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# Appendix A

## *Books for the Mindful School Leader*

### **The Wounded Leader: How Real Leadership Emerges in Times of Crisis**

Richard H. Ackerman and Pat Maslin-Ostrowski (San Francisco: Jossey-Bass, 2002)

As any school leader can testify, the responsibilities of school leadership can take one from an inspired moment to a crisis in an instant. This lovely and honest book, written by directors of school leadership programs in Massachusetts and Florida, describes the importance of coming out from behind the “mask” of leadership and into truthful narratives for individual and collective effectiveness and organizational healing.

### **Resonant Leadership**

Richard Boyatzis and Annie McKee (Boston: Harvard Business School Publishing, 2005)

One of our favorite, perceptive reads on leadership practice, this balanced and compassionate book describes the typical cycles of leaders, from great promise and swift upward arcs of success, to a “cycle of sacrifice” that leads to burnout and poor results. The authors suggest that “great” leadership involves ongoing commitment to rest, reflection, renewal, and truth telling to produce sustainable, emotionally attuned,

deeply effective leadership. The book has a whole section on mindfulness and is filled with useful exercises and sage advice.

## **Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead**

Brené Brown (New York: Penguin, 2012)

An essential book for any leader who is interested in the research evidence—and compelling testimony and personal exploration—of how vulnerability can actually be a great leadership strength. As Brown’s endlessly popular TED talks, podcasts, and Oprah Winfrey–sponsored courses demonstrate, vulnerability is essential to authentic and trustworthy leadership. Rather than indicating weakness, the leader’s capacity to show appropriate vulnerability intensifies a sense of commitment to work, builds trust, and helps everyone feel a greater sense of connection and commitment. We think this is essential reading for anyone leading an organization.

## **Trustworthy Leadership: Can We Be the Leaders We Need Our Students to Become?**

Diana Chapman Walsh (Kalamazoo, MI: Fetzer Institute, 2006)

As former president of Wellesley College, Diana Chapman Walsh is a visionary leader in education. In this landmark work, she traces her own career of leadership insights and growing leadership confidence as she outlines her development and articulation of core leadership values. She emphasizes the necessity of personal authenticity, vulnerability, and trustworthiness in times of leadership conflict and crisis and within broken communities.

## **The Compassionate Mind**

Paul Gilbert (Oakland, CA: New Harbinger, 2009)

This is a huge, authoritative, research- and practice-oriented book from one of the foremost authorities on compassion and self-compassion as applied to clinical populations. Paul Gilbert, a loving, kind, modest

psychiatrist and professor at the University of Derby in the United Kingdom, explores the neuroscience of compassion and includes wise, humorous exercises that help us deepen compassion toward ourselves and others. We think he's one of the best in the field.

## **Hardwiring Happiness: The New Brain Science of Contentment, Calm, and Confidence**

Rick Hanson (New York: Harmony Books, 2013)

Like an auto manual for your brain, but a compassionate one, best-selling author Rick Hanson describes the ways in which our brains are naturally hardwired to focus on negative events and fearful narratives. With loving care, attention, and thoughtfulness Hanson describes how to "replant" the gardens of our minds with more useful material . . . through daily practice. We quote this book throughout this volume, and we think this is one of the most useful, important works a busy school leader can commit to as part of a yearly professional development reading plan. We think this would make a great teacher and staff book group book as well.

## **Leading From Within: Poetry That Sustains the Courage to Lead**

Sam M. Intrator and Megan Scribner, Eds. (San Francisco: Jossey-Bass, 2007)

A beautiful collection of 93 poems, accompanied by a brief personal commentary from an active leader, this collection helps illuminate the challenges and possibilities of a leader's work, the importance of ethical and social justice commitments in the work, and the necessity of groundedness in deepest principles to show up to the challenges of leadership. Forewords suggest that everyone is a leader, from wherever they sit, and that leaders not resist the dark feelings that are a part of leadership.

## **Mindfulness for Beginners**

Jon Kabat-Zinn (Boulder, CO: Sounds True, 2012)

Just when it seemed there couldn't actually be anything more to say about mindfulness, the great authority on mindfulness, Jon Kabat-Zinn,

wrote an accessible, almost poetically simple book that describes what mindfulness is, and how to do it. The distillation of thousands of presentations, books, articles, and research papers, without a lot of the details that clutter many descriptions, this is a great beginner resource for anyone who wants to understand the experience of mindfulness and why it may be compelling for leaders, and everyone else.

## **Finding the Space to Lead**

Janice Marturano (New York: Bloomsbury Press, 2014)

Founder of the Institute for Mindful Leadership and former vice president at General Mills, Janice Marturano is a new mindful leadership author-practitioner. We think she's at the forefront of boldly proclaiming the benefits of mindful leadership practices for every sector, and her descriptions and suggestions about how to do mindfulness as a leader are practical, grounded in hours of practice, and attuned to the intense hustle and pace of most leaders' cultural environments. (No time to breathe!) We see her helping to grow the mindful leadership field, and we're eager for her book to reach broad audiences.

## **Self-Compassion: Stop Beating Yourself Up and Leave Insecurity Behind**

Kristin Neff (New York: HarperCollins, 2011)

This popular work, along with Kristin Neff's website and many workshops in partnership with Chris Germer, have made the idea of self-compassion, and its practice, much more popularly known and accepted. Neff, a recognized expert on self-compassion and the first person to operationally define and measure self-compassion in the academic literature, is especially good at elucidating the difference between self-esteem and self-compassion, and the ways in which negative self-talk, rather than being motivating and driving us to be our best, actually diminishes risk taking and performance. Neff's own personal journey of self-compassion around the diagnosis and education of her autistic son adds poignancy to this narrative and makes it especially useful to leaders and school staffs.

## **Planting Seeds: Practicing Mindfulness With Children**

Thich Nhat Hanh and the Plum Village Community (Berkeley, CA: Parallax Press, 2011)

This delightful, light-filled, and practice-packed book explains what mindfulness is from a child's point of view—which we tend to think is just right for many adults, too. The book is infused with a sense of quiet wisdom and joy, and describes how all of us have opportunities to “grow happiness” in our schools. We think this should be on every mindful school leader's shelf.

## **Together We Are One: Honoring Our Diversity, Celebrating Our Connection**

Thich Nhat Hanh, with Larry Ward, Sister Chân Không, and Hilda Gutierrez Baldoquin (Berkeley, CA: Parallax Press, 2010)

Readers of all backgrounds can appreciate Thich Nhat Hanh's teachings to mindfulness practitioners of color. The chapters focus on honoring our ancestors, developing and understanding compassion, and seeing the world in terms of interbeing. The chapters are also interspersed with mindfulness practices and evocative personal essays. Zen Master Thich Nhat Hanh is one of the best-known Zen Buddhist teachers in the world today. His best-selling books include *Happiness* and *Peace Is Every Step*. He lives in Plum Village, in southwest France, where he gardens, writes, and teaches on the art of mindful living.

## **A Mindfulness-Based Stress Reduction Workbook**

Bob Stahl and Elisha Goldstein (Oakland, CA: New Harbinger, 2010)

Because stress and pain are unavoidable in our lives, this classic and practice-filled book (with a CD of exercises) explains step-by-step many of the practices suggested in this volume. This work also provides a brief overview of mindfulness-based stress reduction (MBSR), and is the textbook used in many MBSR courses.

## **Search Inside Yourself**

Chade-Meng Tan (New York: HarperCollins, 2012)

Google's personal growth pioneer, Chade-Meng Tan (Meng), offers a proven program designed to enhance mindfulness and emotional intelligence in life and work. Meng originally developed the Search Inside Yourself program at Google to improve the personal and professional lives of employees by enhancing productivity, creativity, and ultimately day-to-day happiness through the practice of mindfulness. In a wholly unique, entertaining, and affable program, Meng will guide the reader on a prescriptive journey inward.

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# Appendix B

## *The (General) Mindful Library\**

A sampling of essential books—both new and classic—specifically for those interested in living mindfully.

### **Mindful Monkey, Happy Panda**

Lauren Alderfer, Illustrations by Kerry Lee MacLean (Somerville, MA: Wisdom, 2011)

This wonderful picture book for children and adults alike introduces the powerful practice of mindfulness in a fun and exciting way. With the delightful characters Monkey and his serene friend Happy Panda guiding readers to a calmer and more attentive mind, this whimsical yet universal and warm presentation will delight all readers.

### **One-Minute Mindfulness**

Donald Altman (Novato, CA: New World Library, 2011)

Being fully in each moment leads to peace and well-being—but it's harder than it sounds, especially in a world with constant demands on our time and attention. How do you practice mindfulness when you're faced with difficult coworkers, overwhelming schedules, or stubborn kids? In this book, Donald Altman brings the benefits of

\* This library was compiled in part by Mindful ([www.mindful.org/Books/creating-a-mindful-library](http://www.mindful.org/Books/creating-a-mindful-library)), a resource center and magazine about mindfulness, and is used by permission of the editors. Please consult Mindful for many additional resources about mindfulness and its practice.

mindfulness down to earth and into everyday life. With 50 exercises and practices to build awareness and center attention, you will discover how to savor routine pleasures, build fulfillment in your work, enhance and heal relationships, change unhealthy habits, and connect to peace even in the midst of chaos or uncertainty.

## **Leaves Falling Gently: Living Fully With Serious and Life-Limiting Illness Through Mindfulness, Compassion, and Connectedness**

Susan Bauer-Wu, PhD, RN, Foreword by Joan Halifax, PhD (Oakland, CA: New Harbinger, 2011)

Written by a nurse, clinical scientist, and meditation practitioner with nearly 30 years of experience working with people from different faith traditions who have serious illnesses, *Leaves Falling Gently* shows how the cultivation of mindfulness and compassion can help these individuals to live fully, regardless of circumstances, with peace of mind, contentment, and connection with loved ones and with what matters most.

## **Mindful Therapy: A Guide for Therapists and Helping Professionals**

Thomas Bien (Somerville, MA: Wisdom, 2006)

*Mindful Therapy* offers ways in which therapists of every variety can mindfully care for themselves amid the challenges of their practice. Composed of a useful, highly readable balance of theoretical groundwork, personal experience, case studies, and practice exercises, this book is a welcome and much-needed addition to the literature for psychotherapists, therapists-in-training, and occupational therapists and other types of teachers.

## **The Mindfulness Revolution: Leading Psychologists, Scientists, Artists, and Meditation Teachers on the Power of Mindfulness in Daily Life**

Barry Boyce, Ed. (Boston: Shambhala, 2011)

Mindfulness is being applied in a variety of professional fields—from health care to education, from performing arts to business—to improve effectiveness and enhance well-being. Here is a collection of

the best writing on what mindfulness is, why we should practice it, and how to apply it in daily life, from leading figures in the field. Selections include Jon Kabat-Zinn on the essence of mindfulness, stress reduction, and positive change; professor of psychiatry Daniel Siegel, MD, on how mindfulness benefits the brain; pioneering psychologist Ellen Langer on how mindfulness can change the understanding and treatment of disease; leadership coach Michael Carroll on practicing mindfulness at work; psychologist Daniel Goleman on a mindful approach to shopping and consuming; and more.

## **Mindful Eating: A Guide to Rediscovering a Healthy and Joyful Relationship With Food**

Jan Chozen Bays (Boston: Shambhala, 2009)

*Mindful Eating* is an approach that involves bringing one's full attention to the process of eating—to all the tastes, smells, thoughts, and feelings that arise during a meal. Whether you are overweight, suffer from an eating disorder, or just want to get more out of life, this book offers simple tools that will help you tune into your body's own wisdom about what, when, and how much to eat. *Mindful Eating* also includes a 75-minute audio CD containing guided exercises led by the author.

## **How to Train a Wild Elephant and Other Adventures in Mindfulness**

Jan Chozen Bays (Boston: Shambhala, 2011)

Jan Chozen Bays, author of *Mindful Eating*, offers a guided program of simple daily mindfulness practices to reduce stress and enhance well-being. These exercises are intended to be used one week at a time, and though they may first seem inconsequential, these small changes can make a real difference to one's sense of balance, clarity, and calm.

## **The Emotional Life of Your Brain: How Its Unique Patterns Affect the Way You Think, Feel, and Live—and How You Can Change Them**

Richard J. Davidson and Sharon Begley (New York: Penguin, 2012)

This long-awaited book by a pioneer in brain research offers a new model of our emotions—their origins, their power, and their malleability.

For more than 30 years, Richard J. Davidson has been at the forefront of brain research. Now he gives us an entirely new model for understanding our emotions, as well as practical strategies we can use to change them. Davidson has discovered that personality is composed of six basic emotional “styles,” including resilience, self-awareness, and attention. Our emotional fingerprint results from where on the continuum of each style we fall. He explains the brain chemistry that underlies each style in order to give us a new model of the emotional brain, one that will even go so far as to affect the way we treat conditions like autism and depression. And, finally, he provides strategies we can use to change our own brains and emotions—if that is what we want to do. Written with best-selling author Sharon Begley, this original and exciting book gives us a new and useful way to look at ourselves, develop a sense of well-being, and live more meaningful lives.

## **The Power of Kindness**

Piero Ferrucci (New York: Penguin, 2006)

*The Power of Kindness* is a stirring examination of a simple but profound concept. Piero Ferrucci, one of the world’s most respected transpersonal psychologists, explores the many surprising facets of kindness and argues that it is this trait that not only will lead to our own individual happiness and the happiness of those around us, but will guide us in a world that has become cold, anxious, difficult, and frightening.

## **The Mindful Path to Self-Compassion: Freeing Yourself From Destructive Thoughts and Emotions**

Christopher K. Germer, PhD (New York: Guilford Press, 2009)

The psychological benefits of mindfulness are well established. Yet for people who struggle with difficult emotions like anxiety, guilt, anger, loneliness, sadness, or low self-esteem, mindfulness practices can be enhanced by adding a simple yet powerful ingredient: self-compassion. Without it, we all too often respond to emotional suffering with self-criticism, shame, or defensiveness—tough-to-break habits that only make suffering worse. This wise, eloquent, and practical book illuminates the nature of self-compassion and offers easy-to-follow, scientifically

grounded steps for incorporating it into daily life. Vivid examples and innovative exercises and techniques make this an ideal resource for readers new to mindfulness or those who want to bring an important new dimension to their practice.

## **Coming to Our Senses: Healing Ourselves and the World Through Mindfulness**

Jon Kabat-Zinn (New York: Hyperion, 2005)

Ten years ago, Jon Kabat-Zinn changed the way we thought about awareness in everyday life with his now-classic introduction to mindfulness, *Wherever You Go, There You Are*. Now, with *Coming to Our Senses*, he provides the definitive book for our time on the connection between mindfulness and our physical and spiritual well-being. With scientific rigor, poetic deftness, and compelling personal stories, Kabat-Zinn examines the mysteries and marvels of our minds and bodies, describing simple, intuitive ways in which we can come to a deeper understanding, through our senses, of our beauty, our genius, and our life path in a complicated, fear-driven, and rapidly changing world. Kabat-Zinn explores another facet of the great adventure of healing ourselves—and our world—through mindful awareness, with a focus on the “sensescapes” of our lives and how a more intentional awareness of the senses, including the human mind itself, allows us to live more fully and more authentically.

## **Urban Mindfulness: Cultivating Peace, Presence, and Purpose in the Middle of It All**

Jonathan S. Kaplan, PhD (Oakland, CA: New Harbinger, 2010)

Respectful of the challenges and advantages that arise when you live or work in the city, *Urban Mindfulness* provides practical advice for transforming everyday experiences into opportunities for contemplation, stress relief, and fulfillment. Filled with insightful reflections and exercises you can do at work, at home, or even while riding the subway, this guide will help you achieve and maintain the sense of peace and calm that you’ve been seeking. You’ll find yourself returning to this guide again and again for gentle reminders that will help you create stillness within yourself as the outside world rushes crazily by.

## **Wild Chickens and Petty Tyrants: 108 Metaphors for Mindfulness**

Arnie Kozak, PhD (Somerville, MA: Wisdom, 2011)

This engaging and accessible little book presents 108 metaphors for mindfulness, meditation practice, the nature of the self, deep acceptance, and other related concepts that Arnie Kozak has cultivated over 25 years of meditating, practicing yoga, and working as a clinical psychologist. These mentally catchy metaphors can motivate us to practice, show us how and where to bring mindfulness to life in our personal experience, and help us employ powerful methods for transformation.

## **The Power of Mindful Learning**

Ellen J. Langer (New York: Perseus Books, 1997)

Radical in its implications, this original and important work may change forever the views we hold about the nature of learning. In *The Power of Mindful Learning*, Ellen J. Langer uses her innovative theory of mindfulness, introduced in her influential earlier book (*Mindfulness*, 1989), to dramatically enhance the way we learn. In business, in sports, in laboratories, or at home, our learning is hobbled by certain antiquated and pervasive misconceptions. In this pithy, liberating, and delightful book, Langer gives us a fresh, new view of learning in the broadest sense.

## **Patience**

Allan Lokos (New York: Penguin, 2012)

In this revelatory book, Allan Lokos draws on years of Buddhist practice, as well as interviews with a wide range of people who have had their patience tested—and often sorely so—in order to discover where the heart of patience lies. A step-by-step guide to weathering life's storms from an inspiring spiritual teacher, *Patience* will help readers discover greater peace and contentment in their lives.

## **Moody Cow Meditates**

Kerry Lee MacLean (Somerville, MA: Wisdom, 2009)

This vibrant and funny children's book is a playful and hilarious way to introduce children to the power of meditation. With full-color

illustrations by the author, *Moody Cow Meditates* is a wonderful book for parents and children to share together.

## **Right Here With You: Bringing Mindful Awareness Into Our Relationships**

Andrea Miller, Ed. (Boston: Shambhala, 2011)

This landmark collection of writings explores how mindfulness can help us to open our hearts, improve communication, end destructive patterns, and be more fully present with each other. Here you'll find Zen Master Thich Nhat Hanh's thoughts on mindfulness and true love, psychotherapist David Richo's advice on finding the right partner, Rabbi Harold Kushner's take on the power of giving our love to others, meditation teacher Susan Piver's belief in the value of heart-break, and more.

## **You Are Here: Discovering the Magic of the Present Moment**

Thich Nhat Hanh (Boston: Shambhala, 2009)

Based on a retreat that Thich Nhat Hanh led for Westerners, this book offers a range of simple, effective practices for cultivating mindfulness, including awareness of breathing and walking, deep listening, and skillful speech. *You Are Here* also offers guidance on healing emotional pain and manifesting real love and compassion in our relationships with others.

## **Here for Now: Living Well With Cancer Through Mindfulness**

Elana Rosenbaum, Foreword by Jon Kabat-Zinn (Hardwick, MA: Satya House, 2005–2007)

*Here for Now* combines narrative with meditations and exercises. While there have been many books on meditation and perhaps even more on cancer, until now, there have been no books that apply the principles of mindfulness to living with this disease. This book has been a welcome addition to the body of work available to

patients and health care practitioners alike. As a psychotherapist and cancer survivor, Elana Rosenbaum has become an international spokesperson for the use of mindfulness techniques in the treatment of cancer.

## **A Mindful Nation: How a Simple Practice Can Help Us Reduce Stress, Improve Performance, and Recapture the American Spirit**

Congressman Tim Ryan, Foreword by Jon Kabat-Zinn (Carlsbad, CA: Hay House, 2012)

In *A Mindful Nation*, Congressman Tim Ryan looks at the benefits of mindfulness—from the personal to the societal—and presents us with an inspiring view of our country’s future. He shows how the benefits of mindfulness apply to our country’s current challenges, and paints a picture of solutions that have been emerging as the mindfulness movement spreads through U.S. hospitals, boardrooms, research labs, and army bases. With a hopeful vision for how mindfulness can reinvigorate our core American values and transform and revitalize our communities, Ryan shows that there is something simple we can do right here and right now to help ourselves and our country.

## **Heal Thy Self: Lessons on Mindfulness in Medicine**

Saki Santorelli (New York: Crown, 1999)

Today we are experiencing extraordinary technological advances in the diagnosis and treatment of illness while at the same time learning to take more responsibility for our own health and well-being. In this book, Saki Santorelli, director of the nationally acclaimed Stress Reduction Clinic, explores the ancient roots of medicine, and shows us how to introduce mindfulness into the crucible of the healing relationship. His approach revolutionizes the dynamics between the patient and the practitioner. He also offers insights and effective methods for cultivating mindfulness in our everyday lives.

## **Mindful Teaching and Teaching Mindfulness: A Guide for Anyone Who Teaches Anything**

Deborah Schoeberlein (Somerville, MA: 2009)

Mindfulness has gone mainstream, and author Deborah Schoeberlein pioneers its practical application in education. By showing teachers how to tune in to 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. This book is perfect for teachers of all kinds: schoolteachers, religious educators, coaches, parents—anyone who teaches anything.

## **Mindsight: The New Science of Personal Transformation**

Daniel J. Siegel, MD, Foreword by Daniel Goleman (New York: Random House, 2010)

This groundbreaking book, from one of the global innovators of the integration of brain science with psychotherapy, offers an extraordinary guide to the practice of “mindsight,” the potent skill that is the basis for both emotional and social intelligence. From anxiety to depression and feelings of shame and inadequacy, from mood swings to addictions, obsessive-compulsive disorder (OCD), and traumatic memories, most of us have a mental “trap” that causes recurring conflict in our lives and relationships. Daniel J. Siegel, a clinical professor of psychiatry at the University of California, Los Angeles (UCLA) School of Medicine and co-director of the UCLA Mindful Awareness Research Center, shows us how to use mindsight to escape these traps.

## **Parenting From the Inside Out**

Daniel J. Siegel, MD, and Mary Hartzell, MEd (New York: Penguin Putnam, 2003)

Born out of a series of parents' workshops that combined Siegel's cutting-edge research on how communication impacts brain development with Hartzell's 30 years of experience as a child development

specialist and parent educator, *Parenting From the Inside Out* guides parents through creating the necessary foundations for loving and secure relationships with their children.

## **Fully Present: The Science, Art, and Practice of Mindfulness**

Sue Smalley, PhD, and Diana Winston (Philadelphia: Da Capo Press, 2010)

In *Fully Present*, leading mindfulness researchers and educators Sue Smalley and Diana Winston provide an all-in-one guide for anyone interested in bringing mindfulness to daily life as a means of enhancing well-being. *Fully Present* provides a scientific explanation for how mindfulness positively and powerfully affects the brain and the body as well as practical guidance to develop both a practice and mindfulness in daily living, not only through meditation but also during daily experiences, such as waiting in line at the supermarket, exercising, or facing difficult news.

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# Appendix C

## *Mindfulness Apps—Our Top Picks*

**M**indfulness apps are designed to help users live with greater awareness and less on autopilot. They help you manage emotions (especially strong emotions); reduce stress; bring greater awareness to eating and sleeping habits; and improve mental focus, attention, self-awareness, and self-regulation—skills of the emotionally intelligent school leader and skills that powerfully support executive functions. And, these apps are used to “simplify” and “demystify” the process of mindfulness meditation, especially for beginners.

Mindfulness apps are a way to use today’s technology in service of your mindfulness practice—to help you remember to be mindful, to wake up to the present moment throughout your day while engaging in ordinary, routine daily activity: taking a shower, cleaning your teeth, having breakfast, waiting at a traffic light, washing dishes. Many people report that the most challenging aspect of beginning a mindfulness meditation practice is remembering to be mindful. These apps are designed to help you remember to be mindful, providing a gentle prod on your smartphone throughout your day.

The heart of mindfulness practice is stopping, pausing, noticing, and cultivating awareness of the present moment—whatever that may be. While this sounds simple, we know it is not easy because of today’s fast-paced, nonstop lifestyle.

There are hundreds of mindfulness apps, and the number of apps grows daily. The vast majority of apps work the same way: They remind you, with the sound of a chime, bell, or ringtone, or with inspiring words or beautiful images, to pause, breathe, and notice how you feel inside and what is happening outside. Greater inner

calm supports greater awareness and greater concentration, which in turn develops inner insight and supports purposeful choice and action whether it is the choice of what to eat, what to say and what not to say, or how to respond as opposed to react.

The downside to these apps is that you may become desensitized to the chime, bell, ringtone, visual image, or inspirational saying. You may, over time, ignore the prod entirely, or the prod may become irritating to you, having the opposite effect. For others, the ringtone may blend into background noise and be lost on you entirely. In other words, the danger with all these tools is that we fall back into habitual patterns. We are back to where we started in the first place.

For some, smartphones perpetuate mindlessness, not mindfulness. They destroy our ability to be present and promote addictive-like reliance on texting. Some say the use of smartphones takes us out of connection with ourselves and with others. (See, for example, [www.youtube.com/watch?v=5HbYScltf1c](http://www.youtube.com/watch?v=5HbYScltf1c).)

Establishing a mindfulness practice, like learning any new skill, requires consistency, regularity of practice, and persistence. Ultimately, these apps are designed to foster goal automaticity: When our behavior is habitual, our behavioral responses are activated automatically. (For more information, see [www.ncbi.nlm.nih.gov/pubmed/10653505](http://www.ncbi.nlm.nih.gov/pubmed/10653505).) However, the latest research (such as [www.yale.edu/acmelab/articles/Barghetal2012TICS.pdf](http://www.yale.edu/acmelab/articles/Barghetal2012TICS.pdf)) indicates that skill acquisition is not the only route to automaticity.

Mindfulness apps will not, at least not at this time, get rid of the mad rush of life. However, they may help us make better choices when faced with these stressors.

Mindfulness apps come in a wide variety of options for smartphones, tablets, PCs, and Macs. Some are simple, straightforward timers. Others are complex devices used to track mood, eating habits, daily physical exercise goals, and so on. Some apps are designed to boost optimism and positivity through expressing intentions and feeling grateful, for example. Others are designed to help you stay on track in recovering from substance abuse or change compulsive behavior. There is an app designed to help you walk mindfully by Meditation Oasis. Take a Chill is designed to help stressed-out teens get calm and focused. Deepak Chopra, a well-known physician and alternative medicine advocate, has several apps aimed at helping you sleep better, as well as heart, breath, light body, and love meditation apps. The University of California, San Diego Center for Mindfulness has an app, Rhythm, that allows users to add their own choice of audio. Some apps are designed to help you sleep better.

Most apps allow the user to set the volume and type of ringer: Tibetan singing bowls or a chime, for example. Some apps have soothing music. Others have inspirational quotes that appear on your screen. Still others use visuals. Most apps allow the user to customize the length and content of each mindfulness meditation session.

Many apps allow you to track your progress through logs and charts, and while this may sound useful in getting a more complete picture of how your mindfulness practice is evolving, be careful. An important mind-set in mindfulness meditation is nonstriving. Meditation teacher John Tarrant says, “When we meditate for a purpose—to be calm, to gain insight—we are striving, not meditating.”<sup>1</sup> This sets us up for more stress, frustration, and disappointment. An open and curious mind-set is important when using these apps.

In addition to these apps, there is an emerging field of technology for games, gadgets, and devices that support greater mindfulness, focus, and calm. For example, Neema Moraveji, director of the Calming Technology Lab at Stanford University, has designed *Breathwear* (<http://calmingtechnology.org/projects>), a device you wear at your waist that is rigged with a sensor that detects your breathing rate and then sends these data to your phone. An iPhone app provides a breath exercise to restore optimal respiration, calming you down.

*Tenacity: Mindfulness*, a game developed by Games Learning Society ([www.gameslearningsociety.org/about.php](http://www.gameslearningsociety.org/about.php)), the Center for Investigating Healthy Minds at the University of Wisconsin, and Richard Davidson, teaches self-regulation of attention through mindful breath counting.

Here are a few of our favorite top picks in mindfulness apps:

- **Mindful Bell**—From the Washington, DC, Mindfulness Community, this app allows users to set a bell tone to ring at an exact time or at random time intervals, and there is no need to download software. This is a simple bell sound and is easy to install: See [www.mindfulnessdc.org/mindfulclock.html](http://www.mindfulnessdc.org/mindfulclock.html).
- **Stillness Buddy**—By prompting you to return to the present moment, *Stillness Buddy* helps you restore present moment awareness and calm. The app offers key teachings and exercises from some of the world’s most widely recognized meditation teachers. See [www.stillnessbuddy.com/return-to-the-present](http://www.stillnessbuddy.com/return-to-the-present).
- **Get Some Headspace**—This app, available from [www.getsomeheadspace.com](http://www.getsomeheadspace.com), offers mindfulness training in how to

meditate, and the website has a clear and simple introduction to the effects of mindfulness practice on stress, creativity, focus, anxiety, and relationships.

- **Breathing Zone**—Breathing Zone is a doctor-recommended therapeutic breathing exercise. In just 5 minutes you can start to reduce stress and anxiety and improve your mood. Visit [www.breathing-zone.com/](http://www.breathing-zone.com/).
- **Smiling Mind**—Smiling Mind (<http://smilingmind.com.au>) is modern meditation for young people, ages 7 through adults. It is a unique web- and app-based program, designed to help bring balance to young lives.
- **Plum Village Mindfulness Software**—The community of Plum Village ([www.plumvillage.org](http://www.plumvillage.org)), founded by Thich Nhat Hanh, has a host of free mindfulness software apps.
- **Sounds True**—This app (available at <https://itunes.apple.com/us/app/mindfulness-for-beginners/id666339305?mt=8>), one of our favorites and cited throughout this book, provides talks and instruction in mindfulness meditation by internationally known scientists, authors, and insightful teachers.
- **NatureSound**—This is a great app if you are looking for peaceful nature sounds, like a crackling fire, ocean surf, or songbirds. Download it at <https://itunes.apple.com/us/app/free-relaxing-sounds-nature/id345747251?mt=8>.
- **Freedom**—This popular Internet blocking productivity software has over 500,000 users and is compatible for Windows, Mac, and Android. It locks you away from the Internet for up to eight hours at a time so you can be more productive. Go to <http://macfreedom.com/> to give it a try.

We recommend that you start slowly and begin with exploring one or two apps. We would love to hear from you on our Facebook page at [www.facebook.com/TheMindfulSchoolLeader](http://www.facebook.com/TheMindfulSchoolLeader) about your experience in using these or other mindfulness apps.

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# Appendix D

## *Our Top Picks for Websites and Places to Practice Mindfulness*

We are in the midst of a mindfulness revolution, and mindfulness resources are everywhere: our schools, college campuses, corporations, law firms, hospitals, scientific labs, sports teams, law enforcement agencies, and military. There is a staggering array of resources including devices, apps, games, books, magazines, e-books, videos, webinars, lectures, seminars, retreats, training programs, mindfulness educational curricula for schools and colleges, advanced degree options, and software. This appendix will help you sift through the avalanche of resources, especially those available in the United States. The websites and resources listed here are a place to further your research and to support the very heart of mindfulness: the practice.

We would love to hear from you about your experience with these resources and invite you to contact us on Facebook at [www.facebook.com/TheMindfulSchoolLeader](http://www.facebook.com/TheMindfulSchoolLeader).

### **Nonsectarian Mindfulness Research and Practice**

#### **Center for Mindfulness in Medicine, Health Care, and Society—[www.umassmed.edu/cfm/index.aspx](http://www.umassmed.edu/cfm/index.aspx)**

The Center for Mindfulness in Medicine, Health Care, and Society (CFM) is a visionary force and global leader in mind-body medicine. For 34 years, CFM has pioneered the integration of mindfulness meditation and other mindfulness-based approaches in mainstream

medicine and health care through patient care, research, and academic medical and professional education, and into the broader society, through diverse outreach and public service initiatives. Directed by Saki F. Santorelli, EdD, MA, since 2000 and founded in 1995 by Jon Kabat-Zinn, PhD, CFM is an outgrowth of the acclaimed Stress Reduction Clinic—the oldest and largest academic medical center-based stress reduction program in the world. CFM is one of the world's preeminent places to study and learn mindfulness, offering comprehensive training of teachers of mindfulness-based stress reduction (MBSR), an annual international scientific conference, online courses, research and bibliography on mindfulness, and the classic eight-week MBSR course.

### **Mindfulness in Education Network—[www.mindfuled.org](http://www.mindfuled.org)**

The Mindfulness in Education Network (MiEN) was established in 2001 by a group of educators, students of Thich Nhat Hanh. Collectively, they saw mindfulness as an antidote to the growing stress, conflict, and confusion in educational settings, as well as an invaluable gift to give students. The purpose of the network is to facilitate communication among all educators, parents, students, and others interested in promoting contemplative practice in educational settings. MiEN offers an annual conference, articles, and videos on mindfulness and useful links.

### **Mind & Life Institute—[www.mindandlife.org](http://www.mindandlife.org)**

Co-founded by His Holiness the Dalai Lama, for more than 30 years, this institute has been in the forefront of contemplative science. The institute operates in an array of fields, including, neuroscience, psychology, education, medicine, ethics, religion, and the humanities, and is guided by its larger mandate to alleviate suffering, cultivate kindness and compassion, and advance human flourishing. The institute offers books, DVDs, reports, newsletters, and conferences.

### **Center for Investigating Healthy Minds—[www.investigatinghealthyminds.org](http://www.investigatinghealthyminds.org)**

Led by neuroscientist Richard J. Davidson, the Center for Investigating Healthy Minds at the University of Wisconsin-Madison's Waisman Center conducts rigorous scientific research on healthy qualities of mind such as kindness, compassion, altruism, forgiveness, mindfulness, and well-being. The center offers a wealth

of information on training in compassion, the latest on neuroplasticity, and scientific findings on mindfulness.

**Greater Good Science Center—  
<http://greatergood.berkeley.edu/>**

The University of California, Berkeley's Greater Good Science Center (GGSC) conducts research on the psychology, sociology, and neuroscience of well-being, and teaches skills that foster a thriving, resilient, and compassionate society. GGSC is unique in its commitment to both science and practice: Not only does it sponsor groundbreaking scientific research into social and emotional well-being, but GGSC helps people apply this research to their personal and professional lives. Since 2001, GGSC has been at the force of a new scientific movement to explore the roots of happy and compassionate individuals, strong social bonds, and altruistic behavior—the science of a meaningful life.

**Dalai Lama Center for Ethics and  
Transformative Values—<http://thecenter.mit.edu>**

The Dalai Lama Center, a collaborative and nonpartisan think tank at the Massachusetts Institute of Technology, is dedicated to inquiry, dialogue, and education on ethical and humane dimensions of life. The center conducts interdisciplinary research in various fields, including science, technology, and education, and offers worldwide training in its core program—transformational leadership.

**Mindful Awareness Research  
Center—<http://marc.ucla.edu/>**

The Mindful Awareness Research Center (MARC) is a partner of the Norman Cousins Center for Psychoneuroimmunology within the Jane and Terry Semel Institute for Neuroscience and Human Behavior at the University of California, Los Angeles. MARC's mission is to foster mindful awareness across the life span through education and research to promote well-being and a more compassionate society. MARC offers online classes, free guided meditation classes, weekly podcasts, and research on mindfulness. OC UC Davis Center for Mind and

**Center for Mind and Brain—  
<http://mindbrain.ucdavis.edu/>**

The Center for Mind and Brain is a University of California, Davis, research initiative bringing together world-class scientists with the latest technology to learn how the human mind works and to teach the techniques and tools to the next generation of researchers. The center is a part of a rich set of interconnected centers and institutes at UC Davis focusing on this study and conducts research on the effects of meditation on the mind and brain.

**Center for Mindful Eating—[www.thecenterformindfuleating.org](http://www.thecenterformindfuleating.org)**

The Center for Mindful Eating is an international nonprofit forum for professionals across disciplines to understand and deepen the importance of the eating process, food selection and preparation, and respecting your own inner wisdom. The center offers webinars, teleconferences, a newsletter and blog, and professional development training.

**University of California, San Diego Center for Mindfulness—<http://health.ucsd.edu/specialties/mindfulness/Pages/default.aspx>**

UC San Diego's Center for Mindfulness is a multifaceted program of clinical care, professional training, education, research, and outreach intended to further the practice and integration of mindfulness into all aspects of society. The center is a treasure trove of free mindfulness resources and offers a wide range of programs, including the classic eight-week mindfulness-based stress-reduction (MBSR) course, as well as courses on compassion, mindful eating, and professional development training. The center's free audio and visual guides on meditation and yoga are excellent. Its extensive guide to poetry used during the MBSR course is particularly wonderful: <http://health.ucsd.edu/specialties/mindfulness/resources/Pages/poetry.aspx>.

**Center for Mind-Body Medicine—<http://cmbm.org>**

The Center for Mind-Body Medicine teaches scientifically validated mind-body medicine techniques that enhance each person's capacity for self-awareness and self-care to health professionals

around the world, including those in traumatized communities. The center offers professional development training in cancer care and “food as medicine,” and global trauma relief programs.

## **Sectarian Mindfulness Practice Centers**

### **Barre Center for Buddhist Studies—[www.bcbsdharma.org](http://www.bcbsdharma.org); and Insight Meditation Society—[www.dharma.org](http://www.dharma.org)**

The Barre Center for Buddhist Studies (BCBS) is a nonprofit educational organization dedicated to exploring Buddhist thought and practice as a living tradition, faithful to its origins, yet adaptable to the current world. The center provides a bridge between study and practice, between scholarly understanding and meditative insight. It encourages engagement with the tradition in a spirit of genuine inquiry.

Located on 90 acres of wooded land in rural, central Massachusetts, just a half-mile from the Insight Meditation Society, BCBS provides a peaceful and contemplative setting for the study and investigation of the Buddha’s teachings. The secluded campus consists of a 250-year-old farmhouse, a dharma hall, and three cottages, which taken together provide space for a 5,000-volume library, a classroom, a meditation hall, student housing, dining, and offices.

The study center offers a variety of courses, workshops, retreats, and self-study programs to further research, study, and practice. BCBS’s programming is rooted in the classical Buddhist tradition of the earliest teachings and practices, but calls for dialogue with other schools of Buddhism and with other academic fields. All courses support both silent meditation practice and conscious investigation of the teachings.

Founded in 1975 by Joseph Goldstein and Sharon Salzberg, the Insight Meditation Society (IMS) operates two retreat centers in central Massachusetts, and is now regarded as one of the Western world’s most respected centers for learning and deepening meditation practice.

#### **New York Insight Society—[www.nyimc.org](http://www.nyimc.org)**

Located in the heart of Manhattan, this nonresidential all-volunteer-run retreat center offers a robust set of meditation offerings in the Theravada tradition and has a deep commitment to openness and diversity. View this inspiring short video of real transformation in the lives of people, practicing at New York Insight: [www.youtube.com/watch?v=h1oIOPS\\_wiI](http://www.youtube.com/watch?v=h1oIOPS_wiI).

**Garrison Institute—[www.garrisoninstitute.org](http://www.garrisoninstitute.org)**

A former Capuchin Franciscan monastery, the Garrison Institute, overlooking the Hudson River, is located one hour from New York City and offers mindfulness training and retreats for educators and others, and a range of contemplative retreats focused on social and environmental concerns. The institute also offers a blog, a newsletter, and audio and video resources.

**Spirit Rock Meditation Center—[www.spiritrock.org](http://www.spiritrock.org)**

Spirit Rock Meditation Center in Woodacre, California, is dedicated to the teachings of the Buddha as presented in the *vipassana* tradition. The practice of mindful awareness, called Insight Meditation, is at the heart of all the activities at Spirit Rock. The center provides silent meditation retreats, as well as classes, trainings, and study opportunities for new and experienced students from diverse backgrounds with a willingness to develop their own practice.

**Upaya Zen Center—[www.upaya.org](http://www.upaya.org)**

Led by Roshi Joan Halifax, this Buddhist practice and training center in Santa Fe, New Mexico, offers retreats, a blog, and a newsletter, focusing on the integration of practice and social action in the areas of death and dying, peacemaking, women's rights, and incarceration, among others.

**Gampo Abbey—[www.gampoabbey.org](http://www.gampoabbey.org)**

Founded by Chögyam Trungpa Rinpoche in 1984, Gampo Abbey is a Western Buddhist monastery in the Shambhala tradition offering meditation retreats.

Gampo Abbey, located in Nova Scotia, Canada, is guided by its abbot the Venerable Khenchen Thrangu Rinpoche and principal teacher Acharya Pema Chödrön, one of the West's foremost Buddhist teachers. For a complete schedule of Chödrön's retreat offerings, visit <http://pemachodronfoundation.org>.

## **Plum Village Meditation Practice Center—<http://plumvillage.org>**

Plum Village, a monastery for monks and nuns and a Buddhist practice center for laypeople, was founded in 1982 by the Vietnamese Zen-Master Thich Nhat Hanh. Every year, Plum Village welcomes thousands of people from all around the world to practice the art of mindful living. Growing rapidly, Plum Village is composed of four hamlets located in France: Upper Hamlet, Son Ha Temple, Lower Hamlet, and New Hamlet. Plum Village also has practice centers located in the United States and around the world: Deer Park, Blue Cliff, Magnolia in the United States, Maison de l'inspiration in Paris, EIAB in Germany, Plum Village Thailand, Plum Village Hong Kong, and Entering Stream in Australia.

### **HOW TO SELECT THE RESOURCE THAT IS RIGHT FOR YOU**

Given the overwhelming number of resources on mindfulness, how do you know where to begin? How do you select, among all the varied resources, those that are right for you?

The resources we have listed in this book are a starting point and not an ending point. In choosing a resource, it's helpful to ask yourself these questions:

- How best do I learn?
- Do I prefer auditory, kinesthetic, or visual learning?
- What is my aspiration in practicing mindfulness?
- Do I want to be more focused to do more? Do I want to be a more peaceful person to support a more peaceful world? Do I want to gain a competitive edge at work, in athletic competition, in the military?
- Do I prefer practicing in groups with others, or do I prefer practicing alone in the privacy of my home?
- What are my time constraints?
- What are my competing obligations?
- What is the teacher's qualification, years of mindfulness practice, and study?
- Who has the teacher trained with? And what is that person's background in mindfulness?

**SHOULD I PRACTICE ALONE OR JOIN A GROUP?**

While mindfulness is innate to every person, it is often very difficult to *maintain* a practice alone because of daily life's many distractions. We get sidetracked: Instead of meditating, we turn on the TV, read a book, call a friend, and go for a walk. In other words, we postpone and procrastinate.

Mindfulness *per se* is not difficult. It is very doable to be mindful while engaging in a particular activity or for a set period of time. It is continuity of mindfulness, weaving mindfulness into daily life, that is very challenging. It takes real motivation and dedication to maintain a formal and informal practice of mindfulness alone, without the support of like-minded people. To deepen and support your ability to practice mindfulness, many mindfulness teachers recommend practicing with a community of like-minded mindfulness practitioners. Throughout the United States and worldwide, there is a wealth of mindfulness sectarian and nonsectarian centers and communities, and some are listed here. The key is to begin where you are.

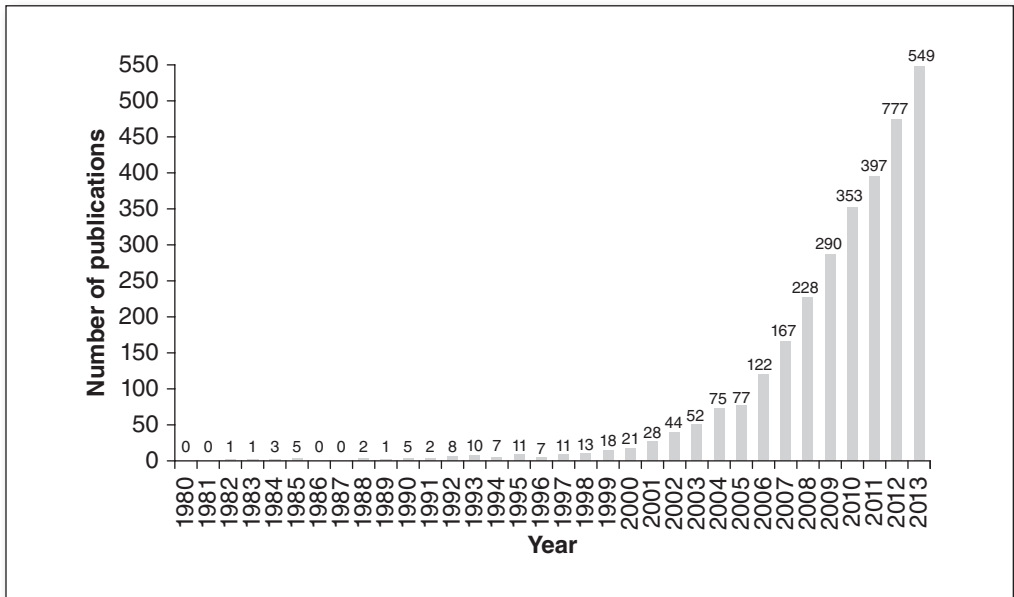
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# Appendix E

## *Relevant, Recent Mindfulness Research in Education*

**Figure A.1** Research publications on mindfulness, 1980–2013<sup>1</sup>

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**Source:** Black, D.S. (2014). Mindfulness-based interventions: An antidote to suffering in the context of substance use, misuse, and addiction. *Substance Use & Misuse*, 49(5): 487. Reprinted with permission from David S. Black, Ph.D., M.P.H.

In October 2013, Jon Kabat-Zinn spoke at the Harvard Graduate School of Education to one of the largest crowds that had ever gathered at the school for such a forum.<sup>2</sup> At the beginning of the talk, when he asked the audience how many had a regular mindfulness practice, the majority of the audience members raised their hands. “Wow,” said Kabat-Zinn. “Thirty years ago you wouldn’t even have been allowed in this room if you had confessed to something like that. Seriously! And the idea of bringing mindfulness into medicine was tantamount to bringing the Visigoths to the Gates of the Citadel, about to tear down Western civilization. So there’s been an enormous shift in the attitudes and approach to the so called ‘inner life,’” Kabat-Zinn reflected with feeling.

Kabat-Zinn, whom many describe as a founder of the mindfulness movement in popular culture, went on to describe how when he first began working in this area in the late 1970s, there were fewer than 10, or “really no,” publications on the subject of mindfulness in the scientific or psychological literature, and it was considered a very “fringe” area. By 2014, nearly 2,000 peer-reviewed publications demonstrate the efficacy of mindfulness and suggest the ongoing territory still to be explored—477 mindfulness studies were published in 2012 alone.<sup>3</sup> (See Figure A.1.) As Kabat-Zinn remarked, the probability of this happening when he first began the work appeared so low he would have more confidently predicted the reoccurrence of the Big Bang. Evidence that mindfulness practices have powerful positive effects on the brain and mental and physical and functioning of both adults and children is no longer controversial, of course, as we describe throughout the book. There are increasingly convincing data that, in adults, mindfulness improves health and well-being by reducing stress, anxiety, and depression; enhancing neuroendocrine and immune system functioning; improving adherence to medical treatments; diminishing need for medication; altering perceptions of pain; increasing motivation to make lifestyle changes; and fostering social connection and enriched interpersonal relations.<sup>4</sup>

In education, many programs that teach mindfulness practices to students directly, or to teachers so that they can ground these practices in the classroom, have been in existence for a decade or more. Clinical studies describe significant effects on student learning, including improvements in working memory, attention, academic skills, social skills, emotional regulation, and self-esteem, as well as “significantly improving” teacher well-being, efficacy, burnout-related stress, and time-related stress.<sup>5</sup> We know there is clinical evidence that mindfulness practices can lower the risk of burnout due to

emotional exhaustion in teachers, and an extensive body of medical, neurological, and psychosocial research data support the idea that mindfulness training and mindfulness-based stress-reduction (MBSR) programs are a proven and accepted intervention for stress reduction and mood problems for people of all ages."<sup>6</sup>

Mindfulness programs aimed *exclusively at teachers* and offered to them as part of their yearly professional development cycle are also highly beneficial in school settings. In a 2013 study,<sup>7</sup> teacher participants in a program called CARE (Cultivating Awareness and Resilience in Education)—which in four weeks and 30 contact hours instructs teachers on mindfulness practices, helps them gain practice in emotional awareness, and helps them engage in caring and mindful listening practices<sup>8</sup>—generated extraordinarily enthusiastic self-reported responses about the effects of the program:

- 87% “strongly agreed” or “agreed” that this type of program should be integrated into preparation and in-service training for all teachers
- 96% reported CARE improved self-awareness
- 92% reported CARE improved well-being
- 77% “strongly agreed” or “agreed” they are “better able to manage classroom behaviors effectively and compassionately”
- 83% “strongly agreed” or “agreed” they are “better able to establish and maintain supportive relationships” with the children they teach

Individual participants also noted particular aspects of the CARE program helped them be more aware of themselves:

- “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.”

They were able to be more calm:

- “I’m much more calm. Even when I’m at home, 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."

To be more intentional:

- "I think what helps me is when I get frustrated on my way to school, I just stop myself and set an intention. What do I really want to do today? What's really important that I do today? It's more freeing than setting a goal or a to-do list."

And to self-manage attitude more effectively:

- "I like 'attitude adjustment.' I think that's a good way [to describe CARE]. Because it really is your whole, the way you look at lots of different things . . . it's almost like you give people a cushion, and I've given my kids a cushion, and I've given myself a cushion, and allowed myself to realize why I react certain ways to certain things and that helps me . . . to maybe just not put it on other people anymore. I think about myself differently, and I think about my students differently now. I think 'attitude adjustment' is a good way to put it, not that you had a bad one before, but you look at everything differently."<sup>9</sup>

## **What Are Indicators of Mindfulness in Interpersonal Contexts in Educational Settings?**

Additionally, in a presentation at AERA in 2012, which described the refinement of the CARE program for teachers, researchers Patricia Jennings, Karen Snowberg, Michael Coccia, and Mark Greenberg summarized some of research-based indicators of mindful practices in educational settings.<sup>10</sup>

These included increased capacities and abilities around each of the following:

- Listening with full attention to children and colleagues
- Present-centered awareness of emotions experienced by self and students during interactions
- Openness and nonjudgmental 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<sup>11</sup>

Overall, presentation indicated the great potential of a mindfulness and compassion-based professional development program to reduce emotional reactivity and promote well-being among teachers. “In CARE teachers not only learn new ways to handle stress but they learn to nurture themselves and build a more caring and compassionate classroom,” one evaluator noted.<sup>12</sup>

## **A Sample of 2013 School-Based Mindfulness Research<sup>13</sup>**

There is abundant evidence throughout K–12 and higher education that programs that integrate the practices of mindfulness and education are creating improvements in educational outcomes for students, teachers, and their leaders. Four very recent research studies of school-based mindfulness programs provide an overview of the directions of clinical evidence and its importance for education.

- Black, D. S., & Fernando, R. (2013). Mindfulness training and classroom behavior among lower-income and ethnic minority elementary school children. *Journal of Child and Family Studies*. Published online in advance of print.

### **What did they study?**

The curriculum of the Oakland-based Mindful Schools program, which serves low-income, ethnic-minority elementary school students. The Mindful Schools curriculum lasts five weeks, with three sessions per week, and focuses on mindfulness practices that help children pay attention, build empathy and self-awareness, improve self-control, and reduce stress. More than 400 students were evaluated in total in this study.

### **What did they find?**

Immediately after the program ended, student behavior improved significantly in all four areas measured—paying attention, self-control, classroom participation, and respect for others—and these gains were

maintained seven weeks later. Though this study is limited by the lack of a true control group—that is, the researchers don't know whether other students at the school might have shown the same improvements, even without the Mindful Schools training—it is one of the largest studies of a school-based mindfulness program to date. Its findings have exciting implications for the potential of mindfulness training to benefit underserved elementary school students.

- Klatt, M., Harpster, K., Browne, E., White, S., & Case-Smith, J. (2013). Feasibility and preliminary outcomes for Move-Into-Learning: An arts-based mindfulness classroom intervention. *Journal of Positive Psychology*, 8(3), 233–241.

### **What did they study?**

The feasibility of an eight-week mindfulness-based program called Move-Into-Learning (MIL), administered to two classrooms of third graders at a low-income, urban elementary school in the Midwest. The MIL program involved a weekly 45-minute session, led by an outside trainer, that included mindfulness meditation, yoga and breathing exercises set to music, and positive self-expression through writing and visual arts. In addition, the two classroom teachers led shorter, daily practice sessions that reinforced those skills.

### **What did they find?**

At the end of the eight weeks, teachers observed significantly less hyperactive behavior, attention deficit/hyperactivity disorder (ADHD) symptoms, and inattentiveness among their students; these improvements were maintained two months later. In fact, students continued to show improvements in their attentiveness even after the program had ended. What's more, interviews with the participating teachers revealed that they found the program to be feasible to implement, appropriate and enjoyable for their classrooms, and beneficial for students' attendance and behavior. These promising preliminary results seem to warrant larger, more rigorous studies of the program.

- Wisner, B. L. (2013). An exploratory study of mindfulness meditation for alternative school students: Perceived benefits for improving school climate and student functioning. *Mindfulness*. Published online in advance of print.

### **What did they study?**

At-risk high school students' perceptions of the benefits of mindfulness meditation. Students attending an alternative high school in a low-income, rural area participated in half-hour guided mindfulness meditation sessions, offered flexibly at least twice per week for eight weeks.

### **What did they find?**

After the program ended, students were asked what changes they had noticed since beginning to practice meditation. From eight types of potential benefit identified by the study's authors, those rated as most important by the students were stress relief and enhanced school climate, including improved teacher mood. Although further study is needed, these results indicate that high-risk adolescents can sense the benefits of mindfulness meditation after just brief exposure to the practice.

- Kuyken, W., Weare, K., Ukoumunne, O. C., Vicary, R., Motton, N., Burnett, R., & Huppert, F. (2013). Effectiveness of the Mindfulness in Schools programme: Non-randomised controlled feasibility study. *British Journal of Psychiatry*. Published online in advance of print.

### **What did they study?**

The acceptability and effectiveness of a British program for students ages 12 to 16 called the Mindfulness in Schools Project (MiSP). The MiSP curriculum consists of nine scripted mindfulness lessons, delivered weekly by trained classroom teachers. In this study, involving more than 500 students total, six schools receiving the MiSP—and whose teachers had already been trained in the program—were matched with six similar schools where teachers had expressed interest in mindfulness but had not been trained in MiSP.

### **What did they find?**

Compared to students in the non-MiSP schools, MiSP students reported significantly decreased depression symptoms immediately after the end of the program. In follow-up surveys conducted three months after the program ended, during the stressful summer exam

period, MiSP students reported significantly less stress and symptoms of depression and significantly greater well-being compared to their non-MiSP counterparts. Also, the more frequently students reported using mindfulness practices, the better their scores were. These results indicate that the MiSP, and mindfulness in general, shows promise as a tool to bolster adolescent mental health, and possibly academic achievement as well.

These four studies are just a small sample of this area of research, which remains in its early stages. The conclusions we can draw from such a relatively new field are limited, but the existing evidence suggests the great potential that mindfulness programs have to improve the well-being of children and adolescents. Ideally, these and other researchers will next develop even more rigorous studies, comparing groups of students who are randomly assigned to participate in a mindfulness program with those randomly assigned to a group that doesn't receive the training. In the meantime, educators who are interested in mindfulness have many programs to choose from, and an increasing amount of research to support their enthusiasm.

*We look forward to studies that set out to determine the effects of mindfulness practices on educational leaders. We are just beginning that work!*

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# Appendix F

## *Comprehensive List of All Mindfulness Practice Aids in This Book*

### **Chapter 1: Why Mindfulness? The School Leader's Life**

#### 1.1: Stopping, Pausing, and Observing

- Stop.
- Take a breath.
- Observe, acknowledge, and allow what's here.
- Proceed and be present.

#### 1.2: Three-Minute Focused Breathing Practice

### **Chapter 2: The Science of Mindfulness**

#### 2.1: One-Minute Focused Breathing Practice

#### 2.2: 30-Second Focused Breathing Practice

#### 2.3: The Body Scan: Mindful Awareness of the Body

## **Chapter 3: The Well-Focused School Leader**

### 3.1: Mindful Sitting With Awareness of Thoughts and Feelings

- How Do I Begin? Establishing a Mindfulness Practice
  - Formal Practice of Mindfulness
  - Informal Practice of Mindfulness

### 3.2: Mindful Walking: Meditating While Walking Around

- Mindful Walking Practice Tips for School Leaders

## **Chapter 4: Communication and Connection: Powerful Skills of the Mindful School Leader**

### 4.1: Half-Breath Practice

### 4.2: R.A.I.N.:

- R—*recognize* what is happening
- A—*allow* things to be as they are
- I—*investigate inner experience* with kindness
- N—[realize] *non-identification*

### 4.3: Mindful Speaking and Listening for Meaning and Connection

#### 4.3a: Mindful Speaking

#### 4.3b: Mindful Listening

## **Chapter 5: Reclaiming Our Wholeness: Four School Leaders Explore Mindfulness**

### 5.1: Eating Mindfully

## **Chapter 6: Mindfulness and Emotional Intelligence: Three Simple Principles and Practices to Transform Your Leadership Life**

### 6.1: Mindful Concentration Exercise

### 6.2: Four-Minute Mindful Check-In

## **Chapter 7: Mindful Leadership in Action: Putting It All Together**

7.1: One Minute for Good

7.2: Count Your Blessings Pause, Dwell in Your Victories, and Show  
Up as Your Bigger Self (CVS)



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# Appendix G

## *Mindful Attention Awareness Scale*

### **Description:**

The MAAS is a 15-item scale designed to assess a core characteristic of dispositional mindfulness, namely, open or receptive awareness of and attention to what is taking place in the present. The scale shows strong psychometric properties and has been validated with college, community, and cancer patient samples. Correlational, quasi-experimental, and laboratory studies have shown that the MAAS taps a unique quality of consciousness that is related to, and predictive of, a variety of self-regulation and well-being constructs. The measure takes 10 minutes or less to complete.

### **Day-to-Day Experiences**

Instructions: Below is a collection of statements about your everyday experience. Using the 1-6 scale below, please indicate how frequently or infrequently you currently have each experience. Please answer according to what really reflects your experience rather than what you think your experience should be. Please treat each item separately from every other item.

1	2	3	4	5	6
Almost Always	Very Frequently	Somewhat Frequently	Somewhat Infrequently	Very Infrequently	Almost Never

- I could be experiencing some emotion and not be conscious of it until some time later.  
1          2          3          4          5          6
- I break or spill things because of carelessness, not paying attention, or thinking of something else.  
1          2          3          4          5          6
- I find it difficult to stay focused on what's happening in the present.  
1          2          3          4          5          6
- I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.  
1          2          3          4          5          6
- I tend not to notice feelings of physical tension or discomfort until they really grab my attention.  
1          2          3          4          5          6
- I forget a person's name almost as soon as I've been told it for the first time.  
1          2          3          4          5          6
- It seems I am "running on automatic," without much awareness of what I'm doing.  
1          2          3          4          5          6
- I rush through activities without being really attentive to them.  
1          2          3          4          5          6
- I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there.  
1          2          3          4          5          6
- I do jobs or tasks automatically, without being aware of what I'm doing.  
1          2          3          4          5          6
- I find myself listening to someone with one ear, doing something else at the same time.  
1          2          3          4          5          6

- I drive places on “automatic pilot” and then wonder why I went there.  
1          2          3          4          5          6
- I find myself preoccupied with the future or the past.  
1          2          3          4          5          6
- I find myself doing things without paying attention.  
1          2          3          4          5          6
- I snack without being aware that I’m eating.  
1          2          3          4          5          6

**Scoring Information:**

To score the scale, simply compute a mean of the 15 items. Higher scores reflect higher levels of dispositional mindfulness.

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**Source:** Kirk Warren Brown and Richard M. Ryan. “The Benefits of Being Present: Mindfulness and Its Role in Psychological Well-Being.” *Journal of Personality and Social Psychology* 84 (2003): 822–848. See [www.mindfulness-extended.nl/content3/wp-content/uploads/2013/07/MAAS-EN.pdf](http://www.mindfulness-extended.nl/content3/wp-content/uploads/2013/07/MAAS-EN.pdf)

