**Interventions**

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


**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]


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]


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METHODS

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


REVIEWS

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


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]
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.

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.
FEBRUARY 2015

ANNOUNCEMENTS

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Events & Conferences

Mindfulness Research Meeting in Seattle


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


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 Hellemans 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/

Employment & Volunteer

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