

# Mindfulness Matters

**Melissa Tamburrino**  
**Seton Hill University**

**Emily Levine**  
**Gateway School District**

*Mindfulness is an effective way for educators and students to manage their emotions, as well as reduce stress and anxiety. When implemented, mindfulness practices help students focus on the present moment and regulate their emotions. This article will first define mindfulness and explain how teachers can incorporate mindfulness strategies into an elementary classroom setting. Next, it examines mindfulness programs that school districts are using throughout the United States. Then, it explains social emotional learning and activities that support these practices within the classroom. The article concludes by offering outcomes and implications for mindfulness. Through mindfulness techniques, students can foster a positive environment and improve their social and physical well-being.*

*Keywords: mindfulness, self-regulation, emotions, social emotional learning*

## INTRODUCTION

Close your eyes and ask yourself. How do I feel? Am I living in the present moment? Am I being mindful in my daily life? These are questions that can raise awareness to you, as well as your students on how to manage their emotions. The percentage of adults and children who practice mindfulness and meditation techniques have increased from 2012-2017 (National Center of Complementary and Integrative Health, 2022). Some individuals may wonder, why the need for mindfulness and meditation practices in school today. With the increase of trauma, anxiety, and stress, due to the COVID-19 Pandemic, mindfulness practices have become increasingly useful to relieve these anxious thoughts (Liu, 2020). These practices help students recognize and understand their feelings. They allow for students to pause and focus on the present moment.

Through daily exercises and implementing a mindfulness training program within the classroom setting students can learn to manage their emotions daily (Van de Weijer-Bergsma, Langenberg, Brandsma, Oort, & Bögels, 2014). These studies support the growing need to implement mindfulness and meditation strategies within the classroom. This article provides an overview of mindfulness, as well as the growing need to implement mindfulness and meditation strategies within the classroom. Next, it provides a description of school programs that incorporate mindfulness into their daily curricula. To conclude this article, a discussion of activities and apps on mindfulness and social emotional learning will be provided.

## **OVERVIEW OF MINDFULNESS**

Today students are feeling academic pressure due to state standardized tests, busy schedules, increasing workloads, and the COVID-19 pandemic. Many students do not have time to decompress and without this down time students' mental health is suffering. "Mental health is an important contributor to better quality of life, and low anxiety is a key indicator of mental health" (Singh, Singh, Mahato, & Hambour, 2020, pg. 1). The Center for Disease Control and Prevention (2016) research suggested that children between the ages of 3 to 17 years of age 7.4% of children have been diagnosed with behavior problems, 7.1% have been diagnosed with anxiety, and 3.2 % with depression. According to The National Institute of Mental Health, "generalized anxiety disorder is characterized by excessive anxiety and worry about a variety of events or activities (e.g., work or school performance) that occurs more days than not, for at least 6 months." During this time, it can be difficult to control their emotions, which may cause a decline in their social or emotional well-being. Therefore, it is important to provide teachers and parents with mindfulness activities and techniques to promote students' physical and mental health. Children can benefit from the positive effects of mindfulness practices (Tarrasch, 2018; Routhier-Martin, Roberts, & Blanch, 2017). By providing these mindfulness techniques and activities students can reduce stress and anxiety (Bauer, Caballero, Scherer, West, Mrazek, Phillips, Whitfield-Gabrielli, & Gabrieli, 2019; Routhier-Martin, Roberts, & Blanch, 2017).

## **MINDFULNESS IN AN ELEMENTARY CLASSROOM SETTING**

Mindfulness can be explained as "it helps train your attention to be more aware of what is actually happening, rather than worrying about what *has* happened or might happen." (Mindfulness in Schools Project, 2020). This technique can provide both teachers and students the tools they need to manage their emotions and address classroom problems in a fair and calm manner (Jennings, 2018). When incorporating this approach, students and/or teachers pause and reflect on their thoughts so that they can then respond in a reasonable manner (Jennings, 2018). According to Jennings (2018), "these actions can form the basis of a supportive learning environment defined by empathy, emotional understanding, collaboration, and compassion—several of the cornerstones of social-emotional learning (SEL)." This article will provide ways to incorporate mindfulness into the elementary classroom setting. These simple techniques can be used with all students ranging from different socioeconomic levels, diverse backgrounds, and exceptionalities (Routhier-Martin, Roberts, & Blanch, 2017).

## **SOCIAL EMOTIONAL LEARNING**

Social Emotional Learning (SEL) will be a key focus among teachers in the upcoming school years due to the effects of the COVID-19 pandemic. Social Emotional Learning focuses on five key components: self-awareness, self-management, responsible decision making, relationship skills, and social awareness (CASEL, 2022). Implementing SEL into the classroom as well making it a priority at the school level, can help students manage their emotions (Denham, 2018). Durlak et al. (2011) discovered in their meta-analysis that students benefited greatly from high-quality, evidence-based SEL programming. Some of the benefits noted are better academic performance, improved attitudes and behaviors, fewer negative behaviors, and reduced emotional stress (Durlak et al., 2011). With COVID-19 in the not so distant past, helping students reduce their emotional stress is one thing many educators want to incorporate into their daily practice.

## **MINDFULNESS TRANSFORMING STUDENTS**

Schools are becoming increasingly aware of the role that stress can play on the lives of children. Therefore, mindfulness strategies are one way to help students focus on the present moment and self-regulation (Armstrong, 2019). When incorporating these strategies both the social and emotional well being of students can improve. Armstrong (2019) suggests that when "students become more aware of their thoughts, feelings, perceptions, and sensations through mindfulness practices, they increase their own self-

awareness (p. 16).” There is also an increased sense of resiliency when students start to incorporate mindfulness techniques into their daily lives.

Bajaj and Pande (2015) research study suggested that there is a correlation between resiliency mindfulness that includes a sense of greater life satisfaction. Mindfulness strategies help individuals learn how to control their own emotions which in turn can help with overcoming obstacles and setbacks. By infusing these strategies into our everyday lives, individuals can adapt to new and overwhelming situations without shutting down (Baja & Pande, 2015).

Helping students identify their emotions needs to be at the forefront of mindfulness techniques and social emotional learning. By understanding what emotions are being felt, students can better express him/herself through different methods, including deep breathing, yoga, listening to calming music, and journal writing. Being mindful of their emotions allows students to connect with their own thoughts and feelings. Students can experience a myriad of emotions daily. It is up to the educators to teach students methods to self-regulate these emotions.

## **PROGRAMS IN SCHOOLS THAT INCORPORATE MINDFULNESS**

School Districts around the world are implementing school-based mindfulness programs to help students reduce stress, increase resiliency, improve the school climate, as well as improve a child’s social and emotional well-being. Baja and Pande (2015) research suggests that by participating in mindfulness training, individuals can enhance their resilience, as well as their social and emotional well-being. Some of these programs include Mindful Schools, Mindfulness Connections for Classrooms, CREATE for Education, CALM, and MindUP.

### **Mindful Schools**

Mindful Schools focuses on building mindfulness within a school climate to strength students’ 21<sup>st</sup> century skills in areas such as compassion, attention, and awareness (Mindful Schools, 2019). For this program, districts create a “Mindful Schools community.” This means that educators, parents, and community members engage in mindfulness trainings to teach and model to the students/children these mindfulness techniques (Mindful Schools, 2019). Through continual modeling and practicing of mindfulness techniques from educators, parents, and community members students learn to focus on the “now” and become present in the moment (Mindful Schools, 2019). This helps students improve their social/emotional development, as well as learn resiliency, and strengthen their levels of confidence (Mindful Schools, 2019).

### **Mindful Connections for Classrooms- Awaken Pittsburgh**

The evidence-based program Mindfulness Connections for the Classroom guides educators and school staff to understand and practice meditation and mindfulness activities (Awaken Pittsburgh, 2019). Educators and school staff are trained and then introduce it into their own lives through Mindful Connections for Educators (Awaken Pittsburgh, 2019). The typical training for staff is a 12-hour program (Awaken Pittsburgh, 2019). Parents and community members are also introduced to mindfulness and mediation activities with a one-hour presentation (Awaken Pittsburgh, 2019). Through this program teachers will create mindfulness lessons, understand and model mindfulness practices with students, guide students to understand stress responses, promote students’ positive self-talk and compassion, and integrate trauma-informed approaches to presenting mindfulness to students. (Awaken Pittsburgh, 2019).

### **CREATE for Education**

CREATE for Education is a program geared to Creating Resilience for Educators, Administrators, and Teachers (CREATE for Education, 2020). The program focuses on creating a healthy school community that supports social and emotional growth (CREATE for Education, 2020). CALM is another program within CREATE for Education that stands for a Community Approach for Learning Mindfully. Teachers,

educators, or administrators can use this program 20 minutes before the start of the school day. It focuses on quick and easy exercises that help manage stress and their emotions throughout the day.

### **MindUP**

The MindUp program “helps teachers create an optimistic classroom characterized by focused attention, gratitude, empathy, and connection to others (Mind UP, 2016).” This program consists of the following teacher components: 15 lessons for teachers, student activities that help with self-regulation and improvement of social-emotional well-being, brain breaks, support from MindUp Consultants, and mindfulness cross-curricular lessons. There are also 2 other components that focus on the implementation of mindfulness strategies for both parents and students. Mind UP provides a variety of videos and resources along with services for program consultation.

### **Chill Project by Allegheny Health Network**

This project is run by one of the health systems in Pittsburgh, Pennsylvania. This program provides exercises and resources for schools to implement to help address anxiety, stress, and daily pressures that impact students. Schools that have implemented the Chill Project have acknowledged the positive impact that the program has had on students.

### **Social Emotional Learning Techniques**

One way to incorporate social emotional learning is to foster a learning environment that builds self-awareness and self-confidence. Kriete & Davis (2016) suggest having teachers and students participate in morning meetings to help build a responsive classroom. These morning meetings can focus on social emotional learning and usually last up to 15-30 minutes (Olson, 2020). The four components of a morning meeting are greeting, sharing, group activity, and morning message (Kriete & Davis, 2016). During the greeting stage, the students greet each other by name. Once everyone in the group has stated their name, the students then move into the sharing stage. During this stage, the students share some information about themselves or other news. They can respond to each other in a positive way by sharing their own thoughts and feelings. Next, the entire class will participate in a group activity. This activity can be short and should include the entire class. The purpose of the group activity is to reinforce and build a positive classroom community through active participation. Finally, the teacher will post a morning message. This is a daily note explaining the expectations and other information that students should be aware of for the day (Kriete & Davis, 2016). Once students have the skills needed for managing their social and emotional behaviors through morning meetings, their productivity and achievement may increase (Kriete & Davis, 2016; Olson 2020). Through these positive interactions students can learn how to be successful in the classroom setting.

Additionally, during the morning meeting, students can identify the emotions that they are experiencing at the present moment. This would be a great time as a class to address ways to handle anger, disappointment, frustration, and sadness. Educators can also explain emotions on the other side of the spectrum like happiness.

## **MANAGING EMOTIONS THROUGH CLASSROOM ACTIVITIES**

There are a variety of activities that teachers can use to manage students’ emotions. Activities such as the calm down corner, brain breaks, and interactive read alouds can help students focus on their own behaviors and social issues, as well as making good choices in and outside of the classroom.

### **Calm Down Corner**

With all of the daily stressors that students are facing, an area set aside in the classroom for students to take a self-directed time out is comforting. In the calm down corner, teachers can place one desk with paper and pencil, coloring books, fidget toys, and stress balls. Students can write a note or they can color. Coloring has been found to be very therapeutic. Many children are diagnosed with Attention Deficit Hyperactivity

Disorder, and providing them with an outlet can be very beneficial for not only the student, but his/her classmates as well.

Students should be encouraged to share their opinions about where the calm down corner should be placed, and how it should be utilized. Time should be spent discussing how to respectfully use the space, and how to treat classmates respectfully when they need to use the space. Educators should take into consideration the amount of space that is available in the classroom, and how to best set up the calm down corner. Special seating and/or lighting can be included in the special area that is designated.

### **Calm Down Kit**

When implementing a calm down kit, it is important to review the items that will be utilized with the students. Students should be given the opportunity to interact with the supplies prior to them being placed in the corner/kit. Additionally, educators will want to model how to use each item properly. Teachers will also want to consider whether each student should have his/her own calm down kit, or if one kit will be shared by the entire class. Some students may benefit from having their own kit because it can be tailored to his/her own emotional needs. Kits should be easily accessible, and no student should feel bad about needing to use the kit.

### **Brain Breaks**

Brain breaks have been found to be very beneficial for students. These short breaks provide students the opportunity to get out of their seats and move. Students need these opportunities for movement, so that they can continue to focus on their classwork. Brain breaks can be structured activities such as yoga poses, or dance moves; or they can be stretches and deep breathing exercises. Many teachers implement gonoodle.com to conduct brain breaks throughout the day.

### **Interactive Read Alouds**

Interactive read alouds are a whole-group instruction reading strategy. During this strategy students answer questions about the text and participate in activities provided by the teacher. These books are read aloud by the teacher and the students can collaborate with one another in meaningful ways to comprehend the text. The list of books below are mindfulness books that you can use in your classroom.

- Meditate with Me: A Step-by-Step Mindfulness Journey by: Mariam Gates. This book is suitable for preschoolers and elementary school aged students. It introduces students to the concepts of mindfulness and meditation. Throughout the book, the author asks the readers to take deep breaths and get in touch with their feelings. This book can be used to start the day, or to calm students down after recess.
- Bunny Breaths by: Kira Willey. This board book can be implemented into a preschool or primary elementary classroom. It presents the tale of a bunny looking for his carrot. As the bunny is looking for his carrot, he needs to remain patient and calm. The author poses questions to the reader to see if he/she can act like the bunny, and do poses like the bunny. This book would be a good way to introduce mindfulness practices into the classroom.
- Breathe Like a Bear by: Kira Willey. This book is broken into 5 categories and presents 30 different strategies for children to feel calm and focused. The author explains how to complete each mindful activity, and each “Mindful Moment” is accompanied by an illustration, which directly relates to the activity. Any aged student can complete the activities. These mindfulness ideas can be used when a student is feeling overwhelmed, when a student needs to feel energized, or when a student feels he/she needs to regain focus.
- Way Past Mad by: Hallee Adelman (2020). This picture book can be used to discuss anger and how to deal with situations that cause students to act out. This book can also help students understand that anger is a valid emotion, but help students process their anger and become more calm.
- Find your Calm: A Mindful Approach to Relieve Anxiety and Grow your Bravery by: Gabi Garcia (2020). Anxiety among children is a scary feeling, and this book helps children channel

that anxiety into something positive. The book includes activities for children to try when they feel anxious. Children may feel more empowered when they are provided with the tools to overcome their anxious feelings.

- Let's Make Yoga Magic by: Heather Leah. This board book is very interactive. It shows 13 different students engaging in different yoga poses. This is a great beginner book for introducing yoga poses to young learners, and teaching them the benefits of yoga poses as well as deep breathing.
- The Energy Bus for Kids: A Story about Staying Positive and Overcoming Challenges by: Jon Gordon. This book focuses on the power of positivity. Some children have daily negative experiences at school, and this book focuses on intrinsic motivation and passing positivity onto others.
- Outside In by: Deborah Underwood (2020). This book can be used with young students before doing mindfulness exercises outdoors. Children will learn that there are so many things in nature that can be heard, seen, and smelled if time is taken to become aware of them.

## ACTIVITIES FOR MINDFULNESS

In addition to books and spaces that are set up around the classroom, students can also benefit from participating in activities throughout the day, or week. Having time specifically set aside for mindfulness can be beneficial because they will be viewed as part of the daily/weekly routine. Students will develop their mindfulness skills as well as their ability to communicate what is on their mind. By granting students these opportunities, educators are acknowledging that students' mental well-being is just as important as the academics we want them to master. Listed below are examples of activities that can be implemented on a daily or weekly basis. Many of the listed activities require little set-up and little preparation.

### Feelings and Emotion Cards

*Game Name: Supporting Our Friend's Emotions*

For this activity, students will choose an emotion. Next, they will discuss ways to support a person who feels this way. After the discussion, students will participate in role-playing scenarios to discuss this specific emotion. This activity works best when using negative emotions, but you can use positive emotions as well.

### Rainbow Bubble Breathing

The students will be given a piece of paper with bubbles on it. They will read the bubbles like a story, but instead of speaking the words, they will give one BIG breath for the BIG bubble and a SMALL regular breath for the SMALL bubble. (PreK-1<sup>st</sup> grade)

### Morning Mindfulness Journal

The Morning Mindfulness Journal helps individuals change and grow into the person that he/she wants to be. This journal should be completed each morning while focusing on the present moment. It is a tool used to stay calm and reduce anxiety.

### Mindfulness Journal

For this activity, kids choose one object in the room and focus all of their energy on it. Students will look at the object and think about it for a few minutes. (Asking questions like- "What does it look like? What colors does it have? Is it bumpy or smooth? How does it move? What is it used for? What makes it special?") After the mindful focus activity, the students will write and draw a picture of this object. This helps students focus on the present and can be a healthy strategy to keep kids focused during stressful situations. (PreK- 6<sup>th</sup> grade)

## **Role Playing**

By presenting age-appropriate situations to students and giving them opportunities to respond, teachers are allowing students to express their thoughts and feelings. Students can experience real-life situations, and see how their actions impact others.

## **Grounding Exercises for Kids**

Grounding techniques are a tool to help kids to focus on the present moment and interrupt their worries and anxiety. Some examples of these include: 5-4-3-2-1. This activity focuses on the 5 senses- The students will list or draw 5 things they see, 4 things they hear, 3 things they smell, 2 things they can touch, 1 thing they can taste.

## **A-B-C Around the Room**

For this activity, students look around the room. The student will name something that starts with A, then B, and continue through the alphabet. Their goal is to get the whole way through the alphabet. Once the student stops, check-in to see how they're feeling. You may decide to stop or continue until they reach the end.

## **Yoga**

Yoga is an activity that can be done at the beginning, middle, or end of the class period. It is a time where students can reduce their stress and anxiety by focusing on the present moment (Gillen, 2016). Teachers are choosing this mindfulness activity to improve the memory and attention span of their students. Students can engage in a few poses, or do a full yoga class. Poses can be self-directed, or taught by the teacher.

## **APPS FOR MINDFULNESS**

Many adults and children have access to a device in which applications can be downloaded. Having easy access to these devices can be beneficial when a child needs a mental break. The following apps were designed with children in mind. They each have certain features that appeal to different emotions being experienced by young children. Children experience a myriad of emotions on any given day, and having access to these apps may be beneficial to them. Oftentimes, adults find they are at a loss to help children navigate their emotions. With the assistance of these apps, children may experience the sense of calm that they were seeking.

**Breathe, Think, Do with Sesame:** This app is created for those who are between 2-5 years of age. It teaches skills such as problem solving, self-control, planning, and task persistence. There is no cost to download this app.

**Breathing Bubbles:** This app allows children to focus on good feelings and release any worries that they are experiencing. This particular app has children think on a scale how strongly they are feeling a certain emotion. This app walks children through deep breathing exercises and visualization.

**Calm:** This app provides guided meditation sessions. The sessions vary in length, so you can choose which type of session you need at a particular time. This app is available for free.

**DreamyKid:** This app was created with kids in mind. It provides meditation, affirmations, and guided visualization practices for young children as well as teens. The app's primary focus is mindfulness. This is a free app.

**Headspace: Guided Meditation and Mindfulness:** This app offers free guided meditation. It can assist with improving your focus, relieve anxiety and stress, and help with mindful awareness. This app is free to download.

**Kids Yoga Deck:** This app allows kids to practice different yoga poses, The app provides pictures and step-by-step instructions so even the youngest children can utilize the app. There is a fee to download this app.

Smiling Mind: This app was developed by psychologists and educators to help bring balance to your life. The app was designed to help children manage the daily challenges and stresses. The creators suggest 10 minutes per day. It is recommended for children ages 7-18.

Stop, Breathe, and Think Kids: This app is beneficial for nighttime routines, and also for general use for helping kids explore their emotions. You can implement this app when children need to calm down, or engage in a peaceful moment. This app is free to download.

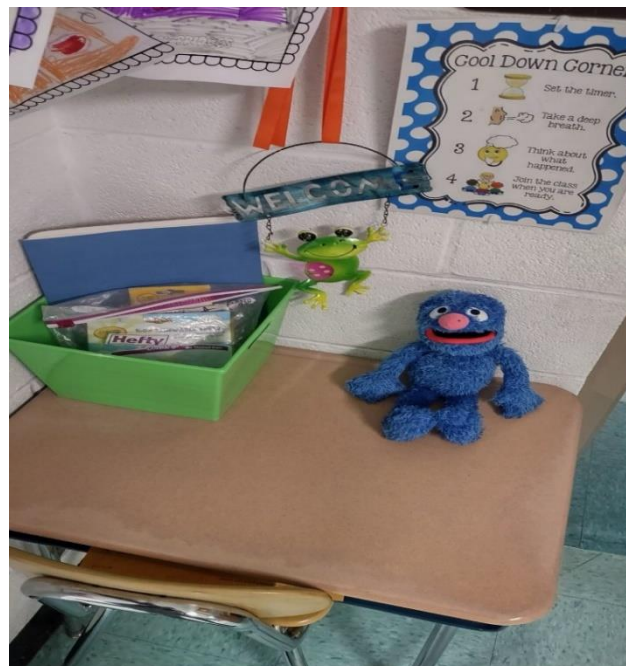
## OUTCOMES AND IMPLICATIONS FOR MINDFULNESS

Mindfulness means focusing on the present moment, and blocking out distractions. When students and teachers alike are able to practice mindfulness techniques, there are many reported benefits. Some of these benefits include: emotional regulation, decreased reactivity and increased response flexibility, decrease of stress, and improved empathy and compassion (Davis & Hayes, 2011). By incorporating mindfulness into a child's daily routine, he or she can learn how to regulate their negative emotions and improve their academic performance by thinking positively while focusing on the present moment. When incorporating mindfulness with social-emotional learning strategies students may gain a better understanding of managing their emotions. These practices can lead to creating a culture of mindfulness within the classroom and throughout the school.

## EXAMPLES IN THE CLASSROOM

A kindergarten classroom in a rural school district incorporated an adapted version of the 5-4-3-2-1 Senses activity. For this mindfulness activity, the students were asked to draw a picture of how they were feeling at that moment. The worksheet included "right now" statements for sight, hearing, touching, and smelling. They also had a question at the end where they had to circle how they felt at that particular moment. After the students completed their worksheet, the teacher met with them one-on-one to dictate their images.

**FIGURE 1**  
**PHOTO OF THE CALM DOWN CORNER UTILIZED IN A FIRST GRADE CLASSROOM**



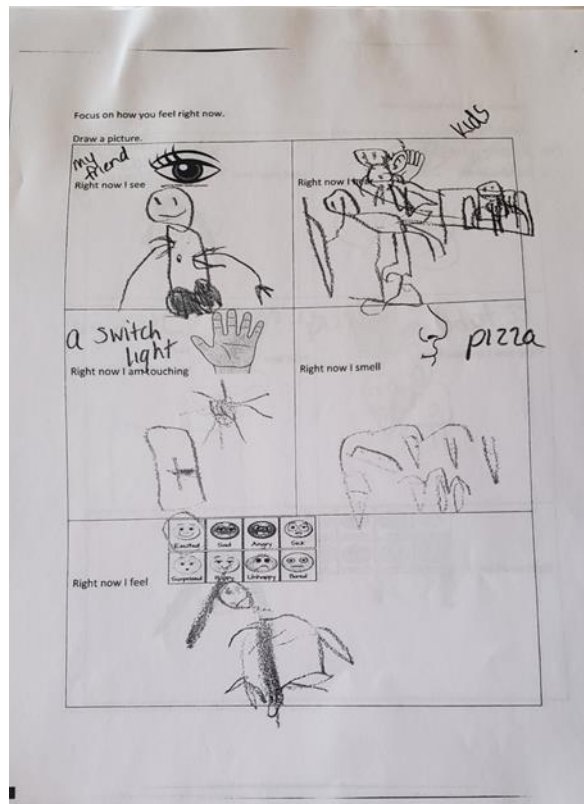


In a first grade classroom, this teacher chose to put her “calm down corner” right outside of the classroom door. This allows students to remove themselves from a stressful situation and refocus their attention. The teacher has provided students with paper, pencils, crayons, and fidget toys. Students are able to self-regulate when they exit the classroom and utilize the calm down corner.

**FIGURE 2**  
**WORK SAMPLE FROM A 6-YEAR OLD STUDENT FROM A KINDERGARTEN STUDENT**  
**FROM THE MINDFULNESS ACTIVITY**



**FIGURE 3**  
**WORK SAMPLE FROM A 5-YEAR OLD STUDENT FROM A KINDERGARTEN STUDENT**  
**FROM THE MINDFULNESS ACTIVITY**



Once students learn these mindfulness practices they can apply them during real life situations. For instance, take a typical snow day from school. For many kids they used to have the whole day to play outside and build snowmen without completing any school work. Now fast forward to 2024, snow days are turning into synchronous Zoom Days. Kids are now expected to log into virtual school during every period of a typical school day and complete their work. Some students may begin to feel stressed because their internet connection might not be working. They may also feel anxious because their parents are working and there is no one there to help answer questions about the assignments. However, when students have the techniques for mindfulness they can apply them to release stress and improve their emotional and physical well being. Figure 4 shows two 5th grade students who practiced mindfulness strategies outside during their Zoom lunch break session on a snow day to reduce stress.

A 6<sup>th</sup> grade classroom practiced yoga outside on the playground during the beginning of class. This classroom participates in a variety of yoga activities throughout the school week to help reduce stress and focus on the present moment within the classroom.

**FIGURE 4**  
**STUDENTS PRACTICING MINDFULNESS YOGA TECHNIQUES AT HOME**



**FIGURE 5**  
**STUDENTS PRACTICING MINDFULNESS YOGA TECHNIQUES AT HOME**



## **CONCLUSION**

Children have a lot of stressors in their lives, and there is no escaping that. However, there are activities that can help mitigate and lessen the negative effects that stress can have. Encouraging students to be in touch with their emotions is one of the best things educators can do for their students. Acknowledging that it is okay to not be okay 100% of the time validates children and normalizes what they are experiencing. As educators, we need to find healthy ways for students to express their emotions. Some students may prefer more physical/hands-on activities such as role playing and yoga, while others may prefer quieter, independent activities such as deep breathing, journaling or coloring. Mindfulness activities can take on many different forms, and starting from a young age can be very beneficial. Children need to learn as many strategies as they can in order to deal with stress because these can be helpful throughout their lives. Many adults implement mindfulness into their daily practice and it has been found to make them more productive.

## REFERENCES

- Adelman, H. (2020). *Way Past Mad*. Park Ridge, IL: Albert Whitman and Company.
- American Psychological Association. (2015, February 4). *Stress in America: Paying with our health*. Retrieved from <https://www.apa.org/news/press/releases/stress/2014/stress-report.pdf>
- Awaken Pittsburgh. (2019). *Mindfulness in action*. Retrieved from <https://awakenpittsburgh.org/mindfull-connections/mindful-connections/>
- Bajaj, B., & Pande, N. (2016). Mediating role of resilience in the impact of mindfulness on life satisfaction and affect as indices of subjective well-being. *Personality and Individual Differences, 93*, 63–67. <https://doi.org/10.1016/j.paid.2015.09.005>
- Bauer, C.C.C., Caballero, C., Scherer, E., West, M.R., Mrazek, M.D., Phillips, D.T., . . . & Gabrieli, J.D.E. (2019). Mindfulness training reduces stress and amygdala reactivity to fearful faces in middle-school children. *Behavioral Neuroscience, 133*(6), 569–585. <https://doi-org.setonhill.idm.oclc.org/10.1037/bne0000337>
- Center for Disease Control and Prevention. (2020, November 16). *Data and statistics on children’s mental health*. Retrieved from <https://www.cdc.gov/childrensmentalhealth/data.html>
- Childhood 101-PreK- 3<sup>rd</sup> grade. (2022, March 3). Retrieved from <https://childhood101.com/helping-children-manage-big-emotions-printable-emotions-cards/>
- Collaborative for Academic, Social, and Emotional Learning (CASEL). (2022, April 6). *What is the casel framework?* Retrieved from <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>
- Counselor Keri. (2019). *10 grounding exercises for kids*. Retrieved from <https://www.counselorkeri.com/2019/04/02/help-kids-manage-worry/>
- CREATE for Education. (2020). *CALM program*. Retrieved from [https://createforeducation.org/calm\\_\\_trashed/calm-research/](https://createforeducation.org/calm__trashed/calm-research/)
- D’Alessandro, L. (2020, March 18). *How mindfulness can help you kick anxiety to the curb*. Retrieved from <https://thekindinitiative.com/2018/09/26/mindfulness-printable/>
- Davis, D.M., & Hayes, J.A. (2011). What are the benefits of mindfulness? A practice review of psychotherapy-related research. *Psychotherapy Theory Research Practice Training, 48*(2), 298–208. DOI 10.1037/10022062
- Denham, S.A. (2018, November). *Keeping SEL Developmental: The Importance of a Developmental Lens for Fostering and Assessing SEL Competencies*. Frameworks Briefs: Special Issues Series.
- Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*, 405–432.
- Garcia, G. (2020). *Find your Calm: A Mindful Approach to Relieve Anxiety and Grow your Bravery*. Skinned Knee Publishing.
- Garrigan, N. (2022, July 3). *Rainbow bubble breathing*. Retrieved from [www.branchhabitat.blogspot.com](http://www.branchhabitat.blogspot.com)
- Gates, M. (2017). *Meditate with Me: A Step-by-Step Mindfulness Journey*. New York, NY: Dial.
- Gillen, L. (2016, October 16). *Mindfulness to the K-5 classroom*. Retrieved from <https://www.yogacalm.org/bring-yoga-mindfulness-classroom/>
- Gordon, J. (2012). *The Energy Bus for Kids: A Story about Staying Positive and Overcoming Challenges* (1<sup>st</sup> Ed.). Hoboken, NJ: Wiley.
- Jennings, P.A. (2018). Bringing Mindfulness to Teacher PD: By developing their own social-emotional skills, teachers can be more powerfully present in the classroom. *Educational Leadership, 76*(2), 64–68.
- Kriete, R., & Davis, C. (2016). *The morning meeting book K-8* (3<sup>rd</sup> Ed.) Turners Falls, MA: Center for Responsive Schools, Inc.
- Leah, H. (2019). *Let’s Make Yoga Magic*. Reedley, CA: Familius.
- Liu, L. (2020). Examining the usefulness of mindfulness practices in managing school leader stress during COVID-19 pandemic. *Journal of School Administration Research and Development, 5*(S1), 15–20.

- Mindful Schools. (2019). *What is mindfulness?* Retrieved from <https://www.mindfulschools.org/what-is-mindfulness/>
- Mindfulness in Schools Project. (2021, April 5). *Mindfulness. What is it?* Retrieved from <https://mindfulnessinschools.org/mindfulness-in-education/what-is-it/>
- MindUP. (2016). *MindUP program*. Retrieved from <https://mindup.org/>
- National Center of Complementary and Integrative Health. (2022, July 8). *Meditation and Mindfulness: What You Need To Know*. Retrieved from <https://www.nccih.nih.gov/health/meditation-and-mindfulness-what-you-need-to-know>
- Olson, A. (Lucky Little Learners). (2020, August 2). *5 easy ways to incorporate social emotional learning in the classroom*. [https://luckylittlelearners.com/5-easy-ways-to-incorporate-social-emotional-learning-in-the-classroom/?utm\\_source=pinterest&utm\\_medium=social&utm\\_campaign=grow-social-pro](https://luckylittlelearners.com/5-easy-ways-to-incorporate-social-emotional-learning-in-the-classroom/?utm_source=pinterest&utm_medium=social&utm_campaign=grow-social-pro)
- Routhier-Martin, K., Roberts, S.K., & Blanch, N. (2017). Exploring mindfulness and meditation for the elementary classroom: Intersections across current multidisciplinary research. *Childhood Education, 93*(2), 168–175. <https://doi-org.setonhill.idm.oclc.org/10.1080/00094056.2017.1300496>
- Singh, R., Singh, B., Mahato, S., & Hambour, V.K. (2020). Social support, emotion regulation and mindfulness: A linkage towards social anxiety among adolescents attending secondary schools in Birgunj, Nepal. *PLoS ONE, 15*(4), 1–11. <https://doi-org.setonhill.idm.oclc.org/10.1371/journal.pone.023099>
- Smiling mind app. (2020). Retrieved from <https://www.smilingmind.com.au/smiling-mind-app>
- Tarrasch, R. (2018). The effects of mindfulness practice on attentional functions among primary school children. *Journal of Child & Family Studies, 27*(8), 2632–2642. <https://doi-org.setonhill.idm.oclc.org/10.1007/s10826-018-1073-9>
- The National Institute of Mental Health Information Resource Center. (2022, April 8). Retrieved from <https://www.nimh.nih.gov/health/statistics/generalized-anxiety-disorder.shtml>
- The Pathway 2 Success. (2020, January 20). *Mindfulness journal ideas you can try today*. Retrieved from <https://www.thepathway2success.com/mindfulness-journal-ideas-you-can-try-today/>
- The Pathway 2 Success. (2021, March 3). *10 best times to practice mindfulness in the classroom*. Retrieved from <https://www.thepathway2success.com/10-best-times-to-practice-mindfulness-in-the-classroom/>
- Thompson, A. (2019). *Mindfulness in the Classroom: Strategies for Promoting Concentration, Compassion, and Calm*. Alexandria, VA: ASCD.
- Underwood, D. (2020). *Outside In*. Boston, MA: Clarion Books.
- Van de Weijer-Bergsma, E., Langenberg, G., Brandsma, R., Oort, F.J., & Bögels, S.M. (2014). The effectiveness of a school-based mindfulness training as a program to prevent stress in elementary school children. *Mindfulness, 5*(3), 238–248. <https://doi.org/10.1007/s12671-012-0171-9>
- Waterford. (2021, October 22). *51 Mindfulness exercises for kids in the classroom*. Retrieved from <https://www.waterford.org/resources/mindfulness-activities-for-kids/>
- Willey, K. (2017). *Breathe like a Bear: 30 Mindful Moments for Kids to Feel Calm and Focused Anytime, Anywhere*. Emmaus, PA: Rodale Kids.
- Willey, K. (2020). *Mindfulness Moments for Kids: Bunny Breaths*. Emmaus, PA: Rodale Kids.