

Mindfulness Methods and a Growth Mindset Approach as Social-Emotional Learning Supports

Jennifer Lauria
Graduate Education Programs
Wagner College, Staten Island, New York, USA

Abstract

This paper is focused on practical strategies utilized in a New York City teacher preparation program to empower future educators to support children's social and emotional learning through use of mindfulness methods, wellness strategies, meditation, and a growth mindset approach in diverse learning environments. Techniques presented are intended to help foster calmness in the face of adversity, as well as improved levels of emotional wellness to help support educators and young learners in coping with multifaceted challenges of attaining deeper levels of learning inherent in striving toward mastery of 21st century competencies or key thought processes and skills today's learners need for personal and professional preparedness to live and thrive in the modern world, including critical thinking, complex problem solving, communication, and collaboration. A primary goal is to share mindfulness methods, wellness techniques, and a growth mindset approach to support social and emotional learning integrated in undergraduate and graduate level teacher education course curricula and connected professional field experiences in diverse childhood education settings. Additionally, use of mindfulness and growth mindset techniques implemented in a literacy intervention program designed to support young struggling readers are highlighted. Many strategies presented are geared toward teaching young students new ways to manage the frustration and emotions related to ongoing learning challenges. Social and emotional learning supports for use in coping with obstacles to learning, such as multiple academic struggles and life stressors, are discussed. Techniques presented can be adapted for use with a wide range of audiences and age groups. Lessons learned and reflection on successful implementation of mindfulness methods, wellness strategies, and a growth mindset approach for supporting social and emotional learning in diverse educational settings are shared.

Keywords: Social and emotional learning, Mindfulness, Growth mindset, 21st century competencies

Introduction

The precarious nature of the current global educational landscape has created unique challenges for modern learners of all ages, as well as educators preparing to teach them. Some of these challenges simply did not factor into teaching-learning processes as prominently just a generation ago. For instance, the impact of technology integration, a focus on mastery of 21st century competencies, the quest for global citizenship, and coping with the resultant frustrations of striving to excel in all realms simultaneously, has led to new levels of stress and frustration for educators and students alike. These added variables extend far beyond teaching and learning the requisite content area knowledge and skills of educational curricula and have made it even more important to focus on educating the whole child to adequately prepare children for the future.

The Association for Supervision and Curriculum Development (ASCD), a leading international educational organization (ascd.org), has long advocated the need for a Whole Child approach to education. ASCD (2007) developed a new learning compact entitled *Educating the Whole Child*, which identified investing in children's health, safety, engagement, support, and challenge as essential elements of educating 21st century learners. Toward that end, it's imperative for educators to carefully consider ways to help nurture the many, and often complex, facets of a child's overall development, which include social and emotional learning components, along with academic knowledge, skills, dispositions, character education, etc. Noddings (2005) discussed the innovative goal of happiness as one that might support pedagogical choices and contribute toward inspiring the joy of learning as part of educating the whole child. In order for children to be able to find the joy in learning, they need to be able to develop social and emotional learning skills, such as self-regulation and prosocial behaviors because, without them, academic success can become unattainable for some learners. Broadening the scope of childhood education curricula to include more focus on social and emotional learning is pivotal toward helping children develop vital skills they'll need for success in school and in life. In turn, employed educators currently teaching young learners, as well as teacher candidates preparing to teach children in the future need to become well-equipped to help children develop social and emotional learning skills that will serve them well throughout their lives in our increasingly complex world.

Professional experiences throughout the past 25 years as a career educator have made the need for a shift toward inclusion of SEL supports for all learners as core components of what we teach children in school and how we train the future educators pursuing certification quite evident. Personal experiences with the hardships of teaching and what it takes to thrive as an instructional leader have made the author realize, without solid SEL skills, educators and children will face unnecessary challenges in an already arduous world. This ignited a passion for finding ways to bring a focus on SEL supports into teacher preparation programs and guiding teacher candidates toward successful implementation of these strategies in diverse childhood education learning environments. Effective mindfulness methods used as SEL supports with young learners and teacher candidates will be shared in this chapter.

Literature Review

Social and Emotional Learning

Social and emotional learning (SEL) has been defined by Reilly (2017-2018) as an instructional approach that takes into account emotional components that either facilitate or impede learning built on safe, positive relationships cultivated between educators and students. She described the cumulative goal of education as "offering students interrelated academic, personal, and social competencies that have long term impact on their lives and stressed two key tenets of a social-emotional approach to learning as a caring, responsive

school climate for both students and adults, along with children's emotions, behaviors, learning, and regulation being inextricably intertwined" (Reilly, 2017-2018, p. 57). Key to SEL, students' emotional wellness comprises a substantial component of their overall well-being and mental health. Curiosity and joy for learning can become muted when social and emotional struggles become part of the equation. While modern educational systems continually have been developing programs to help educators and families support students' social and emotional health, more work needs to be done to help provide students with the tools they need to thrive despite incremental stressors ever present in our modern global society that can function as potential obstacles to their academic success.

Within the realm of SEL, the use of mindfulness techniques is on the rise in a variety of educational settings. Mindfulness can be defined, generally, as consciously focusing on the present moment. Mindfulness expert, Jon Kabat-Zinn (2017) defined mindfulness as paying attention, intentionally, in the present moment, and non-judgmentally. Some researchers, who have discussed mindfulness practices in terms of breathing and focusing exercises that enhance attention and awareness, have reported the benefits of incorporating mindfulness to support social and emotional learning, and identified the ability to manage stress and pay attention as important determinants of well-being and successful learning (Titone, Feldman, & DeRosato, 2017-2018). A literature review revealed school-based mindfulness research that included a specific focus on social and emotional learning. Broderick and Metz (2009) successfully piloted a mindfulness curriculum for adolescent learners in 2009. Later, a SEL program involving mindfulness and caring for others, designed for elementary school students was examined extensively by Schonert-Reichl, Oberle, Lawlor, Abbot, Thompson, Oberlander, and Diamond (2015), who described significant gains in cognitive control, stress physiology, empathy, perspective-taking, emotional control, optimism, school self-concept, and mindfulness were reported for the children who received the SEL program with mindfulness components.

Growth Mindset

Dweck (2006), who conducted extensive research on growth versus fixed mindsets and their implications for learning success, defined mindsets as beliefs about yourself and your most basic qualities in terms of fixed mindsets that are givens and therefore, fixed, and growth mindsets that can be cultivated throughout one's life through passionate practice, dedication and effort. She shared her belief that cherished qualities can be developed, thus creating a passion for learning; each successive learning opportunity will provide more experience with careful consideration of someone else's position on a selected topic or understanding another's problem-solving strategies, develops their capacities for critical thinking, deeper levels of reflection and effective communication skills through collaborative learning. She stressed that educators can help foster the development of growth mindsets as students strive to improve and grow rather than rely solely on the strengths they already possess and areas in which they presently excel. Another motivation technique proposed by Dweck (2006) was to make students believe they can achieve by removing negative, defeating talk, along with the word "can't," from their vocabularies and to make a habit of consistently using the term "yet", as in "I can't do this YET"!

Busch (2018) discussed growth mindset as the idea that intelligence can be developed in his synopsis of growth mindset research written for educators in which he synthesized results of multiple studies and reported other advantages of a growth mindset approach beyond academic attainment, such as students coping better with transition, higher self-regulation, and pro-social behavior. Furthermore, he identified mental health benefits of adoption of a growth mindset including less aggression, higher self-esteem, and fewer symptoms that can be associated with anxiety and depression. He also shared recommendations centered on teachers carefully considering word choice in praise and

feedback to highlight strategies for improvement rather than more commonly used generalized modes of praise, which tend to omit more specific feedback to help students grow.

Practical Applications

As a key component of social and emotional learning, a mindfulness approach can be particularly beneficial in childhood education settings as a foundation for future self-care, caring for the welfare of others, and development of stress management tools and self-regulation. Various modes of utilization of mindfulness approaches to help foster students' social and emotional development have been highlighted in mindfulness literature. Such evidence warranted personal reflection about how teacher education programs prepare future educators to enter their chosen profession and prompted careful consideration of more prominent infusion of SEL elements in curricular redesign of teacher preparation programs that aim to nurture caring, competent, and confident educators.

This professor's comprehensive work as a PreK-5 classroom teacher in a diverse and challenging urban New York City public school, followed by nearly two decades as an education professor in higher education revealed common threads regarding the need for SEL supports for teacher candidates, and the young students they are preparing to teach. In conjunction with substantial faculty teaching and scholarship, serving as Director of both undergraduate and graduate Childhood Education programs for a combined 17 years granted the flexibility to redesign course curricula, including the Health education methods courses to expand the mental health components toward a more in depth focus on SEL.

From the onset of a strategic focus on SEL supports, teacher candidates consistently requested even more work with the SEL components to inform their classroom practice. Serving as an unanticipated outcome each semester, without fail, several students would comment on how they began to apply many of the SEL supports explored in courses to their own personal and professional lives and lamented that they believed mastering such support techniques as much younger learners would have helped them tremendously throughout their earlier years of schooling. That dynamic prompted my sharing of how I'd used many of the SEL supports myself as a beginning teacher, then a professor brand new to higher education and navigating demanding tenure and promotion processes up through earning the rank of full professor, and continue to implement them to this day, particularly the deep breathing techniques and meditation, which can be used almost anywhere and at any time. Such candid discussions regarding realities of teaching stressors and coping strategies for use in tackling them contributed to the community building components of our classroom learning environment. Through leading by example, strategies for implementation of SEL supports teacher candidates would be expected to utilize in their professional field placements with diverse students in grades 1-6 were modeled. Soon afterward, cooperating mentor teachers in field placements were partnered with the teacher candidates, and the young students' families, were offered opportunities to learn about the SEL supports to be implemented in the classroom by our teacher candidates, such as mindfulness methods, including meditation, yoga for children and families, breath work, gratitude journaling, etc. The cooperating mentor teachers were receptive to learning new techniques for their own professional development and helped facilitate the scheduling of modes of SEL outreach to families.

In early 2018, the *Learning & the Brain* organization's *Educating Mindful Minds: The Science of Stress and Resilience* conference, held in New York City, provided an invigorating forum through which a plethora of brain-based research was shared by leading mindfulness experts on the neuroscience aspects and benefits of this essential component of learning. Initial steps for incorporation of mindfulness in teacher education course curricula that have been developed and implemented at Wagner College, a private, 4-year, liberal arts college in New York City, were shared through poster presentations at the conference. This presenter focused mindfulness methods and a growth mindset approach as SEL supports that have been

successfully integrated into the course curricula of Wagner College’s undergraduate and graduate level teacher education programs in Childhood Education (grades 1-6) through which teacher candidates earn dual certification in general and special education. More specifically, the mindfulness strategies shared included: a) implementation of a growth mindset approach to providing effective, actionable feedback that helps foster communication between teachers and students to develop professional relationships and establish a rapport conducive to learning, b) cultivating kindness and nurturing a culture of mutual respect in which students feel valued and safe to take academic risks; and c) mindfulness methods that help manage stress and foster resilience.

In several teacher education methods courses, mindfulness techniques and a growth mindset approach were modeled consistently spanning 37 semesters in total to date. Undergraduate and graduate level students learned about the benefits of self-care as crucial for success, rather than merely a welcomed enhancement, and focused on guided meditation, a growth mindset approach, yoga for children, movement breaks, deep breathing, body scanning, kindness strategies, nutritional tutorials, high quality sleep strategies, journaling, and relaxation. The mindfulness techniques were taught and modeled in an effort to support SEL and provide stress management training to help foster higher levels of resilience, overall wellness, and self-confidence. Some techniques were modeled through “thinking out loud” to demonstrate why mindfulness strategies such as kindness training and use of growth mindset language could be beneficial in each scenario and how they might be utilized in diverse childhood education classroom field placements. Others were modeled through active demonstration requiring substantial student participation, including guided meditation, deep breathing, yoga for children, and body scanning. For instance, we began course sessions with mini meditations, paused for brief movement breaks, and ended class with deep breathing during the debriefing and reflection portions of our lessons, which provided teacher candidates with opportunities to observe the implementation of the supports, become active participants, and reflect on the experiences from a child’s perspective prior to implementing each technique in their classroom field placements. Teacher candidates were encouraged to implement the mindfulness methods learned in their teacher preparation courses in corresponding professional classroom field experiences in preparation for the upcoming immersive student teaching semester. Table 1 presents easily accessible, cost free resources and techniques that were utilized with implementation of mindfulness methods in Wagner College’s teacher education programs, as well as in diverse childhood education settings, to help support students’ social and emotional learning. Several of the children served in the professional classroom field placements were coping with serious life circumstances, including homelessness and extreme poverty and were in dire need of stress relief and tools to help them process feelings of hopelessness, fear, and despair.

Easily Accessible Mindfulness Resources	Getting Started with Mindfulness Techniques
1. Mindsetworks.com	1. Strategic self-care
2. GoZen.com	2. Guided meditations
3. MindBodyGreen.com	3. Deep breathing
4. MeditationDojo.com	4. Dissolve-A-Thought
5. KidsYogaStories.com	5. Quality sleep
6. MindfulInquiry.org	6. Body scanning
7. Littlefloweryoga.com	7. Purposeful nutrition
8. Mindful.org	8. Mindfulness breaks
9. YourTherapySource.com	9. Fun physical exercise
10. Shambalakids.com	10. Movement in learning activities
11. Mamarooyoga.com	11. Feelings Yoga/Yoga for Children
12. TheMindfulClassroom.wordpress.com	12. Journaling
13. Calm.com/schools	13. Growth mindset language/behaviors

14. Mindfulschools.org	14. Kindness
15. Sleepbeditations.com	15. PLAY !

Table 1. Easily Accessible, Cost-Free Mindfulness Resources for Educators.

Consistent use of growth mindset language can help educators clearly communicate their belief in students’ abilities to improve, along with their commitment to help them strategize how to do so. It sets a tone on partnership in the teaching-learning process between teacher and students, which can motivate learners to persevere, rather than one of criticism that often closes down lines of communication. Through use of growth mindset-based communication, children aren’t left feeling defeated in accepting a grade with no additional feedback. Rather, their effort might be acknowledged more positively, coupled with specific comments on components needing more work. For instance, an educator might communicate the following comment to a student that demonstrated much effort but still hasn’t achieved mastery. The comment might be framed as “I’m proud of the extra time you’ve put in to work on your problem-solving skills, but let’s conference soon to figure out where you are still experiencing difficulty and construct a plan together. This sends a message to the student that the teacher recognized the effort expended and is offering further support, indicating a more collaborative teacher-student partnership, rather than simply indicating the work was not completed successfully with a low grade and no feedback. The following growth mindset language prompts retrieved from www.mindsetworks.com were utilized as well. When providing more feedback to learners who struggle despite strong effort, language such as “I realize you didn’t do as well as you wanted to. Let’s look at this as an opportunity to learn. You are not there/here yet. When you think you can’t do it, remind yourself that you can’t do it yet!” or “You might be struggling, but you are making progress. I can see your growth in _____. Look at how much progress you made on this. Do you remember how much more challenging this was (yesterday/last week/last year)?” can be effective. Another example used for this same purpose provided by mondsetworks.com was “I admire your persistence and I appreciate your hard work. It will pay off!” For communicating a learning goal at the onset of a lesson, a teacher might choose to say “Today’s learning objective will give everyone an opportunity to stretch beyond your comfort zone. I do not expect you to know this concept already and am here to help you learn challenging material. We’re in the learning zone today. Mistakes are our friends!” Or, in order to communicate high expectations, “Let’s make mistakes together! I have seen you stretch and succeed in the past. Let’s do it again!” is a recommended prompt.

During adoption of a growth mindset approach, it was one thing to motivate teacher candidates to want to try the techniques when providing feedback to children in classroom field experiences and teach them how to do so, but quite another for them to be properly equipped to implement the techniques on their own. Beginning with intensive modeling and practice in the teacher education courses prior to implementation, the clear and focused growth mindset language prompts provided by www.mindsetworks.com proved to be very effective tools. The positive responses teacher candidates received from young learners when using the growth mindset approach to communicate feedback resulted in higher levels of motivation and confidence for both the children and teacher candidates alike.

Use of such specific, supportive, and encouraging language may help a learner recognize the teacher’s belief in their ability to improve, which can help to encourage the student to continue working toward mastery. A growth mindset approach to classroom communication and modes of feedback can help children develop self confidence in their own abilities, begin to appreciate the power of perseverance, and believe in their own potential for success. Dweck (2006) explains, in her revolutionary work on mindsets, that a growth mindset thrives on challenge and sees failure not as evidence of lack of intelligence but as a promising springboard for growth and for stretching our existing abilities. Additionally, along with

motivating and supporting struggling students, growth mindset-oriented feedback can inspire successful students to even higher levels of achievement.

Stemming from the aforementioned teacher education curricular expansions, the same SEL supports also were infused throughout a reading intervention program, designed to help first grade, at-risk children in a New York City public school learn calming techniques for relaxation, anxiety relief, and focusing attention for use in coping with the disappointment that can arise when experiencing reading difficulties, along with other academic and life stressors. This proved to be particularly helpful for many student participants who were experiencing rather extreme hardships beyond their academic struggles and clearly needed support in managing their emotions and frustrations in order to be able to focus and concentrate on literacy development. One of the program's primary goals, beyond use of the SEL tools when experiencing high levels of emotional frustration and lack of focus while learning, was that children would continue to utilize some of the mindfulness techniques and growth mindset language used in the reading intervention program in their daily lives both in and out of school going forward after program completion. The mindfulness components proved to be essential program elements, teaching children simple techniques for calming their minds and bodies to prepare to focus on learning, as well as cope with frustrations they may face both in and out of the classroom. Some of the mindfulness techniques were deep breathing, guided meditation, yoga for children, journaling, and energizing through movement. Many of the deep breathing exercises corresponded directly with the characters in the daily reading texts, such as "Moose Breathing" for the *Morris the Moose* text and the "Elephant Sigh" stress release exercise for *Horton Hears a Who*, a Dr. Seuss text in which the main character, Horton, was an elephant.

Children reflected in personal "*My Mindfulness*" journals each day after participating in the mindfulness exercises. Each entry highlighted the name of the day's technique and included either a drawing of the exercise or a few words about how students felt about it. At the end of the program students took the journals home as a resource to support continued mindfulness practice and journaling. Student testimonials, journal reflections, and qualitative attitude surveys evidenced predominantly positive responses to the mindfulness techniques and growth mindset language implemented throughout the duration of the program. Many students began to self-correct with use of growth mindset language toward the end of the program through replacement of their former negative responses, frustrations, and/or tantrums characterized by consistent "I can't" language with "I can't do this yet, but these are the things I will do to improve so that I can." A related program objective was to help struggling readers improve their attitudes toward reading and to believe in their abilities to grow as young readers despite multiple reading difficulties. Consistent use of growth mindset-oriented language and behaviors were modeled to encourage students to embrace the idea of learning as a growth process full of mistakes needed for improvement and development of perseverance. It helped the children begin to view literacy mistakes as learning opportunities rather than defeats and validated students' expressions of frustration they experienced with literacy struggles, while providing encouragement and support strategies to help them overcome hurdles. It eventually became evident that the slight shift toward feeling more supported while experiencing reading difficulties helped the children to become more optimistic toward improving their literacy skills. Simultaneously, many participants demonstrated higher levels of self-confidence regarding literacy skills and willingness to persevere, along with more positive dispositions toward reading. Observation of students utilizing some of the mindfulness techniques and growth mindset language on their own when needed, truly was a program highlight.

Conclusion

The ethic of caring as a disposition has a prominent role in social and emotional learning as it provides a basis for students to develop empathy, compassion, a sense of justice, positive values, and the capacity to take action. For learners of all ages, caring thinking includes caring for oneself and caring about others. Students involved in caring thinking recognize what they value and acknowledge their feelings about pertinent issues, as well as the feelings of others. Prior to teacher candidates' implementation of a growth mindset approach through instructional methods and both verbal and written feedback for young learners in classroom field placements, it was imperative to ensure they were placed in classrooms that exhibited safe, respectful, and caring learning environment in which students would be willing to take risks and challenge themselves. The goal was that meaningful and regular use of the suggested growth mindset language prompts might help children begin to appreciate that although taking risks might lead to some mistakes, they could learn from and didn't need to fear making mistakes during the learning process. Fostering growth mindsets can support students social and emotional learning and help students enjoy learning in ways that aren't possible when evaluation of progress is perceived through a more critical lens. Students can experience lifelong benefits, including self-confidence, positivity, and perseverance, from working with caring educators that encourage growth mindsets. Dweck (2006) expressed that the passion for stretching yourself and sticking to it, even, or especially, when it's not going well, is the hallmark of the growth mindset and allows people to thrive during some of the most difficult times.

A multitude of SEL supports can be utilized by educators to help mitigate daily stressors in their own lives to better equip them to support their students' SEL toward that same end. Several cooperating mentor teachers that partnered with the teacher candidates in classroom field experiences expressed interest in continuing the practice of utilizing SEL supports when the placements ended due to the improvements they had observed in children's achievement, work ethic, attitudes, and levels of motivation. Some commented that they were pleasantly surprised how incorporation of mindfulness methods and focus on a growth mindset approach could shift the dynamic of classroom culture so positively, particularly since they had not learned to use SEL supports in their own teacher training or professional development endeavors. Learning more about the role of SEL in students' overall academic success can help educators to better prepare children to face the inherent challenges of striving to become productive, caring citizens of our multidimensional global society and cope with the increasingly complex challenges they will inevitably face. A logical next step could be incorporating training on use of SEL supports and consideration of a growth mindset approach into professional development endeavors for employed teachers and infusing training into course curricula and corresponding professional field experiences in more teacher education programs. Additionally, focus on other wellness strategies for students, teachers, and families, such as guidance on healthy living (nutritional coaching, importance of regular exercise, quality sleep, and overall stress relief elements) would add value as effective supports for key stakeholders working in partnership to best serve students' needs, while also teaching elements of healthful living to children.

Wagner College's teacher preparation programs have grown in breadth and depth through expansion of course curricula to include more strategic focus on techniques for infusing SEL supports in pedagogy implemented in diverse classroom field placements in order to help teacher candidates guide young learners in managing how to cope with stressors. The curricular adjustments were well received by the teacher candidates, many of whom

expressed gratitude for the experiences of guided support while learning how to implement mindfulness methods and a growth mindset approach. They were confident in their abilities to be able to effectively incorporate these methods into their pedagogy once certified to teach and planned to use the SEL supports in their future classrooms. Again, an unexpected outcome of integrating mindfulness methods and a growth mindset approach into curricula of multiple teacher education courses arose as the majority of teacher candidates continually expressed how much the mindfulness techniques they were learning to implement with diverse student populations were beneficial to them as adult learners in helping them balance the challenges of pursuing dual childhood (1-6) teaching certification in both general and special education. Consistent themes prevalent in course evaluations included sentiments such as, “I can only imagine how much more enjoyable school might’ve been for me if I’d had access to support strategies like simple meditation or deep breathing work I could use on my own without needing help from an adult because I wouldn’t have felt so overwhelmed.” Or, “I hadn’t realized the power of my word choice and just how negative my mindset had been, when being kinder to myself with more positive self-talk would’ve made my life less stressful”. Acknowledging one’s own effort, focusing on the progress being made, and persevering despite challenging circumstances are important life skills students can develop through use of mindfulness methods and a growth mindset approach as SEL supports that can extend far beyond using them to overcome academic, social, and emotional adversities throughout their schooling.

Similarly, the young first grade children who participated in the literacy intervention program began to express positive comments about using the new SEL supports they’d learned. Although some couldn’t articulate exactly what was working as they participated in the guided meditations, yoga for children, pictorial journaling, or deep breathing exercises, their smiles, lower levels of aggressions, and improved social skills were indicative of beneficial outcomes. By the last week of the program, parents and visitors noted a difference in the children’s behavior and improved ability to focus on reading. Program evaluations and feedback have inspired a second phase through which quantitative data can be collected for analysis.

Infusion of mindfulness methods in teacher preparation programs can begin slowly, with perhaps just a few techniques, and can create a shift toward positive changes with potential for substantial impact on students’ social and emotional development, which can empower educators with practical tools to support struggling students, as well as those who are ready to aim even higher. The SEL supports infused in to teacher education course curricula and, later, implemented in classroom field placement work with students in grade 1-6 were simple to incorporate. They included mini meditations at the beginning of class to help focus our attention and calm our minds, brief movement breaks when needed to energize our bodies and minds, yoga, and as an element of closure, guided deep breathing and journaling during debriefing and reflection portions at the end of class. None of the techniques took much time, yet were very impactful components of the learning experience. Teacher candidates were asked to envision themselves as the young learners they’d be implementing each strategy with to get a sense of how children may perceive these unfamiliar additions to the daily classroom experience.

A plethora of free and easily accessible online resources utilized as supplemental course resources were presented in Table 1 to help educators experiment with SEL supports. Additionally, these resources can be shared with families through home-school partnerships to continue mindfulness practice at home. Jain (2017) believed mindful children react differently to challenges. She touted mindfulness as a skill that can improve children’s impulse control, calmness, kindness, patience, compassion, empathy, executive function, and attention spans, as well as contribute toward nurturement of self-respect and self-compassion. In light of the multifaceted challenges modern learners face in today’s global society, consideration of

infusing a focus on mindfulness in teacher education programs and, in turn, diverse classroom settings, can benefit all stakeholders with minimal effort and cost, and a substantial return on investment. Although SEL supports shared were geared toward teaching young learners new ways to cope with the frustration of ongoing learning challenges and obstacles, such as multiple academic struggles and life stressors, techniques presented can be adapted for use with other audiences and age groups as supports for coping with inevitable life stressors in the personal and professional realms.

References

- ASCD. (2007). *Educating the Whole Child: The new learning compact*.
www.wholechildeducation.org
- Broderick, P.C. & Metz, S. (2009). Learning to BREATHE: A pilot trial of mindfulness curriculum for adolescents. *Advances in School Mental Health Promotion*, 2(10), 35-46.
- Busch, B (2018). Research every teacher should know: Growth mindset. *The Guardian*. Retrieved Jan. 4, 2018. <https://www.theguardian.com/teacher-network/2018/jan/04/research-every-teacher-should-know-growth-mindset>
- Dweck, C. (2006). *Mindset*. New York: Random House.
- Jain, R.” How mindful children react differently to challenges”. Accessed from PsychCentral.com 4.21.17
- Kabat-Zinn, J. (2017). *What is mindfulness? Explained*. Accessed from <https://positivepsychologyprogram.com/what-is-mindfulness-definition/>.
- Noddings, N. (2005). What does it mean to educate the whole child? *Educational Leadership*, 63(10), 8-13.
- Reilly, N. (2017-18). The bonds of social-emotional learning. *Educational Leadership*, 75(4), 56-60.
- Schonert-Reichl, K., Oberle, E., Lawlor, M., Abbot, D., Thompson, K., Oberlander, T. & Diamond, A. (2015). Enhancing cognitive and social-emotional development through a simple-to-administer mindfulness-based school program for elementary school children: A randomized controlled trial. *Developmental Psychology*, 51(1), 52-66.
- Titone, C., Feldman, E., & DeRosato, M. (2017-18). Getting the buffalo off their chests. *Educational Leadership* 75(4), 74-77.