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Editor

David S. Black, PhD, MPH

Highlights by

Seth Segall, PhD

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INTERVENTIONS

Articles testing the applied science and implementation of mindfulness-based interventions

Bakosh, L. S., Snow, R. M., Tobias, J. M.,...Barbosa-Leiker, C. (2015). **Maximizing mindful learning: Mindful awareness intervention improves elementary school students' quarterly grades.** *Mindfulness.* [\[link\]](#)

Blum, H. A. (2015). **Mindfulness equity and western Buddhism: Reaching people of low socioeconomic status and people of color.** *International Journal of Dharma Studies.* [\[link\]](#)

Bluth, K., Campo, R. A., Pruteanu-Malinici, S.,...Broderick, P. C. (2015). **A school-based mindfulness pilot study for ethnically diverse at-risk adolescents.** *Mindfulness.* [\[link\]](#)

Botta, A. A., Cadet, T. J., Maramaldi, P. (2015). **Reflections on a quantitative, group-based mindfulness study with social work students.** *Social Work with Groups.* [\[link\]](#)

Cotton, S., Luberto, C. M., Sears, R. W.,...Delbello, M. P. (2015). **MBCT for youth with anxiety disorders at risk for bipolar disorder: A pilot trial.** *Early Intervention in Psychiatry.* [\[link\]](#)

Crescentini, C., Matiz, A., Fabbro, F. (2014). **Improving personality/character traits in individuals with alcohol dependence: The influence of mindfulness-oriented meditation.** *Journal of Addictive Diseases.* [\[link\]](#)

Dowd, H., Hogan, M. J., McGuire, B. E.,...Zautra, A. J. (2015). **Comparison of an online MBCT intervention with online pain management psychoeducation: A randomized controlled study.** *The Clinical Journal of Pain.* [\[link\]](#)

Ivarsson, A., Johnson, U., Andersen, M. B.,...Altemyr, M. (2015). **It pays to pay attention: A mindfulness-based program for injury prevention with soccer players.** *Journal of Applied Sport Psychology.* [\[link\]](#)

Kingston, T., Collier, S., Hevey, D.,...ODwyer, A. M. (2015). **MBCT for psycho-oncology patients: An exploratory study.** *Irish Journal of Psychological Medicine.* [\[link\]](#)

Kozasa, E. H., Lacerda, S. S., Menezes, C.,...Sato, J. R. (2015). **Effects of a 9-day Shamatha Buddhist meditation retreat on attention, mindfulness and self-compassion in participants with a broad range of meditation experience.** *Mindfulness.* [\[link\]](#)

Lehto, R. H., Wyatt, G., Sikorskii, A.,...Kaufman, V. H. (2015). **Home-based mindfulness therapy for lung cancer symptom management: A randomized feasibility trial.** *Psycho-oncology.* [\[link\]](#)

Lewallen, A. C., Neece, C. L. (2015). **Improved social skills in children with developmental delays after parent participation in MBSR: The role of parent-child relational factors.** *Journal of Child and Family Studies.* [\[link\]](#)

Malpass, A., Kessler, D., Sharp, D., Shaw, A. (2015). **MBCT for patients with respiratory conditions who experience anxiety and depression: A qualitative study.** *Mindfulness.* [\[link\]](#)

Meland, A., Fonne, V., Wagstaff, A., Pensgaard, A. M. (2015). **Mindfulness-based mental training in a high-performance combat aviation population: A one-year intervention study and 2-year follow-up.** *The International Journal of Aviation Psychology.* [\[link\]](#)

Mitchell, M., Heads, G. (2015). **Staying well: A follow up of a 5-week MBSR programme for a range of psychological issues.** *Community Mental Health Journal.* [\[link\]](#)

Schonert-Reichl, K. A., Oberle, E., Lawlor, M. S.,...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.* [\[link\]](#)

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ASSOCIATIONS

Articles examining the correlation and mechanism between mindfulness and other variables

- Cameron, C. D., Fredrickson, B. L. (2015). **Mindfulness facets predict helping behavior and distinct helping-related emotions.** *Mindfulness.* [link]
- Garland, E. L. (2015). **Mindfulness training promotes upward spirals of positive affect and cognition: Multilevel and autoregressive latent trajectory modeling analysis.** *Frontiers in Psychology.* [link]
- Grecucci, A., De Pisapia, N., Kusalagnana, T. D.,...Job, R. (2014). **Baseline and strategic effects behind mindful emotion regulation: Behavioral and physiological investigation.** *PLoS ONE.* [link]
- Hauswald, A., Übelacker, T., Leske, S., Weisz, N. (2015). **What it means to be Zen: Marked modulations of local and interareal synchronization during open monitoring meditation.** *NeuroImage.* [link]
- Khaddouma, A., Gordon, K. C., Bolden, J. (2014). **Zen and the art of sex: Examining associations among mindfulness, sexual satisfaction, and relationship satisfaction in dating relationships.** *Sexual and Relationship Therapy.* [link]
- Kirk, U., Montague, R. (2015). **Mindfulness meditation modulates reward prediction errors in the striatum in a passive conditioning task.** *Frontiers in Psychology.* [link]
- Malinowski, P., Lim, H. J. (2015). **Mindfulness at work: Positive affect, hope, and optimism mediate the relationship between dispositional mindfulness, work engagement, and well-being.** *Mindfulness.* [link]
- Millon, G., Halewood, A. (2015). **Mindfulness meditation and countertransference in the therapeutic relationship: A small-scale exploration of therapists' experiences using**

grounded theory methods. *Counselling and Psychotherapy Research.* [link]

- Parent, J., McKee, L. G., Rough, J. N., Forehand, R. (2015). **The association of parent mindfulness with parenting and youth psychopathology across three developmental stages.** *Journal of Abnormal Child Psychology.* [link]
- Patterson, P., McDonald, F. E. (2015). **"Being mindful" does it help adolescents and young adults who have completed cancer treatment?** *Journal of Pediatric Oncology Nursing.* [link]
- Prakash, R. S., Hussain, M. A., Schirda, B. (2014). **The role of emotion regulation and cognitive control in the association between mindfulness disposition and stress.** *Psychology & Aging.* [link]
- Roos, C. R., Pearson, M. R., Brown, D. B. (2014). **Drinking motives mediate the negative associations between mindfulness facets and alcohol outcomes among college students.** *Psychology of Addictive Behaviors.* [link]
- Snippe, E., Nyklíček, I., Schroevers, M. J., Bos, E. H. (2015). **The temporal order of change in daily mindfulness and affect during MBSR.** *Journal of Counseling Psychology.* [link]
- Tak, S. R., Hendrieckx, C., Nefs, G.,...Pouwer, F. (2015). **The association between types of eating behaviour and dispositional mindfulness in adults with diabetes: Results from diabetes miles-the Netherlands.** *Appetite.* [link]
- Tsafou, K. E., De Ridder, D. T., van Ee, R., Lacroix, J. P. (2015). **Mindfulness and satisfaction in physical activity: A cross-sectional study in the Dutch population.** *Journal of Health Psychology.* [link]
- van den Heuvel, M. I., Johannes, M. A.,...Van den Bergh, B. H. (2015). **Maternal mindfulness during pregnancy and infant socio-emotional development and temperament: The mediating role of maternal anxiety.** *Early Human Development.* [link]
- Yusainy, C., Lawrence, C. (2015). **Brief mindfulness induction could reduce aggression after depletion.** *Consciousness and Cognition.* [link]

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METHODS

Articles developing empirical procedures to advance the measurement and methodology of mindfulness

Carissoli, C., Villani, D., Riva, G. (2015). **Does a meditation protocol supported by a mobile application help people reduce stress? Suggestions from a controlled pragmatic trial.** *Cyberpsychology, Behavior, and Social Networking*. [link]

Jo, H. G., Hinterberger, T., Wittmann, M., Schmidt, S. (2015). **Do meditators have higher awareness of their intentions to act?** *Cortex*. [link]

Kiken, L. G., Garland, E. L., Bluth, K.,...Gaylord, S. A. (2015). **From a state to a trait: Trajectories of state mindfulness in meditation during intervention predict changes in trait mindfulness.** *Personality and Individual Differences*. [link]

Mak, W. W., Chan, A. T., Cheung, E. Y.,...Ngai, K. C. (2015). **Enhancing web-based mindfulness training for mental health promotion with the health action process approach: Randomized controlled trial.** *Journal of Medical Internet Research*. [link]

Tamagawa, R., Speca, M., Stephen, J.,...Carlson, L. E. (2015). **Predictors and effects of class attendance and home practice of yoga and meditation among breast cancer survivors in a mindfulness-based cancer recovery (MBCR) program.** *Mindfulness*. [link]

Waszczuk, M. A., Zavos, H., Antonova, E.,...Eley, T. C. (2015). **A multivariate twin study of trait mindfulness, depressive symptoms, and anxiety sensitivity.** *Depression and Anxiety*. [link]

REVIEWS

Articles reviewing content areas of mindfulness or conducting meta-analyses of published research

Black, D. S. (2015). **Mental resilience training modulates stress physiology of active duty marines preparing for deployment.** *Evidence Based Mental Health*. [link]

Bostic, J. Q., Nevarez, M. D., Potter, M. P.,...Aguirre, B. A. (2015). **Being present at school: Implementing mindfulness in schools.** *Child Adolesc Psychiatric Clinics of North America*. [link]

Crescentini, C., Capurso, V. (2015). **Mindfulness meditation and explicit and implicit indicators of personality and self-concept changes.** *Frontiers in Psychology*. [link]

Gu, J., Strauss, C., Bond, R., Cavanagh, K. (2015). **How do MBCT and MBSR improve mental health and wellbeing? A systematic review and meta-analysis of mediation studies.** *Clinical Psychology Review*. [link]

Kennedy, A. B., Resnick, P. B. (2015). **Mindfulness and physical activity.** *American Journal of Lifestyle Medicine*. [link]

Mantzios, M., Wilson, J. C. (2015). **Mindfulness, eating behaviours, and obesity: A review and reflection on current findings.** *Current Obesity Reports*. [link]

Roeser, R. W., Eccles, J. S. (2015). **Mindfulness and compassion in human development: Introduction to the special section.** *Developmental Psychology*. [link]

TRIALS

Research studies newly funded by the National Institutes of Health (FEB 2015)

Stanford University (S. Mackey, PI). **Stanford CAM center for chronic back pain.** NIH/NCCAM project #3P01AT006651-04S1. [link]

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HIGHLIGHTS

A summary of select studies from the issue, providing a snapshot of some of the latest research findings

People are less able to control themselves after an act of self-restraint. One attempt at self-restraint may deplete the emotional resources needed to engage in self-restraint again on a subsequent try. **Yousainy et al. [Consciousness and Cognition]** explored whether mindfulness might lessen this effect by helping people to reduce aggressive responding after a prior act of self-control.

One hundred and ten participants (mean age = 20 years) were shown a six-minute video while irrelevant words flashed on the screen. Half of the participants were instructed to ignore the words (the self-restraint condition), while the other half did not have to ignore them. Then half of the participants in each condition listened to a mindfulness meditation audiotape (the mindfulness condition), while the other half listened to an educational tape. Afterward, participants engaged in a computerized contest against a simulated "opponent". Each time participants lost, they received a noxious noise of predetermined loudness over their headphones. When the participants won, they could retaliate against the opponent by selecting a noxious sound of their own to deliver at different loudness intensities.

As a rule, the louder the opponent's provocation, the louder the participant's retaliation. Participants in the self-restraint condition chose significantly louder retaliations in response to provocations than did controls. Participants in the self-restraint condition who subsequently listened to the mindfulness tape delivered significantly lower intensity retaliations than their non-mindful self-restraint condition peers. These group differences existed for low and moderate noise intensities but disappeared for high intensity.

Findings from this study demonstrate that mindfulness induction can decrease some



aggressive retaliation behavior following prior acts of self-restraint. Mindfulness may restore the emotional resources needed to maintain self-control, and thus may have an important role to play in anger management by helping people to mindfully respond to provocation rather than react with anger.

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Educators and administrators seek out school-based programs that help students develop self-awareness, self-regulation, relationship, and decision-making skills. **Schonert-Reichl et al. [Developmental Psychology]** evaluated a mindfulness-based social and emotional learning curriculum (MindUP) to see if it improved children's cognitive control, well-being, prosocial behavior, and academic performance.

Ninety-nine British Columbian public school 4th and 5th graders had their classrooms randomly assigned to either the MindUP program or a routine social responsibility curriculum. The 4-month MindUP intervention included 3-minute mindfulness exercises (breathing and listening) repeated 3 times daily. It also included twelve 40-50 minute weekly lessons on mindfulness, perspective taking, optimism, empathy, gratitude, kindness, and community service. The control group followed the standard British Columbian public school curriculum. The children were assessed before and after the interventions on computerized tests of executive function, self-report measures of pro-sociality, and year-end math grades were also obtained from school records.

The MindUP children showed significantly greater improvement in executive function reaction time. They also showed significant moderate-sized improvements on self-report measures of empathy, perspective taking, optimism, emotional control, self-concept depressive symptoms, and mindfulness. In contrast, controls decreased over time on these self-report measures. MindUP children were significantly more likely to show moderate to large improvements on peer behavioral nominations for sharing, trustworthiness, helpfulness, and taking other's points of view, while exhibiting significantly greater decreases in rule breaking and starting fights. There was also a trend towards higher math scores for MindUP participants relative to controls.

These results show that mindfulness training may provide added value to programs aimed at improving children's emotional and social competencies. Classroom interventions like MindUp offer the promise of making a meaningful contribution to children's future academic and social success.

ANNOUNCEMENTS

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Events & Conferences

Mindfulness Research Meeting in Seattle

April 17-18, 2015 Mindful Families, Schools & Communities: Research-to-Practice Promoting Child Well-being. Join researchers and practitioners promoting children's well-being through mindfulness.

Advance the science of mindfulness in work with children, parents, educators, practitioners. Keynotes: Adele Diamond, Robert Roeser. Symposia: Cultivating mindfulness in youth, parenting, communities experiencing trauma. Poster session.

INFO: <http://bit.ly/CCFW-2015-Conference>

Mindfulness and Compassion Conference

Mindfulness and Compassion Conference 2015 in San Francisco. The Art and Science of Contemplative Practice conference will bring together internationally recognized academic scholars in the neurosciences, psychology, medicine, and education with seasoned Buddhist contemplatives. Date: June 3-6, 2015 Location: San Francisco State University.

INFO: Contact: info@mcc2015.org
www.mcc2015.org

Mindfulness in Society conference, UK

Hosted in July 2015 by Bangor University's Centre for Mindfulness Research and Practice, this 5 day conference will integrate the science and practice of mindfulness. Leading

experts will combine workshops with research and keynote speeches with a full practice day led by Professor Mark Williams. Topics for the popular 'all day' events include: the role of mindfulness in compassionate living, transforming suffering, the workplace, birthing, pain & long-term health conditions and exploring cutting edge neuroscience. Location: Chester, UK.

INFO: Programme, registration & research submission:
<http://www.bangor.ac.uk/mindfulness/conference.php.en>

Deepening Our Practice

A 5-day silent retreat for MBSR/MBCT teachers, clinicians, and educators. Sunday, June 21 to Friday, June 26, 2015.

Pendle Hill Retreat Center near Philadelphia, Pennsylvania. Facilitated by Diane Reibel, PhD, and Don McCown, PhD, co-authors of Teaching Mindfulness:

A practical guide for clinicians and educators. Sitting, walking, and movement meditation, in the style and spirit of the mindfulness-based interventions. Time for participants to meet individually with teachers. Facilitated small group discussions on practice themes. Free time for contemplation and rest in beautiful surroundings: <http://www.pendlehill.org>

INFO: Register at
<http://www.mindfulnessandmore.com>

II International Meeting on Mindfulness

II International Meeting on Mindfulness Sao Paulo, Brazil, June 24-27, 2015

INFO: <http://www.mindfulnessmeeting.com>

Mindfulness-Based Inquiry Training

This 3-day training is for teachers of mindfulness-based interventions and mindfulness-based psychotherapists. This training intensive will provide participants the opportunity to develop an understanding of the theories, intentions and specific elements of mindful inquiry, as well to develop skill and confidence in facilitating the inquiry process. The training, facilitated by Diane Reibel, PhD, director of Jefferson's Mindfulness Institute will be held on Thursday April 30th through Saturday May 2nd, 2015, in Philadelphia, PA.

INFO: For more information and registration visit:
www.jefferson.edu/mindfulness
("professional training")

Research & Education

Advanced teacher training in MYmind

Advanced teacher training for mental health practitioners in MYmind: a Mindfulness training for children with ADHD/Autism and their parents by prof. Dr. Susan Bögels and Dr. Joke Helleman in Amsterdam. September 7th - 11th 2015.

INFO: Visit:
<http://www.uvamindsyou.nl/site/english-training/mindfulness-training-for-professionals>
Contact: info@uvamindsyou.nl

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Books & Media

Transpersonal Development book

Transpersonal Development: Cultivating the Human Resources of Peace, Wisdom, Purpose and Oneness by Richard and Bonney Schaub was first used in a Federal Mind-Body Grant from the Veterans Administration. Expanded edition, step-by-step methods, patient and client outcomes, all described.

INFO: <http://www.florencepress.com>

New Book! Mindfulness for Teachers

Mindfulness for Teachers by University of Virginia Associate Professor Patricia Jennings is based upon the author's extensive experience as a mindfulness practitioner, teacher, teacher educator and scientist. Drawing upon basic and applied research in the fields of neuroscience, psychology and education, the book offers valuable information about how mindfulness can help teachers manage the stressful demands of the classroom, cultivate an exceptional learning environment, and revitalize teaching and learning.

INFO: Visit: <http://books.wwnorton.com/books/Mindfulness-for-Teachers/>

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