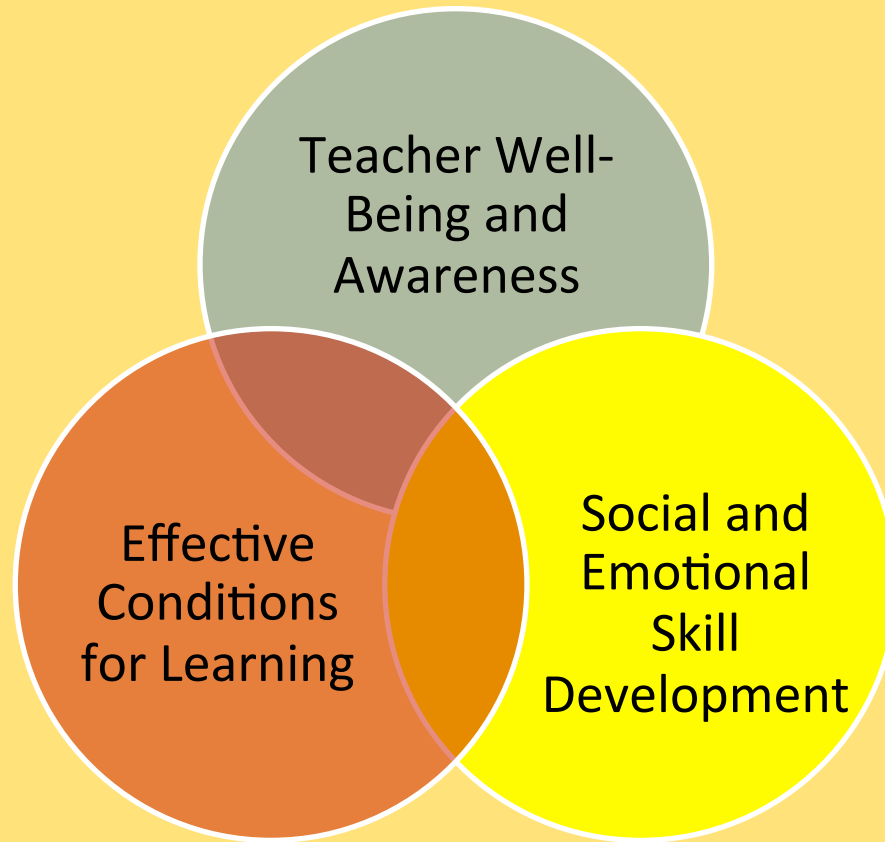
Core SEL Competencies



Three Conditions for a Caring School?



Integrated Models are the Future: We should begin to test their additive and synergistic effects





"Never, ever, think outside the box."

What is Mindfulness?

- Mindfulness is: ***paying attention, in a particular way, on purpose, in the present moment, non-judgmentally.*** --*Kabat-Zinn, 1990*
- An awareness of one's conduct and the quality of one's relationships..... are intrinsic elements of the cultivation of mindfulness.
- Mindfulness in everyday life is the ultimate challenge and practice.

Kabat-Zinn 2011



What are Indicators of Mindfulness in Interpersonal Contexts?

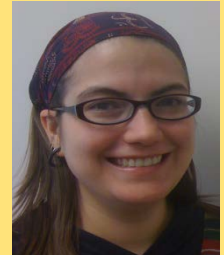
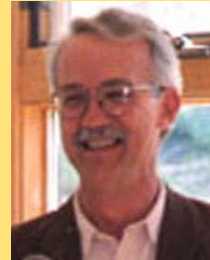
- **Listening with full attention** to children and colleagues
- **Present-centered awareness** of emotions experienced by self and students during interactions
- Openness and **non-(low?) judgmental acceptance** and receptivity to child's thoughts and feelings
- **Self-regulation in teaching /parenting- Low reactivity** and **Low automaticity** in reaction to normative child and adolescent behavior
- **Awareness of and responsiveness to** child's individual needs – “teachable moments”
- **Compassion** for self and students

Coatsworth, Duncan, Jennings, Turksma, Greenberg

PEACE

Promoting Empathy Awareness and Compassion in Education

Mindfulness and
Teaching – CARE &
CALM



Mindfulness and
Parenting

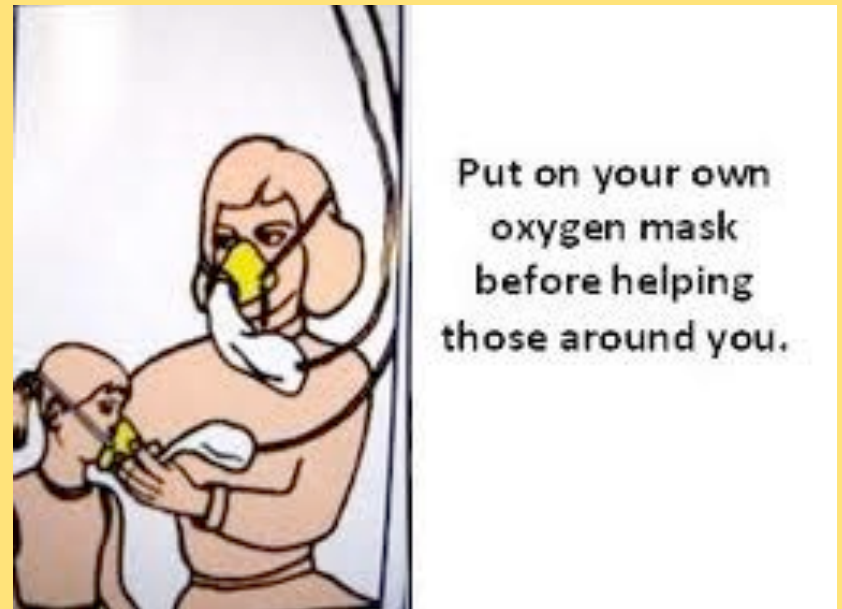


Mindfulness Programs
for Children and Youth



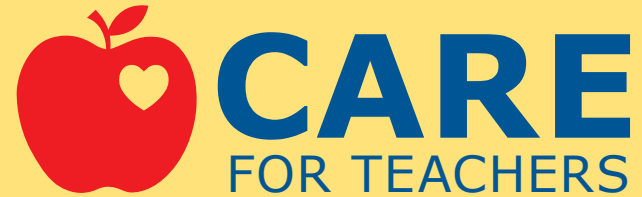
Building Nurturing Environments

- There is much yet to be learned in promoting mindfulness in children and we have used a limited set of practices
- Helping adults (parents and teachers) to become mindful is essential.





GARRISON INSTITUTE



Cultivating Awareness & Resilience In Education

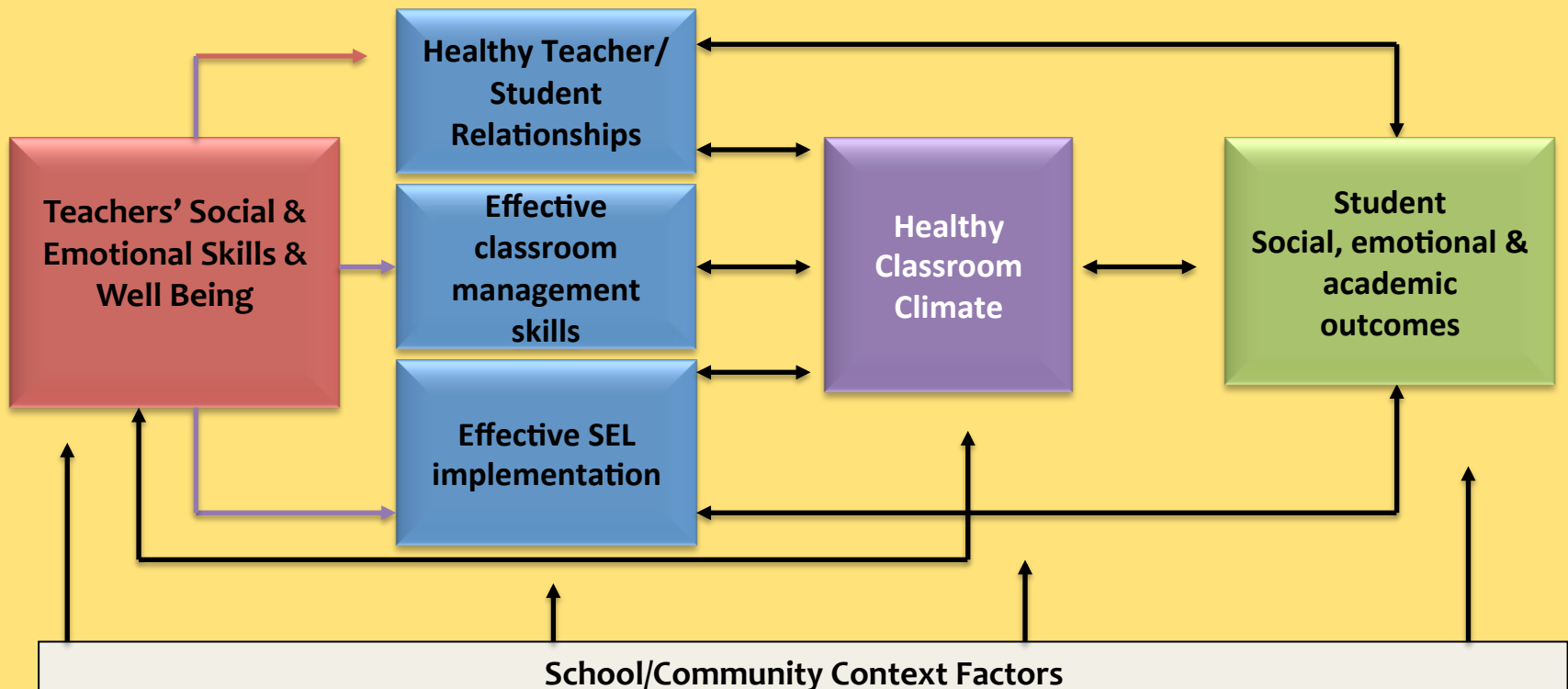
www.CARE4Teachers.org



Developers: Tish Jennings, Christa Turksma and Richard Brown

The Prosocial Classroom:

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

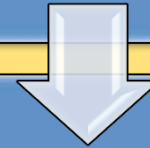


Jennings & Greenberg, 2009



The Burnout Cascade

Emotional Exhaustion



De-personalization



Lack of Accomplishment

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

CARE Program Model



- 5 Sessions
 - 2 days
 - 1 day (2-3 weeks later)
 - 1 day (2-3 weeks later)
 - 1 day booster
- Phone coaching



Program Elements

- Emotion awareness
 - Didactic lessons on nature of emotion
 - Emotions in relation to teaching & learning
 - Experiential exercises to promote emotional awareness
- Mindfulness Practice
 - Mindful awareness practices
 - Mindful walking
- Empathy & Compassion for self and other
 - Caring practice (*metta*)
 - Mindful listening exercises
- Applications of these to teaching through discussion and role plays



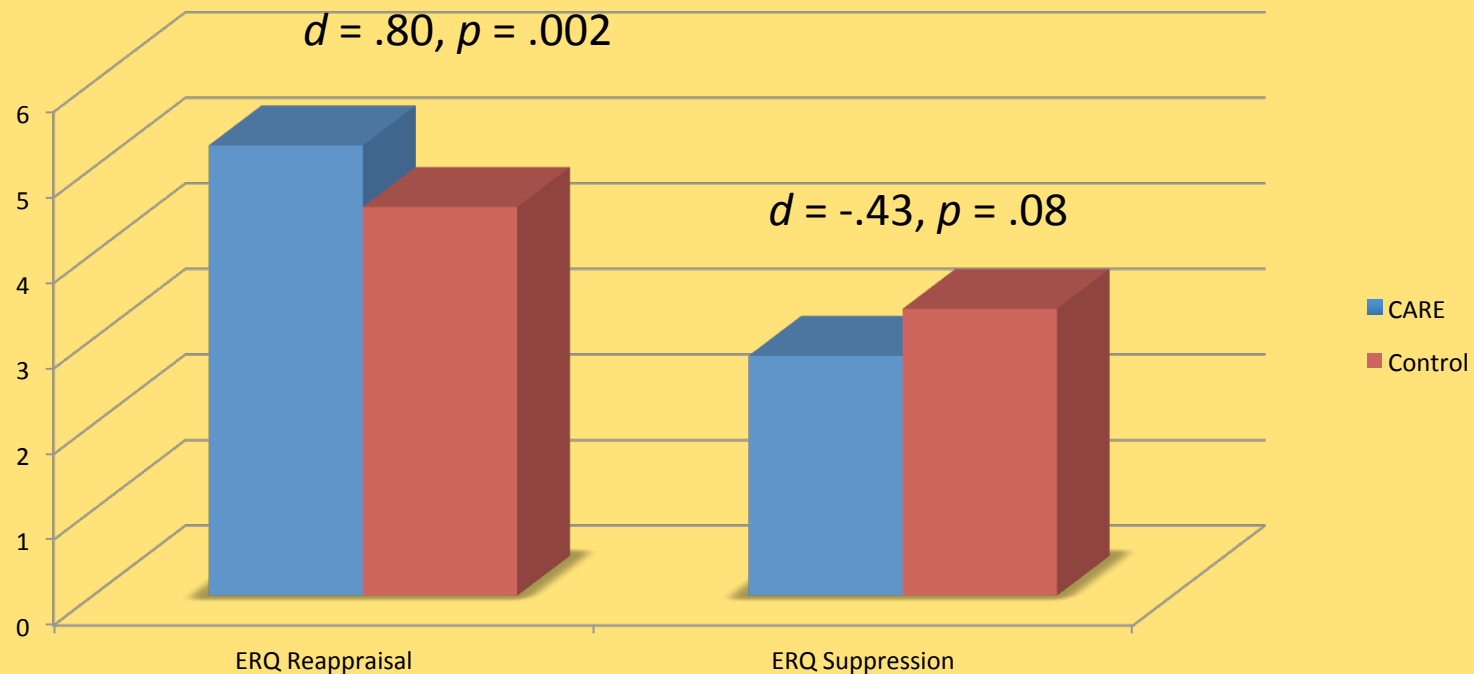
CARE Goal 2 Outcomes

- Harrisburg metro area (Pilot Trial)
 - 50 teachers random assigned to CARE or wait list
 - Pre-post self-report, ANCOVA
 - Focus groups post CARE



Well-being: Emotion Regulation

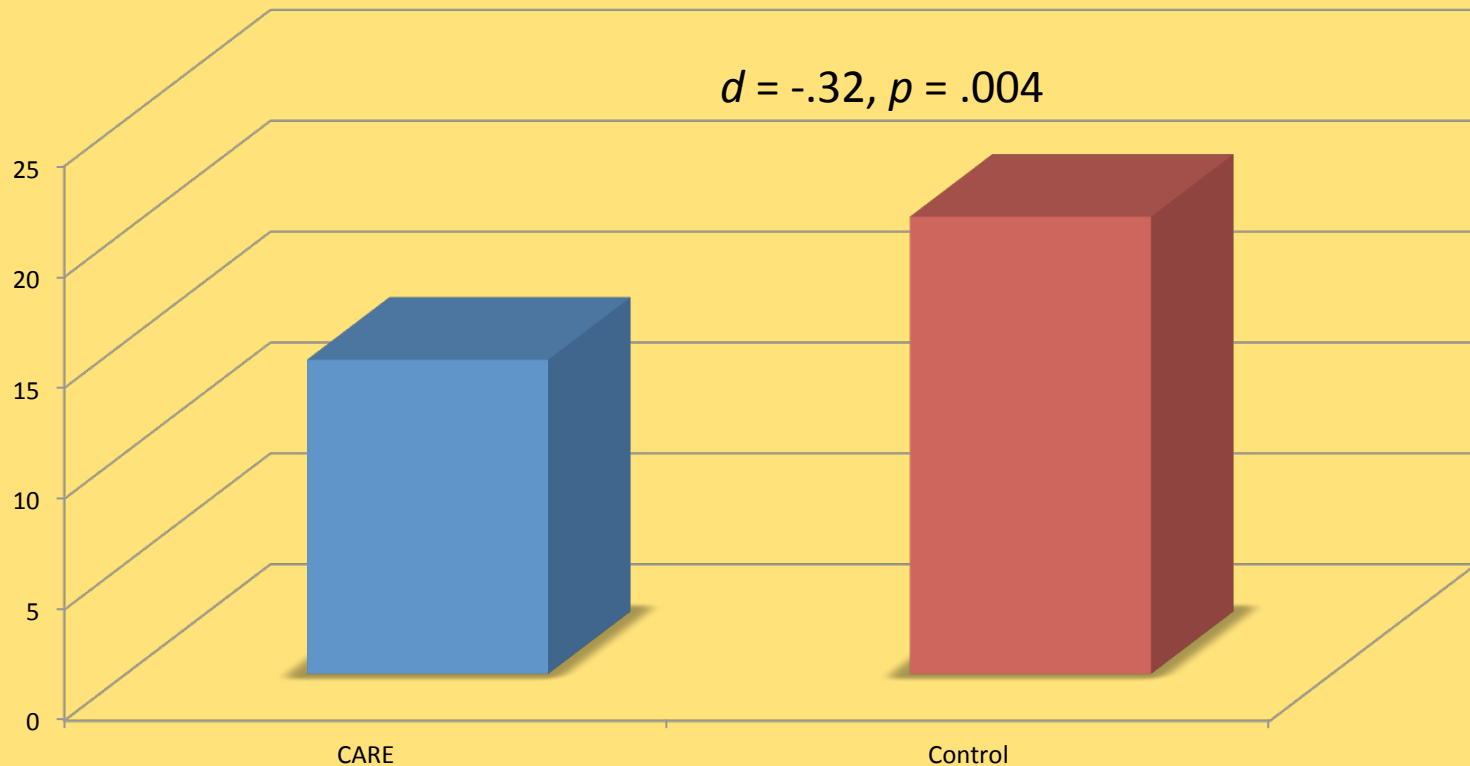
Emotion Regulation Questionnaire (Gross & John, 2003)
Covariance Adjusted Means



Note: Negative effect size scores indicate higher scores in the control group relative to treatment. (Jennings, Frank, Snowberg, Coccia & Greenberg, 2013)

Well-being: Daily Physical Symptoms

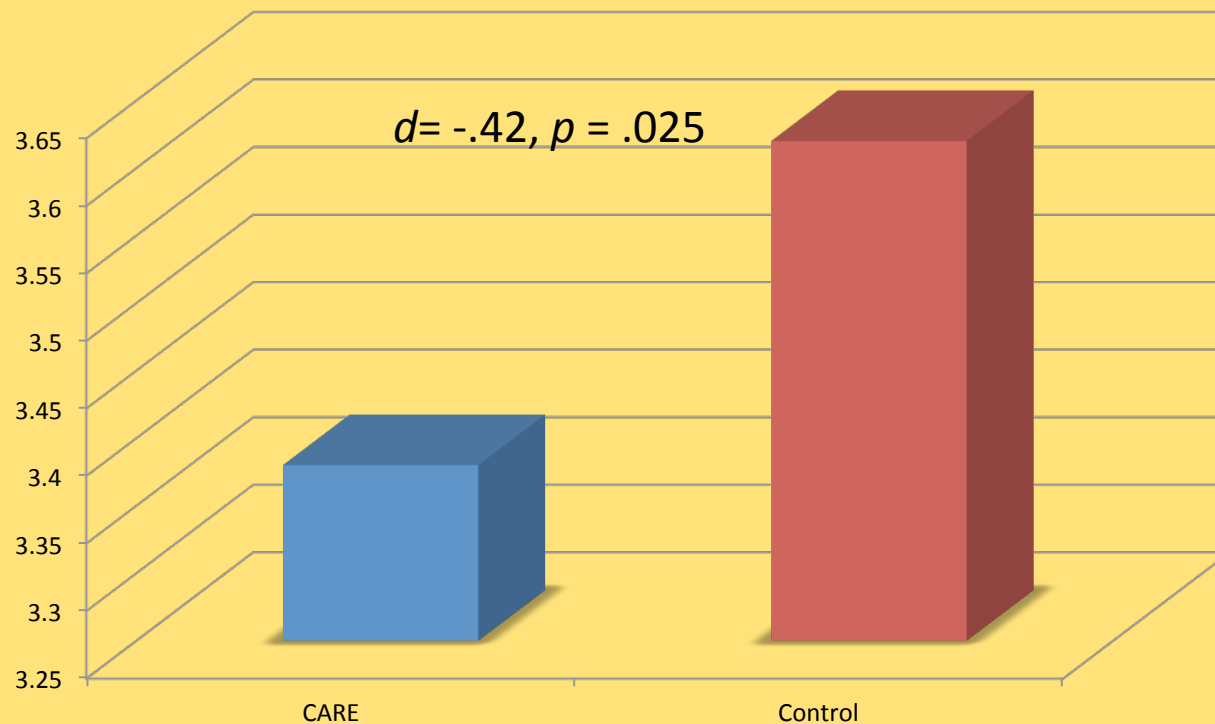
Daily Physical Symptoms (Larsen & Kasimatis, 1997)
Covariance Adjusted Means



(Jennings, Frank, Snowberg, Coccia & Greenberg, 2013)

Well-being: General Hurry

Time Urgency Scale (Landy, Rastegary, Thayer, & Colvin, 1991)
Covariance Adjusted Means

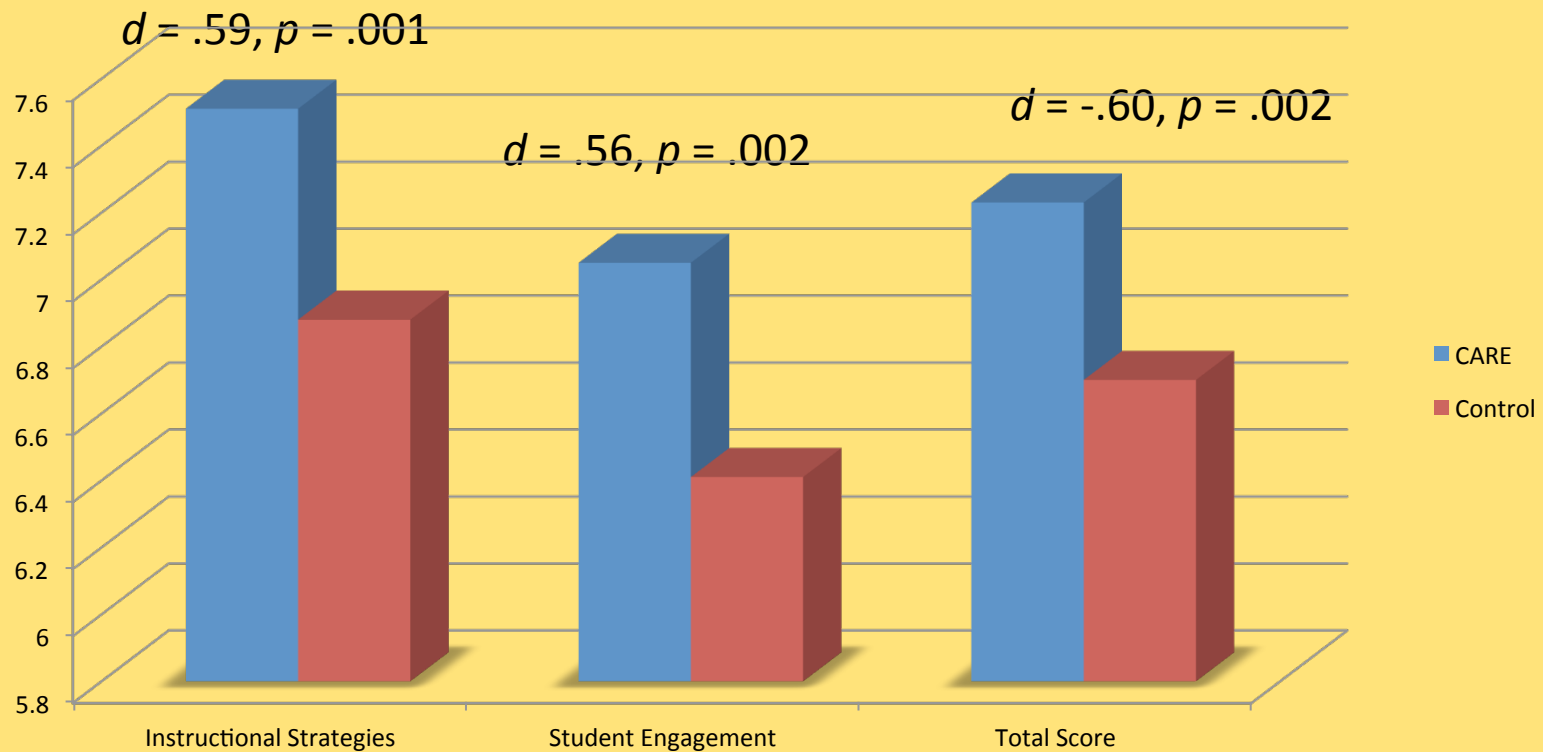


(Jennings, Frank, Snowberg, Coccia & Greenberg, 2013)

Efficacy: Teaching Efficacy

Teachers' Sense of Efficacy Questionnaire (Tschannen-Moran & Woolfolk Hoy, 2001).

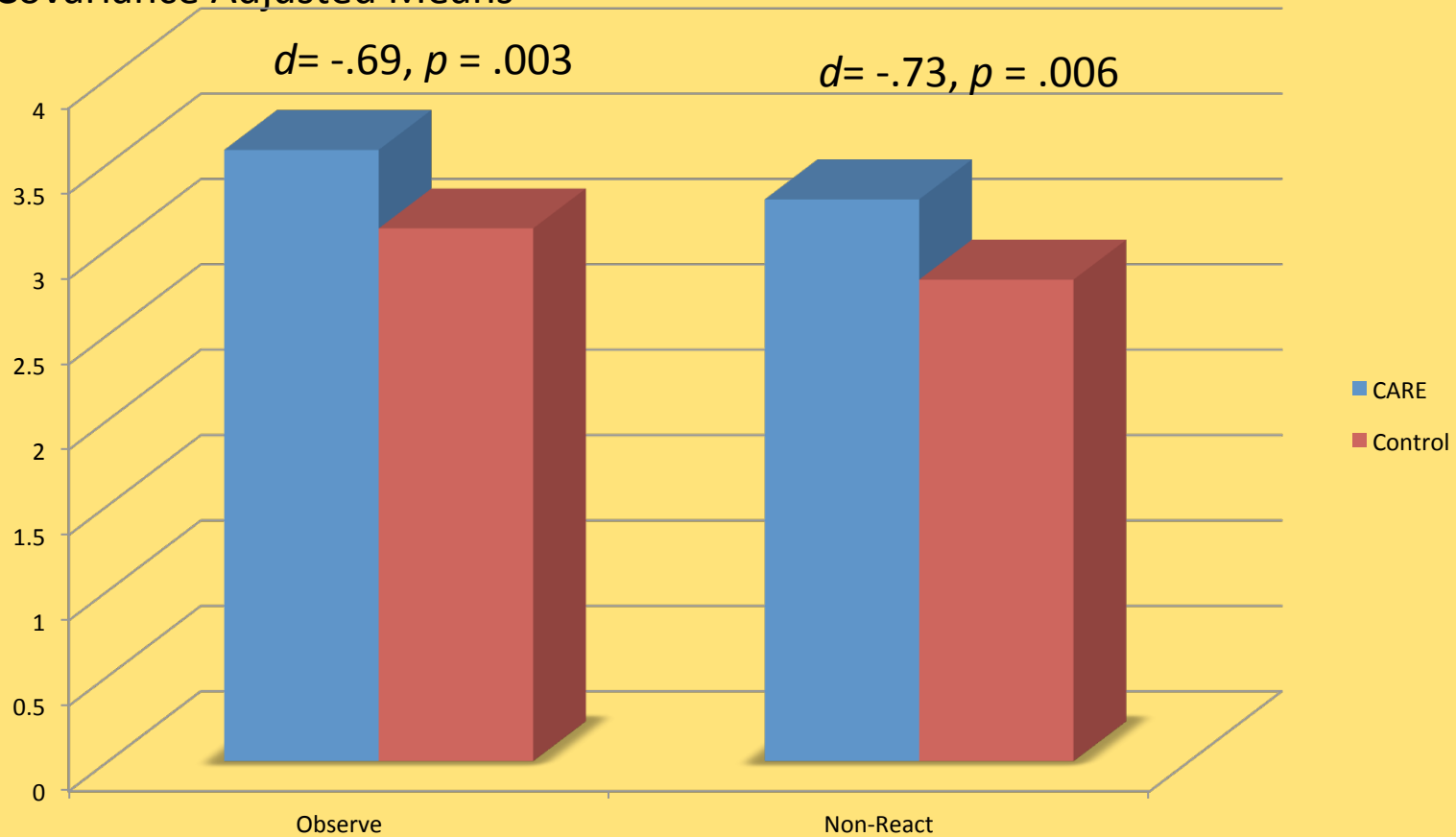
Covariance Adjusted Means



(Jennings, Frank, Snowberg, Coccia & Greenberg, 2013)

Mindfulness

Five Facet Mindfulness Questionnaire (Baer et al., 2006)
Covariance Adjusted Means



(Jennings, Frank, Snowberg, Coccia & Greenberg, 2013)

Awareness

“I’m being more aware of the kids, more opportunities to talk with them, just more aware in general, of myself, what I’m feeling, what I’m eating, what I’m doing, where I’m going...my awareness has just been heightened. And if I can just keep reminding myself of that, just to be aware, aware of other people, aware of my own ‘stuff’, that’s a huge thing for me in life.”

Self-Regulation/Decentering

“I’m much calmer. Even when I’m drinking coffee, my mind’s not racing in a thousand different places, I’m just liking my coffee. I’ve learned how to just take things for what they are and not keep everything on my shoulders all the time. And because I’m not doing that anymore, that allows me to treat my kids better and address their needs better and try and teach them to be that way through my example.”

CARE NYC Cluster RCT

- Larger Study
- Urban School – High Rate of Ethnic Minority Teachers and Students
- One Year Follow-up
- Effects on Teachers and Students

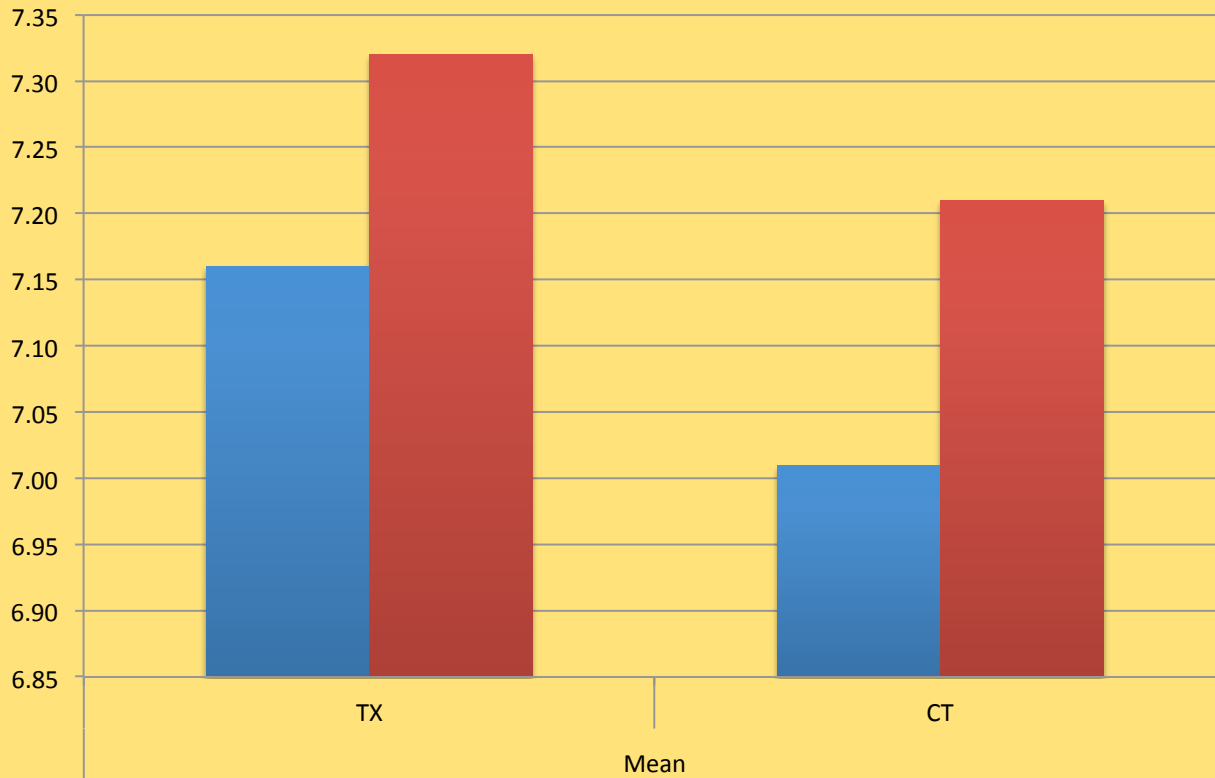
Sample

- 2 Cohorts of 36 elementary schools
(2012-13: 8 schools, 2013-14: 28 schools)
- 226 teachers
 - 93% female
 - 35% White
 - 33% Hispanic
 - 24% African American
- 5036 students*
 - 52% female
 - 67% Hispanic
 - 23% African American



*preliminary demographic data based upon teacher report. Requires verification by school record.

Efficacy Aggregate (NS)

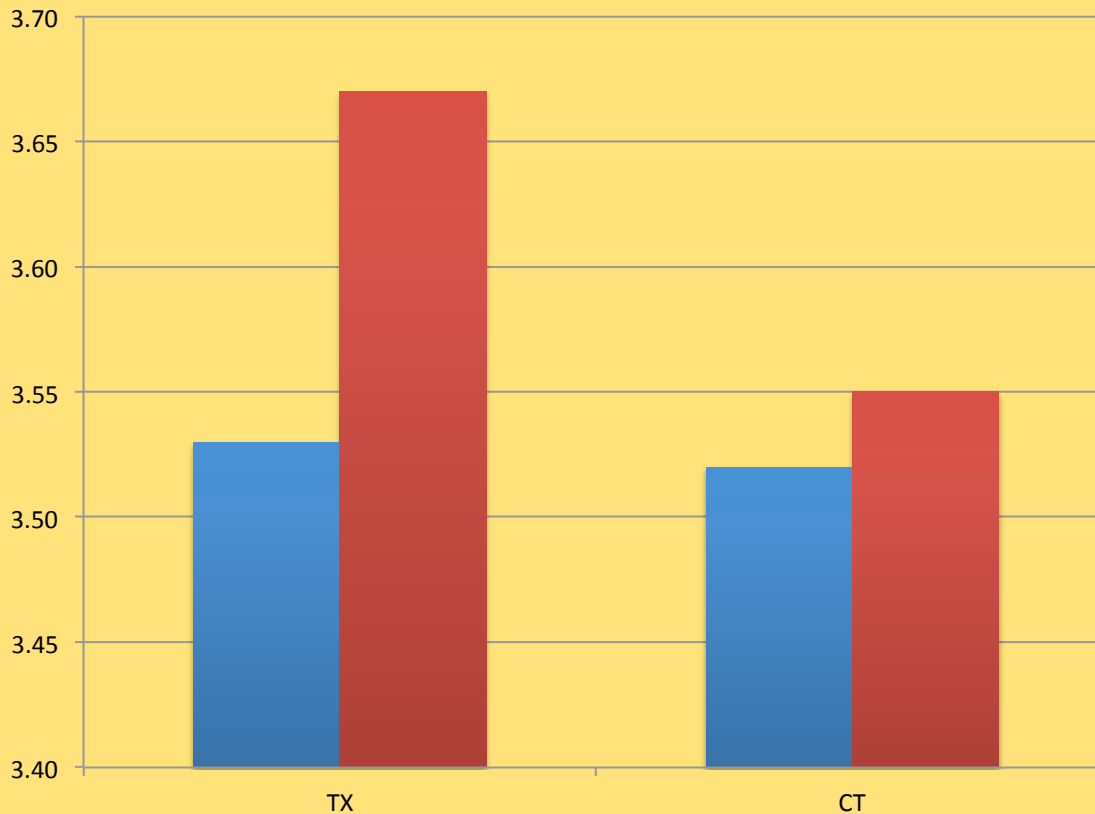


Efficacy Aggregate
(12 items, alpha = .84)
Teacher Efficacy Scale
- Student Engagement
- Instructional Efficacy
- Classroom Management

■ PRE

■ POST

Mindfulness Aggregate (<.01)



Mindfulness Aggregate
(36 items, alpha = .73
Five-Facet Mindfulness
Questionnaire (Baer, 2004):

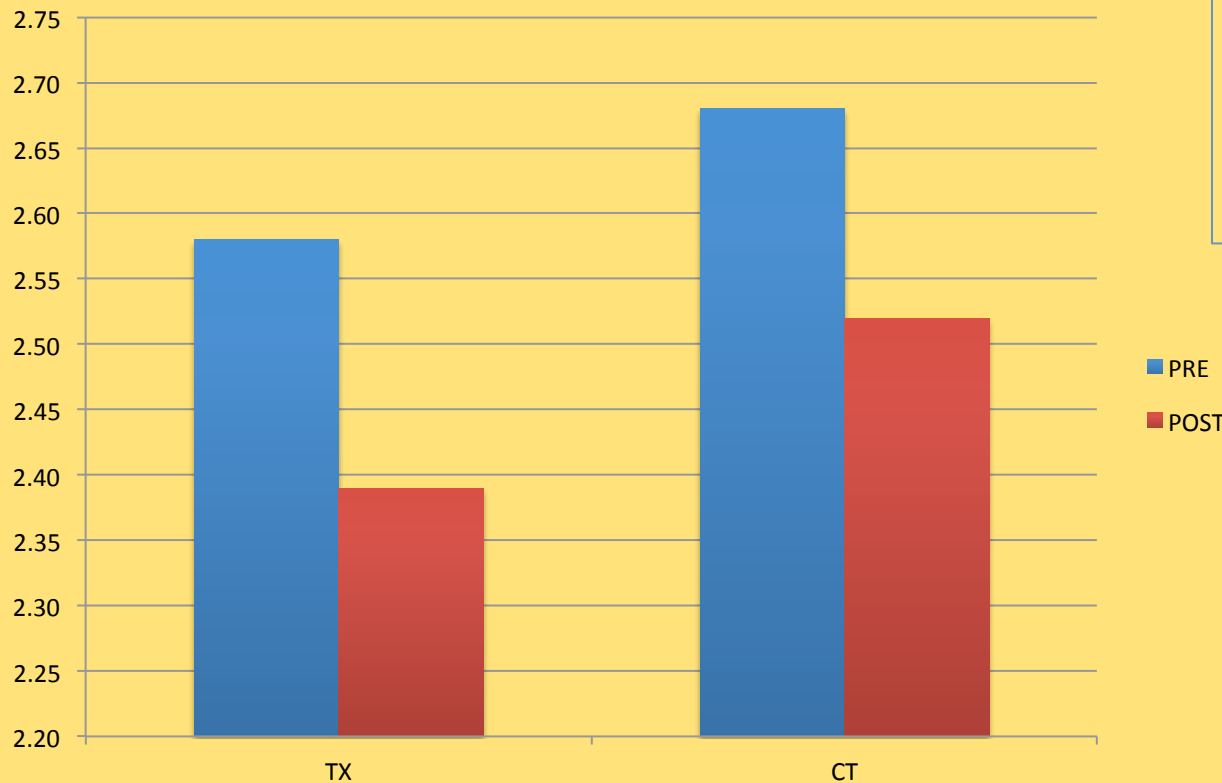
- Observe
- Describe
- Awareness
- Non-React

Interpersonal Mindfulness (Frank
et al., , under review_)

■ PRE
■ POST

Distress Aggregate (<.05)

Distress Aggregate
(32 items, alpha = .87)
Maslach Burnout Inventory
(Maslach, et al., 1997):
Emotional Exhaustion
Generalized Anxiety Disorder
(Spitzer et al., 2006)
Patient Health Questionnaire
(Depression) (Kroenke &
Spitzer, 2002)
Perceived Stress Scale
(Cohen, et al., 1983)

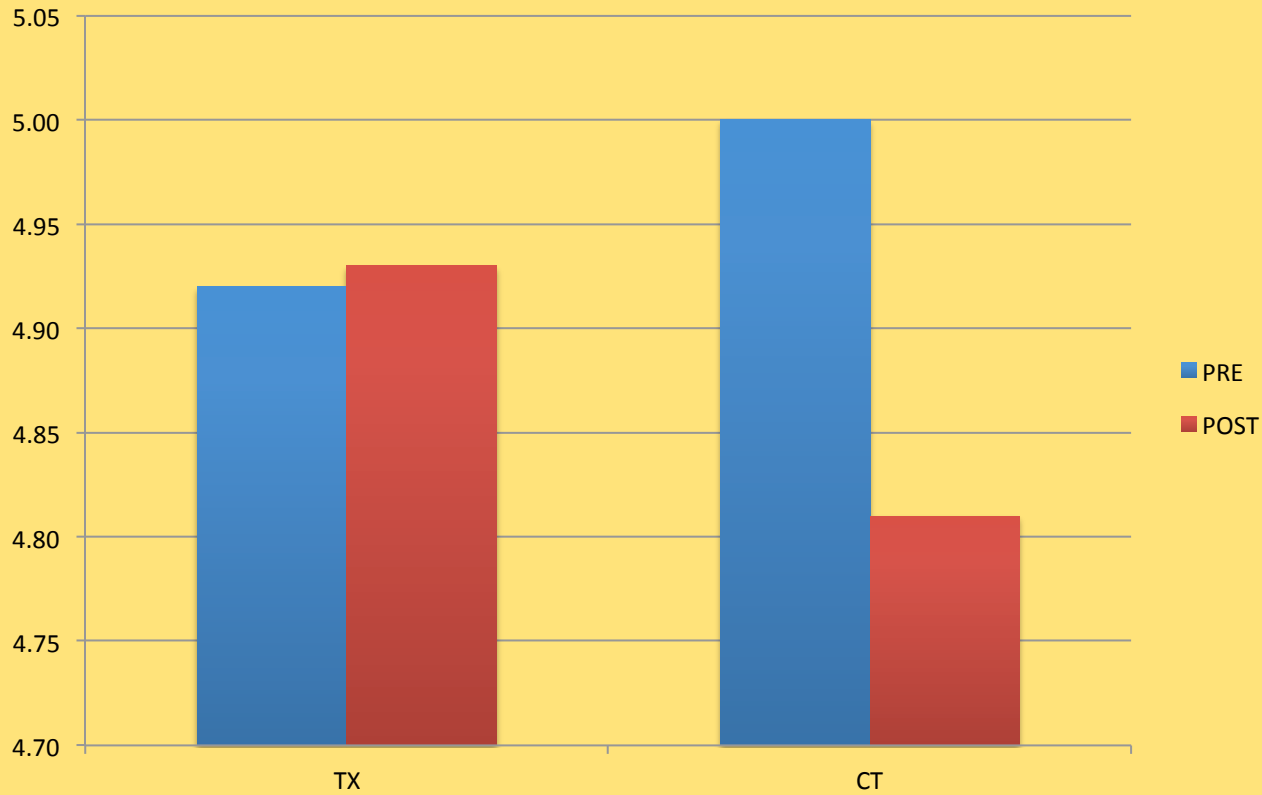


Classroom observation (CLASS)

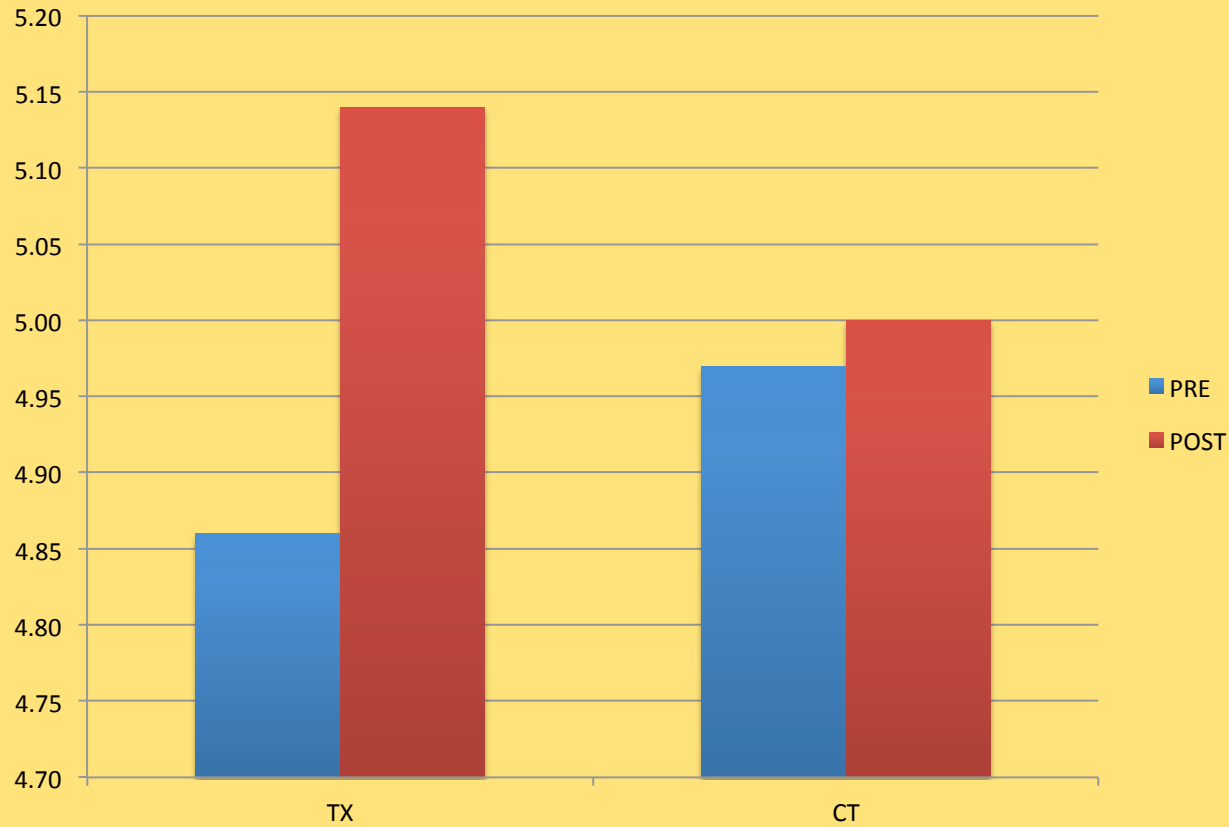
- *Emotional Support*
- *Classroom Organization*
- *Instructional Support*



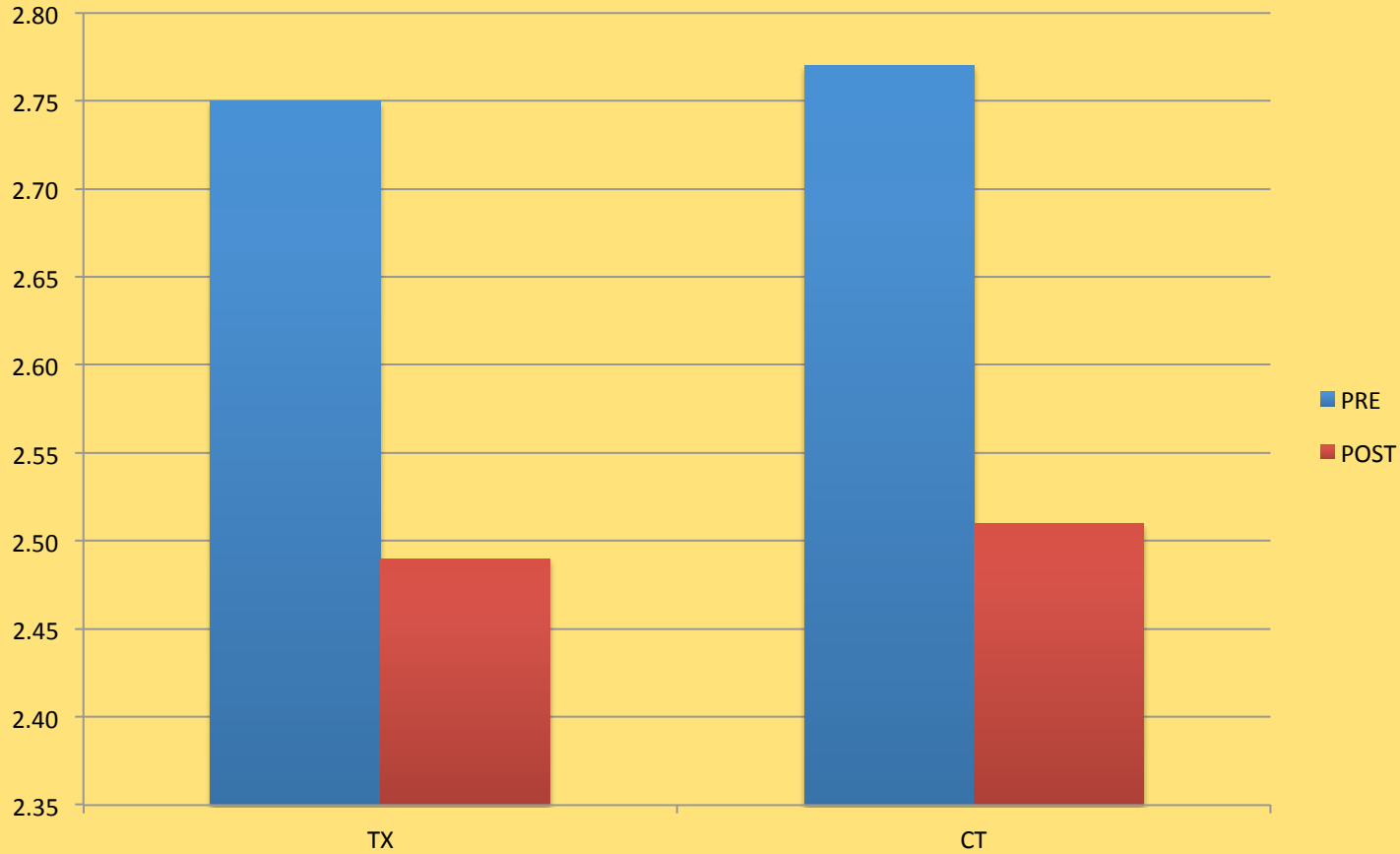
CLASS Emotional Support (<.05)



CLASS Classroom Organization (<.05)



CLASS Instructional Support (NS)





The CALM Project

(Comprehensive Approach to Learning Mindfulness)

Daily Stress Reduction Program

- Developed At Penn State
- Primary Developer: Alexis Harris
- Collaborating Teacher: Karla Hudecek
- Collaborative Research Team:
 - Patricia Jennings
 - Rachel Abenavoli
 - Deirdre Katz

The CALM Program



- Based in gentle yoga and mindfulness practices
- Designed to promote health and wellbeing among educators by:
 - providing a daily stress reduction practice
 - empowering participants with strategies throughout the day
 - Enhance regulatory processes that buffer psychological distress
 - build a sense of community well-being across the school

Program details:

- 64 scripted intervention sessions
- 16 weeks
- 20 minutes per session
- offered 4 days per week before school
- Participants were encouraged to attend two sessions per week

CALM Program Session Format

Welcome
(<1 Minute)

Centering and Intention
Setting (2 minutes)

Breath Awareness
Practice (1-2 minutes)

Movement Practice
(8-10 minutes)

Revisiting the
Breath (1-2 minutes)

Final Relaxation & Mindfulness
Practice (3-4 minutes)

Closing & Intention Setting
(<1 minute)



- Physical Centering
- Attention to present moment
- 3-breaths practice
- Intention for practice

CALM Program Session Format

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(<1 Minute)

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Movement Practice
(8-10 minutes)

Revisiting the
Breath (1-2 minutes)

Final Relaxation & Mindfulness
Practice (3-4 minutes)

Closing & Intention Setting
(<1 minute)

Examples:

- Breath awareness
- Diaphragmatic Breathing
- Equal Breath
- Lengthened Exhalation
- Victory (Ujjayi) Breath
- Alternate Nostril Breathing
- Mental Alternate nostril Breathing

CALM Program Session Format

Welcome
(<1 Minute)

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Setting (2 minutes)

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Practice (1-2 minutes)

Movement Practice
(8-10 minutes)

Revisiting the
Breath (1-2 minutes)

Final Relaxation & Mindfulness
Practice (3-4 minutes)

Closing & Intention Setting
(<1 minute)

Examples:

- Seated warm-up
- Mountain
- Half Sun Salutation
- Standing postures
(Warrior poses,
Balance poses)
- Seated forward
fold
- Seated twist
- Corpse Pose

CALM Program Session Format

Welcome
(<1 Minute)

Centering and Intention
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Practice (1-2 minutes)

Movement Practice
(8-10 minutes)

Revisiting the
Breath (1-2 minutes)

Final Relaxation & Mindfulness
Practice (3-4 minutes)

Closing & Intention Setting
(<1 minute)

Examples:

- Relaxation
- Self-care
- Compassion & Lovingkindness
- Gratitude

Logic Model The CALM logic model is informed by the Prosocial Classroom Model (Jennings & Greenberg, 2009), & hypothesizes that the intervention activities will impact educators' social-emotional functioning, including psychological and physiological indicators related to stress & wellbeing, as well as their job-related functioning.

- Daily Sessions:
 - Sustained attention on present experience
 - Breathing exercises
 - Gentle stretching movements
 - Mindfulness practices
- Personal practice outside of class

Proximal Processes

- Mindful awareness of body and mind— thoughts, emotions, behaviors, sensations
- Self-regulation skills
- Physical relaxation
- Positive emotional experience (e.g. compassion and gratitude)
- Sense of community with colleagues

- Improved stress management, protection from the harmful effects of stress and burnout
- Wellbeing – Physical and Psychological
- Social support
- Improved work-related functioning
- Improved school relational climate

CALM Intervention Activities

Outcomes

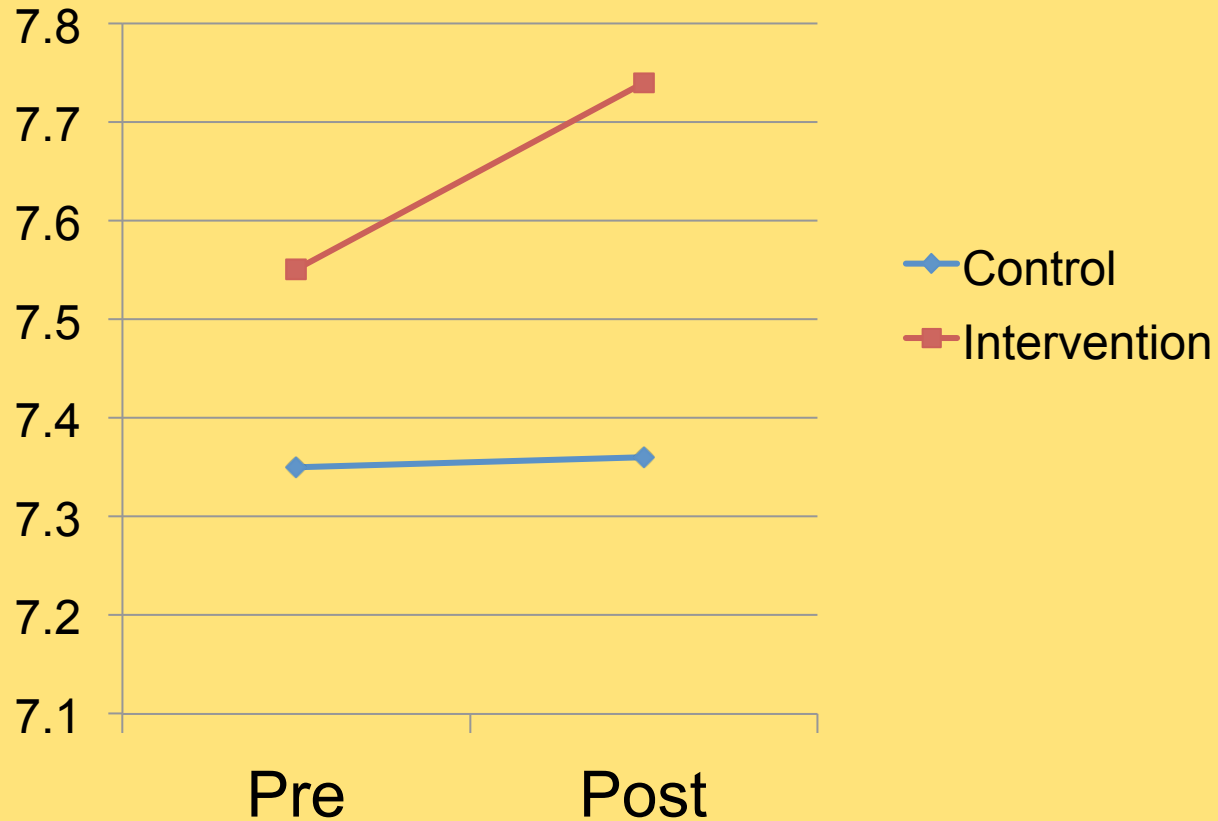
CALM Study Design

- Personnel from two middle schools in PA
- Randomized to intervention or wait-list control
- Participants:
 - 64 educators (42 teachers, 22 para-professionals, learning support, etc.) predominantly white
 - 56 women and 8 men
 - mean age=43
 - average of 14 years teaching experience.

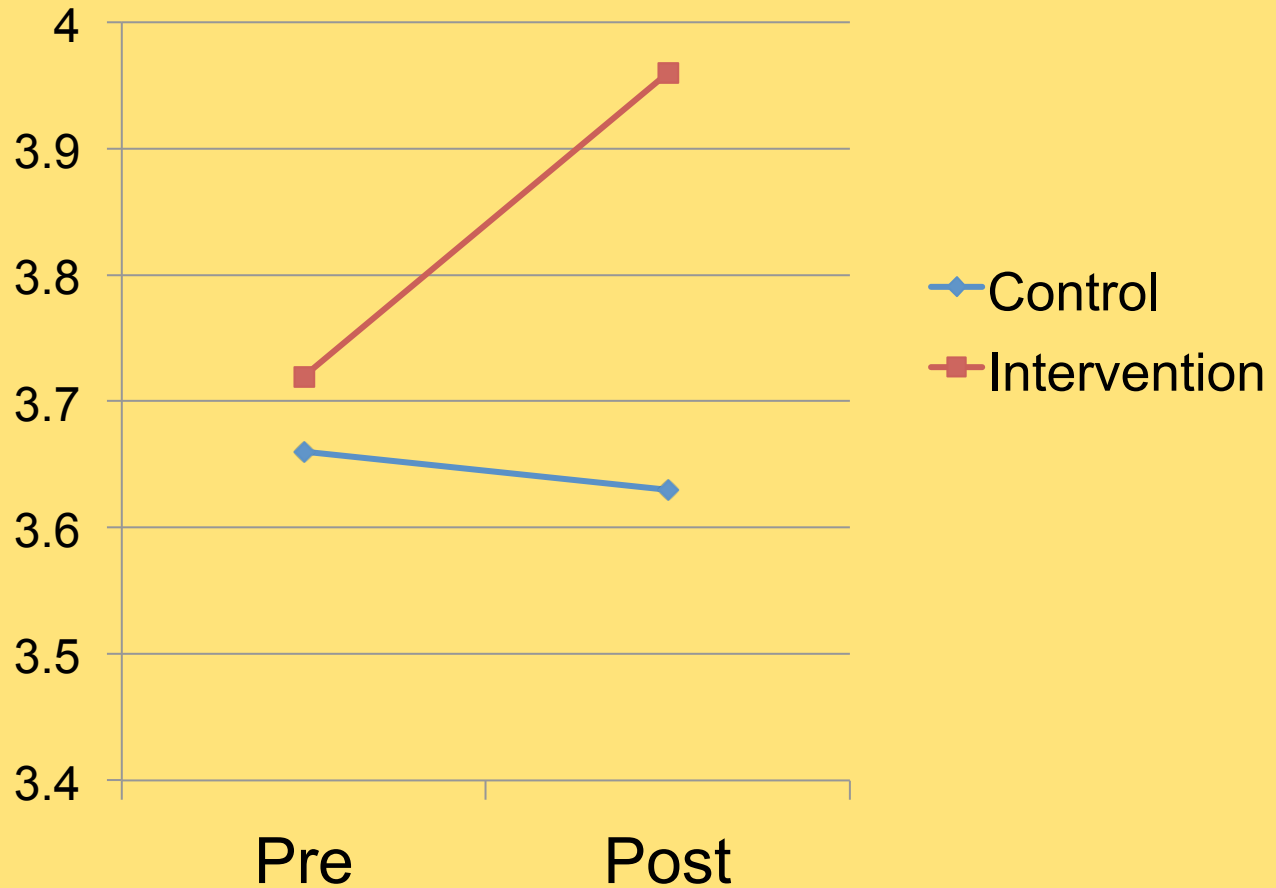
Work-related functioning

Outcome	β Pretest	β Condition
Educator Self Efficacy		
TSES Student Engagement	.54**	.04
TSES Classroom Management	.66**	.18+ ES=.18
TSES Instructional Practices	.63**	.09
Educator Burnout		
MBI Emotional Exhaustion	.80**	-.07
MBI Personal Accomplishment	.88**	.07
MBI Depersonalization	.70**	-.17+ ES=.20
<p>Note: All estimates are from OLS regression models including intercept, pretest score, & condition as predictors. + $p < .10$, *$p < .05$, **$p < .01$</p>		

Self Efficacy: Classroom Management



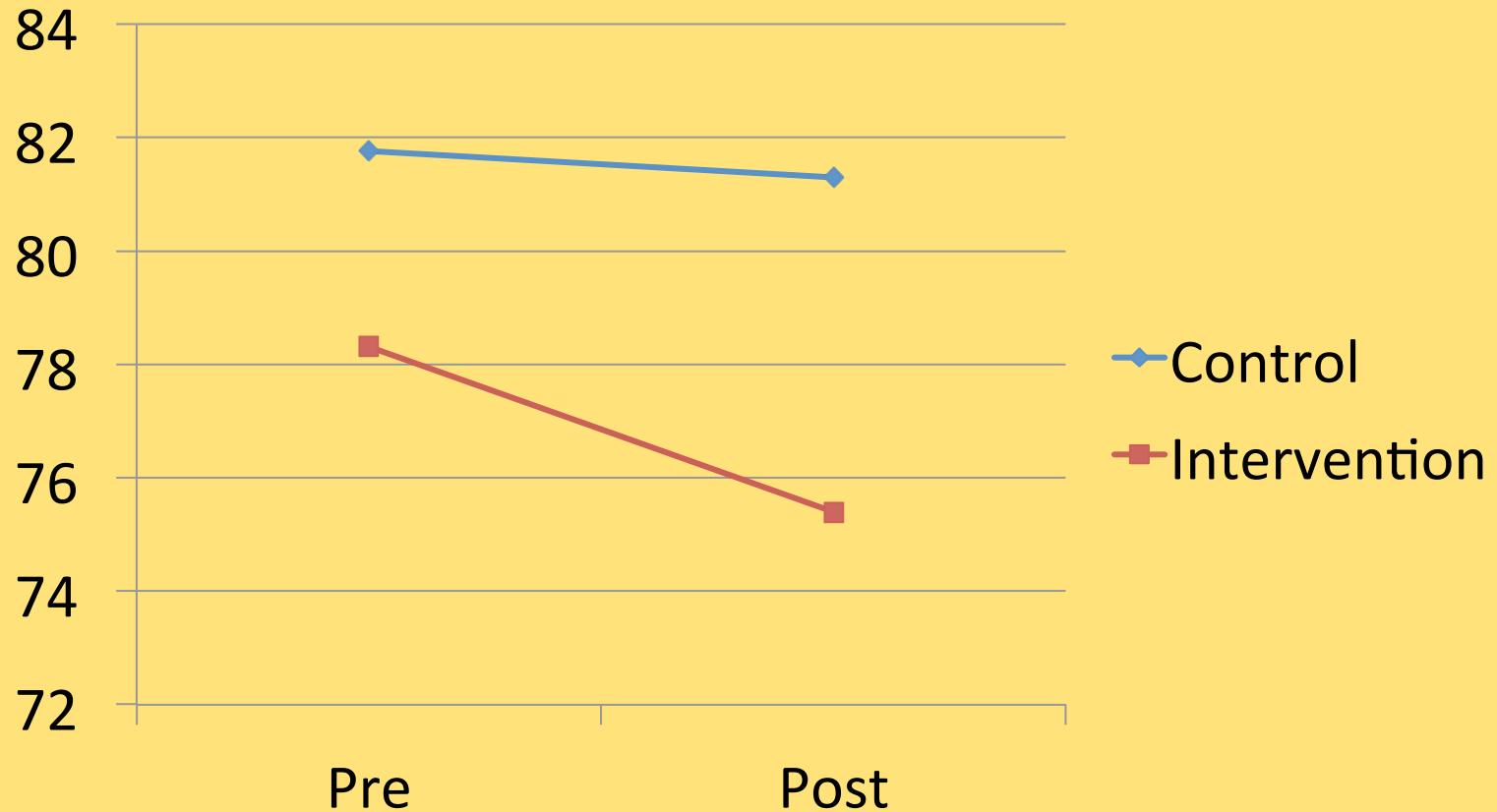
Emotion Regulation: Distress Tolerance



Wellbeing- Stress

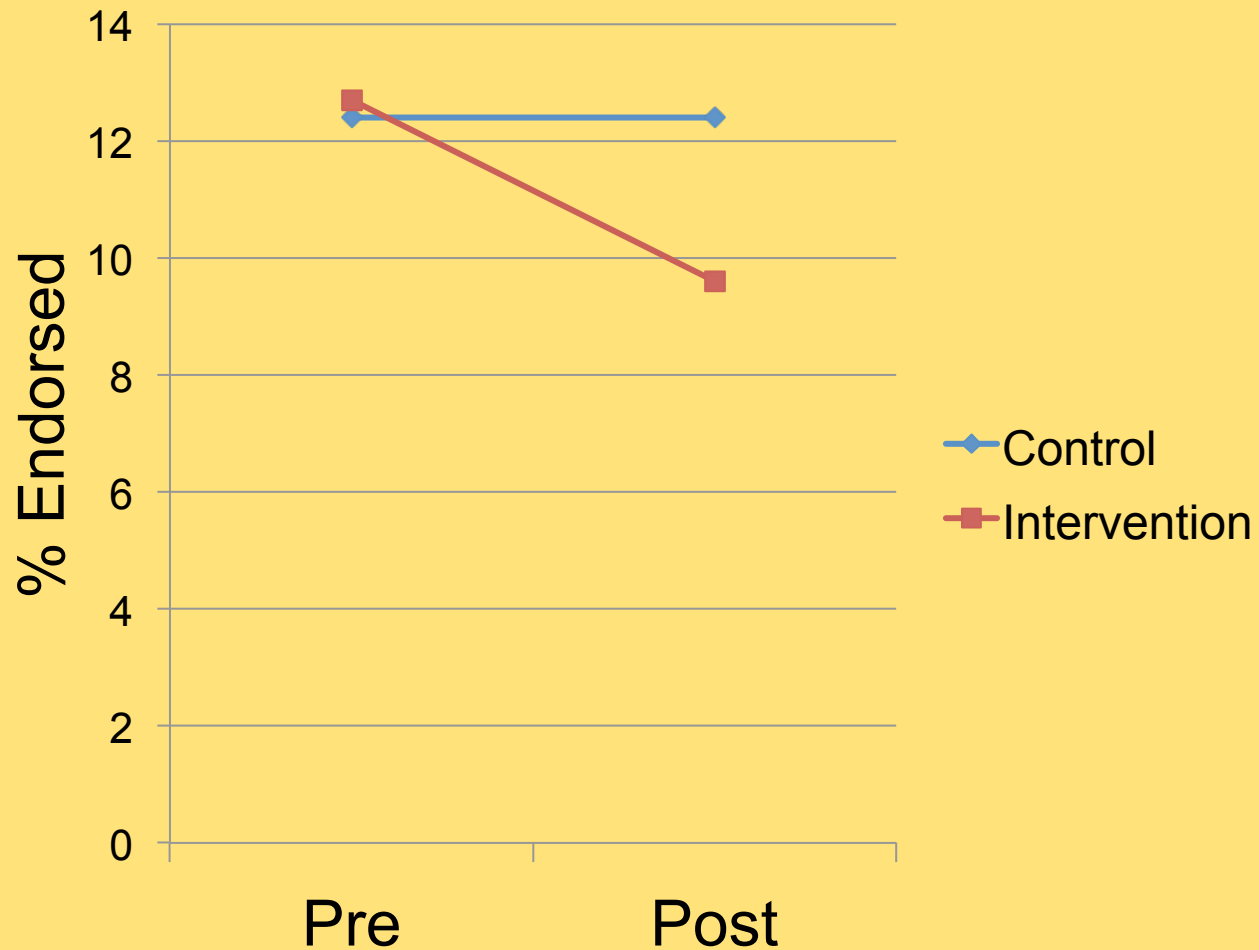
Outcome	β Pretest	β Condition
Time Urgency		
TUS Task-related hurry	.70**	-.17+ ES = .41
TUS General Hurry	.70**	-.05
Perceived Stress		
Perceived Stress	.77**	-.11 ES =.18
Note+ p<.10, *p<.05, **p<.01		

Blood Pressure: Diastolic

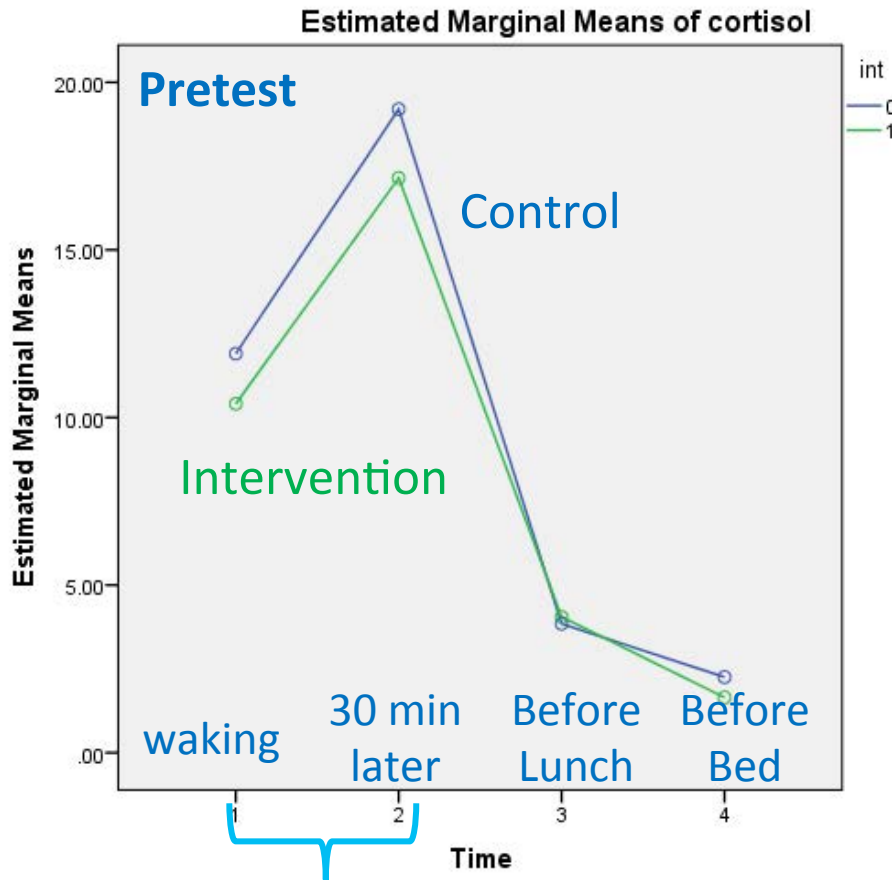


CALM Participants showed a significant decrease in Diastolic Blood Pressure

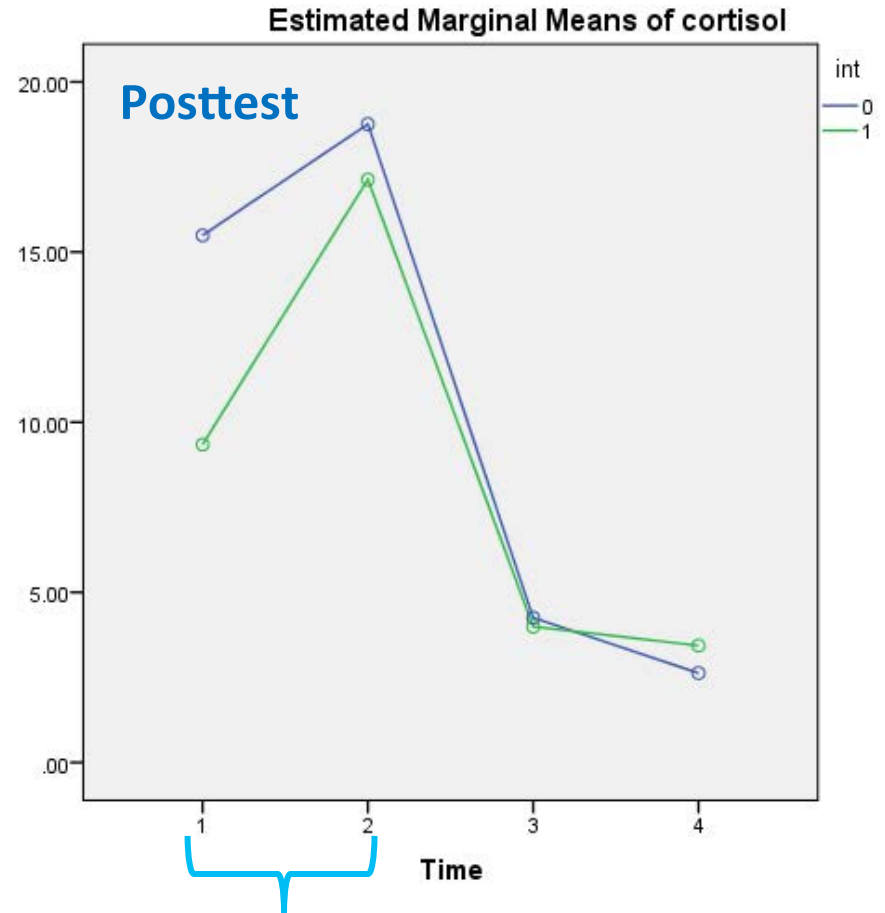
Daily Physical Symptoms



Pre & Post Cortisol Diurnal Patterns



Cortisol Awakening Response



Cortisol Awakening Response

Conclusions

- CALM has promise as an intervention to support educators':
 - Mindfulness and social-emotional competence
 - Stress-management
 - Health and wellbeing
- The brief daily yoga-based format:
 - Is feasible in the school setting
 - Is acceptable to educators
 - Has demonstrated efficacy in this population replicating outcomes seen in other CI formats



too busy to meditate?
try The Buddha Patch!

I'M ACHIEVING
ENLIGHTENMENT...
WHILE I CLEAN MY
TOILET!

©2003 Stivers



also available in capsule, gel, and suppository

Tentative Conclusions

- Teachers are Stressed and It Affects their Personal Lives as well as their Students and the Quality of Instruction and Caring
- Teachers find mindfulness training feasible and they like it
- When Teachers become more mindful they enjoy their jobs more, feel better, improve in their health, and provide better instruction
- Combining Child SEL Models and Teacher SEL models in the same schools/agencies is the next step in creating Caring Schools.

Social Work, Prevention, and Community

Research has shown benefits of mindfulness-based interventions not only psychotherapy and case work, but a greater range of populations that are at-risk, marginalized, or victimized. In these cases, contemplative based interventions are applied not based upon individual qualities, but the qualities of the population as a whole.

Prisons

<http://mindfulnessresearch.blogspot.com/p/mindfulness-and-social-work.html>

Schools

Mindfulness & Social Work – Steve Hick
Carelton Univ.

Poor and Homeless

Mindfulness and Acceptance in Social Work
M. Boone

“To be hopeful in bad times is not just foolishly romantic. It is based on the fact that human history is a history not only of cruelty, but also of compassion, sacrifice, courage, kindness. *What we choose to emphasize in this complex history will determine our lives.* If we see only the worst, it destroys our capacity to do something. If we remember those times and places - and there are so many – where people have behaved magnificently, this gives us the energy to act, and at least the possibility of sending this spinning top of a world in a different direction.

And if we do act, in however small a way, we don't have to wait for some grand utopian future. *The future is an infinite succession of presents, and to live now as we think human beings should live, in defiance of all that is bad around us, is itself a marvelous victory.*

Howard Zinn

Partners:

Garrison Institute

Contemplation & Education Leadership Council

Holistic Life Foundation: Travelling Yogis

Johns Hopkins – School of Public Health

Numerous Public School Districts

Funders:

Garrison Institute

Mind and Life Institute

1440 Foundation

Attias Family Fund

Johns Hopkins Ctr on Violence Prevention

PSU Prevention Center

U.S. Department of Education

National Institute of Drug Abuse

