

U.S. Department of Education

Washington, D.C. 20202-5335

IES Annual Performance Report

CFDA # 84.305A

PR/Award # R305A140479

Budget Period # 1

Report Type: Annual Performance

PR/Award # R305A140479

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**U.S. Department of Education
Grant Performance Report
Cover Sheet (ED 524B)**

*Check only one box per
Program Office instructions.*

Annual Performance Report Final Performance Report

General Information

1. PR/Award #: R305A140479

(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#:

(See instructions. Up to 12 Characters.)

3. Project Title: Education Research Program

(Enter the same title as on the approved application.)

4. Grantee Name: UNIVERSITY OF WISCONSIN SYSTEM

(Block 1 of the Grant Award Notification.)

5. Grantee Address:

(See instructions.)

Street: 21 N PARK ST STE 6401

City: MADISON

State: WI Zip: 53715 Zip+4: 1218

6. Project Director:

(See instructions.)

First Name: Lisa

Last Name: Flook

Title:

Phone #: 6082656602

Fax #:

Email Address: FLOOK@WISC.EDU

Reporting Period Information (See instructions.)

7. Reporting Period: From: 07/01/2014 To: 02/28/2015

*(mm/dd/yyyy)***Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)**

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds <i>(Match/Cost Share)</i>
a. Previous Budget Period	0	0
b. Current Budget Period	200,850	0
c. Entire Project Period <i>(For Final Performance Reports only)</i>		

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

a. Are you claiming indirect costs under this grant? Yes Nob. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement:
(mm/dd/yyyy)

From: 07/01/2013 To: 06/30/2017

Approving Federal agency:

 ED Other *(Please specify):* DHHSType of Rate *(For Final Performance Reports Only):* Provisional Final Other *(Please specify):*

d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :

 Is included in your approved Indirect Cost Rate Agreement? Complies with 34 CFR 76.564(c)(2)?**Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)**10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A**Performance Measures Status and Certification (See instructions.)**

11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes Nob. If no, when will the data be available and submitted to the Department? *(mm/dd/yyyy)*

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: NICHOLAS N NOVAK

Title: MANAGING OFFICER

Signature:

Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title :

File :

Project Narrative - Additional Information

Title : Additional Information

Attachment:

File :

- 1 [Budget_justification_for_reporting_period_1_v2.pdf](#)
- 2 [Mindfulness_Training_for_Teachers_AY2014_15.pdf](#)
- 3 [Mindfulness_Training_for_Students_AY2014_15.pdf](#)
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Mindfulness Training for Teachers AY2014-2015

Essential Theme: Mindfulness is a way of paying attention and mindlessness is inattention. Mindfulness increases calmness, balance and inner strength.

<p>Objective:</p> <ul style="list-style-type: none"> To become familiar with what mindfulness means and how it is related to wellness and health To use the breath in the body as a way of staying present. 	<p>Week 1 Non- judging</p> <p>In class: (one hour)</p> <p>* Arriving practice breath awareness (3 minute breathing space) (5)</p> <p>*Introductions - Name/one thing they noticed. Meditation means "becoming familiar with..." 10 (chad)</p> <p>*Overview of program What is mindfulness? Goal on a notecard Lori (10)</p> <p>* Ojai council rules (safe place) Lori 10</p> <p>*Breath awareness - (Feeling the breath at the belly) lying down (Chad) (10)</p> <p>* Check - in (field of awareness - sensations, emotions and thoughts) (Lori) (10)</p> <p>Home practice (Lori) 5</p>	<p>Home practice: Sharon Salzberg CD1 - tracks 2 and 3 Breath awareness</p> <p>Informal practice: drop-in/pausing</p> <p>practice log</p> <p>article: Meditation - It's Not What you Think JKZ Coming To Our Senses Paragraph about "dropping-in" JKZ</p>
<p>Objective:</p> <ul style="list-style-type: none"> To experience the way the body holds tension and to practice awareness of the breath and the body 	<p>(one hour) week 2 Non- judging</p> <p>In class:</p> <p>*Arriving practice (3 minute breathing space/dropping in (5)</p> <p>* check-in (5) (Chad)</p> <p>*body scan - intro and scan (25) (Lori)</p> <p>*check-in about practice/home practice (15) (Lori and Chad)</p> <p>Home practice: 5</p>	<p>Home practice: Formal practice: sensation meditation: Tracks 6 and 7 CD1 (SS) and 30 minute body scan (UW Health)</p> <p>practice log Body scan tips and contemplative reading</p> <p>Informal practice: Stopping/pausing /place of ease</p>

<p>Objectives:</p> <ul style="list-style-type: none"> To directly experience a stimulus using all senses To practice awareness of the breath and the body 	<p>In class: week 3 Beginner's mind</p> <p>*Arriving practice (3 minute breathing space/dropping in) (1 minute)</p> <p>*body practice - 6 point body scan 10 * eating meditation - Direct experience (15)</p> <p>*10 minute sitting practice w/ loving kindness (caring) 10 *check - in (dyads) 15</p> <p>HP 5</p>	<p>Home practice: Practice 6 point body scan</p> <p>tracks 6 and 7 on SS CD1 / breath awareness practice Track 3 CD1 30 minute body scan (1 x per week)</p> <p>Practice log</p> <p>Informal practice: choose one thing to pay attention to on a daily basis. Try 9 dots</p>
<p>Objectives:</p> <ul style="list-style-type: none"> To experience that shifting perception alters the ways objects are experienced To practice awareness of the breath and the body 	<p>In class: week 4 Perception, creative responding</p> <p>*Dead bug/body scan/breath awareness 15</p> <p>* perception - 9 dots. trompe l'oeil (pictures of old woman/young woman etc.) and check -in about home practice. 20</p> <p>*Sitting practice/loving kindness 10 Brief check -in 5 H.P. 5</p>	<p>Home practice: Dead Bug and body scan (unguided)/body scan/breath awareness track 3 (30 minute body scan 2x week) Practice log</p> <p>Informal: notice the space around "the dots" (Perception) Pleasant experiences calendar pausing</p>
<p>Objectives:</p> <ul style="list-style-type: none"> To become more aware of pleasant experiences as they occur throughout the day To practice awareness of the breath and the body 	<p>In class: week 5 Perception and creative responding</p> <p>*arriving practice breath awareness (3 minute)</p> <p>*yoga 20 (accepting this body as it is....)</p> <p>pleasant experiences calendar - choose an experience from calendar felt sense in body *sitting practice - pleasant experiences/loving kindness 10 *check-in about yoga, sit and experience with pleasant events 15 hp - 5</p>	<p>Home practice: Alternate Yoga CD (floor yoga) Breath awareness (track 3) CD1 Balance (track 7 CD2)</p> <p>Practice log</p> <p>Unpleasant experiences calendar</p>
<p>Objectives:</p>	<p>In class: week 6 Acceptance</p> <p>*Arriving practice (3 minute breathing space) 5</p>	<p>Home practice: Yoga (floor yoga CD) or body scan</p>

<ul style="list-style-type: none"> To understand key concepts about stress and the body's stress response To practice awareness of the breath and the body 	<p>*stress: What is it? Get into groups and generate list of stressors. What is happening in the body? - Introduce The pause (magic moment of mindfulness) 15 *Check in about home practice including unpleasant experiences 15 Sitting practice 15 H.P 5</p>	<p>body scan, breath awareness (Working on this) practice log article: 2nd arrow ? informal practice:</p>
<p>Objectives:</p> <ul style="list-style-type: none"> 	<p>Week 8 Drip-in breath awareness practice 15 check in about practice, home practice 10 Emotions (RAIN) - Cat Food Lessons 10</p> <p>check -in 5 Gift bags 5 HP 5</p>	<p>Choose a card each day - Practice pausing 3 minute breath awareness paying attention to listening</p>
<p>Objectives:</p> <ul style="list-style-type: none"> To understand and experience the rising and fading away of emotions (Impermanence) 	<p>In Class: Week 7 Acceptance Week 7 *Arriving practice (3 minute breathing space) 5</p> <p>*emotions - experiencing rather than being the emotion (spread out emotion cards and explore) 15</p> <p>*short movement practice (10 mindful movements) moving into sitting practice around emotions ending with loving kindness. use mind-jar as a symbol RAIN (Recognize, allow, investigate, non-identify) 15</p> <p>*check - in about sit, home practice, formal and informal 15 HP 5</p>	<p>Home practice: SS CD2 track 4 (emotions) track 3 compassion Body practice yoga or body scan (Instructions?) practice log informal practice: Practice RAIN</p>
<p>Objective:</p> <ul style="list-style-type: none"> To understand the physical and emotional response to triggers To explore the concept of impermanence (nothing lasts) 	<p>In class: week 9 Patience (cultivating spaciousness)</p> <p>*Arriving practice - bell practice and movement used with students 5 Check-in (pausing) 5 *thoughts - where does the mind go? Why are we practicing? Sensations, emotions, thoughts The Chattering Mind - Sharon Salzberg 10 *meditation - Space around the thought, emotion, sensation 15 *check - in (about practice home practice,) 15 Hp. 5</p>	<p>Home practice: formal:SS CD2 Tracks 5 (letting go of thoughts / body scan or yoga) practice log informal: Notice the triggers throughout the day, pause</p>
<p>Objective:</p> <ul style="list-style-type: none"> To investigate the movement of thoughts, the 	<p>week 10 Patience Drop in student practice - tracing fingers 5 Body scan - 6 point 5 check -in 5 thoughts - (trigger thoughts (Becky Bailey) 20</p>	<p>SS CD2 track 6 (mental noting) practice log</p>

<p>impermanence of thoughts</p>	<p>or write down a stressor. 10 thoughts you have about the stressor choose one challenging thought - meditation on that thought Check in about practice, home practice 10 HP - 5</p>	<p>informal: Practice RAIN</p>
<p>Objectives:</p> <ul style="list-style-type: none"> To practice awareness of the breath and the body To become familiar with our habit patterns in response to stress 	<p>In class: week 11 Practice - sensations, emotions, thoughts 10 Check-in 10 *avoid, ignore, resist ,explore activity (Seeing, feeling, noticing what we tend to do.) 15 Check-in 10 There's no such thing as a dragon 10 H.P./ Prof. Dev (Feb. 6) 10</p>	<p>Home practice: SS CD1 track 11 and 12 (loving kindness) body practice (body scan or yoga) practice log informal: Notice times of avoiding, resisting, ignoring and exploring</p>
<p>Objectives:</p> <ul style="list-style-type: none"> To practice awareness of the breath and the body To learn ways to train the mind to support well-being and happiness 	<p>In class: week 12 Generosity/gratitude 1 minute drop in * body scan for students (tense/release or belly buddies) 10 *generosity - thinking of school, home *sitting practice - compassion/generosity (The 3 letting be's - John Makransky) 15 * A Good Day (2 hour session – last class)</p>	<p>Home practice: Keep practicing Find support Use resources in the community and in the school</p>
	<p>week 13 Check-in with 5th grade teachers (Teachers who are teaching the 5th grade practice) Practice Review lessons Get ready for upcoming lessons</p>	<p>What are we learning?</p>
	<p>week 14 Check-in with 5th grade teachers Practice Review lessons Get ready for upcoming lessons</p>	
	<p>Week 15 Check-in with 5th grade teachers Practice Review lessons Get ready for upcoming lessons</p>	

Healthy Minds /Kind Mind Student Practices

Week 1 ~ Session 1

Paying attention to the breath and body

Objectives:

- To describe what mindfulness means and how it relates to wellness
- To practice awareness of the breath and the body

Materials:

- Chime/bell

Introduction (5)	<p>What is mindfulness? Why are we doing it? <i>Mindfulness is paying attention and knowing that you are paying attention. For example, how many of you pay attention to how it feels when you walk in the hallway? How about when you walk in mud or in sand? What is different between the two ways of walking? We are going to explore this idea of paying attention and knowing that we are paying attention in many different ways over the next few weeks.</i></p>
Drop-in (3)	<p>Bell Practice (Introduction to first drop-in practice) This is a practice to introduce students to paying attention in a certain way. The focus is on the sound of the bell.</p> <p><i>Let's begin by paying attention to sound. Start with your hands in your lap. As soon as you hear the sound of the bell, raise one hand. Keep your hand up until you can no longer hear the sound and lower it to your belly. Take 3 breaths. Repeat 2 or 3 times.</i></p>
Check-in (2)	Check-in about what students noticed
Teaching (10)	<p>Agreements (How should we be together?)</p> <p><i>Respectful behavior: Teachers asks participants to suggest agreements and guidelines for respectful behavior that will help them feel safe and allow them and their classmates to learn. When complete, the behavioral agreements should encompass the following:</i></p> <p><u>Mindful Listening</u> Listening to whoever is speaking with your full attention—with your ears, your mind, and your heart, “just like we listened to the tone bar.”</p> <p><u>Mindful Speaking</u> Is it kind, is it necessary, is it true?</p>

Healthy Minds /Kind Mind Student Practices

	<p><u>Mindful Bodies</u> Not distracting, bumping, poking, or irritating your neighbors.</p> <p><u>Being a Team Player</u> Creating an environment that supports everyone in learning together by keeping all of the agreements we just made.</p> <p>Review Bell practice and check - in to see how it was doing it again, now that they were familiar with it.</p>
Continued Practice (2)	Bell practice in class

Healthy Minds /Kind Mind Student Practices

Week 1 ~ Session 2

Paying attention to the breath and body

Objectives:

- To describe what mindfulness means and how it relates to wellness
- To practice awareness of the breath and the body

Materials:

- Bell (chime)

Drop-in (3)	Bell Practice
Check-in (2)	Check-in about what students noticed
Teaching (15) Body scan: Bringing attention to sensations in the body	<p>Review agreements (quick review)</p> <p>Body Scan <i>Have you ever stubbed your toe or hit your elbow really hard? What does that feel like? ... Today we are going to focus on sensations in the body. We'll practice by noticing what we feel when we rub our hands together (Help students name sensation - heat, smooth, rough, etc.)</i></p> <p><i>Now let's clap your hands 3 times. What do you feel now? (Name sensations)</i></p> <p><i>We often don't pay attention to what we feel in the body unless we get hurt or we feel sick. During the next few minutes we are going to just notice what we feel in the body as we sit in stillness. We don't have to do anything special, just notice.</i></p> <p><i>Start by just feeling where the body makes contact with the floor (or chair.)</i> <i>Close your eyes if that feels comfortable. Begin by feeling the breath at the belly. You may even want to hold a hand on the belly to feel the rising and falling with each breath.</i> <i>Bring your attention to your hands and notice how the hands and fingers are feeling in this moment. Pay attention to all sensations - tingling, warmth, coolness etc.</i> <i>Move the attention to the feet and notice how they feel right now. You may notice sensations or you may notice nothing at all. It's all ok. Move your attention to your belly and feel the breath here.</i> <i>Notice sensations at the chest - maybe feeling the movement of the breath.</i> <i>Feel all sensations in the face -</i> <i>Now come back to the breath and spend the next minute resting in</i></p>

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	<i>stillness"</i> Check-in (5)
Continued Practice (2)	Body scan in the classroom and at home

Healthy Minds /Kind Mind Student Practices

Week 2 ~ Session 1

Learning to pay attention to how we pay attention

Objectives:

- To understand the connection between the mind and the body
- To use the senses to pay attention

Materials:

- Bell
- photo of puppy,

Drop-in (5)	Bell practice leading into a minute of silence. (Seeing where the mind goes - leads into Puppy Mind.)
Check-in (2)	<p>Check -in</p> <p><i>How are you feeling today? Raise your hand if you were able to stay with the sound of the bell and the breath. Raise your hand if you started thinking about something else.</i></p>
Teaching (15)	<p>Introduce concept of Puppy Dog mind. (5)</p> <p><i>Do you ever daydream? Do you get distracted when someone is talking? Have you ever missed directions because you were thinking about something else? Do you start thinking about lunch in the middle of morning meeting? It's not a problem. It's what the mind does. The mind is very busy. How many of you have watched a puppy run away, play, hide? (photo of puppy) What is helpful to teach a puppy to come back?</i></p> <p><i>Just like a puppy wanders off to explore, the mind will wander away from the focus. When we practice paying attention to the breath, the mind will wander. When you notice the mind is off exploring, gently guide the attention back to the breath. We can do the same when we focus on sound, movement, eating etc. Think of it as strengthening the attention muscle.'</i></p> <p>Breath awareness (5)</p> <p>Tracing the fingers on one hand to focus attention .</p> <p><i>Settling into a mindful body. Let's explore a new way to pay attention to the breath- noticing the full inhale and the full exhale as we trace our fingers. Starting at the base of the thumb, inhale as we trace up the thumb and exhale as we trace down the thumb, inhale as we trace up the index finger, exhale as trace down the index finger, etc.</i></p>

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	Check-in (5)
Continued Practice (2)	Breath awareness practice - tracing fingers and/or bell practice

Healthy Minds /Kind Mind Student Practices

Week 2 ~ Session 2

Learning to pay attention to how we pay attention

Objectives:

- To understand the connection between the mind and the body
- To use the senses to pay attention

Materials:

- Container of stones of varying sizes, textures and colors - enough for one per student and adult in the class

Drop-in (3)	Tracing the fingers
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Stone Practice - (Mindful Child) (10). <i>We are going to continue to build this attention muscle by using our senses of sight and touch to help us observe an object.</i></p> <p><i>Choose a stone. Notice everything there is to notice about the stone in your hand - notice color, texture, shape. Is there something that makes it unique? Now put the stone in the center of the circle. (All students put stones in a pile)</i></p> <p><i>Do you think you can find "your" stone in the pile? Take a moment to remember everything about your stone and what sets it apart from others. Who would like to start? Let's try to do this without saying anything. Just notice the thoughts you may have and hold them in your mind.</i></p> <p>(invite one or two students to find their stones and then ask 3 - 4 more to go. This can go fairly quickly. A student may choose the "wrong" stone and that makes the activity that much more interesting!)</p> <p><i>So how did you know the stone you are holding now is the stone you chose at the beginning of the activity? (Go around the circle so that students can share how they identified their stones. For example, " I know this is my stone because _____.")</i></p> <p><i>We all noticed different things and sometimes it was the stripe of color, the jagged edge, the rough side that made this rock unique. We can bring this kind of attention to everything in our lives".</i></p> <p>Check - in (5)</p>
Continued Practice (2)	Drop-in practice (Bell, tracing fingers), sketching or writing observations about a familiar object

Healthy Minds /Kind Mind Student Practices

Week 3 ~ Session 1 Cultivating Healthy Habits of Body and Mind

Objectives:

- To directly experience a stimulus using all senses

Materials:

- Bell
- Raisins, chocolate chips and/or other familiar food item

Drop-in (3)	Bell practice
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Mindful eating (10) (Use raisins, grapes, etc.)</p> <p><i>Last week we spent time noticing our “puppy dog mind” and learning to use our senses to pay attention to a familiar object (Stone activity) Today we will bring that same attention into exploring something we might think we already know. What happens when we look at something familiar as if we are seeing it for the first time?</i></p> <p><i>I’m going to give you some objects. (hand out small cups with raisins) Notice what you think as soon as you see these objects. Try not to say anything out loud.</i></p> <p><i>Let’s use our senses of seeing, hearing, touching and smelling to observe this object. Do not use the sense of taste...we’ll save that for later.</i></p> <p><i>Share what you notice about the object. What does it look like? What does it feel like? (color, texture, etc) Hold one object between two fingers and look very closely. Is there anything else you notice? Can you use the sense of hearing to notice more about this object? (If using raisins gently squeeze the raisin and there might be a crackly sound.) (Encourage students to take their time to with this observation. There might be a lot of judgments that come up, acknowledge the judgments and guide them back to observation)</i></p> <p><i>Now we’ll use the sense of taste to explore the object. Place the object in your mouth, but do not bite down on it. Just let it rest on the tongue. What do you notice? (Students share observations.)</i></p> <p><i>Now slowly bite down on the object - just one time. What do you notice now? (Students share observations.)Slowly chew. What are</i></p>

Healthy Minds /Kind Mind Student Practices

	<p><i>you noticing as you chew? When you choose to swallow pay full attention to swallowing."</i></p> <p>Check - in about practice (5) (How is this different from the way we normally eat?)</p>
Continued Practice (2)	Bell practice, Teacher to lead a minute of mindful eating at snack

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Week 3 ~ Session 2 **Cultivating Healthy Habits of Body and Mind**

Objectives:

- To directly experience a stimulus using all senses

Materials:

- Bell

Drop-in (3)	Bell practice moving into 1 minute of breath awareness
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>The Pause leading into Mindful walking</p> <p><i>Today we are going to practice something that can be helpful in everything we do in class, at lunch, on the playground, at home. Everything. It is called The Pause. The pause is a way for us to stop even if it is only for a few seconds. When we pause we gently interrupt what we are doing or thinking so that we can be more aware of what is happening. Let's practice The Pause with walking. When I give the signal, stand up and start walking around the room. You can talk, look at things on the wall or around the room. etc. When you hear the sound of the bell, stop moving and take 3-5 breaths. Listen for the sound of the bell and continue walking, talking etc. Each time you pause notice what it is like to feel your feet on the floor and count the inhale and exhale. Just see what happens. (Students move around the room)</i></p> <p><i>Now bring your full attention to walking. When you hear the bell, take a few steps moving slowly and paying attention to your feet on the floor. It may seem strange because we normally don't walk slowly. Feel each step as if you are taking it for the first time.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Teacher to choose one path a day to practice with students

Healthy Minds /Kind Mind Student Practices

Week 4 ~ Session 1

Working with perception and creative responding

Objectives:

- To experience that shifting perception alters the way objects are experienced

Materials:

- Optical illusion picture of old woman/young woman and vase/faces
- 9 dots handout

Drop-in (5)	<p>Three Minute Breathing Space (Slightly longer drop-in practice) (5)</p> <p><i>Let's start by sitting in a way that allows us to be still. Now without doing anything special, notice what is happening around you without saying anything or trying to change anything - This can be sound, sensations, thoughts. (First minute)</i></p> <p><i>Now we will gather and focus the attention on our breathing. It might help to close the eyes and pay attention to each breath. The in- breath and the out- breath. You might notice the movement in the chest or in the body. (Second minute)</i></p> <p><i>Now widen the attention so that you can feel your body, breath and sound. Relax. (Third minute)</i></p>
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Introduce the word perception: (10)</p> <p><i>Have you ever heard the word perception? It's the ability to see, hear, or become aware of something through the senses. It's a way of understanding something. We used our sense of perception when we explored the stones and when we slowed down to notice everything about a raisin. Today we will explore perception in a different way. I'm going to show you a picture. Take a couple minutes to look at it. (Show the picture of the old woman/young woman and give students some time to look at it.)</i></p> <p><i>Tell me what you see? (Some students might see a young woman, some students might see the old woman, some will see many other things in the photo)</i></p> <p><i>How many of you saw a young woman? If you can't see a young woman in the picture, it's ok, but notice how it feels when you hear others can see something that you can't see? What is that like? How many of you see an old woman? (Check in with students who can't see the old woman to get them to talk about how they feel.)</i></p>

Healthy Minds /Kind Mind Student Practices

	<p><i>Who can see both the old woman and the young woman? (Invite students to describe the young woman and old woman to help others see the two outlines within the one image.)</i></p> <p><i>Sometimes we think we know what is happening, but we don't always have the whole story. What happens when we take the time to look again or to listen to others to see another way of looking at a situation.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Hand out 9 dots activity for students to try the following for the following session.

Healthy Minds /Kind Mind Student Practices

Week 4 ~ Session 2

Working with perception and creative responding

Objectives:

- To experience that shifting perception alters the way objects are experienced

Materials:

- Bell
- chart paper with 9 dots on it

Drop-in (5)	<p>Drop in using bell practice (2) and then students stand up to go into Mindful movement (3)</p> <p><i>We will continue noticing what is happening by bringing in some simple, easy stretches. Make sure you have enough room around you.</i></p> <p><i>Standing with feet hips width apart, balanced in the body.</i></p> <p><i>Feeling like you are glued to the floor and swaying from side to side very gently.</i></p> <p><i>Coming back to your center.</i></p> <p><i>Raising arms over head and stretching, lowering arms to side.</i></p> <p><i>Raising one arm up and stretching through side of body like you are trying to pick an apple that is just out of reach, lowering arm, switching sides.</i></p> <p><i>Rolling shoulders in one direction, switching to the other direction</i></p> <p><i>Rolling neck very gently - one direction, switching to other direction</i></p> <p><i>Lifting up on tiptoes and holding for count of 5, lower. Repeat 2 or 3 times.</i></p> <p><i>Carefully sitting down and paying attention to how the body feels after stretching. (5)</i></p>
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Perception - 9 dots (10)</p> <p><i>Last time we looked at pictures ...</i></p> <p><i>Did you try to solve the puzzle? How did it go? (Show students a page with 9 dots)</i></p> <p><i>Take a look at the page. What do you see? (a square, an array, dots, periods, triangles)</i></p> <p><i>For those of you who see a square, where are the lines? What is making the lines on the paper?</i></p>

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	<p><i>What else is on the page besides 9 dots? (blank paper, space).. Sometimes it's easy to overlook the space, but without it we wouldn't have the dots.</i></p> <p><i>Who wants to try to solve the puzzle for the class? (You may want to repeat directions that you gave at the beginning of the activity.)</i></p> <p>Invite a student to solve the puzzle, giving encouragement if they need to start over or if they have too many lines etc. and then show the students the solution.</p> <p><i>Notice how you feel when you see the solution How many of you felt frustrated and confused? Anyone feel that it was unfair? Why? Sometimes it might be enough to know that we might need to go outside the box, outside of the usual way to solve a problem. The space is allows us to be more creative. This is what we are growing when we practice paying attention on purpose. We see what is here right now.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Taking a stretch break during the day

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Week 5 ~ Session 1 Paying attention to emotions

Objectives:

- To understand the rising and fading away of emotions
- To explore the interrelationships between thoughts and feelings

Materials:

- glitter ball (mind jar)
- emotions poster

Drop-in (3)	<p>Using glitter ball or mind jar</p> <p>First ask students to watch as you shake up the mind jar and let the glitter settle. Not necessary to do anything but watch the glitter settle. Repeat.</p>
Check-in (2)	Check-in about what students noticed.
Teaching (15)	<p>Emotion charades (10)</p> <p><i>How many of you have ever felt happy? What is something that makes you feel happy? (Examples from students) How about sad? (Examples) Anyone ever feel angry? (Examples) Do you know how it feels in the body when you feel happy, sad, angry?</i></p> <p>Show poster of emotions. <i>These are some of the emotions that we have all felt. Sometimes we may not even have a word for how we are feeling. Sometimes what we are feeling is a combination of many emotions. Today we are going to spend a few minutes acting out emotions. We're going to act it out without using words and so we are playing emotion charades.</i></p> <p>Ask for a volunteer to come up and act out an emotion. Help the student pick an emotion off the chart that he/she can act out for the class.</p> <p><i>Who can guess the emotion? In order to do this we are going to be paying attention to our own internal glitter ball? What does happiness feel like? What does sadness feel like? What might that look like in another person? It's ok if you don't guess the emotion that is being acted out. Remember you are trying to read someone else's emotion. (If students guess a different emotion than what is being acted out, encourage them to keep guessing.)</i></p> <p><i>(To student acting it out) How do you know how (emotion) feels? How did you know what to do to act it out?</i></p> <p><i>(To student who guessed it) How did you guess the emotion? What</i></p>

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	<p><i>was (student) doing that let you understand the emotion being acted out?</i></p> <p>Invite others to come up to act out different emotions.</p> <p><i>Why spend time doing this? Sometimes we think we know what others are feeling, but it can be hard to tell and that's ok. We practice understanding how emotions feel in our own bodies and that helps us understand what someone else might be feeling.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Drop in practice using mind jar Practice emotion charades

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Week 5 ~ Session 2 **Paying attention to emotions**

Objectives:

- To understand the rising and fading away of emotions
- To explore the interrelationships between thoughts and feelings

Materials:

- 4 small bells
- Glitter Ball/mind jar

Drop-in (3)	<p>Glitter Ball /Mind jar Watch it settle, Count breaths (inhale and exhale is one breath) while watching the glitter settle</p>
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Pass the bell - (10) This is an activity to be aware of thoughts, emotions and sensations while interacting with others. The point is to pass a bell from person to person without talking and without ringing the bell.</p> <p><i>Last time, we explored emotions and how they feel in the body. (Show poster) Today we are going to do an experiment with passing a bell that will allow us to see how the thoughts, emotions and sensations are arising in our own internal glitter ball.</i></p> <p>Students form one large or 2 smaller circles.</p> <p>Start by showing all the students that the bell actually rings. <i>We are going to pass the bell around the circle. Sounds easy, right? But we are going to try to pass it without ringing it. What might help us do this? (Get 2 or 3 suggestions) It's not a problem is the bell rings. Just notice the sound, how it feels when you hear the sound of the bell and keep passing the bell.</i></p> <p><i>Begin by feeling the feet on the floor. Take a moment to feel the breath in the body. Check in to see how you feel right now - nervous, excited, bored. Notice where you feel those emotions in your body. See how it changes as we move through this activity.</i></p> <p>Slowly start passing the bell by the handle to the person next to you. Remind students to try to do this without talking.</p> <p>If the bell rings, reassure the student that it's ok and just to notice what is happening in the moment - emotions, sensations,</p>

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	<p>thoughts When the bell gets back to starting point, check-in with the group about what they noticed.</p> <p><i>Let's pause and check-in. What did you notice? How did you feel when you got the bell? How did it feel when you gave the bell away?</i></p> <p>If a student says, "I felt nervous." Ask him/her where it was felt in the body. Sometimes students will intentionally ring the bell and this can be part of the activity - noticing frustration and how we work with it.</p> <p>Part 2: <i>We're going to try it again. Get ready by feeling your feet on the floor. Remember we're trying to do this in silence.</i> Begin by passing the bell in one direction. After it gets to the 3rd or 4th student, add a 2nd bell going the other way. Some students will notice and others will be very focused on the first bell.</p> <p>Add one or two more bells so that there are up to 4 bells going around the circle. Students will have to figure out what they do when two bells arrive at the same time. Eventually all the bells will come back to the starting point.</p> <p><i>So how was this different? What did you notice? Who can name an emotion? A sensation? A thought?</i></p> <p>Check-in (5)</p>
Continued Practice (2)	

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Week 6 ~ Session 1 **Paying attention to thoughts**

Objectives:

- To explore the connection between thoughts, emotions, actions
- To gain a felt-sense of pleasant/unpleasant thoughts

Materials:

- Bell
- Brain poster or model

Drop-in (3)	Bell practice, tracing fingers, or 3 minute breathing space
Check-in (2)	Check-in about what students noticed
Teaching (20)	<p>Brain in the Palm of Your Hand (10) <i>Have you ever felt angry? How does it feel? What happens in the body? What do you do when you feel really angry?</i></p> <p><i>To begin to understand this let's take a look at a poster (brain poster) The brain is very complex and no one fully understands it, but we can use a simple model to begin to have an idea of what happens when we feel really sad, excited, or....angry. (Hold up on hand and fold fingers over the thumb making a thumb. Students can do the same thing with their hands as you model this)</i></p> <ul style="list-style-type: none"> • <i>The Wrist and palm represent the brain stem which is responsible for survival instincts: Flight, freeze or fight,</i> • <i>Fingers over the thumb represent the mid brain where we store and integrate memories, emotions (fear, anger etc.)</i> • <i>Fingernails represent the prefrontal cortex - this is the area that makes sure messages get where they need to go. The following are some of the functions of pre-frontal cortex : Regulation of body through nervous system, emotional regulation, regulation of interpersonal relationships, response flexibility, etc.</i> <p><i>What happens when you are stressed, overwhelmed or trying to deal with really difficult memories? The front part – the cortex temporarily shuts down which means you can't regulate strong emotions or manage relationships. Basically you have flipped your lid and are operating from the part of the brain that is in survival mode. Once we recognize this because we feel it in our body, we can use a strategy to calm down and bring the frontal cortex back</i></p>

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	<p><i>into functioning so that you can problem solve. What are some things that we can do to calm down?</i></p> <p>Cleansing breaths, calming breaths practice- a way to calm down (5) Calming breaths can be used throughout the day to check-in or to regulate strong emotions. It can be practiced sitting, lying or standing. Often, it is helpful to do this breathing after a transition. This type of belly breathing calms the stress alarm. Counting the breaths can help students focus on the breath and notice that the exhale is longer than the inhale.</p> <p><i>Let's try breathing in a way that will bring the breath all the way to the belly. When we do this we can help calm both our body and mind. Let's practice by placing one hand on the belly. Take a deep breath in through the nose and feel the belly expand 1,2,3,4. Hold the breath 1,2,3,4,5 and breathe out through the mouth 1,2,3,4,5,6 Let's do this 3 more times, breathing in, holding the breath for a few seconds and then breathing out fully.</i></p> <p><i>Now just breathe naturally and offer these words to yourself. May I feel safe and peaceful. Just see how it feels to offer this wish for peace and safety. May I feel safe and peaceful.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Practice cleansing breaths (morning meeting and/or after transitions).

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Week 6 ~ Session 2 Paying attention to thoughts

Objectives:

- To explore the connection between thoughts, emotions, actions
- To gain a felt-sense of pleasant/unpleasant thoughts

Materials:

- Glitter ball
- Bubbles
- velcro

Drop-in (3)	Finding center by rocking from to side to side going into brief Body scan
Check-in (2)	Check-in about what students noticed
Teaching ()	<p><i>Last time we talked about some of those things that can make us feel angry and we flip our lid. (Review Brain in the Palm of the Hand) Has anyone ever given you a compliment? What does that feel like when you get one? Has anyone ever criticized you? What does it feel like?</i></p> <p><i>Let's watch the glitter settle in the glitter ball. Most of the glitter settles, some of it continues to float.</i></p> <p><i>Now watch as I blow bubbles. Pay attention to the urge to lean forward to catch a bubble or try to pop it. Right now, just focus on staying still in the body and watching the bubbles. See how the bubbles come and go. What are you noticing? Watch as I try to blow just one bubble. Just like bubbles, thoughts come and go. Sometimes they land and stay for a few seconds. Sometimes they seem to stay suspended and slowly float to the ground. All of them pop and then new ones come.</i></p> <p><i>Bring out Velcro. Once in awhile we get a thought that just sticks – just like Velcro. Here are some examples of sticky thoughts. See if they sound familiar to you.</i></p> <p><i>I sometimes feel that I'm not good enough</i></p> <p><i>Things would be better if ...</i></p> <p><i>Let's take a couple of minutes to see if we can see our thoughts as they come and go.</i></p> <p>Check in</p>
Continued Practice (2)	Cleansing breaths

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Week 7 ~ Session 1

Cultivating kindness and compassion

Objectives:

- To understand our interconnectedness

Materials:

- Bell
- Kindness cards

Drop-in (3)	Sound of bell followed by one minute of resting Pass a smile around the circle.
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Caring/ Kindness Practice (10)</p> <p>(Have the kindness cards ready. One for each student and adult in the classroom.)</p> <p><i>Last week we spent time talking about thoughts. Situations happen that can make us feel sad, angry. Sometimes we get flip our lids or get stuck in a sticky thought and that can be hard. So let's take a few minutes to talk about feeling safe, happy and peaceful.</i></p> <p><i>What does it mean to you to feel safe? What does it mean to you to feel happy? How about healthy? And peaceful? (perhaps students share where they feel safe, or what makes them feel happy....this is just for them to begin to bring attention to this idea of safety, happiness and peace.) Do you think we all want to feel safe? Happy? Peaceful? Notice how it feels when I say this to you: I want each of you to feel safe and happy. I want you to have good health and feel peaceful.</i></p> <p><i>Today, I'm going to share something with each of you. This is my wish for you. (Hand a card to each student.) Read what it says to yourself and see what it feels like to get this message. How does it make you feel? And you don't have to feel anything special at all. Is there anyone who wants to read the message and/or share how you feel? (Let students share.)</i></p> <p><i>Now let's try something. Close your card. Now pass it to the person to your right. You are now sending this wish to someone right next to you. It's ok to do because we know that each of us wants to feel safe, we want to feel happy, we want to be healthy and we want to feel peaceful. Take a moment and see what it was like to share the card with someone else."</i></p>

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	Check-in (5)
Continued Practice (2)	Offering a phrase of care and kindness in morning circle. May we be safe today. May we feel happy and peaceful

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Week 7 ~ Session 2 Cultivating kindness and compassion

Objectives:

- To understand our interconnectedness

Materials:

- Bell

Drop-in (3)	Drop-in /3 minute breathing space
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Compassion circles</p> <p>(Everyone starts standing shoulder to shoulder in a large circle.)</p> <p><i>We all have things in common and we all have experienced different things in our life. I will say a sentence and if it is true for you, you will step out of the large circle and join a second circle by me. The people in the first circle will step closer together so we will then have 2 circles.</i></p> <p><i>Each time we make a circle, take a moment to look around and see who is in the circle with you. Notice what it feels like to join a new circle - you are going to have lots of thoughts about this, but you will also have emotions about it. Notice if you can feel what happens in the body each time we make a new circle.</i></p> <p>Use some or all of the following circle categories, or make up your own that might be better suited to your class. <i>Let's start our big circle knowing that we all go to _____ school (or are in room _____.)</i></p> <p><i>Make a new circle by me if you have ever lived someplace other than Madison. (Help students form a new circle, and other students close the first circle. There should be two circles. Encourage students to limit the talking and just observe what it feels like to be in these two circles.)</i></p> <p><i>Make a circle by me if you speak more than one language at home and at school. (Help students form a new circle. Now there should be one circle with students who speak more than one language and another circle with students who only speak one language.)</i></p> <p><i>Make a circle if you have brothers and /or sisters</i></p>

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	<p><i>Make a circle if you have brothers or sisters who make you feel angry.</i></p> <p><i>Make a circle if you have ever gone somewhere on a train.</i></p> <p><i>Join the circle if you have ever gone somewhere on a plane.</i></p> <p><i>Make a circle if you have ever had a broken bone.</i></p> <p><i>Make a circle if you have a pet</i></p> <p><i>Make a circle if you have lost a pet or it has died.</i></p> <p><i>Look around the circle. Maybe notice what you are feeling. Notice how it feels in the body. Everyone here understands what it is like to have experienced this kind of loss, sadness. This understanding is empathy. We show compassion when we want to help someone through our words and actions.</i></p> <p><i>Now Make a circle if you have ever feel ignored, had your feelings hurt or felt bullied.</i></p> <p><i>Once again look around, see that you are not alone. And seeing that we are not alone, taking a moment to offer the phrases of kindness. May we all be safe. May we all be happy. May we all be healthy. May we all feel peaceful.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Offering phrases of care and kindness to ourselves and to others who work in the school.

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Week 8 ~ Session 1 Cultivating gratitude and generosity

Objectives:

- To practice bringing gratitude into daily life
- To share with others what we value

Materials:

- chime

Drop-in (3)	bell practice, tracing fingers or 3 minute breathing space
Check-in (2)	Check-in about what students noticed
Teaching (10)	<p>Gratitude - cultivating the attitude of gratitude</p> <p><i>Each week we are paying attention and knowing that we are paying attention in a different way. Paying attention to our bodies, our breath, our emotions, our thoughts, our connectedness. Today we are going to pay attention to things for which we are grateful/thankful. Let's just try it and see what happens</i></p> <p><i>What is gratitude? (Ideas from students)</i></p> <p><i>When we take the time to recognize and feel the good things in our lives, we are training our minds to ...</i></p> <p>One good thing</p> <p><i>Take a moment to pause and think of one good thing that happened today. It can be something that you enjoyed doing or maybe someone helped you out with something. Maybe you're reading a good book or you had fun playing a game at recess.</i></p> <p><i>When I ring the bell, raise your hand if you want to share it with the class. Keep it simple. Keep it short - maybe just one or two words. (Call on students one at a time, keep the pace going so that many students have a chance to share in a short amount of time.)</i></p> <p>Variations: One good thing I did for someone today. One good thing someone did for me. One good thing that I saw someone do for someone else.</p> <p>Check-in (5)</p> <p><i>How did it feel to share about good things in your life?</i> <i>How did it feel to hear others share about good things?</i></p>
Continued	Name one good thing that happened during the day.

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Practice (2)	Name one good thing that someone did for you. Name one good thing you saw someone do for someone else.
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Week 8 ~ Session 2 **Cultivating gratitude and generosity**

Objectives:

- To practice bringing gratitude into daily life
- To share with others what we value

Materials:

- Chime
- Cardstock squares for quilt

Drop-in (5)	3 minute breathing space or listening to the bell moving into gently stretching
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Sharing (5) <i>We have explored many different things in the last few weeks. Let's take a moment to remember some of the practices that we shared. Taking a moment to share about what we want to remember from the class. Make list of practices, activities that students share.</i></p> <p>Tell Me What you Love (5) (Tell me what you are grateful for...)</p> <p><i>Take a moment to pause and check-in with the body. See how you are feeling right now. Take 3 cleansing breaths. Now think of things in your life that you love or that you are thankful for. Maybe you are thinking of a person who helps you or makes you smile, maybe it's a sport that you really enjoy playing, maybe it's the way your dog greets you when you get home. Just let these things/people come to your mind right now without trying too hard.</i></p> <p>Ask if someone wants to share - just one or two words. Students often share things like my mom, my grandma, video games, my baby sister, my hamster, playing football, drawing, reading a book, my family, my house, my stuffed toy etc.</p> <p><i>We'll start with one person and then go around the circle (or room). You can choose to share or you can say "pass". We might be able to go around 2 times and so you'll have a chance to share more than one thing that you love or are grateful for. Notice how it feels to share about the things that are important to us. Notice how it feels to listen to one another as we go around the circle.</i></p> <p>Students take turns sharing and if time allows, go around the</p>

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	<p>circle again and perhaps a third time if they want to keep sharing. Check-in with students about how it felt to share and how it felt to listen to others.</p> <p>Leave card stock for quilt squares</p> <p>Students can make a quilt square to show one or two things they learned over the past few weeks. Students will create the squares and CIHM staff will assemble them (outside of class) to make a classroom "quilt" that students/teacher will have in the room.</p>
Continued Practice ...	<p>Dropping-in, bell practice, gentle stretching, listening to one another, offering kindness and care, remembering the good things that happen during the day, pausing, reminding ourselves that we are not alone. Breathe.</p>

5th Grade Second Step Units and Mindfulness Integration

Unit Theme	Second Step		
	Second Step Objectives	Mindfulness	
	Example Mindfulness Practices	Mindfulness Objectives	
UNIT 1 Empathy and Skills for Learning	Identify and understand their own and others' feelings by: <ul style="list-style-type: none"> Focusing their attention on verbal, physical, and situational clues Understanding that people can have multiple feelings at the same time 	<ul style="list-style-type: none"> Body scan Emotion charades 3 minute breathing space 	<ul style="list-style-type: none"> Moment to moment directing and re-directing of attention Experiencing the changing of emotions and sensations Experiencing that emotions may or may not show on the outside Experiencing and labeling impermanence
	Take others' perspectives by: <ul style="list-style-type: none"> Learning how to predict how others might feel as a result of their or another's actions Recognizing another person's perspective 	<ul style="list-style-type: none"> Compassion circles 9 Dots 	<ul style="list-style-type: none"> Moment to moment directing and re-directing of attention Experiencing thoughts arising and passing away; less identification with thoughts Recognizing that all people experience thoughts and emotions
	Show compassion for others by: <ul style="list-style-type: none"> Understanding that compassion is showing that you have empathy for others Saying something kind or doing something helpful to show compassion 	<ul style="list-style-type: none"> Compassion circles Just like me 	<ul style="list-style-type: none"> Cultivating compassion toward self Cultivating intention and motivation of compassion Experiencing the thoughts, emotions, sensations of compassion Allowing this experience and awareness to guide caring and compassionate action Recognizing that all people experience thoughts and emotions
	Succeed in school by: <ul style="list-style-type: none"> Listening with attention Being assertive 	<ul style="list-style-type: none"> Bell practice Mindful listening The three gates 	<ul style="list-style-type: none"> Directing and re-directing attention to focus on sound Practicing fully listening without rehearsing a response or judging Listening actively and empathically Practicing skillful speech using the three gates
	Make and keep friends by: <ul style="list-style-type: none"> Being respectful to others Finding similarities and differences Learning to disagree respectfully 	<ul style="list-style-type: none"> Compassion circles The three gates 3 minute breathing space 	<ul style="list-style-type: none"> Directing and re-directing attention to relate to others in respectful ways Practicing calming strategies when emotions are strong/overwhelming Experiencing the tightening around protecting one's view Learning to skillfully communicate feelings and thoughts by first becoming aware of and identifying them

Additional Topics in Mindfulness

- Awareness of experience with curiosity and compassion
- Mindful eating
- Mindful walking

Benefits of additional topics

- Ongoing
- Cultivating curiosity for direct experience
 - Stopping and pausing – creating spaciousness
 - Cultivating the ability to check in with the body throughout the day to see what is occurring in the body in real time

5th Grade Second Step Units and Mindfulness Integration

Unit Theme	Second Step	Mindfulness	
	Second Step Objectives	Example Mindfulness Practices	Mindfulness Objectives
Unit 2 Emotion Management	To recognize how strong feelings affect their brains and bodies by: <ul style="list-style-type: none"> • Focusing attention on their bodies for clues about how they're feeling • Understand that when they feel strong emotions, they feeling part of their brain, the amygdala, reacts, making it hard to think clearly • Recognize that thinking about their feelings helps the thinking part of the brain, the cortex, start to get back in control 	<ul style="list-style-type: none"> • Body Scan • Flip the lid • Mindful movement • Pause • Stone practice 	<ul style="list-style-type: none"> • Experiencing sensations with curiosity and not immediately reacting to dis-ease in the body • Experiencing the physical aspects of emotions • Understanding brain processes of strong emotions and regulation • Developing equanimity by repeatedly relating to thoughts, emotions and sensations with non-judgmental attention • Experiencing the calming effect of engaging the parasympathetic nervous system
	Calm down, using the Calming-Down Steps: <ul style="list-style-type: none"> • Stop-use your signal • Name your feeling • Calm Down <ul style="list-style-type: none"> ◦ Breathe ◦ Count ◦ Use positive self-talk 	<ul style="list-style-type: none"> • Body Scan • Cleansing breaths • Deep belly breaths • Mind jar • Pause 	<ul style="list-style-type: none"> • Pausing and noticing thoughts, emotions and sensations arising • Practicing anchoring to the breath and body while emotions rise and pass away • Experiencing how positive and negative thoughts impact emotions • Experiencing an increase in ease and self-regulation
	Manage strong feelings by: <ul style="list-style-type: none"> • Using positive self-talk to stay calm, focused and motivated • Communicating assertively to avoid escalating conflict • Using the Calming-Down Steps 	<ul style="list-style-type: none"> • Body Scan • Caring Cards • Trigger thoughts • 3 min breathing space 	<ul style="list-style-type: none"> • Accepting and increasing tolerance; kindness toward our experience • Listening actively and empathically • Practicing skilful speech using the three gates • Developing the ability to notice and identify strong feelings while not reacting from habit • Becoming familiar with a variety of practices that can calm strong emotions and discern which ones are most helpful

Additional Topics in Mindfulness

- Cultivating positive emotions such as gratitude and generosity
- Recognizing emotions in the body
- Experiencing the relationship between thoughts and emotions

Benefits of additional topics

- Cultivating positive emotions and managing difficult emotions
- Experiencing our interconnectedness with others
- Experiencing emotions without reactivity allows for skilful application of the Calming-Down Steps
- Coming back to the practice over and over again as an anchor and observing habitual patterns

5th Grade Second Step Units and Mindfulness Integration

Unit Theme	Second Step	Mindfulness	
	2 nd Step Objectives	Example Mindfulness Practices	Mindfulness Objectives
Unit 3 Problem Solving	Calm down before solving problems by: <ul style="list-style-type: none"> Using the Calming-Down Steps learned in the Emotion Management Unit before solving problems. 	<ul style="list-style-type: none"> Body Scan Cleansing breaths Deep belly breaths Mindful movement 	<ul style="list-style-type: none"> Experiencing the rising and passing away of experiences in the body Practicing anchoring to the breath and body while emotions rise and pass away Experiencing how positive and negative thoughts impact emotions Experiencing an increase in ease and regulation Determining most helpful calming practices
	Apply Second Step Problem-Solving Steps: <ul style="list-style-type: none"> S: Say the problem. Say the problem in a neutral, non-blaming way. T: Think of solutions. Make sure solutions are both safe and respectful. E: Explore consequences. Look at both positive and negative consequences of carrying out a solution. P: Pick the best solution. Find solutions that best meet prosocial goals. 	<ul style="list-style-type: none"> Bell Practice Caring practices 3 minute breathing space 	<ul style="list-style-type: none"> Experiencing non-judgmental awareness of thoughts Experiencing non-judgmental awareness of emotions Experiencing the thoughts, emotions, sensations of compassion and behavior/actions that arise from caring and compassion practices Listening actively and empathically Practicing skillful speech using the three gates
	Make a realistic three-step plan to carry out more complicated solutions to problems by: <ul style="list-style-type: none"> Breaking down a big task into smaller, more manageable parts Use the Good Plan Checklist 	<ul style="list-style-type: none"> 3 minute breathing space 	<ul style="list-style-type: none"> Experiencing how emotions change Experiencing how thoughts and emotions impact each other Recognizing the coming and going of thoughts Attending to the present moment emotions, sensations and thoughts Recognizing interdependence and choose skillful action
	Use the problem-solving steps to solve typical fifth-grade problems, such as: <ul style="list-style-type: none"> Encountering problems on the playground Making amends for damaging an item Seeking help with schoolwork Dealing with gossip Resisting negative peer pressure 	<ul style="list-style-type: none"> Compassion circles The three gates 	<ul style="list-style-type: none"> Experiencing non-judgmental awareness of thoughts Experiencing non-judgmental awareness of emotions Experiencing the thoughts, emotions, sensations of compassion and behavior/actions that arise from caring and compassion practices Listening actively and empathically Practicing skillful speech using the three gates

Additional Topics in Mindfulness

- Pausing practice
- Ongoing foundational practices

Benefits of additional topics

- Creating the space to be aware of thoughts, emotions and sensations
- Cultivating the space to choose skillful next steps

Mindfulness Practices

Cultivating awareness of breath and body

Practice	Objective	Description
Body scan* (sitting, standing or lying down)	•to become aware of sensations in the body	Scanning the body starting with feet, moving to knees, hips, belly, back, chest, arms, neck and face. Pausing to notice sensations and feeling the breath. (5-10 min. guided practice.)
Cleansing breaths	•to calm stress and feel more grounded	Breathing in through the nose and feeling the belly expand, holding the breath for a count of 5 and breathing out through the mouth. (repeat 3-5 times)
Mindful eating	•to use senses to pay attention to something familiar (slowing down to see more clearly)	Using the five senses to experience what we are eating. Starting with touch, sight, hearing, smell to explore a common food item such as a raisin, grape, clementine etc. and then using the sense of taste to fully explore object. This practice helps us slow down and pay attention.
Mindful walking*	•to become familiar with sensations experienced in the body and explore stretching the body and mind	Stretching the body through simple, easy stretches to become more aware of body and breath. Stretches are done in chair, standing or lying on floor.
Pausing*	•to slow down and become aware of body and feelings	Practicing stopping and checking-in. Taking a few breaths in the moment to see what is happening in the moment.
Mindful movement*	•to become familiar with sensations experienced in the body and explore stretching the body and mind	Stretching the body through simple, easy stretches to become more aware of body and breath. Stretches are done in chair, standing or on floor.

Practice	Objective	Description
Stone activity	•to use senses to explore	Choosing a stone and exploring texture, color, shape. Putting the stone back in the pile and then finding the same stone again. Sharing what makes the stone unique.
Three minute breathing space*	•to use the breath as an anchor	Beginning by settling into the body (sitting, standing, lying down) The first minute - noticing body sensations The second minute- focusing on the breath Third minute - expanding awareness to include body and surroundings

Cultivating awareness of feelings/emotions

Practice	Objective	Practice
Emotion charades*	•to explore how emotions feel in the body	Acting out emotions for others and guessing the emotion based on body language and facial expression. Both allow students to gain a better understanding of how people express emotions in similar and different ways. Noticing and describing sensations and parts of the body associated with different feelings.
Emotion clouds*	•to experience the rising and fading away of emotions	Connecting the ever-changing nature of emotions with the ever-changing nature of clouds. Emotion words and pictures are put cut-out shapes of clouds. Students explore how some emotions seem to travel together.
Mind jar*	•to calm the mind and body	Shaking up a bottle filled with glitter and water. Watching the glitter settle over the course of a few seconds and relating this to how strong emotions and thoughts can settle.

Cultivating awareness of thoughts

Practice	Objective	Description
Flip the Lid*	•to understand the brain processes	Using the “Brain in the Palm of Your Hand” model (Dan Siegel, M.D.) to learn about three regions of the brain: the brainstem, the limbic area, and the cortex. We flip our lids when the fight/flight stress alarm is sounded. Through practice we can learn what to do to help ourselves and others.
Nine dots puzzle activity (perception)	•to explore our automatic nature of seeing and thinking	Exploring how we see things through problem solving. The object of the puzzle is to connect 9 dots with 4 straight lines without lifting the pen/pencil from paper. It's not about getting the solution, but what we can notice about the process.
Optical illusion activity- Old woman/young woman (perception)	•to explore different perspectives/ways of seeing things	Looking at a picture to see what shapes are hidden within it. Some students might see the profile of a young woman while others might see the old woman. This is an opportunity to explore seeing things from a different point of view.

Cultivating kindness/compassion

Practice	Objective	Description
Caring/kindness*	•to offer kindness to ourselves and others	Understanding that we all want to feel safe, happy, healthy, and peaceful. Offering these wishes for ourselves and others.
Compassion circles	•to understand our interconnectedness and cultivate empathy/compassion for ourselves and others	Starting in a large group circle, listening to teacher say the new category description and then moving to another circle if it fits. Students continue moving in and out of circles and noticing who is in the various circles. Examples of categories: Stand in this circle if you go to _____ school. Make a new circle if you have ever lived outside of Madison, make a new circle if you speak more than one language...etc. Pausing to notice emotions, thoughts, sensations throughout the activity.
Gratitude practice: One good thing*	•to cultivate positive emotions and a greater awareness of connection to community	Naming one thing we appreciate from the day or one thing for which we are grateful. Variations: Naming a good thing that someone did for another person. Naming a good thing that someone did for the individual.
Gratitude practice: Tell me what you love*	•to cultivate positive emotions and strengthen relationships	Sitting in a circle and reflecting on what makes us happy or what we are thankful for. Sharing with others the things /people that make us happy and what we appreciate. Noticing thoughts, emotions and sensations during sharing.
Just like me	•to understand our interconnectedness and cultivate empathy/compassion	In pairs, with eyes closed, listening to phrases that let us know we have things in common. For example: <i>This person sitting across from me is a fellow human just like me. This person has experienced sadness, disappointment, and joy just like me....etc</i>
Three gates *	•to cultivate skillful speech	Asking oneself before speaking: Is it true? Is it necessary? Is it kind?

* on-going practices

5th Grade Second Step Units and Mindfulness Integration

Unit Theme	Second Step	Mindfulness	
	Second Step Objectives	Example Mindfulness Practices	Mindfulness Objectives
UNIT 1 Empathy and Skills for Learning	Identify and understand their own and others' feelings by: <ul style="list-style-type: none"> Focusing their attention on verbal, physical, and situational clues Understanding that people can have multiple feelings at the same time 	<ul style="list-style-type: none"> Body scan Emotion charades 3 minute breathing space 	<ul style="list-style-type: none"> Moment to moment directing and re-directing of attention Experiencing the changing of emotions and sensations Experiencing that emotions may or may not show on the outside Experiencing and labeling impermanence
	Take others' perspectives by: <ul style="list-style-type: none"> Learning how to predict how others might feel as a result of their or another's actions Recognizing another person's perspective 	<ul style="list-style-type: none"> Compassion circles 8 Dots 	<ul style="list-style-type: none"> Moment to moment directing and re-directing of attention Experiencing thoughts arising and passing away; less identification with thoughts Recognizing that all people experience thoughts and emotions
	Show compassion for others by: <ul style="list-style-type: none"> Understanding that compassion is showing that you have empathy for others Saying something kind or doing something helpful to show compassion 	<ul style="list-style-type: none"> Compassion circles Just like me 	<ul style="list-style-type: none"> Cultivating compassion toward self Cultivating intention and motivation of compassion Experiencing the thoughts, emotions, sensations of compassion Allowing this experience and awareness to guide caring and compassionate action Recognizing that all people experience thoughts and emotions
	Succeed in school by: <ul style="list-style-type: none"> Listening with attention Being assertive 	<ul style="list-style-type: none"> Bell practice Mindful listening The three gates 	<ul style="list-style-type: none"> Directing and re-directing attention to focus on sound Practicing fully listening without rehearsing a response or judging Listening actively and empathically Practicing skillful speech using the three gates
	Make and keep friends by: <ul style="list-style-type: none"> Being respectful to others Finding similarities and differences Learning to disagree respectfully 	<ul style="list-style-type: none"> Compassion circles The three gates 3 minute breathing space 	<ul style="list-style-type: none"> Directing and re-directing attention to relate to others in respectful ways Practicing calming strategies when emotions are strong/overwhelming Experiencing the tightening around protecting one's view Learning to skillfully communicate feelings and thoughts by first becoming aware of and identifying them

Additional Topics in Mindfulness <ul style="list-style-type: none"> Awareness of experience with curiosity and compassion Mindful eating Mindful walking 	Benefits of additional topics Ongoing <ul style="list-style-type: none"> Cultivating curiosity for direct experience Stopping and pausing – creating spaciousness Cultivating the ability to check in with the body throughout the day to see what is occurring in the body in real time
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5th Grade Second Step Units and Mindfulness Integration

Unit Theme	Second Step	Mindfulness	
	Second Step Objectives	Example Mindfulness Practices	Mindfulness Objectives
Unit 2 Emotion Management	To recognize how strong feelings affect their brains and bodies by: <ul style="list-style-type: none"> Focusing attention on their bodies for clues about how they're feeling Understand that when they feel strong emotions, they feeling part of their brain, the amygdala, reacts, making it hard to think clearly Recognize that thinking about their feelings helps the thinking part of the brain, the cortex, start to get back in control 	<ul style="list-style-type: none"> Body Scan Flip the lid Mindful movement Pause Stone practice 	<ul style="list-style-type: none"> Experiencing sensations with curiosity and not immediately reacting to dis-ease in the body Experiencing the physical aspects of emotions Understanding brain processes of strong emotions and regulation Developing equanimity by repeatedly relating to thoughts, emotions and sensations with non-judgmental attention Experiencing the calming affect of engaging the parasympathetic nervous system
	Calm down, using the Calming-Down Steps: <ul style="list-style-type: none"> Stop-use your signal Name your feeling Calm Down <ul style="list-style-type: none"> Breathe Count Use positive self-talk 	<ul style="list-style-type: none"> Body Scan Cleansing breaths Deep belly breaths Mind jar Pause 	<ul style="list-style-type: none"> Pausing and noticing thoughts, emotions and sensations arising Practicing anchoring to the breath and body while emotions rise and pass away Experiencing how positive and negative thoughts impact emotions Experiencing an increase in ease and self-regulation
	Manage strong feelings by: <ul style="list-style-type: none"> Using positive self-talk to stay calm, focused and motivated Communicating assertively to avoid escalating conflict Using the Calming-Down Steps 	<ul style="list-style-type: none"> Body Scan Caring Cards Trigger thoughts 3 min breathing space 	<ul style="list-style-type: none"> Accepting and increasing tolerance; kindness toward our experience Listening actively and empathically Practicing skillful speech using the three gates Developing the ability to notice and identify strong feelings while not reacting from habit Becoming familiar with a variety of practices that can calm strong emotions and discern which ones are most helpful

Additional Topics in Mindfulness	Benefits of additional topics
<ul style="list-style-type: none"> Cultivating positive emotions such as gratitude and generosity Recognizing emotions in the body Expanding the relationship between thoughts and emotions 	<ul style="list-style-type: none"> Cultivating positive emotions and managing difficult emotions Experiencing our interconnectedness with others Experiencing emotions without reactivity allows for skillful application of the Calming-Down Steps Coming back to the practice over and over again as an anchor and observing habitual patterns

5th Grade Second Step Units and Mindfulness Integration

Second Step		Mindfulness	
Unit Theme	2 nd Step Objectives	Example Mindfulness Practices	Mindfulness Objectives
Unit 3 Problem Solving	Calm down before solving problems by: <ul style="list-style-type: none"> Using the Calming-Down Steps learned in the Emotion Management Unit before solving problems. 	<ul style="list-style-type: none"> Body Scan Clearing breaths Deep belly breaths Mindful movement 	<ul style="list-style-type: none"> Experiencing the arising and passing away of experiences in the body Practicing anchoring to the breath and body while emotions rise and pass away Experiencing how positive and negative thoughts impact emotions Experiencing an increase in ease and regulation Determining most helpful calming practices
	Apply Second Step Problem-Solving Steps: <ul style="list-style-type: none"> S: Say the problem. Say the problem in a neutral, non-blaming way. T: Think of solutions. Make sure solutions are both safe and respectful. E: Explore consequences. Look at both positive and negative consequences of carrying out a solution. P: Pick the best solution. Find solutions that best meet prosocial goals. 	<ul style="list-style-type: none"> Bell Practice Caring practices 3 minute breathing space 	<ul style="list-style-type: none"> Experiencing non-judgmental awareness of thoughts Experiencing non-judgmental awareness of emotions Experiencing the thoughts, emotions, sensations of compassion and behaviors/actions that arise from caring and compassion practices Listening actively and empathically Practicing skillful speech using the three gates
	Make a realistic three-step plan to carry out more complicated solutions to problems by: <ul style="list-style-type: none"> Breaking down a big task into smaller, more manageable parts Use the Good Plan Checklist 	<ul style="list-style-type: none"> 3 minute breathing space 	<ul style="list-style-type: none"> Experiencing how emotions change Experiencing how thoughts and emotions impact each other Recognizing the coming and going of thoughts Attending to the present moment emotions, sensations and thoughts Recognizing interdependence and choose skillful action
	Use the problem-solving steps to solve typical fifth-grade problems, such as: <ul style="list-style-type: none"> Encountering problems on the playground Making amends for damaging an item Seeking help with schoolwork Dealing with gossip Resisting negative peer pressure 	<ul style="list-style-type: none"> Compassion circles The three gates 	<ul style="list-style-type: none"> Experiencing non-judgmental awareness of thoughts Experiencing non-judgmental awareness of emotions Experiencing the thoughts, emotions, sensations of compassion and behaviors/actions that arise from caring and compassion practices Listening actively and empathically Practicing skillful speech using the three gates

Additional Topics in Mindfulness <ul style="list-style-type: none"> Pausing practice Ongoing foundational practices 	Benefits of additional topics <ul style="list-style-type: none"> Creating the space to be aware of thoughts, emotions and sensations Cultivating the space to choose skillful next steps
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Budget Narrative – Project Year #1: 07/01/2014-02/28/2015

A Classroom-based Training Program of Attention and Emotion Regulation

Waisman Center, University of Wisconsin-Madison

SENIOR/KEY PERSONS

Principal Investigator, Lisa Flook, PhD:

Dr. Flook will serve as principal investigator and be responsible for the overall design, implementation and evaluation of the research protocol and administration of all facets of the project. Responsibilities include: grant management, overseeing project implementation, meeting with administrative personnel from the Madison Metropolitan School District to facilitate collaboration at all levels, leading weekly project planning meetings, training in data collection tools, supervising project staff, identifying and training project assistant to conduct focus group and individual interviews, reviewing feedback from teachers and students on a regular basis with Lead Instructor to refine training, evaluation of project effectiveness, ensuring compliance with human subjects requirements, and dissemination activities (e.g., conference presentations).

(Salary \$22,689.74 + Fringe Benefits \$7,646.44)

Faculty, Mary Elizabeth Graue, PhD, Curriculum Design & Qualitative Methodologist:

Dr. Graue will work with the Lead Instructor to inform the iterative development of the curriculum and ensure alignment with the Madison Metropolitan School District educational standards. She will assist with developing and editing the written curriculum materials and training manuals for teachers and students. In addition, she will provide input into collecting and analyzing qualitative data gathered from focus groups with teachers and students.

(Salary \$6,613.33 + Fringe Benefits \$2,228.69)

Other Personnel

Senior Outreach Specialist/Lead Instructor, Lori Gustafson: She will be Lead Instructor, responsible for the coordination and implementation of all intervention activities, developing the framework for the teacher and student curricula, training educators and students, and incorporating feedback from participants on an ongoing basis to refine curricula. She will participate in weekly planning meetings, supervise project assistants in data collection activities, and participate in dissemination activities, e.g., conference presentations.

(Salary \$18,434.12 + Fringe Benefits \$5,681.98)

Project Coordinator, Cara Knoeppel: The Project Coordinator will devote (b)(6) in Year 1 of the project. The Project Coordinator will oversee effective coordination of the programmatic elements of the project under the direction of Drs. Flook and Davidson. Position responsibilities will include: coordination and oversight of day-to-day project activities, recruiting participants, obtaining parental and educator consent and student assent forms,

participating in weekly planning meetings, serving as liaison to schools, coordinating, training and supervising project assistants in data collection activities, and filing protocols to obtain and maintain human subjects approval.

(Salary \$16,861.48 + Fringe Benefits \$5,681.98)

Instructor/Outreach Specialist, Chad McGehee: The Instructor will be responsible for assisting the Lead Instructor (Lori Gustafson) with coordination and implementation of all intervention activities, contributing to developing and refining the teacher and student curricula, training educators and students, eliciting feedback from participants on a regular basis, and participating in weekly planning meetings.

(Salary \$31,064.52 + Fringe Benefits \$10,468.74)

Graduate Program Assistant, Evan Moss (Spring 2015) & Matthew Hirshberg: A graduate student, enrolled in doctoral studies in psychology or education, will function as a project assistant (PA). The PA will spend (b)(6) in activities to coordinate data collection and analysis of qualitative data from focus groups and individual interviews. The PA will have substantial experience working with children and educators, training in clinical assessment and interviewing, and knowledge of and commitment to intervention and prevention in school settings. The PA will also assist with ongoing literature reviews, data entry, data synthesis and implementation of the study design.

(Salary \$12,276.56 + Fringe Benefits \$3,007.76)

Undergraduate Student Assistants, Evan Moss (Fall 2014), Lissette Martinez: Students will spend (b)(6) attending project meetings, preparing data collection materials, performing data collection, and assisting with literature review, data entry, and other project activities.

(Salary \$778.74 + Fringe Benefits \$31.15)

Academic Staff Hourly, Kelly Hamilton: Kelly is a staff member from MMSD who has expertise in their Social-Emotional Learning curricula. She worked with our project team to align the mindfulness training with the SEL standards required by the district.

(Salary \$217.50 + Fringe Benefits \$73.30)

Fringe Benefits

Fringe benefits are calculated at the FY2015 UW-Madison rate, 33.7% for faculty and academic staff, 24.5% for graduate student assistants, and 4% for undergraduate students.

TRAVEL

\$573.55 Year 1 for:

Data Collection: Local travel mileage by project staff to area schools to attend meetings to discuss their involvement in the project, to support project activities in these schools, and to collect data. UW-Madison mileage reimbursement policies and procedures will apply

(<http://www.bussvc.wisc.edu/acct/policy/travel/privateveh.html>). Mileage is reimbursed at 0.51 cents per mile.

Conference Travel: Out-of-state travel to attend national meetings to discuss project design, implementation, and preliminary outcomes. To cover attendance at two conferences for up to two project staff to DOE conference and an education or psychology conference. UW-Madison out-of-state travel policies and per diems will apply. Current approved lodging rate varies by location. Out-of-state meals are reimbursed at \$10/breakfast, \$15/lunch, \$25/dinner. \$143.55 spent on local travel mileage in budget period 1.

\$430 American Educational Research Association Conference in Chicago, IL (attending by Dr. Flook).

OTHER DIRECT COSTS

Materials & Supplies

Purchase of mp3 players for teachers and students to do guided daily homework practices that support formal training, purchase of copyrighted questionnaires for teachers (*Maslach Burnout Inventory*, *SCL-90-R*) and students (*State Trait Anxiety Inventory for Children*).

Direct materials and supplies that are consumable and relatively low unit cost, including research supplies, e.g., file folders, note pads, letterhead, and envelopes; computer supplies, e.g. storage media, printer cartridges; and materials for training teachers and students, e.g., paper, binders, and packet folders.

\$196.93 CD's of Mindfulness study for fourth and fifth graders.

\$18.89 Study specific Bottles for Mind Jars (8 Ounce Oval clear plastic Craft Bottles)

\$33.18 Woodstock Percussion ZENERGY Zenery Chime – Solo Percussion Instrument (count 2)

Small honorariums will be made available to general education teachers who attend and participate in the teacher training beyond the contract day, collaborate to implement student training in their classrooms during the regular school day, and complete feedback forms on a weekly basis during the teacher and student training periods. Small honorariums will also be made available to the Focus Group participants for their time and travel to these sessions.

\$1,000 paid in budget period 1

TEACHSTONE: \$8,500

Training for research staff to accurately observe and code classrooms using a standardized observation system. Consists of a 2-day training training and certification program to prepare CLASS observers to accurately observe and code teachers' interactions with children. Includes a focus on how teachers promote thinking and learning through meaningful dialogue, keep

students focused and actively engaged, and help students gain integrated, useable knowledge. Training for CLASS observer certification at the upper elementary level.

Computer Services

\$50 computing and network support and data storage charges.

Tuition Remission

Graduate student tuition remission in the amount \$5,826.85 total for both Graduate Students

TOTAL EXPENSE SUMMARY for period 07/01/2014-02/28/2015:

DIRECT COSTS **\$160,639.74**

INDIRECT COSTS **\$40,211.05**

(The federally negotiated indirect cost rate for research primarily conducted off campus is 26% of modified total direct costs.)

TOTAL COSTS **\$200,850.79**

Spending for Period 3/1/15-6/30/15 is estimated in the amount of:

\$115,064 Direct Costs

\$29,223 Indirect Costs

\$144,287 TOTAL COSTS anticipated to be expended during period 03/01/2015-06/30/2015

Anticipated Carryforward balance into Year 2 estimated at:

\$72,886.26 Direct Cost

\$19,118.94 Indirect Cost

\$92,005.20 TOTAL COSTS Anticipated into Year 2

In addition to the year 2 budget allocation and proposed usage in the budget justification, the carryforward amount indicated above will be used to fund:

Research specialist (b)(6). A second research specialist will be brought onto the project to help oversee data collection as we significantly increase our sample size in the second year of the study and begin individual testing with students.

Graduate project assistant for qualitative research (b)(6). Specialized training to collect and work with the qualitative data requires students with graduate level training. This position will be filled by one graduate student at half time or two graduate students (b)(6). These graduate student researchers will conduct classroom observations and code and analyze qualitative data for the study.

Project Narrative - Curriculum Vitea

Title : Curriculum Vitea

Attachment:

File :

- 1 [Graue_CV_March_2015.pdf](#)
- 2 [Davidson_CV_March_2015.pdf](#)
- 3 [Flook_CV_March_2015.pdf](#)
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Education

Bachelor of Science, Early Childhood Education, with High Honors, University of Illinois at Urbana-Champaign, 1979.

Master of Education, Evaluation & Policy Research, University of Illinois - Chicago, 1982.

Doctor of Philosophy, Research & Evaluation Methodologies, University of Colorado at Boulder, 1990.

Areas of Interest

Early childhood policy; readiness for school; home-school relations; research methodology, particularly qualitative methods

Employment

Chair, Department of Curriculum & Instruction, University of Wisconsin, August 2014-present.

Associate Director for Faculty, Staff & Graduate Development, Wisconsin Center for Education Research, August, 2009-2013

Interim Director, Wisconsin Center for Education Research, January-August 2009.

Director of Graduate Training, Wisconsin Center for Education Research, 2006-2008.

Professor, Department of Curriculum & Instruction, School of Education, University of Wisconsin - Madison, 1999-present.

Associate Professor, Department of Curriculum & Instruction, School of Education, University of Wisconsin - Madison, Spring 1996-spring 1999.

Assistant Professor, Department of Curriculum & Instruction, School of Education, University of Wisconsin - Madison, Fall, 1990 to spring 1996.

Research Assistant, School of Education, University of Colorado at Boulder, 1986-90.

Kindergarten Teacher, Webster Groves, Missouri, 1983-86.

Early Childhood Special Education Teacher, Southwest Cook County Cooperative for Special Education, Oak Forest, Illinois, 1979-82.

Publications

Books

Trainor, A.A. & Graue, M.E. (2012) Reviewing Qualitative Research for Publication in the Social Sciences. New York: Routledge.

Graue, M.E. & Walsh, D.J. (1998). Studying children in context: Theories, methods & ethics. Thousand Oaks: Sage Publications.

Graue, M.E. (1993). Ready for what? Constructing meanings of readiness for kindergarten. Albany, NY: State University of New York Press.

Journals

Graue, M.E. & Whyte, K. (in review) Quality as Activation: Examining the Physical, Curricular, and Interactional Components in Early Childhood Environments. Early Childhood Research & Practice.

Graue, M.E., Whyte, K., and Delaney, K. (in press). Fostering Culturally and Developmentally Responsive Teaching Through Improvisational Practice, Journal of Early Childhood Teacher Education.

Graue, M.E. Karabon, A., Whyte, K., Delaney, KK., Kim, J. & Wager, A. (in press) Imagining a Future in PreK: How professional identity shapes notions of early mathematics. Anthropology & Education Quarterly.

Trainor, A. & Graue, E. (2014). Evaluating Rigor in Qualitative Methodology and Research Dissemination. Remedial & Special Education.

Graue, M. E., Delaney, K. K., & Karch, A. S. (2013). Ecologies of education quality. Educational Policy Analysis Archive, 21(8).

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Graue, E. (2011). Are we paving paradise? Educational Leadership, 68(7) 12-17.

Graue, E. & Sherfinski, M. (2011). The view from the Lighted Schoolhouse: Conceptualizing home-school relations within a class size reduction reform. American Journal of Education., 117(2) 267-297

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Graue, Elizabeth (2008) Teaching And Learning In A Post-DAP World. Early Education & Development, 19:3, 441 — 447

Graue, M.E., Hatch, K., Rao, K., Oen, D. (2007). The wisdom of class size reduction. American Educational Research Journal 44(3).

Graue, E. (2006) The transformative power of reviewing. Educational Researcher 35(9) 36-41.

Graue, E. (2006). Engineering the perfect kindergarten. Teachers College Record, Date Published: September 13, 2006. <http://www.tcrecord.org> ID Number: 12708, Date Accessed: 9/27/2006 1:50:16 PM.

Graue, M.E. (2006). The answer is readiness, now what is the question? Early Education & Development, 17(1) 43-56.

Graue, M.E. & Grant, C. (2005). Thinking collaboratively about the peer-review process for journal-article publication. Harvard Educational Review 75(3), p. 268-271.

Graue, E. (2005). Section II. Commentary: Qualifying quality. Early Education & Development, 16(4), 479-480.

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- Graue, M.E., Clements, M., Reynolds, A.J., & Niles, M. (2004, December 24). More than teacher directed or child initiated: Understanding the effects of preschool curriculum type and parent involvement in a range of child outcomes. Educational Policy Analysis Archives, 12(27).
- Graue, M.E. & Brown, C.J. (2003). Preservice teachers' views of families in education. Teaching & Teacher Education, 17 719-735.
- Graue, M.E., Kroeger, J.K. & Brown, C.P. (2003). The "Gift of Time": Enactments of developmental thought in early childhood practice. Early Childhood Research & Practice.
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- Graue, M.E. & Grant, C. (2002). Questions, calls and conversations for researchers in teacher education. Journal of Teacher Education, 53(3), p. 268-272.
- Graue, M.E. (2001) What's happening in the children's garden? Young Children,56(3), p. 67-73.
- Graue, M.E., Kroeger, J, & Prager, D. (2001). A Bakhtinian analysis of particular home-school relations. American Educational Research Journal, 38 (3), p. 1-32
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- Ellwein, M.C., Graue, M.E. & Comfort, R. (1990). Talking about instruction: Student teachers' reflections on success and failure in the classroom. Journal of Teacher Education, 41(5), 3-14.
- Linn, R.L., Graue, M.E., & Sanders, N.M. (1990). Comparing state and district test results to national norms: The validity that everyone is above average. Educational Measurement: Issues & Practice, 9(3), 5-14.
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Samson, G.E., Graue, M.E., Weinstein, T. & Walberg, H.J. (1984). Academic and occupational performance: A quantitative synthesis. *American Educational Research Journal*, 21, 311-321.

Graue, M.E., Weinstein, T., & Walberg, H.J. (1983). School-based home instruction and learning: A quantitative synthesis. *Journal of Educational Research*, 76, 351-360.

Book Chapters

Graue, M.E. (in press). Do the ends justify the means? In G. Theoharis & S. Dotger (Eds) *On The High Wire: Education Professors Walk Between Work And Parenting*

Graue, M.E. & Reineke, J. (2013). The Relation of Research on Readiness to Research/Practice of Transitions In. R. Perry & S. Dockett (Eds.) *Transition to School: International Research, Policy and Practice*, Springer International Publishers

Graue, M.E. & Karabon, A. (2013) Standing at the corner of epistemology ave., theoretical trail, methodology blvd and methods street. The intersections of qualitative research. In A. Trainor & M.E. Graue (Eds). *Reviewing Qualitative Research for Publication in the Social Sciences*. London: Routledge.

Graue, M.E., Karabon, A. & Delaney, K.K. (2012). Learning to love your noisy neighbor. A principal's guide to the education of young children. In G. Theoharis & J. Brooks (Eds) *What Every Principal Needs to Know to Create Equitable and Excellent Schools*. New York: Teachers College Press.

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Graue, M. E. (2010). Responsivity rather than readiness. In K. Lee & M. D. Vagle (Eds.), *Developmentalism in early childhood and middle grades education: Critical conversations on readiness and responsiveness*. New York: Palgrave Macmillan.

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Graue, M.E. & Hawkins, M. (2005). Relations, refractions & reflections in research with children. In L.Diaz Soto & B.B. Swadener (Eds). *Children's Voices in Early Childhood Research*. Peter Lang

Graue, M.E. (2005). (De)Centering the kindergarten prototype in the child centered classroom? In S. Ryan & S. Grieshaber (Eds). *Practical transformations & transformational practices. Advances in Early Education and Day Care, Vol 14*, (p. 39-58). San Diego: Elsevier, Inc.

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Graue, M.E. & Benson, B. (2001). Children, parents, and schools. In J. Westman (Ed.) *Parenthood in America*, p. 158-163. Madison, WI: University of Wisconsin Press.

Graue, M.E. (1999). Diverse perspectives on kindergarten contexts and practice. In R. Pianta & M. Cox (Eds.) *The Transition to kindergarten*, pp. 109-142. Baltimore, MD: Brookes Publishing.

Graue, M.E. (1998). Through a small window. How standardized tests shape research in early childhood education. In B. Spodek, O. Saracho, & A. Pellegrini (Eds). *Yearbook in early childhood education, Vol 7*, pp. 30-48, New York: Teachers College Press.

Ropers-Huilman, Rebecca & Graue, M. E. (1998). Stumbling toward knowledge: Enacting and embodying qualitative research. In C.A. Grant (Ed.) *Multicultural Research: A Reflective Engagement with*

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Ellwein, M.C. & Graue, M.E. (1995). Assessment as a way of knowing children. In C. Grant & M.L. Gomez (Eds.). Campus and classroom: Making schools multicultural. p. 77-109. Columbus OH: Merrill Publishing.

Graue, M.E. & Walsh, D.J. (1995). Children in context: Interpreting the here and now of children's lives. In J.A. Hatch (Ed.) Qualitative studies in early childhood settings .p. 135-154. Westport, CN: Praeger.

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Eisenhart, M.A. & Graue, M.E. (1992). Constructing cultural difference and educational achievement in schools. In E. Jacob and C. Jordan (eds.), Minority education: Anthropological perspectives. p. 165-179, Norwood, NJ: ABLEX.

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Reviews

Sherfinski, Melissa and Graue, Elizabeth (2010) 'Michael O'Loughlin. The Subject of Childhood', *Journal of Early Childhood Teacher Education*, 31: 1, 97 — 102

Graue, E. (2006). Review of *The Birth of Head Start*. *Presidential Studies Quarterly*, 36(3) 553-4.

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Graue, M.E. (1997). Other people's children: An intimate account of the dilemmas facing middle class parents and the women they hire to raise their children. Julia Wrigley. *Anthropology and Education Quarterly*, 28, 130-132.

Graue, M.E. (1995) Screening Test for Educational Prerequisite Skills. In J.C. Conoley & J.C. Impara (Eds.) *The Twelfth Mental Measurement Yearbook*, p. 940-941, Lincoln, Nebraska: University of Nebraska Press.

Papers

Graue, M.E., Whyte, K. Karabon, A. (2014). The power of improvisational teaching. A paper presented at the annual meeting of the American Educational Research Association, Philadelphia.

Graue, M.E. Whyte, K., & Delaney. (2013) Whose funds, whose knowledge? A paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Graue, M.E. Whyte, K., & Kim, J. (2012) Making it our own. How public preK teachers change standardized materials & equipment into environments for children. A paper presented at the annual meeting of the National Association for the Education of Young Children. Atlanta.

Graue, M.E. (2012). Zombie in the kindergarten. A paper presented at the symposium *The greying of the kindergarten* at the annual meeting of the National Association for the Education of Young Children. Atlanta.

Wager, A. & Graue, B. (2012) Theorizing teacher learning & practice through multiple perspectives: Generativity, funds of knowledge & social capital. A talk at the *Friends of the Mind* series.

Graue, M.E., Karabon, A., Delaney, K.K., Whyte, K., Kim, J. Wager, A. (2012). Imagining a future in 4K. A paper presented at the annual meeting of the American Educational Research Association. Vancouver.

Wager, A., & Graue, M.E. (2011). Valuing what children bring. A paper presented at the annual meeting of the National Association for the Education of Young Children.

Graue, E. & Delaney, K.K. (2011). Developmentally & culturally relevant practices. A paper presented at the annual meeting of the National Association for the Education of Young Children.

Graue, E., Gawade, N., Delaney, K., Karch, A. & Romero, C. (2011). Ecologies of education quality. A paper presented at the annual meeting of the American Educational Research Association. New Orleans.

Graue, E., Delaney, K., Karch, A. & Romero, C. (2011). Data use as a reform strategy. A paper presented at the annual meeting of the American Educational Research Association. New Orleans.

Graue, M.E., Sherfinski, M. & Karch, A. (2010). Are two heads better than one? Team teaching in SAGE classrooms. A paper presented at the annual meeting of the American Educational Research Association. Denver.

Graue, M.E, Rauscher, E. & Sherfinski, M. (2009). Synergy of class size reduction & classroom quality. A paper presented at the annual meeting of the American Educational Research Association. San Diego.

Graue, M.E, Sherfinski, M. & Rauscher, E. (2009). The view from the lighted schoolhouse. A paper presented at the annual meeting of the American Educational Research Association. San Diego.

Sherfinski, M. Graue, M.E. & Rauscher, E. (2009). Organizational issues in a class size reduction reform. A paper presented at the annual meeting of the American Educational Research Association. San Diego.

Ryan, S. & Graue, M.E. (2009). Pasts, presents, and futures: Analysis of an early childhood research journal. A paper presented

at the annual meeting of the American Educational Research Association. San Diego.

Graue, E. & Sherfinski. (2007) Constructing the ready child: Media constructions of readiness for kindergarten. A paper presented at the annual meeting of the American Education Research Association, Chicago,

Graue, E., Oen, D. & Fadali, E. (2007). "I get to know my students better": Assessment practice in class size reduction classrooms. A paper presented at the annual meeting of the American Educational Research Association, Chicago.

Graue, E. (2007). Professional development and class size reduction: Complementary resources looking for connections. A paper presented at the annual meeting of the American Education Research Association, Chicago.

Graue, E. & Oen, D. (2006). You just feed them with a long handled spoon: Family perspectives on their experiences in class size reduction. A paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Graue, E. & Hawkins, M. (2005) Figured worlds of communication in home school relations. A paper presented at the annual meeting of the National Council of Teachers of English, Pittsburgh, November, 21.

Graue, M.E. & Oen, D. (2005) Children's perspectives on their experiences in SAGE classrooms. A paper presented at Reconceptualizing Early Childhood Education, Madison.

Graue, M.E., Hatch, K., Rao, K., Oen, D. (2005). The wisdom of class size reduction. A paper presented at the SAGE summit, Madison, WI.

Graue, M.E., Oen, D., Hatch, K. Rao, K., & Fadali, E. (2005). Perspectives on class size reduction. A paper presented at the annual meeting of the American Educational Research Association, Montreal.

Graue, M.E., Shirley, V. & Oen, D. (2004) They don't change but why should they? A paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Graue, M.E. (2003). Preservice teachers' notions of families & schooling. A paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Graue, M.E., Kroeger, J. & Brown, C.P. (2001). The gift of time: Enactments of developmental thought in early childhood practice. A paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Graue, M.E., Kroeger, J. & Brown, C.P. (2000). Living the gift of time. A paper presented at the annual meeting of the National Association for the Education of Young Children, Atlanta, GA.

Graue, M.E. (1999). Kindergarten programs: Readiness, transitions, and kindergarten entry. A paper presented at the Early Childhood Learning: Programs for a New Age Conference, Alexandria, VA.

Grant, C. & Graue, M.E. (1999). (Re)viewing the review: A case study of the Review of Educational Research. A paper presented at the annual meeting of the American Educational Research Association, Montreal.

Graue, M.E., DiPerna, J.C. & Kroeger, J. (1999) What does the literature tell us about academic redshirting? A paper presented at the annual meeting of the American Educational Research Association, Montreal.

Graue, M.E. & Prager, D. (1999). Learning to be a parent: A Bakhtinian analysis of home-school relations. A paper presented at the annual meeting of the American Educational Research Association, Montreal.

Graue, M.E. (1999). Assessment in early childhood education. A paper commissioned by the National Research Council.

Graue, M.E., DiPerna, J. & Dixon, A. (1998) Academic redshirting: A backdoor policy in need of review. A paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Graue, M.E. (1998). Writing as context. A paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Graue, M.E. (1998). Theorizing theories of parents and schooling. A paper presented at the conference Parenthood in America, University of Wisconsin, Madison, WI.

Graue, M.E. (1998). Integrating diverse perspectives on kindergarten contexts and practice. A paper presented for the National Center for Early Development and Learning Synthesis Conference on the Transition to Kindergarten. Charlottesville, VA.

Graue, M.E. (1998). Representing discourses on parenting and schooling: Making visible the force of theory. A paper presented at the Reconceptualizing Early Childhood Education conference, Honolulu, Hawaii, January, 1998.

Graue, M. E. & Smith, S. Z. (1995) Ventriloquating the meanings of mathematics. A paper presented at the annual meeting of the American Educational Research Association, San Francisco, April, 1995.

Graue, M.E. (1994). Assessment and activity theory. A paper presented at the annual meeting of the American Educational Research Association, New Orleans, April, 1994.

Graue, M.E. & Smith, S.Z. (1993). Conceptualizing assessment from an instructional perspective. Paper presented in the symposium Moving beyond the rhetoric in authentic assessment in mathematics at the annual meeting of the American Educational Research Association, Atlanta, April, 1993.

Graue, M.E. & Fine, S. (1992). Developing standards in school communities. Paper presented at the symposium More than just measurement: Assessment in the context of instructional practice at the annual meeting of the American Educational Research Association, San Francisco, April, 1992.

Graue, M.E. (1991). Expectations and ideas coming to school. Paper presented at the annual meeting of the American Anthropological Association, Chicago, November, 1991.

Graue, M.E. (1991). Construction of community and the meaning of being a parent. Paper presented at the symposium Connecting to Culture, Constructing the Self --- or Teaching/Learning in a Social/Cultural Perspective, at the annual meeting of the American Educational Research Association, Chicago, April, 1991.

Graue, M.E. (1990). Constructing meanings of readiness in kindergarten settings. Paper presented at the symposium Children Across Organizational Contexts, at the annual meeting of the American Anthropological Association, New Orleans, November, 1990.

Graue, M.E. & Eisenhart, M.A. (1990). Readiness for school as a social construction. Paper presented at the symposium Readiness, Retention, Reflection, and Text: The Social Construction of Early Schooling--A Working Session, at the Ethnography in Educational Research Forum, Philadelphia, March, 1990.

Eisenhart, M.A. & Graue, M.E. (1989). Socially constructed readiness for school. Paper presented at the conference, Qualitative Studies in Early Childhood Settings, Knoxville, Tennessee, September, 1989.

Ellwein, M.C., Graue, M.E. & Comfort, R. (1989). Reflecting on the student teaching experience: Perceptions of successful and unsuccessful lessons. Paper presented at the American Educational Research Association, San Francisco, March 1989.

Linn, R.L., Graue, M.E., & Sanders, N.M. (1989). Comparing state and district test results to national norms: Interpretations of scoring "Above the national average" Paper presented at the symposium, Cannell Revisited: Accountability, Test Score Gains, Normative Comparisons, and Achievement at the annual meeting of the American Educational Research Association, San Francisco, March 1989.

Shepard, L.A., Graue, M.E. & Catto, S.F. (1989). Delayed entry into kindergarten and escalation of academic demands. Paper presented to the symposium, Kindergarten Programs for At Risk Students: Policy Implications of Recent Research, at the annual meeting of the American Educational Research Association, March 1989.

Graue, M.E. & Shepard, L.A. (1988). The Gesell School Readiness Tests: Can they predict readiness for first grade? Paper presented at the annual meeting of the National Association for the Education of Young Children, Anaheim, CA, November, 1988.

Invited Talks

Graue, B. (2014). Being an advocate for play. Madison Metropolitan School District 4K Institute, August, 2014.

Graue, B. (2014). Teacher child interactions count! Madison Metropolitan School District 4K Institute, August, 2014.

Graue, M.E. (2014). Class size reduction in practice. Legislative Study Committee to consider flexibility in the SAGE program. Madison, WI.

- Graue, M.E. (2014). Developmentally and culturally responsive teaching. Department of Human Development, University of North Carolina, Greensboro.
- Graue, M.E. (2014). Improvisational teaching. Department of Human Development, University of North Carolina, Greensboro.
- Graue, M.E. (2014). Doing ethical ethnographic research with children and their families. A talk presented at the annual meeting of the American Educational Research Association, Philadelphia.
- Graue, M.E. (2014). The power of improvisational teaching. Charles Sturt University, Albury, Australia.
- Graue, M.E. (2013). Grant writing workshops. Hong Kong Institute of Education, September, 2013.
- Graue, B. (2013). Being an advocate for play. Madison Metropolitan School District 4K Institute, August, 2013.
- Graue, M.E. (2013). Why we need both generalizable & contingent knowledge in early childhood research. Hong Kong Institute of Education, January, 2013.
- Graue, M.E. (2013). Mindful approaches to data collection. Hong Kong Institute of Education, January, 2013.
- Graue, E. (2011). Ecologies of education quality. Yale Child Study Center. New Haven, February, 2011.
- Graue, E. (2011). Are we paving paradise? What we lose as kindergarten evolves. Zigler Center for Child Policy. New Haven, February, 2011.
- Graue, E. (2010). Kindergarten. Keynote. Kindergarten Institute. Madison WI, June, 2010.
- Graue, E. (2010). Reclaiming assessment through accountability that is "just right." Rutgers University, February, 2010.
- Graue, E. (2009). Cultivating kindergarten. Keynote. Creating Connections: The Successful Transition from Prekindergarten to Kindergarten. Rutgers University, October, 2009.
- Graue, E. (2009). Class size reduction and classroom quality. New York University, April 2009.

Graue, E. (2009). The 'methics' of doing research with children. The inherent link between ethics and methods. Keynote. Early Childhood Music Education Conference, University of Delaware.

Graue, E. (2008). Home-school relations. New York University, April, 2008.

Graue, E. (2007) Square pegs, round holes, and contested agendas: Doing policy relevant research in an era of accountability. A paper presented at Education & Educational Research in an Era of Accountability: Insights & Blind Spots. A conference sponsored by the Department of Educational Policy Studies, Madison WI.

Graue, E. (2006). "How do we know when school reforms result in 'better' schools?" Panel discussion with Harry Brighouse, and Geoffrey Borman sponsored by the Wisconsin Spencer Doctoral Research Program.

Graue, E. (2006) The transformative power of reviewing. A paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Graue, E. & Oen, D. (2006). Responsive teaching in SAGE classrooms. Presentation at the New Wisconsin Promise Conference, Madison, WI. January 11, 2006.

Graue, M.E. (2004). The answer is readiness, now what is the question? Presentation at the Family Life Conference, Chapel Hill, North Carolina.

Graue, M.E. (2004). Leading edge technology in scholarly research. Education Week panel, Madison, WI.

Graue, M.E. (2004). Teaching in the here & now. Keynote presentation. Launching into Literacy, Madison, WI.

Graue, M.E. (2003). Developmentally responsive practice. Launching into Literacy. Madison, WI.

Graue, M.E. (2003). Readiness, responsiveness, & collaboration. Statewide collaborative planning conference, Madison, WI.

Graue, M.E. (2002). Research on readiness. The Strongest Links conference. Madison, WI

Graue, M.E. (2002). Readiness in context. Ed Week community talk, Madison, WI.

- Graue, M.E. (2000). Assessment as action for young children. Early Childhood Summit organized by the Department of Education, Washington, DC.
- Graue, M.E. (2000). Time is not always a gift. The problems of retention & redshirting. Grand Rounds, Milwaukee Public Schools. Milwaukee, WI.
- Graue, M.E. (2000). Academic redshirting. Fourth annual Wisconsin Center for Education Research Conference for Wisconsin CESAs. Madison WI.
- Graue, M.E. (2000). Designing readiness assessment systems: Challenges and opportunities. Panel discussion at the National Summit on School Readiness Assessment, Research Triangle Park, NC.
- Graue, M.E. (2000). Ready or not here they come. A talk presented at the annual conference of Satellite Family Childcare, Madison, WI.
- Graue, M.E. (1999). Readiness and the case of academic redshirting. A talk presented in the Department of Curriculum & Instruction, University of Illinois, Urbana-Champaign.
- Graue, M.E. (1998). Academic redshirting and readiness. A talk presented for the School of Education luncheon series, April, 1998.
- Graue, M.E. (1997). Qualitative perspectives on technology--Getting at meaning in instructional contexts. Proving What Works: A Symposium on Assessing and Evaluating Information Technology for Learning. Madison, WI.
- Graue, M.E. (1997) Through a small window. How standardized testing shapes early childhood research. Umea University, Umea Sweden.
- Graue, M.E. (1994). Using qualitative research methods to understand library practices. School of Library Science, University of Wisconsin, January, 1994.
- Graue, M.E. (1993). Assessment in Maths in Context. Freudenthal Institute, Utrecht, The Netherlands, March, 1993.
- Graue, M.E. (1992) Multiage grouping in the primary grades. Madison Metropolitan School District, Nov., 1992

Graue, M.E. (1992). Early childhood assessment and research methodology. At the National Council of State Legislators Seminar on Goal One. Oregon Department of Education, Salem, OR, June, 1992.

Graue, M.E. (1992). Assessment: It's just not testing anymore. At the annual meeting of the Louisiana Association for Children Under Six.. Baton Rouge, LA, October, 1992.

Graue, M.E. (1992). Parents and the transition to school. At the OERI National Policy Forum Strengthening Linkages and the Transition between Early Childhood Education and Early Elementary School. Washington, DC: November, 1992.

Technical Reports

Graue, M.E., Karch, A.S. Romero, C. & Delaney, K.K. (2011) Growing a culture of data use in the Milwaukee Public Schools. Madison WI: Value Added Research Center.

Graue, E., Delaney, K.K., Karch, A.S., & Romero, C. (2010). Data use as reform strategy. Madison: Value-Added Research Center.

Graue, M.E., Rauscher, E., Sherfinski, M., & Karch, A.S. (2009). Supporting synergistic practices in SAGE schools. Madison: Wisconsin Center for Education Research.

Graue, M.E., Rauscher, E. & Sherfinski, M. (2008). SAGE implementation and classroom quality. Madison: Wisconsin Center for Education Research.

Graue, M.E. & Smith, S.Z. (1992). A conceptual framework for instructional assessment. National Center for Research in Mathematical Sciences Education. University of Wisconsin-Madison.

Linn, R.L., Graue, M.E., & Sanders, N.M. (1989). Comparing state and district test results to national norms: The validity that everyone is above average. Center for Student Testing, Evaluation, and Standards, University of California.

Shepard, L.A., Kreitzer, A.E., & Graue, M.E. (1987). A case study of the Texas teacher test: Technical report. (OERI-G-86-003). Los Angeles: Center for Student Testing, Evaluation, and Standards, University of California.

Funded Research

Meanings of readiness in kindergarten and first grade. Funded by the University of Wisconsin Graduate Research Committee, summer 1991-summer 1992 (\$20270).

A theoretical and psychometric analysis of commonly used readiness tests. Funded by the University of Wisconsin Graduate Research Committee, summer 1992, (\$3700).

Principal Investigator, National Center for Research in Mathematical Sciences Education, summer 1992-spring 1993, Assessment in instructional contexts.

Principal Investigator. Academic redshirting: A backdoor policy in need of review. Funded by University of Wisconsin Graduate Research Committee and the Wisconsin Center for Educational Research Royalty Fund, June 1996-May 1998.

Principal Investigator, The gift of Time: Promoting risk or resilience in young children. Funded by the Spencer Foundation, July, 1999-June, 2000 (\$50,000).

Principal Investigator. Class size reduction in practice: How, when, and why SAGE works. Funded by the Wisconsin Department of Public Instruction, April 2004-June 2005. (\$303,000)

Co-Principal Investigator, An integrated qualitative & quantitative evaluation of the SAGE program. Funded by the Wisconsin Department of Public Instruction, July, 2005-June 2009. (\$250,000 per year).

Co-Principal Investigator. Professional Development for Culturally Relevant Teaching & Learning in PreK Mathematics. National Science Foundation, 2010-2014 (\$2,180,000)

Co-Principal Investigator. Life in Early Childhood Settings, August, 2011-July 2013. Funded by the Spencer Foundation. (\$394,000)

- Awards & Honors**
- Doris Slesinger Award for Mentoring. University of Wisconsin Madison
 - International Advisor. Centre for Childhood Research and Innovation (CCRI) at the Hong Kong Institute of Education. 2013-2015
 - Executive Committee, American Educational Research Association (2012-present)
 - Member-at-Large, American Educational Research Association. (2012-present)
 - Sorenson Professor, University of Wisconsin (2012-present).
 - American Educational Research Association Fellow, 2010.
 - Vilas Associates Award, University of Wisconsin Graduate School, 2006-8
 - Outstanding reviewer, *Educational Researcher*, 2003, 2006
 - American Educational Research Association Division D & Special Interest Group on Qualitative Research Outstanding Dissertation Using Qualitative Methodology, 1990.
 - American Educational Research Association Early Education/Child Development Special Interest Group Outstanding Dissertation Award, 1990.
 - Graduation with high honors, University of Illinois at Urbana-Champaign, December, 1978.

Professional Affiliations

- American Educational Research Association
 - Division G (Social Context of Education)
 - Early Childhood Education Special Interest Group
 - Critical Perspectives on Early Childhood Education
- National Association for the Education of Young Children

Activities

Departmental Activities

- Member 1990-present, Chair 2000-2 Elementary area
- Member spring 1991, 2002 – 2005 Student Awards committee

Member, 1991-93, 1995-98, 2001 –2004, 2010-2013 Department Personnel Committee
Member, 2009 Graduate Program Committee.

University Activities

Member spring 1996, 2004-5 Coordinating Council of Teacher Education

Director – fall 2003-fall 2005 - Wisconsin Spencer Doctoral Research Program

Director of Graduate Training – fall 2005-fall 2008.

Member, 1999 – 2004 Genevieve Horst Herfeuth Award Committee

Member, 1999-2005– Cooperative Children’s Book Center Advisory Board

Member, fall 2003-2005– Women’s Faculty Mentoring Advisory Board

Member, fall 2006-spring 2009 – Social Studies Divisional Committee, Vice chair (2007-8), Chair (2008-9)

Member, fall 2009-2013, Chair, 2010-11 Committee on Committees.

Member, fall 2009-spring 2010, Ad Hoc Committee to Investigate the Athletic Board

Professional Activities

Student Representative 1988 - 1990, American Educational Research Association, Division D (Measurement & Research Methodology)

Member 1991-, National Education Goals Panel Technical Planning Subgroup

Program Chair, 1991, American Anthropological Association, Council on Anthropology & Education, Committee One

Chair, 1992, American Anthropological Association, Council on Anthropology & Education, Committee One

Member 1992-96 Chair 1994-95 American Educational Research Association, Division D (Measurement & Research Methodology) and Qualitative Methodologies Special Interest Group Dissertation of the Year Award Committee.

Chair 1996-97 Nominations Committee Qualitative Methodologies Special Interest Group

Member 2001-2004, Chair 2003-4 Spencer/American Educational Research Association fellowship mentoring committee.

Editorial Board 1992-94, 2000-2002 Early Childhood Research Quarterly

Member at Large 1993-95 American Educational Research Association Early Education/Child Development Special Interest Group.

Associate Editor 1996-1999, Review of Educational Research

Chair 1998-2000, Qualitative Research Special Interest Group, American Educational Research Association

Program Co-Chair 2002 -present– AERA Early Education/Child Development Special Interest Group

Member 2002 – AERA Division B Lifetime Achievement Award Committee, chair 2003

Vice-Chair/Chair Elect 2002 – 2004, Chair 2004-2006 AERA Early Education/Child Development Special Interest Group

Member – 2005-2008, Publications Committee, American Educational Research Association

Member 2003- 2005 AERA Review of Research award committee

Member 2009-present, American Educational Research Association-Foundation for Child Development planning committee on Teacher Observation Linked to Study Outcomes Initiative

Richard J Davidson

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(b)(6)

Center for Investigating Healthy Minds at the
Waisman Center
www.investigatinghealthyminds.org
Waisman Lab for Brain Imaging & Behavior
www.brainimaging.waisman.wisc.edu
University of Wisconsin - Madison
1500 Highland Ave
Madison, Wisconsin 53705
Office: 608.265.8189
Fax: 608.262.9440

Education

1968 – 1972	B.A.	New York University – Heights Psychology
1972 – 1976	Ph.D.	Harvard University Department of Psychology and Social Relations Personality / Psychopathology & Psychophysiology Behavioral Neurology & Neuroanatomy (minor concentration)

Honors

Magna Cum Laude in Psychology and distinction in all subjects (A.B.); National Science Foundation Graduate Fellowship, 1973-1976; Board of Editorial Associates, *Behavioral and Brain Sciences*; Editorial Board, *Emotion, Personality and Imagination: The Scientific Study of Consciousness*; Selected as a NATO Fellow to participate in conference on Event Related Potentials in Konstanz, Germany, August, 1978; Senior Editor of the series *Consciousness and Self-Regulation: Advances in Research*, 1983-86; Associate Editor, *Psychophysiology*, 1980-1986; Young Scholar in Social and Affective Development by Foundation for Child Development, 1982-83; Board of Directors, International Society for Research on Emotion; Vilas Associate Award from the University of Wisconsin, 1989; Consulting Editorial Board, *Consciousness and Cognition*; Consulting Editorial Board, *Psychological Review*, 1990-1994; National Institute of Mental Health Research Scientist Award, 1990-2000; Editorial Board, *Development and Psychopathology*, 1992- present; Associate Editor, *Cognition and Emotion*, 1992-2000; Member, NIMH Clinical Neurosciences Study Section, 1992-1995; Invited as Fellow, Center for Advanced Study in the Behavioral Sciences; Member, W.T. Grant Foundation Consortium on the Developmental Psychobiology of Stress; Fellow, American Association for the Advancement of Science; Core Member, MacArthur Foundation Research Network on Mind-Body Interactions; Director, NIMH funded multi-institution post-doctoral training program for emotion research; William James Professor of Psychology and Psychiatry, 1993 -; Board of Directors, Society for Psychophysiological Research, 1993-; Associate Editor, *Psychophysiology*, 1994 -1999 ; Vilas Research Professor of Psychology and Psychiatry, 1995-; Hilldale Award in the Social Sciences, University of Wisconsin - Madison, 1995; National Alliance for Research in Schizophrenia and Depression (NARSAD), Established Investigator Award, 1995; President, Society for Research in Psychopathology, 1996-97; MERIT Award from NIMH, 1996-2006; Member, NIMH Board of Scientific Counselors, 1996-; Fellow, American Psychological Society, 1997-; Distinguished Scientific Lecturer, American Psychological Association, 1997; Fellow, American Association for the Advancement of Science; William James Fellow Award, American Psychological Society; President-Elect, Society for Psychophysiological Research, 1998-1999; President, Society for Psychophysiological Research, 1999-2000; Fellow, American

Psychological Association, 1999; Distinguished Scientific Contribution Award, American Psychological Association, 2000; NARSAD Distinguished Investigator Award, 2003; Founding Co-Editor, *Emotion*, 2000-2006; Elected to American Academy of Arts and Sciences, 2003; Elected to Wisconsin Academy of Sciences, Arts and Letters, 2004; Included in *Time's* list of the world's 100 most influential people, 2006; Awarded the first Mani Bhaumik Award by UCLA for advancing the understanding of the brain and conscious mind in healing, 2006; Named "Person of the Year" by *Madison Magazine*, 2007; Awarded the Paul D. MacLean Award for Outstanding Neuroscience Research in Psychosomatic Medicine, 2011; Serves on the Scientific Advisory Board at the Max Planck Institute for Human Cognitive and Brain Sciences in Leipzig, 2011-2017; Chair of the Psychology section of the American Association for the Advancement of Science from 2011-2013; Author (with Sharon Begley) of "The Emotional Life of Your Brain" published by Penguin in 2012; NYU College of Arts and Science Alumni Achievement Award, 2013. Member of the World Economic Forum's Global Agenda Council on Mental Health for 2014-2016. 2014 EXTRA MILE Award from the Madison Rainbow Project for his exceptional work with children and families in healing trauma.

Professional Societies

American Psychological Association; American Association for the Advancement of Science; Society for Psychophysiological Research; New York Academy of Sciences; International Neuropsychological Society; American Psychosomatic Society; Society for Biological Psychiatry; Founding member, International Society for Research on Emotion; Society for Research in Child Development; American Psychopathological Association; Society for Research in Psychopathology; American Psychological Society; Academy of Behavioral Medicine Research; Society for Neuroscience.

Research and Professional Experience

- 2008 - Founder, Center for Investigating Healthy Minds at the Waisman Center, University of Wisconsin-Madison (www.investigatinghealthyminds.org)
- 2001 - Director, Waisman Laboratory for Brain Imaging & Behavior, University of Wisconsin-Madison (www.brainimaging.waisman.wisc.edu)
- 1996 - Co-Founder and Co-Director, HealthEmotions Research Institute, University of Wisconsin-Madison
- 1995 - Vilas Distinguished Professor of Psychology and Psychiatry, University of Wisconsin-Madison
- 1993 - William James Professor Psychology and Psychiatry, University of Wisconsin-Madison
- 1987 - Professor of Psychiatry, School of Medicine, University of Wisconsin-Madison
- 1987 - Professor of Psychology, University of Wisconsin-Madison
- 1986 - 1994 Chair, Human Psychophysiology Area Group, University of Wisconsin-Madison
- 1986 - Member, Developmental Psychology Area Group, University of Wisconsin-Madison
- 1984 - Director, Laboratory of Affective Neuroscience, University of Wisconsin-Madison (www.psychz.psych.wisc.edu) • Merged with the Center for Investigating Healthy Minds at the Waisman Center, University of Wisconsin-Madison in 2012
- 1984 - Member of Clinical and Human Psychophysiology Area Groups, University of Wisconsin-Madison
- 1984 - 1986 Associate Professor of Psychology, University of Wisconsin -Madison (was on leave until September, 1985)
- 1982 - 1985 Lecturer in Psychiatry, Department of Psychiatry, College of Physicians and Surgeons, Columbia University

1982 - 1985	Attending Psychologist, New York State Psychiatric Research Institute
1980 - 1985	Associate Professor of Psychology, Department of Psychology, State University of New York at Purchase
1980 - 1982	Consulting Scientist, Laboratory of Neurosciences, National Institute of aging, NIH, (with Dr. Stanley Rapoport). Research on the relations among regional brain metabolism (assessed with positron emission tomography), scalp recorded electrophysiology and cognitive performance.
1977 - 1982	Consultant, Department of Pediatrics, Infant Laboratory, Roosevelt Hospital, New York (With Drs. Michael Lewis and Nathan Fox). Neurobehavioral research on normal and low birth weight infants.
1976 - 1980	Assistant Professor of Psychology, Department of Psychology, State University of New York at Purchase
1976 - 1977	Research Associate (with Dr. E.R. John), Brain Research Laboratories, New York Medical College
1973 - 1976	Teaching Fellow, Department of Psychology and Social Relations, Harvard University
1971 - 1972	Research Assistant, Social Psychology, New York University - Heights (with Dr. Judith Rodin)
1968 - 1971	Summer Research Assistant, Sleep and Dream Research, Department of Psychiatry, Maimonides Medical Center, Brooklyn, New York

Teaching Experience

Concepts and Methods in Psychophysiology (Laboratory course), 1973-75; Biopersonality (the study of personality in biological perspective), 1973-74; the Psychology of Consciousness, 1974-75; Seminar on the Psychobiology of Consciousness, 1975-76 (Junior Tutorial in the Department of Psychology and Social Relations, Harvard University); Introduction to Psychology, 1976, 1978, 1980, 1984; The Psychology of Personality, 1976, 77, 80, 81, 84, 86, 87, 89, 90; Seminar in Methods in Psychophysiology (a laboratory course), 1977, 78, 79, 80, 81, 83, 86, 87, 89, 92, 94; Mental Dysfunction (Abnormal Psychology) 1977, 79, 82; Seminar in the Psychology of Consciousness, 1977; Interdisciplinary course on creativity, 1977; Brain and Consciousness, 1978; The Psychology of Consciousness, 1979, 81, 83, 85; Mind and Body in Philosophy and Psychology (co-taught with a philosopher), 1980; Seminar on the Psychology of Emotion, 1982, 84, 90, 93; Seminar on Laterality, Emotion and Psychopathology, 1985; Seminar on the Neuropsychology of Affective Disorders, 1986; Practicum in Child Neuropsychology, 1987; Research Methods in Clinical Psychology, 1987; Seminar on Cognitive and Neuropsychological Perspectives on Depression (Co-taught with Lyn Abramson), 1988; Seminar on Methods and Theory in Emotion Research, 1996-97; 98-99; Seminar on the Neurobiology of Positive Affect, Spring 2000. Clinical Seminar on Biological Approaches to Mood and Anxiety Disorders, Spring 2001, 03 & 05. Seminar on the Developmental Neurobiology of Emotion and Emotional Disorders, Spring 2001. Seminar on Affect, Learning and Memory: Basic Neuroscience and Clinical Implications, Spring 2002. Seminar on Emotion Theory and Research, Fall 2002. Seminar on the Neurobiology of Emotion, Spring 2004. Core Course on Affective Neuroscience for Emotion Training Program, Fall 2004. Seminar on Order and Disorder in the Social Brain, Spring 2006.

Major Research Interests

Neural substrates of affect, affective style and disorders of affect; biological approaches to psychopathology; developmental psychopathology; autism; functional brain imaging; clinical psychology and behavior change; personality and individual differences; biopersonality (the study of personality in biological perspective).

Specific Research Interests and Ongoing Research

Neural bases of affective and anxiety disorders; emotion and cerebral asymmetry; functional brain imaging studies (PET and fMRI) of depression and anxiety disorders; individual differences in functional activation of emotional circuitry and their relation to affective style, emotion regulation and vulnerability to emotion-related disorders; Relations between the central circuitry of emotion and emotion regulation and peripheral biological processes relevant to physical health and illness; neurobiology of emotion and emotion-regulation in non-human primates; neural substrates of affective abnormalities in autism; neural bases of meditation.

Grant Support: Current

September 1, 2013 – August 31, 2018. Conte Center grant, National Institute of Mental Health: Early neurodevelopmental origins of anxiety. \$10,713,469 total costs.

December 15, 2011 – November 30, 2016. Neural substrates of affective style and emotion regulation. NIMH. Approximately \$3.7M total costs.

July 15, 2011 - June 30, 2016. (Ryff Project Director; Davidson Project PI) MIDUS II: Integrative pathways to health and illness. NIA. Approximately \$1.1M total costs.

September 30, 2008 – July 31, 2018. National Center for Complementary and Alternative Medicine (NCCAM), National Institutes of Health: Wisconsin Center for the Neuroscience and Psychophysiology of Meditation. \$9,358,780 total costs.

August 1, 2003 - July 31, 2018. Training program in emotion research. NIMH T32. Approximately \$2.6M total costs.

July 1, 2006 - June 30, 2016. (Seltzer) Wisconsin Center on Mental Retardation: Core support. NIH/NICHD. \$960,055 total direct cost.

July 1, 2014 – June 30, 2017. (Flook) A Classroom-based Training Program of Attention and Emotion Regulation. DOE/IES. \$348,590 annual direct cost.

July 14, 2014 – June 30, 2018. (Goldsmith) Validating RDoC for Children and Adolescents: A Twin Study with Neuroimaging. NIH. \$398,678 annual direct cost.

Grant Support: Previous

December 1, 2011 – 11/30/2014. Cultivating virtuous qualities of character: An interdisciplinary initiative. John Templeton Foundation. \$1,702,300 total costs.

March 1, 2012 – June 30, 2014. Bill & Melinda Gates Foundation. Development of an online tenacity tool. \$1,346,639 total costs.

July 1, 2008 – June 30, 2013. Fetzer: Center of Excellence on the Neuroscience of Compassion, Love and Forgiveness. \$2,750,000 total costs.

September 1, 2008 – May 31, 2013. Conte Center grant, National Institute of Mental Health: Neurobehavioral Bases of Emotion Regulation and Dysregulation in Adolescence. \$9,628,553 total costs.

February 4, 2004 - December 31, 2008. Affective style: Neural and biobehavioral substrates. NIMH P50. Approximately \$10.7 million total costs.

September 19, 2005 - December 31, 2008. Brain Activation & Asthma Studies. Mind Brain Behavior and Health Initiative. Approximately \$50,000 total costs.

November 12, 2005 - July 31, 2008. (Rose, PI) Integrative Biology of the Brain, Inflammation & Asthma. NCCR. \$54,345 total costs.

May 1, 2003 - April 30, 2008. (Tager-Flusberg Center Director; Davidson Project PI) Social and affective processes in autism. NIMH. Approximately \$1.1 million total costs.

June 25, 2006 - April 22, 2008. Detection of Deception in High-Stakes Lying: Affective and Cognitive Neuroscience Approaches. MITRE Corp. \$731,174 total costs.

August 18, 2004 - July 31, 2006. Perception and action systems in high-level cognition: Detecting deception perspectives from affective neuroscience. NSF. \$479,000 total direct cost.

October 1, 2002 - June 30, 2006. Wisconsin longitudinal study: Tracking the life course. NIA. \$171,399 annual direct cost.

May 1, 2001 - April 30, 2006. Emotional reactivity and frontal brain asymmetry. NIMH MERIT Award. Approximately \$3M total direct cost.

May 1, 2001 - April 30, 2006. Emotional reactivity and frontal brain asymmetry. NIMH MERIT Award. Approximately \$3M total direct cost.

January 1, 1996 - December 31, 2005. fMRI study of venlafaxine effects in depression. Wyeth-Ayerst. Co-PI. Approximately \$160,000 annual direct cost.

September 30, 1999 - August 31, 2004. Mechanisms of mind-body interaction: Emotion Interface. NIMH. \$10.9 million.

October 1, 2002 - June 30, 2004. Wisconsin longitudinal study: Tracking the life course. NIA. \$171,399 annual direct cost.

September 30, 1997-April 30, 2004. Affect, depression and brain asymmetry. NIMH. Approximately \$2.1 million.

May 1, 2003 - April 30, 2004. Neurobiology of emotional processing deficits in autism. NARSAD. \$92,593 annual direct cost.

September 30, 1998 - August 31, 2003. Affective style: Social and psychobiological substrates. NIMH Center for Behavioral Sciences Research. (I serve as Director). \$3.7 million.

July 1, 1998 - June 30, 2003. Training program in emotion research. Approximately \$1.6 million. NIMH.

July 1, 1995 - June 30, 2000. Cerebral asymmetry, emotion and psychopathology. NIMH Research Scientist Development Award. Approximately \$540,000.

July 1, 1998 - June 30, 2000. Functional magnetic resonance imaging of brain and cardiac function during emotion. (Co-PI with Ned Kalin). Dana Foundation. \$100,000

July 1, 1992 - June 30, 1999. Post-doctoral training in emotion research (Director and Core Faculty Member). NIMH multi-institution training grant.

January 1, 1995 - December 31, 1998. MacArthur Mind-Body Research Network. John D. and Catherine T. MacArthur Foundation. Approximately \$580,000.

November 1, 1997 - October 31, 1998. Immunological effects of mindfulness-based stress reduction. Fetzer Institute. \$28,000

September 30, 1993 - August 31, 1998. Affective style: Social and psychobiological substrates. NIMH Center for Behavioral Sciences Research. (I served as Director). \$2.7 million.

May 1, 1995 - April 30, 1998. MacArthur Developmental fMRI Consortium: Wisconsin Component. Approximately \$65,000.

April 1, 1992 - March 31, 1997. Affect, depression and brain asymmetry. NIMH.

September 1, 1991 - August 30, 1996. Emotional reactivity and frontal brain asymmetry. NIMH.

April 1, 1995 - March 31, 1996. fMRI study of emotion activation in depression. NARSAD Established Investigator Award.

July 1, 1991- July 31, 1995. Effects of clonazepam on social anxiety. Hoffman-LaRoche, Inc. \$110,000.

January 1, 1993 - December 31, 1994. Research network on mind-body interaction. The John D. and Catherine T. MacArthur Foundation. \$111,257.

March 1, 1993 - February 28, 1994. Central/autonomic integration and frontal asymmetry. The John D. and Catherine T. MacArthur Foundation. \$64,000.

August 1, 1991 - July 31, 1993. The effects of clonazepam on social anxiety. Roche Pharmaceutical (Co-PI with John Marshall).

March 1, 1992 - February 28, 1993. Anatomy and timing of commissural transfer in disabled and normal readers. March of Dimes Birth Defects Foundation.

September 1, 1991 - August 30, 1992. ADAMHA small instrumentation grant. NIMH.

July 1, 1989 - June 30, 1992. Post-doctoral training in emotion research (Co-PI). NIMH multi-institution training grant.

March 1, 1990 - February 28, 1992. The cerebral and autonomic psychophysiology of inhibition to the unfamiliar in children: A follow-up. The John D. and Catherine T. MacArthur Foundation.

September 15, 1991 - September 14, 1992. Further psychophysiological studies of behavioral inhibition in children and their parents. The John D. and Catherine T. MacArthur Foundation.

September 1, 1988 - March 31, 1992. Affect, depression and brain asymmetry. NIMH

March 1, 1988 - February 28, 1992. Anatomy and timing of commissural transfer in disabled and normal readers. March of Dimes Birth Defects Foundation.

November 1, 1988 - October 31, 1991. The neuropsychology of emotion. The John D. and Catherine T. MacArthur Foundation.

June 1, 1987 - May 31, 1991. Affect and Cerebral Asymmetry: A Developmental Approach (Co-PI with Nathan Fox). NICHD.

September 1, 1988 - August 30, 1990. The cerebral and autonomic psychophysiology of inhibition to the unfamiliar in children. The John D. and Catherine T. MacArthur Foundation.

September 1, 1987 - August 31, 1988. The psychophysiology of social anxiety and its treatment with atenolol. Stuart Pharmaceutical Company.

September 1, 1985 - August 31, 1988. Affect, facial expression and brain asymmetry. NIMH.

March 1, 1986 - February 28, 1988. Timing and anatomy of commissural transfer in disabled and normal readers. March of Dimes Birth Defects Foundation.

July 1, 1986 - June 30, 1987. Individual differences in evoked potential measures of interhemispheric transfer time: Relation to magnetic resonance imaging of the corpus callosum. Graduate School, UW-Madison.

June 1, 1985 - May 31, 1987. Affect and cerebral asymmetry: A developmental approach (Co-PI with Nathan Fox, University of Maryland). NICHD.

September 1, 1985 - August 31, 1986. Affect, repression and cerebral asymmetry. NIH Biomedical Research Support Grant.

March 1, 1984 - February 28, 1986. Interhemispheric transfer time as a predictor of reading disability among siblings of reading disabled and normal children. March of Dimes Birth Defect Foundation.

March 1, 1984 - February 28, 1986. Hemispheric asymmetry and emergence of discrete emotions (Co-PI with Nathan Fox, University of Maryland). NSF.

October 1, 1983 - September 30, 1985. Affect, facial expression and brain asymmetry. NIMH.

September 1, 1981 - August 31, 1984. Hemispheric interaction in reading disabled and their siblings. The Spencer Foundation.

September 1, 1981 - December 30, 1983. Affect: A model phenomenon for the study the psychobiology of consciousness. The John D. and Catherine C. MacArthur Foundation.

March 1, 1982 - February 28, 1983. Affective responsivity in relation to patterns of hemispheric in ten month old infants. Foundation for Child Development.

May 1, 1981 - April 31, 1982. Psychophysiological response patterning elicited by affective video stimuli. Bates Foundation.

April 1, 1981 - March 31, 1982. Physiological self-regulation in the reduction of smoking . Pepsico Foundation.

December 1, 1980 - November 30, 1981. Infant affect and cerebral asymmetry. The Research Foundation of the State University of New York.

September 1, 1978 - March 31, 1981. Biocognitive dysfunctions and the genetics of human lateralization. The National Foundation - March of Dimes.

March 1, 1980 - February 28, 1981. Psychometric and psychophysiological studies of repressive defensiveness. American Broadcasting Company.

October, 1980. The development of affect and its relation to cerebral asymmetry. To support interdisciplinary Study Group of 13 participants, October 2-4, 1980, Westchester New York (with Nathan Fox), Society for Research in Child Development.

January 1, 1977 - August 31, 1980. EEG and evoked potential concomitants of cerebral lateralization and attentional involvement during television viewing. Bristol-Meyers Corporation.

July 1, 1979 - June 30, 1980. Cardiovascular - central nervous system relationships. The Research Foundation of the State University of New York.

July 1, 1978 - June 30, 1979. Musical training and modes of cerebral dominance. The Research Foundation of State University of New York.

July 1, 1977 - June 30, 1978. Sex differences in hemispheric organization and interaction. The Research Foundation of the State University of New York.

June, 1975 - June, 1976. Matching relaxation strategies to types of anxiety: A patterning approach. (Co-PI with Dr. Gary E. Schwartz). Roche Psychiatric Institute.

Publications: Books

Davidson, R. J., & Begley, S. (2012). *The emotional life of your brain: How its unique patterns affect the way you think, feel, and live -- and how you can change them*. New York, NY: Hudson Street Press.

Kabat-Zinn, J., & Davidson, R. J. (Eds.). (2012). *The mind's own physician: A scientific dialogue with the Dalai Lama on the healing power of meditation*. Oakland, CA: New Harbinger Publications.

Ekman, P., Campos, J. J., Davidson, R. J., De Waal, F. B. M. (Eds.) (2003). *Emotions inside out: 130 years after Darwin's The Expression of the Emotions in Man and Animals*. Annals of the New York Academy of Sciences vol. 1000 New York: New York Academy of Sciences.

Davidson, R. J., Goldsmith, H. H., & Scherer, K. (Eds.) (2003). *Handbook of Affective Science*. New York: Oxford University Press.

Hugdahl, K., & Davidson, R. J. (Eds.) (2003), *The Asymmetrical Brain*. Cambridge, MA: MIT Press.

Cacioppo, J.T., Berntson, G. G., Adolphs, R., Carter, C. S., Davidson, R. J., McClintock, M. K., McEwen, B. S., Meaney, M. J., Schacter, D. L., Sternberg, E. M., Suomi, S. S., & Taylor, S. E. (2002). *Foundations in Social Neuroscience*. Cambridge, MA: MIT Press.

Davidson, R. J., & Harrington, A. (Ed.) (2002). *Visions of Compassion: Western Scientists and Tibetan Buddhists Examine Human Nature*. New York: Oxford University Press.

Davidson, R. J. (Ed.) (2000). *Anxiety Depression and Emotion: The First Wisconsin Symposium on Emotion*. New York: Oxford University Press.

Davidson, R. J., & Hugdahl, K. (Eds.). (1995). *Brain asymmetry*. Cambridge, MA: MIT Press.

Ekman, P., & Davidson, R. J. (Eds.). (1994). *The nature of emotion: Fundamental questions*. New York: Oxford University Press.

- Davidson, R. J., Schwartz, G. E., & Shapiro, D., Eds. (1986). *Consciousness and Self-Regulation, Volume 4*. New York: Plenum.
- Fox, N. A., & Davidson, R. J., Eds. (1984). *The Psychobiology of Affective Development*. Hillsdale, N.J.: Erlbaum.
- Davidson, R. J., Schwartz, G. E., & Shapiro, D., Eds. (1983). *Consciousness and Self-Regulation, Volume 3*. New York: Plenum Press.
- Davidson, J. M., & Davidson, R. J., Eds. (1980). *The Psychobiology of Consciousness*. New York: Plenum Press.
- Goleman, D. J., & Davidson, R. J., Eds. (1978). *Consciousness*. New York: Harper and Row.

Publications: Chapters and reviews

- Davidson, R. J. (2012). The neurobiology of compassion. In C. K. Germer & R. D. Siegel (Eds.), *Wisdom and compassion in psychotherapy: Deepening mindfulness in clinical practice* (Chapter 8). New York, NY: Guilford Press.
- Davidson, R. J., Pizzagalli, D., & Nitschke, J. B. (2009). The representation and regulation of emotion in depression: Perspectives from affective neuroscience. In I.H. Gotlib & C.L. Hammen (Eds.), *Handbook of Depression, Second Edition* (pp. 218-248). New York: Guilford Press.
- Lutz, A., Dunne, J. P., & Davidson, R. J. (2007). Meditation and the neuroscience of consciousness: An introduction. In P. Zelazo, M. Moscovitch, & E. Thompson (Eds.), *Cambridge Handbook of Consciousness*. New York: Cambridge University Press.
- Davidson, R. J., Fox, A., & Kalin, N. H. (2006). Neural bases of emotion regulation in non-human primates and humans. In J. Gross (Ed.), *Handbook of Emotion Regulation*. New York: Guilford Press.
- Davidson, R. J. (2006). Science and spirituality: Probing the convergences and tensions: Review of *The Universe in a Single Atom: The convergence of science and spirituality* by His Holiness the Dalai Lama. *PsycCRITIQUES*, 51(28).
- Davidson, R. J. (2005). Neural substrates of affective style and value. In Y. Christen (Series Ed.) & J.-P. Changeux, A. R. Damasio, W. Singer, & Y. Christen (Vol. Eds.), *Research and Perspectives in Neurosciences: Neurobiology of human values* (pp.67-90). Germany: Springer-Verlag.
- Davidson, R. J. (2004). Affective style: Causes and consequences. In J. T. Cacioppo and G. G. Berntson (Eds.), *Essays in Social Neuroscience* (pp. 77-91). Cambridge, Massachusetts: MIT Press.
- Davidson, R. J. (2003). Mind Matters: Affective and cognitive neuroscience: Domain introduction. In F. Kessel, P. L. Rosenfield & N. B. Anderson (Eds.), *Expanding the Boundaries of Health and Social Science: Case studies in interdisciplinary innovation* (pp. 95-98). New York: Oxford University Press.
- Davidson, R. J. (2003). Affective Neuroscience: A case for interdisciplinary research. In F. Kessel, P. L. Rosenfield & N. B. Anderson (Eds.), *Expanding the Boundaries of Health and Social Science: Case studies in interdisciplinary innovation* (pp. 99-121). New York: Oxford University Press.
- Davidson, R. J., Pizzagalli, D., Nitschke, J. B., & Kalin, N. H. (2003). Parsing the subcomponents of emotion and disorders of emotion: Perspectives from affective neuroscience. In R. J. Davidson, H. H. Goldsmith, & K. Scherer (Eds.), *Handbook of Affective Sciences* (pp. 8-24). New York Oxford University Press.
- Davidson, R. J. (2003). Introduction: Neuroscience. In R. J. Davidson, H. H. Goldsmith, & K. Scherer (Eds.), *Handbook of Affective Sciences* (pp. 3-7). New York Oxford University Press.
- Davidson, R. J., Goldsmith, H. H., & Scherer, K. R. (2003). Introduction. In R. J. Davidson, H. H. Goldsmith, & K. Scherer (Eds.), *Handbook of Affective Sciences* (pp. xiii-xvii). New York Oxford University Press.
- Goldsmith, H. H., & Davidson, R. J. (2003). Introduction Personality. In R. J. Davidson, H. H. Goldsmith, & K. Scherer (Eds.), *Handbook of Affective Sciences* (pp. 677-680). New York Oxford University Press.

- Pizzagalli, D., Shackman, A. J., & Davidson, R. J. (2003). The functional neuroimaging of human emotion: Asymmetric contributions of cortical and subcortical circuitry. In K. Hugdahl & R. J. Davidson (Eds.), *The Asymmetrical Brain* (pp. 511-532). Cambridge, MA: MIT Press.
- Davidson, R. J., Pizzagalli, D., & Nitschke, J. B. (2002). The representation and regulation of emotion in depression: Perspectives from affective neuroscience. In I. H. Gotlib & C. L. Hammen (Eds.), *Handbook of Depression*. (pp. 219-244). New York: Guilford Press.
- Pizzagalli, D., Hendrick, A. M., Horras, K. A. and Davidson, R. J. (2002). Anterior cingulate theta activity is associated with degree of treatment response in major depression. In: K. Hirata, Y. Koga, K. Nagata, K. Yamazaki (Eds.), *Recent Advances in Human Brain Mapping. Proceedings of the 12th World Congress of the International Society for Brain Electromagnetic Topography (ISBET 2001). Excerpta Medica, International Congress Series 1232*. (pp. 711-717). Amsterdam: Elsevier Science B.V.
- Davidson, R. J. (2002). Prefrontal cortex and amygdala contributions to emotion and affective style. In L. Backman & C. von Hofsten (Eds.), *Psychology at the turn of the millennium: Cognitive, biological, and health perspectives* (pp. 355-375). East Sussex: Psychology Press.
- Davidson, R. J., Pizzagalli, D., & Nitschke, J. B. (2002). The representation and regulation of emotion in depression: Perspectives from affective neuroscience. In I. H. Gotlib & C. L. Hammen (Eds.), *Handbook of Depression 2002 Edition ed.*, New York, NY: Guilford Press.
- Davidson, R. J. (2002). Activation paradigms in affective and cognitive neuroscience: Probing the neuronal circuitry underlying mod and anxiety disorders. In D. S. Charney, J. Coyle, K. Davis, & C. Nemeroff (Eds.), *Neuropsychopharmacology - The Fifth Generation of Progress* (pp. 373-382). Lippincott, Williams & Wilkins.
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Abstracts

- Chung, M.K., Schaefer, S.M., van Reekum, C. M., Schmitz, L.P., Sutterer, M., Davidson, R.J. (2014). A unified kernel regression for diffusion wavelets on manifolds detects aging-related changes in the amygdala and hippocampus, 17th International Conference on Medical Image Computing and Computer Assisted Intervention (MICCAI). Lecture Notes in Computer Science, 8674, 791-298.

- Flook, L., Goldberg, S., & Davidson, R. J. (2014, October). Mindfulness in education for teachers and students. Panel presentation at the International Symposium for Contemplative Studies, Boston, MA.
- Goldberg, S. B., Flook, L., & Davidson, R. J. (2014, October). Mindfulness for teachers. Paper presented at the International Symposium for Contemplative Studies Conference, Boston, MA.
- Grupe, D. W., Wielgosz, J., Nitschke, J. B., & Davidson, R. J. (2014, November). Distinct medial prefrontal mechanisms associated with perceived threat bias and hyperarousal symptoms in OEF/OIF veterans. Poster presented at the annual meeting of the Society for Neuroscience, Washington, D.C.
- Grupe, D. W., Wielgosz, J., Seppala, E., Davidson, R. J., & Nitschke, J. B. (2014, March). Individual differences in PTSD symptoms and the neural correlates of unpredictable threat anticipation. Symposium presentation at Anxiety and Depression Conference, Chicago, IL.
- Rosenkranz, M. A., Busse, W. W., Christian, B. T., Esnault, S., Higgins, A. T., Gresham, L., & Davidson, R. J. (2014). Increased glucose metabolism during acute stress in emotional neural circuitry, assessed with FDG-PET, predicts airway inflammation and psychological symptoms in asthma. In *Brain, Behavior, and Immunity*, 40, e23.
- Rosenkranz, M. A., Davidson, R. J., MacCoon, D. G., Sheridan, J. F., Kalin, N. H., and Lutz, A. (2014). Mindfulness-Based Stress Reduction vs. Active Control: Effects on Neurogenic Inflammation. Talk presented at the annual meeting of the Anxiety and Depression Association of America, Chicago, IL.
- Shackman, A. J., Fox, A. S., Oler, J. A., Birn, R. M., Williams, L. E., Oakes, T. R., Shelton, S. E., Davidson, R. J., & Kalin, N. H. (2014). The extended amygdala is a key substrate for extreme anxiety early in life. Talk presented at the annual meeting of the Anxiety and Depression Association of America, Chicago, IL.
- Weng, H.Y. (April, 2014). The impact of compassion meditation training on altruistic behavior and neural responses to human suffering. Talk presented at the Kluge Research Symposium, 13th Annual International Conference of the University of Massachusetts Center for Mindfulness, Norwood, MA.
- Westbrook, C. A., Burghy, C. A., Bussan, D. E., Davidson, R. J., & Essex, M. J. (2014, November). Early-life effortful control buffers the relationship between rumination and internalizing in adolescents: Behavioral and neural evidence from a longitudinal sample. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, D.C.
- Bahr, A., Beall, M., DeWitt, J., Dorschied, L., Elmergreen, J., Farajian, R., Flook, L., et al. (2013, June). Tenacity (in educational game arcade). Poster session presented at the Games, Learning, and Society Conference, Madison, WI.
- Bahr, A., Beall, M., DeWitt, J., Dorschied, L., Elmergreen, J., Farajian, R., Flook, L., et al. (2013, June). Crystals of Kaydor (in educational game arcade). Poster session presented at the Games, Learning, and Society Conference, Madison, WI.
- Beall, M., Owen, V. E., Slater, S., Smith, A., Solis, E., Steinkuehler, & Davidson, R. J. (2013, June). Life Imitates Art: Embodying Focused Attention and Pro-Social Behavior in the Tenacity Project Collaboration. Poster session presented at the Games, Learning, and Society Conference, Madison, WI.
- Burghy, C., Adluru, N., Doran, S., Schmidt, N., Stodola, D., Van Hulle, C., Goldsmith, H., Davidson, R., & Alexander, A. (2013, April). Monozygotic Twin Discordance in Early Generalized Anxiety Predicts Later Differences in Pre-frontal White Matter Connections. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Burghy, C., Ruttle, P., Stodola, D., Molloy, E., Armstrong, J., Oler, J., Fox, M., Hayes, A., Kalin, N., Essex, M., & Davidson, R.J. (2013, April). Early Life Stress, HPA-axis Function, and Developmental Pathways to Amygdala-Prefrontal Resting-State Functional Connectivity and Internalizing Symptoms in Adolescence. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Bussan, D., Burghy, C.A., Oler, J.A., Armstrong, J.M., Fox, A.S., Kirkland Caldwell, J., Hayes, A., Fox, M.E., Dyer, A., Kalin, N.H., Essex, M.J., & Davidson, R.J. (2013, April). Early Life Maternal Depression and

- HPA-Axis Function Predict Differential Affective Chronometry in Task-Related fMRI Data. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Converse, A., Moirano, J., Flores, L., Kronenfeld, K., Barnhart, T., Oakes, T., ... Davidson, R. (2013). [17F]Fluoromethane PET imaging of regional cerebral blood flow in rhesus during amphetamine challenge. *Society of Nuclear Medicine Annual Meeting Abstracts*, 54(Supplement 2), 1753.
- Dyer, A., Burghy, C., Hanson, J., Herringa, R., Stodola, D., Birn, R., Armstrong, J., Davidson, R., & Essex, M. (2013, April). ELS and Trauma Predict Morphometric Differences in the Amygdala. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Flook, L. & Davidson, R.J. (2013, April). Applications of a mindfulness-based curriculum in early education. Research symposium presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Fox, M.E., Dyer, A., Burghy, C.A., Bussan, D., Hanson, J.L., Armstrong, J.M., Birn, R., Essex, M.J., & Davidson, R.J. (2013, April). Task-Related Connectivity, Amygdala Volume, Attentional Control, and Cognitive Function in Anxious Adolescents. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Grupe, D.W., Wielgosz, J., Seppala, E., Davidson, R.J., & Nitschke, J.B. (2013, April). Modulation of anticipatory threat activity by temporal predictability in combat-exposed veterans with and without PTSD. Poster presented at the 20th annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Hanson, J., Pollak, S., & Davidson, R.J. (2013, April). Reward learning and early adversity: Neurobiological mechanisms of behavioral risk. Presentation at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Hayes, A., Stodola, D., Burghy, C., Fox, M., Armstrong, J., Essex, M., & Davidson, R.J. (2013, April). Exploring Emotion Regulation in Adolescence: Autonomic and Cognitive Contributions. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Kruis, A. Slagter, H.A., Bachhuber, D.R.W., Davidson, R.J., Lutz, A. (2013, July) Effects of meditation experience and type on spontaneous eye-blink activity: implications for the study of cognitive stability and flexibility. Poster presented at the Mind & Life Summer Research Institute, Garrison, NY.
- Lapate, R.C., Rokers, B., Davidson, R.J. (2013). Emotional activation colors first impressions: a regulatory role for conscious access. In: 20th Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Lapate, R.C., Rokers, B., Li, T., Davidson, R.J. (2013). Affective priming occurs during continuous flash suppression. In: 6th Annual Meeting of the Society for Affective Neuroscience, San Francisco, CA.
- Lapate, R.C., Rokers, B., Tromp, D., Orfali, N., Doran, S., Adluru, N., Alexander, A. L., Davidson, R.J. (2013). Amygdalar function and connectivity underlie affective misattribution after non-conscious emotional processing. In: 53rd Annual Meeting of the Society for Psychophysiological Research, Florence, Italy.
- Lutz, A., Perlman, D., Dahl, C., & Davidson, R. (2013, April). Differential effects of two meditation practices on the neural responses to pain in expert meditators. Poster presented at the 20th annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Schaefer, S.M., Lapate, R.C., Slagter, H.A., Hinsenkamp, L.D., Gresham, L.K., van Reekum, C.M., Norris, C.J., & Davidson, R.J. (2013, October). Corrugator supercilii muscle deactivation to positive stimuli: Reliability, relations with day reconstructed positive affect, and modulation by instructed emotion regulation. Poster presented at the annual meeting of the Society for Research in Psychophysiology, Florence, Italy.

- Weng, H., Motzkin, J., Stodola, D., Rogers, G., & Davidson, R. (2013, April). Neural substrates of arousal in compassion training. Poster presented at the 20th annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Fox A. S. (December, 2012). Structural and Functional Alterations Predict Individual Differences in Behavioral Inhibition. Presented at the American College for Neuropharmacology Conference, Hollywood, FL.
- Fox A.S., Oler J.A., Tromp D.P.M., Shackman A.J., Alexander A.L., Davidson R.J., Kalin N.H. (2012). Cortisol predicts decreased cerebral cortical volume in 592 young non-human primates. International Society of Psychoneuroendocrinology, New York, NY.
- Fox A.S., Vack N.J., Freeman A.A., Davidson R.J. (2012). The Neural Correlates of Individual Differences in Prosocial Valuation. Presented at the meeting for the Society for Neuroeconomics.
- Fox, A. S., Oler, J. A., Shackman, A. J., Shelton, S. E., Davidson, R. J. & Kalin, N. H. (2012). The neural substrates of anxious temperament in 592 young rhesus monkeys. Talk presented at the annual meeting of the Society for Neuroscience, New Orleans, LA.
- Goldberg, S.B., Veazie, S., Flook, L., & Davidson, R.J. (2012, April). Thin slices of behavior: Do observer ratings predict teacher stress and well-being? Poster presented at the International Symposia for Contemplative Studies, Denver, CO, April 26-29, 2012.
- Hanson, J.L., Pollak, S.D., & Davidson, R.J. (2012, October) Early life stress & medial temporal lobe morphometry. Talk presented at the Annual Meeting for Society for Neuroscience. New Orleans, LA.
- Heller A.S., Wing E., Mayer, K., Fox, A.S., Vack, N.J., & Davidson R.J. (2012). Temporal dynamics of emotion and fMRI. Presented at the Society for Neuroscience annual meeting.
- Javaras, K.N., Davidson R.J., Schmidt N., Armstrong J.M., Klein M., Essex, M.J., & Goldsmith H.H. (2012, September). Childhood temperament as a risk factor for adolescent and early adult overweight/obese: Results from two longitudinal studies, Poster presentation at the Obesity Society Annual Scientific Meeting, San Antonio, TX.
- Kral, T.R.A., Schuyler, B. S., Burghy, C., Perlman, D., Rosenkranz, M., Maccoon D., Lutz, A. & Davidson, R. J. (2012, October). Mindfulness predicts differential PFC activity in response to picture valence. Poster presented at the Society for Neuroscience Annual Meeting, New Orleans, LA.
- Lapate, R. C., van Reekum, C. M., Schaefer, S. M., Heller, A., Oh, J.M., Johnson, S.C., Ryff, C. D., & Davidson, R. J. (2012, October). Positive Affective Style is Independently Predicted by Increased Cerebral Blood Flow in the Subgenual Anterior Cingulate Cortex and in the Superior Temporal Gyrus: An Investigation of Individual Differences in Mood using Perfusion MRI. Poster presented at the 42nd annual meeting of the Society for Neuroscience, New Orleans, LA.
- Levinson, D. B. & Davidson, R. J. (2012, April). Developing a Behavioral Measure of Mindfulness. Symposium presentation at the first International Symposia for Contemplative Studies, Denver, CO.
- Oler, J. A., Tromp, D., Fox, A. S., Shackman, A. J., Davidson, R. J., Alexander, A. L., Birn, R. M. & Kalin, N. H. (2012). Connectivity of the extended amygdala in newborn rhesus monkeys. Poster presented at the annual Wisconsin Symposium on Emotion, Madison, WI.
- Schaefer, S., van Reekum, C., Lapate, R., Norris, C., Hinsenkamp, L., Gresham, L., Bachhuber, D., & Davidson, R. (2012, September). Individual differences in executive function predict emotional reactivity to and recovery from negative stimuli in females, but not males, in two separate studies. Poster session presented at the annual Society for Psychophysiological Research Meeting, New Orleans, LA.
- Schuyler, B.S., Kral, T.R.A, Jacquart, J., Burghy, C., Weng, H.Y., Perlman, D., Bachhuber, D., Rosenkranz, M.A., D., MacCoon, D.G., van Reekum, C.M., Lutz, A., Davidson, R.J. (April 2012). Temporal dynamics of emotional responding: Amygdala recovery, but not reactivity, predicts neuroticism and likability of social stimuli. Poster presented at the 2012 Society for Neuroscience Meeting, New Orleans, LA.

- Shackman, A. J., Fox, A. S., Oler, J. A., Shelton, S. E., Davidson, R. J. & Kalin, N. H. (2012). A common neural phenotype underlies diversity in the expression of anxiety. Talk presented at the annual meeting of the Society for Neuroscience, New Orleans, LA.
- Shackman, A. J., Fox, A. S., Oler, J. A., Van Valkenberg, H. C., Shelton, S. E., Davidson, R. J., & Kalin, N. H. (2012). A common neural phenotype underlies diversity in the presentation of anxiety. Poster presented at the annual Wisconsin Symposium on Emotion, Madison, WI.
- Shackman, A. J., Maxwell, J. S., McMenam, B. W., Fox, A. S., Greischar, L. L. & Davidson, R. J. (2012). Neural circuitry mediating the impact of anxiety on cognition. *Psychophysiology*, 48, S8.
- Shackman, A. J., Shackman, J. E., Salomons, T. V., Slagter, H. A., Fox, A. S., Winter, J. J., Jenness, J. L., Pollak, S. D. & Davidson, R. J. (2012). Anxiety and adaptive control in rostral cingulate cortex. University of Colorado at Boulder Annual Conference, Boulder, CO.
- Slagter, H. A., Tomer R., Christian, B. T., Fox, A. S., Colzato, L. S., King, C. R., Murali, D., Davidson, R. J. (2012, March). A role for striatal dopamine in mediating the attentional blink: Functional implications. Poster session presented at the annual Cognitive Neuroscience Society Meeting, San Francisco, CA.
- Tromp D.P.M., Fox A.S., Oler J.A., Adluru N., Davidson R.J., Alexander A.L., and Kalin N.H. (2012). Cortisol Predicts Increased Internal Capsule Integrity in a Large Sample of Non-Human Primates. International Society of Psychoneuroendocrinology, New York, NY.
- Tromp, D., Oler, J. A., Fox, A. S., Shackman, A. J., Davidson, R. J., Birn, R. M., Alexander, A. L. & Kalin, N. H. (2012). Structural and functional connectivity of the extended amygdale in newborn monkeys. Talk presented at the annual meeting of the Society for Neuroscience, New Orleans, LA.
- van Reekum, C. M., Schaefer, S. M., Lapate, R. C., Johnstone, T., Heller, A., Norris, C. J., Tun, P. A., Lachman, M. E., Ryff, C. D., & Davidson, R. J. (2012, April). A lateral-medial shift in prefrontal cortical engagement underlies intact emotional processing in aging. Talk presented at the 19th Annual Cognitive Neuroscience Society Meeting, Chicago (IL), USA.
- van Reekum, C. M., Schaefer, S. M., Lapate, R. C., Johnstone, T., Heller, A., Norris, C. J., Tun, P. A., Lachman, M. E., Ryff, C. D., & Davidson, R. J. (2012, June). A lateral-medial shift in prefrontal cortical engagement underlies intact emotional processing in aging. Poster presented at the 18th Meeting of the Organisation for Human Brain Mapping, Beijing, China.
- Weng, H.Y. (2012, April). Compassion training alters altruistic behavior and neural responses to suffering as part of the symposium "Neural substrates of compassion" (with Tania Singer, Olga Klimecki and Tor Wager, Ph.D.) Presentation given at the International Symposia for Contemplative Studies, Denver, CO.
- Weng, H.Y. (2012, April). Stability of neural states and charitable donations after compassion training. Presentation given at Mind and Life XIV: Latest Findings in Contemplative Neuroscience with His Holiness, the Dalai Lama, Rochester, MN.
- Weng, H.Y. (July, 2012). Behavioral and neural effects of compassion meditation. Talk presented at The Science of Compassion: Origins, Measures and Interventions. Telluride, CO.
- Weng, H.Y., Lewis-Peacock J., Stodola, D.E., Davidson, R.J. (2012, April). Multi-voxel pattern analysis of brain states after compassion training predicts charitable donations (Graduate Student Award winner). Presentation given at the Annual meeting of the Cognitive Neuroscience Society, Chicago, IL.
- Wielgosz, J., Repshas, L. M., Greischar, L. L., & Davidson, R. J. (2012, June). Protective body posture modulates physiological response to threat. Poster session presented at the 2012 Mind and Life Summer Research Institute, Garrison, NY.
- Wielgosz, J., Repshas, L. M., Greischar, L. L., & Davidson, R. J. (2012). Protective body posture modulates physiological response to threat. Presented at the Association for Psychological Science Annual Convention, Chicago, IL.

- Fox, A. S., Shelton, S. E., Oler, J. A., Nanda, S. A., Roseboom, P. H., Davidson, R. J., & Kalin, N. H. (2011). RNA expression in the primate amygdala predicts anxious temperament and its intermediate neural phenotype. *Biological Psychiatry*, *69*(9), 196S.
- Oler, J. A., Shelton, S. E., Birn, R. M., Fox, A. S., Davidson, R. J., & Kalin, N. H. (2011). Extending the extended amygdala to primate neuroimaging with resting fMRI. *Biological Psychiatry*, *69*(9), 260S.
- Shelton, S. E., Oler, J. A., Fox, A. S., Davidson, R. J., Dyer, T. D., Raveendran, M., Blangero, J., Rogers, J., & Kalin, N. H. (2011). The influence of CRH Receptor-2 gene variation on cortisol and brain metabolism. *Biological Psychiatry*, *69*(9), 197S.
- Lapate, R. C., van Reekum, C. M., Schaefer, S. M., Norris, C. J., Greischar, L. L., & Davidson, R. J. (2011). Decreased spousal stress is associated with persistent responding to positive stimuli. *Psychophysiology*, *48*, S55.
- Schaefer, S. M., Morozink, J. A., van Reekum, C. M., Lapate, R. C., Norris, C. J., Greischar, L. L., Ryff, C. D., & Davidson, R. J. (2011). Higher levels of self-reported psychological well-being are associated with better emotional recovery from negative stimuli measured objectively with eyeblink startle reflex and corrugator EMG. *Psychophysiology*, *48*, S76.
- Shackman, A. J., Maxwell, J. S., McMenemy, B. W., Fox, A. S., Greischar, L. L., & Davidson, R. J. (2011). Neural circuitry mediating the impact of anxiety on cognition. *Psychophysiology*, *48*, S8.
- Fox, A. S., Vack, N., Vanderwerff, L., & Davidson, R. J. (2011). Reliably quantifying the value an individual assigns to giving a stranger money. Poster session presented at the annual Cognitive Neuroscience Society Meeting, San Francisco, CA.
- Hanson, J. L., Chung, M. K., Avants, B. B., Shirtcliff, E. A., Gee, J. C., Pollak, S. D., & Davidson, R. J. (2011). Structural brain correlates of successful stress regulation in children. Poster session presented at the annual Cognitive Neuroscience Society Meeting, San Francisco, CA.
- Fox, A. S., Oler, J. A., Shelton, S. E., Nanda, S. A., Davidson, R. J., Roseboom, P. H., & Kalin, N. H. (2011). Gene expression patterns in the primate amygdala linked to anxious temperament and its neural substrate. Presented at the Society for Neuroscience annual meeting, Washington, DC.
- Hanson, J. L., Chung, M. K., Avants, B. B., Rudolph, K. D., Shirtcliff, E. A., Gee, J. C., Davidson, R. J., & Pollak, S. D. (2011). Child maltreatment, cumulative lifetime stress and amygdala volume. Poster presented at the Society for Neuroscience annual meeting, Washington, DC.
- Heller, A. S., van Reekum, C. M., Schaefer, S. M., Ryff, C. D., & Davidson, R. J. (2011). Sustained nucleus accumbens activation predicts self-reported psychological well-being, Poster presented at the Society for Neuroscience annual meeting, Washington, DC.
- Lee, H., Kim, S.-G., Chung, M. K., Hanson, J. L., Avants, B. B., Gee, J. C., Davidson, R. J., & Pollak, S. D. (2011). Agreement between the white matter connectivity via tensor-based morphometry and the volumetric white matter parcellations. Presented at the Society for Neuroscience annual meeting, Washington, DC.
- Oler, J. A., Fox, A. S., Shelton, S. E., Raveendran, M., Fawcett, G. L., Dyer, T. D., Blangero, J., Davidson, R. J., Rogers, J., & Kalin, N. H. (2011). Variation in a primate-specific CRHR1 exon influences anxious temperament and its underlying neural circuit. Presented at the Society for Neuroscience annual meeting, Washington, DC.
- Chung, M. K., Hanson, J., Davidson, R. J., & Pollak, S. (2011). Effect of family income on hippocampus growth: Longitudinal study. Poster session presented at the 17th Annual Meeting of the Organization for Human Brain Mapping, Québec City, Canada.
- Kim, S.-G., Chung, M. K., Hanson, J., Avants, B., Gee, J., Davidson, R. J., & Pollak, S. (2011). White matter structural connectivity without diffusion tensor imaging. Poster session presented at the 17th Annual Meeting of the Organization for Human Brain Mapping, Québec City, Canada.

- Seo, S. Chung, M. K., Dalton, K. M., & Davidson, R. J. (2011). Multivariate cortical shape modeling based on sparse representation. Poster session presented at the 17th Annual Meeting of the Organization for Human Brain Mapping, Québec City, Canada.
- Javarras, K. N., Schaefer, S. M., Lapate, R. C., Greischar, L. L., van Reekum, C. M., & Davidson, R. J. (2011). Conscientiousness predicts better emotional recovery from negative stimuli in middle-aged adults. Poster presented at the Association for Psychological Sciences Annual Convention, Washington, DC.
- Angelos, L., Nacewicz, B. M., Alexander, A. L., Davidson, R. J. (2011). Single Voxel MR Spectroscopy Data Quality and Metabolite Signature of the Isolated Amygdala. Poster session presented at the 19th Annual Meeting of the International Society for Magnetic Resonance in Medicine, Montreal, Quebec, Canada
- Birn, R., Shelton, S., Oler, J., Fox, A., Davidson, R. J., & Kalin, K. (2011). Resting functional connectivity between amygdala and dlPFC predicts anxious temperament in the rhesus monkey. Poster session presented at the 19th Annual Meeting of the International Society for Magnetic Resonance in Medicine, Montreal, Quebec, Canada
- Schaefer, S. M., van Reekum, C. M., Lapate, R. C., Greischar, L. L., & Davidson, R. J. (2011). Individual differences in executive control separately predict emotional reactivity to and recovery from negative pictures (assessed with corrugator EMG). Poster presented at the Determinants of Executive Function & Dysfunction Annual Conference, Boulder, CO.
- Heller, A. S., Greischar, L. L., Honor, A., & Davidson, R. J. (2010). Acquisition of simultaneous corrugator EMG and BOLD fMRI. *Psychophysiology*, *47*, S76.
- Shelton, S. E., Oler, J. O., Fox, A. S., Oakes, T. R., Davidson, R. J., Shelledy, W., . . . Kalin N. H. (2010). Heritability of glucose metabolism in the Rhesus monkey brain during exposure to potential threat. *Biological Psychiatry*, *67*, 113S.
- Fox, A. S., Oler, J. A., Shelton, S. E., Oakes, T. E., Shelledy, W., Dyer, T. D., Blangero, J., Rogers, J., Davidson, R. J., & Kalin, N. H. (2010). Gray-matter probability in the amygdala predicts anxious temperament and is heritable. Presented at Cognitive Neuroscience Society, Montreal, Canada.
- Oler, J. A., Fox, A. S., Shelton, S. E., Oakes, T. E., Shelledy, W., Dyer, T. D., Blangero, J., Rogers, J., Davidson, R. J., & Kalin, N. H. (2010). Heritable and non-heritable brain metabolism during exposure to potential threat. Presented at Cognitive Neuroscience Society, Montreal, Canada.
- Chung, M. K., Adluru, N., Dalton, K. M., Alexander, A. L., & Davidson, R. J. (2010). Characterization of Structural Connectivity in Autism using Graph Networks with DTI. Poster session presented at the 16th Annual Meeting of the Organization for Human Brain Mapping, Barcelona, Spain.
- Schuyler, B. S., Weng, H., Rosenkranz, M. A., MacCoon, D., Sheftel, J., Lutz, A., & Davidson, R. J. (2010). Examining Prefrontal to Amygdala Circuitry During Emotion Regulation Using Dynamic Causal Modeling. Poster session presented at the 16th Annual Meeting of the Organization for Human Brain Mapping, Barcelona, Spain.
- Adluru, N., Dalton, K. M., Alexander, A. L., & Davidson, R. J. (2010). Investigating asymmetry of structural connectivity in autism. Poster session presented at the 16th Annual Meeting of the Organization for Human Brain Mapping, Barcelona, Spain.
- Chung, M. K., Hanson, J. L., Avants, B., Gee, J., Davidson, R. J., & Pollak, S. (2010). Structural Connectivity Mapping via the Tensor-Based Morphometry. Poster session presented at the 16th Annual Meeting of the Organization for Human Brain Mapping, Barcelona, Spain.
- Lee, H., Heller, A. S., van Reekum, C., Nelson, B., & Davidson, R. J. (2010). Successful Down-Regulation of Negative Affect is Associated with Amygdala-PFC Decoupling. Poster session presented at the 16th Annual Meeting of the Organization for Human Brain Mapping, Barcelona, Spain.

- Birn, R.M., Shelton, S.E., Oler, J.A., Fox, A.S., Davidson, R.J., & Kalin, N.H. (2010). Resting functional connectivity between the amygdala and dlPFC predicts anxious temperament in the rhesus monkey. Presented at the Society for Neuroscience, San Diego, CA.
- Hanson, J.L., Chung, M.K., Pollak, S.D. & Davidson, R.J. (2010). Development of the medial temporal lobe: Cross-sectional & longitudinal insights into behavioral change. Presented at the Society for Neuroscience, San Diego, CA.
- Heller, A., Johnstone, T., Peterson, M. J., Kolden, G. G., Kalin, N. H., & Davidson, R. J. (2010). Increased ability to sustain activity in fronto-striatal circuits is related to improved positive affect following treatment in major depression. Presented at the Society for Neuroscience, San Diego, CA.
- Shelton, S.E., Oler, J.A., Fox, A.S., Shelledy, W., Garcia, R., Dyer, T.D., Blangero, J., Christian, B.T., Davidson, R.J., Rogers, J., & Kalin, N.H. (2010). The serotonin transporter polymorphism, amygdala activity and anxious temperament. Presented at the Society for Neuroscience, San Diego, CA.
- Fox, A. S., Shelton, S. E., Oler, J. A., Roseboom, P. H., Nanda, S. A., Davidson, R. J., & Kalin, N. H. (2010). Anxious Temperament Related Gene Expression in the Primate Amygdala. Presented at the New York Academy of Sciences meeting on Behavioral Epigenetics, Boston, MA.
- Adluru, N., Dalton, K. M., Graupner, T., Alexander, A. L., & Davidson, R. J. (2010). Behavioral correlation with hemispheric structural connectivity in autism. International Meeting For Autism Research (IMFAR), Philadelphia, PA.
- Dalton, K. M., Adluru, N., & Davidson, R. J. (2010). Heart rate variability and brain function during emotional face and voice processing in autism. International Meeting For Autism Research (IMFAR), Philadelphia, PA.
- Adluru, N., Chung, M. K., Alexander, A. L., Dalton, K. M., & Davidson, R. J. (2010). Characterizing brain connectivity using epsilon radial nodes: application to autism classification. Poster at 13th International Conference on Medical Image Computing and Computer Assisted Intervention (MICCAI) workshop on Computational Diffusion MRI, Beijing, China.
- Hanson, J. L., Chung, M. K., Avants, B. B., Shirlcliff, E. A., Schlaak, M., Gee, J. C., Davidson, R. J., & Pollak, S. D. (2010). Effects of early deprivation and neglect on adolescent brain structure and neuropsychological functioning. Poster session at the Biennial Meeting of the Society for Research in Adolescence, Philadelphia, PA.
- Salomons, T.V., Nusslock, R., Detloff, A., Johnstone, T., Abramson, L.Y., & Davidson, R.J. (2010). Neural Bases of Top Down Mechanisms of Anxiety Reduction Due to Perceived Control Over Pain. Poster presentation at the 13th World Congress on Pain, Montreal, Quebec, Canada.
- Salomons, T. V. , Nusslock, R., Johnstone, T., Detloff, A., & Davidson, R. J. (2010). Perceived control over pain reduces anxiety: Top down mechanisms. Presentation at the 13th World Congress on Pain, Montreal, Quebec, Canada.
- Fox, A. S., Shelton, S. E., Alexander, A. L., Oakes, T. R., Shackman, A. J., Davidson, R. J., & Kalin, N. (2010). Diffusion Tensor Imaging (DTI) Demonstrates that Prefrontal-Amygdala White- Matter Tracts Relate to Anxious Temperament and Amygdala Metabolism. UW Department of Psychology Hertz Poster Session.
- Lapate, R. C., Lee, H., Salomons, T. V., Greischar, L. G., van Reekum, C. M., & Davidson, R. J. (2010). Contribution of Affective Style to the Successful Regulation of Pain: a Psychophysiological and Neuroimaging Investigation. UW Department of Psychology Hertz Poster Session.
- Oler, J. A., Fox, A. S., Shelton, S. E., Rogers, J., Shelledy, W., Oakes, T. R., Davidson, R. J., & Kalin, N. (2010). The Influence of a CRHR1 Gene Polymorphism on Anxious temperament and Amygdala Reactivity in Rhesus Monkeys. UW Department of Psychology Hertz Poster Session.

- Weng, H. Y., Fox, A. S., Shackman, A. J., Kirkland, J. Z., Stodola, D. E., Olson, M., Rogers, G. M., & Davidson, R. J. (2010). Can Compassion be Trained? Behavioral and Neural Evidence. UW Department of Psychology Hertz Poster Session.
- Shelton, S. E., Oler, J. A., Fox, A. S., Oakes, T. R., Davidson, R. J., and Kalin, N. H. (2009). Activity of the primate amygdala central nucleus predicts anxious temperament. *Biological Psychiatry*, *65*, 8S.
- Lapate, R. C., Salomons, T. V., Lee, H., van Reekum, C. M., Greischar, L. L., Davidson, R. J. (2009, October). The contribution of affective style to the successful downregulation of pain: A psychophysiological and neuroimaging investigation. *Psychophysiology*, *46*, S95.
- Schaefer, S. M., van Reekum, C. M., Lapate, R. C., Norris, C. J., Bachhuber, D. R. W., Sutterer, M. J., et al. (2009, October). Impaired recovery from negative stimuli across paradigms and measures. *Psychophysiology*, *46*, S130.
- Hanson, J. L., Davidson, R. J., Pollak, S. D. (2009). The correlates of early experience on structural brain development. Poster presented at the Annual Meeting of the Society for Neuroscience, Chicago, IL.
- Lutz, A., Garg, R., Cecchi, G. A., Davidson, R. (2009). Alterations in functional networks during two different styles of meditations in experts and novices. Poster presented at the Annual Meeting of the Society for Neuroscience, Chicago, IL.
- Oler, J. A., Fox, A. S., Shelton, S. E., Rogers, J., Shelledy, W., Raveendran, M., et al. (2009). The influence of a CRHR1 gene polymorphism on anxious temperament and amygdala reactivity in rhesus monkeys. Poster presented at the Annual Meeting of the Society for Neuroscience, Chicago, IL.
- Schaefer, S. M., Sutterer, M. J., Peschke, L. C., van Reekum, C. M., Norris, C. J., Lapate, R. C., et al. (2009). Amygdala volume predicts prolonged response to negative stimuli, whereas hippocampal volume predicts prolonged response to positive stimuli (as indexed by corrugator facial EMG). *NeuroImage*, *47*(S1), 699.
- van Reekum, C. M., Schaefer, S. M., Lapate, R. C., Norris, C. J., & Davidson, R. J. (2009). Emotion reactivity and recovery across adulthood: Evidence from the Midlife in the US (MIDUS-II) study. *Psychophysiology*, *46*, S19.
- Johnstone, T., Kolden, G., Polis, S., Peterson, M. J., Tierney, S., Kalin, N. H., et al. (2008). Prefrontal regulation of the emotional brain: Findings in depressed and healthy subjects from neuroimaging and psychophysiology. *Biological Psychiatry*, *63*, 52S.
- Shelton, S. E., Fox, A. S., Davidson, R. J., Oakes, T. R., & Kalin, N. H. (2008). Increased amygdala activity predicts anxious temperament in adolescent primates. *Biological Psychiatry*, *63*, 62S.
- Chung, M. K., Kelley, D. J., Dalton, K. M., & Davidson, R. J. (2008). Detection of local cortical asymmetry via discriminant power analysis. *NeuroImage*, *41*, S90.
- Johnstone, T., Kolden, G., Polis, S., Peterson, M., Tierney, S., Kalin, N., et al. (2008). Prefrontal regulation of the emotional brain: Findings in depressed and healthy subjects from neuroimaging and psychophysiology. *NeuroImage*, *41*, S170.
- Kirkland, J., Essex, M., Armstrong, J., & Davidson, R. (2008). Inhibiting responses to faces and complex objects: Concurrent empathy, developmental aggression, and neural response. *NeuroImage*, *41*, S137.
- van Reekum, C. M., Johnstone, T., Norris, C. J., Schaefer, S. M., Lapate, R. C., Bachhuber, D., et al. (2008). Neural mechanisms underlying cognition-affect interaction and psychological well-being. *NeuroImage*, *41*, S136.
- Schaefer, S., Sutterer, M., Reekum, C., Nacewicz, B., Norris, C., Lapate, R., et al. (2008). Amygdala volume predicts reactivity to positive but recovery from negative stimuli as indexed by corrugator facial EMG. *NeuroImage*, *41*, S169.

- Nusslock, R., Shackman, A. J., McMenamin, R. W., Greischar, L. L., Kovacs, M., & Davidson, R. J. (2008). Anxiety moderates relations between frontal EEG alpha asymmetry and depression. *Psychophysiology*, *45*, S77.
- van Reekum, C. M., Johnstone, T., Schaefer, S. M., Norris, C. J., Lapate, R. C., Bachhuber, D., et al. (2008). Neural mechanisms underlying cognition-affect interactions and psychological well-being. *Psychophysiology*, *45*, S77.
- Christian, B. T., Vandehey, N. T., Olier, A., Fox, A. S., Murali, D., Rogers, J., et al. (2008, November). A PET investigation of 5-HTTLPR gene polymorphisms on serotonin transporter binding in the rhesus monkey. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Hanson, J. L., Chung, M. K., Sutterer, M. J., Naciewicz, B. M., Pollack, S. D., & Davidson, R. J. (2008, November). Smaller amygdalae are associated with early social deprivation in childhood. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Heller, A., Johnstone, T., Kalin, N. H., & Davidson, R. J. (2008, November). Effect of repetition of affective stimuli on striatal structures in depression. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Johnstone, T., Kolden, G. P., Heller, A., Peterson, M. J., Tierney, S., Polis, S., et al. (2008, November). Altered prefrontal-amygdala functional connectivity in depression. Presentation at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Mazzulla, E. C., Oler, J. A., Johnstone, T., Kirkland, J. Z., Shirtcliff, E. A., Armstrong, J. M., et al. (2008, November). The effect of cortisol on fMRI signal during emotion-regulation in adolescent subjects. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Salomons, T. V., Shackman, A. J., Winter, J., Naciewicz, B., & Davidson, R. J. (2008, November). Dorsal ACC is involved in affective processing: examining the functional subdivision of anterior cingulate cortex using quantitative meta-analysis. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Shelton, S. E., Fox, A. S., Oler, J. A., Oakes, T. R., Christian, B. T., Davidson, R. J., et al. (2008, November). Individual differences in anxious temperament are predicted by 5-HTT binding in the bed nucleus of the stria terminalis. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Slagter, H. A., Johnstone, T., Beets, I. A. M., & Davidson, R. J. (2008, November). Conscious perception in the attentional blink: An fMRI study. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Vandehey, N. T., Moirano, J., Murali, D., Vogt, K., Converse, A., Nickles, R. J., et al. (2008, November). A comparison of PET tracers for measuring extrastriatal dopamine D2/D3 binding. Presentation at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Fox, A. S., Shelton, S. E., Oakes, T. R., Converse, A. K., Davidson, R. J., Rogers, J., & Kalin, N. H. (2007). Studies in rhesus monkeys reveal that 5-HTT S-carriers have multiple stress associated neural vulnerabilities. *Biol. Psychiatry*, *61*, 107S.
- Shelton, S. E., Fox, A. S., Davidson, R. J., & Kalin, N. H. (2007). Individual differences in subgenual prefrontal cortical activity are linked to stress-induced cortisol. *Biol. Psychiatry*, *61*, 101S.
- Chung, M., Dalton, K. M., & Davidson, R. J. (2007). Unified cortical asymmetry analysis in autism via weighted-SPHARM. *NeuroImage* *36*(S1).
- Johnstone, T., Salomons, T. V., Backonja, M. M., & Davidson, R. J. (2007). Analyzing graded change in BOLD response using sigmoid functions: An example with pain perception. *NeuroImage* *36*(S1).

- Kelley, D., Dalton, K. M., Nacewicz, B. M., Johnstone, T., Chung, M., Oakes, T. R., Alexander, A. L., & Davidson, R. J. (2007). Functional amygdala connectivity with the superior temporal area predicts autism eye gaze behavior. *NeuroImage* 36(S1).
- Wang, S., Chung, M., Dalton, K. M., Alexander, A. L., & Davidson, R. J. (2007). Automated diagnose of autism using fourier series expansion of corpus callosum boundary. *NeuroImage* 36(S1).
- Slagter, H. A., Kelly, B. J., Shackman, A. J., & Davidson, R. J. (2007). Threat-related attentional bias in anxiety. *Psychophysiology*, 44, S87.
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- Fox, N. A., & Davidson, R. J. (1987). Patterns of EEG asymmetry reflect the presence of discrete emotions in 10 month-old infants. *Journal of Clinical and Experimental Neuropsychology*, *9*, 71.
- Davidson, R. J., & Fox, N. A. (1987). Activation asymmetries during rest predict infant's affective response to maternal separation. *Journal of Clinical and Experimental Neuropsychology*, *9*, 71.
- Davidson, R. J., & Fox, N. A. (1987). Hemispheric asymmetry and the development of emotion. *Journal of Clinical and Experimental Neuropsychology*, *9*, 71.
- Saron, C.D., & Davidson, R. J. (1986). Response hand influences visual evoked potential estimates of interhemispheric transfer time in children. *Psychophysiology*, *23*, 458.
- Fox, N. A., & Davidson, R. J. (1986). Smiles to the stranger, joy to the mother: EEG asymmetry discriminates between felt and unfelt smiles in human infants. *Psychophysiology*, *23*, 436.
- Cohen, B. H., Saron, C., Senulis, J., & Davidson, R. J. (1986). Muscle tension patterns associated with auditory attention as compared with short-term digit retention. *Psychophysiology*, *23*, 429-430.
- Davidson, R. J. (1986). EEG measures of cerebral asymmetry: Conceptual and methodological issues. *Psychophysiology*, *23*, 421.
- Leslie, S. C., & Davidson, R. J. (1985). Purdue Pegboard performance in disabled and normal readers: One year re-test reliability and objective measurement of motor asymmetry. *Journal of Clinical and Experimental Neuropsychology*, *7*, 605.
- Gladstone, M., Davidson, R. J., & Best, C. T. (1985). Interhemispheric collaboration in disabled and nondisabled readers: A study of bimanual motor performance. *Journal of Clinical and Experimental Neuropsychology*, *7*, 627.
- Davidson, R. J., Saron, C., Leslie, S. C., & Reiner, P. D. (1985). Visual-evoked response estimates of interhemispheric transfer time: Comparison of dyslexics and normals. *Journal of Clinical and Experimental Neuropsychology*, *7*, 634.
- Saron, C., Reiner, P., & Davidson, R. J. (1985). Visual evoked response estimates of interhemispheric transfer time in humans: Occipital region effects. *Psychophysiology*, *22*, 611.
- Saron, C., Reiner, P., & Davidson, R. J. (1985). Visual evoked response estimates of interhemispheric transfer time in humans: Occipital region effects. *Society for Neuroscience 11*.
- Davidson, R. J. (Chm.) (1984). Symposium on psychophysiological specificity and emotion (Cacioppo, Davidson, Lang, Levenson, and Schwartz participants). *Psychophysiology*, *21*, 563-565.
- Saron, C., Reiner, P., & Davidson, R. J. (1984). Evoked potential and reaction time measurement of interhemispheric transfer time. *Psychophysiology*, *21*, 597.
- Fox, N. A., & Davidson, R. J. (1984). EEG asymmetry in response to stranger and mother approach and maternal separation in 10 month old infants. *Psychophysiology*, *21*, 577.
- Saron, C., Reiner, P., & Davidson, R. J. (1984). Evoked potential and reaction time measurement of interhemispheric transfer time in humans. *Society for Neuroscience 10*.
- Fox, N. A., & Davidson, R. J. (1984). Hemispheric asymmetry and emotion. *Infant Behavior and Development*, *7*, 123.
- Fox, N. A., Davidson, R. J., Schaffer, C. E., Saron, C., & Gelles, M. (1983). EEG asymmetries in newborn infants in response to tastes differing in affective valence. *Psychophysiology*, *20*, 440.
- Schaffer, C. E., Davidson, R. J., & Saron, C. (1981). Parietal and frontal EEG asymmetry in depressed and non-depressed subjects. *Psychophysiology*, *19*, 345-346.

- Bennett, J., Davidson, R. J., & Saron, C. (1981). Patterns of self-rating in response to verbally elicited affective imagery: Relation to frontal versus parietal EEG asymmetry. *Psychophysiology*, *18*, 158.
- Davidson, R. J., Taylor, N., Saron, C., & Stenger, M. (1980). Individual differences and task effects in EEG measures of hemispheric activation I: Effects of reference electrode. *Psychophysiology*, *17*, 311.
- Davidson, R. J., Taylor, N., Saron, C., & Stenger, M. (1980). Individual differences and task effects in EEG measures of hemispheric activation II: Effects of familial sinistrality. *Psychophysiology*, *17*, 312.
- Leslie, S., Davidson, R. J., Kessler, S., Saron, C., & McKenna, W. (1980). Event-related potentials in response to ambiguous male and female faces: Biocognitive substrates of gender recognition. *Psychophysiology*, *17*, 300.
- Davidson, R. J. (1979). Event-related brain potentials in response to conscious and non-conscious stimuli: Hemispheric specialization and the effects of attention. In D. Lehman and E. Callaway (Eds.), *Human Evoked Potentials: Applications and Problems*, p. 451. New York: Plenum Press
- Davidson, R. J., Taylor, N., & Saron, C. (1979). Hemisphericity and styles of information processing: Individual differences in EEG asymmetry and their relationship to cognitive performance. *Psychophysiology*, *16*, 197.
- Davidson, R. J., Schwartz, G. E., Horowitz, M., & Goodman, D. (1979). Hand differences in the synchronization of tapping with the heart beat. *Psychophysiology*, *16*, 197.
- Davidson, R. J., Schwartz, G. E., Saron, C., Bennett, J., & Goleman D. J. (1979). Frontal versus parietal EEG asymmetry during positive and negative affect. *Psychophysiology*, *16*, 202-203.
- Davidson, R. J., & Marshak A. (1978). EEG asymmetry in musical readers and non-readers during musical and cognitive tasks. *Psychophysiology*, *15*, 269.
- Davidson, R. J., Schwartz, G. E., Weinberger, D., & Lenson, R. (1978). Hemisphericity and cognitive strategy during cardiac self-regulation. *Psychophysiology*, *15*, 269.
- Davidson, R. J., Davison, G. C., & Freedland, E. S. (1978). Cardiac and electrodermal patterning during cognitive and somatic anxiety. *Psychophysiology*, *15*, 283.
- Davidson, R. J., & Schwartz, G. E. (1978). The effects of attentional self-regulation upon unconscious information processing: Scalp topography of averaged evoked responses to subthreshold stimuli. *Psychophysiology*, *15*, 298.
- Davidson, R. J., & Schwartz, G. E. (1977). Patterns of occipital and sensorimotor EEG during self-generated visual and kinesthetic imagery. *Psychophysiology*, *14*, 85.
- Weinberger, D. A., Schwartz, G. E., & Davidson, R. J. (1977). The psychophysiology of low anxiety: Interactions with repressive defensiveness. *Psychophysiology*, *14*, 85.
- Davidson, R. J., & Schwartz, G. E. (1977). The influence of musical training on patterns of EEG asymmetry during musical and non-musical self-generation tasks. *Psychophysiology*, *14*, 85.
- Davidson, R. J., Schwartz, G. E., Bromfield, E., & Pugash, E. (1976). Sex differences in patterns of EEG asymmetry. *Psychophysiology*, *13*, 166.
- Schwartz, G. E., Davidson, R. J., & Pugash, E. (1976). Voluntary control of patterns of EEG parietal asymmetry: Cognitive concomitants. *Psychophysiology*, *13*, 166.
- Lenson, R., Davidson, R. J., & Schwartz, G. E. (1976). Patterns of temporal and parietal lobe activation during memory rehearsal and retrieval. *Psychophysiology*, *13*, 181.
- Schwartz, G. E., Davidson, R. J., Maer, F., & Bromfield, E. (1975). Patterns of hemispheric dominance in musical, emotional, verbal and spatial tasks. *Psychophysiology*, *11*, 227.
- Honorton, C., Davidson, R. J., & Bindler, P. (1972). Shifts in subjective state associated with feedback augmented EEG alpha. *Psychophysiology*, *9*, 269-270. Reprinted in D. Shapiro, T.X. Barber, L.V.

DiCara, J. Kamiya, N.E. Miller and J. Stoyva (Eds.), *Biofeedback and Self-Control 1972: Aldine Annual on the Regulation of Bodily Processes and Consciousness*, pp. 496-497. Chicago: Aldine/Atherton.

Krippner, S., Davidson, R. J., & Lenz, G. (1972). An investigation of dream content among male pre-operative transsexuals. *Psychophysiology*, 9, 117.

Conference Presentations

Davidson, R. J. (2006, October). *Peripheral psychophysiology in brain imaging: from maps to function*. Discussant at the Society for Psychophysiological Research, Vancouver, British Columbia, Canada.

Davidson, R. J. (2004, July). *Key issues in affective neuroscience*. International Society for Research on Emotion, New York, NY.

Davidson, R. J., (2004, June). Functional imaging of mood and depression. Workshop Chair and presenter at 10th Annual Meeting of the Organization of Human Brain Mapping. Budapest, Hungary.

Shelton, S. E., Fox A. D., Oakes T. R., Davidson R. J., & Kalin N. H. (2004, July). *Neural correlates of the anxious endophenotype: F18-FDG microPET imaging in monkeys*. 34th annual meeting of the International Society for Psychoneuroendocrinology, Glasgow, Scotland.

Davidson, R. J. (2000, July). *Toward an affective neuroscience*. International Congress of Psychology, Stockholm, Sweden.

Davidson, R. J. (2000). *Prefrontal and amygdala contributions to anxiety and mood disorders*. American Neuropsychiatric Association.

Irwin, W., Davidson, R. J., Kalin, N. H., Sorenson, J. A., & Turski, P.A. (1998). *Relations between human amygdalar activation and self-reported dispositional affect*. Cognitive Neuroscience Society.

Henriques, J. B., & Davidson, R. J. (1997). *Decreased responsiveness to reward in depression*. Society for Research in Psychopathology.

Jackson, D. C., Malmstadt, J. R., Larson, C. L., Rando, K. C., & Davidson, R. J. (1997). *The effects of conscious emotion regulation on the startle eyeblink response*. Society for Research in Psychopathology.

Davidson, R. J. (1996, October). *Biological bases of temperament and affective style*. American Academy of Child and Adolescent Psychiatry.

Davidson, R. J. (1996, August). *Cortical and subcortical contributions to affect and affective disorders*. World Congress of Psychiatry, Madrid, Spain.

Davidson, R. J. (1996, May). *Affective style and affective disorders: Perspectives from affective neuroscience*. American Psychiatric Association.

Lane, R.D., Reiman, E. M., Ahern, G. L., Schwartz, G. E., Davidson, R. J., Axelrod, B., & Yun, L. (1996, June). *Rightward asymmetry in superior temporal cortex activation during film-induced emotions*. Paper presented at the Second Annual Human Brain Mapping Conference, Boston, MA.

Davidson, R. J. (1995, December). *Prefrontal and amygdala contributions to affect, affective style and affective disorders: EEG, PET and fMRI data*. Paper presented at the ACNP, Puerto Rico.

Davidson, R. J., Larson, C., & Abercrombie, H. (1995, September). *Prefrontal electrophysiological asymmetries differentiate between melancholic and non-melancholic depression*. Paper presented at the Society for Research in Psychopathology, Iowa City, Iowa.

- Davidson, R. J. (1995, June). *Prefrontal brain function and the inhibition of negative affect*. Paper presented at the Invited Symposium on Inhibition Across Psychological Contexts, American Psychological Society, New York, NY.
- Davidson, R. J. (1995, June). *Cortical and limbic networks associated with depressive symptomatology*. Paper presented at the Invited Symposium on Biological Substrates of Psychopathology, American Psychological Society.
- Lane, R. D., Reiman, E. M., Ahern, G. L., Schwartz, G. E., Davidson, R. J., Axelrod, B., & Yun, L. (1995, March). *Anterior cingulate cortex participates in the conscious experience of emotion*. Paper presented at the 54th Annual Meeting of the American Psychosomatic Medicine Society. Williamsburg, Virginia.
- Lane, R. D., Reiman, E. M., Ahern, G. L., Schwartz, G. E., Davidson, R. J., Axelrod, B., & Yun, L. (1995, March). *Neuroanatomical correlates of happiness, sadness, and disgust*. Paper presented at the 54th Annual Meeting of the American Psychosomatic Medicine Society. Williamsburg, Virginia.
- Hoptman, M. J., & Davidson, R. J. (1995, May). *Selective age-related reductions in frontal lobe function*. Paper presented at the Society of Biological Psychiatry. Miami, Florida.
- Lane, R. D., Reiman, E. M., Ahern, G. L., Schwartz, G. E., Davidson, R. J., Axelrod, B., Angevine, J. B., & Yun, L. S. (1995). *Anterior cingulate cortex participates in the conscious experience of emotion*. Society for Neuroscience.
- Lane, R. D., Reiman, E. M., Ahern, G. L., Schwartz, G. E., Davidson, R. J., Axelrod, B., & Yun, L. S. (1995, June). *Neuroanatomical correlates of happiness, sadness and disgust*. Paper presented at the First International Conference on the Functional Mapping of the Human Brain, Paris, France.
- Rickman, M. D., Pfeifer, M., & Davidson, R. J. (1995, March). *Asymmetry in frontal brain activity at age 36 months is associated with individual differences in fear and exuberance at age 8 years*. Paper presented at the Society for Research in Child Development, Indianapolis, IN.
- Davidson, R. J. (1994, June). *Frontal EEG asymmetry predicts the emotional content of dreams*. Paper presented at an invited symposium on the Cognitive Neuroscience of Sleeping and Dreaming, Association for the Psychophysiological Study of Sleep. Boston, MA.
- Shelton, S. E., Davidson, R. J., & Kalin, N. H. (1994, August). *Physiological predictors of fear-related freezing*. Paper presented at the International Society for Psychoneuroendocrinology, Seattle, WA.
- Abercrombie, H. C., Larson, C. L., & Davidson, R. J. (1994). *Depressed and control subjects show different emotional responses to the PET scanning environment: Implications for neuroimaging studies of affective disorders*. Presented at the Society for Research in Psychopathology.
- Davidson, R. J. (1994, May). *Prefrontal inhibition and emotion regulation*. Presented at an Invited Symposium on Interdisciplinary Approaches to Inhibition, Midwest Psychological Association.
- Reiman, E. M., Lane, R. D., Ahern, G. L., Schwartz, G. E., & Davidson, R. J. (1994, April). *Positron emission tomography and the conscious experience of emotion*. Paper presented at the conference, Toward a Scientific Basis for Consciousness. Tucson, Arizona.
- Davidson, R. J. (1993, October). *Psychophysiological approaches to the study of affective and anxiety disorders*. Co-chair and presenter at Symposium at Society for Research in Psychopathology, Chicago, IL.
- Davidson, R. J. (1993, March). *Cerebral asymmetry, affective style and anxiety disorders*. Anxiety Disorders Association of America. Charleston, South Carolina.
- Davidson, R. J. (1992, October). *Olfaction and EEG: A critical evaluation*. Invited discussant at symposium on the Olfaction and EEG, Society for Psychophysiological Research, San Diego, CA.

- Davidson, R. J., Finman, R., Straus, A. M., & Kalin, N. H. (1992, October). *Behavioral inhibition, cortisol, and sympathetic autonomic function*. Invited talk, International Society of Psychoneuroendocrinology, Madison, WI.
- Marshall, J. R., Straus, A. M., Kalin, N. H., & Davidson, R. J. (1992, August). *Self-described social anxiety and salivary cortisol levels*. Paper presented at International Society of Psychoneuroendocrinology, Madison, WI.
- Davidson, R. J. (1992, February). *On the structure of emotion*. Invited participant at symposium on Basic Emotions, American Psychological Society, San Diego, CA.
- Davidson, R. J. (1992, February). *The structure of emotion: Gleanings from neuropsychology*. International Neuropsychological Society, San Diego, CA.
- Davidson, R. J. (1992, February). *Cerebral asymmetry, emotion and affective style*. American Association for the Advancement of Science, Chicago, IL.
- Davidson, R. J. (1989, April). *A psychophysiological perspective on cross-cultural studies of emotional development*. Invited discussant at symposium on Cross-cultural approaches to emotional development. Society for Research in Child Development. Kansas City, MO.
- Davidson, R. J. (1989, May). *Cerebral asymmetry and the nature of emotion*. Invited address presented to the Midwestern Psychological Association.
- Davidson, R. J. (1989, March). *The neuropsychology of emotion*. Invited address presented at the International Society for Research on Emotion, Paris, France.
- Davidson, R. J. (1988, July). *Cerebral asymmetry and temperament*. Invited address presented to the MacArthur Foundation Network on Development, Chatham Bars, Massachusetts.
- Davidson, R. J. (1988, April). *Hemispheric substrates of affect and affective styles*. Invited address at the MacArthur Foundation Symposium on the Neuropsychology of Emotion, University of Pennsylvania, Philadelphia, PA.
- Davidson, R. J. (1988, January). *Cerebral asymmetry and emotion: Developmental and individual differences*. Presented at the Society for Developmental Psychobiology, Florida.
- Davidson, R. J. (1987, August). *The dimensional structure of emotion: Insights from neuropsychology*. Presented at the Invited Symposium on the Psychobiology of Emotion (R. J. Davidson, Chair), International Society for Research on Emotions, Clark University, Worcester, MA.
- Fox, N. A., & Davidson, R. J. (1987, April). *EEG asymmetry and emotion: Studies in the psychobiology of affect*. Presented at the Society for Research in Child Development, Baltimore, MD.
- Davidson, R. J. (1986). *Thinking about feeling: Cerebral asymmetry and the nature of emotion*. Paper presented at the Symposium on Developmental and Neurological Aspects of Emotion, American Psychological Association, Washington, D. C.
- Saron, C., & Davidson, R. J. (1986, October). *Response hand influences visual evoked potential estimates of interhemispheric transfer time in children*. Paper presented at the Society for Neuroscience, Washington, D. C.
- Davidson, R. J., Saron, C., Leslie, S. C., & Reiner, P. (1986, February). *Visual evoked response estimates of interhemispheric transfer time: Dyslexic versus normal differences*. Paper presented at the International Neuropsychological Society, Denver, CO.

- Gladstone, M., Davidson, R. J., & Best, C. T. (1986, February). *Interhemispheric collaboration in disabled and non-disabled readers: A study of bimanual motor performance*. Paper presented at the International Neuropsychological Society, Denver, CO.
- Leslie, S. C., & Davidson, R. J. (1986, February). *Purdue pegboard performance in disabled and normal readers: One year re-test reliability and objective measurement of motor asymmetry*. Paper presented at the International Neuropsychological Society, Denver, CO.
- Davidson, R. J. (1985, May). *The development of emotion and its relation to cerebral asymmetry*. Paper presented at the Conference on the Developmental Implications of Brain Lateralization, Brock University, St. Catharines, Ontario, Canada.
- Davidson, R. J. (1985, May). *Affect, facial expression and cerebral asymmetry*. Paper presented at the Annual Meeting of the AAAS, Los Angeles, California.
- Fox, N. A., & Davidson, R. J. (1985, April). *EEG correlates of early facial expression*. Paper presented at the Society for Research in Child Development, Toronto, Ontario, Canada.
- Cohen, B. H., Saron, C., Senulis, J. A., Gordon, B., Thayer, J. F., & Davidson, R. J. (1985, February). *Self-reports of emotion predict patterns of EEG asymmetry*. Paper presented at the Annual Meeting of the International Neuropsychological Society, San Diego, California.
- Davidson, R. J. (1984, August). *Cerebral asymmetry and emotion: Implications for studies of depression*. Paper presented at the symposium on Laterization of Function in Affective Disorders, American Psychological Association Annual Meeting, Toronto, Ontario, Canada.
- Leslie, S. C., Shilliday, C., & Davidson, R. J. (1984, August). *Developmental milestones in normal and disabled readers*. Paper presented at the American Psychological Association Annual Meeting, Toronto, Ontario, Canada.
- Fox, N. A., & Davidson, R. J. (1984, April). *Hemispheric asymmetry and the development of emotion*. Paper presented at the International Congress on Infancy Studies, New York, NY.
- Schaffer, C. E., Davidson, R. J., & Saron, C. (1984, February). *Affective responses to faces: Visual field asymmetries in depressed and non-depressed subjects*. Paper presented at the International Neuropsychological Society, Houston, TX.
- Leslie, S. C., Davidson, R. J., & Batey, O. B. (1984, February). *Purdue pegboard performance of disabled and normal readers: Unimanual versus bimanual differences*. Paper presented at the International Neuropsychological Society, Houston, TX.
- Davidson, R. J. (1983, October). Participant in Symposium on the psychophysiology of emotion, Society for Psychophysiological Research, Asilomar, California.
- Davidson, R. J., Leslie, S. C., & Batey, P. B. (1983, August). *Stimulus specific dysnomia among dyslexic children*. Paper presented at the American Psychological Association Annual Meeting, Anaheim, California.
- Leslie, S. C., Batey, O. B., & Davidson, R. J. (1983, February). *Purdue pegboard performance: Implications concerning cerebral lateralization in dyslexic children*. Paper presented at the American Psychological Association Annual Meeting, Anaheim, California.
- Davidson, R. J., Perl, J., & Saron, C. (1983, February). *Hemispheric interaction in repressors and non-repressors*. Presented at the International Neuropsychological Society.
- Davidson, R. J., Nirenberg, L., Saron, C., & Kalnins, M. (1982, February). *Interhemispheric and intermodal interaction in dyslexic and normal children*. Presented at the International Neuropsychological Society, Pittsburgh, Pennsylvania.

- Davidson, R. J., & Fox, N. (1981, April). *EEG asymmetry during the perception of positive and negative affect in ten month old infants: Frontal versus parietal differences*. Presented at the Society for Research in Child Development, Boston, MA.
- Bennett, J., Davidson, R. J., & Saron, C. (1980, October). *Patterns of self-rating in response to verbally elicited affective imagery: Relation to frontal versus parietal EEG asymmetry*. Presented at the Annual Meeting of the Society for Psychophysiological Research, Vancouver, British Columbia, Canada.
- Reuter-Lorenz, P., & Davidson, R. J. (1980, February). *Differential responsiveness of the two cerebral hemispheres to the perception of happy and sad faces*. Presented at the International Neuropsychological Society, San Francisco, CA.
- Freedman, R. J., Davidson, R. J., & Taylor, N. (1979, August). *Sex differences in spatial performance as related to cerebral lateralization*. Presented at the Annual Meeting of the American Psychological Association.
- Davidson, R. J. (1978, August). *Event related brain potentials in response to conscious and nonconscious stimuli: Effects of attention and scalp topography*. Paper presented at the NATO Conference on Event-Related Potentials, Konstanz, Germany.
- Davidson, R. J. (1978, May). *Hemispheric specialization for affective processes in normals: Behavioral and electrophysiological studies*. Presented at the Society for Biological Psychiatry, Atlanta, Georgia.
- Davidson, R. J. (1978, March). *Methodological issues in the use of EEG measures of cerebral engagement*. Presented at the Biofeedback Society of America, Albuquerque, New Mexico.
- Davidson, R. J., Schwartz, G. E., & Weinberger, D. (1977, August). *Eye movement and electrodermal asymmetry during cognitive and affective tasks*. Paper presented at the Annual Meeting of the American Psychological Association, San Francisco, CA.
- Davidson, R. J. (1976, December). *Psychophysiological specificity in the assessment and treatment of behavior disorders*. Paper presented at the Annual Meeting of the Association of Behavior Therapy, New York, NY.
- Davidson, R. J., & Goleman, D. J. (1975, October). *The role of attention in meditation and hypnosis*. Paper presented at the Society for Clinical and Experimental Hypnosis, Chicago, IL.
- Davidson, R. J. (1974, October). *Varieties of meditation, self-control procedures and their implications for psychology*. Invited address presented at the Massachusetts Psychological Association.

Major Colloquia and Invited Presentations

- 1974 October: Department of Psychology, The Medfield State Hospital, Medfield, Massachusetts
- 1975 December: Psychological Clinic and Psychiatry Research Group, Massachusetts Institute of Technology
- 1976 June: Department of Neurology, Children's Hospital Medical Center, Boston, Massachusetts
November: Department of Psychology, State University of New York, Stony Brook, New York
- 1977 January: Winter Conference on Brain Research, Symposium on Electrophysiological Recording, Techniques in Psychiatry, Keystone, Colorado
- 1978 May: Chairman and participant, Lateralization for Affective Processes, Society for Biological Psychiatry, Atlanta, GA
November: Department of Psychology, State University of New York, New Paltz, New York
November: Department of Psychology, The Graduate Center, City University of New York
- 1979 March: Presented a one day tutorial in basic psychophysiology at the Annual Meeting of the Biofeedback Society of America, San Diego, CA

- March: Department of Psychology, State University of New York, Stony Brook, New York
 September: Invited Speaker, New York State Biofeedback Research Society
 October: Keynote Speaker, Annual Meeting of the New York State Art Teachers Association
 November: Invited address, March of Dimes Research Colloquium, Key Biscayne, FL - Hemispheric interactions in dyslexic children: Behavioral and electrophysiological findings
 December: Department of Psychology, City College City University of New York
- 1980 March: Behavioral Sciences Colloquium, The Rockefeller University, New York, New York
 July: Invited address, International Congress of Physiological Sciences, Budapest, Hungary - Cognition, emotion and consciousness: A biocognitive perspective
 November: Department of Psychology, Princeton University
- 1981 February: Department of Psychiatry, Medical School University of California, San Francisco, CA
 March: Invited Speaker, Annual meeting of the Orton Society - Interhemispheric communication in dyslexic and normal children
 April: Department of Neurology, New York University Medical School
 May: Grand Rounds, Department of Pediatrics, St Luke's Hospital, New York, New York
 July: Invited Participant, International Meeting on the Nature and Function of Emotion, Bad Homburg, Germany
- 1982 January: Invited Participant, Symposium on Developmental Neuropsychology, School of Medicine, University of California, San Francisco, CA
 February: Invited Participant, Symposium on Mind and Medicine, School of Medicine, University of California, San Francisco, CA
 March: Invited Participant, Symposium on the psychobiology of affective development, International Conference on Infancy Studies, Austin, TX
 March: Department of Psychiatry, Downstate Medical Center, Brooklyn, New York
 April: Invited Participant, Second International Conference on Laterality and Psychopathology, Banff, Alberta, Canada
 May: Invited Symposium Participant, Society for Biological Psychiatry, Toronto, Ontario, Canada
 October: Invited Participant, Symposium on the Neuropsychology of Reading Disabilities, New York University Medical Center, New York, New York
 November: Invited Participant, Symposium on Behavioral Medicine, SUNY, Buffalo, New York
 December: Department of Psychology, Old Dominion University, Norfolk, VA
 December: Department of Psychology, New School for Social Research, New York, New York
- 1983 January: Teachers College, Columbia University, New York, New York
 February: Invited Speaker, New York Neuropsychology Group, New York, New York
 March: Department of Psychology, City College, CUNY, New York, New York
 March: Department of Psychology, University of Wisconsin, Madison, Wisconsin
 September: Invited Participant, Symposium on Psychophysiology of Emotion, Society for Psychophysiological Research, Ailsomar, California
 October: Department of Human Development, University of Maryland, College Park, Maryland
 November: Invited Participant, MacArthur Foundation Study Group on Behavioral and Psychobiological Measures of Affect in Infancy, Inverness, California
- 1984 March: Department of Psychology, New York University, New York, New York

- April: Department of Psychiatry, New York University Medical School, New York, New York
 June: Invited Participant, Yale Conference on Emotion, New Haven, Connecticut
 October: Invited Participant, NIMH Conference on Frontiers in Research on Emotion, Bethesda, Maryland
- 1985 February: Department of Psychology and Program in Cognitive Science, Vassar College, Poughkeepsie, New York
 April: Department of Psychology, Wesleyan University, Middletown, Connecticut
 May: Departments of Pediatrics and Psychology, Rutgers University, New Brunswick, New Jersey
 May: Invited Participant, Brock University Conference on the Development of Lateralization, St Andrews, Ontario
 May: Invited Participant, Symposium on the Psychobiology of Emotion, Annual Conference of the American Association for the Advancement of Science, Los Angeles, California
 July: Invited Participant, SSRC Institute on Emotion-Cognition Interrelations, Denver, Colorado
 November: Invited Address, The Carrier Foundation, Belle Mead, New Jersey
- 1986 March: Department of Educational Psychology, University of Wisconsin-Madison
 May: Invited Participant, Symposium on the Nature of Self-Deception, Annual Meeting of American Association for the Advancement of Science, Philadelphia, Pennsylvania
 July: Invited Participant, Symposium on Emotional Experience, International Society for Research on Emotion, Amsterdam, The Netherlands
 October: Invited Participant, The Third International Symposium on Cerebral Dynamics, Laterality and Psychopathology, Tokyo, Japan
 November: Invited Participant, Sloan Foundation Study Group on Relations between Behavioral and Neural Development, Denver, Colorado
 November: Invited Participant, International Symposium on Hemispheric Specialization and Emotion, Rome, Italy
- 1987 February: Grand Rounds, Department of Neurology, University of Wisconsin Medical School
 March: Developmental Psychobiology Colloquium, Waisman Center, University of Wisconsin Medical School
 April: Keynote Speaker, Student Science Symposium, Purchase College, State University of New York, Purchase, New York
 April: Keynote Speaker, UW Center Psychology Departments Meeting, University of Wisconsin-Madison
 April: Doctoral Program in Reading, School of Education, University of Wisconsin-Madison
 May: Department of Psychology, Stanford University, Stanford, California
- 1988 February: Invited Participant, NIMH Workshop on Behavioral and Psychosocial Effects on Physical Health
 March: Department of Psychology, University of Illinois, Champaign, Illinois
 March: Department of Psychology, Harvard University, Cambridge, Massachusetts
 March: Grand Rounds, Division of Behavioral Neurology, Harvard Medical School, Beth Israel Hospital, Boston, Massachusetts
 April: Invited Address, Wisconsin Orton Society, Madison, Wisconsin
 September: Invited Participant, NIMH Conference on the Maintenance of Maladaptive Behavior, Rockville, Maryland

- October: Invited Speaker, University of Rochester Conference on Developmental Processes and Psychopathology, Rochester, New York
- 1989 February: Grand Rounds, Department of Psychiatry, Wisconsin Medical College, Milwaukee, Wisconsin
- February: Invited Speaker, Program in Cognitive Neuroscience, Department of Psychology, University of Chicago, Chicago, Illinois
- February: Colloquium, Department of Communicative Disorders, University of Wisconsin-Madison
- March: Colloquium, Institute on Aging, University of Wisconsin-Madison
- April: Colloquium, Laboratory of Developmental Psychopathology, National Institute of Mental Health, Bethesda, Maryland
- May: Invited Speaker, Brock University Symposium on the Role of Frontal Lobe Maturation in Cognitive and Social Development, St. Catherines, Ontario
- July: Guest Faculty, NSF Training Institute in Social Psychophysiology, The Ohio State University, Columbus, Ohio
- July: Colloquium, Department of Psychology, The Ohio State University, Columbus, Ohio
- July: Invited Speaker, Meeting of the MacArthur Foundation, Research Network on the Psychobiology of Depression, Santa Fe, New Mexico
- September: Invited Speaker, NIMH Symposium on Psychobiological Approaches to the Study of Emotion, Temperament and Affective Style, Washington, DC
- November: Grand Rounds, Division of Child Psychiatry, University of Chicago Medical School, Chicago, Illinois
- December: Colloquium, Department of Psychology, University of Pennsylvania, Philadelphia, PA
- 1990 April: Colloquium, Department of Psychology, University of California, Berkeley, CA
- April: Grand Rounds, Department of Psychiatry, University of California, San Francisco, CA
- May: Distinguished Visiting Lecturer, University of Oklahoma School of Medicine, Oklahoma City, Oklahoma
- May: Colloquium, Department of Psychology, University of Bergen, Bergen, Norway
- September: Invited Speaker, McDonnell Foundation/NIMH meeting on Neural Representation of Emotion Montauk, Long Island, New York
- September: Invited Speaker, MacArthur Foundation meeting on biological measures in the study of anti-social behavior and criminality, Madison, Wisconsin
- October: Co-Organizer and Invited Speaker, McDonnell Foundation meeting on the Psychophysiology of Emotion, Victoria, British Columbia, Canada
- December: Invited Participant, Office of Naval Research Meeting on Stress and Performance, San Francisco, California
- 1991 January: Colloquium, Department of Psychology, University of Chicago, Chicago, Illinois
- March: Grand Rounds, Division of Child Psychiatry, Department of Psychiatry, University of Wisconsin, Madison, Wisconsin
- November: Grand Rounds, Department of Psychiatry, Medical College of Wisconsin, Milwaukee, Wisconsin
- 1992 February: Invited Speaker, WT Grant Foundation Consortium on the Psychobiology of Stress, Washington, DC
- April: Grand Rounds, Department of Psychiatry, University of Iowa School of Medicine, Iowa City, Iowa
- July: Distinguished Visiting Psychophysicologist, The Ohio State University, Columbus, Ohio

- July: Invited Participant, NSF Workshop on Facial Expression Understanding, Arlington, Virginia
- November: Co-organizer, MacArthur and McDonnell Foundation Meeting on Affective Neuroscience, Washington, DC
- December: Colloquium, Department of Psychology, Harvard University, Cambridge, Massachusetts
- 1993 February: Co-organizer and Invited Speaker, NIMH Workshop on Psychophysiology as a Theoretical Science
- March: Colloquium, Department of Psychology, Northwestern University, Evanston, Illinois
- March: Grand Rounds, New York Hospital, White Plains, New York
- March: Invited Participant, MacArthur Foundation Planning Meeting on Psychopathology and Development, Chicago, Illinois
- April: Keynote Speaker, Undergraduate Psychology Symposium of Wisconsin, Madison, Wisconsin
- November: Colloquium, Massachusetts Mental Health Center, Harvard Medical School, Boston, Massachusetts
- 1994 January: Colloquium, Department of Psychology, University of California, Berkeley, California
- May: Invited Lecturer, Smithsonian Institute, Washington, DC
- 1995 January: Colloquium, Department of Psychology, Chicago Medical School, North Chicago, IL
- March: Colloquium, Department of Psychology, Carnegie-Mellon University, Pittsburgh, PA
- March: Grand Rounds, Western Psychiatric Research Institute, University of Pittsburgh Medical School, Pittsburgh, PA
- April: Symposium Director, Wisconsin Symposium on Emotion, Emotion and Psychopathology, Madison, Wisconsin
- April: Colloquium, Beckman Institute and Department of Psychology, University of Illinois, Champaign, IL
- September: Meeting Organizer and Speaker, Dialogue with the Dalai Lama on Altruism and Compassion, Dharamsala, India
- 1996 February: Colloquium, Department of Medical Physics, University of Wisconsin-Madison
- April: Colloquium, Department of Communication Arts, University of Wisconsin-Madison
- May: Invited Address, Geneva Emotion Week, University of Geneva, Geneva, Switzerland
- August: Invited Address, Meeting of NIMH Centers for Behavioral Sciences Research, Bethesda, Maryland
- September: Invited Address, Integration of Behavioral and Neuroscience Training, NIMH Workshop on Training, Fairfax, Virginia
- October: Invited Address, The Biology of Emotion, Harvard Neurology of Behavior Course, Boston, MA
- November: Keynote Address, Society for Clinical and Experimental Hypnosis, Tampa, Florida
- December: Invited Address, Tucson Meeting on the Interface Between Emotion and Cognitive Neuroscience, Tucson, Arizona
- 1997 February: Colloquium, Department of Psychology, Indiana University, Bloomington, Indiana
- March: Colloquium, Primate Center, University of Wisconsin-Madison
- April: Keynote Address, Annual Meeting, Alliance for the Mentally Ill of Dane County, Madison, WI
- May: Distinguished Scientific Lecturer, Midwest Psychological Association, Chicago, Illinois
- May: Keynote Address, Symposium on Child Language Disorders, Madison, WI
- October: Presidential Address, Society for Research in Psychopathology, Palm Springs, California

- November: Invited Participant, Tanner Symposium, University of Michigan, Ann Arbor, Michigan
- November: Colloquium, Department of Psychology, University of Wisconsin-Madison
- 1998 February: Chair's Distinguished Lecturer, Department of Sociology, University of Wisconsin-Madison
- March: Keynote Address, Gatlinburg Conference on Developmental Disabilities, Charleston, South Carolina
- April: Co-Organizer, Fourth Wisconsin Symposium on Emotion, Madison, WI
- April: Keynote Address, Wisconsin Psychological Association, Milwaukee, WI
- April: Colloquium, Department of Psychology, Stanford University, Stanford, CA
- April: Distinguished Lecturer, Mind Science Series, UC-Davis, Davis, CA
- April: Invited speaker, Institute on Aging Symposium, University of Wisconsin-Madison
- May: Invited Address, Library of Congress Meeting on the Biology of Emotions, Washington, DC
- May: Co-Organizer (with RW Levenson), Festschrift for Paul Ekman, American Psychological Society, Washington, DC
- July: Invited Speaker, McDonnell-Pew Summer Institute in Cognitive Neuroscience, Lake Tahoe, CA
- August: Invited Speaker, Cognitive Science Society, Madison, WI
- October: Colloquium, Department of Psychology, University of Pittsburgh, Pittsburgh, PA
- 1999 April: Keynote Speaker, Association Applied Biofeedback and Psychophysiology, Vancouver, British Columbia, Canada
- May: Grand Rounds, Department of Medicine, University of Massachusetts School of Medicine, Worcester, MA
- June: Keynote Speaker, German Psychophysiology Society, Trier, Germany
- June: Invited Participant, White House Conference on Mental Health, Washington, DC
- July: Invited Speaker, NIMH meeting on Mood and Emotion, Rockville, MD
- 2000 February: Invited Speaker, Psi Chi, University of Wisconsin-Madison
- February: Invited Speaker, Science and Public Policy Seminar, Federation of Behavioral, Psychological and Cognitive Sciences, Washington, DC
- March: Invited Participant, Meeting on Destructive Emotions with HH The Dalai Lama, Dharamsala, India
- April: The Ida Cordelia Beam Distinguished Visiting Professor, University of Iowa, Iowa City, Iowa
- June: Invited Speaker, New York Academy of Sciences Meeting on the Unity of Knowledge, Rockefeller University, New York, New York
- July: Keynote Speaker, International Congress of Psychology, Stockholm, Sweden
- August: APA Distinguished Scientific Contribution Award Lecture, American Psychological Association, Washington, DC
- October: Presidential Address, Society for Psychophysiological Research, San Diego, CA
- 2001 January: Invited Address, NIMH meeting on Depression and Medical Illness, Bethesda, MD
- February: Invited Address, Cognitive Neuroscience Lecture Series, National Institutes of Health, Bethesda, MD
- March: Invited Address, Anxiety Disorders Association of America, Atlanta, GA
- March: Invited Speaker, NIMH/Smithsonian Meeting on Gender Differences in Depression, Washington, DC

- March: Panel Chair, Neural Substrates of Mood and Mood Regulation, NIMH Meeting on Strategies Priorities for Research on Depression Bipolar Disorder, Pittsburgh, PA
- March: Invited Speaker and Panel Chair, Meeting on the Mechanisms of Mind-Body Interaction, NIH, Bethesda, MD
- May: Organizer, Meeting of the NIH Centers for the Study of Mind-Body Interaction, Madison, WI
- May: Organizer and Speaker, Transformations of Mind, Brain and Emotion: Neurobiological and Bio-behavioral Research on Meditation, Dialogue with His Holiness the Dalai Lama, Madison, WI
- June: Invited Speaker, Sleep Research Society, Chicago, IL
- July: Invited Speaker, New Directions in Borderline Personality Research, Rockefeller University, New York, New York
- November: Invited Speaker, Department of Neurosciences, Medical College of Wisconsin, Milwaukee, WI
- November: Keynote speaker, Wisconsin Psychiatric Association, Milwaukee, Wisconsin
- December: Colloquium, Department of Psychology, University of Pennsylvania, Philadelphia, PA
- 2002 February: Grand Rounds, Division of Child and Adolescent Psychiatry, Columbia University College of Physicians and Surgeons, New York, New York
- March: Invited Address, American Psychopathological Association, New York, New York
- March: Keynote Speaker, Rotman Conference on the Frontal Lobes, Toronto, Ontario, Canada
- April: Keynote Speaker, American Educational Research Association, New Orleans, Louisiana
- May: Invited Address, Society for Psychoneuroimmunology, Madison, Wisconsin
- July: Colloquium, Department of Psychology, University of Michigan, Ann Arbor, Michigan
- August: Invited Address, American Psychological Association, Chicago, Illinois
- September: Invited Address, Conference on Happiness, London School of Economics, London, England
- October: Invited Address, Meeting on the Psychobiology of Emotion, Cold Spring Harbor Laboratory, Cold Spring Harbor, New York
- October: Keynote Address, Positive Psychology Summit, Gallup Organization, Washington, DC
- October: Invited Address, MIT Conference on Learning and the Brain, Cambridge, MA
- November: Invited Address, New York Academy of Science Meeting on the 130th Anniversary of Darwin's *Expression of Emotion in Man and Animals*, Rockefeller University, New York, New York
- 2003 January: Invited Address, Symposium on Science and Religion, Columbia University, New York, New York
- February: Michael Goldstein Lecture, Department of Psychology, UCLA, Los Angeles, CA
- March: Grand Rounds, Department of Psychiatry, Rush University College of Medicine, Chicago, IL
- March: Invited Address, New York Academy of Sciences Meeting on the Roots of Mental Illness in Children, Rockefeller University, New York, New York
- March: Invited Address, Symposium on Science and Spirituality, Stanford University, Stanford, CA
- April: Invited Address, Emotional Intelligence Consortium, Cambridge, MA
- September: Invited Address, Investigating the Mind: A dialogue with His Holiness the Dalai Lama, MIT, Cambridge, MA
- September: Keynote Speaker, NIMH/NINDS Intramural Retreat, Gettysburg, PA
- September: Michael S Goodman Endowed Memorial Lecture, Brown University, Providence, RI
- October: Keynote Address, Cognitive Development Society, Park City, Utah

- November: Invited Address, Royal Society meeting on well-being, London, England
- November: Invited Address, Novartis Foundation meeting on the neurobiology of well-being, London, England
- November: Invited Address, Functional Imaging Laboratory, Wellcome Department of Cognitive Neurology, University College, London, England
- 2004 February: Grand Rounds, Department of Psychiatry, University of Chicago, Chicago, IL
- February: Graham Lectures, University of Toronto, Toronto, Ontario, Canada
- March: Colloquium, Department of Psychology, Harvard University, Cambridge, MA
- March: Grand Rounds, Department of Psychiatry, University of Pennsylvania, Philadelphia, PA
- March: The Elliott Stellar Lecture, University of Pennsylvania, Philadelphia, PA
- April: Keynote Address, Association for Applied Psychophysiology and Biofeedback, Colorado Springs, CO
- May: The Ted Simpson Distinguished Lecture, The Ohio State University, Columbus, Ohio
- May: Invited Address, NIH meeting on meditation, NIH, Bethesda, MD
- October: Organizer and Invited Address, Meeting on neuroplasticity with the Dalai Lama, Dharamsala, India
- November: Invited Address, Swedish Neuropsychological Society, Umea, Sweden
- 2005 January: Invited Address, Foundation IPSEN Symposium on Neurobiology and Human Values, Paris, France - Affective style and values: Perspectives from affective neuroscience
- February: Director's Lecture, National Institutes of Health, Bethesda, MD
- February: Colloquium, Department of Psychology, Yale University, New Haven, CT
- February: K J Lee Annual Lecture, Rosenthal Center for Complementary and Alternative Medicine, Columbia University Medical Center, New York, New York
- March: Distinguished Lecture, MIND Institute, UC-Davis, Davis, CA
- March: Invited Address, Center for Mind and Brain, UC-Davis, Davis, CA
- April: Distinguished Lecture, Kennedy Center for Research on Human Development, Vanderbilt University, Nashville, TN
- June: Invited Address, Nobel Symposium on the Neuroscience of Emotion, Karolinska Institute, Stockholm, Sweden
- July: Invited Address, NIH cross-institute meeting on Integrating Mechanisms Linking Mind, Brain and Periphery, Warrenton, Virginia
- September: Invited address, Post-Doctoral Fellowship in CAM Clinical Research, Berman Center, University of Minnesota School of Medicine, Minneapolis, MN
- October: Justin C Crawford Keynote Address, Annual Meeting of Society for Research Administrators (SRA), Milwaukee, WI
- November: Co-Organizer and speaker, Investigating the Mind 2005: The Science and Clinical Applications of Meditation, A meeting between scientists and the Dalai Lama, Washington, DC
- November: Sigma Xi Distinguished Lecture, State University of New York, Purchase, New York
- 2006 January: Invited address, University of Texas, Austin, Texas
- January: Invited address, Graham School, University of Chicago, Chicago, Illinois - Scanning the Monk: What the Brain Sciences Can Teach Us about Religion and Spirituality
- March: Public Lecture, Wisconsin Academy of Letters and Science Evening, Milwaukee, Wisconsin
- April: Keynote address, Meeting on Mindfulness-Based Stress Reduction, Worcester, Massachusetts

- April: Invited address, NIMH Emotion Regulation Conference, Rockville, Maryland - Developmental and Translational Models of Emotion Regulation and Dysregulation: Links to Childhood Affective Disorders
- May: Invited address, Society for Biological Psychiatry, Toronto, Ontario, Canada -Hemispheric Laterality and Mood Regulation in Humans
- May: Invited address, North American Research on Complementary & Integrative Medicine, Edmonton, Alberta, Canada - Buddha's Brain: The Transformation of Mind, Brain and Body Through Meditation
- September: Grand Rounds, Department of Psychiatry, Medical College of Wisconsin, Milwaukee, WI
- September: Invited Address, Integrative Medicine CME conference, School of Medicine and Public Health, Madison, WI - Buddha's Brain: Neuroscientific Research on Meditation & the Transformation of Emotion
- September: Discussant, Research on Contemplation and Education, Harvard University Graduate School of Education, Boston, MA
- September: Bloom Lecture and Workshop for Specialization in Cognitive and Affective Neuroscience, Child Study Center, The Pennsylvania State University, State College, PA
- October: Panelist, Neuroscience and Religion Symposium, Center for the Study of Religion, Princeton University, Newark, NJ
- 2007 January: Keynote Speaker, Society for Personality and Social Psychology Emotion Pre-Conference, Memphis, TN
- March: Grand Rounds, Department of Psychiatry & Behavioral Neurosciences, McMaster University, Hamilton, Ontario, Canada
- March: Psychology Colloquium, Department of Psychiatry & Behavioral Neurosciences, McMaster University, Hamilton, Ontario, Canada - Buddha's Brain: Neuroscientific research on meditation and the transformation of attention and emotion
- March: Hebb Colloquium Speaker, Department of Psychology, McGill University, Montreal, Quebec, Canada
- June: Workshop, Cold Springs Harbor Laboratory, Workshop on Autism Spectrum Disorders Loyd Harbor, NY - Neurocognitive Processes
- June: Workshop, Summer Institute in Cognitive Neuroscience, University of California - Santa Barbara, Santa Barbara, CA - Neuroscience Approaches to Personality and Individual Differences
- August: Invited Speaker, International Society of Psychoneuroendocrinology, Madison, WI
- August: Invited Speaker, IEEE Statistical Signal Processing Workshop, Madison, WI
- October: Invited Speaker, Colloquium on Aging, Institute on Aging, Madison, WI - Emotion regulation in later life: A neuroscience perspective
- October: Spiritual Care Grand Rounds, University of Wisconsin Hospital & Clinics, Madison, WI
- November: Invited Speaker, Mental Health Committee Education Sessions, Mental Insight Foundation, New York, NY
- November: Panelist, Impact Foundation Dialogue Series, Madison, WI - Contemplation and Education: Landscape of Research and Science, Religion, and Contemplative Practice
- November: Invited Speaker, Psychology and Neuroscience Colloquium Series, Duke University, Raleigh, NC
- 2008 January: Invited speaker, Luminaries in Science Lecture Series, Emory University, Atlanta, GA – Order and disorder in the emotional brain

February: Invited speaker, University of Michigan, Ann Arbor, MI - Contemplative neuroscience: Cross-cultural challenges and other conundrums

March: Invited speaker, Social Neuroscience Colloquium, New York University, New York, NY - Order and disorder in the emotional brain

March: Invited speaker, Vanderbilt Center for Integrative Health and Kennedy Center, Nashville, TN - Transform your mind to change your brain: Steps toward a neuroscience of well-being

April: Invited speaker, Seeds of Compassion, Seattle, WA - The scientific basis for compassion: What we know now and what we all can do

April: Grand Rounds, Mayo Clinic, Rochester, MN - Changing the brain by transforming the mind: Contemporary neuroscientific studies of meditation

April: Invited speaker, Marquette University Spring 2008 Lecture Series, Milwaukee, WI - Transform the mind to change the brain: Steps toward a neuroscience of well-being

May: Keynote address, Happiness and Its Cause, Sydney, Australia - Transforming the emotional mind: challenging the "happiness set point"

May: Invited speaker, The Appleton Education Foundation, Appleton, WI - Shaping Your Child's Brain

June: Invited speaker, Thirtieth Meeting of the National Advisory Council for Complementary and Alternative Medicine, Rockville, MD - Transforming the neural circuitry of emotion and attention through meditation

June: Invited speaker, International Symposium on the Foundations of Human Social Behavior, University of Zurich, Switzerland - Neural bases of individual differences in social and emotional behavior

July: Panel chair and discussant, National Center for Complementary & Alternative Medicine - Meditation for Health Purposes, Bethesda, MD

October: SPR Annual Meeting, Austin, TX

November: Invited speaker, Canadian Institute for Advanced Research, Experience-Based Brain & Biological Development Program, Washington, DC - Neural bases of individual differences in emotional reactivity and regulation

December: Discussion moderator, Integrating Clinical and Neuroscience Perspectives on Mindfulness Training and Emotion Regulation, University of Toronto, Toronto, Ontario

2009 January 26: Psychology Department, Carnegie Mellon University, Pittsburgh, PA.

February 4-5: Tanner Lecture on Human Values, Tanner Humanities Center, University of Utah, Salt Lake, UT.

February 19: Julia Brown Lecture, Department of Kinesiology, UW-Madison, Madison, WI.

March 4: CCARE Inaugural Conference, Defining Compassion, Altruism and Empathy, The Center for Compassion and Altruism Research and Education, Stanford University, Stanford, CA. Invited Speaker.

March 9-13: Brain and Behavior Laboratory (BBL) Grand Opening and Inauguration, Swiss Center for Affective Sciences, University of Geneva, Switzerland. Keynote Speaker.

March 18-22: 7th Annual International Scientific Conference for Clinicians, Researchers and Educators, Investigating and Integrating Mindfulness in Medicine, Health Care, and Society, Center for Mindfulness, UMass Medical School, Boston, MA. Keynote Speaker.

April 29: The Human Impact (Inaugural) conference, The Dalai Lama Center for Ethics and Transformative Values, MIT, Cambridge, MA. Keynote Speaker.

May 1: Meditation and Psychotherapy Conference, Cambridge Health Alliance & Harvard Medical School, Cambridge, MA. Invited Speaker.

- June 24: Fetzer Board Meeting and Science and Spirituality Advisory Group, Fetzer Foundation, Kalamazoo, MI. Speaker.
- July 20-21: Distinguished Editorial Panel on Behavioral and Population Sciences, NIH Challenge Grants, Washington, DC. Editorial Panelist.
- Sept 22-25: Google Inc., TechTalk, Mountainview, CA.
- October 21: Psychology Colloquium, University of Southern California, Los Angeles, CA.
- December 3: Grand Rounds, Mayo Clinic, Rochester, MN.
- December 8: NCCAM's 10th Anniversary Research Symposium: Exploring the Science of Complementary and Alternative Medicine, Bethesda, MD. Invited Speaker.
- 2010 January 1: Invited speaker, Israel Mindfulness-Based Stress Reduction meeting, Jerusalem, Israel
- January 21-24: Instructor, Zen Brain retreat: The Self and Selflessness in Neuroscience, Buddhism, and Philosophy, Upaya Zen Center, Santa Fe, NM
- February 3: Colloquium, Department of Psychology, Boston University, Boston, MA
- February 4: Limpitlaw Lecture, Trinity College, Hartford, CT
- February 19: The Herbert Spiegel Lecture, Department of Psychiatry, Columbia University School of Medicine, New York, NY
- March 23: Keynote speaker, 2010 Integrative Mental Health Conference, Tucson, AZ
- April 8-11: Invited participant, Altruism and Compassion in Economic Systems: A Dialogue with the Dalai Lama between Economics, Neuroscience and Contemplative Sciences, Zurich, Switzerland.
- April 21-22: Invited speaker, Wisconsin Symposium on Emotion, University of Wisconsin, Madison, WI
- May 16: Pubic dialogue with His Holiness the 14th Dalai Lama, Grand Opening Ceremonies for the Center for Investigating Healthy Minds at the Waisman Center, University of Wisconsin, Madison, WI
- July 8-9: Invited participant, Exploring the Language of Mental Life: A Dialogical Exploration from the Perspectives of Modern Science and Buddhist Contemplative Tradition, Telluride, CO
- July 21: Keynote speaker, 35th Annual National Wellness Conference, Stevens Point, WI
- August 13: Invited Plenary Lecture, American Psychological Association, 118th Annual Convention, San Diego, CA
- September 22: Invited speaker, Department of Psychology Colloquium, University of Southern California, Los Angeles, CA
- October 7: Keynote speaker, The San Diego Mindfulness Conference, Awakening to Mindfulness: Buddhist Psychology & the Art of Counseling, San Diego, CA
- October 12: Invited speaker, Bascom Hill Society, Showcase Event, Cincinnati, OH
- October 18: Invited speaker, Compassion Meditation: Mapping Current Research & Charting Future Directions, Emory University, Atlanta, GA
- October 19: Invited participant, Dialogue with His Holiness the 14th Dalai Lama, International Conference on Tibetan Buddhism, Emory University, Atlanta, GA
- October 29: Keynote speaker, Social Affective Neuroscience Society, Chicago, IL
- November 19-22: Invited participant, Mind and Life XXII: Contemplative Science: The Scientific Study of the Effect of Contemplative Practice on Human Biology and Behavior, New Delhi, India
- December 20: Keynote speaker, Science and Spirituality: Education, His Holiness the Dalai Lama's Participation and Guidance on Introducing Moral Ethics in the Modern Education System, Sikkim, India
- 2011 January 27-29: Invited speaker and panelist, Living in America: Brain and the Tibetan Creative Mind, American Museum of Natural History, New York, NY

March 12: Award recipient, Paul D. MacLean Award for Outstanding Neuroscience Research in Psychosomatic Medicine, American Psychosomatic Society Meeting, San Antonio, TX

March 13: Participant, NIMH Research Domain Criteria (RDoC) Conference on Negative Valence Systems, Bethesda, MD

March 21: Participant, Emotion workshop at the American Academy of Arts and Sciences, Cambridge, MA

March 25-27: Invited speaker, UW Foundation's Wisconsin Weekend Away Alumni Series, San Diego, CA

May 5: Invited speaker, Department of Psychiatry Grand Rounds, University of Massachusetts Medical School, Worcester MA

May 19: Invited Speaker, Psychology Colloquium, University of Michigan, Ann Arbor, MI

May 20: Invited Speaker, Depression Center Colloquium Series, University of Michigan, Ann Arbor, MI

May 27: Invited speaker, Association for Psychological Science, 23rd Annual Convention, Washington, DC

June 13-17: Invited instructor, Mind & Life Summer Research Institute, Garrison, NY

June 24: Participant, NIH/NCCAM Mind/Body and Manual Therapy CAM Intervention Tools study section, Bethesda, MD

June 28-30: Plenary speaker, What is Happiness, Aspen Ideas Festival, Aspen, CO

July 15: Keynote speaker, Colorado Integrative Medicine Conference, AlterMed Research Foundation, Estes Park, CO

July 26: Plenary and Closing Plenary speaker, 2nd World Congress of Positive Psychology, Philadelphia, PA

November 11: Keynote speaker, 2nd Annual Youthdale Adolescent Brain and Behaviour Conference, University of Toronto, Toronto, Ontario, Canada

2012 January 13: Instructor, Zen Brain retreat: Emotions, Equanimity, and the Embodied Mind, Upaya Zen Center, Santa Fe, NM

January 25-27: Discussion Leader, World Economic Forum Annual Meeting, Davos-Klosters, Switzerland

February 17: Guest Lecturer, University of British Columbia, Institute of Mental Health and the Dalai Lama Center for Peace and Education, Vancouver, British Columbia, Canada

February 18: Psychology Section Chair, American Association for the Advancement of Science Annual Meeting, Vancouver, British Columbia, Canada

March 4: Keynote speaker, The Chopra Foundation's Sages & Scientists Conference, Carlsbad, CA

March 24: Invited speaker and moderator, The Baumann Foundation's Being Human 2012: Science, Philosophy and Your Life, San Francisco, CA

March 31: Keynote speaker, 10th Annual International Scientific Conference, Investigating and Integrating Mindfulness in Medicine, Health Care, and Society, Center for Mindfulness, UMass, Boston, MA

April 1: Panelist, Workshop on Wellbeing and Sustainable Development, Columbia University, New York, NY

- April 2: Participant, Happiness & Wellbeing: Defining a new economic paradigm, United Nations, New York, NY
- April 3: Featured Speaker, Wisconsin Academy of Sciences Book Talk, Madison, WI
- April 16: Plenary Panel Discussant, Sixth Annual Nelson Institute Earth Day Conference, Madison, WI
- April 17: Guest Speaker, Screening of documentary film, Happy, Madison, WI
- April 26-27: Speaker and moderator, International Symposia for Contemplative Studies, Denver, CO
- May 2: Featured Speaker, The Rotary Club of Madison, Madison, WI
- May 11: Featured Speaker, ProHealth Care CME Retreat, Madison, WI
- May 14: Templeton Prize ceremony for HHDL, London, England
- May 30: Developmental Contemplative Science Pre-meeting, University of Toronto, Toronto, ON, Canada
- May 31: Plenary Speaker, The 42nd Annual Meeting of the Jean Piaget Society, Toronto, ON, Canada
- June 6: Featured Speaker, Denmark premier of documentary film, Free the Mind, Copenhagen, Denmark
- June 18-21: Invited instructor, Mind & Life Summer Research Institute, Garrison, NY
- August 21-22: White House Conference on Neuroscience, Games and Well-being, Washington, DC
- September 27: Wisconsin Science Festival, UW-Madison, Madison, WI
- September 29: Public book talk in Sun Valley, ID
- October 1: Meng-Wu Talk, CCARE, Stanford University, Stanford, CA
- October 2: Department of Psychology, Stanford University, Stanford, CA
- October 17: Gates Foundation Meeting, Engagement and Academic Tenacity: Making the Invisible Salient and Actionable, Boston, MA
- October 20: Mind & Life, Contemplative Practice and Health: Laboratory Findings and Real World Challenges, Rockefeller University, New York, NY
- November 13: UW School of Education, American Education Week
- November 16-17: Kongress Meditation & Wissenschaft, Berlin, Germany
- November 18: Templeton Prize Ceremony at the American Association of Religion, Chicago, IL
- November 20: Featured Speaker, International Documentary Film Festival, Amsterdam, Netherlands
- December 3: Plenary, Association of University Centers on Disabilities Annual Conference, Washington, DC
- December 6: Panelist, American College of Neuropsychopharmacology Annual Meeting, Hollywood, FL
- December 8: Speaker, Book talk Madison Civics Club, Madison, WI
- December 14: Vanderbilt Kennedy Center, Vanderbilt University, Nashville, TN
- 2013 February 4: MIT Club of Wisconsin, Madison, WI
- February 4: Robert Wood Johnson Health & Society Scholars, Madison, WI
- February 6: New York Academy of Science, New York, NY

- February 7-10 Instructor, Zen Brain retreat: Exploring Consciousness: Waking, Sleeping, Dreaming, Dying, Upaya Zen Center, Santa Fe, NM
- Feb 19: Amherst College, Amherst, MA
- Feb 21 Greater Madison Chamber of Commerce Board Meeting, Madison, WI
- March 5-6: Sir Run Run Shaw Distinguished Visiting Scholar, Shaw College, The Chinese University of Hong Kong, Hong Kong
- March 7: International Conference on Benevolence Meditation & Mindfulness, Dharma Drum Buddhist College, Taiwan
- March 10: *Free the Mind* Premiere, Cologne, Germany
- March 15: Very Informal Seminar, Center for Complexity and Collective Computation, Madison, WI
- March 19: Root Lecture Series, Washington & Lee University in Lexington, VA
- April 5: Anxiety and Depression Association of America 33rd Annual Conference, San Diego, CA
- April 12: Wisconsin Medical Society Foundation, Madison, WI
- April 14: Cognitive Neuroscience Society, San Francisco, CA
- April 25: Family Action Network, New Trier North Shore School District, Chicago, IL
- May 1: Conte-CBS Colloquia, Harvard University, Boston, MA
- May 2: *Free the Mind* Premiere, Toronto, Ontario, Canada
- May 3: *Free the Mind* Premiere, New York, NY
- May 14-15: Change your Mind Change the World, Madison, WI
- May 16-17: Public dialogue with Dalai Lama, Tulane University, New Orleans, LA
- May 23: Veteran Administration Medical Center, Madison, WI
- June 13: Games Learning Society Symposium, Madison, WI
- June 17: Smith College School of Social Work, Northampton, MA
- August 22: Health, Innovation and the Wisconsin Idea, Corporate Open House, UW-Madison, Madison, WI
- September 9: World Bank, Washington, DC
- September 17: Emotional Brain Institute's Distinguished Scientist Lecture at NYU
- September 20: Contemplative Science Center, University of Virginia, Charlottesville, VA
- September 28: Being Human, San Francisco, CA
- October 8: Secular Ethics in Education, Emory University, Atlanta, GA
- October 11: UW Health Mindfulness Program 20th Anniversary, Madison, WI
- October 15: First Annual Conference on Contemplative Practices to Promote Child and Family Well-Being, UW-Madison, Madison, WI
- October 19: Alumni Achievement Award at the College of Arts & Science Dean's Luncheon, NYU
- October 25: Professor D.S. Kothari memorial Lecture, Delhi University, India
- October 28-November 1: Mind and Life XXVII - Craving, desire and addiction, Dharamsala, India

- October 30: Men-Tsee-Khang, Dharamsala, India
- November 3: The Future of Education: Contribution of Contemplative Practices and Perspectives, Phuket, Thailand
- November 5: Mind and Life: 26 years of Contemplative Studies and Research, Singapore
- November 10: Cultivating a Resilient Mind, University of Hong Kong
- November 15: St John's Medical Center, Jackson, WY
- November 22: Association for Behavioral and Cognitive Therapies in Nashville, TN.
- 2014 January 20-25: Panelist, Discussion Leader, World Economic Forum Annual Meeting, Davos-Klosters, Switzerland
- January 30-February 2: Instructor, Zen Brain retreat: Consciousness, Complex Systems, and Transformation, Upaya Zen Center, Santa Fe, NM
- February 19-20: Panelist, American Enterprise Institute and Mind & Life Institute: Happiness, Free Enterprise, and Human Flourishing conference, Washington, DC
- March 5: Witherspoon Lecture in Religion and Science, Washington University Assembly, St Louis, MO
- March 6: Distinguished Speakers series, Department of Psychology, Washington University, St Louis, MO
- March 26: 2nd Annual Mindful Living and Practice Public Lecture, Center for Child and Family Well-being, Psychology Department, University of Washington, Seattle, WA
- March 27: Wisconsin Alumni Association Impact & Innovation public event, University of Washington, Seattle, WA
- April 3: Psychology Department Colloquium series, University of Wisconsin-Madison, Madison, WI
- April 4-5: Second meeting of the International Cultural Neuroscience Consortium, University of Michigan, Ann Arbor, MI
- April 10-12: Mapping the Mind: Dialogue between Contemplative Scholars and Scientists, Mind & Life Institute, Kyoto, Japan
- April 17: University of Wisconsin Systems Annual Conference on Excellence in Teaching and Learning, Green Lake, WI
- April 19: University of Wisconsin Distinguished Lecture Series, Wisconsin Festival of Ideas, Madison, WI
- April 25: Thrive: A Third Metric Live Event, New York, NY
- April 26: Presidential Symposium, Inaugural Society for Affective Science conference, Washington, DC
- April 28: Department of Family Medicine fellowship seminar series, University of Wisconsin-Madison, Madison, WI
- April 30: Public Lecture, Changing Brains, Boston Museum of Science, Boston, MA
- May 1: Jack Green, MD, Endowed Grand Rounds Lecture, Massachusetts General Hospital, Boston, MA
- May 2: Integrative Lecture Series, Veterans Affairs Medical Center, Center for Spirituality & Healing, Minneapolis, MN
- May 16: Guest Lecture, Lindsay, Stone & Briggs' 24th Annual Brandworks University, Madison, WI

- May 19: Plenary Speaker, University of Wisconsin Teaching and Learning Symposium, Madison, WI
- May 30: George Solomon Memorial Lecture, PsychoNeuroImmunology Research Society annual meeting, Philadelphia, PA
- June 2: Public lecture, La Crosse Compassion Project, La Crosse, WI
- June 13: Games+Learning+Society Conference, University of Wisconsin-Madison, Madison, WI
- June 16: American Society of Clinical Psychopharmacology annual meeting, Hollywood, FL
- June 26-27: Keynote, Reading University International Workshop, Reading, UK
- July 17: Keynote Speaker at the Big Ten Alumni Relations and Development Conference, UW-Madison, Madison, WI
- September 29: Discussant at the Mindfulness and Learning Research Symposium, Johns Hopkins University, Baltimore, MD
- September 30: Mindful Magazine public dialogue with Dan Harris, New York, NY
- October 1: Guest speaker at Thrive CEO Summit with Arianna Huffington, New York, NY
- October 15: Featured Speaker at a Young Presidents' Organization / World Presidents' Organization, Chicago, IL
- October 16: Keynote address and Panelist at Northwestern Symposium on Mind and Society, Northwestern University, Chicago, IL
- October 24-25: Featured Speaker at Mindful Leadership - Madison, WI
- October 31: Keynote Presenter at the Mind & Life Institute International Symposium on Contemplative Science, Boston, MA
- November 6: Guest Speaker at the Lutheran HealthCare 9th Annual Health and Spirituality lecture, New York, NY
- November 6: Guest Speaker for the Nalanda Institute pulic lecture at the Rubin Museum, New York, NY
- November 12: Guest Lecturer at a Science and Technology Conference at the House of Representatives, Mexico City, Mexico.
- November 12: Guest Lecturer at Casa Tíbet México, Mexico City, Mexico
- November 13: Master Lecture at the Science College, National Autonomous University of Mexico, Mexico City, Mexico
- November 13: Public Lecture in Mexico City, Mexico
- November 14: Master Lecture at the American School Foundation, Mexico City, Mexico
- December 2: Guest Luncheon Speaker, Rotary Club of Milwaukee, Milwaukee, WI
- December 2: Public Speaker at Congregation Sinai, Milwaukee, WI
- December 4: Guest Speaker for Dean Psychiatry Department in-service training, Madison, WI
- December 8: Guest Speaker for the Department of Psychology & Neuroscience Colloquium and the Interdepartmental Neuroscience Seminar Series, University of Colorado, Boulder, CO
- December 9: Francisco Varela Lecture Series co-sponsored by the Department of Psychology & Neuroscience, University of Colorado, Boulder and Contemplative Psychology, Naropa University, Boulder, CO

CURRICULUM VITAE

LISA FLOOK

Center for Investigating Healthy Minds
 Waisman Center
 University of Wisconsin - Madison
 1500 Highland Ave.
 Madison, WI 53705
 (608) 265-6602
 flook@wisc.edu

EDUCATION

2006 Ph.D. Psychology (Clinical), University of California, Los Angeles
 2004-2005 Clinical Psychology Internship, University of California, San Diego Psychology
 Internship Consortium
 2002 M.A. Psychology (Clinical), University of California, Los Angeles
 2000 B.A. Psychology, University of California, Berkeley, *Highest Distinction*

PROFESSIONAL POSITIONS

2015-current Associate Scientist, Center for Investigating Healthy Minds
 Waisman Laboratory for Brain Imaging & Behavior
 University of Wisconsin-Madison

 2009-2014 Assistant Scientist, Center for Investigating Healthy Minds
 Waisman Laboratory for Brain Imaging & Behavior
 University of Wisconsin-Madison

 2008-2009 Research Psychologist, Mindful Awareness Research Center
 The Jane & Terry Semel Institute for Neuroscience & Human Behavior
 University of California, Los Angeles

 2006-2008 NIMH Postdoctoral Fellow, Center for Community Health
 University of California, Los Angeles

HONORS AND AWARDS

2006 UCLA Graduate Division Conference Travel Grant
 2005-2006 UCLA CONNECT Graduate Student Researcher Award
 2002 UCLA Stanley Sue Distinguished Research Award
 2001-2004 National Science Foundation Graduate Research Fellowship
 2000-2001 UCLA Regents Fellowship (offered)
 2000-2001 American Psychological Association Minority Research Fellowship

- 2000 UC Berkeley Psychology Departmental Citation
 1999 Phi Beta Kappa
 1999 UC Berkeley Psychology Department Swan Award
 1996-2000 UC Berkeley Deans List

RESEARCH GRANTS

- 2014-2017 Department of Education, Institute of Education Sciences, A Classroom-based Training Program of Attention and Emotion Regulation, \$1,500,000 (Co-PI: Richard J. Davidson)
- 2012-2015 Caritas Foundation, Kindness Curriculum for Preschoolers to Promote Prosocial Behaviors, \$300,000 (Co-PI: Richard J. Davidson)
- 2012 Mental Insight Foundation, Evaluation of a Kindness Curriculum Training for Preschoolers, \$50,000 (Co-PI: Richard J. Davidson)
- 2012 Mind & Life Institute, Mindfulness-Based Kindness Curriculum for Preschool Children, \$10,000
- 2008 Oppenheimer Seed Grant, Complementary and Alternative Integrative Medicine Mindful Awareness Practices for Children to Improve Attention and Emotion Regulation, \$30,000 (Co-PI: Susan Smalley).

PUBLICATIONS

PEER-REVIEWED JOURNAL ARTICLES

- Flook, L.,** Goldberg, S., Pinger, L. & Davidson, R.J. (2015). Promoting prosocial behavior in preschool children with a mindfulness-based curriculum. *Developmental Psychology*, 51(1), 44-51.
- Flook, L.,** Goldberg, S., Pinger, L., Bonus, K., & Davidson, R.J. (2013). Mindfulness for teachers: A pilot study to assess effects on stress, burnout and teaching efficacy. *Mind, Brain, and Education*, 7(3), 182-195.
- Chung, G., **Flook, L.,** & Fuligni, A.J. (2011). Reciprocal Associations between Family and Peer Conflict in Adolescents' Daily Lives. *Child Development*, 82(5), 1390-1396.
- Flook, L.** (2011). Gender differences in adolescents' daily interpersonal events and well-being. *Child Development*, 82(2), 454-461.
- Flook, L.,** Smalley, S., Kitil, M., Galla, B., Kaiser-Greenland, S., Locke, J., et al. (2010). Effects of mindful awareness practices on executive functions in elementary school children. *Journal of Applied School Psychology*, 26(1), 70-95.

- Chung, G., **Flook, L.**, & Fuligni, A.J. (2009). Daily family conflict and emotional distress among adolescents from Latin American, Asian, and European backgrounds. *Developmental Psychology*, 45(5), 1406-1415.
- Smalley, S.L., Loo, S.K., Hale, T.S., Shrestha, A., McGough, J., **Flook, L.**, & Reise, S. (2009). Mindfulness and Attention Deficit Hyperactivity Disorder. *Journal of Clinical Psychology*, 65(10), 1-12.
- Rice, E., Lester, P., **Flook, L.**, Green, S., Valladares, E., & Rotheram-Borus, M.J. (2009). Lessons learned from "integrating" intensive family-based interventions into medical care settings for mothers living with HIV/AIDS and their adolescent children, *AIDS and Behavior*, 13(5), 1005-1011.
- Flook, L.** & Fuligni, A.J. (2008). Family and school spillover in adolescents' daily lives. *Child Development*, 79(3), 776-787.
Reprint of article: Flook, L. & Fuligni, A.J. (2009). Family and School Spillover in Adolescents' Daily Lives. In F. Parkay, G.J. Hass, & E.J. Anctil (Eds.), *Curriculum Leadership: Readings for Developing Quality Educational Programs, 9th Edition* (pp. 169-183). Boston, MA: Allyn & Bacon. (Reprinted from Child Development, 2008, 79, 776-787)
- Flook, L.**, Repetti, R.L., & Ullman, J.B. (2005). Classroom social experiences as predictors of academic performance. *Developmental Psychology*, 41(2), 319-327.

BOOK CHAPTERS

- Repetti, R.L., **Flook, L.**, & Sperling, J., (2011). Family influences on development across the lifespan. In K. Fingerhman, C. Berg, T. Antonucci, & J. Smith (Eds.), *Handbook of lifespan psychology* (pp. 747-778). New York, NY: Springer Publishing Company.
- Fuligni, A. J., & **Flook, L.** (2005). A social identity approach to ethnic differences in family relationships during adolescence. In R.V. Kail (Ed.), *Advances in child development and behavior (Vol 33)* (pp. 125-152). San Diego, CA US: Elsevier Academic Press.

INVITED TALKS

Classroom-based approaches to promoting well-being. Presented at Stanford Science of Compassion Conference, San Francisco, CA, November 10-11, 2014.

Mindfulness in Education. Presented at Early Childhood Seminar Series, Waisman Center, UW-Madison, WI, April 9, 2013.

Pilot research on mindfulness curricula in early elementary education. Mindfulness: Foundation for Teaching and Learning. Mindfulness in Education Network Sixth Annual Conference, Lesley University, Cambridge, MA, March 16, 2013.

Bringing mindfulness into the classroom to promote self-regulation in early childhood education. Presented at UCSD Bridging Hearts and Minds, San Diego, CA, February 3-5, 2012.

Partnering for green and healthy students. Invited panelist at UW-Madison Badger Bioneers Conference, December 12, 2012.

Mindfulness in education for teachers and students. Co-presenter at session for Wisconsin School Psychologists Association, Madison, WI, October 25, 2012.

CONFERENCE PRESENTATIONS

Flook, L., Goldberg, S., & Davidson, R.J. Mindfulness in education for teachers and students. Panel presentation at the International Symposium for Contemplative Studies, Boston, MA, October 30-November 2, 2014.

Flook, L. & Davidson, R.J. Applications of a mindfulness-based curriculum in early education. Research symposium presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA, April 18-20, 2013.

Goldberg, S.B., Veazie, S., **Flook, L.**, & Davidson, R.J. Thin slices of behavior: Do observer ratings predict teacher stress and well-being? Poster presented at the International Symposia for Contemplative Studies, Denver, CO, April 26-29, 2012.

Flook, L., Galla, B., Flaxman, G., & Smalley, S.L. Mindful awareness practices in early education improve executive functions. Poster presented at the Mind & Life Summer Research Institute, Garrison, NY, June 7-13, 2009.

Flook, L., Lester, P.L., & Comulada, S. Parenting with post-traumatic stress symptoms in women living with HIV and a neighborhood cohort. Poster presented at the HIV: Next Generation Conference, Los Angeles, CA, April 7, 2008.

Flook, L., Smalley, S.L., Kitil, M.J., Dang, J., Cho, J., Kaiser-Greenland, S., Locke, J., & Kasari, C. Mindful awareness practices improve executive function in preschool children. Poster presented at the Center for Mindfulness in Medicine, Health Care, and Society 6th Annual Conference, Worcester, MA, April 9-13, 2008.

Chung, G.H., **Flook, L.**, & Fuligni, A.J. Daily family conflict and emotional distress among adolescents from Latin American, Asian, and European backgrounds. Poster presented at the Society for Research on Adolescence Biennial Meeting, Chicago, IL, March 6-9, 2008.

Flook, L., Best, K., & Comulada, S. Does maternal HIV status predict adjustment problems in youth from low-income backgrounds? Poster presented at the HIV: Next Generation Conference, Los Angeles, CA, April 9, 2007.

- Flook, L. & Fuligni, A.J.** Family and school spillover in adolescents' daily lives. Poster presented at the Society for Research in Child Development Biennial Meeting, Boston, MA, March 29-April 1, 2007.
- Flook, L. & Fuligni, A.J.** Ethnic differences in adolescents' emotional reactivity to daily social and academic events. Poster presented at the Society for Research on Adolescence Biennial Meeting, San Francisco, CA, March 23-26, 2006.
- Witkow, M.R., **Flook, L.**, Hardway, C. & Fuligni, A.J. Balancing daily time with family and friends during adolescence: Consequences for well-being. Poster presented at the Society for Research in Child Development Biennial Meeting, Atlanta, GA, April 7-10, 2005.
- Flook, L. & Fuligni, A.J.** Cultural influences on adolescents' daily emotional experiences. Poster presented at the Society for Research on Adolescence 10th Biennial Meeting, Baltimore, MD, March 11-14, 2004.
- Flook, L. & Repetti, R.** Links between children's peer acceptance and academic performance. Poster presented at the Society for Research in Child Development 70th Anniversary Biennial Meeting, Tampa, FL, April 24-27, 2003.
- Roberts, N.A., **Flook, L.**, & Levenson, R.W. More alike than different? The role of ethnicity in emotional responding to films. Poster presented at the Society for Psychophysiological Research 40th Annual Meeting, San Diego, CA, October 18-22, 2000.
- Flook, L. & Weinstein, R.** Promotion of self-regulation skills in elementary school children. Poster presented at the Ninth Annual UCLA Psychology Undergraduate Research Conference, Los Angeles, CA, May, 2000.

CLINICAL EXPERIENCE

- 2002 -2003 Practicum Student, ST. JOHN'S CHILD AND FAMILY DEVELOPMENT CENTER
Provided short-term individual child and family therapy at a community mental health center. Conducted cognitive and psychodiagnostic assessment of children's learning and attention difficulties.
- 2003-2004 Clinician, UCLA TIES FOR ADOPTION
Provided individual and family therapy to facilitate transition into adoptive placement for children with pre-natal substance exposure who were in the foster care system. Co-led monthly children's support group to promote social skills and process issues related to adoption. Conducted cognitive and socio-emotional assessments of functioning for children and toddlers.
- 2004-2005 Psychology Intern, UNIVERSITY OF CALIFORNIA, SAN DIEGO
PSYCHOLOGY INTERNSHIP CONSORTIUM.
APA-accredited internship. Delivered hospital-based and community mental health services through rotations at UCSD Child and Adolescent Inpatient Psychiatric Services and Children's Outpatient Psychiatry of Children's Hospital.

Completed intakes, conducted family therapy sessions, and administered assessments of cognitive and psychosocial functioning in Spanish.

TEACHING EXPERIENCE

- 2001 UCLA Department of Psychology, Teaching Assistant, Clinical Psychology of
 Childhood and Adolescence
- 2002 UCLA Department of Psychology, Teaching Assistant, Counseling Relationships
 UCLA Department of Psychology, Teaching Assistant, Psychological Research
 Methods
- 2003 UCLA Department of Psychology, Co-Instructor, Counseling Relationships
 UCLA Department of Psychology, Teaching Assistant, Abnormal Psychology

PROFESSIONAL ACTIVITIES

- Ad Hoc Reviewer** Clinical Child Psychology and Psychiatry
 Journal of Family Psychology
 Journal of Social and Personal Relationships
 Mindfulness
 Pediatrics
 AERA Open

MEDIA COVERAGE

- Erickson, D. (February 15, 2015). Research results from Madison schools suggest compassion, kindness can be taught. *Wisconsin State Journal*. Retrieved from http://host.madison.com/wsj/news/local/education/local_schools/research-results-from-madison-schools-suggest-compassion-kindness-can-be/article_9b3386bc-38c8-5447-ab5b-aa1913127f39.html
- Preschoolers learn 'Kindness Curriculum.' (February 6, 2015). *Mindful Magazine*. Retrieved from <http://www.mindful.org/news/preschoolers-learn-kindness-curriculum>
- Dahl, M. (January 28, 2015). A Wisconsin preschool tried a 'Kindness Curriculum.' *New York Magazine*. Retrieved from <http://nymag.com/scienceofus/2015/01/this-preschool-tried-a-kindness-curriculum.html>
- Lehman, S. (October 31, 2014). Conflicts at home affect teens at school and vice versa. *Reuters*. Retrieved from <http://www.businessinsider.com/r-conflicts-at-home-affect-teens-at-school-and-vice-versa-2014-10#ixzz3LJ3m8xdZ>
- Some teachers feel back-to-school stress. (Sept 2, 2014). *Minnesota Public Radio News* [interview for radio news segment] Retrieved from <http://www.mprnews.org/story/2014/09/02/teachers>
- Rickert, C. (July 5, 2014). Madison schools mindful of improving student performance, behavior. *Wisconsin State Journal*. Retrieved from http://host.madison.com/news/local/columnists/chris-rickert/chris-rickert-madison-schools-mindful-of-improving-student-performance-behavior/article_98caa24e-5c3a-5fb0-a282-

5be85e59ce63.html

- Teachers work to achieve mindfulness in 8-week class. (Feb 19, 2014). *WKOW 27 News, local ABC affiliate* [interview for TV news segment]. Retrieved from <http://www.wkow.com/story/24765883/2014/02/19/tonight-at-6-achieving-mindfulness>
- Flook, L. (Jan 22, 2014). The Oasis Within: Mindfulness Practice for Teachers. *Edutopia* [invited blog]. Retrieved from <http://www.edutopia.org/blog/oasis-within-mindfulness-practice-teachers-lisa-flook>
- Marsh, J, Davison, D., Lorenz, B., Klein, L., Smith, J.A., & Simon-Thomas, E.R. (January 2, 2014). The Top 10 Insights from the “Science of a Meaningful Life” in 2013. *UC Berkeley Greater Good Science Center*. Retrieved from http://greatergood.berkeley.edu/article/item/the_top_10_insights_from_the_science_of_a_meaningful_life_in_2013
- Zakrzewski, V. (October 14, 2013). Can Mindfulness Make Us Better Teachers? *Huffington Post*. Retrieved from http://www.huffingtonpost.com/2013/10/14/mindfulness-teachers-classroom-stress_n_4065019.html
- Rueckert, V. (Sept 12, 2013). Mindfulness games take shape. *Wisconsin Public Radio* [interview for radio segment]. Retrieved from <http://www.wpr.org/mindfulness-games-take-shape>
- Nauert, R. (August 29, 2013). Mindfulness training can lessen teacher stress & burnout. *Psych Central*. Retrieved from <http://psychcentral.com/news/2013/08/29/mindfulness-training-can-lesser-teacher-stress-burnout/59001.html>
- Erickson, D. (May 18, 2011). Investigating healthy minds: Preschool study seeks to teach kindness. *Wisconsin State Journal*. Retrieved from http://host.madison.com/news/local/health_med_fit/investigating-healthy-minds-preschool-study-seeks-to-teach-kindness/article_f7861ede-8194-11e0-903d-001cc4c002e0.html
- Elias, M. (June 8, 2009). Mindfulness' meditation being used in hospitals and schools. *USA Today*. Retrieved from http://usatoday30.usatoday.com/news/health/2009-06-07-meditate_N.htm

Project Narrative - Fed/Non Fed Budget Form SF 424

Title : Fed/Non Fed Budget Form SF 424

Attachment:

File :

- 1 [SF_424_Budget_FlookDOE_ProgressReportBudgetCOMPLETE.pdf](#)
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Project Narrative - Grant Performance Coversheet

Title : Grant Performance Coversheet

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**U.S. Department of Education
Grant Performance Report
Cover Sheet (ED 524B)**

*Check only one box per
Program Office instructions.*

**Annual
Performance
Report** **Final
Performance
Report**

General Information

1. PR/Award #: R305A140479
(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#: _____
(See instructions. Up to 12 Characters.)

3. Project Title: Education Research Program
(Enter the same title as on the approved application.)

4. Grantee Name: UNIVERSITY OF WISCONSIN SYSTEM
(Block 1 of the Grant Award Notification.)

5. Grantee Address:
(See instructions.)

Street: 21 N PARK ST STE 6401

City: MADISON

State: WI Zip: 53715 Zip+4: 1218

6. Project Director:
(See instructions.)

First Name: Lisa

Last Name: Flook

Title: _____

Phone #: 6082656602

Fax #: _____

Email Address: FLOOK@WISC.EDU

Reporting Period Information (See instructions.)

7. Reporting Period: From: 07/01/2014 To: 02/28/2015
(mm/dd/yyyy)

Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	0	0
b. Current Budget Period	200,850	0
c. Entire Project Period (For Final Performance Reports only)		

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

a. Are you claiming indirect costs under this grant? Yes No

b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement:
(mm/dd/yyyy)

From: 07/01/2013 To: 06/30/2017

Approving Federal agency:

ED Other (Please specify): DHHS

Type of Rate (For Final Performance Reports Only):

Provisional Final Other (Please specify):

d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :

Is included in your approved Indirect Cost Rate Agreement? Complies with 34 CFR 76.564(c)(2)?

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A

Performance Measures Status and Certification (See instructions.)

11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No

b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: Angela M. Bitner

Title: Managing Officer, Research and Sponsored Programs

Signature: (b)(6)

Date: March 26, 2015

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title :

File :

Project Narrative - IRB

Title : IRB

Attachment:

File :

- 1 [ESB2014_0605_Healthy_Minds_Students_IRB_cond_June_2014.pdf](#)
- 2 [ESBS2014_0524_Mind_Teachers_IRB_cond_June_2014.pdf](#)
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Education and Social/Behavioral Science IRB
6/17/2014

Submission ID number: [2014-0605](#)
Title: Healthy Minds and Bodies Program for Students
Principal Investigator: LISA FLOOK
Point-of-contact: LIONEL A. NEWMAN, DAVID P FINDLEY
IRB Staff Reviewer: JEFFREY NYTES

The convened ED/SBS IRB reviewed the above-referenced Initial review application and made the following determination: Modifications Requested - Conditional Approval pending site permission.

This protocol is conditionally approved per 45.CFR.46.110(b)(1)(5)(6)(7), pending receipt site approval documentation. This documentation should clearly indicate that the sites understand the scope of the research.

Once site permission documentation is obtained it must be submitted for IRB review and approval. Once site permission has been approved by IRB, a letter granting full approval will be provided and consent forms will be approved and stamped.

Please contact the appropriate IRB office with general questions: Health Sciences IRBs at 608-263-2362 or Education and Social/Behavioral Science IRB at 608-263-2320. For questions related to this submission, contact the assigned staff reviewer.



Education and Social/Behavioral Science IRB
6/17/2014

Submission ID number: [2014-0524](#)
Title: Mindfulness Training for Teachers
Principal Investigator: LISA FLOOK
Point-of-contact: LIONEL A. NEWMAN, DAVID P FINDLEY
IRB Staff Reviewer: JEFFREY NYTES

The convened ED/SBS IRB reviewed the above-referenced Initial review application and made the following determination: Modifications Requested - Conditional Approval pending site permission.

This protocol is conditionally approved per 45.CFR.46.110(b)(1)(5)(6)(7), pending receipt site approval documentation. This documentation should clearly indicate that the sites understand the scope of the research, including:

- Verification that teachers are doing their job and are not conducting a research intervention; teachers are NOT acting as researchers, they are required to do this as a part of their job; and
- Approving of activities to occur during instructional time

Once site permission documentation is obtained it must be submitted for IRB review and approval. Once site permission has been approved by IRB, a letter granting full approval will be provided and consent forms will be approved and stamped.

Please contact the appropriate IRB office with general questions: Health Sciences IRBs at 608-263-2362 or Education and Social/Behavioral Science IRB at 608-263-2320. For questions related to this submission, contact the assigned staff reviewer.

Project Narrative - Indirect Cost Agreement

Title : Indirect Cost Agreement

Attachment:

File :

- 1 [UW_DHHS_F_A_rate_agreement_3_28_2014.pdf](#)
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COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1396006492A1

DATE:03/28/2014

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
06/03/2013University of Wisconsin - Madison and
Extension21 North Park Street
Suite 6401

Madison, WI 53715

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2013	06/30/2017	53.00	On Campus	Organized Research
PRED.	07/01/2013	06/30/2017	50.00	On Campus	Instruction
PRED.	07/01/2013	06/30/2017	36.00	On Campus	Public Service
PRED.	07/01/2013	06/30/2017	29.50	On Campus	Ext. Public Service
PRED.	07/01/2013	06/30/2017	37.00	On Campus	Primate Ctr Rate (A)
PRED.	07/01/2013	06/30/2017	16.00	On Campus	Primate Ctr Rate (B)
PRED.	07/01/2013	06/30/2017	26.00	Off Campus	All Programs
PROV.	07/01/2017	06/30/2019			Use same rates and conditions as those cited for fiscal year ending June 30, 2017.

*BASE

ORGANIZATION: University of Wisconsin - Madison and Extension

AGREEMENT DATE: 3/28/2014

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

(A) All Primate Center.

(B) Non P.51 Core grants only.

ORGANIZATION: University of Wisconsin - Madison and Extension

AGREEMENT DATE: 3/28/2014

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2012	6/30/2013	41.00	All	(1)
FIXED	7/1/2012	6/30/2013	56.00	All	(2)
FIXED	7/1/2012	6/30/2013	26.70	All	(3)
FIXED	7/1/2012	6/30/2013	28.00	All	(4)
FIXED	7/1/2012	6/30/2013	17.80	All	(5)
FIXED	7/1/2012	6/30/2013	20.00	All	(6)
FIXED	7/1/2012	6/30/2013	9.10	All	(7)
FIXED	7/1/2012	6/30/2013	2.30	All	(8)
FIXED	7/1/2013	6/30/2014	34.50	All	(1)
FIXED	7/1/2013	6/30/2014	47.40	All	(2)
FIXED	7/1/2013	6/30/2014	24.20	All	(3)
FIXED	7/1/2013	6/30/2014	23.80	All	(4)
FIXED	7/1/2013	6/30/2014	14.50	All	(5)
FIXED	7/1/2013	6/30/2014	14.20	All	(6)
FIXED	7/1/2013	6/30/2014	6.00	All	(7)
FIXED	7/1/2013	6/30/2014	4.10	All	(8)

ORGANIZATION: University of Wisconsin - Madison and Extension

AGREEMENT DATE: 3/28/2014

PROV.	7/1/2014	Until amended	"Use same rates and conditions as cited for FYE 6/30/14."
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**** DESCRIPTION OF FRINGE BENEFITS RATE BASE:**

Salaries and wages of faculty and staff including vacation, holiday and sick leave pay and other paid absences of only the faculty and staff. Rate does not apply to student employees, research or teaching assistants.

- (1) Regular Faculty and Academic Staff
- (2) Classified and UWEXT Permanent Staff
- (3) Research Assistants, Project Assistants, Teaching Assistants, Pre-Doc Fellows and/or Trainees
- (4) Research Associates and Grad Interns
- (5) Post-Doc Fellows and/or Trainees
- (6) Limited Term Employees (LTE's)
- (7) Ad Hoc Program Specialists, Undergraduate Assistants and Undergraduate Interns
- (8) Student Hourly Employees

Fringe Benefit rates are combined rates for Madison and Milwaukee Campuses and are applied to both the campuses. These Fringe Benefit rates are also included on the University of Wisconsin, Milwaukee rate agreement.

ORGANIZATION: University of Wisconsin - Madison and Extension

AGREEMENT DATE: 3/28/2014

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Equipment Definition -

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

FICA
Retirement
Disability Insurance
Worker's Compensation
Life Insurance
Unemployment Insurance
Health Insurance
Severance Allowance
ERA Administration
Income Continuation Insurance

Your next proposal based on actual costs for the fiscal year ending 06/30/16 is due in our office by 12/31/16.

ORGANIZATION: University of Wisconsin - Madison and Extension
AGREEMENT DATE: 3/28/2014

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Wisconsin - Madison and Extension

(b)(6)

(SIGNATURE)

DARRELL BAZZELL

(NAME)

Vice Chancellor

(TITLE)

4/1/14

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Arif Karim

(NAME)

Director, Division of Cost Allocation

(TITLE)

3/28/2014

(DATE) 5121

HHS REPRESENTATIVE: Shon Turner

Telephone: (214) 767-3261

COMPONENTS OF THE PUBLISHED FACILITIES & ADMINISTRATIVE COST RATE

INSTITUTION:

(University of Wisconsin at Madison)

FY COVERED BY RATE:

FY2014 - FY2017

RATE TYPE:

RATE COMPONENTS:

- Building Depreciation
- Equipment Depreciation
- Interest
- Operations & Maintenance
- Library
- Utility Cost Allowance
- Administrative Component
- F&A Rate

CONCURRENCE:

	ORGANIZED RESEARCH		INSTRUCTION		PUBLIC SERVICE		PUBLIC SERVICE EXT.	
	On-Camp FY 14 - 17	Off-Camp FY 14 - 17	On-Camp FY 14 - 17	Off-Camp FY 14 - 17	On-Camp FY 14 - 17	Off-Camp FY 14 - 17	On-Camp FY 14 - 17	Off-Camp FY 14 - 17
Building Depreciation	4.7		4.6		1.7		0.3	
Equipment Depreciation	2.5		1.1		0.5		0.9	
Interest	1.5		1.1		0.4		0.0	
Operations & Maintenance	16.2		14.6		6.8		2.3	
Library	2.1		2.6		0.6		0.0	
Utility Cost Allowance	0.0		0.0		0.0		0.0	
Administrative Component	26.0	26.0	26.0	26.0	26.0	26.0	26.0	26.0
F&A Rate	53.0	26.0	50.0	26.0	36.0	26.0	29.5	26.0

(University of Wisconsin at Madison)
 (Signature) _____

(Name) DANIEL BARNELL

(Title) Vice Chancellor

(Date) 4/1/14

Project Narrative - Publications

Title : Publications

Attachment:

- File :
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Project Narrative - Research Performance Progress Report

Title : Research Performance Progress Report

Attachment:

File :

- 1 [DOE_IES_Research_Performance_Progress_Report_March_2015.pdf](#)
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DOE IES Research Performance Progress Report
July 2014 – March 2015

I. ACCOMPLISHMENTS

A. What are the major goals of the project?

Our goal for this initial phase of the project is to develop and implement a prototype of mindfulness training for teachers and students in at least four 4th and 5th grade classrooms. We intend to collect information about different training formats in order to provide training that is flexible and responsive to the needs of particular school environments. We are collecting feedback on training using surveys, focus groups and individual interviews with teachers and students to inform revisions to the training.

Important outcomes include implementing, adapting and refining the teacher and student training. At the end of the first phase of this project we expect to have an updated version of the teacher and student training that is informed by feedback from teachers and students who have participated in the initial training. The refined version of each curricula will be utilized for training in the second year and evaluated with data collected from individual students from approximately 20 (intervention and control) classrooms.

B. What was accomplished under these goals?

During this initial phase of the project our team developed a mindfulness program for teachers and students in the upper elementary school grades (4th and 5th) focused on awareness of body, breath, sensory experiences, feelings, thoughts, emotions, and caring/compassion and movement practices. The student training is currently being implemented this Spring 2015.

We met recruitment goals for the first year of the project with an initial sample of five 5th grade teachers from two schools (four teachers from school 1 and one from school 2). Participating teachers provided feedback and shared their experience about the training through forms completed after individual training sessions, weekly practice logs, and an end of course evaluation. In addition, classroom observations using the CLASS coding system and individual interviews with teachers about their experience were conducted.

Teacher training

Training teachers is intended to allow teachers to practice mindfulness skills themselves, generalize learned skills into their classroom practice, teach a mindfulness curriculum to their students, and support fellow teachers in this practice. This fall five teachers, across two schools, participated in mindfulness classes to help them establish their own practices before the student intervention was taught in their classrooms starting mid-February. There were two models used in the training, in response to the particular needs of each school.

At one site, a modified Mindfulness Based Stress Reduction, which has previously been used successfully in our research, was offered. This course met weekly for 8 weeks, 2.5

hours each session, including one 6 hour day of mindfulness. All mindfulness instruction occurred outside of the teachers' contract hours. The program was introduced within the context of a school-wide initiative to train staff in mindfulness practices, making this environment ripe for planting seeds for mindfulness to grow within the school climate.

The second model was created by current CIHM outreach specialists, Lori Gustafson and Chad McGehee. This alternative teacher training model offered at the second site where there were a larger cluster of 5th grade teachers, was developed to accommodate teachers' schedules and fit within their professional development (PD), as arranged with support from the principal. The structure of this program entailed 15 hour long meetings approximately 3 times per month after school during their PD time (see appendix for outline of training program for teachers). Also, there were two "half days of mindfulness" lasting 3 hours each. All mindfulness instruction occurred within the teachers' contract hours. This required working closely with the principal and the leadership team to align with other school goals.

The content of the classes for teachers was intended to support teachers in practicing mindfulness skills for themselves, generalizing learned skills and attitudes to their classroom experiences, co-teach a mindfulness curriculum for their students and support fellow teachers in the process. The teachers' course included a variety of themes adapted from Mindfulness Based Stress Reduction (MBSR.) These themes include non-judging, beginner's mind, perception and creative responding, acceptance, patience, and letting go/letting be.

Practices included in the training at each site include a variety of guided and unguided practices as well as formal and informal practices. Formal practices refer to the amount of time that each person put aside to engage in a specific mindfulness practice. Informal practice refers to times that someone was engaged in any other activity and brought mindful attention to that activity.

The guided practices that occurred in class were guided by one of the experienced instructors facilitating the course. Teachers were encouraged to practice daily at home with the support of guided practices on CDs. The guided practices were from renowned mindfulness teacher Sharon Salzberg as well as from UW Health Integrative Medicine MBSR. Guided practices included body scans, mindful movement, breath awareness, sensation meditation, hearing meditation, compassion practices, letting-go practices, walking meditation, eating meditation, mindful investigation and self-guided practices.

The unguided practices were based on practices that had been practiced together during course time such as stopping/pausing, dropping in, noticing the judging mind, noticing places of ease and dis-ease in the body, slowing down specific daily activities, and offering caring phrases. These practices were designed to support teachers in cultivating mindfulness both in and outside of the classroom.

How do the practices and themes cultivate mindfulness?

Mindfulness has been defined by Jon Kabat-Zinn as "the awareness that emerges through paying attention on purpose, in the present moment, and non-judgmentally to the

unfolding of experiences moment by moment.” The practices are taught beginning with the body scan/sensation practices first in order to establish a strong sense of direct experience to the body’s present moment experiences. Beginning with the body supports the process of creating the awareness needed to be present for our physical, emotional and mental experiences. One intention of mindfulness practice is to experience our world directly, not through the veil of thoughts. Body practices allow us to be present with our moment-to-moment physical experience and begin to notice the “automatic pilot” nature of the mind.

The next practices introduced are practices that use breath and sound as objects of awareness. These are subtler elements of experiences are both grounded in the larger sphere of body sensations. These practices continue the process of turning inward to our experience and paying attention in a particular way to allow oneself to be present moment to moment non-judgmentally. Quite quickly one will notice there is a tremendous amount of judgment, analysis, preference, comparing and all sorts of other types of thinking. Rather than trying to stop any of that thinking from happening, mindfulness practice asks us to allow all of it to pass without holding on. Initially this means resting in one’s physical sensations while thoughts and emotions cascade by.

Next, practices designed to work with emotions and thoughts are introduced. One can imagine that these practices are placed upon a now established base of present-moment body awareness. The practices designed fall into two general categories. First, a “radical acceptance” of whatever arises without holding on or pushing away. The second category can be considered “cultivating practices” that include training the mind to pay attention in kinder, more connected and more compassionate ways. All the practices occur with the same quality of paying attention to what is happening in the present, moment by moment.

All practices are first done together and discussed as a group. Then participants are encouraged to experiment with the practices in their daily formal and informal practices. One key consideration for this group was how to connect the practices to their day-to-day activities as teachers. This was done by connecting the global ideas and practices of mindfulness to the specific realm of public teaching. For example, integrating the body scan while teaching reading groups, or compassion practices during morning meeting. Also, many examples of the mental “automatic pilot” were taken from teachers’ lives such as thinking about report cards, working with administration, and high-stakes testing.

Student training

The mindfulness instructors have also been developing a student training in parallel. Prior to implementing the student training the school district required that the mindfulness instruction be aligned with their Social-Emotional Learning curriculum (Second Step). As a result our team worked collaboratively with SEL content experts from the district to provide a framework for how mindfulness supports SEL (see Appendix for supplemental documents regarding SEL alignment). The student program is designed to parallel the teacher curriculum and focus on opportunities in the classroom and school for

mindfulness practice that are developmentally appropriate in terms of structure, content, activities, and home practice modifications (see appendix for outline of training program for teachers). The training for 5th grade students is currently being implemented across five classrooms in conjunction with the classroom teachers who have undergone the teacher training as a foundation for beginning their own personal practice. The training is being reinforced through short guided practices that will be provided to students on mp3 players.

Both teacher and student practices include guided and unguided practice as well as formal and informal practices. Also, the first practices for students are body practices, then breath practices, then working with thoughts and emotions and eventually cultivating practices. The formal practices are co-taught with the classroom teacher and a teacher from the center and then informal practices are encouraged between lessons and supported by the classroom teacher. Many of the practices done with students have the same core as the teacher practices and have been adapted in small ways to be developmentally appropriate in terms of structure, content, activities, and home practice modifications. This year the student practices program started at the completion of the teacher training program. The student training occurs over 8 weeks with meetings two times per week for 20-25 minutes each session. The class is co-taught by the classroom teacher and an instructor from CIHM.

Each Monday, CIHM instructors gather with the classroom teachers to review the previous week's lessons, plan for the upcoming week and practice leading the student practices with the group. By integrating training into the PD day, all teachers on an instructional team will be able to participate. If the instruction occurs after school, not all instructional team members may be able to participate even if they are interested due to other responsibilities. We learned that having more scaffolded home practices would make it more clear to teachers what they could do and make the reporting of their practices more manageable. The implementation of the student curriculum is ongoing.

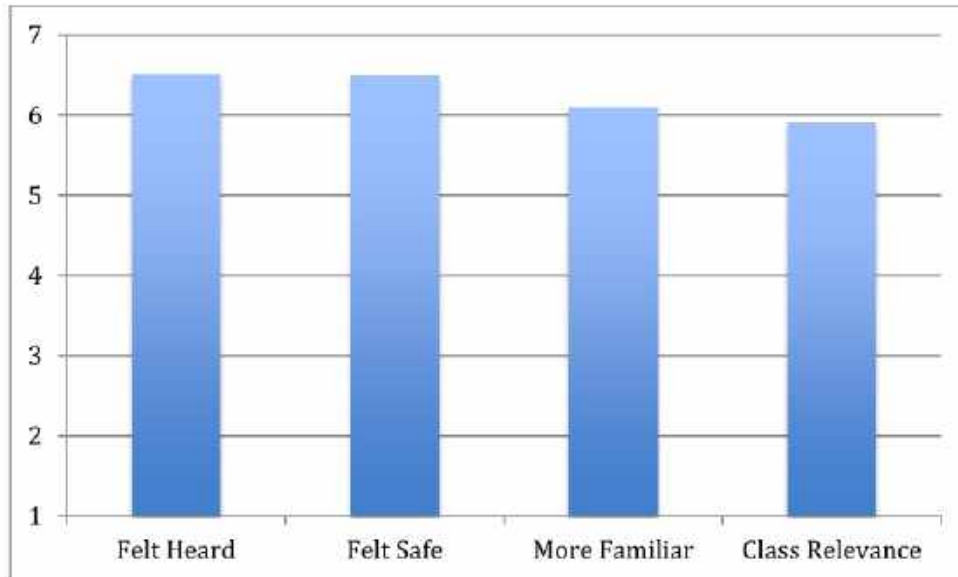
What did we learn?

One major difference between these teacher groups and others who participate in MBSR or other mindfulness-based interventions is that while they agreed to participate, not all teachers sought out this intervention for themselves. This is key because they do not begin the course with the motivation of making a change in their lives, thus have less motivation to engage in the daily formal practices. They begin with curiosity and openness and after experiencing some benefit, continue to be open. However we often returned the sentiment of, "Why are we doing this?"

We learned that incorporating results from the scientific literature as well as sharing anecdotes from other teachers motivated teachers to continue to practice. We learned that we needed to talk often of the benefits and the different possible ways of being in order to situate the moment-to-moment teachings in a larger context or worldview. We learned the importance of clear communication between CIHM, principals and teachers so that everyone knows the timeline and time commitments.

Feedback forms

Teachers provided feedback through weekly feedback forms completed after training sessions. The average ratings at school 1 on four items rated on a scale from 1 (strongly disagree) to 7 (strongly agree) are as follows (see graph): felt heard by the instructor ($M=6.51$, $SD=.59$), felt safe enough in class to explore mindfulness practice ($M=6.49$, $SD=.51$), were becoming more familiar with mindfulness practice ($M=6.09$, $SD=.78$), and felt that what they did in class was relevant to their life ($M=5.89$, $SD=1.03$). Ratings for the training offered from the teacher at school 2 were comparably high. Both formats for teacher training appear to be well-received by the classroom teachers.



End of course evaluations of teacher training indicated that teachers engaged with practices and experienced benefits from the training. All five teachers reported utilizing practices outside of the class sessions. On average, teachers reported using practices 3-5 times per week. The practices used most often by teachers included walking meditation, lovingkindness, and yoga. Every teacher reported that they feel better able to manage areas of their personal and professional life as a result of taking the class.

Interviews

We conducted individual interviews with each teacher after they completed their teacher training. Below are excerpts from interviews that reflect teachers' experience with training and how the training has impacted them. Even though the student training had not yet begun, several teachers commented on implications of introducing practices with students in the classroom.

- Teacher A described feeling “cloudy” when deciding how to respond to challenging situations with kids but after the mindfulness training, feeling “more calm” and “clear” and better able to respond to the needs of their students in that moment. A expressed being happy with the instruction and instructors; A was not able to find anything about the training program that they would change. A was aware of various little ways mindful awareness was creeping into their day-to-day

experience. For example, A commented on how just remembering the attitudes of mindfulness (e.g., openness, curiosity, non-judgment, courage, kindness) can shift experience, and how A has spoken with collaborating teachers about bringing the attitudes of mindfulness to their students.

- Teacher B appreciated the exercise of coming back to the breath and the value of Beginner's Mind [approaching experience without preconceived notions]. B would have appreciated an acknowledgement that everyone is coming to the practice from a different place, not necessarily because of struggle or difficulty. B commented that they cannot go to sleep without doing the body scan, and how natural it is to come back again with a new perspective when feeling angry.
- Teacher C was quite transparent about their initial and ongoing skepticism regarding mindfulness. In particular, C was unconvinced that a practice without a clear goal could be valuable. C noted appreciating the "calming aspect" of the practices. C shared that when practicing more consistently, they noticed being able to step back from charged situations at work - being able to "watch and look at things that would frustrate me, letting them pass more easily." C also shared some enthusiasm about having the mindfulness instructors coming into C's classroom to lead practices with students. C noted that leading was "harder than it looks" and appreciated the support C is receiving in developing C's ability to lead brief practices.

Observations

We have done one observation per classroom paired with CLASS rating, and will conduct observations of focal children this spring. The qualitative observations so far have each consisted of a 2 hour block focused on mapping the physical environment and the social and instructional interactions of the class. At this point we are building a baseline for understanding how the tools and dispositions fostered in mindfulness training make their way in classroom practices. This baseline is to document the characteristics of these classrooms, to focus our observation on important aspects, and to develop a critical vocabulary to describe what we see.

On the surface, these classrooms seem very similar. They share similar physical environments, curriculum and temporal location in the academic year. Their student and teacher demographics are similar. We can use the pairing of the observation and the CLASS rating to begin to examine variation within these like contexts. In terms of concordance between field notes and CLASS data, in most cases the two reflect one another. This reflection allows us to examine the observations in terms of the CLASS metric and to begin to identify segments of interaction across sites with like ratings. It also helps us orient observations to reflect the CLASS dimensions. There was a case in which the observers and the CLASS rater differed in terms of the level of quality observed. We are still exploring what that means about the quality of classroom interactions in this setting.

C. What opportunities for training and professional development has the project provided?

The project has provided classroom teachers with support for professional development through mindfulness training.

Nine researchers were trained in the CLASS coding system to conduct classroom observations in Fall 2014.

Our project team meets weekly to discuss project implementation, design, participant recruitment and assessment, providing research training for graduate students and other project staff.

D. Have the results been disseminated to communities of interest?

A description of this project is provided on the Center for Investigating Healthy Minds website for the general public to view, and a news release about this collaborative research project with the Madison Metropolitan School District (MMSD) was issued to increase awareness about this project and coverage was picked up by a local newspaper. Results from this initial phase of the project will be shared with school district administration through our partnership agreement.

Lisa Flook presented on scientific research in education at the Science & Compassion conference hosted by CCARE at Stanford University and at the International Symposium on Contemplative Studies, held in Boston, which included over 2800 attendees from nearly 30 different countries. She will present information about the current project at the upcoming American Educational Research Association conference.

Matt Hirshberg, graduate student researcher, has also shared information about the project through talks to the public. One talk addressed a local community organization in Madison, WI, and the other was for high school freshmen class of 400 students in a neighboring town. The nature of both of these talks was addressing the science and practice of mindfulness.

E. What do you plan to do during the next reporting period to accomplish project goals?

During the next reporting period, we will implement the student training and collect feedback from students and teachers to refine the training. We will collaborate with teachers who have participated in the training for themselves and their students to inform revisions to both sets of training for implementation in the next phase. We expect that these remaining tasks for the current project year will be completed on schedule. In addition, we will begin recruitment of classroom teachers to participate in the next school year and hire a second research specialist this summer to help coordinate and oversee the large increase in data collection during the second year of the project.

II. PRODUCTS

A. Publications, conference papers, and presentations

Nothing to report in this initial phase.

B. Web site(s) or other Internet site(s)

Nothing to report in this initial phase.

C. Technologies or techniques

Nothing to report in this initial phase.

D. Inventions, patent applications, and/or licenses

Nothing to report in this initial phase.

E. Other products

- Teacher training, initial version (see Appendix for outline of teacher program)
- Student training, initial version (see Appendix for outline of student program)

III. PARTICIPANTS & OTHER COLLABORATING ORGANIZATIONS

A. What individuals have worked on the project?

Lisa Flook is a co-principal investigator. She provided overall project direction including supervision of research staff and regular meetings with instructors around curriculum development and implementation.

Richard Davidson is co-principal investigator and provided input into the project design and infrastructure to support research.

Beth Graue, a collaborator on the project and an expert in early childhood, oversees the qualitative research component and train graduate students to conduct observations, record field notes, and synthesize notes.

Lori Gustafson is an Educational Outreach Specialist at The Center for Investigating Healthy Minds. She has over 25 years teaching experience with Madison Metropolitan School District and is currently teaching in a 4th and 5th grade multi-age classroom. In addition, she is an instructor in the Mindfulness Program at UW Health where she works teaching the Mindfulness Based Stress Reduction Course to both adults and teens. She has led development and implementation of training programs for both teachers and students.

Chad McGehee is an Educational Outreach Specialist at The Center for Investigating Healthy Minds. His background includes working in K-12 classrooms for the past 10 years in a variety of instructional and leadership roles. Chad has been offering mindfulness practices to students and teachers for many years both in classroom contexts, as well in professional development for teachers.

Matthew Hirshberg is a doctoral student in Educational Psychology at UW-Madison. As a graduate student project assistant, he has been involved in discussions around the construction of the teacher training program, and on-going planning regarding best class implementation and teacher-evaluation methods. He has received training in the CLASS observation tool and conducted interviews with participants to gather feedback about their experience with the training.

Evan Moss has a B.S. in Elementary Education and taught middle school for six years in the Milwaukee area. She was involved in school and district-wide curriculum design and assessment in the content areas of Science and Social Studies. Evan is currently a Master's student in Curriculum & Instruction in the School of Education. Her interests center around teacher-student relationships, the emotionality of teaching, and how mindfulness can strengthen teachers' ability to foster healthy classroom environments. Evan was involved in the Center for Investigating Healthy Minds' Kindness Curriculum project, teaching the curriculum to students in the Madison public school system. Evan is a Teaching Assistant for a UW-Madison undergraduate course on inclusive teaching practices and is also studying qualitative research methods with Dr. Beth Graue.

Cara Knoeppel is the study coordinator for this project. She is involved in coordinating the research and day to day logistics of the project. This role requires attention to detail but also an awareness of the big picture and scope of the study to ensure that study activities are progressing in a timely manner. A vital part of this role is managing the project's IRBs and coordinating the protocol with the Madison Metropolitan School District's research committee. This role is the point person for interacting with teachers and administrators regarding the research. Main responsibilities include: consenting teachers and students, scheduling research trainings, observations, and testing, and managing data collection. This position is responsible for hiring and supervising a team of undergraduates to assist in testing and data collection. The position is also responsible for material management and purchase orders.

B. What other organizations have been involved as partners?

This project is conducted in collaboration with the Madison Metropolitan School District (MMSD). One of the outgrowths of this project has been to formalize a partnership between the district and our research center to support this multi-year endeavor. MMSD provides access to teachers and classrooms for this project.

School 1, which includes four participating 5th grade classroom teachers, has an enrollment of nearly 500 students (38% Latino, 25% Caucasian, 19% African American, 8% Asian, 10% Other). Sixty-eight percent of students qualify for free and reduced lunch and 44% are English Language Learners. School reading and math proficiency were 20% and 25% respectively in academic year 2013-2014. School 2, which includes one participating 5th grade teacher, enrolls nearly 600 students (41% Caucasian, 27% Latino, 16% Asian, 10% African American, 6% Other). Thirty-eight percent of students qualify for free and reduced lunch and 42% are English Language Learners. School reading and math proficiency were 55% and 63% respectively.

C. Have other collaborators or contacts been involved?

Not applicable

IV. IMPACT**A. What is the impact on the development of the principal discipline(s) of the project?**

Teachers who participated in the mindfulness training reported feeling more calm and less stressed out among other benefits of practice. Teacher stress and burnout are a national concern for public education, resulting in significant turnover and lower quality of instruction. Providing supports for teachers to decrease stress and increase well-being has significant implications for the profession and student learning.

Teacher comments about their experience in the class learning practices for themselves:

I can calm myself down and recognize why I am feeling the way I am....not flying off the handle as much. Something that is important is remember is that there are many peaceful and beautiful things in my life in each and every moment if I choose to recognize them.

An area of my life I can better manage as a result of taking this class is recognizing how my thoughts affect me and others including co-workers and family.

I'm better able to recognize sticky thoughts and letting go more often.

An area of my life I'm better able to manage is (dealing with) anxiety, worry, and low self-esteem. I literally have a huge thirst to learn more about mindfulness. I loved all the practices you taught me. Loving kindness brings me peace.

I am a high stressed person. At first it was hard to be present and I had a lot of busy mind and anxiety in my chest. Now after learning the different techniques and practicing more often, I feel a lot more calm and aware of my emotions and body. The living kindness, breath and yoga have been great. I also loved the breath practices and body scans. At work, I feel like I can recognize situations, emotions and thoughts better and give myself a bit of distance. I use my breath a lot.

B. What is the impact on other disciplines?

This project is relevant to teacher training, both ongoing professional development for credentialed teachers as well as for teachers in training and how they are supported even before entering the classroom. This approach has implications for teacher efficacy in the classroom and potentially reducing turnover in the profession that has been fueled by high levels of stress and burnout.

C. What is the impact on the development of human resources?

This project provides training for graduate students and research staff in conducting school-based research. Through this research we are engaging a broad audience by sharing information about the projects with general public as well as academic audiences. Support is offered for teachers in their professional development through tools to promote well-being and reduce stress. In addition, students have the opportunity to learn skills that may enhance attention and ability to manage difficult emotions. Providing training opportunities for students and classroom teachers is expected to promote a positive classroom environment conducive to learning and supportive relationships.

D. What is the impact on physical, institutional, and information resources that form infrastructure?

This project has facilitated an interdisciplinary collaboration between scholars from the School of Education with those trained in Psychology, leading to a mixed methods approach to understanding and assessing the impact of training on teachers and students.

E. What is the impact on technology transfer?

Students will receive mp3 players with guided practices to support and extend their learning. Feedback from participants about their use of technology and how it impacted them will be collected at the end of this training period.

F. What is the impact on society beyond science and technology?

The training for students and teachers is likely to have a real human impact. The practices are intended for teachers and students to develop greater awareness of themselves and others, which can contribute to increased personal and interpersonal well-being. Cultivating these positive qualities is consistent with efforts to promote “non-cognitive skills” that are not primarily content-based, including attention and emotion regulation, which contribute to academic and school success.

G. What dollar amount of the award’s budget is being spent in foreign country(ies)?

None/Not applicable

V. CHANGES/PROBLEMS

A. Changes in approach and reasons for change

Originally we planned to evaluate a single teaching program. Instead we evaluated two programs because a second approach was tailored to fit the needs of a particular school. This model can be used at other schools as well. We are also offering the tried and true method mMBSR. These two versions of the teacher training provide flexibility for schools involved in the future to select the option that best fits their needs. Related to student training, we were planning to compare two versions that differed in frequency of training schedule, however, in proceeding with the work, there was a clear preference from classrooms that were involved to have training offered twice per week (rather than a

single longer session or three very brief sessions). The practices that are introduced formally with the guidance of our mindfulness instructors are supported and reinforced by classroom teachers. Classroom teachers are supported to begin co-teaching lessons as the student training progresses.

We are expanding our recruitment for next year to a neighboring school district that has requested to be involved and will provide a pool of up to 10 classrooms at the 5th grade level. Including this site will provide an opportunity to evaluate the applicability of the training to districts outside of Madison and ensure a sufficient sample size for the next wave of the study. We will also recruit at least half of our sample from MMSD and the same measures and procedures will be used in both districts for comparison.

B. Actual or anticipated problems or delays and actions or plans to resolve them

Nothing to report

C. Changes that have a significant impact on expenditures

Nothing to report

D. Significant changes in use or care of human subjects, vertebrate animals, and/or biohazards

Nothing to report

E. Change of primary performance site location from that originally proposed

Nothing to report

VI. SPECIAL REPORTING REQUIREMENTS

Not applicable

VII. BUDGETARY INFORMATION

See budget narrative

U.S. Department of Education

Washington, D.C. 20202-5335

IES Annual Performance Report

CFDA # 84.305A

PR/Award # R305A140479

Budget Period # 2

Report Type: Annual Performance

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**U.S. Department of Education
Grant Performance Report
Cover Sheet (ED 524B)**

*Check only one box per
Program Office instructions.*

Annual Performance Report Final Performance Report

General Information

1. PR/Award #: R305A140479 (Block 5 of the Grant Award Notification - 11 Characters.) 2. Grantee NCES ID#: (See instructions. Up to 12 Characters.)

3. Project Title: Education Research Program
(Enter the same title as on the approved application.)

4. Grantee Name: UNIVERSITY OF WISCONSIN SYSTEM
(Block 1 of the Grant Award Notification.)

5. Grantee Address:
(See instructions.)

Street: 21 N PARK ST STE 6401
City: MADISON
State: WI Zip: 53715 Zip+4: 1218

6. Project Director:
(See instructions.)

First Name: Lisa Last Name: Flook Title:
Phone #: 6082656602 Fax #: Email Address: FLOOK@WISC.EDU

Reporting Period Information (See instructions.)

7. Reporting Period: From: 07/01/2015 To: 02/29/2016
(mm/dd/yyyy)

Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	334,805	0
b. Current Budget Period	398,316	0
c. Entire Project Period (For Final Performance Reports only)		

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

- a. Are you claiming indirect costs under this grant?
If yes, please indicate which of the following applies to your grant? Yes No
- b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government? Yes No
The period covered by the Indirect Cost Rate Agreement is : From: 07/01/2013 To: 06/30/2017 (mm/dd/yyyy)
The approving Federal agency is : ED Other (Please specify): DHHS
The Indirect Cost Rate is : 26 %
Type of Rate (For Final Performance Reports Only): Provisional Final Other (Please specify):
- c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) Yes No
- d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :
 Is included in your approved Indirect Cost Rate Agreement Complies with 34 CFR 76.564(c)(2)?
- e. The grantee is funded under a Training Rate Program and:
 Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)
 Is recovering indirect costs using its actual negotiated indirect cost rate

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A

Performance Measures Status and Certification (See instructions.)

11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No

b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)

12. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812). Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: NICHOLAS N NOVAK	Title: MANAGING OFFICER
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title :

File :

Project Narrative - Additional Information

Title : Additional Information

Attachment:

File :

- 1 [AWAKE_Students_AY2015_2016.pdf](#)
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Week 1 ~ Session 1

Paying attention to the breath and body

Objectives:

- To describe what mindfulness means and how it relates to wellness
- To practice awareness of the breath and the body

Materials:

- Chime/bell

Introduction (5)	<p>What is mindfulness? Why are we doing it? <i>Mindfulness is paying attention and knowing that you are paying attention. For example, how many of you pay attention to how it feels when you walk in the hallway? How about when you walk in mud or in sand? What is different between the two ways of walking? We are going to explore this idea of paying attention and knowing that we are paying attention in many different ways over the next few weeks.</i></p>
Drop-in (3)	<p>Bell Practice (Introduction to first drop-in practice) This is a practice to introduce students to paying attention in a certain way. The focus is on the sound of the bell.</p> <p><i>Let's begin by paying attention to sound. Start with your hands in your lap. As soon as you hear the sound of the bell, raise one hand. Keep your hand up until you can no longer hear the sound and lower it to your belly. Take 3 breaths. Repeat 2 or 3 times.</i></p>
Check-in (2)	Check-in about what students noticed
Teaching (10)	<p>Agreements (How should we be together?)</p> <p><i>Respectful behavior: Teachers asks participants to suggest agreements and guidelines for respectful behavior that will help them feel safe and allow them and their classmates to learn. When complete, the behavioral agreements should encompass the following:</i></p> <p><u>Mindful Listening</u> Listening to whoever is speaking with your full attention—with your ears, your mind, and your heart, “just like we listened to the tone bar.”</p>

AWAKE: Abilities in Well-being, Attention and Kindness in Education

	<p><u>Mindful Speaking</u> Is it kind, is it necessary, is it true?</p> <p><u>Mindful Bodies</u> Not distracting, bumping, poking, or irritating your neighbors.</p> <p><u>Being a Team Player</u> Creating an environment that supports everyone in learning together by keeping all of the agreements we just made.</p> <p>Review Bell practice and check - in to see how it was doing it again, now that they were familiar with it.</p>
Continued Practice (2)	Bell practice in class

Week 1 ~ Session 2

Cultivating gratitude and generosity

Objectives:

- To practice bringing gratitude into daily life
- To share with others what we value

Materials:

- Chime

Drop-in (3)	bell practice,
Check-in (2)	Check-in about what students noticed
Teaching (10)	<p>Review Agreements Gratitude - cultivating the attitude of gratitude</p> <p><i>Each week we are paying attention and knowing that we are paying attention in a different way. Last time we paid attention to sound. Of course, we noticed a lot of other things as well. Today we are going to shift our attention from sound to noticing some of the good things in our lives. Remembering that this too is a practice.</i></p> <p>(Teacher gives example by modeling the practice – thinking of several things that happened over the past day such as petting the dog, walking outside, playing with a child, reading a book . Choosing one of those things and going into more detail about what it felt like to experience this event.)</p> <p>One good thing <i>Take a moment to pause and think of one good thing that happened today. It can be something that you enjoyed doing or maybe someone helped you out with something. Maybe you're reading a good book or you had fun playing a game at recess.</i></p> <p><i>See if you can bring it right here as if it was happening right now. Notice how you feel when you are thinking about it.</i></p> <p><i>When I ring the bell, raise your hand if you want to share it with the class. Keep it simple. Keep it short - maybe just one or two words. (Call on students one at a time, keep the pace going so that many students have a chance to share in a short amount of time.)</i></p> <p>Variations for later in the lessons: One good thing I did for someone today. One good thing someone did for me. One good thing that I saw someone do for someone else.</p>

AWAKE: Abilities in Well-being, Attention and Kindness in Education

	Check-in (5) <i>How did it feel to share about good things in your life?</i> <i>How did it feel to hear others share about good things?</i>
Continued Practice (2)	Name one good thing that happened during the day. .

Week 2 ~ Session 1

Paying attention to the breath and body

Objectives:

- To describe what mindfulness means and how it relates to wellness
- To practice awareness of the breath and the body

Materials:

- Bell (chime)

Drop-in (3)	Bell Practice
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Review agreements (quick review)</p> <p>Body Scan <i>Have you ever stubbed your toe or hit your elbow really hard? What does that feel like? ... Today we are going to focus on sensations in the body. We'll practice by noticing what we feel when we rub our hands together (Help students name sensation - heat, smooth, rough, etc.)</i></p> <p><i>Now let's clap your hands 3 times. What do you feel now? (Name sensations)</i></p> <p><i>We often don't pay attention to what we feel in the body unless we get hurt or we feel sick. During the next few minutes we are going to just notice what we feel in the body as we sit in stillness. We don't have to do anything special, just notice.</i></p> <p><i>Start by just feeling where the body makes contact with the floor (or chair.)</i> <i>Close your eyes if that feels comfortable. Begin by feeling the breath at the belly. You may even want to hold a hand on the belly to feel the rising and falling with each breath.</i> <i>Bring your attention to your hands and notice how the hands and fingers are feeling in this moment. Pay attention to all sensations - tingling, warmth, coolness etc.</i> <i>Move the attention to the feet and notice how they feel right now.</i></p>

AWAKE: Abilities in Well-being, Attention and Kindness in Education

	<p><i>You may notice sensations or you may notice nothing at all. It's all ok. Move your attention to your belly and feel the breath here. Notice sensations at the chest - maybe feeling the movement of the breath.</i></p> <p><i>Feel all sensations in the face -</i></p> <p><i>Now come back to the breath and spend the next minute resting in stillness"</i></p> <p>Check-in (5)</p> <p>One Good Thing</p>
Continued Practice (2)	Body scan in the classroom and at home

Week 2 ~ Session 2

Learning to pay attention to how we pay attention

Objectives:

- To understand the connection between the mind and the body
- To use the senses to pay attention

Materials:

- Bell
- Photo of puppy,

Drop-in (5)	Bell practice leading into a minute of silence. (Seeing where the mind goes - leads into Puppy Mind.)
Check-in (2)	Check -in <i>How are you feeling today? Raise your hand if you were able to stay with the sound of the bell and the breath. Raise your hand if you started thinking about something else.</i>
Teaching (15)	<p>Introduce concept of Puppy Dog mind. (5)</p> <p><i>Do you ever daydream? Do you get distracted when someone is talking? Have you ever missed directions because you were thinking about something else? Do you start thinking about lunch in the middle of morning meeting? It's not a problem. It's what the mind does. The mind is very busy. How many of you have watched a puppy run away, play, hide? (photo of puppy) What is helpful to teach a puppy to come back?</i></p> <p><i>Just like a puppy wanders off to explore, the mind will wander away from the focus. When we practice paying attention to the breath, the mind will wander. When you notice the mind is off exploring, gently guide the attention back to the breath. We can do the same when we focus on sound, movement, eating etc. Think of it as strengthening the attention muscle.'</i></p> <p>Breath awareness (5) Tracing the fingers on one hand to focus attention.</p> <p><i>Settling into a mindful body. Let's explore a new way to pay attention to the breath- noticing the full inhale and the full exhale as we trace our fingers. Starting at the base of the thumb, inhale as we trace up the thumb and exhale as we trace down the thumb, inhale as we trace up the index finger, exhale as trace down the index finger, etc.</i></p>

AWAKE: Abilities in Well-being, Attention and Kindness in Education

	If time introduce Slo-mo catch – using breath to guide the movement. Open the hands on the in breath and touch fingers together on the out breath. Check-in (5)
Continued Practice (2)	Breath awareness practice - tracing fingers, slo-mo catch.
2	ONE GOOD THING

Week 3 ~ Session 1

Learning to pay attention to how we pay attention

Objectives:

- To understand the connection between the mind and the body
- To use the senses to pay attention

Materials:

- Container of stones of varying sizes, textures and colors - enough for one per student and adult in the class

Drop-in (3)	Tracing fingers
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Stone Practice - (Mindful Child) (10). <i>We are going to continue to build this attention muscle by using our senses of sight and touch to help us observe an object.</i></p> <p><i>Choose a stone. Notice everything there is to notice about the stone in your hand - notice color, texture, shape. Is there something that makes it unique? Now put the stone in the center of the circle. (All students put stones in a pile)</i></p> <p><i>Do you think you can find "your" stone in the pile? Take a moment to remember everything about your stone and what sets it apart from others. Who would like to start? Let's try to do this without saying anything. Just notice the thoughts you may have and hold them in your mind.</i></p> <p>(Invite one or two students to find their stones and then ask 3 - 4 more to go. This can go fairly quickly. A student may choose the "wrong" stone and that makes the activity that much more interesting!)</p> <p><i>So how did you know the stone you are holding now is the stone you chose at the beginning of the activity? (Go around the circle so that students can share how they identified their stones. For example, " I know this is my stone because _____.")</i></p> <p><i>We all noticed different things and sometimes it was the stripe of color, the jagged edge, the rough side that made this rock unique. We can bring this kind of attention to everything in our lives".</i></p> <p>Check - in (5)</p>

AWAKE: Abilities in Well-being, Attention and Kindness in Education

Continued Practice (2)	Drop-in practice (Bell, tracing fingers), sketching or writing observations about a familiar object
2	ONE GOOD THING

Week 3 ~ Session 2

Cultivating Healthy Habits of Body and Mind

Objectives:

- To directly experience a stimulus using all senses

Materials:

- Bell
- Raisins, chocolate chips and/or other familiar food item

Drop-in (3)	Mindful stretching
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Mindful eating (10) (Use raisins, grapes, etc.)</p> <p><i>The last two classes, we spent time noticing our “puppy dog mind” and learning to use our senses to pay attention to a familiar object (Stone activity) Today we will bring that same attention into exploring something we might think we already know. What happens when we look at something familiar as if we are seeing it for the first time?</i></p> <p><i>I’m going to give you some objects. (hand out small cups with raisins) Notice what you think as soon as you see these objects. Try not to say anything out loud.</i></p> <p><i>Let’s use our senses of seeing, hearing, touching and smelling to observe this object. Do not use the sense of taste...we’ll save that for later.</i></p> <p><i>Share what you notice about the object. What does it look like? What does it feel like? (color, texture, etc) Hold one object between two fingers and look very closely. Is there anything else you notice? Can you use the sense of hearing to notice more about this object? (If using raisins gently squeeze the raisin and there might be a crackly sound.) (Encourage students to take their time to with this observation. There might be a lot of judgments that come up, acknowledge the judgments and guide them back to observation)</i></p> <p><i>Now we’ll use the sense of taste to explore the object. Place the object in your mouth, but do not bite down on it. Just let it rest on</i></p>

AWAKE: Abilities in Well-being, Attention and Kindness in Education

	<p><i>the tongue. What do you notice.</i></p> <p><i>Now slowly bite down on the object - just one time. What do you notice now? Slowly chew. What are you noticing as you chew? When you choose to swallow pay full attention to swallowing." What did you notice?</i></p> <p><i>(Do the same with chocolate chips.)</i></p> <p>Check - in about practice (5) (How is this different from the way we normally eat?)</p>
Continued Practice (2)	Bell practice, Teacher to lead a minute of mindful eating at snack
2	ONE GOOD THING

Week 4 ~ Session 1

Paying attention to emotions

Objectives:

- To understand the rising and fading away of emotions
- To explore the interrelationships between thoughts and feelings

Materials:

- Glitter ball (mind jar)
- Emotions poster

Drop-in (3)	<p>Using glitter ball or mind/body jar</p> <p>First ask students to watch as you shake up the mind jar and let the glitter settle. Not necessary to do anything but watch the glitter settle. Repeat.</p>
Check-in (2)	Check-in about what students noticed.
Teaching (15)	<p>Emotion charades (10)</p> <p><i>How many of you have ever felt happy? What is something that makes you feel happy? (Examples from students) How about sad? (Examples) Anyone ever feel angry? (Examples) Do you know how it feels in the body when you feel happy, sad, angry?</i></p> <p>Show poster of emotions. <i>These are some of the emotions that we have all felt. Sometimes we may not even have a word for how we are feeling. Sometimes what we are feeling is a combination of many emotions. Today we are going to spend a few minutes acting out emotions. We're going to act it out without using words and so we are playing emotion charades.</i></p> <p>Ask for a volunteer to come up and act out an emotion. Help the student pick an emotion off the chart that he/she can act out for the class.</p> <p><i>Who can guess the emotion? In order to do this we are going to be paying attention to our own internal glitter ball? What does happiness feel like? What does sadness feel like? What might that look like in another person? It's ok if you don't guess the emotion that is being acted out. Remember you are trying to read someone else's emotion. (If students guess a different emotion than what is being acted out, encourage them to keep guessing.)</i></p>

AWAKE: Abilities in Well-being, Attention and Kindness in Education

	<p>(To student acting it out) <i>How do you know how (emotion) feels? How did you know what to do to act it out?</i></p> <p>(To student who guessed it) <i>How did you guess the emotion? What was (student) doing that let you understand the emotion being acted out?</i></p> <p>Invite others to come up to act out different emotions.</p> <p><i>Why spend time doing this? Sometimes we think we know what others are feeling, but it can be hard to tell and that's ok. We practice understanding how emotions feel in our own bodies and that helps us understand what someone else might be feeling.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Drop in practice using mind jar Practice emotion charades
2	ONE GOOD THING

Week 4 ~ Session 2

Paying attention to emotions

Objectives:

- To understand the rising and fading away of emotions
- To explore the interrelationships between thoughts and feelings

Materials:

- 4 small bells
- Glitter Ball/mind jar

Drop-in (3)	<p>Glitter Ball /Mind-body jar Watch it settle, Count breaths (inhale and exhale is one breath) while watching the glitter settle</p>
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Pass the bell - (10) This is an activity to be aware of thoughts, emotions and sensations while interacting with others. The point is to pass a bell from person to person without talking and without ringing the bell.</p> <p><i>Last time, we explored emotions and how they feel in the body. (Show poster) Today we are going to do an experiment with passing a bell that will allow us to see how the thoughts, emotions and sensations are arising in our own internal glitter ball.</i></p> <p>Students form one large or two smaller circles.</p> <p>Start by showing all the students that the bell actually rings. <i>We are going to pass the bell around the circle. Sounds easy, right? But we are going to try to pass it without ringing it. What might help us do this? (Get 2 or 3 suggestions) It's not a problem is the bell rings. Just notice the sound, how it feels when you hear the sound of the bell and keep passing the bell.</i></p> <p><i>Begin by feeling the feet on the floor. Take a moment to feel the breath in the body. Check in to see how you feel right now - nervous, excited, bored. Notice where you feel those emotions in your body. See how it changes as we move through this activity.</i></p> <p>Slowly start passing the bell by the handle to the person next to you. Remind students to try to do this without talking.</p>

AWAKE: Abilities in Well-being, Attention and Kindness in Education

	<p>If the bell rings, reassure the student that it's ok and just to notice what is happening in the moment - emotions, sensations, thoughts When the bell gets back to starting point, check-in with the group about what they noticed.</p> <p><i>Let's pause and check-in. What did you notice? How did you feel when you got the bell? How did it feel when you gave the bell away?</i></p> <p>If a student says, "I felt nervous." Ask him/her where it was felt in the body. Sometimes students will intentionally ring the bell and this can be part of the activity - noticing frustration and how we work with it.</p> <p>Part 2: <i>We're going to try it again. Get ready by feeling your feet on the floor. Remember we're trying to do this in silence. Begin by passing the bell in one direction. After it gets to the 3rd or 4th student, add a 2nd bell going the other way. Some students will notice and others will be very focused on the first bell.</i></p> <p>Add one or two more bells so that there are up to 4 bells going around the circle. Students will have to figure out what they do when two bells arrive at the same time. Eventually all the bells will come back to the starting point.</p> <p><i>So how was this different? What did you notice? Who can name an emotion? A sensation? A thought?</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Mind jar (shake it up and watch it settle), bell practice.
	ONE GOOD THING

Week 5 ~ Session 1

Paying attention to thoughts

Objectives:

- To explore the connection between thoughts, emotions, actions
- To gain a felt-sense of recognizing thoughts and practice letting them go

Materials:

- Picture of parade with floats
- Picture of a float (x15)

Drop-in (3)	Finding center by rocking from to side to side going into brief Body scan
Check-in (2)	<p>After practice: <i>There is a difference between thoughts and sensations in the body. Share both and I'll write down a few examples of thoughts.</i></p> <p>Check-in: Teacher validates descriptions of sensations (to show importance) and jots down thoughts on drummers on the board. <i>We'll come back to drummers, don't worry about it for now.</i></p>
Teaching (15)	<p>Show picture of parade. <i>What do you see?</i> (Key Vocab <u>Parade</u> and <u>Floats</u>)</p> <p><i>Imagine you are at a parade. On sidewalk, floats start to come toward you, in front of you for a moment, pass by. Next float starts to come toward you, etc....</i></p> <p><i>Thoughts work like this. They come, are here for a moment and are gone.</i></p> <p><i>Let me give you two examples. Shake Mind Jar and watch it settle for both examples.</i></p> <p><u>Example 1</u></p> <ol style="list-style-type: none"> 1. <i>Watching the Mind Jar; Noticing breath and body</i> 2. <i>Thought; I wonder how many pieces of glitter are in the mind jar? (Rise and fall of drummer at the same time)</i> 3. <i>Watching the Mind Jar; Noticing breath and body</i>

AWAKE: Abilities in Well-being, Attention and Kindness in Education

	<p>4. <i>Thought; I really liked what we did in Art today. It was fun. I want to do it again. (Rise and fall of drummer at the same time)</i></p> <p>5. <i>Watching the Mind Jar; Noticing breath and body</i></p> <p><u>Example 2</u></p> <p>1. <i>Watching the Mind Jar; Noticing breath and body</i></p> <p>2. <i>Thought; I wonder how many pieces of glitter are in the mind jar? Is glitter made of paper? I want some of that paper. I bet all the boys and girls would like that paper. I bet the teachers would even think it is cool. You know what, I need to talk to Mr. K. I bet he has money to buy that paper. (Raise a new drummer for each thought, collecting many.)</i></p> <p><i>Check-in; Could you notice a difference? Could you feel a difference in your body or mind? Gather as many noticings as possible from students.</i></p> <p><i>The key difference is the ability to recognize a thought. Then there is a chance to keep thinking it or let it go.</i></p> <p><i>Do you want to try? Let's practice noticing thoughts and putting them on floats and letting them go. Mind Jar Practice.</i></p> <p><i>Check-in; What thoughts did you notice? Could you put them on a float and come back to the mind jar? Did anyone go with his or her thoughts in the parade for a few thoughts? Teacher validates sensations, thoughts and ability to come back to mind jar.</i></p> <p><i>Can we do this practice of noticing thoughts during other practices we have learned together?</i></p> <ol style="list-style-type: none"> 1. Slow-Mo Hands, Body Scan, Tracing Fingers, Bell, etc 2. On Student suggestion, do a practice and notice thoughts. 3. Check-in
Continued Practice (2)	<p><i>Keep exploring the practice of letting thoughts go. Some times we want to think thoughts (math, problem-solving, reading, etc.) and some times we want to let them go. Keep practicing over the next few days and we can check-in next time about what you are noticing.</i></p>
2	ONE GOOD THING

Week 5 ~ Session 2

Paying attention to thoughts

Objectives:

- To explore the connection between thoughts, emotions, actions
- To gain a felt-sense of pleasant/unpleasant thoughts

Materials:

- Bell
- Brain poster or model

Drop-in (3)	Bell practice, tracing fingers or mindful stretching
Check-in (2)	Check-in about what students noticed
Teaching (20)	<p>Brain in the Palm of Your Hand (10) <i>Have you ever felt angry? How does it feel? What happens in the body? What do you do when you feel really angry?</i></p> <p><i>To begin to understand this let's take a look at a poster (brain poster) The brain is very complex and no one fully understands it, but we can use a simple model to begin to have an idea of what happens when we feel really sad, excited, orangry. (Hold up on hand and fold fingers over the thumb making a thumb. Students can do the same thing with their hands as you model this)</i></p> <ul style="list-style-type: none"> • <i>The Wrist and palm represent the brain stem which is responsible for survival instincts: Flight, freeze or fight,</i> • <i>Fingers over the thumb represent the mid brain where we store and integrate memories, emotions (fear, anger etc.)</i> • <i>Fingernails represent the prefrontal cortex - this is the area that makes sure messages get where they need to go. The following are some of the functions of pre-frontal cortex: Regulation of body through nervous system, emotional regulation, regulation of interpersonal relationships, response flexibility, etc.</i> <p><i>What happens when you are stressed, overwhelmed or trying to deal with really difficult memories? The front part – the cortex-</i></p>

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	<p><i>temporarily shuts down which means you can't regulate strong emotions or manage relationships. Basically you have flipped your lid and are operating from the part of the brain that is in survival mode. Once we recognize this because we feel it in our body, we can use a strategy to calm down and bring the frontal cortex back into functioning so that you can problem solve. What are some things that we can do to calm down?</i></p> <p>Cleansing breaths, calming breaths practice- a way to calm down (5)</p> <p>Calming breaths can be used throughout the day to check-in or to regulate strong emotions. It can be practiced sitting, lying or standing. Often, it is helpful to do this breathing after a transition. This type of belly breathing calms the stress alarm. Counting the breaths can help students focus on the breath and notice that the exhale is longer than the inhale.</p> <p><i>Let's try breathing in a way that will bring the breath all the way to the belly. When we do this we can help calm both our body and mind. Let's practice by placing one hand on the belly. Take a deep breath in through the nose and feel the belly expand 1,2,3,4. Hold the breath 1,2,3,4,5 and breathe out through the mouth 1,2,3,4,5,6 Let's do this 3 more times, breathing in, holding the breath for a few seconds and then breathing out fully.</i></p> <p><i>Now just breathe naturally and offer these words to yourself. May I feel safe and peaceful. Just see how it feels to offer this wish for peace and safety. May I feel safe and peaceful.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Practice cleansing breaths (morning meeting and/or after transitions).
	ONE GOOD THING

Week 6 ~ Session 1

Cultivating Healthy Habits of Body and Mind

Objectives:

- To directly experience a stimulus using all senses

Materials:

- Bell

Drop-in (3)	Cleansing breaths
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>The Pause leading into Mindful walking</p> <p><i>Today we are going to practice something that can be helpful in everything we do in class, at lunch, on the playground, at home. Everything. It is called The Pause. The pause is a way for us to stop even if it is only for a few seconds. When we pause we gently interrupt what we are doing or thinking so that we can be more aware of what is happening. Let's practice The Pause with walking. When I give the signal, stand up and start walking around the room. You can talk, look at things on the wall or around the room, etc. When you hear the sound of the bell, stop moving and take 3-5 breaths. Listen for the sound of the bell and continue walking, talking etc. Each time you pause notice what it is like to feel your feet on the floor and count the inhale and exhale. Just see what happens. (Students move around the room)</i></p> <p><i>Now bring your full attention to walking. When you hear the bell, take a few steps moving slowly and paying attention to your feet on the floor. It may seem strange because we normally don't walk slowly. Feel each step as if you are taking it for the first time.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Teacher to choose one path a day to practice with students
2	ONE GOOD THING

Week 6 ~ Session 2

Working with perception and creative responding

Objectives:

- To experience that shifting perception alters the way objects are experienced

Materials:

- Optical illusion picture of old woman/young woman and vase/faces
- 9 dots handout

Drop-in (5)	<p>Three Minute Breathing Space (Slightly longer drop-in practice) (5)</p> <p><i>Let's start by sitting in a way that allows us to be still. Now without doing anything special, notice what is happening around you without saying anything or trying to change anything - This can be sound, sensations, thoughts. (First minute)</i></p> <p><i>Now we will gather and focus the attention on our breathing. It might help to close the eyes and pay attention to each breath. The in- breath and the out- breath. You might notice the movement in the chest or in the body. (Second minute)</i></p> <p><i>Now widen the attention so that you can feel your body, breath and sound. Relax. (Third minute)</i></p>
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Introduce the word perception: (10)</p> <p><i>Have you ever heard the word perception? It's the ability to see, hear, or become aware of something through the senses. It's a way of understanding something. We used our sense of perception when we explored the stones and when we slowed down to notice everything about a raisin. Today we will explore perception in a different way. I'm going to show you a picture. Take a couple minutes to look at it. (Show the picture of the old woman/young woman and give students some time to look at it.)</i></p> <p><i>Tell me what you see? (Some students might see a young woman, some students might see the old woman, some will see many other things in the photo)</i></p>

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	<p><i>How many of you saw a young woman? If you can't see a young woman in the picture, it's ok, but notice how it feels when you hear others can see something that you can't see? What is that like? How many of you see an old woman? (Check in with students who can't see the old woman to get them to talk about how they feel.)</i></p> <p><i>Who can see both the old woman and the young woman? (Invite students to describe the young woman and old woman to help others see the two outlines within the one image.)</i></p> <p><i>Sometimes we think we know what is happening, but we don't always have the whole story. What happens when we take the time to look again or to listen to others to see another way of looking at a situation?</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Pay attention to how you see things. Can you notice when you see, hear or say something in a different way from someone else.
2	ONE GOOD THING

Week 7 ~ Session 1

Cultivating kindness and compassion

Objectives:

- To understand our interconnectedness

Materials:

- Bell

Drop-in (3)	Mindful stretching - pause between poses
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Compassion circles</p> <p>(Everyone starts standing shoulder to shoulder in a large circle.)</p> <p><i>We all have things in common and we all have experienced different things in our life. I will say a sentence and if it is true for you, you will step out of the large circle and join a second circle by me. The people in the first circle will step closer together so we will then have 2 circles.</i></p> <p><i>Each time we make a circle, take a moment to look around and see who is in the circle with you. Notice what it feels like to join a new circle - you are going to have lots of thoughts about this, but you will also have emotions about it. Notice if you can feel what happens in the body each time we make a new circle.</i></p> <p>Use some or all of the following circle categories, or make up your own that might be better suited to your class. <i>Let's start our big circle knowing that we all go to _____ school (or are in room _____.)</i></p> <p><i>Make a new circle by me if you have ever lived someplace other than Madison. (Help students form a new circle, and other students close the first circle. There should be two circles. Encourage students to limit the talking and just observe what it feels like to be in these two circles.)</i></p> <p><i>Make a circle by me if you speak more than one language at home and at school. (Help students form a new circle. Now there should be one circle with students who speak more than one language and another circle with students who only speak one language.)</i></p>

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	<p><i>Make a circle if you have brothers and /or sisters</i></p> <p><i>Make a circle if you have brothers or sisters who make you feel angry.</i></p> <p><i>Make a circle if you have ever gone somewhere on a train.</i></p> <p><i>Join the circle if you have ever gone somewhere on a plane.</i></p> <p><i>Make a circle if you have ever had a broken bone.</i></p> <p><i>Make a circle if you have a pet</i></p> <p><i>Make a circle if you have lost a pet or it has died.</i></p> <p><i>Look around the circle. Maybe notice what you are feeling. Notice how it feels in the body. Everyone here understands what it is like to have experienced this kind of loss, sadness. This understanding is empathy. We show compassion when we want to help someone through our words and actions.</i></p> <p><i>Now Make a circle if you have ever feel ignored, had your feelings hurt or felt bullied.</i></p> <p><i>Once again look around, see that you are not alone. And seeing that we are not alone, taking a moment to offer the phrases of kindness. May we all be safe, happy, healthy and have peaceful moments.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Offering phrases of care and kindness to ourselves and to others who work in the school.

Week 7 ~ Session 2

Objectives:

- To practice Mindful Self-Compassion

Materials:

- chime

Drop-in (3)	Mindful movement – including shaking and then placing a hand over heart to feel heartbeat. Feeling the rhythm of the body.
Check-in (2)	What did you notice? How are you feeling?
Teaching (10)	<p>Last time we talked about and experienced what it was like when we experienced compassion and empathy for others.</p> <p>Today we are going to practice bringing compassion to ourselves. We all go through hard times, we all make mistakes; this practice can be used to help us meet these experiences in ways that allow us to be more resilient.</p> <p>Bring to mind a time when something didn't go the way you wanted. Not the biggest difficulty, but some time when things were a little off and you were a bit upset or frustrated. Bringing the story to mind; imagining what you were doing, where you were, who you were with.</p> <p>Now turning your spotlight of attention inside you, notice how your body feels (brief body scan), notice what's going on in your mind. Are you carried away by a thought parade? Have you flipped your lid?</p> <p>Now offering these words to yourself: This is hard to think about this and difficult to feel this. Everyone feels this way sometimes. It's going to be ok.....</p> <p>Ending with mindful awareness of body and breath.</p>
Continued Practice (2)	The pause, noticing when we flip our lids and offering kindness toward self and others.

Week 8 ~ Session 1

Cultivating kindness and compassion

Objectives:

- To understand our interconnectedness

Materials:

- Bell
- Kindness cards

Drop-in (3)	Sound of bell followed by body scan. Consider passing a smile around the circle.
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Caring/ Kindness Practice (10)</p> <p>(Have the kindness cards ready. One for each student and adult in the classroom.)</p> <p><i>Over the last 2 weeks, we explored sticky thoughts and thoughts that sometimes make us flip our lids. We also talked about empathy and compassion for others and self. Situations happen that can make us feel sad, angry. Sometimes we flip our lids or get stuck in a sticky thought and that can be hard. So let's take a few minutes to talk about feeling safe, happy and peaceful.</i></p> <p><i>What does it mean to you to feel safe? What does it mean to you to feel happy? How about healthy? And peaceful? (perhaps students share where they feel safe, or what makes them feel happy....this is just for them to begin to bring attention to this idea of safety, happiness and peace.) Do you think we all want to feel safe? Happy? Peaceful? Notice how it feels when I say this to you: I want each of you to feel safe and happy. I want you to have good health and feel peaceful.</i></p> <p><i>Today, I'm going to share something with each of you. This is my wish for you. (Hand a card to each student.) Read what it says to yourself and see what it feels like to get this message. How does it make you feel? And you don't have to feel anything special at all. Is there anyone who wants to read the message and/or share how you feel? (Let students share.)</i></p>

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	<p><i>Now let's try something. Close your card. Now pass it to the person to your right. You are now sending this wish to someone right next to you. It's ok to do because we know that each of us wants to feel safe, we want to feel happy, we want to be healthy and we want to feel peaceful. Take a moment and see what it was like to share the card with someone else."</i></p> <p>Check-in (5) One Good thing</p>
Continued Practice (2)	Offering a phrase of care and kindness in morning circle. May we be safe today. May we feel happy and peaceful

Week 8 ~ Session 2

Cultivating gratitude and generosity

Objectives:

- To practice bringing gratitude into daily life
- To share with others what we value

Materials:

- Chime
- Cardstock squares for quilt

Drop-in (5)	3 minute breathing space or listening to the bell moving into gently stretching
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Sharing (5) <i>We have explored many different things in the last few weeks. Let's take a moment to remember some of the practices that we shared. Taking a moment to share about what we want to remember from the class. Make list of practices, activities that students share.</i></p> <p>Tell Me What you Love (5) (Tell me what you are grateful for...)</p> <p><i>Take a moment to pause and check-in with the body. See how you are feeling right now. Take 3 cleansing breaths. Now think of things in your life that you love or that you are thankful for. Maybe you are thinking of a person who helps you or makes you smile, maybe it's a sport that you really enjoy playing, maybe it's the way your dog greets you when you get home. Just let these things/people come to your mind right now without trying too hard.</i></p> <p>Ask if someone wants to share - just one or two words. Students often share things like my mom, my grandma, video games, my baby sister, my hamster, playing football, drawing, reading a book, my family, my house, my stuffed toy etc.</p> <p><i>We'll start with one person and then go around the circle (or room). You can choose to share or you can say "pass". We might be able to go around 2 times and so you'll have a chance to share more</i></p>

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	<p><i>than one thing that you love or are grateful for. Notice how it feels to share about the things that are important to us. Notice how it feels to listen to one another as we go around the circle.</i></p> <p>Students take turns sharing and if time allows, go around the circle again and perhaps a third time if they want to keep sharing. Check-in with students about how it felt to share and how it felt to listen to others.</p> <p>Leave card stock for quilt squares</p> <p>Students can make a quilt square to show one or two things they learned over the past few weeks. Students will create the squares and CHM staff will assemble them (outside of class) to make a classroom "quilt" that students/teacher will have in the room.</p>
Continued Practice ...	<p>Dropping-in, bell practice, gentle stretching, listening to one another, offering kindness and care, remembering the good things that happen during the day, pausing, reminding ourselves that we are not alone. Breathe.</p>

AWARE – (Cultivating) Abilities of Well-being, Attention, Resilience in Education

**10 week class for teachers – cultivating well-being.-
75 minutes each session**

The teacher curriculum is aligned with the student curriculum following many of the same practices: breath, body sensations, mindful eating, perception, gratitude/compassion (one good thing), emotions, thoughts, interconnectedness, loving kindness/compassion.

Week one (introduction, breath awareness practice)

Theme: Introduce teachers to mindfulness and how it is related to health and well-being. Participants will practice mindfulness based skills using breath as an anchor. Cultivating the attitude of non - judging

Materials: Chime, Ojai council rules, handouts

Opening: Short drop-in practice using chime to allow participants to settle with follow up introductions. Go around circle and say name, school, role, and one thing noticed during the practice and one thing they are curious about regarding the training. Take a full inhale/exhale before sharing.

Introduce mindfulness as a way of being - stepping out of autopilot.

Mindfulness is paying attention in the present moment on purpose w/o judgment (or w/ awareness of judgment) It's a practice, something we will try out on a regular basis. Try it out and then share experience.

Bringing the attitude of curiosity to the practice. Remember to remember.

Share Ojai council rules - agreements in how to be together during this time.

Speak from own experience Listen deeply (no side conversations, cell phone use etc.) Confidentiality, emphasize that this class is for them...just experience it.

Practice - paying attention to sound moving into breath. Focus on inhale, exhale at nostrils, chest or belly. Notice mind wandering (natural for it to wander) and allow the anchor of the breath to draw the attention back to the body/breath. (Sitting or lying down – focus fully on points of contact and sensations of breath.

Inquiry: What did you notice? How is this different from how we normally pay attention?

Home Practice: Fill out pleasant experiences calendar.

Practice sitting for 5-10 minutes using guided practices.

Week 2 -cultivating awareness of sensations through body scan/pleasant experiences

Theme: Present moment focus using mindfulness-based skills.

With the body scan, participants experience the way the body holds tension and ease while bringing awareness to breath and body sensations. Also, bringing attention to moments of ease and pleasant experiences. Cultivating the attitude of non-judgmental awareness.

Materials: Mats, cushions, blankets

Opening: Welcome participants - begin with gentle stretching from seated position moving into short breath awareness practice.

Check-in - saying 2 words that describe present moment experience

Formal practice: Body scan.

Guide participants to find a comfortable position either lying down on back, sitting in chair or on floor. This practice is an opportunity to move the attention from one part of the body to the next noticing any sensation that might be present or aware of lack of sensations. Breath is an anchor throughout practice.

Inquiry of body scan: What did you notice? How might this be different than how we normally pay attention to the body?

Check-in about home practice - how did participants find time? What was easeful? What was challenging? Pleasant experiences calendar

Introduce One good thing: Take a moment to pause and think of one good thing that happened today. It can be something that you enjoyed doing or maybe someone helped you out with something. Maybe you remember a moment at home before you left for work or someone held the door for you or smiled at you. Drop in and notice how it feels to remember this moment. (3-4 people share briefly)

Variations on practice as we move through the program:

One good thing I did for someone today.

One good thing someone did for me.

One good thing that I saw someone do for someone else.

Home practice Continue with pleasant experiences calendar, practice body scan - choose short or long scan.

Week 3 (pleasant experiences, raisin meditation)

Theme: Participants continue to cultivate awareness of body and breath through movement, body scan and breath awareness practices. They also have the opportunity to use all senses to experience object - training attention through senses.

Cultivating the attitude of beginner's mind.

Materials: raisins, chocolate chips, chime, cushions, mats

Opening: Welcome. Arriving practice - 6 point body scan in chair.

Feeling points of contact with chair. Noticing breath in body.

Feeling feet on floor and noticing sensations - pressure, etc
scanning body to knees, hips, belly/lower back, chest, face

Resting with breath at each place in the body.

Check-in What did you notice? How might this be useful throughout the day?
When could one practice the body scan? Did anyone notice the mind wandering?
What did you do?

Introduce the idea of “puppy mind” - the mind wanders and just as we train a puppy with kindness, we can do the same with the mind. Notice and allow attention to be drawn back to body, breath.

Formal practice: Raisin exercise

Directing the focus through using the senses: Sight, touch, smell, hearing, taste and mind. Instruct participants to simply observe and experience using the senses.

Inquiry - what did you notice? How might this be different than how we normally pay attention to eating?

Check-in about Home practice - pleasant experiences and body scan

One good thing

Home practice: body scan, sitting practice

Fill out unpleasant experiences calendar,

Eating meditation - eat a meal or part of a meal mindfully

Week 4 (perception/creative responding, unpleasant experiences)

Theme: Becoming aware of perception and creative responding.
 Bringing attention to the experience of shifting perception can alter the ways in which we experience objects - both pleasant and unpleasant. There is more than one way of seeing something....Continuing to bring attention to breath and body sensations as a way to strengthen the attention muscle. Cultivating the attitude of acceptance

Materials: Mats, cushions, chime, optical illusion pictures

Opening: Welcome - one minute drop-in using vase breathing (allowing body to settle)

Practice: Movement using dead bug practice moving into body scan and breath awareness practice - simply observing places of tension in both body and mind.

Mindful Inquiry What did you notice? How did you work with challenges?

Check in about Home practice

Review Unpleasant events calendar and body scan.

Introduce perception activity using old woman/young woman pictures - noticing how it feels to recognize different forms and how it feels when not able to see what others see.

What does this have to do with what we are doing? What might this have to do with understanding ways in which we respond or react?

Formal practice: Breath awareness practice with loving kindness phrases.

One good thing (one thing that someone did for you)

Home practice: Dead bug/body scan

Sitting practice

Loving Kindness

(Maybe move perception activity to beginning of class after drop-in)

Week 5 (yoga, tea cup activity)

Theme: Focus on attending to what is present. Bringing attention to being with what arises in the body through movement - shifting away from problem solving. Cultivating the attitude of acceptance.

Materials: Yoga mats, cushions, chime,

Opening: Welcome, drop-in practice: Noticing breath, bringing attention to sensations in feet, moving to jaw, coming back to breath. Brief check-in

Formal practice: Floor yoga - resting pose, full stretch, pelvic tilts, knee to chest squeeze, one leg stretch, cat/cow stretch, balance pose (leg, arm outstretched), bridge pose, leg lift - both sides, resting pose)

Inquiry What did you notice? How might this be different than how we normally pay attention to the body? (Bringing in attitude of acceptance, beginner's mind etc.)

check-in: Discuss home practice (dead bug/body scan/sitting practice)

Pass the tea cup activity The mind is always knowing something, but so much of what we experience in the body goes unnoticed -With this activity bringing attention to thoughts, emotions and sensations. Check-in - what did you notice? Why pay attention in this way?

One good thing practice (One thing that you did for someone else)

Home practice: Floor Yoga, 6 point body scan, sitting practice

Week 6 (internal and external stressors)

Theme: Focus on how body and mind react to stress - bringing attention to internal/external stressors and our reactions. Cultivating the attitude of patience.

Materials: chime, chart paper, note cards, pens

Opening: welcome, arriving practice - tracing fingers or flower hands

Formal practice: Longer sitting practice - working with discomfort, tension
How to work with pain - bring curiosity to sensations (explore) or make choice to shift with intention of returning to original position.

inquiry: What did you notice? How did you choose to work with discomfort? How might this be different than how we normally work with discomfort?

Check-in about home practice

Stress activity/pause: What are our internal/external stressors? Make a list and share with a partner. Make group list. What are ways we work with stress (helpful, unhelpful)?

Circle of awareness: Body sensations, emotions, thoughts, behavior - recognizing our habits/reactions is first step. Introduce stress cycle - reaction v. response

"The pause is a way for us to stop even if it is only for a few seconds. When we pause we gently interrupt what we are doing or thinking so that we can be more aware of what is happening."

One good thing (choose practice)

Home practice: Sitting practice
noticing reactions to stressors, bringing the pause into moments of reactivity

Week 7 (emotions)

Theme: To understand and experience the rising and fading away of emotions. Observing the experience of emotions in the context of the mind/body. Cultivating the attitude of patience.

materials: yoga mats, cushions, chime, emotion cards

Opening: arriving practice :Three Minute Breathing Space

First minute: noticing

Sitting or standing still, bring your awareness to whatever is happening right now without trying to change anything. This can be sound, feelings, sensations, thoughts etc.

Second minute: Gathering and focusing attention:

Bring the full attention to breathing - aware of the physical sensations of the breath as it moves in the body - notice the movement in the chest and belly. Also notice the movement in the shoulders. Use the breath as an anchor.

Third minute: Expanding attention

Open up the field of awareness to include the breath and the body. Explore the sensations in the body by directing the breath to various parts of the body.

Formal practice: standing Yoga - mountain pose, full body stretch, cherry picking (one arm raised), shoulder rolls, neck rolls, twist, chair, balance pose, forward bend, mountain pose

Mindful inquiry - what did you notice? How do you feel in the body? in the mind?

Check –in about home practice

Emotions practice - spread emotions out on floor. " what do you notice, which ones speak to you... Look at these emotions and notice which ones you seem to be drawn to and which ones you tend to avoid or ignore. Notice how it feels in the body looking at the word. Does looking at a particular emotion change the breath? Notice preferences in the mind. Are there emotions that you are very familiar with and some that you aren't? Let's go shopping for emotions. Arrange emotions the way you want them. What did you choose and how did you arrange them? "Noticing one or 2 of these emotions in the body. Asking people about their experience of emotion in the body. Then handing emotions out randomly. Messing up people's piles. Emotions come and go.

Poem - Guest House

RAIN

Home practice: Bringing attention to emotions throughout the day - notice sensations that accompany the emotions. Standing yoga, sitting practice

One Good Thing (Choice)

Week 8 (thoughts)

Theme: To understand the physical and emotional response to thoughts - circle of awareness: emotions, thoughts, sensations and behavior. Observing thoughts and the impact thoughts have on the mind/body

materials: chime, picture of parade, drummers, handouts (communication calendar)

Opening: Welcome, 3 minute breathing space

Formal practice: Yoga - standing, resting in mountain

Mindful Inquiry – What did you notice? What is happening moment to moment

check-in review home practice - paying attention to emotions, yoga, breath awareness

Introduce Parade of thoughts - How many of you noticed thoughts when sitting following the breath. Sometimes thoughts come and seem to stay - they are like velcro. All thoughts come and go - when we give ourselves the time to pay attention, we can see what happens with the movement of thoughts. For example: Imagine you are at a parade standing on the sidewalk. Floats start to come toward you, in front of you for a moment and pass by. Next float starts to come toward you, etc. Thoughts work like this. They come, are here for a moment and are gone.

Formal practice: Sitting with thoughts

Seeing thoughts as events arising and passing away, distinguishing event from the content. Noting the thought and then letting go rather than being "lost in thought." Just like at a parade, we can stand by and watch the floats go by or we can jump into the parade. Once we see that we are lost in the parade, we can choose to stay or jump back on the sidewalk. Knowing that when we suffer with a thought we are identified with it as if the thought is me. But when seeing a thought through awareness, we see the thought clearly, as an event arising, knowing it is not me, it is impermanent.

Inquiry about practice

Home practice: Pay attention to getting caught in the "parade" - not a parade, just notice. Difficult communication calendar.

Sitting practice, yoga

One good thing

Week 9 interconnectedness (optional class depending on number of Mondays)

Theme: to understand our interconnectedness and cultivate empathy/compassion for ourselves and others. Focus is on ways in which we communicate with others.

Materials: mats,

Opening: Welcome, 3 minute breathing space to settle the mind and the body

Formal practice: combination of standing and floor Yoga poses, moving into 10 minute sitting practice

Inquiry - what caught your attention today?

Check-in about practice

Review difficult communications calendar

Aikido activity: ignore, avoid, resist, explore

“We can begin to recognize how we interact with others when we take the time to notice. Let’s explore this through movement. Observe, noticing any reaction.” Act out each communication style using someone in the class. Get response of participants after each scenario. Give participants the chance to act this out for themselves - noticing thoughts, sensations and emotions that accompany each style of communication and also each role that they play.

Mindful inquiry: What did you notice? How might this relate to what happens in the classroom?

One good thing

Home practice - pay attention to interactions with others - colleagues, students, family members. Bringing curiosity to the ways in which we interact with others. Fill out evaluations (?)

Week 10 (Gratitude, generosity)

Theme: to understand our interconnectedness and cultivate empathy/compassion for ourselves and others

Materials: chime, loving kindness cards, evaluations

Opening: Welcome, drop-in practice - listen to sound of bell. Name 3 words that describe how you are feeling.

Formal practice: standing yoga moving into sitting practice
Choiceless awareness

Inquiry/check-in - what did you notice? What are you discovering? What was it like to pay attention to interacting with others? How might this way of paying attention be helpful?

Loving kindness cards receiving and offering a friendly, kind wish
(Have the kindness cards ready. One for each participant)

What does it mean to you to feel safe? What does it mean to you to feel happy? How about healthy? And peaceful? (perhaps participants share where they feel safe, or what makes them feel happy....this is just for them to begin to bring attention to this idea of safety, happiness and peace.) Do you think we all want to feel safe? Happy? Peaceful?

Just as we each want to feel safe, happy, healthy, this is my/our wish for you. (Hand a card to each participant) Read it and see what it feels like to get this message. How does it make you feel? And you don't have to feel anything special at all. Is there anyone who wants to read the message? (Share)

Now let's try something. Close your card. Now pass it to the person to your right. You are now sending this wish to someone right next to you knowing that this person sitting next to you wants to feel safe, happy, healthy, cared for. Take a moment and see what it was like to share the card with someone else.
Check-in

Now write a wish for happiness to share with the group - (place in a basket, read out loud.)

One Good Thing

(after week 6 or 7)

Half-day of Mindfulness Extended period of practice – 4 hours

- Welcome
- Invitation to practice in silence
- Movement practice (standing/floor yoga)
- Mountain practice - sitting practice
- Walking practice
- Caring/kindness practice
- Walking with spirit of kindness toward self and others
- Short movement practice
- Silent sitting practice
- Process the day –dyads (listening and speaking from the heart), whole group

Project Narrative - Additional Information

Title : Additional Information

Attachment:

- File :
- 1
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Project Narrative - Curriculum Vitea

Title : Curriculum Vitea

Attachment:

File :

- 1 [Flook_CV_March_2016.pdf](#)
- 2 [RJD_CV_Jan_2016.pdf](#)
- 3 [Graue_CV_November_2015.pdf](#)
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CURRICULUM VITAE

LISA FLOOK

Center for Investigating Healthy Minds
 Waisman Center
 University of Wisconsin - Madison
 1500 Highland Ave.
 Madison, WI 53705
 Office: 608-265-6602
 flook@wisc.edu

EDUCATION

2006 Ph.D. Psychology (Clinical), University of California, Los Angeles
 2004-2005 Clinical Psychology Internship, University of California, San Diego Psychology Internship Consortium
 2002 M.A. Psychology (Clinical), University of California, Los Angeles
 2000 B.A. Psychology, University of California, Berkeley, *Highest Distinction*

PROFESSIONAL POSITIONS

2015-current Associate Scientist, Center for Investigating Healthy Minds
 Waisman Laboratory for Brain Imaging & Behavior
 University of Wisconsin-Madison
 2009-2014 Assistant Scientist, Center for Investigating Healthy Minds
 Waisman Laboratory for Brain Imaging & Behavior
 University of Wisconsin-Madison
 2008-2009 Research Psychologist, Mindful Awareness Research Center
 The Jane & Terry Semel Institute for Neuroscience & Human Behavior
 University of California, Los Angeles
 2006-2008 NIMH Postdoctoral Fellow, Center for Community Health
 University of California, Los Angeles

HONORS AND AWARDS

2006 UCLA Graduate Division Conference Travel Grant
 2005-2006 UCLA CONNECT Graduate Student Researcher Award
 2002 UCLA Stanley Sue Distinguished Research Award
 2001-2004 National Science Foundation Graduate Research Fellowship
 2000-2001 UCLA Regents Fellowship (offered)
 2000-2001 American Psychological Association Minority Research Fellowship
 2000 UC Berkeley Psychology Departmental Citation

- 1999 Phi Beta Kappa
 1999 UC Berkeley Psychology Department Swan Award
 1996-2000 UC Berkeley Deans List

RESEARCH GRANTS

- 2016-2018 Mind & Life Institute Measures of Compassion, Empathy, Care, and Kindness Award, \$150,000
- 2015-2017 Silicon Valley Community Foundation, Head Start Parent Curriculum, \$225,000 (Co-PI: Richard J. Davidson)
- 2014-2017 Department of Education, Institute of Education Sciences, A Classroom-based Training Program of Attention and Emotion Regulation, \$1,500,000 (Co-PI: Richard J. Davidson)
- 2012-2015 Caritas Foundation, Kindness Curriculum for Preschoolers to Promote Prosocial Behaviors, \$300,000 (Co-PI: Richard J. Davidson)
- 2012 Mental Insight Foundation, Evaluation of a Kindness Curriculum Training for Preschoolers, \$50,000 (Co-PI: Richard J. Davidson)
- 2012 Mind & Life Institute, Mindfulness-Based Kindness Curriculum for Preschool Children, \$10,000
- 2008 Oppenheimer Seed Grant, Complementary and Alternative Integrative Medicine Mindful Awareness Practices for Children to Improve Attention and Emotion Regulation, \$30,000 (Co-PI: Susan Smalley).

PUBLICATIONS

PEER-REVIEWED JOURNAL ARTICLES

- Flook, L.,** Goldberg, S., Pinger, L. & Davidson, R.J. (2015). Promoting prosocial behavior in preschool children with a mindfulness-based curriculum. *Developmental Psychology*, *51*(1), 44-51.
- Flook, L.,** Goldberg, S., Pinger, L., Bonus, K., & Davidson, R.J. (2013). Mindfulness for teachers: A pilot study to assess effects on stress, burnout and teaching efficacy. *Mind, Brain, and Education*, *7*(3), 182-195.
- Chung, G., **Flook, L.,** & Fuligni, A.J. (2011). Reciprocal Associations between Family and Peer Conflict in Adolescents' Daily Lives. *Child Development*, *82*(5), 1390-1396.
- Flook, L.** (2011). Gender differences in adolescents' daily interpersonal events and well-being. *Child Development*, *82*(2), 454-461.

- Flook, L., Smalley, S., Kitil, M., Galla, B., Kaiser-Greenland, S., Locke, J., et al. (2010).** Effects of mindful awareness practices on executive functions in elementary school children. *Journal of Applied School Psychology, 26*(1), 70-95.
- Chung, G., **Flook, L., & Fuligni, A.J. (2009).** Daily family conflict and emotional distress among adolescents from Latin American, Asian, and European backgrounds. *Developmental Psychology, 45*(5), 1406-1415.
- Smalley, S.L., Loo, S.K., Hale, T.S., Shrestha, A., McGough, J., **Flook, L., & Reise, S. (2009).** Mindfulness and Attention Deficit Hyperactivity Disorder. *Journal of Clinical Psychology, 65*(10), 1-12.
- Rice, E., Lester, P., **Flook, L., Green, S., Valladares, E., & Rotheram-Borus, M.J. (2009).** Lessons learned from "integrating" intensive family-based interventions into medical care settings for mothers living with HIV/AIDS and their adolescent children, *AIDS and Behavior, 13*(5), 1005-1011.
- Flook, L. & Fuligni, A.J. (2008).** Family and school spillover in adolescents' daily lives. *Child Development, 79*(3), 776-787.
Reprint of article: Flook, L. & Fuligni, A.J. (2009). Family and School Spillover in Adolescents' Daily Lives. In F. Parkay, G.J. Hass, & E.J. Anctil (Eds.), *Curriculum Leadership: Readings for Developing Quality Educational Programs, 9th Edition* (pp. 169-183). Boston, MA: Allyn & Bacon. (Reprinted from Child Development, 2008, 79, 776-787)
- Flook, L., Repetti, R.L., & Ullman, J.B. (2005).** Classroom social experiences as predictors of academic performance. *Developmental Psychology, 41*(2), 319-327.
- In Preparation
- Goldberg, S.B., **Flook, L., Hirshberg, M.J., Findley, D., Kesebir, P., Schaefer, S.M., & Davidson, R.J. (in prep).** Getting a grip on the handgrip task: Handgrip duration predicts personality and individual differences.
- Kral, T., Solis, E., Mumford, J., Schuyler, B.S., **Flook, L., Rifken, K., Patsenko, E., & Davidson, R.J. (submitted).** Neural correlates of empathic accuracy in adolescence.

BOOK CHAPTERS

- Moss, E.E., Hirshberg, M.J., **Flook, L., & Graue, M.E. (in prep).** Cultivating reflective teaching practice through mindfulness. *Contemplative Approaches in Teacher Education.*
- Lavelle B.D., **Flook, L., & Ghahremani, D.G. (invited chapter).** A call for compassion and care in education: Toward a more comprehensive prosocial framework for the field. *Handbook on the science of compassion.* Oxford University Press.
- Repetti, R.L., **Flook, L., & Sperling, J. (2011).** Family influences on development across the

lifespan. In K. Fingerman, C. Berg, T. Antonucci, & J. Smith (Eds.). *Handbook of lifespan psychology* (pp. 747-778). New York, NY: Springer Publishing Company.

Fulgini, A. J., & Flook, L. (2005). A social identity approach to ethnic differences in family relationships during adolescence. In R.V. Kail (Ed.). *Advances in child development and behavior (Vol 33)* (pp. 125-152). San Diego, CA US: Elsevier Academic Press.

INVITED TALKS

Contemplative practice interventions with children in public education settings. Panel presentation at the UW-Madison School of Human Ecology Conference for Contemplative Practice to Promote Child and Family Well-Being, Madison, WI, October 9, 2015.

Classroom-based approaches to promoting well-being. Presented at Stanford Science of Compassion Conference, San Francisco, CA, November 10-11, 2014.

Mindfulness in Education. Presented at Early Childhood Seminar Series, Waisman Center, UW-Madison, WI, April 9, 2013.

Pilot research on mindfulness curricula in early elementary education. Mindfulness: Foundation for Teaching and Learning. Mindfulness in Education Network Sixth Annual Conference, Lesley University, Cambridge, MA, March 16, 2013.

Bringing mindfulness into the classroom to promote self-regulation in early childhood education. Presented at UCSD Bridging Hearts and Minds, San Diego, CA, February 3-5, 2012.

Partnering for green and healthy students. Invited panelist at UW-Madison Badger Bioneers Conference, December 12, 2012.

Mindfulness in education for teachers and students. Co-presenter at session for Wisconsin School Psychologists Association, Madison, WI, October 25, 2012.

CONFERENCE PRESENTATIONS

Flook, L. Systematic approaches to mindfulness-based interventions for teachers and students. Research symposium presented at the American Educational Research Association. Chicago, IL, April 15-21, 2015.

Flook, L., Goldberg, S., & Davidson, R.J. Mindfulness in education for teachers and students. Panel presentation at the International Symposium for Contemplative Studies, Boston, MA, October 30-November 2, 2014.

Flook, L. & Davidson, R.J. Applications of a mindfulness-based curriculum in early education. Research symposium presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA, April 18-20, 2013.

- Goldberg, S.B., Veazie, S., **Flook, L.**, & Davidson, R.J. Thin slices of behavior: Do observer ratings predict teacher stress and well-being? Poster presented at the International Symposia for Contemplative Studies, Denver, CO, April 26-29, 2012.
- Flook, L.**, Galla, B., Flaxman, G., & Smalley, S.L. Mindful awareness practices in early education improve executive functions. Poster presented at the Mind & Life Summer Research Institute, Garrison, NY, June 7-13, 2009.
- Flook, L.**, Lester, P.L., & Comulada, S. Parenting with post-traumatic stress symptoms in women living with HIV and a neighborhood cohort. Poster presented at the HIV: Next Generation Conference, Los Angeles, CA, April 7, 2008.
- Flook, L.**, Smalley, S.L., Kitil, M.J., Dang, J., Cho, J., Kaiser-Greenland, S., Locke, J., & Kasari, C. Mindful awareness practices improve executive function in preschool children. Poster presented at the Center for Mindfulness in Medicine, Health Care, and Society 6th Annual Conference, Worcester, MA, April 9-13, 2008.
- Chung, G.H., **Flook, L.**, & Fuligni, A.J. Daily family conflict and emotional distress among adolescents from Latin American, Asian, and European backgrounds. Poster presented at the Society for Research on Adolescence Biennial Meeting, Chicago, IL, March 6-9, 2008.
- Flook, L.**, Best, K., & Comulada, S. Does maternal HIV status predict adjustment problems in youth from low-income backgrounds? Poster presented at the HIV: Next Generation Conference, Los Angeles, CA, April 9, 2007.
- Flook, L.** & Fuligni, A.J. Family and school spillover in adolescents' daily lives. Poster presented at the Society for Research in Child Development Biennial Meeting, Boston, MA, March 29-April 1, 2007.
- Flook, L.** & Fuligni, A.J. Ethnic differences in adolescents' emotional reactivity to daily social and academic events. Poster presented at the Society for Research on Adolescence Biennial Meeting, San Francisco, CA, March 23-26, 2006.
- Witkow, M.R., **Flook, L.**, Hardway, C. & Fuligni, A.J. Balancing daily time with family and friends during adolescence: Consequences for well-being. Poster presented at the Society for Research in Child Development Biennial Meeting, Atlanta, GA, April 7-10, 2005.
- Flook, L.** & Fuligni, A.J. Cultural influences on adolescents' daily emotional experiences. Poster presented at the Society for Research on Adolescence 10th Biennial Meeting, Baltimore, MD, March 11-14, 2004.
- Flook, L.** & Repetti, R. Links between children's peer acceptance and academic performance. Poster presented at the Society for Research in Child Development 70th Anniversary Biennial Meeting, Tampa, FL, April 24-27, 2003.
- Roberts, N.A., **Flook, L.**, & Levenson, R.W. More alike than different? The role of ethnicity in emotional responding to films. Poster presented at the Society for Psychophysiological Research 40th Annual Meeting, San Diego, CA, October 18-22, 2000.

Flook, L. & Weinstein, R. Promotion of self-regulation skills in elementary school children. Poster presented at the Ninth Annual UCLA Psychology Undergraduate Research Conference, Los Angeles, CA, May, 2000.

CLINICAL EXPERIENCE

- 2002 -2003 Practicum Student, ST. JOHN'S CHILD AND FAMILY DEVELOPMENT CENTER
Provided short-term individual child and family therapy at a community mental health center. Conducted cognitive and psychodiagnostic assessment of children's learning and attention difficulties.
- 2003-2004 Clinician, UCLA TIES FOR ADOPTION
Provided individual and family therapy to facilitate transition into adoptive placement for children with pre-natal substance exposure who were in the foster care system. Co-led monthly children's support group to promote social skills and process issues related to adoption. Conducted cognitive and socio-emotional assessments of functioning for children and toddlers.
- 2004-2005 Psychology Intern, UNIVERSITY OF CALIFORNIA, SAN DIEGO
PSYCHOLOGY INTERNSHIP CONSORTIUM.
APA-accredited internship. Delivered hospital-based and community mental health services through rotations at UCSD Child and Adolescent Inpatient Psychiatric Services and Children's Outpatient Psychiatry of Children's Hospital. Completed intakes, conducted family therapy sessions, and administered assessments of cognitive and psychosocial functioning in Spanish.

TEACHING EXPERIENCE

- 2001 UCLA Department of Psychology, Teaching Assistant, Clinical Psychology of Childhood and Adolescence
- 2002 UCLA Department of Psychology, Teaching Assistant, Counseling Relationships
UCLA Department of Psychology, Teaching Assistant, Psychological Research Methods
- 2003 UCLA Department of Psychology, Co-Instructor, Counseling Relationships
UCLA Department of Psychology, Teaching Assistant, Abnormal Psychology

PROFESSIONAL ACTIVITIES

- Ad Hoc Reviewer** Clinical Child Psychology and Psychiatry
Journal of Family Psychology
Journal of Social and Personal Relationships
Mindfulness
Pediatrics
AERA Open

MEDIA COVERAGE

- Erickson, D. (February 15, 2015). Research results from Madison schools suggest compassion, kindness can be taught. *Wisconsin State Journal*. Retrieved from http://host.madison.com/wsj/news/local/education/local_schools/research-results-from-madison-schools-suggest-compassion-kindness-can-be/article_9b3386bc-38c8-5447-ab5b-aa1913127f39.html
- Preschoolers learn 'Kindness Curriculum.' (February 6, 2015). *Mindful Magazine*. Retrieved from <http://www.mindful.org/news/preschoolers-learn-kindness-curriculum>
- Dahl, M. (January 28, 2015). A Wisconsin preschool tried a 'Kindness Curriculum.' *New York Magazine*. Retrieved from <http://nymag.com/scienceofus/2015/01/this-preschool-tried-a-kindness-curriculum.html>
- Lehman, S. (October 31, 2014). Conflicts at home affect teens at school and vice versa. *Reuters*. Retrieved from <http://www.businessinsider.com/r-conflicts-at-home-affect-teens-at-school-and-vice-versa-2014-10#ixzz3LJ3m8xdZ>
- Some teachers feel back-to-school stress. (Sept 2, 2014). *Minnesota Public Radio News* [interview for radio news segment] Retrieved from <http://www.mprnews.org/story/2014/09/02/teachers>
- Rickert, C. (July 5, 2014). Madison schools mindful of improving student performance, behavior. *Wisconsin State Journal*. Retrieved from http://host.madison.com/news/local/columnists/chris-rickert/chris-rickert-madison-schools-mindful-of-improving-student-performance-behavior/article_98caa24e-5c3a-5fb0-a282-5be85e59ce63.html
- Teachers work to achieve mindfulness in 8-week class. (Feb 19, 2014). *WKOW 27 News, local ABC affiliate* [interview for TV news segment]. Retrieved from <http://www.wkow.com/story/24765883/2014/02/19/tonight-at-6-achieving-mindfulness>
- Flook, L. (Jan 22, 2014). The Oasis Within: Mindfulness Practice for Teachers. *Edutopia* [invited blog]. Retrieved from <http://www.edutopia.org/blog/oasis-within-mindfulness-practice-teachers-lisa-flook>
- Marsh, J, Davison, D., Lorenz, B., Klein, L., Smith, J.A., & Simon-Thomas, E.R. (January 2, 2014). The Top 10 Insights from the "Science of a Meaningful Life" in 2013. *UC Berkeley Greater Good Science Center*. Retrieved from http://greatergood.berkeley.edu/article/item/the_top_10_insights_from_the_science_of_a_meaningful_life_in_2013
- Zakrzewski, V. (October 14, 2013). Can Mindfulness Make Us Better Teachers? *Huffington Post*. Retrieved from http://www.huffingtonpost.com/2013/10/14/mindfulness-teachers-classroom-stress_n_4065019.html
- Rueckert, V. (Sept 12, 2013). Mindfulness games take shape. *Wisconsin Public Radio* [interview for radio segment]. Retrieved from <http://www.wpr.org/mindfulness-games-take-shape>
- Nauert, R. (August 29, 2013). Mindfulness training can lessen teacher stress & burnout. *Psych Central*. Retrieved from <http://psychcentral.com/news/2013/08/29/mindfulness-training-can-lessen-teacher-stress-burnout/59001.html>
- Erickson, D. (May 18, 2011). Investigating healthy minds: Preschool study seeks to teach kindness. *Wisconsin State Journal*. Retrieved from

http://host.madison.com/news/local/health_med_fit/investigating-healthy-minds-preschool-study-seeks-to-teach-kindness/article_f7861ede-8194-11e0-903d-001cc4c002e0.html

- Elias, M. (June 8, 2009). Mindfulness' meditation being used in hospitals and schools. *USA Today*. Retrieved from http://usatoday30.usatoday.com/news/health/2009-06-07-meditate_N.htm

Richard J Davidson

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University of Wisconsin - Madison
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Madison, Wisconsin 53706

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Waisman Center
www.investigatinghealthyminds.org
Waisman Lab for Brain Imaging & Behavior
www.brainimaging.waisman.wisc.edu
University of Wisconsin - Madison
1500 Highland Ave
Madison, Wisconsin 53705
Office: 608.265.8189
Fax: 608.262.9440

Education

1968 – 1972	B.A.	New York University – Heights Psychology
1972 – 1976	Ph.D.	Harvard University Department of Psychology and Social Relations Personality / Psychopathology & Psychophysiology Behavioral Neurology & Neuroanatomy (minor concentration)

Honors

Magna Cum Laude in Psychology and distinction in all subjects (A.B.); National Science Foundation Graduate Fellowship, 1973-1976; Board of Editorial Associates, *Behavioral and Brain Sciences*; Editorial Board, *Emotion, Personality and Imagination: The Scientific Study of Consciousness*; Selected as a NATO Fellow to participate in conference on Event Related Potentials in Konstantz, Germany, August, 1978; Senior Editor of the series *Consciousness and Self-Regulation: Advances in Research*, 1983-86; Associate Editor, *Psychophysiology*, 1980-1986; Young Scholar in Social and Affective Development by Foundation for Child Development, 1982-83; Board of Directors, International Society for Research on Emotion; Vilas Associate Award from the University of Wisconsin, 1989; Consulting Editorial Board, *Consciousness and Cognition*; Consulting Editorial Board, *Psychological Review*, 1990-1994; National Institute of Mental Health Research Scientist Award, 1990-2000; Editorial Board, *Development and Psychopathology*, 1992- present; Associate Editor, *Cognition and Emotion*, 1992-2000; Member, NIMH Clinical Neurosciences Study Section, 1992-1995; Invited as Fellow, Center for Advanced Study in the Behavioral Sciences; Member, W.T. Grant Foundation Consortium on the Developmental Psychobiology of Stress; Fellow, American Association for the Advancement of Science; Core Member, MacArthur Foundation Research Network on Mind-Body Interactions; Director, NIMH funded multi-institution post-doctoral training program for emotion research; William James Professor of Psychology and Psychiatry, 1993 - ; Board of Directors, Society for Psychophysiological Research, 1993-; Associate Editor, *Psychophysiology*, 1994 -1999 ; Vilas Research Professor of Psychology and Psychiatry, 1995-; Hilldale Award in the Social Sciences, University of Wisconsin - Madison, 1995; National Alliance for Research in Schizophrenia and Depression (NARSAD), Established Investigator Award, 1995; President, Society for Research in Psychopathology, 1996-97; MERIT Award from NIMH, 1996-2006; Member, NIMH Board of Scientific Counselors, 1996-; Fellow, American Psychological Society, 1997-; Distinguished Scientific Lecturer, American Psychological Association, 1997; Fellow, American Association for the Advancement of Science; William James Fellow Award, American Psychological Society; President-Elect, Society for Psychophysiological Research, 1998-1999; President, Society for Psychophysiological Research, 1999-2000; Fellow, American Psychological Association, 1999; Distinguished Scientific Contribution Award, American Psychological Association, 2000; NARSAD Distinguished Investigator Award, 2003; Founding Co-Editor, *Emotion*, 2000-2006; Elected to

American Academy of Arts and Sciences, 2003; Elected to Wisconsin Academy of Sciences, Arts and Letters, 2004; Included in *Time's* list of the world's 100 most influential people, 2006; Awarded the first Mani Bhaumik Award by UCLA for advancing the understanding of the brain and conscious mind in healing, 2006; Named "Person of the Year" by *Madison Magazine*, 2007; Awarded the Paul D. MacLean Award for Outstanding Neuroscience Research in Psychosomatic Medicine, 2011; Serves on the Scientific Advisory Board at the Max Planck Institute for Human Cognitive and Brain Sciences in Leipzig, 2011-2017; Chair of the Psychology section of the American Association for the Advancement of Science from 2011-2013; Author (with Sharon Begley) of "The Emotional Life of Your Brain" published by Penguin in 2012; NYU College of Arts and Science Alumni Achievement Award, 2013. Member of the World Economic Forum's Global Agenda Council on Mental Health for 2014-2016. 2014 EXTRA MILE Award from the Madison Rainbow Project for his exceptional work with children and families in healing trauma.

Professional Societies

American Psychological Association; American Association for the Advancement of Science; Society for Psychophysiological Research; New York Academy of Sciences; International Neuropsychological Society; American Psychosomatic Society; Society for Biological Psychiatry; Founding member, International Society for Research on Emotion; Society for Research in Child Development; American Psychopathological Association; Society for Research in Psychopathology; American Psychological Society; Academy of Behavioral Medicine Research; Society for Neuroscience.

Research and Professional Experience

- 2008 - Founder, Center for Investigating Healthy Minds at the Waisman Center, University of Wisconsin-Madison (www.investigatinghealthyminds.org)
- 2001 - Director, Waisman Laboratory for Brain Imaging & Behavior, University of Wisconsin-Madison (www.brainimaging.waisman.wisc.edu)
- 1996 - Co-Founder and Co-Director, HealthEmotions Research Institute, University of Wisconsin-Madison
- 1995 - Vilas Distinguished Professor of Psychology and Psychiatry, University of Wisconsin-Madison
- 1993 - William James Professor Psychology and Psychiatry, University of Wisconsin-Madison
- 1987 - Professor of Psychiatry, School of Medicine, University of Wisconsin-Madison
- 1987 - Professor of Psychology, University of Wisconsin-Madison
- 1986 - 1994 Chair, Human Psychophysiology Area Group, University of Wisconsin-Madison
- 1986 - Member, Developmental Psychology Area Group, University of Wisconsin-Madison
- 1984 - Director, Laboratory of Affective Neuroscience, University of Wisconsin-Madison (www.psyphz.psych.wisc.edu) • Merged with the Center for Investigating Healthy Minds at the Waisman Center, University of Wisconsin-Madison in 2012
- 1984 - Member of Clinical and Human Psychophysiology Area Groups, University of Wisconsin-Madison
- 1984 - 1986 Associate Professor of Psychology, University of Wisconsin -Madison (was on leave until September, 1985)
- 1982 - 1985 Lecturer in Psychiatry, Department of Psychiatry, College of Physicians and Surgeons, Columbia University
- 1982 - 1985 Attending Psychologist, New York State Psychiatric Research Institute
- 1980 - 1985 Associate Professor of Psychology, Department of Psychology, State University of New York at Purchase

1980 - 1982	Consulting Scientist, Laboratory of Neurosciences, National Institute of aging, NIH, (with Dr. Stanley Rapoport). Research on the relations among regional brain metabolism (assessed with positron emission tomography), scalp recorded electrophysiology and cognitive performance.
1977 - 1982	Consultant, Department of Pediatrics, Infant Laboratory, Roosevelt Hospital, New York (With Drs. Michael Lewis and Nathan Fox). Neurobehavioral research on normal and low birth weight infants.
1976 - 1980	Assistant Professor of Psychology, Department of Psychology, State University of New York at Purchase
1976 - 1977	Research Associate (with Dr. E.R. John), Brain Research Laboratories, New York Medical College
1973 - 1976	Teaching Fellow, Department of Psychology and Social Relations, Harvard University
1971 - 1972	Research Assistant, Social Psychology, New York University - Heights (with Dr. Judith Rodin)
1968 - 1971	Summer Research Assistant, Sleep and Dream Research, Department of Psychiatry, Maimonidies Medical Center, Brooklyn, New York

Teaching Experience

Concepts and Methods in Psychophysiology (Laboratory course), 1973-75; Biopersonality (the study of personality in biological perspective), 1973-74; the Psychology of Consciousness, 1974-75; Seminar on the Psychobiology of Consciousness, 1975-76 (Junior Tutorial in the Department of Psychology and Social Relations, Harvard University); Introduction to Psychology, 1976, 1978, 1980, 1984; The Psychology of Personality, 1976, 77, 80, 81, 84, 86, 87, 89, 90; Seminar in Methods in Psychophysiology (a laboratory course), 1977, 78, 79, 80, 81, 83, 86, 87, 89, 92, 94; Mental Dysfunction (Abnormal Psychology) 1977, 79, 82; Seminar in the Psychology of Consciousness, 1977; Interdisciplinary course on creativity, 1977; Brain and Consciousness, 1978; The Psychology of Consciousness, 1979, 81, 83, 85; Mind and Body in Philosophy and Psychology (co-taught with a philosopher), 1980; Seminar on the Psychology of Emotion, 1982, 84, 90, 93; Seminar on Laterality, Emotion and Psychopathology, 1985; Seminar on the Neuropsychology of Affective Disorders, 1986; Practicum in Child Neuropsychology, 1987; Research Methods in Clinical Psychology, 1987; Seminar on Cognitive and Neuropsychological Perspectives on Depression (Co-taught with Lyn Abramson), 1988; Seminar on Methods and Theory in Emotion Research, 1996-97; 98-99; Seminar on the Neurobiology of Positive Affect, Spring 2000. Clinical Seminar on Biological Approaches to Mood and Anxiety Disorders, Spring 2001, 03 & 05. Seminar on the Developmental Neurobiology of Emotion and Emotional Disorders, Spring 2001. Seminar on Affect, Learning and Memory: Basic Neuroscience and Clinical Implications, Spring 2002. Seminar on Emotion Theory and Research, Fall 2002. Seminar on the Neurobiology of Emotion, Spring 2004. Core Course on Affective Neuroscience for Emotion Training Program, Fall 2004. Seminar on Order and Disorder in the Social Brain, Spring 2006.

Major Research Interests

Neural substrates of affect, affective style and disorders of affect; biological approaches to psychopathology; developmental psychopathology; autism; functional brain imaging; clinical psychology and behavior change; personality and individual differences; biopersonality (the study of personality in biological perspective).

Specific Research Interests and Ongoing Research

Neural bases of affective and anxiety disorders; emotion and cerebral asymmetry; functional brain imaging studies (PET and fMRI) of depression and anxiety disorders; individual differences in functional activation of emotional circuitry and their relation to affective style, emotion regulation and vulnerability to emotion-related

disorders; Relations between the central circuitry of emotion and emotion regulation and peripheral biological processes relevant to physical health and illness; neurobiology of emotion and emotion-regulation in non-human primates; neural substrates of affective abnormalities in autism; neural bases of meditation.

Grant Support: Current

August 1, 2015 – December 31, 2015. Mindfulness and related practices to cultivate the well-being of children, their families and caregivers: A landscape scan. Robert Wood Johnson Foundation. \$56,000 total costs.

February 15, 2015 – December 31, 2017. Head Start Parent Curriculum. Silicon Valley Community Foundation 1440 Fund. \$225,000 total costs.

September 1, 2013 – August 31, 2018. Conte Center grant, National Institute of Mental Health: Early neurodevelopmental origins of anxiety. \$10,713,469 total costs.

December 15, 2011 – November 30, 2016. Neural substrates of affective style and emotion regulation. NIMH. Approximately \$3.7M total costs.

July 15, 2011 - June 30, 2016. (Ryff Center Director; Davidson Project PI) Integrative pathways to health and illness: The MIDUS Refresher. NIA. Approximately \$1.1M total costs.

September 30, 2008 – July 31, 2018. National Center for Complementary and Alternative Medicine (NCCAM), National Institutes of Health: Wisconsin Center for the Neuroscience and Psychophysiology of Meditation. \$9,358,780 total costs.

August 1, 2003 - July 31, 2018. Training program in emotion research. NIMH T32. Approximately \$2.6M total costs.

July 1, 2006 - June 30, 2016. (Messing Center Director; Davidson Core PI) Wisconsin Center on Mental Retardation: Core support. NIH/NICHHD. \$960,055 total direct costs.

Grant Support: Previous

December 1, 2011 – 11/30/2014. Cultivating virtuous qualities of character: An interdisciplinary initiative. John Templeton Foundation. \$1,702,300 total costs.

March 1, 2012 – June 30, 2014. Bill & Melinda Gates Foundation. Development of an online tenacity tool. \$1,346,639 total costs.

July 1, 2008 – June 30, 2013. Fetzer: Center of Excellence on the Neuroscience of Compassion, Love and Forgiveness. \$2,750,000 total costs.

September 1, 2008 – May 31, 2013. Conte Center grant, National Institute of Mental Health: Neurobehavioral Bases of Emotion Regulation and Dysregulation in Adolescence. \$9,628,553 total costs.

February 4, 2004 - December 31, 2008. Affective style: Neural and biobehavioral substrates. NIMH P50. Approximately \$10.7 million total costs.

September 19, 2005 - December 31, 2008. Brain Activation & Asthma Studies. Mind Brain Behavior and Health Initiative. Approximately \$50,000 total costs.

November 12, 2005 - July 31, 2008. (Rose, PI) Integrative Biology of the Brain, Inflammation & Asthma. NCRR. \$54,345 total costs.

May 1, 2003 - April 30, 2008. (Tager-Flusberg Center Director; Davidson Project PI) Social and affective processes in autism. NIMH. Approximately \$1.1 million total costs.

June 25, 2006 - April 22, 2008. Detection of Deception in High-Stakes Lying: Affective and Cognitive Neuroscience Approaches. MITRE Corp. \$731,174 total costs.

August 18, 2004 - July 31, 2006. Perception and action systems in high-level cognition: Detecting deception perspectives from affective neuroscience. NSF. \$479,000 total direct cost.

October 1, 2002 - June 30, 2006. Wisconsin longitudinal study: Tracking the life course. NIA. \$171,399 annual direct cost.

May 1, 2001 - April 30, 2006. Emotional reactivity and frontal brain asymmetry. NIMH MERIT Award. Approximately \$3M total direct cost.

May 1, 2001 - April 30, 2006. Emotional reactivity and frontal brain asymmetry. NIMH MERIT Award. Approximately \$3M total direct cost.

January 1, 1996 - December 31, 2005. fMRI study of venlafaxine effects in depression. Wyeth-Ayerst. Co-PI. Approximately \$160,000 annual direct cost.

September 30, 1999 - August 31, 2004. Mechanisms of mind-body interaction: Emotion Interface. NIMH. \$10.9 million.

October 1, 2002 - June 30, 2004. Wisconsin longitudinal study: Tracking the life course. NIA. \$171,399 annual direct cost.

September 30, 1997-April 30, 2004. Affect, depression and brain asymmetry. NIMH. Approximately \$2.1 million.

May 1, 2003 - April 30, 2004. Neurobiology of emotional processing deficits in autism. NARSAD. \$92,593 annual direct cost.

September 30, 1998 - August 31, 2003. Affective style: Social and psychobiological substrates. NIMH Center for Behavioral Sciences Research. (I serve as Director). \$3.7 million.

July 1, 1998 - June 30, 2003. Training program in emotion research. Approximately \$1.6 million. NIMH.

July 1, 1995 - June 30, 2000. Cerebral asymmetry, emotion and psychopathology. NIMH Research Scientist Development Award. Approximately \$540,000.

July 1, 1998 - June 30, 2000. Functional magnetic resonance imaging of brain and cardiac function during emotion. (Co-PI with Ned Kalin). Dana Foundation. \$100,000

July 1, 1992 - June 30, 1999. Post-doctoral training in emotion research (Director and Core Faculty Member). NIMH multi-institution training grant.

January 1, 1995 - December 31, 1998. MacArthur Mind-Body Research Network. John D. and Catherine T. MacArthur Foundation. Approximately \$580,000.

November 1, 1997 - October 31, 1998. Immunological effects of mindfulness-based stress reduction. Fetzer Institute. \$28,000

September 30, 1993 - August 31, 1998. Affective style: Social and psychobiological substrates. NIMH Center for Behavioral Sciences Research. (I served as Director). \$2.7 million.

May 1, 1995 - April 30, 1998. MacArthur Developmental fMRI Consortium: Wisconsin Component. Approximately \$65,000.

April 1, 1992 - March 31, 1997. Affect, depression and brain asymmetry. NIMH.

September 1, 1991 - August 30, 1996. Emotional reactivity and frontal brain asymmetry. NIMH.

April 1, 1995 - March 31, 1996. fMRI study of emotion activation in depression. NARSAD Established Investigator Award.

July 1, 1991- July 31,1995. Effects of clonazepam on social anxiety. Hoffman-LaRoche, Inc. \$110,000.

January 1, 1993 - December 31, 1994. Research network on mind-body interaction. The John D. and Catherine T. MacArthur Foundation. \$111,257.

March 1, 1993 - February 28, 1994. Central/autonomic integration and frontal asymmetry. The John D. and Catherine T. MacArthur Foundation. \$64,000.

August 1, 1991 - July 31, 1993. The effects of clonazepam on social anxiety. Roche Pharmaceutical (Co-PI with John Marshall).

March 1, 1992 - February 28, 1993. Anatomy and timing of commissural transfer in disabled and normal readers. March of Dimes Birth Defects Foundation.

September 1, 1991 - August 30, 1992. ADAMHA small instrumentation grant. NIMH.

July 1, 1989 - June 30, 1992. Post-doctoral training in emotion research (Co-PI). NIMH multi-institution training grant.

March 1, 1990 - February 28, 1992. The cerebral and autonomic psychophysiology of inhibition to the unfamiliar in children: A follow-up. The John D. and Catherine T. MacArthur Foundation.

September 15, 1991 - September 14, 1992. Further psychophysiological studies of behavioral inhibition in children and their parents. The John D. and Catherine T. MacArthur Foundation.

September 1, 1988 - March 31, 1992. Affect, depression and brain asymmetry. NIMH

March 1, 1988 - February 28, 1992. Anatomy and timing of commissural transfer in disabled and normal readers. March of Dimes Birth Defects Foundation.

November 1, 1988 - October 31, 1991. The neuropsychology of emotion. The John D. and Catherine T. MacArthur Foundation.

June 1, 1987 - May 31, 1991. Affect and Cerebral Asymmetry: A Developmental Approach (Co-PI with Nathan Fox). NICHD.

September 1, 1988 - August 30, 1990. The cerebral and autonomic psychophysiology of inhibition to the unfamiliar in children. The John D. and Catherine T. MacArthur Foundation.

September 1, 1987 - August 31, 1988. The psychophysiology of social anxiety and its treatment with atenolol. Stuart Pharmaceutical Company.

September 1, 1985 - August 31, 1988. Affect, facial expression and brain asymmetry. NIMH.

March 1, 1986 - February 28, 1988. Timing and anatomy of commissural transfer in disabled and normal readers. March of Dimes Birth Defects Foundation.

July 1, 1986 - June 30, 1987. Individual differences in evoked potential measures of interhemispheric transfer time: Relation to magnetic resonance imaging of the corpus callosum. Graduate School, UW-Madison.

June 1, 1985 - May 31, 1987. Affect and cerebral asymmetry: A developmental approach (Co-PI with Nathan Fox, University of Maryland). NICHD.

September 1, 1985 - August 31, 1986. Affect, repression and cerebral asymmetry. NIH Biomedical Research Support Grant.

March 1, 1984 - February 28, 1986. Interhemispheric transfer time as a predictor of reading disability among siblings of reading disabled and normal children. March of Dimes Birth Defect Foundation.

March 1, 1984 - February 28, 1986. Hemispheric asymmetry and emergence of discrete emotions (Co-PI with Nathan Fox, University of Maryland). NSF.

October 1, 1983 - September 30, 1985. Affect, facial expression and brain asymmetry. NIMH.

September 1, 1981 - August 31, 1984. Hemispheric interaction in reading disabled and their siblings. The Spencer Foundation.

September 1, 1981 - December 30, 1983. Affect: A model phenomenon for the study the psychobiology of consciousness. The John D. and Catherine C. MacArthur Foundation.

March 1, 1982 - February 28, 1983. Affective responsivity in relation to patterns of hemispheric in ten month old infants. Foundation for Child Development.

May 1, 1981 - April 31, 1982. Psychophysiological response patterning elicited by affective video stimuli. Bates Foundation.

April 1, 1981 - March 31, 1982. Physiological self-regulation in the reduction of smoking . Pepsico Foundation.

December 1, 1980 - November 30, 1981. Infant affect and cerebral asymmetry. The Research Foundation of the State University of New York.

- September 1, 1978 - March 31, 1981. Biocognitive dysfunctions and the genetics of human lateralization. The National Foundation - March of Dimes.
- March 1, 1980 - February 28, 1981. Psychometric and psychophysiological studies of repressive defensiveness. American Broadcasting Company.
- October, 1980. The development of affect and its relation to cerebral asymmetry. To support interdisciplinary Study Group of 13 participants, October 2-4, 1980, Westchester New York (with Nathan Fox), Society for Research in Child Development.
- January 1, 1977 - August 31, 1980. EEG and evoked potential concomitants of cerebral lateralization and attentional involvement during television viewing. Bristol-Meyers Corporation.
- July 1, 1979 - June 30, 1980. Cardiovascular - central nervous system relationships. The Research Foundation of the State University of New York.
- July 1, 1978 - June 30, 1979. Musical training and modes of cerebral dominance. The Research Foundation of State University of New York.
- July 1, 1977 - June 30, 1978. Sex differences in hemispheric organization and interaction. The Research Foundation of the State University of New York.
- June, 1975 - June, 1976. Matching relaxation strategies to types of anxiety: A patterning approach. (Co-PI with Dr. Gary E. Schwartz). Roche Psychiatric Institute.

Publications: Books

- Davidson, R. J., & Begley, S. (2012). *The emotional life of your brain: How its unique patterns affect the way you think, feel, and live -- and how you can change them*. New York, NY: Hudson Street Press.
- Kabat-Zinn, J., & Davidson, R. J. (Eds.). (2012). *The mind's own physician: A scientific dialogue with the Dalai Lama on the healing power of meditation*. Oakland, CA: New Harbinger Publications.
- Ekman, P., Campos, J. J., Davidson, R. J., De Waal, F. B. M. (Eds.) (2003). *Emotions inside out: 130 years after Darwin's The Expression of the Emotions in Man and Animals*. Annals of the New York Academy of Sciences vol. 1000 New York: New York Academy of Sciences.
- Davidson, R. J., Goldsmith, H. H., & Scherer, K. (Eds.) (2003). *Handbook of Affective Science*. New York: Oxford University Press.
- Hugdahl, K., & Davidson, R. J. (Eds.) (2003). *The Asymmetrical Brain*. Cambridge, MA: MIT Press.
- Cacioppo, J.T., Berntson, G. G., Adolphs, R., Carter, C. S., Davidson, R. J., McClintock, M. K., McEwen, B. S., Meaney, M. J., Schacter, D. L., Sternberg, E. M., Suomi, S. S., & Taylor, S. E. (2002). *Foundations in Social Neuroscience*. Cambridge, MA: MIT Press.
- Davidson, R. J., & Harrington, A. (Ed.) (2002). *Visions of Compassion: Western Scientists and Tibetan Buddhists Examine Human Nature*. New York: Oxford University Press.
- Davidson, R. J. (Ed.) (2000). *Anxiety Depression and Emotion: The First Wisconsin Symposium on Emotion*. New York: Oxford University Press.
- Davidson, R. J., & Hugdahl, K. (Eds.). (1995). *Brain asymmetry*. Cambridge, MA: MIT Press.
- Ekman, P., & Davidson, R. J. (Eds.). (1994). *The nature of emotion: Fundamental questions*. New York: Oxford University Press.
- Davidson, R. J., Schwartz, G. E., & Shapiro, D., Eds. (1986). *Consciousness and Self- Regulation, Volume 4*. New York: Plenum.
- Fox, N. A., & Davidson, R. J., Eds. (1984). *The Psychobiology of Affective Development*. Hillsdale, N.J.: Erlbaum.
- Davidson, R. J., Schwartz, G. E., & Shapiro, D., Eds. (1983). *Consciousness and Self- Regulation, Volume 3*. New York: Plenum Press.

Davidson, J. M., & Davidson, R. J., Eds. (1980). *The Psychobiology of Consciousness*. New York: Plenum Press.
 Goleman, D. J., & Davidson, R. J., Eds. (1978). *Consciousness*. New York: Harper and Row.

Publications: Chapters and reviews

- Davidson, R. J. & Schuyler, B. S. (2015). Neuroscience of happiness. In J.F. Helliwell, R. Layard, & J. Sachs (Eds.), *World Happiness* (Chapter 5). New York, NY: The Earth Institute, Columbia University.
- Davidson, R. J. (2012). The neurobiology of compassion. In C. K. Germer & R. D. Siegel (Eds.), *Wisdom and compassion in psychotherapy: Deepening mindfulness in clinical practice* (Chapter 8). New York, NY: Guilford Press.
- Davidson, R. J., Pizzagalli, D., & Nitschke, J. B. (2009). The representation and regulation of emotion in depression: Perspectives from affective neuroscience. In I.H. Gotlib & C.L. Hammen (Eds.), *Handbook of Depression, Second Edition* (pp. 218-248). New York: Guilford Press.
- Lutz, A., Dunne, J. P., & Davidson, R. J. (2007). Meditation and the neuroscience of consciousness: An introduction. In P. Zelazo, M. Moscovitch, & E. Thompson (Eds.), *Cambridge Handbook of Consciousness*. New York: Cambridge University Press.
- Davidson, R. J., Fox, A., & Kalin, N. H. (2006). Neural bases of emotion regulation in non-human primates and humans. In J. Gross (Ed.), *Handbook of Emotion Regulation*. New York: Guilford Press.
- Davidson, R. J. (2006). Science and spirituality: Probing the convergences and tensions: Review of *The Universe in a Single Atom: The convergence of science and spirituality* by His Holiness the Dalai Lama. *PsycCRITIQUES*, 51(28).
- Davidson, R. J. (2005). Neural substrates of affective style and value. In Y. Christen (Series Ed.) & J.-P. Changeux, A. R. Damasio, W. Singer, & Y. Christen (Vol. Eds.), *Research and Perspectives in Neurosciences: Neurobiology of human values* (pp.67-90). Germany: Springer-Verlag.
- Davidson, R. J. (2004). Affective style: Causes and consequences. In J. T. Cacioppo and G. G. Berntson (Eds.), *Essays in Social Neuroscience* (pp. 77-91). Cambridge, Massachusetts: MIT Press.
- Davidson, R. J. (2003). Mind Matters: Affective and cognitive neuroscience: Domain introduction. In F. Kessel, P. L. Rosenfield & N. B. Anderson (Eds.), *Expanding the Boundaries of Health and Social Science: Case studies in interdisciplinary innovation* (pp. 95-98). New York: Oxford University Press.
- Davidson, R. J. (2003). Affective Neuroscience: A case for interdisciplinary research. In F. Kessel, P. L. Rosenfield & N. B. Anderson (Eds.), *Expanding the Boundaries of Health and Social Science: Case studies in interdisciplinary innovation* (pp. 99-121). New York: Oxford University Press.
- Davidson, R. J., Pizzagalli, D., Nitschke, J. B., & Kalin, N. H. (2003). Parsing the subcomponents of emotion and disorders of emotion: Perspectives from affective neuroscience. In R. J. Davidson, H. H. Goldsmith, & K. Scherer (Eds.), *Handbook of Affective Sciences* (pp. 8-24). New York Oxford University Press.
- Davidson, R. J. (2003). Introduction: Neuroscience. In R. J. Davidson, H. H. Goldsmith, & K. Scherer (Eds.), *Handbook of Affective Sciences* (pp. 3-7). New York Oxford University Press.
- Davidson, R. J., Goldsmith, H. H., & Scherer, K. R. (2003). Introduction. In R. J. Davidson, H. H. Goldsmith, & K. Scherer (Eds.), *Handbook of Affective Sciences* (pp. xiii-xvii). New York Oxford University Press.
- Goldsmith, H. H., & Davidson, R. J. (2003). Introduction Personality. In R. J. Davidson, H. H. Goldsmith, & K. Scherer (Eds.), *Handbook of Affective Sciences* (pp. 677-680). New York Oxford University Press.
- Pizzagalli, D., Shackman, A. J., & Davidson, R. J. (2003). The functional neuroimaging of human emotion: Asymmetric contributions of cortical and subcortical circuitry. In K. Hugdahl & R. J. Davidson (Eds.), *The Asymmetrical Brain* (pp. 511-532). Cambridge, MA: MIT Press.
- Davidson, R. J., Pizzagalli, D., & Nitschke, J. B. (2002). The representation and regulation of emotion in depression: Perspectives from affective neuroscience. In I. H. Gotlib & C. L. Hammen (Eds.), *Handbook of Depression*. (pp. 219-244). New York: Guilford Press.

- Pizzagalli, D., Hendrick, A. M., Horras, K. A. and Davidson, R. J. (2002). Anterior cingulate theta activity is associated with degree of treatment response in major depression. In: K. Hirata, Y. Koga, K. Nagata, K. Yamazaki (Eds.), *Recent Advances in Human Brain Mapping. Proceedings of the 12th World Congress of the International Society for Brain Electromagnetic Topography (ISBET 2001). Excerpta Medica, International Congress Series 1232*. (pp. 711-717). Amsterdam: Elsevier Science B.V.
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- Houshmand, Z., Harrington, A., Saron, C., & Davidson, R. J. (2002). Training the mind: First steps in a cross-cultural collaboration in neuroscientific research. In R. J. Davidson & A. Harrington (Eds.), *Visions of Compassion: Western Scientists and Tibetan Buddhists Examine Human Nature*. New York: Oxford University Press.
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Abstracts

- Kral, T. R. A., Schuyler, B. S., Rosenkranz, M. A., Grupe, D. W., & Davidson, R. J. (2016, March). Functional connectivity of medial prefrontal-amygdalar circuitry during automatic emotion regulation in long-term meditators compared to non-meditators. Poster presented at the annual meeting for the Society for Affective Science, Chicago, IL.
- Chung, M., Schaefer, S., van Reekum, C., & Davidson, R. J. (2015, June). A unified kernel regression for diffusion wavelets detects aging-related changes in the hippocampus. Poster presented at the 21st annual meeting of the Organization for Human Brain Mapping, Honolulu, HI.
- Fox, A. S., Shackman, A. J., Oler, J. A., Birn, R. M., Alexander, A. A., Shelton, S. E., Davidson, R. J., & Kalin, N. H. (2015, October). The neural substrates of anxious temperament in young rhesus monkeys. Symposium conducted at the annual meeting for the Society for Neuroscience, Chicago, IL.
- Frost, C. P., Schaefer, S. M., Jahn, A. L., Walsh, E. C., Eisenlohr-Moul, T. A., Davidson, R. J., Abercrombie, H. C., & Zabolocki, C. J. (2015, March). Amygdala volume modulates the effect of cortisol on memory for positive stimuli in depressed women. Poster presented at the annual meeting for the Cognitive Neuroscience Society, San Francisco, CA.
- Heller, A., Fox, A. S., Wing, E. K., & Davidson, R. J. (2015, October). Variability in real-world daily emotion predicts lower well-being and is associated with increased variability in prefrontal BOLD engagement. Symposium conducted at the annual meeting for the Society for Neuroscience, Chicago, IL.
- Hirshberg, M. J., Moss, E. C., Williams, H., Graue, M. E., Flook, L., & Davidson, R. J. (2015, October). Well-being training for preservice teachers: An integrative model of teacher education. Poster presented at the Contemplative Practices to Promote Child and Family Well-being Conference, Madison, WI.
- Hostinar, C. E., Davidson, R. J., Seeman, T. E., Mroczek, D. K., Lachman, M. E., & Miller, G. E. (2015, October). Frontal EEG asymmetry and childhood maltreatment history predict systemic inflammation in middle-aged adults. Poster presented at the annual meeting for the Society for Neuroscience, Chicago, IL.
- Kral T. R. A., Solis, E., Steinkuehler, C. A., Flook, L., Squire, K. D., & Davidson, R. J. (2015, April) Empathy in adolescence: Neural basis and training via a novel video game. Poster presented at the annual meeting for the Society for Affective Science, Oakland, CA.
- Lapate, R. C., Samaha, J., Rokers, B., Hamzah, H., Austermuhele, A., Postle, B. R., & Davidson, R. J. (2015, October). Dorsolateral prefrontal cortex, metacognitive awareness of emotional visual stimuli, and

- emotion regulation: A TMS/EEG study. Poster presented at the annual meeting for the Society for Neuroscience, Chicago, IL.
- Lapate, R. C., Austermuehle, A., & Davidson, R. J. (2015, March). Emotional processing biases face identity perception. Poster presented at the annual meeting for Cognitive Neuroscience Society, San Francisco, CA.
- Oler, J. A., Fox, A. S., Tromp, D. P. M., Alexander, A. L., Davidson, R. J., & Kalin, N. H. (2015, May). Behavioral, neural and endocrine changes associated with nursery/peer rearing in rhesus monkeys. Poster presented at the 70th annual meeting for the Society of Biological Psychiatry, Toronto, ON.
- Rosenkranz, M. A., Busse, W. W., Christian, B. T., Gresham, L., Higgins, A. T., & Davidson, R. J. (2015, December). Regional cerebral glucose metabolism in the insula during acute stress predicts increased post-stress pulmonary inflammation in asthma. Poster presented at the annual meeting of the Psychoneuroimmunology Research Society, Seattle, WA.
- Shackman, A. J., Fox, A. S., Oler, J. A., Weinstein, J. S., Martinez-Cancino, R., Oakes, T. R., Shelton, S. E., Smith, J. F., Pessoa, L., Gamer, M., Davidson, R. J., & Kalin, N. H. (2015, May). The extended amygdala is a key substrate for sustained anxiety. Symposium conducted at the 70th annual meeting for the Society of Biological Psychiatry, Toronto, ON.
- Schuyler, B. S., Kral, T. R. A., Perlman, D. M., Bachuber, D. R. W., Rosenkranz, M. A., MacCoun, D. G., Lutz, A., & Davidson, R. J. (2015, April). Long term meditation practice predicts changes in amygdala recovery from emotional stimuli. Poster presented at the annual conference for the Society for Affective Science, Oakland, CA.
- Wang, Y., Chung, M., Bachhuber, D. R. W., Schaefer, S. M., van Reekum, C. M., & Davidson, R. J. (2015, April). LARS network filtration in the study of EEG brain connectivity. Presented at IEEE 12th International Symposium on Biomedical Imaging (ISBI) 30-33, Brooklyn, NY.
- Westbrook, C. A., Robinson, H., Brown, M., & Davidson, R. J. (2015, October). Trait brooding and pre-test attentional bias for domain-specific information predict post-test negative attentional bias and negative affect following a stress task. Poster presented at the Society for Research on Psychopathology, New Orleans, LA.
- Williams, L. E., Oler, J. A., Fox, A. S., McFarlin, D. R., Rogers, G. M., Jesson, M. A. L., Davidson, R. J., & Kalin, N. H. (2015, May). Fear of the unknown: Increased neural activation during uncertain anticipation in childhood anxiety disorders. Poster presented at 70th annual meeting for Society of Biological Psychiatry, Toronto, ON.
- Chung, M.K., Schaefer, S.M., van Reekum, C. M., Schmitz, L.P., Sutterer, M., & Davidson, R.J. (2014). A unified kernel regression for diffusion wavelets on manifolds detects aging-related changes in the amygdala and hippocampus, 17th International Conference on Medical Image Computing and Computer Assisted Intervention (MICCAI). Lecture Notes in Computer Science, 8674, 791-298.
- Flook, L., Goldberg, S., & Davidson, R. J. (2014, October). Mindfulness in education for teachers and students. Panel presentation at the International Symposium for Contemplative Studies, Boston, MA.
- Goldberg, S. B., Flook, L., & Davidson, R. J. (2014, October). Mindfulness for teachers. Paper presented at the International Symposium for Contemplative Studies Conference, Boston, MA.
- Grupe, D. W., Wielgosz, J., Nitschke, J. B., & Davidson, R. J. (2014, November). Distinct medial prefrontal mechanisms associated with perceived threat bias and hyperarousal symptoms in OEF/OIF veterans. Poster presented at the annual meeting of the Society for Neuroscience, Washington, D.C.
- Grupe, D. W., Wielgosz, J., Seppala, E., Davidson, R. J., & Nitschke, J. B. (2014, March). Individual differences in PTSD symptoms and the neural correlates of unpredictable threat anticipation. Symposium presentation at Anxiety and Depression Conference, Chicago, IL.
- Rosenkranz, M. A., Busse, W. W., Christian, B. T., Esnault, S., Higgins, A. T., Gresham, L., & Davidson, R. J. (2014). Increased glucose metabolism during acute stress in emotional neural circuitry, assessed with

- FDG-PET, predicts airway inflammation and psychological symptoms in asthma. In *Brain, Behavior, and Immunity*, 40, e23.
- Rosenkranz, M. A., Davidson, R. J., MacCoon, D. G., Sheridan, J. F., Kalin, N. H., and Lutz, A. (2014). Mindfulness-Based Stress Reduction vs. Active Control: Effects on Neurogenic Inflammation. Talk presented at the annual meeting of the Anxiety and Depression Association of America, Chicago, IL.
- Shackman, A. J., Fox, A. S., Oler, J. A., Birn, R. M., Williams, L. E., Oakes, T. R., Shelton, S. E., Davidson, R. J. & Kalin, N. H. (2014). The extended amygdala is a key substrate for extreme anxiety early in life. Talk presented at the annual meeting of the Anxiety and Depression Association of America, Chicago, IL.
- Weng, H.Y. (2014, April). The impact of compassion meditation training on altruistic behavior and neural responses to human suffering. Talk presented at the Kluge Research Symposium, 13th Annual International Conference of the University of Massachusetts Center for Mindfulness, Norwood, MA.
- Westbrook, C. A., Burghy, C. A., Bussan, D. E., Davidson, R. J., & Essex, M. J. (2014, November). Early-life effortful control buffers the relationship between rumination and internalizing in adolescents: Behavioral and neural evidence from a longitudinal sample. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, D.C.
- Bahr, A., Beall, M., DeWitt, J., Dorschied, L., Elmergreen, J., Farajian, R., Flook, L., et al. (2013, June). Tenacity (in educational game arcade). Poster session presented at the Games, Learning, and Society Conference, Madison, WI.
- Bahr, A., Beall, M., DeWitt, J., Dorschied, L., Elmergreen, J., Farajian, R., Flook, L., et al. (2013, June). Crystals of Kaydor (in educational game arcade). Poster session presented at the Games, Learning, and Society Conference, Madison, WI.
- Beall, M., Owen, V. E., Slater, S., Smith, A., Solis, E., Steinkuehler, & Davidson, R. J. (2013, June). Life Imitates Art: Embodying Focused Attention and Pro-Social Behavior in the Tenacity Project Collaboration. Poster session presented at the Games, Learning, and Society Conference, Madison, WI.
- Burghy, C., Adluru, N., Doran, S., Schmidt, N., Stodola, D., Van Hulle, C., Goldsmith, H., Davidson, R., & Alexander, A. (2013, April). Monozygotic Twin Discordance in Early Generalized Anxiety Predicts Later Differences in Pre-frontal White Matter Connections. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Burghy, C., Ruttle, P., Stodola, D., Molloy, E., Armstrong, J., Oler, J., Fox, M., Hayes, A., Kalin, N., Essex, M., & Davidson, R.J. (2013, April). Early Life Stress, HPA-axis Function, and Developmental Pathways to Amygdala-Prefrontal Resting-State Functional Connectivity and Internalizing Symptoms in Adolescence. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Bussan, D., Burghy, C.A., Oler, J.A., Armstrong, J.M., Fox, A.S., Kirkland Caldwell, J., Hayes, A., Fox, M.E., Dyer, A., Kalin, N.H., Essex, M.J., & Davidson, R.J. (2013, April). Early Life Maternal Depression and HPA-Axis Function Predict Differential Affective Chronometry in Task-Related fMRI Data. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Converse, A., Moirano, J., Flores, L., Kronenfeld, K., Barnhart, T., Oakes, T., ... Davidson, R. (2013). [17F]Fluoromethane PET imaging of regional cerebral blood flow in rhesus during amphetamine challenge. *Society of Nuclear Medicine Annual Meeting Abstracts*, 54(Supplement 2), 1753.
- Dyer, A., Burghy, C., Hanson, J., Herringa, R., Stodola, D., Birn, R., Armstrong, J., Davidson, R., & Essex, M. (2013, April). ELS and Trauma Predict Morphometric Differences in the Amygdala. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Flook, L. & Davidson, R.J. (2013, April). Applications of a mindfulness-based curriculum in early education. Research symposium presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Fox, M.E., Dyer, A., Burghy, C.A., Bussan, D., Hanson, J.L., Armstrong, J.M., Birn, R., Essex, M.J., & Davidson, R.J. (2013, April). Task-Related Connectivity, Amygdala Volume, Attentional Control, and

- Cognitive Function in Anxious Adolescents. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Grupe, D.W., Wielgosz, J., Seppala, E., Davidson, R.J., & Nitschke, J.B. (2013, April). Modulation of anticipatory threat activity by temporal predictability in combat-exposed veterans with and without PTSD. Poster presented at the 20th annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Hanson, J., Pollak, S., & Davidson, R.J. (2013, April). Reward learning and early adversity: Neurobiological mechanisms of behavioral risk. Presentation at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Hayes, A., Stodola, D., Burghy, C., Fox, M., Armstrong, J., Essex, M., & Davidson, R.J. (2013, April). Exploring Emotion Regulation in Adolescence: Autonomic and Cognitive Contributions. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Kruis, A., Slagter, H.A., Bachhuber, D.R.W., Davidson, R.J., Lutz, A. (2013, July) Effects of meditation experience and type on spontaneous eye-blink activity: implications for the study of cognitive stability and flexibility. Poster presented at the Mind & Life Summer Research Institute, Garrison, NY.
- Lapate, R.C., Rokers, B., Davidson, R.J. (2013). Emotional activation colors first impressions: a regulatory role for conscious access. In: 20th Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Lapate, R.C., Rokers, B., Li, T., Davidson, R.J. (2013). Affective priming occurs during continuous flash suppression. In: 6th Annual Meeting of the Society for Affective Neuroscience, San Francisco, CA.
- Lapate, R.C., Rokers, B., Tromp, D., Orfali, N., Doran, S., Adluru, N., Alexander, A. L., Davidson, R.J. (2013). Amygdalar function and connectivity underlie affective misattribution after non-conscious emotional processing. In: 53rd Annual Meeting of the Society for Psychophysiological Research, Florence, Italy.
- Lutz, A., Perlman, D., Dahl, C., & Davidson, R. (2013, April). Differential effects of two meditation practices on the neural responses to pain in expert meditators. Poster presented at the 20th annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Schaefer, S.M., Lapate, R.C., Slagter, H.A., Hinsenkamp, L.D., Gresham, L.K., van Reekum, C.M., Norris, C.J., & Davidson, R.J. (2013, October). Corrugator supercillii muscle deactivation to positive stimuli: Reliability, relations with day reconstructed positive affect, and modulation by instructed emotion regulation. Poster presented at the annual meeting of the Society for Research in Psychophysiology, Florence, Italy.
- Weng, H., Motzkin, J., Stodola, D., Rogers, G., & Davidson, R. (2013, April). Neural substrates of arousal in compassion training. Poster presented at the 20th annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Fox A. S. (December, 2012). Structural and Functional Alterations Predict Individual Differences in Behavioral Inhibition. Presented at the American College for Neuropharmacology Conference, Hollywood, FL.
- Fox A.S., Oler J.A., Tromp D.P.M., Shackman A.J., Alexander A.L., Davidson R.J., Kalin N.H. (2012). Cortisol predicts decreased cerebral cortical volume in 592 young non-human primates. International Society of Psychoneuroendocrinology, New York, NY.
- Fox A.S., Vack N.J., Freeman A.A., Davidson R.J. (2012). The Neural Correlates of Individual Differences in Prosocial Valuation. Presented at the meeting for the Society for Neuroeconomics.
- Fox, A. S., Oler, J. A., Shackman, A. J., Shelton, S. E., Davidson, R. J. & Kalin, N. H. (2012). The neural substrates of anxious temperament in 592 young rhesus monkeys. Talk presented at the annual meeting of the Society for Neuroscience, New Orleans, LA.
- Goldberg, S.B., Veazie, S., Flook, L., & Davidson, R.J. (2012, April). Thin slices of behavior: Do observer ratings predict teacher stress and well-being? Poster presented at the International Symposia for Contemplative Studies, Denver, CO, April 26-29, 2012.

- Hanson, J.L., Pollak, S.D., & Davidson, R.J. (2012, October) Early life stress & medial temporal lobe morphometry. Talk presented at the Annual Meeting for Society for Neuroscience. New Orleans, LA.
- Heller A.S., Wing E., Mayer, K., Fox, A.S., Vack, N.J., & Davidson R.J. (2012). Temporal dynamics of emotion and fMRI. Presented at the Society for Neuroscience annual meeting.
- Javaras, K.N., Davidson R.J., Schmidt N., Armstrong J.M., Klein M., Essex, M.J., & Goldsmith H.H. (2012, September). Childhood temperament as a risk factor for adolescent and early adult overweight/obese: Results from two longitudinal studies, Poster presentation at the Obesity Society Annual Scientific Meeting, San Antonio, TX.
- Kral, T.R.A., Schuyler, B. S., Burghy, C., Perlman, D., Rosenkranz, M., Maccoon D., Lutz, A. & Davidson, R. J. (2012, October). Mindfulness predicts differential PFC activity in response to picture valence. Poster presented at the Society for Neuroscience Annual Meeting, New Orleans, LA.
- Lapate, R. C., van Reekum, C. M., Schaefer, S. M., Heller, A., Oh, J.M., Johnson, S.C., Ryff, C. D., & Davidson, R. J. (2012, October). Positive Affective Style is Independently Predicted by Increased Cerebral Blood Flow in the Subgenual Anterior Cingulate Cortex and in the Superior Temporal Gyrus: An Investigation of Individual Differences in Mood using Perfusion MRI. Poster presented at the 42nd annual meeting of the Society for Neuroscience, New Orleans, LA.
- Levinson, D. B. & Davidson, R. J. (2012, April). Developing a Behavioral Measure of Mindfulness. Symposium presentation at the first International Symposia for Contemplative Studies, Denver, CO.
- Oler, J. A., Tromp, D., Fox, A. S., Shackman, A. J., Davidson, R. J., Alexander, A. L., Birn, R. M. & Kalin, N. H. (2012). Connectivity of the extended amygdala in newborn rhesus monkeys. Poster presented at the annual Wisconsin Symposium on Emotion, Madison, WI.
- Schaefer, S., van Reekum, C., Lapate, R., Norris, C., Hinsenkamp, L., Gresham, L., Bachhuber, D., & Davidson, R. (2012, September). Individual differences in executive function predict emotional reactivity to and recovery from negative stimuli in females, but not males, in two separate studies. Poster session presented at the annual Society for Psychophysiological Research Meeting, New Orleans, LA.
- Schuyler, B.S., Kral, T.R.A., Jacquart, J., Burghy, C., Weng, H.Y., Perlman, D., Bachhuber, D., Rosenkranz, M.A., D., MacCooon, D.G., van Reekum, C.M., Lutz, A., Davidson, R.J. (April 2012). Temporal dynamics of emotional responding: Amygdala recovery, but not reactivity, predicts neuroticism and likability of social stimuli. Poster presented at the 2012 Society for Neuroscience Meeting, New Orleans, LA.
- Shackman, A. J., Fox, A. S., Oler, J. A., Shelton, S. E., Davidson, R. J. & Kalin, N. H. (2012). A common neural phenotype underlies diversity in the expression of anxiety. Talk presented at the annual meeting of the Society for Neuroscience, New Orleans, LA.
- Shackman, A. J., Fox, A. S., Oler, J. A., Van Valkenberg, H. C., Shelton, S. E., Davidson, R. J., & Kalin, N. H. (2012). A common neural phenotype underlies diversity in the presentation of anxiety. Poster presented at the annual Wisconsin Symposium on Emotion, Madison, WI.
- Shackman, A. J., Maxwell, J. S., McMenamin, B. W., Fox, A. S., Greischar, L. L. & Davidson, R. J. (2012). Neural circuitry mediating the impact of anxiety on cognition. *Psychophysiology*, 48, S8.
- Shackman, A. J., Shackman, J. E., Salomons, T. V., Slagter, H. A., Fox, A. S., Winter, J. J., Jenness, J. L., Pollak, S. D. & Davidson, R. J. (2012). Anxiety and adaptive control in rostral cingulate cortex. University of Colorado at Boulder Annual Conference, Boulder, CO.
- Slagter, H. A., Tomer R., Christian, B. T., Fox, A. S., Colzato, L. S., King, C. R., Murali, D., Davidson, R. J. (2012, March). A role for striatal dopamine in mediating the attentional blink: Functional implications. Poster session presented at the annual Cognitive Neuroscience Society Meeting, San Francisco, CA.
- Tromp D.P.M., Fox A.S., Oler J.A., Adluru N., Davidson R.J., Alexander A.L., and Kalin N.H. (2012). Cortisol Predicts Increased Internal Capsule Integrity in a Large Sample of Non-Human Primates. International Society of Psychoneuroendocrinology, New York, NY.

- Tromp, D., Oler, J. A., Fox, A. S., Shackman, A. J., Davidson, R. J., Birn, R. M., Alexander, A. L. & Kalin, N. H. (2012). Structural and functional connectivity of the extended amygdala in newborn monkeys. Talk presented at the annual meeting of the Society for Neuroscience, New Orleans, LA.
- van Reekum, C. M., Schaefer, S. M., Lapate, R. C., Johnstone, T., Heller, A., Norris, C. J., Tun, P. A., Lachman, M. E., Ryff, C. D., & Davidson, R. J. (2012, April). A lateral-medial shift in prefrontal cortical engagement underlies intact emotional processing in aging. Talk presented at the 19th Annual Cognitive Neuroscience Society Meeting, Chicago (IL), USA.
- van Reekum, C. M., Schaefer, S. M., Lapate, R. C., Johnstone, T., Heller, A., Norris, C. J., Tun, P. A., Lachman, M. E., Ryff, C. D., & Davidson, R. J. (2012, June). A lateral-medial shift in prefrontal cortical engagement underlies intact emotional processing in aging. Poster presented at the 18th Meeting of the Organisation for Human Brain Mapping, Beijing, China.
- Weng, H.Y. (2012, April). Compassion training alters altruistic behavior and neural responses to suffering as part of the symposium "Neural substrates of compassion" (with Tania Singer, Olga Klimecki and Tor Wager, Ph.D.) Presentation given at the International Symposia for Contemplative Studies, Denver, CO.
- Weng, H.Y. (2012, April). Stability of neural states and charitable donations after compassion training. Presentation given at Mind and Life XIV: Latest Findings in Contemplative Neuroscience with His Holiness, the Dalai Lama, Rochester, MN.
- Weng, H.Y. (July, 2012). Behavioral and neural effects of compassion meditation. Talk presented at The Science of Compassion: Origins, Measures and Interventions. Telluride, CO.
- Weng, H.Y., Lewis-Peacock J., Stodola, D.E., Davidson, R.J. (2012, April). Multi-voxel pattern analysis of brain states after compassion training predicts charitable donations (Graduate Student Award winner). Presentation given at the Annual meeting of the Cognitive Neuroscience Society, Chicago, IL.
- Wielgosz, J., Repshas, L. M., Greischar, L. L., & Davidson, R. J. (2012, June). Protective body posture modulates physiological response to threat. Poster session presented at the 2012 Mind and Life Summer Research Institute, Garrison, NY.
- Wielgosz, J., Repshas, L. M., Greischar, L. L., & Davidson, R. J. (2012). Protective body posture modulates physiological response to threat. Presented at the Association for Psychological Science Annual Convention, Chicago, IL.
- Fox, A. S., Shelton, S. E., Oler, J. A., Nanda, S. A., Roseboom, P. H., Davidson, R. J., & Kalin, N. H. (2011). RNA expression in the primate amygdala predicts anxious temperament and its intermediate neural phenotype. *Biological Psychiatry*, 69(9), 196S.
- Oler, J. A., Shelton, S. E., Birn, R. M., Fox, A. S., Davidson, R. J., & Kalin, N. H. (2011). Extending the extended amygdala to primate neuroimaging with resting fMRI. *Biological Psychiatry*, 69(9), 260S.
- Shelton, S. E., Oler, J. A., Fox, A. S., Davidson, R. J., Dyer, T. D., Raveendran, M., Blangero, J., Rogers, J., & Kalin N. H. (2011). The influence of CRH Receptor-2 gene variation on cortisol and brain metabolism. *Biological Psychiatry*, 69(9), 197S.
- Lapate, R. C., van Reekum, C. M., Schaefer, S. M., Norris, C. J., Greischar, L. L., & Davidson, R. J. (2011). Decreased spousal stress is associated with persistent responding to positive stimuli. *Psychophysiology*, 48, S55.
- Schaefer, S. M., Morozink, J. A., van Reekum, C. M., Lapate, R. C., Norris, C. J., Greischar, L. L., Ryff, C. D., & Davidson, R. J. (2011). Higher levels of self-reported psychological well-being are associated with better emotional recovery from negative stimuli measured objectively with eyeblink startle reflex and corrugator EMG. *Psychophysiology*, 48, S76.
- Shackman, A. J., Maxwell, J. S., McMenamin, B. W., Fox, A. S., Greischar, L. L., & Davidson, R. J. (2011). Neural circuitry mediating the impact of anxiety on cognition. *Psychophysiology*, 48, S8.

- Fox A. S., Vack N., Vanderwerff L., & Davidson R. J. (2011). Reliably quantifying the value an individual assigns to giving a stranger money. Poster session presented at the annual Cognitive Neuroscience Society Meeting, San Francisco, CA.
- Hanson J. L., Chung M. K., Avants B. B., Shirlcliff E. A., Gee J. C., Pollak S. D., & Davidson R. J. (2011). Structural brain correlates of successful stress regulation in children. Poster session presented at the annual Cognitive Neuroscience Society Meeting, San Francisco, CA.
- Fox, A. S., Oler, J. A., Shelton, S. E., Nanda, S. A., Davidson, R. J., Roseboom, P. H., & Kalin, N. H. (2011). Gene expression patterns in the primate amygdala linked to anxious temperament and its neural substrate. Presented at the Society for Neuroscience annual meeting, Washington, DC.
- Hanson, J. L., Chung, M. K., Avants, B. B., Rudolph, K. D., Shirlcliff, E. A., Gee, J. C., Davidson, R. J., & Pollak, S. D. (2011). Child maltreatment, cumulative lifetime stress and amygdala volume. Poster presented at the Society for Neuroscience annual meeting, Washington, DC.
- Heller, A. S., van Reekum, C. M., Schaefer, S. M., Ryff, C. D., & Davidson, R. J. (2011). Sustained nucleus accumbens activation predicts self-reported psychological well-being, Poster presented at the Society for Neuroscience annual meeting, Washington, DC.
- Lee, H., Kim, S.-G., Chung, M. K., Hanson, J. L., Avants, B. B., Gee, J. C., Davidson, R. J., & Pollak, S. D. (2011). Agreement between the white matter connectivity via tensor-based morphometry and the volumetric white matter parcellations. Presented at the Society for Neuroscience annual meeting, Washington, DC.
- Oler, J. A., Fox, A. S., Shelton, S. E., Raveendran, M., Fawcett, G. L., Dyer, T. D., Blangero, J., Davidson, R. J., Rogers, J., & Kalin, N. H. (2011). Variation in a primate-specific CRHR1 exon influences anxious temperament and its underlying neural circuit. Presented at the Society for Neuroscience annual meeting, Washington, DC.
- Chung, M. K., Hanson, J., Davidson, R. J., & Pollak, S. (2011). Effect of family income on hippocampus growth: Longitudinal study. Poster session presented at the 17th Annual Meeting of the Organization for Human Brain Mapping, Québec City, Canada.
- Kim, S.-G., Chung, M. K., Hanson, J., Avants, B., Gee, J., Davidson, R. J., & Pollak, S. (2011). White matter structural connectivity without diffusion tensor imaging. Poster session presented at the 17th Annual Meeting of the Organization for Human Brain Mapping, Québec City, Canada.
- Seo, S., Chung, M. K., Dalton, K. M., & Davidson, R. J. (2011). Multivariate cortical shape modeling based on sparse representation. Poster session presented at the 17th Annual Meeting of the Organization for Human Brain Mapping, Québec City, Canada.
- Javaras, K. N., Schaefer, S. M., Lapate, R. C., Greischar, L. L., van Reekum, C. M., & Davidson, R. J. (2011). Conscientiousness predicts better emotional recovery from negative stimuli in middle-aged adults. Poster presented at the Association for Psychological Sciences Annual Convention, Washington, DC.
- Angelos, L., Nacewicz, B. M., Alexander, A. L., Davidson, R. J. (2011). Single Voxel MR Spectroscopy Data Quality and Metabolite Signature of the Isolated Amygdala. Poster session presented at the 19th Annual Meeting of the International Society for Magnetic Resonance in Medicine, Montreal, Quebec, Canada
- Birn, R., Shelton, S., Oler, J., Fox, A., Davidson, R. J., & Kalin, K. (2011). Resting functional connectivity between amygdala and dlPFC predicts anxious temperament in the rhesus monkey. Poster session presented at the 19th Annual Meeting of the International Society for Magnetic Resonance in Medicine, Montreal, Quebec, Canada
- Schaefer, S. M., van Reekum, C. M., Lapate, R. C., Greischar, L. L., & Davidson, R. J. (2011). Individual differences in executive control separately predict emotional reactivity to and recovery from negative pictures (assessed with corrugator EMG). Poster presented at the Determinants of Executive Function & Dysfunction Annual Conference, Boulder, CO.
- Heller, A. S., Greischar, L. L., Honor, A., & Davidson, R. J. (2010). Acquisition of simultaneous corrugator EMG and BOLD fMRI. *Psychophysiology*, 47, S76.

- Shelton, S. E., Oler, J. O., Fox, A. S., Oakes, T. R., Davidson, R. J., Shelledy, W., . . . Kalin N. H. (2010). Heritability of glucose metabolism in the Rhesus monkey brain during exposure to potential threat. *Biological Psychiatry*, 67, 113S.
- Fox, A. S., Oler, J. A., Shelton, S. E., Oakes, T. E., Shelledy, W., Dyer, T. D., Blangero, J., Rogers, J., Davidson, R. J., & Kalin, N. H. (2010). Gray-matter probability in the amygdala predicts anxious temperament and is heritable. Presented at Cognitive Neuroscience Society, Montreal, Canada.
- Oler, J. A., Fox, A. S., Shelton, S. E., Oakes, T. E., Shelledy, W., Dyer, T. D., Blangero, J., Rogers, J., Davidson, R. J., & Kalin, N. H. (2010). Heritable and non-heritable brain metabolism during exposure to potential threat. Presented at Cognitive Neuroscience Society, Montreal, Canada.
- Chung, M. K., Adluru, N., Dalton, K. M., Alexander, A. L., & Davidson, R. J. (2010). Characterization of Structural Connectivity in Autism using Graph Networks with DTI. Poster session presented at the 16th Annual Meeting of the Organization for Human Brain Mapping, Barcelona, Spain.
- Schuyler, B. S., Weng, H., Rosenkranz, M. A., MacCoon, D., Sheftel, J., Lutz, A., & Davidson, R. J. (2010). Examining Prefrontal to Amygdala Circuitry During Emotion Regulation Using Dynamic Causal Modeling. Poster session presented at the 16th Annual Meeting of the Organization for Human Brain Mapping, Barcelona, Spain.
- Adluru, N., Dalton, K. M., Alexander, A. L., & Davidson, R. J. (2010). Investigating asymmetry of structural connectivity in autism. Poster session presented at the 16th Annual Meeting of the Organization for Human Brain Mapping, Barcelona, Spain.
- Chung, M. K., Hanson, J. L., Avants, B., Gee, J., Davidson, R. J., & Pollak, S. (2010). Structural Connectivity Mapping via the Tensor-Based Morphometry. Poster session presented at the 16th Annual Meeting of the Organization for Human Brain Mapping, Barcelona, Spain.
- Lee, H., Heller, A. S., van Reekum, C., Nelson, B., & Davidson, R. J. (2010). Successful Down-Regulation of Negative Affect is Associated with Amygdala-PFC Decoupling. Poster session presented at the 16th Annual Meeting of the Organization for Human Brain Mapping, Barcelona, Spain.
- Birn, R.M., Shelton, S.E., Oler, J.A., Fox, A.S., Davidson, R.J., & Kalin, N.H. (2010). Resting functional connectivity between the amygdala and dlpc predicts anxious temperament in the rhesus monkey. Presented at the Society for Neuroscience, San Diego, CA.
- Hanson, J.L., Chung, M.K., Pollak, S.D. & Davidson, R.J. (2010). Development of the medial temporal lobe: Cross-sectional & longitudinal insights into behavioral change. Presented at the Society for Neuroscience, San Diego, CA.
- Heller, A., Johnstone, T., Peterson, M. J., Kolden, G. G., Kalin, N. H., & Davidson, R. J. (2010). Increased ability to sustain activity in fronto-striatal circuits is related to improved positive affect following treatment in major depression. Presented at the Society for Neuroscience, San Diego, CA.
- Shelton, S.E., Oler, J.A., Fox, A.S., Shelledy, W., Garcia, R., Dyer, T.D., Blangero, J., Christian, B.T., Davidson, R.J., Rogers, J., & Kalin, N.H. (2010). The serotonin transporter polymorphism, amygdala activity and anxious temperament. Presented at the Society for Neuroscience, San Diego, CA.
- Fox, A. S., Shelton, S. E., Oler, J. A., Roseboom, P. H., Nanda, S. A., Davidson, R. J., & Kalin, N. H. (2010). Anxious Temperament Related Gene Expression in the Primate Amygdala. Presented at the New York Academy of Sciences meeting on Behavioral Epigenetics, Boston, MA.
- Adluru, N., Dalton, K. M., Graupner, T., Alexander, A. L., & Davidson, R. J. (2010). Behavioral correlation with hemispheric structural connectivity in autism. International Meeting For Autism Research (IMFAR), Philadelphia, PA.
- Dalton, K. M., Adluru, N., & Davidson, R. J. (2010). Heart rate variability and brain function during emotional face and voice processing in autism. International Meeting For Autism Research (IMFAR), Philadelphia, PA.

- Adluru, N., Chung, M. K., Alexander, A. L., Dalton, K. M., & Davidson, R. J. (2010). Characterizing brain connectivity using epsilon radial nodes: application to autism classification. Poster at 13th International Conference on Medical Image Computing and Computer Assisted Intervention (MICCAI) workshop on Computational Diffusion MRI, Beijing, China.
- Hanson, J. L., Chung, M. K., Avants, B. B., Shireteff, E. A., Schlaak, M., Gee, J. C., Davidson, R. J., & Pollak, S. D. (2010). Effects of early deprivation and neglect on adolescent brain structure and neuropsychological functioning. Poster session at the Biennial Meeting of the Society for Research in Adolescence, Philadelphia, PA.
- Salomons, T.V., Nusslock, R., Detloff, A., Johnstone, T., Abramson, L.Y., & Davidson, R.J. (2010). Neural Bases of Top Down Mechanisms of Anxiety Reduction Due to Perceived Control Over Pain. Poster presentation at the 13th World Congress on Pain, Montreal, Quebec, Canada.
- Salomons, T. V. , Nusslock, R., Johnstone, T., Detloff, A., & Davidson, R. J. (2010). Perceived control over pain reduces anxiety: Top down mechanisms. Presentation at the 13th World Congress on Pain, Montreal, Quebec, Canada.
- Fox, A. S., Shelton, S. E., Alexander, A. L., Oakes, T. R., Shackman, A. J., Davidson, R. J., & Kalin, N. (2010). Diffusion Tensor Imaging (DTI) Demonstrates that Prefrontal-Amygdala White- Matter Tracts Relate to Anxious Temperament and Amygdala Metabolism. UW Department of Psychology Hertz Poster Session.
- Lapate, R. C., Lee, H., Salomons, T. V., Greischar, L. G., van Reekum, C. M., & Davidson, R. J. (2010). Contribution of Affective Style to the Successful Regulation of Pain: a Psychophysiological and Neuroimaging Investigation. UW Department of Psychology Hertz Poster Session.
- Oler, J. A., Fox, A. S., Shelton, S. E., Rogers, J., Shelledy, W., Oakes, T. R., Davidson, R. J., & Kalin, N. (2010). The Influence of a CRHR1 Gene Polymorphism on Anxious temperament and Amygdala Reactivity in Rhesus Monkeys. UW Department of Psychology Hertz Poster Session.
- Weng, H. Y., Fox, A. S., Shackman, A. J., Kirkland, J. Z., Stodola, D. E., Olson, M., Rogers, G. M., & Davidson, R. J. (2010). Can Compassion be Trained? Behavioral and Neural Evidence. UW Department of Psychology Hertz Poster Session.
- Shelton, S. E., Oler, J. A., Fox, A. S., Oakes, T. R., Davidson, R. J., and Kalin, N. H. (2009). Activity of the primate amygdala central nucleus predicts anxious temperament. *Biological Psychiatry*, *65*, 8S.
- Lapate, R. C., Salomons, T. V., Lee, H., van Reekum, C. M., Greischar, L. L, Davidson, R. J. (2009, October). The contribution of affective style to the successful downregulation of pain: A psychophysiological and neuroimaging investigation. *Psychophysiology*, *46*, S95.
- Schaefer, S. M., van Reekum, C. M., Lapate, R. C., Norris, C. J., Bachhuber, D. R. W., Sutterer, M. J., et al. (2009, October). Impaired recovery from negative stimuli across paradigms and measures. *Psychophysiology*, *46*, S130.
- Hanson, J. L., Davidson, R. J., Pollak, S. D. (2009). The correlates of early experience on structural brain development. Poster presented at the Annual Meeting of the Society for Neuroscience, Chicago, IL.
- Lutz, A., Garg, R., Cecchi, G. A., Davidson, R. (2009). Alterations in functional networks during two different styles of meditations in experts and novices. Poster presented at the Annual Meeting of the Society for Neuroscience, Chicago, IL.
- Oler, J. A., Fox, A. S., Shelton, S. E., Rogers, J., Shelledy, W., Raveendran, M., et al. (2009). The influence of a CRHR1 gene polymorphism on anxious temperament and amygdala reactivity in rhesus monkeys. Poster presented at the Annual Meeting of the Society for Neuroscience, Chicago, IL.
- Schaefer, S. M., Sutterer, M. J., Peschke, L. C., van Reekum, C. M., Norris, C. J., Lapate, R. C., et al. (2009). Amygdala volume predicts prolonged response to negative stimuli, whereas hippocampal volume predicts prolonged response to positive stimuli (as indexed by corrugator facial EMG). *NeuroImage*, *47*(S1), 699.

- van Reekum, C. M., Schaefer, S. M., Lapate, R. C., Norris, C. J., & Davidson, R. J. (2009). Emotion reactivity and recovery across adulthood: Evidence from the Midlife in the US (MIDUS-II) study. *Psychophysiology*, *46*, S19.
- Johnstone, T., Kolden, G., Polis, S., Peterson, M. J., Tierney, S., Kalin, N. H., et al. (2008). Prefrontal regulation of the emotional brain: Findings in depressed and healthy subjects from neuroimaging and psychophysiology. *Biological Psychiatry*, *63*, 52S.
- Shelton, S. E., Fox, A. S., Davidson, R. J., Oakes, T. R., & Kalin, N. H. (2008). Increased amygdala activity predicts anxious temperament in adolescent primates. *Biological Psychiatry*, *63*, 62S.
- Chung, M. K., Kelley, D. J., Dalton, K. M., & Davidson, R. J. (2008). Detection of local cortical asymmetry via discriminant power analysis. *NeuroImage*, *41*, S90.
- Johnstone, T., Kolden, G., Polis, S., Peterson, M., Tierney, S., Kalin, N., et al. (2008). Prefrontal regulation of the emotional brain: Findings in depressed and healthy subjects from neuroimaging and psychophysiology. *NeuroImage*, *41*, S170.
- Kirkland, J., Essex, M., Armstrong, J., & Davidson, R. (2008). Inhibiting responses to faces and complex objects: Concurrent empathy, developmental aggression, and neural response. *NeuroImage*, *41*, S137.
- van Reekum, C. M., Johnstone, T., Norris, C. J., Schaefer, S. M., Lapate, R. C., Bachhuber, D., et al. (2008). Neural mechanisms underlying cognition-affect interaction and psychological well-being. *NeuroImage*, *41*, S136.
- Schaefer, S., Sutterer, M., Reekum, C., Naciewicz, B., Norris, C., Lapate, R., et al. (2008). Amygdala volume predicts reactivity to positive but recovery from negative stimuli as indexed by corrugator facial EMG. *NeuroImage*, *41*, S169.
- Nusslock, R., Shackman, A. J., McMenamin, R. W., Greischar, L. L., Kovacs, M., & Davidson, R. J. (2008). Anxiety moderates relations between frontal EEG alpha asymmetry and depression. *Psychophysiology*, *45*, S77.
- van Reekum, C. M., Johnstone, T., Schaefer, S. M., Norris, C. J., Lapate, R. C., Bachhuber, D., et al. (2008). Neural mechanisms underlying cognition-affect interactions and psychological well-being. *Psychophysiology*, *45*, S77.
- Christian, B. T., Vandehey, N. T., Olier, A., Fox, A. S., Murali, D., Rogers, J., et al. (2008, November). A PET investigation of 5-HTTLPR gene polymorphisms on serotonin transporter binding in the rhesus monkey. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Hanson, J. L., Chung, M. K., Sutterer, M. J., Naciewicz, B. M., Pollack, S. D., & Davidson, R. J. (2008, November). Smaller amygdalae are associated with early social deprivation in childhood. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Heller, A., Johnstone, T., Kalin, N. H., & Davidson, R. J. (2008, November). Effect of repetition of affective stimuli on striatal structures in depression. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Johnstone, T., Kolden, G. P., Heller, A., Peterson, M. J., Tierney, S., Polis, S., et al. (2008, November). Altered prefrontal-amygdala functional connectivity in depression. Presentation at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Mazzulla, E. C., Oler, J. A., Johnstone, T., Kirkland, J. Z., Shirtcliff, E. A., Armstrong, J. M., et al. (2008, November). The effect of cortisol on fMRI signal during emotion-regulation in adolescent subjects. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Salomons, T. V., Shackman, A. J., Winter, J., Naciewicz, B., & Davidson, R. J. (2008, November). Dorsal ACC is involved in affective processing: examining the functional subdivision of anterior cingulate cortex using quantitative meta-analysis. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, DC.

- Shelton, S. E., Fox, A. S., Oler, J. A., Oakes, T. R., Christian, B. T., Davidson, R. J., et al. (2008, November). Individual differences in anxious temperament are predicted by 5-HTT binding in the bed nucleus of the stria terminalis. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Slagter, H. A., Johnstone, T., Beets, I. A. M., & Davidson, R. J. (2008, November). Conscious perception in the attentional blink: An fMRI study. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Vandehey, N. T., Moirano, J., Murali, D., Vogt, K., Converse, A., Nickles, R. J., et al. (2008, November). A comparison of PET tracers for measuring extrastriatal dopamine D2/D3 binding. Presentation at the Annual Meeting of the Society for Neuroscience, Washington, DC.
- Fox, A. S., Shelton, S. E., Oakes, T. R., Converse, A. K., Davidson, R. J., Rogers, J., & Kalin, N. H. (2007). Studies in rhesus monkeys reveal that 5-HTT S-carriers have multiple stress associated neural vulnerabilities. *Biol. Psychiatry*, *61*, 107S.
- Shelton, S. E., Fox, A. S., Davidson, R. J., & Kalin, N. H. (2007). Individual differences in subgenual prefrontal cortical activity are linked to stress-induced cortisol. *Biol. Psychiatry*, *61*, 101S.
- Chung, M., Dalton, K. M., & Davidson, R. J. (2007). Unified cortical asymmetry analysis in autism via weighted-SPHARM. *NeuroImage* *36*(S1).
- Johnstone, T., Salomons, T. V., Backonja, M. M., & Davidson, R. J. (2007). Analyzing graded change in BOLD response using sigmoid functions: An example with pain perception. *NeuroImage* *36*(S1).
- Kelley, D., Dalton, K. M., Nacewicz, B. M., Johnstone, T., Chung, M., Oakes, T. R., Alexander, A. L., & Davidson, R. J. (2007). Functional amygdala connectivity with the superior temporal area predicts autism eye gaze behavior. *NeuroImage* *36*(S1).
- Wang, S., Chung, M., Dalton, K. M., Alexander, A. L., & Davidson, R. J. (2007). Automated diagnose of autism using fourier series expansion of corpus callosum boundary. *NeuroImage* *36*(S1).
- Slagter, H. A., Kelly, B. J., Shackman, A. J., & Davidson, R. J. (2007). Threat-related attentional bias in anxiety. *Psychophysiology*, *44*, S87.
- Lapate, R. C., vanReekum, C. M., Norris, C. J., Greischar, L. L., Oh, J. M., & Davidson, R. J. (2007). Coherence between physiological and experiential response systems is positively associated with emotional recovery from negative pictures. *Psychophysiology*, *44*, S84.
- Salomons, T. V., Nusslock, R., Detloff, A., Johnstone, T., Backonja, M. M., Abramson, L. Y., & Davidson, R. J. (2007). Neural correlates of human helplessness: An fMRI investigation. *Psychophysiology*, *44*, S50.
- Coan, J. A., Schaefer, H. S., Sbarra, D. A., & Davidson, R. J. (2007). Adult attachment styles moderate the social regulation of neural threat responding. *Psychophysiology*, *44*, S10.
- Nusslock, R., Shackman, A. J., McMenamin, B. W., Greischar, L. L., Kovacs, M., & Davidson, R. J. (2007). Frontal EEG alpha asymmetry in depression: The role of clinical state and emotion regulation. *Psychophysiology*, *44*, S7.
- Schaefer, H. S., Larson, C. L., & Davidson, R. J. (2007). Body, brain, and cognition: Neural, physiological and self-report correlates of phobic and normative fear. *Psychophysiology*, *44*, S6.
- Oler, J. A., Johnstone, T., Mazzulla, E. C., Kirkland, J. Z., Armstrong, J. M., Whalen, P. J., Kalin, N., Essex, M. J., & Davidson, R. J. (2007). Children exhibiting higher levels of externalizing psychiatric symptoms in childhood demonstrate stronger fronto-amygdalar functional connectivity in adolescence. *Society for Neuroscience*, Online.
- Shelton, S. E., Fox, A. S., Davidson, R. J., & Kalin, N.H. (2007). Dysregulation of anxiety-related circuitry is associated with extreme behavioral inhibition. *Society for Neuroscience*, Online.
- Norris, C. J., van Reekum, C. M., Greischar, L. L., Lapate, R. C., Shackman, A. J., McMenamin, B. W., & Davidson, R. J. (2007). Activation of the Ventromedial Prefrontal Cortex Predicts Psychological Well-

Being and Emotion Regulation: A Source Localization Study. Paper presented at the Society for Personality and Social Psychology: 2nd Emotional Pre-Conference, Memphis, TN.

- Davidson, R. J. (2006). Neural bases of emotion regulation and resilience. *Biol. Psychiatry*, *59*, 291S.
- Kirkland, J. Z., Essex, M. J., Armstrong, J., & Davidson, R.J. (2006). Neural inhibition activity during a go/no-go task: Relationship of fMRI response to behavioral measures of externalizing. *NeuroImage* *31*(S1).
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- Davidson, R. J. (Chm.) (1984). Symposium on psychophysiological specificity and emotion (Cacioppo, Davidson, Lang, Levenson, and Schwartz participants). *Psychophysiology*, *21*, 563-565.
- Saron, C., Reiner, P., & Davidson, R. J. (1984). Evoked potential and reaction time measurement of interhemispheric transfer time. *Psychophysiology*, *21*, 597.
- Fox, N. A., & Davidson, R. J. (1984). EEG asymmetry in response to stranger and mother approach and maternal separation in 10 month old infants. *Psychophysiology*, *21*, 577.
- Saron, C., Reiner, P., & Davidson, R. J. (1984). Evoked potential and reaction time measurement of interhemispheric transfer time in humans. *Society for Neuroscience* *10*.

- Fox, N. A., & Davidson, R. J. (1984). Hemispheric asymmetry and emotion. *Infant Behavior and Development, 7*, 123.
- Fox, N. A., Davidson, R. J., Schaffer, C. E., Saron, C., & Gelles, M. (1983). EEG asymmetries in newborn infants in response to tastes differing in affective valence. *Psychophysiology, 20*, 440.
- Schaffer, C. E., Davidson, R. J., & Saron, C. (1981). Parietal and frontal EEG asymmetry in depressed and non-depressed subjects. *Psychophysiology, 19*, 345-346.
- Bennett, J., Davidson, R. J., & Saron, C. (1981). Patterns of self-rating in response to verbally elicited affective imagery: Relation to frontal versus parietal EEG asymmetry. *Psychophysiology, 18*, 158.
- Davidson, R. J., Taylor, N., Saron, C., & Stenger, M. (1980). Individual differences and task effects in EEG measures of hemispheric activation I: Effects of reference electrode. *Psychophysiology, 17*, 311.
- Davidson, R. J., Taylor, N., Saron, C., & Stenger, M. (1980). Individual differences and task effects in EEG measures of hemispheric activation II: Effects of familial sinistrality. *Psychophysiology, 17*, 312.
- Leslie, S., Davidson, R. J., Kessler, S., Saron, C., & McKenna, W. (1980). Event-related potentials in response to ambiguous male and female faces: Biocognitive substrates of gender recognition. *Psychophysiology, 17*, 300.
- Davidson, R. J. (1979). Event-related brain potentials in response to conscious and non-conscious stimuli: Hemispheric specialization and the effects of attention. In D. Lehman and E. Callaway (Eds.), *Human Evoked Potentials: Applications and Problems*, p. 451. New York: Plenum Press
- Davidson, R. J., Taylor, N., & Saron, C. (1979). Hemisphericity and styles of information processing: Individual differences in EEG asymmetry and their relationship to cognitive performance. *Psychophysiology, 16*, 197.
- Davidson, R. J., Schwartz, G. E., Horowitz, M., & Goodman, D. (1979). Hand differences in the synchronization of tapping with the heart beat. *Psychophysiology, 16*, 197.
- Davidson, R. J., Schwartz, G. E., Saron, C., Bennett, J., & Goleman D. J. (1979). Frontal versus parietal EEG asymmetry during positive and negative affect. *Psychophysiology, 16*, 202-203.
- Davidson, R. J., & Marshak A. (1978). EEG asymmetry in musical readers and non-readers during musical and cognitive tasks. *Psychophysiology, 15*, 269.
- Davidson, R. J., Schwartz, G. E., Weinberger, D., & Lenson, R. (1978). Hemisphericity and cognitive strategy during cardiac self-regulation. *Psychophysiology, 15*, 269.
- Davidson, R. J., Davison, G. C., & Freedland, E. S. (1978). Cardiac and electrodermal patterning during cognitive and somatic anxiety. *Psychophysiology, 15*, 283.
- Davidson, R. J., & Schwartz, G. E. (1978). The effects of attentional self-regulation upon unconscious information processing: Scalp topography of averaged evoked responses to subthreshold stimuli. *Psychophysiology, 15*, 298.
- Davidson, R. J., & Schwartz, G. E. (1977). Patterns of occipital and sensorimotor EEG during self-generated visual and kinesthetic imagery. *Psychophysiology, 14*, 85.
- Weinberger, D. A., Schwartz, G. E., & Davidson, R. J. (1977). The psychophysiology of low anxiety: Interactions with repressive defensiveness. *Psychophysiology, 14*, 85.
- Davidson, R. J., & Schwartz, G. E. (1977). The influence of musical training on patterns of EEG asymmetry during musical and non-musical self-generation tasks. *Psychophysiology, 14*, 85.
- Davidson, R. J., Schwartz, G. E., Bromfield, E., & Pugash, E. (1976). Sex differences in patterns of EEG asymmetry. *Psychophysiology, 13*, 166.
- Schwartz, G. E., Davidson, R. J., & Pugash, E. (1976). Voluntary control of patterns of EEG parietal asymmetry: Cognitive concomitants. *Psychophysiology, 13*, 166.
- Lenson, R., Davidson, R. J., & Schwartz, G. E. (1976). Patterns of temporal and parietal lobe activation during memory rehearsal and retrieval. *Psychophysiology, 13*, 181.

- Schwartz, G. E., Davidson, R. J., Maer, F., & Bromfield, E. (1975). Patterns of hemispheric dominance in musical, emotional, verbal and spatial tasks. *Psychophysiology*, *11*, 227.
- Honorton, C., Davidson, R. J., & Bindler, P. (1972). Shifts in subjective state associated with feedback augmented EEG alpha. *Psychophysiology*, *9*, 269-270. Reprinted in D. Shapiro, T.X. Barber, L.V. DiCara, J. Kamiya, N.E. Miller and J. Stoyva (Eds.), *Biofeedback and Self-Control 1972: Aldine Annual on the Regulation of Bodily Processes and Consciousness*, pp. 496-497. Chicago: Aldine/Atherton.
- Krippner, S., Davidson, R. J., & Lenz, G. (1972). An investigation of dream content among male pre-operative transsexuals. *Psychophysiology*, *9*, 117.

Conference Presentations

- Davidson, R. J. (2006, October). *Peripheral psychophysiology in brain imaging: from maps to function*. Discussant at the Society for Psychophysiological Research, Vancouver, British Columbia, Canada.
- Davidson, R. J. (2004, July). *Key issues in affective neuroscience*. International Society for Research on Emotion, New York, NY.
- Davidson, R. J., (2004, June). Functional imaging of mood and depression. Workshop Chair and presenter at 10th Annual Meeting of the Organization of Human Brain Mapping. Budapest, Hungary.
- Shelton, S. E., Fox A. D., Oakes T. R., Davidson R. J., & Kalin N. H. (2004, July). *Neural correlates of the anxious endophenotype: F18-FDG microPET imaging in monkeys*. 34th annual meeting of the International Society for Psychoneuroendocrinology, Glasgow, Scotland.
- Davidson, R. J. (2000, July). *Toward an affective neuroscience*. International Congress of Psychology, Stockholm, Sweden.
- Davidson, R. J. (2000). *Prefrontal and amygdala contributions to anxiety and mood disorders*. American Neuropsychiatric Association.
- Irwin, W., Davidson, R. J., Kalin, N. H., Sorenson, J. A., & Turski, P.A. (1998). *Relations between human amygdalar activation and self-reported dispositional affect*. Cognitive Neuroscience Society.
- Henriques, J. B., & Davidson, R. J. (1997). *Decreased responsiveness to reward in depression*. Society for Research in Psychopathology.
- Jackson, D. C., Malmstadt, J. R., Larson, C. L., Rando, K. C., & Davidson, R. J. (1997). *The effects of conscious emotion regulation on the startle eyeblink response*. Society for Research in Psychopathology.
- Davidson, R. J. (1996, October). *Biological bases of temperament and affective style*. American Academy of Child and Adolescent Psychiatry.
- Davidson, R. J. (1996, August). *Cortical and subcortical contributions to affect and affective disorders*. World Congress of Psychiatry, Madrid, Spain.
- Davidson, R. J. (1996, May). *Affective style and affective disorders: Perspectives from affective neuroscience*. American Psychiatric Association.
- Lane, R.D., Reiman, E. M., Ahern, G. L., Schwartz, G. E., Davidson, R. J., Axelrod, B., & Yun, L. (1996, June). *Rightward asymmetry in superior temporal cortex activation during film-induced emotions*. Paper presented at the Second Annual Human Brain Mapping Conference, Boston, MA.
- Davidson, R. J. (1995, December). *Prefrontal and amygdala contributions to affect, affective style and affective disorders: EEG, PET and fMRI data*. Paper presented at the ACNP, Puerto Rico.

- Davidson, R. J., Larson, C., & Abercrombie, H. (1995, September). *Prefrontal electrophysiological asymmetries differentiate between melancholic and non-melancholic depression*. Paper presented at the Society for Research in Psychopathology, Iowa City, Iowa.
- Davidson, R. J. (1995, June). *Prefrontal brain function and the inhibition of negative affect*. Paper presented at the Invited Symposium on Inhibition Across Psychological Contexts, American Psychological Society, New York, NY.
- Davidson, R. J. (1995, June). *Cortical and limbic networks associated with depressive symptomatology*. Paper presented at the Invited Symposium on Biological Substrates of Psychopathology, American Psychological Society.
- Lane, R.D., Reiman, E. M., Ahern, G. L., Schwartz, G. E., Davidson, R. J., Axelrod, B., & Yun, L. (1995, March). *Anterior cingulate cortex participates in the conscious experience of emotion*. Paper presented at the 54th Annual Meeting of the American Psychosomatic Medicine Society. Williamsburg, Virginia.
- Lane, R. D., Reiman, E. M., Ahern, G. L., Schwartz, G. E., Davidson, R. J., Axelrod, B., & Yun, L. (1995, March). *Neuroanatomical correlates of happiness, sadness, and disgust*. Paper presented at the 54th Annual Meeting of the American Psychosomatic Medicine Society. Williamsburg, Virginia.
- Hoptman, M. J., & Davidson, R. J. (1995, May). *Selective age-related reductions in frontal lobe function*. Paper presented at the Society of Biological Psychiatry. Miami, Florida.
- Lane, R. D., Reiman, E. M., Ahern, G. L., Schwartz, G. E., Davidson, R. J., Axelrod, B., Angevine, J. B., & Yun, L. S. (1995). *Anterior cingulate cortex participates in the conscious experience of emotion*. Society for Neuroscience.
- Lane, R. D., Reiman, E. M., Ahern, G. L., Schwartz, G. E., Davidson, R. J., Axelrod, B., & Yun, L. S. (1995, June). *Neuroanatomical correlates of happiness, sadness and disgust*. Paper presented at the First International Conference on the Functional Mapping of the Human Brain, Paris, France.
- Rickman, M. D., Pfeifer, M., & Davidson, R. J. (1995, March). *Asymmetry in frontal brain activity at age 36 months is associated with individual differences in fear and exuberance at age 8 years*. Paper presented at the Society for Research in Child Development, Indianapolis, IN.
- Davidson, R. J. (1994, June). *Frontal EEG asymmetry predicts the emotional content of dreams*. Paper presented at an invited symposium on the Cognitive Neuroscience of Sleeping and Dreaming, Association for the Psychophysiological Study of Sleep. Boston, MA.
- Shelton, S. E., Davidson, R. J., & Kalin, N. H. (1994, August). *Physiological predictors of fear-related freezing*. Paper presented at the International Society for Psychoneuroendocrinology, Seattle, WA.
- Abercrombie, H. C., Larson, C. L., & Davidson, R. J. (1994). *Depressed and control subjects show different emotional responses to the PET scanning environment: Implications for neuroimaging studies of affective disorders*. Presented at the Society for Research in Psychopathology.
- Davidson, R. J. (1994, May). *Prefrontal inhibition and emotion regulation*. Presented at an Invited Symposium on Interdisciplinary Approaches to Inhibition, Midwest Psychological Association.
- Reiman, E. M., Lane, R. D., Ahern, G. L., Schwartz, G. E., & Davidson, R. J. (1994, April). *Positron emission tomography and the conscious experience of emotion*. Paper presented at the conference, Toward a Scientific Basis for Consciousness. Tucson, Arizona.
- Davidson, R. J. (1993, October). *Psychophysiological approaches to the study of affective and anxiety disorders*. Co-chair and presenter at Symposium at Society for Research in Psychopathology, Chicago, IL.
- Davidson, R. J. (1993, March). *Cerebral asymmetry, affective style and anxiety disorders*. Anxiety Disorders Association of America. Charleston, South Carolina.

- Davidson, R. J. (1992, October). *Olfaction and EEG: A critical evaluation*. Invited discussant at symposium on the Olfaction and EEG, Society for Psychophysiological Research, San Diego, CA.
- Davidson, R. J., Finman, R., Straus, A. M., & Kalin, N. H. (1992, October). *Behavioral inhibition, cortisol, and sympathetic autonomic function*. Invited talk, International Society of Psychoneuroendocrinology, Madison, WI.
- Marshall, J. R., Straus, A. M., Kalin, N. H., & Davidson, R. J. (1992, August). *Self-described social anxiety and salivary cortisol levels*. Paper presented at International Society of Psychoneuroendocrinology, Madison, WI.
- Davidson, R. J. (1992, February). *On the structure of emotion*. Invited participant at symposium on Basic Emotions, American Psychological Society, San Diego, CA.
- Davidson, R. J. (1992, February). *The structure of emotion: Gleanings from neuropsychology*. International Neuropsychological Society, San Diego, CA.
- Davidson, R. J. (1992, February). *Cerebral asymmetry, emotion and affective style*. American Association for the Advancement of Science, Chicago, IL.
- Davidson, R. J. (1989, April). *A psychophysiological perspective on cross-cultural studies of emotional development*. Invited discussant at symposium on Cross-cultural approaches to emotional development. Society for Research in Child Development. Kansas City, MO.
- Davidson, R. J. (1989, May). *Cerebral asymmetry and the nature of emotion*. Invited address presented to the Midwestern Psychological Association.
- Davidson, R. J. (1989, March). *The neuropsychology of emotion*. Invited address presented at the International Society for Research on Emotion, Paris, France.
- Davidson, R. J. (1988, July). *Cerebral asymmetry and temperament*. Invited address presented to the MacArthur Foundation Network on Development, Chatham Bars, Massachusetts.
- Davidson, R. J. (1988, April). *Hemispheric substrates of affect and affective styles*. Invited address at the MacArthur Foundation Symposium on the Neuropsychology of Emotion, University of Pennsylvania, Philadelphia, PA.
- Davidson, R. J. (1988, January). *Cerebral asymmetry and emotion: Developmental and individual differences*. Presented at the Society for Developmental Psychobiology, Florida.
- Davidson, R. J. (1987, August). *The dimensional structure of emotion: Insights from neuropsychology*. Presented at the Invited Symposium on the Psychobiology of Emotion (R. J. Davidson, Chair), International Society for Research on Emotions, Clark University, Worcester, MA.
- Fox, N. A., & Davidson, R. J. (1987, April). *EEG asymmetry and emotion: Studies in the psychobiology of affect*. Presented at the Society for Research in Child Development, Baltimore, MD.
- Davidson, R. J. (1986). *Thinking about feeling: Cerebral asymmetry and the nature of emotion*. Paper presented at the Symposium on Developmental and Neurological Aspects of Emotion, American Psychological Association, Washington, D. C.
- Saron, C., & Davidson, R. J. (1986, October). *Response hand influences visual evoked potential estimates of interhemispheric transfer time in children*. Paper presented at the Society for Neuroscience, Washington, D. C.
- Davidson, R. J., Saron, C., Leslie, S. C., & Reiner, P. (1986, February). *Visual evoked response estimates of interhemispheric transfer time: Dyslexic versus normal differences*. Paper presented at the International Neuropsychological Society, Denver, CO.

- Gladstone, M., Davidson, R. J., & Best, C. T. (1986, February). *Interhemispheric collaboration in disabled and non-disabled readers: A study of bimanual motor performance*. Paper presented at the International Neuropsychological Society, Denver, CO.
- Leslie, S. C., & Davidson, R. J. (1986, February). *Purdue pegboard performance in disabled and normal readers: One year re-test reliability and objective measurement of motor asymmetry*. Paper presented at the International Neuropsychological Society, Denver, CO.
- Davidson, R. J. (1985, May). *The development of emotion and its relation to cerebral asymmetry*. Paper presented at the Conference on the Developmental Implications of Brain Lateralization, Brock University, St. Catharines, Ontario, Canada.
- Davidson, R. J. (1985, May). *Affect, facial expression and cerebral asymmetry*. Paper presented at the Annual Meeting of the AAAS, Los Angeles, California.
- Fox, N. A., & Davidson, R. J. (1985, April). *EEG correlates of early facial expression*. Paper presented at the Society for Research in Child Development, Toronto, Ontario, Canada.
- Cohen, B. H., Saron, C., Senulis, J. A., Gordon, B., Thayer, J. F., & Davidson, R. J. (1985, February). *Self-reports of emotion predict patterns of EEG asymmetry*. Paper presented at the Annual Meeting of the International Neuropsychological Society, San Diego, California.
- Davidson, R. J. (1984, August). *Cerebral asymmetry and emotion: Implications for studies of depression*. Paper presented at the symposium on Laterization of Function in Affective Disorders, American Psychological Association Annual Meeting, Toronto, Ontario, Canada.
- Leslie, S. C., Shilliday, C., & Davidson, R. J. (1984, August). *Developmental milestones in normal and disabled readers*. Paper presented at the American Psychological Association Annual Meeting, Toronto, Ontario, Canada.
- Fox, N. A., & Davidson, R. J. (1984, April). *Hemispheric asymmetry and the development of emotion*. Paper presented at the International Congress on Infancy Studies, New York, NY.
- Schaffer, C. E., Davidson, R. J., & Saron, C. (1984, February). *Affective responses to faces: Visual field asymmetries in depressed and non-depressed subjects*. Paper presented at the International Neuropsychological Society, Houston, TX.
- Leslie, S. C., Davidson, R. J., & Batey, O. B. (1984, February). *Purdue pegboard performance of disabled and normal readers: Unimanual versus bimanual differences*. Paper presented at the International Neuropsychological Society, Houston, TX.
- Davidson, R. J. (1983, October). Participant in Symposium on the psychophysiology of emotion, Society for Psychophysiological Research, Asilomar, California.
- Davidson, R. J., Leslie, S. C., & Batey, P. B. (1983, August). *Stimulus specific dysnomia among dyslexic children*. Paper presented at the American Psychological Association Annual Meeting, Anaheim, California.
- Leslie, S. C., Batey, O. B., & Davidson, R. J. (1983, February). *Purdue pegboard performance: Implications concerning cerebral lateralization in dyslexic children*. Paper presented at the American Psychological Association Annual Meeting, Anaheim, California.
- Davidson, R. J., Perl, J., & Saron, C. (1983, February). *Hemispheric interaction in repressors and non-repressors*. Presented at the International Neuropsychological Society.
- Davidson, R. J., Nirenberg, L., Saron, C., & Kalnins, M. (1982, February). *Interhemispheric and intermodal interaction in dyslexic and normal children*. Presented at the International Neuropsychological Society, Pittsburgh, Pennsylvania.

- Davidson, R. J., & Fox, N. (1981, April). *EEG asymmetry during the perception of positive and negative affect in ten month old infants: Frontal versus parietal differences*. Presented at the Society for Research in Child Development, Boston, MA.
- Bennett, J., Davidson, R. J., & Saron, C. (1980, October). *Patterns of self-rating in response to verbally elicited affective imagery: Relation to frontal versus parietal EEG asymmetry*. Presented at the Annual Meeting of the Society for Psychophysiological Research, Vancouver, British Columbia, Canada.
- Reuter-Lorenz, P., & Davidson, R. J. (1980, February). *Differential responsiveness of the two cerebral hemispheres to the perception of happy and sad faces*. Presented at the International Neuropsychological Society, San Francisco, CA.
- Freedman, R. J., Davidson, R. J., & Taylor, N. (1979, August). *Sex differences in spatial performance as related to cerebral lateralization*. Presented at the Annual Meeting of the American Psychological Association.
- Davidson, R. J. (1978, August). *Event related brain potentials in response to conscious and nonconscious stimuli: Effects of attention and scalp topography*. Paper presented at the NATO Conference on Event-Related Potentials, Konstanz, Germany.
- Davidson, R. J. (1978, May). *Hemispheric specialization for affective processes in normals: Behavioral and electrophysiological studies*. Presented at the Society for Biological Psychiatry, Atlanta, Georgia.
- Davidson, R. J. (1978, March). *Methodological issues in the use of EEG measures of cerebral engagement*. Presented at the Biofeedback Society of America, Albuquerque, New Mexico.
- Davidson, R. J., Schwartz, G. E., & Weinberger, D. (1977, August). *Eye movement and electrodermal asymmetry during cognitive and affective tasks*. Paper presented at the Annual Meeting of the American Psychological Association, San Francisco, CA.
- Davidson, R. J. (1976, December). *Psychophysiological specificity in the assessment and treatment of behavior disorders*. Paper presented at the Annual Meeting of the Association of Behavior Therapy, New York, NY.
- Davidson, R. J., & Goleman, D. J. (1975, October). *The role of attention in meditation and hypnosis*. Paper presented at the Society for Clinical and Experimental Hypnosis, Chicago, IL.
- Davidson, R. J. (1974, October). *Varieties of meditation, self-control procedures and their implications for psychology*. Invited address presented at the Massachusetts Psychological Association.

Major Colloquia and Invited Presentations

- 1974 October: Department of Psychology, The Medfield State Hospital, Medfield, Massachusetts
- 1975 December: Psychological Clinic and Psychiatry Research Group, Massachusetts Institute of Technology
- 1976 June: Department of Neurology, Children's Hospital Medical Center, Boston, Massachusetts
November: Department of Psychology, State University of New York, Stony Brook, New York
- 1977 January: Winter Conference on Brain Research, Symposium on Electrophysiological Recording, Techniques in Psychiatry, Keystone, Colorado
- 1978 May: Chairman and participant, Lateralization for Affective Processes, Society for Biological Psychiatry, Atlanta, GA
November: Department of Psychology, State University of New York, New Paltz, New York
November: Department of Psychology, The Graduate Center, City University of New York
- 1979 March: Presented a one day tutorial in basic psychophysiology at the Annual Meeting of the Biofeedback Society of America, San Diego, CA
March: Department of Psychology, State University of New York, Stony Brook, New York

- September: Invited Speaker, New York State Biofeedback Research Society
- October: Keynote Speaker, Annual Meeting of the New York State Art Teachers Association
- November: Invited address, March of Dimes Research Colloquium, Key Biscayne, FL - Hemispheric interactions in dyslexic children: Behavioral and electrophysiological findings
- December: Department of Psychology, City College City University of New York
- 1980 March: Behavioral Sciences Colloquium, The Rockefeller University, New York, New York
- July: Invited address, International Congress of Physiological Sciences, Budapest, Hungary - Cognition, emotion and consciousness: A biocognitive perspective
- November: Department of Psychology, Princeton University
- 1981 February: Department of Psychiatry, Medical School University of California, San Francisco, CA
- March: Invited Speaker, Annual meeting of the Orton Society - Interhemispheric communication in dyslexic and normal children
- April: Department of Neurology, New York University Medical School
- May: Grand Rounds, Department of Pediatrics, St Luke's Hospital, New York, New York
- July: Invited Participant, International Meeting on the Nature and Function of Emotion, Bad Homburg, Germany
- 1982 January: Invited Participant, Symposium on Developmental Neuropsychology, School of Medicine, University of California, San Francisco, CA
- February: Invited Participant, Symposium on Mind and Medicine, School of Medicine, University of California, San Francisco, CA
- March: Invited Participant, Symposium on the psychobiology of affective development, International Conference on Infancy Studies, Austin, TX
- March: Department of Psychiatry, Downstate Medical Center, Brooklyn, New York
- April: Invited Participant, Second International Conference on Laterality and Psychopathology, Banff, Alberta, Canada
- May: Invited Symposium Participant, Society for Biological Psychiatry, Toronto, Ontario, Canada
- October: Invited Participant, Symposium on the Neuropsychology of Reading Disabilities, New York University Medical Center, New York, New York
- November: Invited Participant, Symposium on Behavioral Medicine, SUNY, Buffalo, New York
- December: Department of Psychology, Old Dominion University, Norfolk, VA
- December: Department of Psychology, New School for Social Research, New York, New York
- 1983 January: Teachers College, Columbia University, New York, New York
- February: Invited Speaker, New York Neuropsychology Group, New York, New York
- March: Department of Psychology, City College, CUNY, New York, New York
- March: Department of Psychology, University of Wisconsin, Madison, Wisconsin
- September: Invited Participant, Symposium on Psychophysiology of Emotion, Society for Psychophysiological Research, Ailsomar, California
- October: Department of Human Development, University of Maryland, College Park, Maryland
- November: Invited Participant, MacArthur Foundation Study Group on Behavioral and Psychobiological Measures of Affect in Infancy, Inverness, California
- 1984 March: Department of Psychology, New York University, New York, New York
- April: Department of Psychiatry, New York University Medical School, New York, New York
- June: Invited Participant, Yale Conference on Emotion, New Haven, Connecticut

- October: Invited Participant, NIMH Conference on Frontiers in Research on Emotion, Bethesda, Maryland
- 1985 February: Department of Psychology and Program in Cognitive Science, Vassar College, Poughkeepsie, New York
- April: Department of Psychology, Wesleyan University, Middletown, Connecticut
- May: Departments of Pediatrics and Psychology, Rutgers University, New Brunswick, New Jersey
- May: Invited Participant, Brock University Conference on the Development of Lateralization, St Andrews, Ontario
- May: Invited Participant, Symposium on the Psychobiology of Emotion, Annual Conference of the American Association for the Advancement of Science, Los Angeles, California
- July: Invited Participant, SSRC Institute on Emotion-Cognition Interrelations, Denver, Colorado
- November: Invited Address, The Carrier Foundation, Belle Mead, New Jersey
- 1986 March: Department of Educational Psychology, University of Wisconsin-Madison
- May: Invited Participant, Symposium on the Nature of Self-Deception, Annual Meeting of American Association for the Advancement of Science, Philadelphia, Pennsylvania
- July: Invited Participant, Symposium on Emotional Experience, International Society for Research on Emotion, Amsterdam, The Netherlands
- October: Invited Participant, The Third International Symposium on Cerebral Dynamics, Laterality and Psychopathology, Tokyo, Japan
- November: Invited Participant, Sloan Foundation Study Group on Relations between Behavioral and Neural Development, Denver, Colorado
- November: Invited Participant, International Symposium on Hemispheric Specialization and Emotion, Rome, Italy
- 1987 February: Grand Rounds, Department of Neurology, University of Wisconsin Medical School
- March: Developmental Psychobiology Colloquium, Waisman Center, University of Wisconsin Medical School
- April: Keynote Speaker, Student Science Symposium, Purchase College, State University of New York, Purchase, New York
- April: Keynote Speaker, UW Center Psychology Departments Meeting, University of Wisconsin-Madison
- April: Doctoral Program in Reading, School of Education, University of Wisconsin-Madison
- May: Department of Psychology, Stanford University, Stanford, California
- 1988 February: Invited Participant, NIMH Workshop on Behavioral and Psychosocial Effects on Physical Health
- March: Department of Psychology, University of Illinois, Champaign, Illinois
- March: Department of Psychology, Harvard University, Cambridge, Massachusetts
- March: Grand Rounds, Division of Behavioral Neurology, Harvard Medical School, Beth Israel Hospital, Boston, Massachusetts
- April: Invited Address, Wisconsin Orton Society, Madison, Wisconsin
- September: Invited Participant, NIMH Conference on the Maintenance of Maladaptive Behavior, Rockville, Maryland
- October: Invited Speaker, University of Rochester Conference on Developmental Processes and Psychopathology, Rochester, New York
- 1989 February: Grand Rounds, Department of Psychiatry, Wisconsin Medical College, Milwaukee, Wisconsin

- February: Invited Speaker, Program in Cognitive Neuroscience, Department of Psychology, University of Chicago, Chicago, Illinois
- February: Colloquium, Department of Communicative Disorders, University of Wisconsin-Madison
- March: Colloquium, Institute on Aging, University of Wisconsin-Madison
- April: Colloquium, Laboratory of Developmental Psychopathology, National Institute of Mental Health, Bethesda, Maryland
- May: Invited Speaker, Brock University Symposium on the Role of Frontal Lobe Maturation in Cognitive and Social Development, St. Catharines, Ontario
- July: Guest Faculty, NSF Training Institute in Social Psychophysiology, The Ohio State University, Columbus, Ohio
- July: Colloquium, Department of Psychology, The Ohio State University, Columbus, Ohio
- July: Invited Speaker, Meeting of the MacArthur Foundation, Research Network on the Psychobiology of Depression, Santa Fe, New Mexico
- September: Invited Speaker, NIMH Symposium on Psychobiological Approaches to the Study of Emotion, Temperament and Affective Style, Washington, DC
- November: Grand Rounds, Division of Child Psychiatry, University of Chicago Medical School, Chicago, Illinois
- December: Colloquium, Department of Psychology, University of Pennsylvania, Philadelphia, PA
- 1990 April: Colloquium, Department of Psychology, University of California, Berkeley, CA
- April: Grand Rounds, Department of Psychiatry, University of California, San Francisco, CA
- May: Distinguished Visiting Lecturer, University of Oklahoma School of Medicine, Oklahoma City, Oklahoma
- May: Colloquium, Department of Psychology, University of Bergen, Bergen, Norway
- September: Invited Speaker, McDonnell Foundation/NIMH meeting on Neural Representation of Emotion Montauk, Long Island, New York
- September: Invited Speaker, MacArthur Foundation meeting on biological measures in the study of anti-social behavior and criminality, Madison, Wisconsin
- October: Co-Organizer and Invited Speaker, McDonnell Foundation meeting on the Psychophysiology of Emotion, Victoria, British Columbia, Canada
- December: Invited Participant, Office of Naval Research Meeting on Stress and Performance, San Francisco, California
- 1991 January: Colloquium, Department of Psychology, University of Chicago, Chicago, Illinois
- March: Grand Rounds, Division of Child Psychiatry, Department of Psychiatry, University of Wisconsin, Madison, Wisconsin
- November: Grand Rounds, Department of Psychiatry, Medical College of Wisconsin, Milwaukee, Wisconsin
- 1992 February: Invited Speaker, WT Grant Foundation Consortium on the Psychobiology of Stress, Washington, DC
- April: Grand Rounds, Department of Psychiatry, University of Iowa School of Medicine, Iowa City, Iowa
- July: Distinguished Visiting Psychophysicologist, The Ohio State University, Columbus, Ohio
- July: Invited Participant, NSF Workshop on Facial Expression Understanding, Arlington, Virginia
- November: Co-organizer, MacArthur and McDonnell Foundation Meeting on Affective Neuroscience, Washington, DC
- December: Colloquium, Department of Psychology, Harvard University, Cambridge, Massachusetts

- 1993 February: Co-organizer and Invited Speaker, NIMH Workshop on Psychophysiology as a Theoretical Science
 March: Colloquium, Department of Psychology, Northwestern University, Evanston, Illinois
 March: Grand Rounds, New York Hospital, White Plains, New York
 March: Invited Participant, MacArthur Foundation Planning Meeting on Psychopathology and Development, Chicago, Illinois
 April: Keynote Speaker, Undergraduate Psychology Symposium of Wisconsin, Madison, Wisconsin
 November: Colloquium, Massachusetts Mental Health Center, Harvard Medical School, Boston, Massachusetts
- 1994 January: Colloquium, Department of Psychology, University of California, Berkeley, California
 May: Invited Lecturer, Smithsonian Institute, Washington, DC
- 1995 January: Colloquium, Department of Psychology, Chicago Medical School, North Chicago, IL
 March: Colloquium, Department of Psychology, Carnegie-Mellon University, Pittsburgh, PA
 March: Grand Rounds, Western Psychiatric Research Institute, University of Pittsburgh Medical School, Pittsburgh, PA
 April: Symposium Director, Wisconsin Symposium on Emotion, Emotion and Psychopathology, Madison, Wisconsin
 April: Colloquium, Beckman Institute and Department of Psychology, University of Illinois, Champaign, IL
 September: Meeting Organizer and Speaker, Dialogue with the Dalai Lama on Altruism and Compassion, Dharamsala, India
- 1996 February: Colloquium, Department of Medical Physics, University of Wisconsin-Madison
 April: Colloquium, Department of Communication Arts, University of Wisconsin-Madison
 May: Invited Address, Geneva Emotion Week, University of Geneva, Geneva, Switzerland
 August: Invited Address, Meeting of NIMH Centers for Behavioral Sciences Research, Bethesda, Maryland
 September: Invited Address, Integration of Behavioral and Neuroscience Training, NIMH Workshop on Training, Fairfax, Virginia
 October: Invited Address, The Biology of Emotion, Harvard Neurology of Behavior Course, Boston, MA
 November: Keynote Address, Society for Clinical and Experimental Hypnosis, Tampa, Florida
 December: Invited Address, Tucson Meeting on the Interface Between Emotion and Cognitive Neuroscience, Tucson, Arizona
- 1997 February: Colloquium, Department of Psychology, Indiana University, Bloomington, Indiana
 March: Colloquium, Primate Center, University of Wisconsin-Madison
 April: Keynote Address, Annual Meeting, Alliance for the Mentally Ill of Dane County, Madison, WI
 May: Distinguished Scientific Lecturer, Midwest Psychological Association, Chicago, Illinois
 May: Keynote Address, Symposium on Child Language Disorders, Madison, WI
 October: Presidential Address, Society for Research in Psychopathology, Palm Springs, California
 November: Invited Participant, Tanner Symposium, University of Michigan, Ann Arbor, Michigan
 November: Colloquium, Department of Psychology, University of Wisconsin-Madison
- 1998 February: Chair's Distinguished Lecturer, Department of Sociology, University of Wisconsin-Madison
 March: Keynote Address, Gatlinburg Conference on Developmental Disabilities, Charleston, South Carolina

- April: Co-Organizer, Fourth Wisconsin Symposium on Emotion, Madison, WI
- April: Keynote Address, Wisconsin Psychological Association, Milwaukee, WI
- April: Colloquium, Department of Psychology, Stanford University, Stanford, CA
- April: Distinguished Lecturer, Mind Science Series, UC-Davis, Davis, CA
- April: Invited speaker, Institute on Aging Symposium, University of Wisconsin-Madison
- May: Invited Address, Library of Congress Meeting on the Biology of Emotions, Washington, DC
- May: Co-Organizer (with RW Levenson), Festschrift for Paul Ekman, American Psychological Society, Washington, DC
- July: Invited Speaker, McDonnell-Pew Summer Institute in Cognitive Neuroscience, Lake Tahoe, CA
- August: Invited Speaker, Cognitive Science Society, Madison, WI
- October: Colloquium, Department of Psychology, University of Pittsburgh, Pittsburgh, PA
- 1999 April: Keynote Speaker, Association Applied Biofeedback and Psychophysiology, Vancouver, British Columbia, Canada
- May: Grand Rounds, Department of Medicine, University of Massachusetts School of Medicine, Worcester, MA
- June: Keynote Speaker, German Psychophysiology Society, Trier, Germany
- June: Invited Participant, White House Conference on Mental Health, Washington, DC
- July: Invited Speaker, NIMH meeting on Mood and Emotion, Rockville, MD
- 2000 February: Invited Speaker, Psi Chi, University of Wisconsin-Madison
- February: Invited Speaker, Science and Public Policy Seminar, Federation of Behavioral, Psychological and Cognitive Sciences, Washington, DC
- March: Invited Participant, Meeting on Destructive Emotions with HH The Dalai Lama, Dharamsala, India
- April: The Ida Cordelia Beam Distinguished Visiting Professor, University of Iowa, Iowa City, Iowa
- June: Invited Speaker, New York Academy of Sciences Meeting on the Unity of Knowledge, Rockefeller University, New York, New York
- July: Keynote Speaker, International Congress of Psychology, Stockholm, Sweden
- August: APA Distinguished Scientific Contribution Award Lecture, American Psychological Association, Washington, DC
- October: Presidential Address, Society for Psychophysiological Research, San Diego, CA
- 2001 January: Invited Address, NIMH meeting on Depression and Medical Illness, Bethesda, MD
- February: Invited Address, Cognitive Neuroscience Lecture Series, National Institutes of Health, Bethesda, MD
- March: Invited Address, Anxiety Disorders Association of America, Atlanta, GA
- March: Invited Speaker, NIMH/Smithsonian Meeting on Gender Differences in Depression, Washington, DC
- March: Panel Chair, Neural Substrates of Mood and Mood Regulation, NIMH Meeting on Strategies Priorities for Research on Depression Bipolar Disorder, Pittsburgh, PA
- March: Invited Speaker and Panel Chair, Meeting on the Mechanisms of Mind-Body Interaction, NIH, Bethesda, MD
- May: Organizer, Meeting of the NIH Centers for the Study of Mind-Body Interaction, Madison, WI
- May: Organizer and Speaker, Transformations of Mind, Brain and Emotion: Neurobiological and Bio-behavioral Research on Meditation, Dialogue with His Holiness the Dalai Lama, Madison, WI

- June: Invited Speaker, Sleep Research Society, Chicago, IL
- July: Invited Speaker, New Directions in Borderline Personality Research, Rockefeller University, New York, New York
- November: Invited Speaker, Department of Neurosciences, Medical College of Wisconsin, Milwaukee, WI
- November: Keynote speaker, Wisconsin Psychiatric Association, Milwaukee, Wisconsin
- December: Colloquium, Department of Psychology, University of Pennsylvania, Philadelphia, PA
- 2002 February: Grand Rounds, Division of Child and Adolescent Psychiatry, Columbia University College of Physicians and Surgeons, New York, New York
- March: Invited Address, American Psychopathological Association, New York, New York
- March: Keynote Speaker, Rotman Conference on the Frontal Lobes, Toronto, Ontario, Canada
- April: Keynote Speaker, American Educational Research Association, New Orleans, Louisiana
- May: Invited Address, Society for Psychoneuroimmunology, Madison, Wisconsin
- July: Colloquium, Department of Psychology, University of Michigan, Ann Arbor, Michigan
- August: Invited Address, American Psychological Association, Chicago, Illinois
- September: Invited Address, Conference on Happiness, London School of Economics, London, England
- October: Invited Address, Meeting on the Psychobiology of Emotion, Cold Spring Harbor Laboratory, Cold Spring Harbor, New York
- October: Keynote Address, Positive Psychology Summit, Gallup Organization, Washington, DC
- October: Invited Address, MIT Conference on Learning and the Brain, Cambridge, MA
- November: Invited Address, New York Academy of Science Meeting on the 130th Anniversary of Darwin's *Expression of Emotion in Man and Animals*, Rockefeller University, New York, New York
- 2003 January: Invited Address, Symposium on Science and Religion, Columbia University, New York, New York
- February: Michael Goldstein Lecture, Department of Psychology, UCLA, Los Angeles, CA
- March: Grand Rounds, Department of Psychiatry, Rush University College of Medicine, Chicago, IL
- March: Invited Address, New York Academy of Sciences Meeting on the Roots of Mental Illness in Children, Rockefeller University, New York, New York
- March: Invited Address, Symposium on Science and Spirituality, Stanford University, Stanford, CA
- April: Invited Address, Emotional Intelligence Consortium, Cambridge, MA
- September: Invited Address, Investigating the Mind: A dialogue with His Holiness the Dalai Lama, MIT, Cambridge, MA
- September: Keynote Speaker, NIMH/NINDS Intramural Retreat, Gettysburg, PA
- September: Michael S Goodman Endowed Memorial Lecture, Brown University, Providence, RI
- October: Keynote Address, Cognitive Development Society, Park City, Utah
- November: Invited Address, Royal Society meeting on well-being, London, England
- November: Invited Address, Novartis Foundation meeting on the neurobiology of well-being, London, England
- November: Invited Address, Functional Imaging Laboratory, Wellcome Department of Cognitive Neurology, University College, London, England
- 2004 February: Grand Rounds, Department of Psychiatry, University of Chicago, Chicago, IL
- February: Graham Lectures, University of Toronto, Toronto, Ontario, Canada
- March: Colloquium, Department of Psychology, Harvard University, Cambridge, MA

- March: Grand Rounds, Department of Psychiatry, University of Pennsylvania, Philadelphia, PA
- March: The Elliott Stellar Lecture, University of Pennsylvania, Philadelphia, PA
- April: Keynote Address, Association for Applied Psychophysiology and Biofeedback, Colorado Springs, CO
- May: The Ted Simpson Distinguished Lecture, The Ohio State University, Columbus, Ohio
- May: Invited Address, NIH meeting on meditation, NIH, Bethesda, MD
- October: Organizer and Invited Address, Meeting on neuroplasticity with the Dalai Lama, Dharamsala, India
- November: Invited Address, Swedish Neuropsychological Society, Umea, Sweden
- 2005 January: Invited Address, Foundation IPSEN Symposium on Neurobiology and Human Values, Paris, France - Affective style and values: Perspectives from affective neuroscience
- February: Director's Lecture, National Institutes of Health, Bethesda, MD
- February: Colloquium, Department of Psychology, Yale University, New Haven, CT
- February: K J Lee Annual Lecture, Rosenthal Center for Complementary and Alternative Medicine, Columbia University Medical Center, New York, New York
- March: Distinguished Lecture, MIND Institute, UC-Davis, Davis, CA
- March: Invited Address, Center for Mind and Brain, UC-Davis, Davis, CA
- April: Distinguished Lecture, Kennedy Center for Research on Human Development, Vanderbilt University, Nashville, TN
- June: Invited Address, Nobel Symposium on the Neuroscience of Emotion, Karolinska Institute, Stockholm, Sweden
- July: Invited Address, NIH cross-institute meeting on Integrating Mechanisms Linking Mind, Brain and Periphery, Warrenton, Virginia
- September: Invited address, Post-Doctoral Fellowship in CAM Clinical Research, Berman Center, University of Minnesota School of Medicine, Minneapolis, MN
- October: Justin C Crawford Keynote Address, Annual Meeting of Society for Research Administrators (SRA), Milwaukee, WI
- November: Co-Organizer and speaker, Investigating the Mind 2005: The Science and Clinical Applications of Meditation, A meeting between scientists and the Dalai Lama, Washington, DC
- November: Sigma Xi Distinguished Lecture, State University of New York, Purchase, New York
- 2006 January: Invited address, University of Texas, Austin, Texas
- January: Invited address, Graham School, University of Chicago, Chicago, Illinois - Scanning the Monk: What the Brain Sciences Can Teach Us about Religion and Spirituality
- March: Public Lecture, Wisconsin Academy of Letters and Science Evening, Milwaukee, Wisconsin
- April: Keynote address, Meeting on Mindfulness-Based Stress Reduction, Worcester, Massachusetts
- April: Invited address, NIMH Emotion Regulation Conference, Rockville, Maryland - Developmental and Translational Models of Emotion Regulation and Dysregulation: Links to Childhood Affective Disorders
- May: Invited address, Society for Biological Psychiatry, Toronto, Ontario, Canada - Hemispheric Laterality and Mood Regulation in Humans
- May: Invited address, North American Research on Complementary & Integrative Medicine, Edmonton, Alberta, Canada - Buddha's Brain: The Transformation of Mind, Brain and Body Through Meditation
- September: Grand Rounds, Department of Psychiatry, Medical College of Wisconsin, Milwaukee, WI

- September: Invited Address, Integrative Medicine CME conference, School of Medicine and Public Health, Madison, WI - Buddha's Brain: Neuroscientific Research on Meditation & the Transformation of Emotion
- September: Discussant, Research on Contemplation and Education, Harvard University Graduate School of Education, Boston, MA
- September: Bloom Lecture and Workshop for Specialization in Cognitive and Affective Neuroscience, Child Study Center, The Pennsylvania State University, State College, PA
- October: Panelist, Neuroscience and Religion Symposium, Center for the Study of Religion, Princeton University, Newark, NJ
- 2007 January: Keynote Speaker, Society for Personality and Social Psychology Emotion Pre-Conference, Memphis, TN
- March: Grand Rounds, Department of Psychiatry & Behavioral Neurosciences, McMaster University, Hamilton, Ontario, Canada
- March: Psychology Colloquium, Department of Psychiatry & Behavioral Neurosciences, McMaster University, Hamilton, Ontario, Canada - Buddha's Brain: Neuroscientific research on meditation and the transformation of attention and emotion
- March: Hebb Colloquium Speaker, Department of Psychology, McGill University, Montreal, Quebec, Canada
- June: Workshop, Cold Springs Harbor Laboratory, Workshop on Autism Spectrum Disorders Loyd Harbor, NY - Neurocognitive Processes
- June: Workshop, Summer Institute in Cognitive Neuroscience, University of California - Santa Barbara, Santa Barbara, CA - Neuroscience Approaches to Personality and Individual Differences
- August: Invited Speaker, International Society of Psychoneuroendocrinology, Madison, WI
- August: Invited Speaker, IEEE Statistical Signal Processing Workshop, Madison, WI
- October: Invited Speaker, Colloquium on Aging, Institute on Aging, Madison, WI - Emotion regulation in later life: A neuroscience perspective
- October: Spiritual Care Grand Rounds, University of Wisconsin Hospital & Clinics, Madison, WI
- November: Invited Speaker, Mental Health Committee Education Sessions, Mental Insight Foundation, New York, NY
- November: Panelist, Impact Foundation Dialogue Series, Madison, WI - Contemplation and Education: Landscape of Research and Science, Religion, and Contemplative Practice
- November: Invited Speaker, Psychology and Neuroscience Colloquium Series, Duke University, Raleigh, NC
- 2008 January: Invited speaker, Luminaries in Science Lecture Series, Emory University, Atlanta, GA – Order and disorder in the emotional brain
- February: Invited speaker, University of Michigan, Ann Arbor, MI - Contemplative neuroscience: Cross-cultural challenges and other conundrums
- March: Invited speaker, Social Neuroscience Colloquium, New York University, New York, NY - Order and disorder in the emotional brain
- March: Invited speaker, Vanderbilt Center for Integrative Health and Kennedy Center, Nashville, TN - Transform your mind to change your brain: Steps toward a neuroscience of well-being
- April: Invited speaker, Seeds of Compassion, Seattle, WA - The scientific basis for compassion: What we know now and what we all can do
- April: Grand Rounds, Mayo Clinic, Rochester, MN - Changing the brain by transforming the mind: Contemporary neuroscientific studies of meditation

- April: Invited speaker, Marquette University Spring 2008 Lecture Series, Milwaukee, WI - Transform the mind to change the brain: Steps toward a neuroscience of well-being
- May: Keynote address, Happiness and Its Cause, Sydney, Australia - Transforming the emotional mind: challenging the "happiness set point"
- May: Invited speaker, The Appleton Education Foundation, Appleton, WI - Shaping Your Child's Brain
- June: Invited speaker, Thirtieth Meeting of the National Advisory Council for Complementary and Alternative Medicine, Rockville, MD - Transforming the neural circuitry of emotion and attention through meditation
- June: Invited speaker, International Symposium on the Foundations of Human Social Behavior, University of Zurich, Switzerland - Neural bases of individual differences in social and emotional behavior
- July: Panel chair and discussant, National Center for Complementary & Alternative Medicine -Meditation for Health Purposes, Bethesda, MD
- October: SPR Annual Meeting, Austin, TX
- November: Invited speaker, Canadian Institute for Advanced Research, Experience-Based Brain & Biological Development Program, Washington, DC - Neural bases of individual differences in emotional reactivity and regulation
- December: Discussion moderator, Integrating Clinical and Neuroscience Perspectives on Mindfulness Training and Emotion Regulation, University of Toronto, Toronto, Ontario
- 2009 January 26: Psychology Department, Carnegie Mellon University, Pittsburgh, PA.
- February 4-5: Tanner Lecture on Human Values, Tanner Humanities Center, University of Utah, Salt Lake, UT.
- February 19: Julia Brown Lecture, Department of Kinesiology, UW-Madison, Madison, WI.
- March 4: CCARE Inaugural Conference, Defining Compassion, Altruism and Empathy, The Center for Compassion and Altruism Research and Education, Stanford University, Stanford, CA. Invited Speaker.
- March 9-13: Brain and Behavior Laboratory (BBL) Grand Opening and Inauguration, Swiss Center for Affective Sciences, University of Geneva, Switzerland. Keynote Speaker.
- March 18-22: 7th Annual International Scientific Conference for Clinicians, Researchers and Educators, Investigating and Integrating Mindfulness in Medicine, Health Care, and Society, Center for Mindfulness, UMass Medical School, Boston, MA. Keynote Speaker.
- April 29: The Human Impact (Inaugural) conference, The Dalai Lama Center for Ethics and Transformative Values, MIT, Cambridge, MA. Keynote Speaker.
- May 1: Meditation and Psychotherapy Conference, Cambridge Health Alliance & Harvard Medical School, Cambridge, MA. Invited Speaker.
- June 24: Fetzer Board Meeting and Science and Spirituality Advisory Group, Fetzer Foundation, Kalamazoo, MI. Speaker.
- July 20-21: Distinguished Editorial Panel on Behavioral and Population Sciences, NIH Challenge Grants, Washington, DC. Editorial Panelist.
- Sept 22-25: Google Inc., TechTalk, Mountainview, CA.
- October 21: Psychology Colloquium, University of Southern California, Los Angeles, CA.
- December 3: Grand Rounds, Mayo Clinic, Rochester, MN.
- December 8: NCCAM's 10th Anniversary Research Symposium: Exploring the Science of Complementary and Alternative Medicine, Bethesda, MD. Invited Speaker.
- 2010 January 1: Invited speaker, Israel Mindfulness-Based Stress Reduction meeting, Jerusalem, Israel

- January 21-24: Instructor, Zen Brain retreat: The Self and Selflessness in Neuroscience, Buddhism, and Philosophy, Upaya Zen Center, Santa Fe, NM
- February 3: Colloquium, Department of Psychology, Boston University, Boston, MA
- February 4: Lempitlaw Lecture, Trinity College, Hartford, CT
- February 19: The Herbert Spiegel Lecture, Department of Psychiatry, Columbia University School of Medicine, New York, NY
- March 23: Keynote speaker, 2010 Integrative Mental Health Conference, Tucson, AZ
- April 8-11: Invited participant, Altruism and Compassion in Economic Systems: A Dialogue with the Dalai Lama between Economics, Neuroscience and Contemplative Sciences, Zurich, Switzerland.
- April 21-22: Invited speaker, Wisconsin Symposium on Emotion, University of Wisconsin, Madison, WI
- May 16: Public dialogue with His Holiness the 14th Dalai Lama, Grand Opening Ceremonies for the Center for Investigating Healthy Minds at the Waisman Center, University of Wisconsin, Madison, WI
- July 8-9: Invited participant, Exploring the Language of Mental Life: A Dialogical Exploration from the Perspectives of Modern Science and Buddhist Contemplative Tradition, Telluride, CO
- July 21: Keynote speaker, 35th Annual National Wellness Conference, Stevens Point, WI
- August 13: Invited Plenary Lecture, American Psychological Association, 118th Annual Convention, San Diego, CA
- September 22: Invited speaker, Department of Psychology Colloquium, University of Southern California, Los Angeles, CA
- October 7: Keynote speaker, The San Diego Mindfulness Conference, Awakening to Mindfulness: Buddhist Psychology & the Art of Counseling, San Diego, CA
- October 12: Invited speaker, Bascom Hill Society, Showcase Event, Cincinnati, OH
- October 18: Invited speaker, Compassion Meditation: Mapping Current Research & Charting Future Directions, Emory University, Atlanta, GA
- October 19: Invited participant, Dialogue with His Holiness the 14th Dalai Lama, International Conference on Tibetan Buddhism, Emory University, Atlanta, GA
- October 29: Keynote speaker, Social Affective Neuroscience Society, Chicago, IL
- November 19-22: Invited participant, Mind and Life XXII: Contemplative Science: The Scientific Study of the Effect of Contemplative Practice on Human Biology and Behavior, New Delhi, India
- December 20: Keynote speaker, Science and Spirituality: Education, His Holiness the Dalai Lama's Participation and Guidance on Introducing Moral Ethics in the Modern Education System, Sikkim, India
- 2011 January 27-29: Invited speaker and panelist, Living in America: Brain and the Tibetan Creative Mind, American Museum of Natural History, New York, NY
- March 12: Award recipient, Paul D. MacLean Award for Outstanding Neuroscience Research in Psychosomatic Medicine, American Psychosomatic Society Meeting, San Antonio, TX
- March 13: Participant, NIMH Research Domain Criteria (RDoC) Conference on Negative Valence Systems, Bethesda, MD
- March 21: Participant, Emotion workshop at the American Academy of Arts and Sciences, Cambridge, MA
- March 25-27: Invited speaker, UW Foundation's Wisconsin Weekend Away Alumni Series, San Diego, CA
- May 5: Invited speaker, Department of Psychiatry Grand Rounds, University of Massachusetts Medical School, Worcester MA
- May 19: Invited Speaker, Psychology Colloquium, University of Michigan, Ann Arbor, MI
- May 20: Invited Speaker, Depression Center Colloquium Series, University of Michigan, Ann Arbor, MI

- May 27: Invited speaker, Association for Psychological Science, 23rd Annual Convention, Washington, DC
- June 13-17: Invited instructor, Mind & Life Summer Research Institute, Garrison, NY
- June 24: Participant, NIH/NCCAM Mind/Body and Manual Therapy CAM Intervention Tools study section, Bethesda, MD
- June 28-30: Plenary speaker, What is Happiness, Aspen Ideas Festival, Aspen, CO
- July 15: Keynote speaker, Colorado Integrative Medicine Conference, AlterMed Research Foundation, Estes Park, CO
- July 26: Plenary and Closing Plenary speaker, 2nd World Congress of Positive Psychology, Philadelphia, PA
- November 11: Keynote speaker, 2nd Annual Youthdale Adolescent Brain and Behaviour Conference, University of Toronto, Toronto, Ontario, Canada
- 2012 January 13: Instructor, Zen Brain retreat: Emotions, Equanimity, and the Embodied Mind, Upaya Zen Center, Santa Fe, NM
- January 25-27: Discussion Leader, World Economic Forum Annual Meeting, Davos-Klosters, Switzerland
- February 17: Guest Lecturer, University of British Columbia, Institute of Mental Health and the Dalai Lama Center for Peace and Education, Vancouver, British Columbia, Canada
- February 18: Psychology Section Chair, American Association for the Advancement of Science Annual Meeting, Vancouver, British Columbia, Canada
- March 4: Keynote speaker, The Chopra Foundation's Sages & Scientists Conference, Carlsbad, CA
- March 24: Invited speaker and moderator, The Baumann Foundation's Being Human 2012: Science, Philosophy and Your Life, San Francisco, CA
- March 31: Keynote speaker, 10th Annual International Scientific Conference, Investigating and Integrating Mindfulness in Medicine, Health Care, and Society, Center for Mindfulness, UMass, Boston, MA
- April 1: Panelist, Workshop on Wellbeing and Sustainable Development, Columbia University, New York, NY
- April 2: Participant, Happiness & Wellbeing: Defining a new economic paradigm, United Nations, New York, NY
- April 3: Featured Speaker, Wisconsin Academy of Sciences Book Talk, Madison, WI
- April 16: Plenary Panel Discussant, Sixth Annual Nelson Institute Earth Day Conference, Madison, WI
- April 17: Guest Speaker, Screening of documentary film, Happy, Madison, WI
- April 26-27: Speaker and moderator, International Symposia for Contemplative Studies, Denver, CO
- May 2: Featured Speaker, The Rotary Club of Madison, Madison, WI
- May 11: Featured Speaker, ProHealth Care CME Retreat, Madison, WI
- May 14: Templeton Prize ceremony for HHDL, London, England
- May 30: Developmental Contemplative Science Pre-meeting, University of Toronto, Toronto, ON, Canada
- May 31: Plenary Speaker, The 42nd Annual Meeting of the Jean Piaget Society, Toronto, ON, Canada
- June 6: Featured Speaker, Denmark premier of documentary film, Free the Mind, Copenhagen, Denmark
- June 18-21: Invited instructor, Mind & Life Summer Research Institute, Garrison, NY
- August 21-22: White House Conference on Neuroscience, Games and Well-being, Washington, DC
- September 27: Wisconsin Science Festival, UW-Madison, Madison, WI

- September 29: Public book talk in Sun Valley, ID
- October 1: Meng-Wu Talk, CCARE, Stanford University, Stanford, CA
- October 2: Department of Psychology, Stanford University, Stanford, CA
- October 17: Gates Foundation Meeting, Engagement and Academic Tenacity: Making the Invisible Salient and Actionable, Boston, MA
- October 20: Mind & Life, Contemplative Practice and Health: Laboratory Findings and Real World Challenges, Rockefeller University, New York, NY
- November 13: UW School of Education, American Education Week
- November 16-17: Kongress Meditation & Wissenschaft, Berlin, Germany
- November 18: Templeton Prize Ceremony at the American Association of Religion, Chicago, IL
- November 20: Featured Speaker, International Documentary Film Festival, Amsterdam, Netherlands
- December 3: Plenary, Association of University Centers on Disabilities Annual Conference, Washington, DC
- December 6: Panelist, American College of Neuropsychopharmacology Annual Meeting, Hollywood, FL
- December 8: Speaker, Book talk Madison Civics Club, Madison, WI
- December 14: Vanderbilt Kennedy Center, Vanderbilt University, Nashville, TN
- 2013 February 4: MIT Club of Wisconsin, Madison, WI
- February 4: Robert Wood Johnson Health & Society Scholars, Madison, WI
- February 6: New York Academy of Science, New York, NY
- February 7-10 Instructor, Zen Brain retreat: Exploring Consciousness: Waking, Sleeping, Dreaming, Dying, Upaya Zen Center, Santa Fe, NM
- Feb 19: Amherst College, Amherst, MA
- Feb 21 Greater Madison Chamber of Commerce Board Meeting, Madison, WI
- March 5-6: Sir Run Run Shaw Distinguished Visiting Scholar, Shaw College, The Chinese University of Hong Kong, Hong Kong
- March 7: International Conference on Benevolence Meditation & Mindfulness, Dharma Drum Buddhist College, Taiwan
- March 10: *Free the Mind* Premiere, Cologne, Germany
- March 15: Very Informal Seminar, Center for Complexity and Collective Computation, Madison, WI
- March 19: Root Lecture Series, Washington & Lee University in Lexington, VA
- April 5: Anxiety and Depression Association of America 33rd Annual Conference, San Diego, CA
- April 12: Wisconsin Medical Society Foundation, Madison, WI
- April 14: Cognitive Neuroscience Society, San Francisco, CA
- April 25: Family Action Network, New Trier North Shore School District, Chicago, IL
- May 1: Conte-CBS Colloquia, Harvard University, Boston, MA
- May 2: *Free the Mind* Premiere, Toronto, Ontario, Canada
- May 3: *Free the Mind* Premiere, New York, NY
- May 14-15: Change your Mind Change the World, Madison, WI
- May 16-17: Public dialogue with Dalai Lama, Tulane University, New Orleans, LA
- May 23: Veteran Administration Medical Center, Madison, WI
- June 13: Games Learning Society Symposium, Madison, WI
- June 17: Smith College School of Social Work, Northampton, MA

- August 22: Health, Innovation and the Wisconsin Idea, Corporate Open House, UW-Madison, Madison, WI
- September 9: World Bank, Washington, DC
- September 17: Emotional Brain Institute's Distinguished Scientist Lecture at NYU
- September 20: Contemplative Science Center, University of Virginia, Charlottesville, VA
- September 28: Being Human, San Francisco, CA
- October 8: Secular Ethics in Education, Emory University, Atlanta, GA
- October 11: UW Health Mindfulness Program 20th Anniversary, Madison, WI
- October 15: First Annual Conference on Contemplative Practices to Promote Child and Family Well-Being, UW-Madison, Madison, WI
- October 19: Alumni Achievement Award at the College of Arts & Science Dean's Luncheon, NYU
- October 25: Professor D.S. Kothari memorial Lecture, Delhi University, India
- October 28-November 1: Mind and Life XXVII - Craving, desire and addiction, Dharamsala, India
- October 30: Men-Tsee-Khang, Dharamsala, India
- November 3: The Future of Education: Contribution of Contemplative Practices and Perspectives, Phuket, Thailand
- November 5: Mind and Life: 26 years of Contemplative Studies and Research, Singapore
- November 10: Cultivating a Resilient Mind, University of Hong Kong
- November 15: St John's Medical Center, Jackson, WY
- November 22: Association for Behavioral and Cognitive Therapies in Nashville, TN.
- 2014 January 20-25: Panelist, Discussion Leader, World Economic Forum Annual Meeting, Davos-Klosters, Switzerland
- January 30-February 2: Instructor, Zen Brain retreat: Consciousness, Complex Systems, and Transformation, Upaya Zen Center, Santa Fe, NM
- February 19-20: Panelist, American Enterprise Institute and Mind & Life Institute: Happiness, Free Enterprise, and Human Flourishing conference, Washington, DC
- March 5: Witherspoon Lecture in Religion and Science, Washington University Assembly, St Louis, MO
- March 6: Distinguished Speakers series, Department of Psychology, Washington University, St Louis, MO
- March 26: 2nd Annual Mindful Living and Practice Public Lecture, Center for Child and Family Well-being, Psychology Department, University of Washington, Seattle, WA
- March 27: Wisconsin Alumni Association Impact & Innovation public event, University of Washington, Seattle, WA
- April 3: Psychology Department Colloquium series, University of Wisconsin-Madison, Madison, WI
- April 4-5: Second meeting of the International Cultural Neuroscience Consortium, University of Michigan, Ann Arbor, MI
- April 10-12: Mapping the Mind: Dialogue between Contemplative Scholars and Scientists, Mind & Life Institute, Kyoto, Japan
- April 17: University of Wisconsin Systems Annual Conference on Excellence in Teaching and Learning, Green Lake, WI
- April 19: University of Wisconsin Distinguished Lecture Series, Wisconsin Festival of Ideas, Madison, WI
- April 25: Thrive: A Third Metric Live Event, New York, NY
- April 26: Presidential Symposium, Inaugural Society for Affective Science conference, Washington, DC

- April 28: Department of Family Medicine fellowship seminar series, University of Wisconsin-Madison, Madison, WI
- April 30: Public Lecture, Changing Brains, Boston Museum of Science, Boston, MA
- May 1: Jack Green, MD, Endowed Grand Rounds Lecture, Massachusetts General Hospital, Boston, MA
- May 2: Integrative Lecture Series, Veterans Affairs Medical Center, Center for Spirituality & Healing, Minneapolis, MN
- May 16: Guest Lecture, Lindsay, Stone & Briggs' 24th Annual Brandworks University, Madison, WI
- May 19: Plenary Speaker, University of Wisconsin Teaching and Learning Symposium, Madison, WI
- May 30: George Solomon Memorial Lecture, PsychoNeuroImmunology Research Society annual meeting, Philadelphia, PA
- June 2: Public lecture, La Crosse Compassion Project, La Crosse, WI
- June 13: Games+Learning+Society Conference, University of Wisconsin-Madison, Madison, WI
- June 16: American Society of Clinical Psychopharmacology annual meeting, Hollywood, FL
- June 26-27: Keynote, Reading University International Workshop, Reading, UK
- July 17: Keynote Speaker at the Big Ten Alumni Relations and Development Conference, UW-Madison, Madison, WI
- September 29: Discussant at the Mindfulness and Learning Research Symposium, Johns Hopkins University, Baltimore, MD
- September 30: Mindful Magazine public dialogue with Dan Harris, New York, NY
- October 1: Guest speaker at Thrive CEO Summit with Arianna Huffington, New York, NY
- October 15: Featured Speaker at a Young Presidents' Organization / World Presidents' Organization, Chicago, IL
- October 16: Keynote address and Panelist at Northwestern Symposium on Mind and Society, Northwestern University, Chicago, IL
- October 24-25: Featured Speaker at Mindful Leadership - Madison, WI
- October 31: Keynote Presenter at the Mind & Life Institute International Symposium on Contemplative Science, Boston, MA
- November 6: Guest Speaker at the Lutheran HealthCare 9th Annual Health and Spirituality lecture, New York, NY
- November 6: Guest Speaker for the Nalanda Institute pulic lecture at the Rubin Museum, New York, NY
- November 12: Guest Lecturer at a Science and Technology Conference at the House of Representatives, Mexico City, Mexico.
- November 12: Guest Lecturer at Casa Tibet México, Mexico City, Mexico
- November 13: Master Lecture at the Science College, National Autonomous University of Mexico, Mexico City, Mexico
- November 13: Public Lecture in Mexico City, Mexico
- November 14: Master Lecture at the American School Foundation, Mexico City, Mexico
- December 2: Guest Luncheon Speaker, Rotary Club of Milwaukee, Milwaukee, WI
- December 2: Public Speaker at Congregation Sinai, Milwaukee, WI
- December 4: Guest Speaker for Dean Psychiatry Department in-service training, Madison, WI
- December 8: Guest Speaker for the Department of Psychology & Neuroscience Colloquium and the Interdepartmental Neuroscience Seminar Series, University of Colorado, Boulder, CO

- December 9: Francisco Varela Lecture Series co-sponsored by the Department of Psychology & Neuroscience, University of Colorado, Boulder and Contemplative Psychology, Naropa University, Boulder, CO
- 2015 January 21-24: Panelist, Discussion leader, World Economic Forum Annual Meeting, Davos-Klosters, Switzerland
- January 29: Keynote, Thrive Connections Luncheon, BRAVA Magazine, Madison, WI
- February 5-8: Instructor, Zen Brain: The Embedded Mind - Perspectives from Buddhism and Cognitive Science, Santa Fe, NM
- February 9: Keynote, Second Annual UO Symposium on Mindfulness in Science and Society, University of Oregon, Eugene, OR
- February 17: Guest speaker, Economics Club of Chicago, Chicago, IL
- February 19: Guest speaker, 8th annual Healthy Classrooms Symposium, University of Wisconsin-Madison, Madison WI
- February 26: Keynote, Society for Personality and Social Psychology (SPSP), Long Beach, CA
- February 27-28: Keynote, Wisdom 2.0, San Francisco, CA
- March 26-27: Guest speaker, Thrive Foundation for Youth Design & Learning Workshop, San Francisco, CA
- April 23: Invited speaker, M. Keith Weikel Leadership Speaker Series, Business School, UW-Madison
- April 24: Keynote, National Alliance on Mental Illness, Wisconsin Annual meeting, Madison, WI
- April 27: Panelist, The Heart, the Brain and Society: Buddhist and Scientific Perspectives on the Cultivation of Well-Being, Tergar event with His Holiness the 17th Karmapa, Madison, WI
- April 29: Public lecture, Contemplative Studies Initiative, Brown University, Providence, RI
- April 30: Lecture, Special Colloquium, School of Public Health, Brown University, Providence, RI
- May 12: Public talk, Tergar Copenhagen, Denmark
- May 13: Invited speaker and workshop leader, Seminarer.dk, Nyborg, Denmark
- June 11: Invited speaker, Wisconsin Ideas: Let the World Know, Milwaukee, WI
- June 16: Panelist, Enter the Conversation, St. John the Divine Cathedral, New York, NY
- June 23: Thrive Foundation Design and Learning Workshop, Thrive Center at Fuller Theological Seminary, Pasadena, CA
- June 26: Invited Speaker, International Positive Psychology Association World Congress, Orlando, FL
- July 2: Invited Speaker and panelist, Aspen Ideas Festival, Aspen, CO
- July 16: Plenary speaker and panelist, Association for Contextual Behavioral Science World Conference, Berlin, Germany
- August 20: Invited speaker, Madison Chamber of Commerce board meeting, Madison, WI
- September 8: Invited Speaker, Science and Meditation, Madison, WI
- September 21: Panelist, Action for Happiness: Creating a Happier World, London, England
- September 24: Invited speaker, Wisconsin Ideas: Let the World Know, New York, NY
- October 1: Distinguished Speaker, The Ciran Predictability of Health Conference, Venlo, The Netherlands
- October 9: Invited Speaker, 2nd Contemplative Practices Conferences, Center for Child and Family Well-being, Madison, WI
- October 14: Invited Panelist, Wisconsin Alumni Research Foundation 90th Anniversary, Madison, WI
- October 15: Invited speaker, UW-Madison Comprehensive Campaign Launch, Madison, WI

October 28: Keynote Speaker, Erikson Institute, Chicago, IL
October 29: Invited Speaker, Contemplative Studies Speaker Series, Lawrence University, Appleton, WI
November 6: Invited Speaker and Panelist, Mindful Leadership Summit, Washington, DC
November 12: Invited Speaker, Semel Institute, UCLA, Los Angeles, CA
November 13: Invited Speaker, Mindfulness and Well-Being at Work, Greater Good Science Center, Berkeley, CA
November 17: Invited Speaker, La Vaca Independiente, Mexico City, Mexico
November 19: Invited Speaker, Atentamente, Mexico City, Mexico
December 14: Mind & Life XXX conference, Bylakuppe, India

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- Education**
- Bachelor of Science, Early Childhood Education, with High Honors, University of Illinois at Urbana-Champaign, 1979.
 - Master of Education, Evaluation & Policy Research, University of Illinois - Chicago, 1982.
 - Doctor of Philosophy, Research & Evaluation Methodologies, University of Colorado at Boulder, 1990.
- Areas of Interest**
- Early childhood policy; readiness for school; home-school relations; research methodology, particularly qualitative methods
- Employment**
- Chair, Department of Curriculum & Instruction, University of Wisconsin, August 2014-present.
 - Associate Director for Faculty, Staff & Graduate Development, Wisconsin Center for Education Research, August, 2009-2013
 - Interim Director, Wisconsin Center for Education Research, January-August 2009.
 - Director of Graduate Training, Wisconsin Center for Education Research, 2006-2008.
 - Professor, Department of Curriculum & Instruction, School of Education, University of Wisconsin - Madison, 1999-present.
 - Associate Professor, Department of Curriculum & Instruction, School of Education, University of Wisconsin - Madison, Spring 1996-spring 1999.
 - Assistant Professor, Department of Curriculum & Instruction, School of Education, University of Wisconsin - Madison, Fall, 1990 to spring 1996.
 - Research Assistant, School of Education, University of Colorado at Boulder, 1986-90.

Kindergarten Teacher, Webster Groves, Missouri, 1983-86.

Early Childhood Special Education Teacher, Southwest Cook County Cooperative for Special Education, Oak Forest, Illinois, 1979-82.

Publications

Books

Trainor, A.A. & Graue, M.E. (2012) Reviewing Qualitative Research for Publication in the Social Sciences. New York: Routledge.

Graue, M.E. & Walsh, D.J. (1998). Studying children in context: Theories, methods & ethics. Thousand Oaks: Sage Publications.

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Journals

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- Graue, M.E. & Oen, D. (2009) You just feed them with a long handled spoon. Family perspectives on their experiences in class size reduction. Educational Policy, 23, 685-713.
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- Graue, M.E. (2006). The answer is readiness, now what is the question? Early Education & Development, 17(1) 43-56.
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- Graue, M.E. (2005). Theorizing & describing preservice teachers' images of families and schooling. Teachers College Record, 107(1).
- Graue, M.E., Clements, M., Reynolds, A.J., & Niles, M. (2004, December 24). More than teacher directed or child initiated: Understanding the effects of preschool curriculum type and parent involvement in a range of child outcomes. Educational Policy Analysis Archives, 12(27).

Graue, M.E. & Brown, C.J. (2003). Preservice teachers' views of families in education. Teaching & Teacher Education, 17 719-735.

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Graue, M.E., Kroeger, J., & Prager, D. (2001). A Bakhtinian analysis of particular home-school relations. American Educational Research Journal, 38 (3), p. 1-32

Graue, M.E. & DiPerna, J.C. (2000). Redshirting and early retention: Who gets the "gift of time" and what are its outcomes? American Educational Research Journal,37(2), p. 509-534.

Grant, C. & Graue, M.E. (1999). (Re)viewing the review: A case study of the Review of Educational Research. Review of Educational Research, 69(4), p. 384-396.

Graue, M.E. (1998). What's wrong with Edward the Unready? Our responsibility for readiness. Young Children, 53(2) pp. 12-16.

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Ellwein, M.C., Graue, M.E. & Comfort, R. (1990). Talking about instruction: Student teachers' reflections on success and failure in the classroom. Journal of Teacher Education, 41(5), 3-14.

Linn, R.L., Graue, M.E., & Sanders, N.M. (1990). Comparing state and district test results to national norms: The validity that everyone is above average. Educational Measurement: Issues & Practice, 9(3), 5-14.

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Book Chapters

Graue, M.E. (2014) Do the ends justify the means? In G. Theoharis & S. Dotger (Eds) *On The High Wire: Education Professors Walk Between Work And Parenting*

Graue, M.E. & Reineke, J. (2013). The Relation of Research on Readiness to Research/Practice of Transitions In. R. Perry & S. Dockett

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Graue, M.E., Karabon, A. & Delaney, K.K. (2012). Learning to love your noisy neighbor. A principal's guide to the education of young children. In G. Theoharis & J. Brooks (Eds) *What Every Principal Needs to Know to Create Equitable and Excellent Schools*. New York: Teachers College Press.

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Graue, E. (2007). Class size reduction. In S. Mathison & E. W. Ross (Eds) Battleground schools. Greenwood Press.

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- Graue, M.E. (2005). (De)Centering the kindergarten prototype in the child centered classroom? In S. Ryan & S. Grieshaber (Eds). Practical transformations & transformational practices. Advances in Early Education and Day Care, Vol 14, (p. 39-58). San Diego: Elsevier, Inc.
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- Graue, M.E. (1998). Through a small window. How standardized tests shape research in early childhood education. In B. Spodek, O. Saracho, & A. Pellegrini (Eds). Yearbook in early childhood education, Vol 7, pp. 30-48, New York: Teachers College Press.
- Ropers-Huilman, Rebecca & Graue, M. E. (1998). Stumbling toward knowledge: Enacting and embodying qualitative research. In C.A. Grant (Ed.) Multicultural Research: A Reflective Engagement with Race, Class, Gender, and Sexual Orientation, pp. 228-239. London: Falmer Press.
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- Graue, M.E. (1995). Connecting visions of authentic assessment to the realities of educational practice. In T.A. Romberg (Ed.), Assessment in school mathematics. p. 260-275. Albany, NY: SUNY.

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Reviews

Sherfinski, Melissa and Graue, Elizabeth (2010) 'Michael O'Loughlin. The Subject of Childhood', Journal of Early Childhood Teacher Education, 31: 1, 97 – 102

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Measurement Yearbook, p. 940-941, Lincoln, Nebraska: University of Nebraska Press.

Papers

Wilinski, B., Graue, M.E., and Nocera, A. (2014) Constructing the 4K child. A paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Graue, M.E., Wilinski, B., and Nocera, A. (2014) Local control in the age of accountability: The case of Wisconsin 4K. A paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Graue, M.E. (2014) Ethical research with young children. A paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Ryan, S., & Graue, M. E. (2014, June). *What guides a program?* Paper presented at the National Association for the Education of Young Children Professional Development Institute, Minneapolis, MN.

Ryan, S., Graue, M. E., Northey, K., & Willinski, B. (2015, April). *Troubling fidelity of implementation*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Graue, M.E., Whyte, K. Karabon, A. (2014). The power of improvisational teaching. A paper presented at the annual meeting of the American Educational Research Association, Philadelphia.

Graue, M.E. Whyte, K., & Delaney. (2013) Whose funds, whose knowledge? A paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Graue, M.E. Whyte, K., & Kim, J. (2012) Making it our own. How public preK teachers change standardized materials & equipment into environments for children. A paper presented at the annual meeting of the National Association for the Education of Young Children. Atlanta.

Graue, M.E. (2012). *Zombie in the kindergarten*. A paper presented at the symposium *The greying of the kindergarten* at the annual meeting of the National Association for the Education of Young Children. Atlanta.

Wager, A. & Graue, B. (2012) Theorizing teacher learning & practice through multiple perspectives: Generativity, funds of knowledge & social capital. A talk at the *Friends of the Mind* series.

Graue, M.E., Karabon, A., Delaney, K.K., Whyte, K., Kim, J. Wager, A. (2012). Imagining a future in 4K. A paper presented at the annual meeting of the American Educational Research Association. Vancouver.

Wager, A., & Graue, M.E. (2011). Valuing what children bring. A paper presented at the annual meeting of the National Association for the Education of Young Children.

Graue, E. & Delaney, K.K. (2011). Developmentally & culturally relevant practices. A paper presented at the annual meeting of the National Association for the Education of Young Children.

Graue, E., Gawade, N., Delaney, K., Karch, A. & Romero, C. (2011). Ecologies of education quality. A paper presented at the annual meeting of the American Educational Research Association. New Orleans.

Graue, E., Delaney, K., Karch, A. & Romero, C. (2011). Data use as a reform strategy. A paper presented at the annual meeting of the American Educational Research Association. New Orleans.

Graue, M.E., Sherfinski, M. & Karch, A. (2010). Are two heads better than one? Team teaching in SAGE classrooms. A paper presented at the annual meeting of the American Educational Research Association. Denver.

Graue, M.E, Rauscher, E. & Sherfinski, M. (2009). Synergy of class size reduction & classroom quality. A paper presented at the annual meeting of the American Educational Research Association. San Diego.

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Sherfinski, M. Graue, M.E. & Rauscher, E. (2009). Organizational issues in a class size reduction reform. A paper presented at the annual meeting of the American Educational Research Association. San Diego.

Ryan, S. & Graue, M.E. (2009). Pasts, presents, and futures: Analysis of an early childhood research journal. A paper presented at the annual meeting of the American Educational Research Association. San Diego.

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Graue, M.E. & Oen, D. (2005) Children's perspectives on their experiences in SAGE classrooms. A paper presented at Reconceptualizing Early Childhood Education, Madison.

Graue, M.E., Hatch, K., Rao, K., Oen, D. (2005). The wisdom of class size reduction. A paper presented at the SAGE summit, Madison, WI.

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Graue, M.E. (1999). Kindergarten programs: Readiness, transitions, and kindergarten entry. A paper presented at the Early Childhood Learning: Programs for a New Age Conference, Alexandria, VA.

Grant, C. & Graue, M.E. (1999). (Re)viewing the review: A case study of the Review of Educational Research. A paper presented at the annual meeting of the American Educational Research Association, Montreal.

Graue, M.E., DiPerna, J.C. & Kroeger, J. (1999) What does the literature tell us about academic redshirting? A paper presented at the annual meeting of the American Educational Research Association, Montreal.

Graue, M.E. & Prager, D. (1999). Learning to be a parent: A Bakhtinian analysis of home-school relations. A paper presented at the annual meeting of the American Educational Research Association, Montreal.

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- Graue, M.E. (1991). Construction of community and the meaning of being a parent. Paper presented at the symposium Connecting to Culture, Constructing the Self --- or Teaching/Learning in a Social/Cultural Perspective, at the annual meeting of the American Educational Research Association, Chicago, April, 1991.
- Graue, M.E. (1990). Constructing meanings of readiness in kindergarten settings. Paper presented at the symposium Children Across Organizational Contexts, at the annual meeting of the American Anthropological Association, New Orleans, November, 1990.
- Graue, M.E. & Eisenhart, M.A. (1990). Readiness for school as a social construction. Paper presented at the symposium Readiness, Retention, Reflection, and Text: The Social Construction of Early Schooling--A Working Session, at the Ethnography in Educational Research Forum, Philadelphia, March, 1990.
- Eisenhart, M.A. & Graue, M.E. (1989). Socially constructed readiness for school. Paper presented at the conference, Qualitative Studies in Early Childhood Settings, Knoxville, Tennessee, September, 1989.
- Ellwein, M.C., Graue, M.E. & Comfort, R. (1989). Reflecting on the student teaching experience: Perceptions of successful and unsuccessful lessons. Paper presented at the American Educational Research Association, San Francisco, March 1989.
- Linn, R.L., Graue, M.E., & Sanders, N.M. (1989). Comparing state and district test results to national norms: Interpretations of scoring

"Above the national average" Paper presented at the symposium, *Cannell Revisited: Accountability, Test Score Gains, Normative Comparisons, and Achievement* at the annual meeting of the American Educational Research Association, San Francisco, March 1989.

Shepard, L.A., Graue, M.E. & Catto, S.F. (1989). Delayed entry into kindergarten and escalation of academic demands. Paper presented to the symposium, *Kindergarten Programs for At Risk Students: Policy Implications of Recent Research*, at the annual meeting of the American Educational Research Association, March 1989.

Graue, M.E. & Shepard, L.A. (1988). The Gesell School Readiness Tests: Can they predict readiness for first grade? Paper presented at the annual meeting of the National Association for the Education of Young Children, Anaheim, CA, November, 1988.

Invited Talks

Graue, B. (2014). Being an advocate for play. Madison Metropolitan School District 4K Institute, August, 2014.

Graue, B. (2014). Teacher child interactions count! Madison Metropolitan School District 4K Institute, August, 2014.

Graue, M.E. (2014). Class size reduction in practice. Legislative Study Committee to consider flexibility in the SAGE program. Madison, WI.

Graue, M.E. (2014). Developmentally and culturally responsive teaching. Department of Human Development, University of North Carolina, Greensboro.

Graue, M.E. (2014). Improvisational teaching. Department of Human Development, University of North Carolina, Greensboro.

Graue, M.E. (2014). Doing ethical ethnographic research with children and their families. A talk presented at the annual meeting of the American Educational Research Association, Philadelphia.

Graue, M.E. (2014). The power of improvisational teaching. Charles Sturt University, Albury, Australia.

Graue, M.E. (2013). Grant writing workshops. Hong Kong Institute of Education, September, 2013.

Graue, B. (2013). Being an advocate for play. Madison Metropolitan School District 4K Institute, August, 2013.

Graue, M.E. (2013). Why we need both generalizable & contingent knowledge in early childhood research. Hong Kong Institute of Education, January, 2013.

Graue, M.E. (2013). Mindful approaches to data collection. Hong Kong Institute of Education, January, 2013.

Graue, E. (2011). Ecologies of education quality. Yale Child Study Center. New Haven, February, 2011.

Graue, E. (2011). Are we paving paradise? What we lose as kindergarten evolves. Zigler Center for Child Policy. New Haven, February, 2011.

Graue, E. (2010). Kindergarten. Keynote. Kindergarten Institute. Madison WI, June, 2010.

Graue, E. (2010). Reclaiming assessment through accountability that is "just right." Rutgers University, February, 2010.

Graue, E. (2009). Cultivating kindergarten. Keynote. Creating Connections: The Successful Transition from Prekindergarten to Kindergarten. Rutgers University, October, 2009.

Graue, E. (2009). Class size reduction and classroom quality. New York University, April 2009.

Graue, E. (2009). The 'methics' of doing research with children. The inherent link between ethics and methods. Keynote. Early Childhood Music Education Conference, University of Delaware.

Graue, E. (2008). Home-school relations. New York University, April, 2008.

Graue, E. (2007) Square pegs, round holes, and contested agendas: Doing policy relevant research in an era of accountability. A paper presented at Education & Educational Research in an Era of Accountability: Insights & Blind Spots. A conference sponsored by the Department of Educational Policy Studies, Madison WI.

Graue, E. (2006). "How do we know when school reforms result in 'better' schools?" Panel discussion with Harry Brighouse, and Geoffrey Borman sponsored by the Wisconsin Spencer Doctoral Research Program.

Graue, E. (2006) The transformative power of reviewing. A paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Graue, E. & Oen, D. (2006). Responsive teaching in SAGE classrooms. Presentation at the New Wisconsin Promise Conference, Madison, WI. January 11, 2006.

- Graue, M.E. (2004). The answer is readiness, now what is the question? Presentation at the Family Life Conference, Chapel Hill, North Carolina.
- Graue, M.E. (2004). Leading edge technology in scholarly research. Education Week panel, Madison, WI.
- Graue, M.E. (2004). Teaching in the here & now. Keynote presentation. Launching into Literacy, Madison, WI.
- Graue, M.E. (2003). Developmentally responsive practice. Launching into Literacy. Madison, WI.
- Graue, M.E. (2003). Readiness, responsiveness, & collaboration. Statewide collaborative planning conference, Madison, WI.
- Graue, M.E. (2002). Research on readiness. The Strongest Links conference. Madison, WI.
- Graue, M.E. (2002). Readiness in context. Ed Week community talk, Madison, WI.
- Graue, M.E. (2000). Assessment as action for young children. Early Childhood Summit organized by the Department of Education, Washington, DC.
- Graue, M.E. (2000). Time is not always a gift. The problems of retention & redshirting. Grand Rounds, Milwaukee Public Schools. Milwaukee, WI.
- Graue, M.E. (2000). Academic redshirting. Fourth annual Wisconsin Center for Education Research Conference for Wisconsin CESAs. Madison, WI.
- Graue, M.E. (2000). Designing readiness assessment systems: Challenges and opportunities. Panel discussion at the National Summit on School Readiness Assessment, Research Triangle Park, NC.
- Graue, M.E. (2000). Ready or not here they come. A talk presented at the annual conference of Satellite Family Childcare, Madison, WI.
- Graue, M.E. (1999). Readiness and the case of academic redshirting. A talk presented in the Department of Curriculum & Instruction, University of Illinois, Urbana-Champaign.
- Graue, M.E. (1998). Academic redshirting and readiness. A talk presented for the School of Education luncheon series, April, 1998.

Graue, M.E. (1997). *Qualitative perspectives on technology--Getting at meaning in instructional contexts*. *Proving What Works: A Symposium on Assessing and Evaluating Information Technology for Learning*. Madison, WI.

Graue, M.E. (1997) *Through a small window. How standardized testing shapes early childhood research*. Umea University, Umea Sweden.

Graue, M.E. (1994). *Using qualitative research methods to understand library practices*. School of Library Science, University of Wisconsin, January, 1994.

Graue, M.E. (1993). *Assessment in Maths in Context*. Freudenthal Institute, Utrecht, The Netherlands, March, 1993.

Graue, M.E. (1992) *Multiage grouping in the primary grades*. Madison Metropolitan School District, Nov., 1992

Graue, M.E. (1992). *Early childhood assessment and research methodology*. At the National Council of State Legislators Seminar on Goal One. Oregon Department of Education, Salem, OR, June, 1992.

Graue, M.E. (1992). *Assessment: It's just not testing anymore*. At the annual meeting of the Louisiana Association for Children Under Six.. Baton Rouge, LA, October, 1992.

Graue, M.E. (1992). *Parents and the transition to school*. At the OERI National Policy Forum *Strengthening Linkages and the Transition between Early Childhood Education and Early Elementary School*. Washington, DC: November, 1992.

Technical Reports

Graue, M.E., Karch, A.S. Romero, C. & Delaney, K.K. (2011) *Growing a culture of data use in the Milwaukee Public Schools*. Madison WI: Value Added Research Center.

Graue, E., Delaney, K.K., Karch, A.S., & Romero, C. (2010). *Data use as reform strategy*. Madison: Value-Added Research Center.

Graue, M.E., Rauscher, E., Sherfinski, M., & Karch, A.S. (2009). *Supporting synergistic practices in SAGE schools*. Madison: Wisconsin Center for Education Research.

Graue, M.E., Rauscher, E. & Sherfinski, M. (2008). *SAGE implementation and classroom quality*. Madison: Wisconsin Center for Education Research.

Graue, M.E. & Smith, S.Z. (1992). A conceptual framework for instructional assessment. National Center for Research in Mathematical Sciences Education. University of Wisconsin-Madison.

Linn, R.L., Graue, M.E., & Sanders, N.M. (1989). Comparing state and district test results to national norms: The validity that everyone is above average. Center for Student Testing, Evaluation, and Standards, University of California.

Shepard, L.A., Kreitzer, A.E., & Graue, M.E. (1987). A case study of the Texas teacher test: Technical report. (OERI-G-86-003). Los Angeles: Center for Student Testing, Evaluation, and Standards, University of California.

Funded Research

Meanings of readiness in kindergarten and first grade. Funded by the University of Wisconsin Graduate Research Committee, summer 1991-summer 1992 (\$20270).

A theoretical and psychometric analysis of commonly used readiness tests. Funded by the University of Wisconsin Graduate Research Committee, summer 1992, (\$3700).

Principal Investigator, National Center for Research in Mathematical Sciences Education, summer 1992-spring 1993, Assessment in instructional contexts.

Principal Investigator. Academic redshirting: A backdoor policy in need of review. Funded by University of Wisconsin Graduate Research Committee and the Wisconsin Center for Educational Research Royalty Fund, June 1996-May 1998.

Principal Investigator, The gift of Time: Promoting risk or resilience in young children. Funded by the Spencer Foundation, July, 1999-June, 2000 (\$50,000).

Principal Investigator. Class size reduction in practice: How, when, and why SAGE works. Funded by the Wisconsin Department of Public Instruction, April 2004-June 2005. (\$303,000)

Co-Principal Investigator, An integrated qualitative & quantitative evaluation of the SAGE program. Funded by the Wisconsin Department of Public Instruction, July, 2005-June 2009. (\$250,000 per year).

Co-Principal Investigator. Professional Development for Culturally Relevant Teaching & Learning in PreK Mathematics. National Science Foundation, 2010-2014 (\$2,180,000)

Co-Principal Investigator. *Life in Early Childhood Settings*, August, 2011-July 2013. Funded by the Spencer Foundation. (\$394,000)

Awards & Honors Outstanding article award 2015 *Journal of Early Childhood Teacher Education*.

Doris Slesinger Award for Mentoring. University of Wisconsin Madison

International Advisor. Centre for Childhood Research and Innovation (CCRI) at the Hong Kong Institute of Education. 2013-2015

Executive Committee, American Educational Research Association (2012-present)

Member-at-Large, American Educational Research Association. (2012-present)

Sorenson Professor, University of Wisconsin (2012-present).

American Educational Research Association Fellow, 2010.

Vilas Associates Award, University of Wisconsin Graduate School, 2006-8

Outstanding reviewer, Educational Researcher, 2003, 2006

American Educational Research Association Division D & Special Interest Group on Qualitative Research Outstanding Dissertation Using Qualitative Methodology, 1990.

American Educational Research Association Early Education/Child Development Special Interest Group Outstanding Dissertation Award, 1990.

Graduation with high honors, University of Illinois at Urbana-Champaign, December, 1978.

Professional Affiliations

American Educational Research Association

Division G (Social Context of Education)

Early Childhood Education Special Interest Group

Critical Perspectives on Early Childhood Education

National Association for the Education of Young Children

Activities

Departmental Activities

Member 1990-present, Chair 2000-2 Elementary area

Member spring 1991, 2002 – 2005 Student Awards committee

Member, 1991-93, 1995-98, 2001 –2004, 2010-2013 Department Personnel Committee

Member, 2009 Graduate Program Committee.

University Activities

Member spring 1996, 2004-5 Coordinating Council of Teacher Education

Director – fall 2003-fall 2005 - Wisconsin Spencer Doctoral Research Program

Director of Graduate Training – fall 2005-fall 2008.

Member, 1999 – 2004 Genevieve Horst Herfeuth Award Committee

Member, 1999-2005– Cooperative Children’s Book Center Advisory Board

Member, fall 2003-2005– Women’s Faculty Mentoring Advisory Board

Member, fall 2006-spring 2009 – Social Studies Divisional Committee, Vice chair (2007-8),
Chair (2008-9)

Member, fall 2009-2013, Chair, 2010-11 Committee on Committees.

Member, fall 2009-spring 2010, Ad Hoc Committee to Investigate the Athletic Board

Professional Activities

Student Representative 1988 - 1990, American Educational Research Association, Division D
(Measurement & Research Methodology)

Member 1991-, National Education Goals Panel Technical Planning Subgroup

Program Chair, 1991, American Anthropological Association, Council on Anthropology &
Education, Committee One

Chair, 1992, American Anthropological Association, Council on Anthropology & Education,
Committee One

Member 1992-96 Chair 1994-95 American Educational Research Association, Division D
(Measurement & Research Methodology) and Qualitative Methodologies Special Interest
Group Dissertation of the Year Award Committee.

Chair 1996-97 Nominations Committee Qualitative Methodologies Special Interest Group

Member 2001-2004, Chair 2003-4 Spencer/American Educational Research Association
fellowship mentoring committee.

Editorial Board 1992-94, 2000-2002 Early Childhood Research Quarterly

Member at Large 1993-95 American Educational Research Association Early
Education/Child Development Special Interest Group.

Associate Editor 1996-1999, Review of Educational Research

Chair 1998-2000, Qualitative Research Special Interest Group, American Educational Research Association

Program Co-Chair 2002 -present- AERA Early Education/Child Development Special Interest Group

Member 2002 – AERA Division B Lifetime Achievement Award Committee, chair 2003

Vice-Chair/Chair Elect 2002 – 2004, Chair 2004-2006 AERA Early Education/Child Development Special Interest Group

Member – 2005-2008, Publications Committee, American Educational Research Association

Member 2003- 2005 AERA Review of Research award committee

Member 2009-present, American Educational Research Association-Foundation for Child Development planning committee on Teacher Observation Linked to Study Outcomes Initiative

Project Narrative - Fed/Non Fed Budget Form SF 424

Title : Fed/Non Fed Budget Form SF 424

Attachment:

File :

- 1 [SF_424_Federal_Budget_Formv_FINALv2_.pdf](#)
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For more assistance with Adobe Reader visit <http://www.adobe.com/go/acrreader>.

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Project Narrative - Grant Performance Coveshet

Title : Grant Performance Coveshet

Attachment:

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1 [MSN168153_Grant_Cover_Sheet_for_RSP_endorsement_v2AB.pdf](#)

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U.S. Department of Education
Grant Performance Report
Cover Sheet (ED 524B)

Check only one box per
Program Office Instructions.

Annual Performance Report Final Performance Report

General Information

1. PR/Award #: R305A140479 (Block 5 of the Grant Award Notification - 11 Characters.) 2. Grantee NCES ID#: (See instructions. Up to 12 Characters.)

3. Project Title: Education Research Program (Enter the same title as on the approved application.)

4. Grantee Name: UNIVERSITY OF WISCONSIN SYSTEM (Block 1 of the Grant Award Notification.)

5. Grantee Address: (See instructions.)

Street: 21 N PARK ST STE 6401
City: MADISON
State: WI Zip: 53715 Zip+4: 1218

6. Project Director: (See instructions.)

First Name:Lisa Last Name:Flook Title:
Phone #: 6082656602 Fax #: Email Address: FLOOK@WISC.EDU

Reporting Period Information (See instructions.)

7. Reporting Period: From: To: (mm/dd/yyyy) 07/01/2015 - 02/29/2016

Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	334,805.85	
b. Current Budget Period	348,316.32	
c. Entire Project Period (For Final Performance Reports only)		

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

- a. Are you claiming indirect costs under this grant? Yes No
If yes, please indicate which of the following applies to your grant?
- b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government: Yes No
The period covered by the Indirect Cost Rate Agreement is : From: To: (mm/dd/yyyy)
The approving Federal agency is: ED Other (Please specify): DHHS
The Indirect Cost Rate is : % 26.00
Type of Rate: Provisional (Please specify):
 Final Other
- c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) Yes No
- d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :
 Is included in your approved Indirect Cost Rate Agreement Complies with 34 CFR 76.564(c)(2)?
- e. The grantee is funded under a Training Rate Program and:
 Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)
 Is recovering indirect costs using its actual negotiated indirect cost rate

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A

Performance Measures Status and Certification (See instructions.)

11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No
b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)

12. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812). Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: An	(b)(6)	Title: MANAGING OFFICER
Signature:		Date: 3.29.16

Grant Performance Report (ED 524B) Executive Summary Attachment:
Title :
File :

Project Narrative - IRB

Title : IRB

Attachment:

File :

- 1 [DOE_Student_IRB.pdf](#)
- 2 [DOE_Teacher_IRB.pdf](#)
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Education and Social/Behavioral Science IRB
3/30/2015

Submission ID number: [2014-0605](#)
Title: Healthy Minds and Bodies Program for Students
Principal Investigator: LISA FLOOK
Point-of-contact: CARA KNOEPEL
IRB Staff Reviewer: LILLIAN LARSON

A designated ED/SBS IRB member conducted an expedited review of the above-referenced initial application. The study was approved by the IRB member for the period of 12 months with the expiration date of 6/16/2015. The study qualified for expedited review pursuant to 45 CFR 46.110 and, if applicable, 21 CFR 56.110 and 38 CFR 16.110 in that the study presents no more than minimal risk and involves:

Category 5: Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis)

Category 6: Collection of data from voice, video, digital, or image recordings made for research purposes

Category 7: Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, or quality assurance methodologies

A letter of support from MMSD's ERC has been provided and the study has final IRB approval.

To access the materials approved by the IRB, including any stamped consent forms, recruitment materials and the approved protocol, if applicable, please log in to your ARROW account and view the documents tab in the submission's workspace.

If you requested a HIPAA waiver of authorization, altered authorization and/or partial authorization, please log in to your ARROW account and view the history tab in the submission's workspace for approval details.

Prior to starting research activities, please review the Investigator Responsibilities guidance (<http://go.wisc.edu/m0lovn>) which includes a description of IRB requirements for submitting continuing review progress reports, changes of protocol and reportable

events.

Please contact the appropriate IRB office with general questions: Health Sciences IRBs at 608-263-2362 or Education and Social/Behavioral Science IRB at 608-263-2320. For questions related to this submission, contact the assigned staff reviewer.



Education and Social/Behavioral Science IRB
10/14/2014

Submission ID number: [2014-0524](#)
Title: Mindfulness Training for Teachers
Principal Investigator: LISA FLOOK
Point-of-contact: MATTHEW J HIRSHBERG, CARA KNOEPEL, DAVID P FINDLEY
IRB Staff Reviewer: JEFFREY NYTES

A designated ED/SBS IRB member conducted an expedited review of the above-referenced initial application. The study was approved by the IRB member for the period of with the expiration date of 6/16/2015. The study qualified for expedited review pursuant to 45 CFR 46.110 and, if applicable, 21 CFR 56.110 and 38 CFR 16.110 in that the study presents no more than minimal risk and involves:

This protocol was conditionally approved per 45.CFR.46.110(b)(1)(6)(7), pending receipt site approval documentation. Site approval has been obtained from MMSD. Therefore MMSD is now an approved study site.

A change of protocol must be added to add site permission from other sites, including Head Start (Dane County Parent Council) schools.

To access the materials approved by the IRB, including any stamped consent forms, recruitment materials and the approved protocol, if applicable, please log in to your ARROW account and view the documents tab in the submission's workspace.

If you requested a HIPAA waiver of authorization, altered authorization and/or partial authorization, please log in to your ARROW account and view the history tab in the submission's workspace for approval details.

Prior to starting research activities, please review the Investigator Responsibilities guidance (<http://go.wisc.edu/m0lovn>) which includes a description of IRB requirements for submitting continuing review progress reports, changes of protocol and reportable events.

Please contact the appropriate IRB office with general questions: Health Sciences IRBs

at 608-263-2362 or Education and Social/Behavioral Science IRB at 608-263-2320. For questions related to this submission, contact the assigned staff reviewer.

Project Narrative - Indirect Cost Agreement

Title : Indirect Cost Agreement

Attachment:

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- 1 [UW_FA_Rate_Agreement_4_27_2015.pdf](#)
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COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1396006492A1

DATE:04/27/2015

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
06/18/2014University of Wisconsin - Madison and
Extension

21 North Park Street

Suite 6401

Madison, WI 53715

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES:	FIXED	FINAL	PROV. (PROVISIONAL)	PRED. (PREDETERMINED)	
<u>EFFECTIVE PERIOD</u>					
<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2013	06/30/2017	53.00	On Campus	Organized Research
PRED.	07/01/2013	06/30/2017	50.00	On Campus	Instruction
PRED.	07/01/2013	06/30/2017	36.00	On Campus	Public Service
PRED.	07/01/2013	06/30/2017	29.50	On Campus	Ext. Public Service
PRED.	07/01/2013	06/30/2017	37.00	On Campus	Primate Ctr Rate (A)
PRED.	07/01/2013	06/30/2017	16.00	On Campus	Primate Ctr Rate (B)
PRED.	07/01/2013	06/30/2017	26.00	Off Campus	All Programs
PROV.	07/01/2017	06/30/2019			Use same rates and conditions as those cited for fiscal year ending June 30, 2017.

*BASE

ORGANIZATION: University of Wisconsin - Madison and Extension

AGREEMENT DATE: 4/27/2015

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

(A) All Primate Center.

(B) Non P.51 Core grants only.

ORGANIZATION: University of Wisconsin - Madison and Extension

AGREEMENT DATE: 4/27/2015

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2014	6/30/2015	33.70	All	(1)
FIXED	7/1/2014	6/30/2015	46.50	All	(2)
FIXED	7/1/2014	6/30/2015	24.50	All	(3)
FIXED	7/1/2014	6/30/2015	23.30	All	(4)
FIXED	7/1/2014	6/30/2015	15.20	All	(5)
FIXED	7/1/2014	6/30/2015	15.90	All	(6)
FIXED	7/1/2014	6/30/2015	7.80	All	(7)
FIXED	7/1/2014	6/30/2015	4.00	All	(8)
FIXED	7/1/2015	6/30/2016	37.00	All	(1)
FIXED	7/1/2015	6/30/2016	49.70	All	(2)
FIXED	7/1/2015	6/30/2016	23.90	All	(3)
FIXED	7/1/2015	6/30/2016	23.90	All	(4)
FIXED	7/1/2015	6/30/2016	15.90	All	(5)
FIXED	7/1/2015	6/30/2016	16.40	All	(6)
FIXED	7/1/2015	6/30/2016	9.10	All	(7)
FIXED	7/1/2015	6/30/2016	2.40	All	(8)

ORGANIZATION: University of Wisconsin - Madison and Extension
 AGREEMENT DATE: 4/27/2015

PROV. 7/1/2016 6/30/2018

Use same rates
 and conditions
 as those cited
 for fiscal
 year ending
 June 30, 2016.

**** DESCRIPTION OF FRINGE BENEFITS RATE BASE:**

Salaries and wages of faculty and staff including vacation, holiday and sick leave pay and other paid absences of only the faculty and staff. Rate does not apply to student employees, research or teaching assistants.

- (1) Regular Faculty and Academic Staff
- (2) Classified and UWEXT Permanent Staff
- (3) Research Assistants, Project Assistants, Teaching Assistants, Pre-Doc Fellows and/or Trainees
- (4) Research Associates and Grad Interns
- (5) Post-Doc Fellows and/or Trainees
- (6) Limited Term Employees (LTE's)
- (7) Ad Hoc Program Specialists, Undergraduate Assistants and Undergraduate Interns
- (8) Student Hourly Employees

Fringe Benefit rates are combined rates for Madison and Milwaukee Campuses and are applied to both the campuses. These Fringe Benefit rates are also included on the University of Wisconsin, Milwaukee rate agreement.

ORGANIZATION: University of Wisconsin - Madison and Extension

AGREEMENT DATE: 4/27/2015

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Equipment Definition -

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

- FICA
- Retirement
- Disability Insurance
- Worker's Compensation
- Life Insurance
- Unemployment Insurance
- Health Insurance
- Severance Allowance
- ERA Administration
- Income Continuation Insurance

1/1/2015
 1/1/2015
 1/1/2015
 1/1/2015

Your next fringe benefit proposal based on actual costs for the fiscal year ending 06/30/15 is due in our office by 12/31/15. Your next F&A proposal based on actual costs for the fiscal year ending 06/30/16 is due in our office by 12/31/16.

ORGANIZATION: University of Wisconsin - Madison and Extension
AGREEMENT DATE: 4/27/2015

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Wisconsin - Madison and Extension

(b)(6)

(SIGNATURE)

Kim Moreland

(NAME) **Associate Vice Chancellor
for Research Administration
Research & Sponsored Programs**
(TITLE)

(DATE)

5-8-15

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Daryl W. Mayes
S

Digitally signed by Daryl W. Mayes-5
DN: cn=US, o=U.S. Government, email=DWM, ou=PHS,
c=US, postalCode=22042, telephoneNumber=3014037000,
ou=Daryl W. Mayes-5
Date: 2015.05.16 16:21:04 -0400

(SIGNATURE)

for **Arif Karim**

(NAME)

Director, Cost Allocation Services

(TITLE)

4/27/2015

(DATE) 5121

HHS REPRESENTATIVE: **Shon Turner**

Telephone: **(214) 767-3261**

Project Narrative - Publications

Title : Publications

Attachment:

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Project Narrative - Research Performance Progress Report

Title : Research Performance Progress Report

Attachment:

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DOE IES Research Performance Progress Report
April 1, 2015 – March 31, 2016

I. ACCOMPLISHMENTS

A. What are the major goals of the project?

This report provides updates from the end of the first year of the project and into the second year of the project. The first year of the project enabled us to develop prototypes of mindfulness training for teachers (AWARE) and students (AWAKE) in 5th grade classrooms. We revised the training based on feedback from teachers and students for implementation in the second year. Our goal for the second year has been to recruit 20+ classrooms to randomly assign to intervention or control and to collect data from participating teachers and students across a wide range of measures to assess the promise of the intervention. The teachers assigned to the intervention group will co-teach the student program in their respective classrooms after having participated in the teacher training for themselves.

Teachers who co-teach the program this year will go on to independently implement the student training with their new classroom of students next year. Teachers who are in the control group this year will co-teach the student curriculum after their own training next school year. We will also recruit a new non-randomized control group of 4-6 classrooms for comparison across measures collected at pre- and post-test for all groups in the third and final year of the project.

B. What was accomplished under these goals?

Year 1

The student training was completed in April 2015. Students completed an end of training survey and we conducted small group interviews with students to gather feedback about their experiences.

During the summer the mindfulness instructors met with four of the teachers who had participated in the pilot year of the study to get feedback on both student and teacher curricula for the purpose of informing revisions to the training. Feedback on the student curriculum included delaying definition of mindfulness and allowing students to explore through practice, making explicit connections between mindfulness and their social emotional learning curriculum. For teacher training suggestions included emphasizing how these practices support well-being and streamlining readings and handouts, along with offering shorter guided practices to be recorded by instructors.

In order to prepare for the second and third year of the study we met with potential 2015-16 and 2016-17 principals and 5th grade teams to explain the program and gauge interest. We met teachers and principals in order to give a full sense of the possible benefits of participating as well as the time commitment on their end. The process of identifying and collaborating with principals and teachers was aided by recommendations from 2014-15 principals and teachers. It was this word of mouth familiarity that allowed us to recruit the needed schools.

The teacher and student training were revised based on feedback from participants. We recorded guided practices ranging from 4-20 minutes to support teachers' home practice. We also have made explicit in our planning conversations with teachers how we can effectively make connections to the social emotional learning program. Mindfulness-based practices complement social emotional learning skills. For example, through practices like becoming familiar with sensations in the body and learning to pause, students are able to understand how they are feeling, which allows for a better understanding of what others are experiencing, and making a choice in how they respond, along with greater empathy and compassion.

The teacher intervention is more aligned to the student intervention. Teachers now first experience all practices experienced by students. The intention of this alignment was to support teachers in the co-teaching process. Also, the length of the teacher intervention was increased 75 minutes (from 60 minutes) in order to allow more time to experience and talk about practices.

A few of the student lessons were reordered. One example is the gratitude practice was shifted to earlier in the intervention so the practice could be ongoing throughout the intervention. The simple act of remembering something good became easier to do over time. One lesson, 9 Dots, was removed for students. The 9 dots activity is a logic puzzle that is intended to support people in "thinking outside the box" and noticing the "space" needed to do so. We removed this lesson because it addressed "perception" which we had already covered in another lesson.

Year 2

We recruited 24 classroom teachers to participate in Fall 2016. Teachers were randomly assigned to the intervention or control group. Three teachers at one MMSD school site (2 intervention, 1 control) withdrew prior to pre-testing because they felt that there was not enough time to participate in the study due to professional demands, resulting in a current sample of 21 teachers. Teachers randomized to the intervention participated in the teacher training between Oct-Jan. Pre and post-test measures to assess stress, mood, burnout, and well-being were collected from all teachers before and after the training period (preliminary findings are reported below) and classroom observations were conducted. During Jan and Feb, we recruited 293 students all of whom completed pre-testing. Student measures include questionnaires of anxiety/mood, classroom climate, and teacher reports of students' social competence along with computer tasks to measure attention and executive function and qualitative observations. The student intervention is currently underway. We are in the process of collecting data on fidelity ratings with experienced mindfulness instructors observing classroom teachers implementing the student curriculum this Spring.

Qualitative Observations & Interviews

During this academic year 2015-2016, we have conducted two observations per classroom, with each observation paired with a CLASS rater. The first observation was done before the teacher intervention began and was conducted across all classrooms. The second

observation was done after teacher training was completed and before student training began. This second observation was conducted in all intervention classrooms and a smaller sampling of control classrooms. The final two observations this spring -- one midway through student training, and the final one after student training ends -- will also be conducted in all intervention classrooms and the same sampling of control classrooms.

Our observations are meant to capture an overall sense of a general observation of the classroom. We focus on the physical environment as well as the social and instructional interactions of the classroom. This involves mapping the environment, describing activities, collecting student and classroom artifacts, and capturing the social and instructional interactions between participants. The second, third and fourth observations add in-depth observations of two focal children in the classroom. Chosen by the teacher, the focal children represent a continuum from high demand to low demand student based on the amount of behavioral/academic attention they each required. Observations of focal students focus on the quality of their interactions with peers (displays of power, aggression, isolation, respect, helping), interactions with the teacher, how they are experiencing the class, and on or off task behavior.

This year we conducted individual interviews with each intervention teacher after they completed their teacher training. We will conduct an additional teacher interview and one focus group for both teachers and students this spring after the student training ends. The purpose of the interview and focus group is to understand their experiences of the training and its after effects in the classroom.

Training Implementation

This year's implementation of the teacher and student training has benefitted tremendously from the learnings of the pilot year. Two parallel teacher interventions were taught in Fall of 2015, one in the Madison school district, the other for teachers in the neighboring Middleton school district. Based on 2014-15 experiences, we worked with teachers and principals to ensure that all mindfulness classes for teachers were offered during the contract day. In Madison, with teachers participating from 5 different schools, the training rotated sites so that each school hosted at least once. Middleton's intervention occurred at one school site and we met with teachers during their planning time. There are total of 11 intervention classrooms.

In order to increase motivation to practice, the instructors placed increased emphasis on exploring with teachers why we practice and how practice can support well-being. Unlike participants in other mindfulness-based interventions, these teachers did not seek out this particular intervention. Instead the training was offered to teachers as a professional development tool. The teacher intervention had a clear structure and repeated format to support practice, consisting of: Drop-in, check-in about practice, introduce theme, formal practice, check-in, and preview of next week.

Due to the increased size of the project there was considerable time spent coordinating the student intervention schedule (11 classrooms, 3 CHM instructors). Due to the number of

intervention sites, limited instructional time and geographical distance between schools we divided the classrooms among three teachers. Nine of the classes are co-taught by last year's teachers and 2 are co-taught by an experienced colleague who is familiar with the curriculum, and has taught in various other CHM education projects. Currently the three CHM instructors are teaching 11 intervention classrooms across five schools in two districts. The average class size is around 20-25 students.

What did we learn?

Year 1 Student Training

Information gathered from the first year of the student curriculum is presented below. Feedback from the first year of the teacher curriculum was summarized in the annual report submitted last year.

Student Feedback

Between March-April 2015 the initial pilot of the student training was offered with 5th grade students. After the end of the 8-week training, 63 students reported on their experience with the program. 83% of students said they would recommend the training to others kids. Students reported using mindfulness practices when they feel sad, angry or upset (67%), that practicing mindfulness helps them to pay attention (68%) and get along better with other kids (67%).

Anecdotes

Additional anecdotes shared by mindfulness instructors capture how the practices impacted students. Difficulty with sleep, concentration, and negotiating interpersonal conflict are scenarios that children confront in and outside of school. These are each events that could impact a child's engagement and learning in the classroom. What happens in these situations depends upon combination of factors including child's self-regulation, teacher's response, and overall classroom environment, each of which in itself is contingent on a host of other factors. All too often we see these scenarios play out in different and detrimental ways, disruptive not only to the child but also the classroom climate. What we see in these stories is the possibility of a different way of responding, for a new path to emerge.

Anecdote #1. A little boy shared that the night before he was up late, until 11:30. His dad came in to his room and suggested that maybe he try counting to 100 so that he could fall asleep. The student got to 600. Then he said the idea occurred to him to try the body scan. He said it he did it, he felt relaxed and he fell asleep.

Anecdote #2. In the fourth lesson each student receives a small stone to investigate and observe. Then all the stones are collected and placed in a center pile. One by one students return to the pile to pick out the stone they originally had. At the end of the lesson the students return the stones once again to the teacher. After the practice, a boy who had been described by the classroom teacher as having a hard time concentrating and exhibiting emotional outbursts over relatively trivial matters, raised his hand. He said that he really prefers to write with one particular pencil and if he can't find the pencil he has

“stop everything immediately and find the pencil,” otherwise he feels nervous and can’t focus on anything else. Then he said, “Maybe I could pay attention to a new pencil like I did with the stone.” That way “I would not have to go find the first pencil and could get back to work with the new pencil.”

Anecdote #3. Another student shared, “the other night my mom was yelling and my sister was really mad.” He fidgeted with his sleeves, seeming to check with the room if it was safe to continue his story. “I was really uncomfortable and mad too. They kept being loud and crazy and I didn’t know what to do. So I went to my room and did the body scan. Then I felt calm and relaxed.” He took a few moments to pause and then continued, “I could hear my mom yelling again but kept doing the body scan and I could still feel calm.” When he finished his story and the class rested in silence for a few moments. Even though he couldn’t change the situation, in the very moments that could have been distressing, he found a place within his own inner experience to relax and access a sense of ease.

Year 2 Teacher Training

Quotes from teachers:

“I’m just really appreciative that I’ve had this opportunity. It was very, I would even not to say powerful, I would say transformative. And it’s not just helping me in my class but even like with my own child. I am able to help her. And that, as a mom, is the most precious gift ever.”

“And I think it also helps me, when you were in here today, there was a little girl who, I talked to a group and they were very frustrated about “my friend” and I actually took them in the hall, I talked to them, and I let two go but I could tell one was still really just so internally at level ten, and so I gave her mindfulness walking and I said “Every step you take think of your puppy, think of how much you love your puppy and for every step you take think of something silly your puppy does.” So I took something that I learned and I tweaked it a little bit for a 5th grader, and it felt really powerful, you know, that I’ve used that skill and I was able to share that strategy with her and I think when I am practicing the strategies, I’m more in tune with them and I share them more.”

“I just feel I’m more patient with my students, and with the other teachers too. More sensitive to certain teachers who I feel there’s just a variety of personalities here, so I’m just more patient with how I respond to them.”

“We have a pretty rough group of kids and it can be quite stressful and we have a lot of like behavioral things so I find myself getting worked up at work a lot with the kids and using these practices to bring it back down.”

“I really liked the body scan. I feel like I am kind of out of touch with my body in any moment in any given day as a teacher. I feel like my mind is racing with one hundred things I have to do and my body is just the vessel that gets me from here to there and I don’t pay it any attention so to do like the body scan and breath awareness and to make myself more

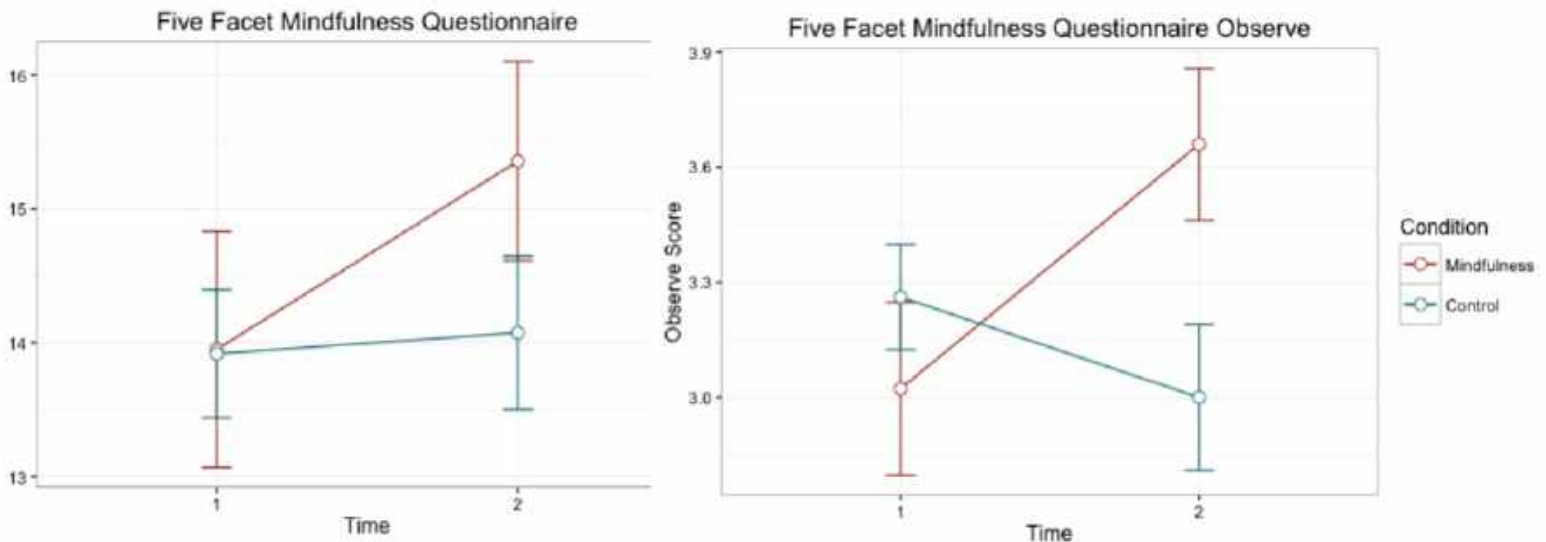
aware of what is happening in my body, how I feel when I'm stressed or tense, almost immediately had the effect of making me feel like, relax, like it's ok, you don't have to be all tense in your shoulders you can relax and it's still going to be the exact same situation."

Teacher Preliminary Results

The following preliminary findings are intended to provide a window into the effects of the teacher mindfulness training by comparing gain scores (post-test minus pre-test) between teachers randomized to mindfulness and teachers randomized to wait-list control. The primary analysis for this study, based on the study design, will account for the nested structure of the data (i.e., students nested within a teacher's classroom). As a result, the study is not powered to test teacher-level effects in isolation. Therefore, these results are being presented mainly for descriptive purposes, estimating group effects through a standardized mean difference of the gain scores (i.e., Cohen's d).

Self-report questionnaires

Mindfulness. On the Five Facet Mindfulness Questionnaire, as expected, the intervention group demonstrated descriptive gains compared to the control group. The magnitude of the effect was moderate, $d = .58$, 95% CI [- 0.35, 1.51]. This effect was driven by the observe subscale, on which the intervention group showed a large magnitude increase relative to control, $d = 1.65$, CI [0.6, 2.71].



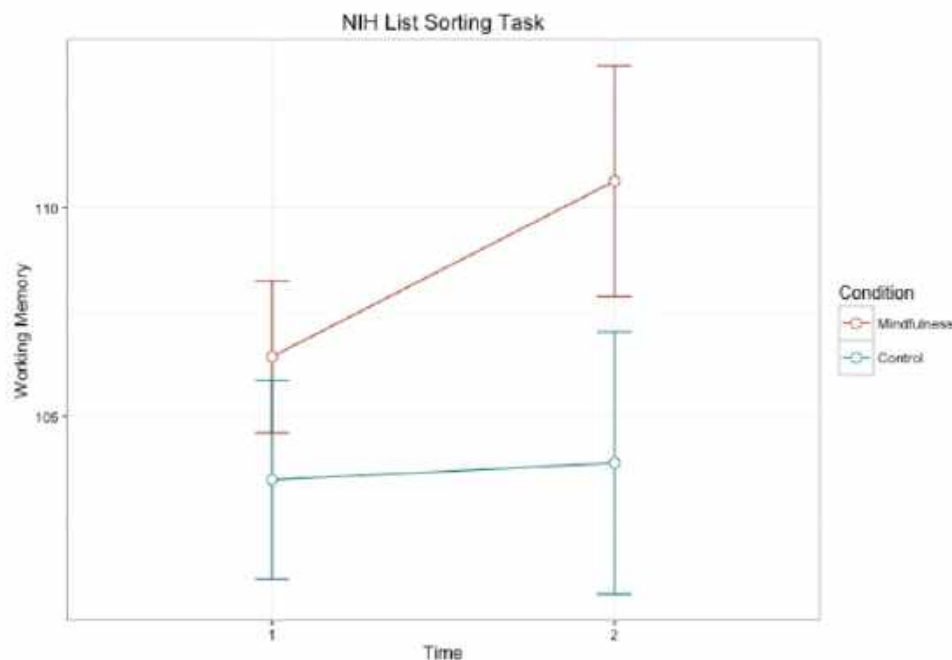
Psychological symptoms. We found no evidence for changes in psychological symptoms on the SCL-90 based on group assignment.

General Affect. We used the Positive and Negative Affect Schedule to assess general positive and negative affect. We found no evidence for changes in self-report positive or negative affect as a result of group assignment. We also used the Implicit Positive and Negative Affect Task to avoid demand characteristics associated with self-report scales. We found no evidence for group effects on implicit negative affect. Counter to expectations, we found

that control group showed large reductions in implicit positive affect compared to the intervention group, $d = .90$, CI [-0.06, 1.87].

Empathy. We used the Interpersonal Reactivity Index to assess dimensions of empathy. We found no evidence for group related changes in any of the dimensions of empathy.

Behavioral tasks. We used the National Institutes of Health (NIH) Cognitive Behavioral Battery to assess executive attention and inhibitory control (Flanker), cognitive flexibility (Dimensional Card Change Sort task) and verbal working memory (Verbal list sorting task). We found no evidence for training effects on executive attention. We likewise found very weak evidence for small magnitude gains favoring the intervention group on cognitive flexibility, $d = .11$, CI [-0.8, 1.03]. On verbal working memory, we found moderate magnitude gains favoring the intervention group, $d = 0.57$, CI [-0.36, 1.51].



We found few significant differences between the intervention group and the wait-list control group from pre- to post-test. This was not a surprise, as the design of the study is not powered to test teacher level effects in isolation. In general, we see a pattern of findings that is consistent with *a priori* hypotheses, that mindfulness training will lead to enhanced functioning and decrease negative emotionality. These data suggest that the intervention is having beneficial effects. Now that student pretest data has been collected and the student intervention is in progress, we are looking forward to examining the impacts of teachers on their students, as well as the combined impact of student and teacher training on student variables.

Qualitative Data Analysis Year 2

We began the process of analyzing the observations with analysis of fieldnotes, which were enriched with photographs of the classroom and artifacts before being uploaded into

Dedoose, a mixed method analysis software. Each research assistant individually read each observation and identified constructs and themes. Based on last year's understanding about how the tools and dispositions fostered in mindfulness training made their way into classroom practices, and using constructs and themes identified in the mindfulness curriculum developed and delivered by the CHM instructional team, we drafted the codebook. This codebook was further refined by the data from our first observations of this year as the research team met to share noticings, memos, and questions. The constructs in the codebook included focusing attention, personal and social awareness (recognition and response of self and others), resilience, outlook, gratitude, and care (for self and others). Along with the codebook of mindfulness constructs, we used CLASS constructs as another framework to understand student-teacher interaction. These constructs included the 3 CLASS domains: Emotional Support, Classroom Organization, and Instructional Support. We then did a second round of coding using our shared understanding from our codebook. For example, the team shared specific classroom instances and how it was coded. Rather than try to reach consensus, our goal is to continue to refine our understanding of emerging themes. We continue to redraft the codebook based upon the analysis of the observations from this academic year, and expect to continue to do so with subsequent data that is generated.

All of the individual interviews were audiotaped and will be transcribed as part of the qualitative data. Anecdotally, the interviewers have received positive feedback about the mindfulness training both in their personal and professional lives. In addition to classroom observations and interviews, we also collected classroom teachers' experience of the teacher intervention through brief weekly journal entries in which they responded to prompts to reflect on the relation between training and their interactions in their professional and personal lives. Using different data sources (the mindfulness curriculum, CLASS ratings that pair up with classroom observations, teacher and student interviews, and teacher journal entries) will help us triangulate our understanding of emerging themes and patterns across the data.

In our data collection and analysis, we are working to develop analytical strategies at the same time that we are working to develop findings and outcomes. In other words, our data collection and analysis is happening simultaneously along with the analytic tool development.

We are looking at how teachers take up mindfulness practices and to what depth, both individually and in terms of clusters within school sites. Most of the sites share similar environments and curriculum, yet an additional district this year has provided variability in student and teacher demographics. In triangulating across data sources and using the pairing of observation and CLASS ratings, we can begin to examine variation within and across these contexts. We have observed in our initial analysis of the first observations an overlap between the developing mindfulness constructs within our codebook and CLASS constructs. For example, we notice that the CLASS construct of regard for student perspectives often occurs with the mindfulness construct of social awareness (which is comprised of emotional recognition of others). As another example, the CLASS construct of productivity is often present alongside focusing attention. We are still exploring what this

means about the quality of classroom interactions in these settings and how mindfulness practice supports classroom quality. We plan to continue to analyze all of the data sources using the codebook that we are refining and developing, and to look for where themes converge and where there are points of divergence.

C. What opportunities for training and professional development has the project provided?

The project has provided classroom teachers with support for professional development through mindfulness training.

13 researchers were trained in the CLASS coding system to conduct classroom observations in academic year 2015-2016.

Our project team meets weekly to discuss project implementation, design, participant recruitment and assessment, providing research training for graduate students and other project staff.

For study coordinators, the current project has provided the opportunity to develop skills in supervising a large number of undergraduates (40+) and managing a large-scale study. Additionally, undergraduates are provided the opportunity to develop proficiency with effectively following a testing protocol, interacting with teachers and students, and learning the research process.

In March of 2016 Chad McGehee will be attending the Mindfulness Based Stress Reduction Teacher Training Intensive at the University of California San Diego Center for Mindfulness' Professional Training Institute. This training will support his development as a mindfulness teacher to bring the highest quality instruction to the teachers and students involved in the project. He will learn more about the inquiry process, a teaching technique that will be supportive in helping teachers and students gain insights from their practice that will support their well-being.

D. Have the results been disseminated to communities of interest?

An overview of this project is provided on the Center for Healthy Minds website for the general public to view. Updates on the progress of this project have been shared with school district administration through our partnership agreement.

After the pilot student intervention in the spring of 2015, one of the intervention classrooms had a deep interest in exploring more of the music of JusTme, a mindful hip hop artist. Mindfulness instructors (Lori and Chad) supported the classroom teachers in finding the music and making connections to the student curriculum. The project gained energy inside the classroom and school and eventually the class decided to make a video. With support from the CHM general fund, JusTme was able to fly to Madison to surprise the students on the premiere of the video. The entire collaboration was covered by UW media and was the top viewed UW video in 2015 (link to video: <https://www.youtube.com/watch?v=Dzd444JvjCs>).

E. What do you plan to do during the next reporting period to accomplish project goals?

During the next reporting period, we will analyze data that were collected from teachers and students in academic year 2015-2016. The findings from the data analysis will be included in the next report. Next academic year (2016-2017) we will recruit 4-6 classrooms to serve as a control group for the final year of the project.

Related to the intervention, we will develop monthly follow-up support for teachers to continue practice on their own and with students. We will collect feedback from students and teachers to inform modifications to the program for independent implementation. Finally, we plan to develop implementation supports for independent teacher implementation in Year 3. We expect that these remaining tasks will be completed on schedule and according to plan.

II. PRODUCTS

A. Publications, conference papers, and presentations

Three members of the DoE team, Lisa Flook, Lori Gustafson, and Chad McGehee presented a panel on *Contemplative Practice Interventions with Children in Public Education Settings* at the UW-Madison School of Human Ecology Conference for Contemplative Practice to Promote Child and Family Well-Being in October 2015. In the presentation we gave overviews of the research design of the project as well as the teacher and student mindfulness curricula. In particular, we shared how we are approaching the co-teaching aspect of the study, revisions that were made after the pilot year and shared some of the practices we offer with students and teachers.

Lori Gustafson and Chad McGehee along with a collaborator, mindful hip-hop artist, JusTme presented on *Co-teaching for the development of Confidence and Creativity in a Mindful Classroom* at the Bridging the Hearts and Minds of Youth; Mindfulness and Compassion from the Classroom to the Clinic, and Beyond in February 2016. This presentation will cover how co-teaching is intended and carried out in the DoE curriculum as well as how this sort of collaborative co-teaching can lead to truly unexpected outcomes.

Lisa Flook will present on this research project at the American Educational Research Association meeting in Washington DC this April.

B. Web site(s) or other Internet site(s)

CHM description of project: <http://centerhealthyminds.org/science/studies/a-classroom-based-training-program-for-attention-and-emotion-regulation>

C. Technologies or techniques

Nothing to report.

D. Inventions, patent applications, and/or licenses

Nothing to report.

E. Other products

- AWARE Teacher training, revised (see Appendix for outline of teacher program)
- AWAKE Student training, revised (see Appendix for outline of student program)

III. PARTICIPANTS & OTHER COLLABORATING ORGANIZATIONS

A. What individuals have worked on the project?

Lisa Flook is a co-principal investigator. She provides overall project direction including supervision of research staff and regular meetings with instructors around curriculum development and implementation.

Richard Davidson is co-principal investigator and provides input into the project design and infrastructure to support research.

Beth Graue, a collaborator on the project and an expert in early childhood, oversees the qualitative research component and train graduate students to conduct observations, record field notes, and synthesize notes.

Lori Gustafson is an Educational Outreach Specialist at The Center for Healthy Minds. She has over 25 years teaching experience with Madison Metropolitan School District and is currently teaching in a 4th and 5th grade multi-age classroom. In addition, she is an instructor in the Mindfulness Program at UW Health where she works teaching the Mindfulness Based Stress Reduction Course to both adults and teens. She has led development and implementation of training programs for both teachers and students.

Chad McGehee is an Educational Outreach Specialist at The Center for Healthy Minds. His background includes working in K-12 classrooms for the past 10 years in a variety of instructional and leadership roles. Chad has been offering mindfulness practices to students and teachers for many years both in classroom contexts, as well in professional development for teachers.

Lisa Thomas Prince is an Educational Outreach Specialist at The Center for Healthy Minds. She has over 15 years of experience as a teacher of world languages and ESL with students in preschool - 8th grade. Her work in schools included curriculum development and professional development for teachers. Lisa is an instructor of Mindfulness for Middle Schoolers in the UW-Health Mindfulness Program, and she completed the Mindfulness-Based Stress Reduction professional teacher training course. Lisa will be involved as a classroom instructor and co-teacher for the student intervention of this project. The addition of Lisa to the project team was necessary in this project year due to the total number of student intervention lessons provided weekly, the number of intervention sites, and availability of instructional time.

Matthew Hirshberg is a doctoral student in Educational Psychology at UW-Madison. As a graduate student project assistant, he has been involved in discussions around the construction of the teacher training program, and on-going planning regarding best class implementation and teacher-evaluation methods. He has received training in the CLASS observation tool and conducted interviews with participants to gather feedback about their experience with the training.

Evan Moss has a B.S. in Elementary Education and taught middle school for six years in the Milwaukee area. She was involved in school and district-wide curriculum design and assessment in the content areas of Science and Social Studies. Evan is currently a Master's student in Curriculum & Instruction in the School of Education. Her interests center around teacher-student relationships, the emotionality of teaching, and how mindfulness can strengthen teachers' ability to foster healthy classroom environments. Evan was involved in the Center for Healthy Minds' Kindness Curriculum project, teaching the curriculum to students in the Madison public school system. Evan is a Teaching Assistant for a UW-Madison undergraduate course on inclusive teaching practices and is also studying qualitative research methods with Dr. Beth Graue.

Sophia Diamantis is a doctoral student in Curriculum & Instruction in the School of Education where she is studying qualitative research methods with Beth Graue. Her interest in mindfulness and education stems from her teaching in K-16 classrooms for the past seven years, and her pursuit of a 500-hour Pranakriya Yoga teacher training, a tradition based on Tantric expressions of Hatha Yoga. Sophia has taught in a variety of contexts and instructional roles working with culturally and linguistically diverse students and their teachers, both in-service and pre-service. As a graduate student project assistant, she has been involved with data collection and analysis. She has received training in CLASS, conducted classroom observations, and conducted interviews with participants to gather feedback about their experience with the training.

Jiwon Kim has a B.A. and an M.A. in Human Ecology. Before coming to Madison, she taught preK-3 in South Korea as a licensed teacher and taught at an alternative school for North Korean refugees in South Korea. Jiwon is currently a doctoral student in Curriculum & Instruction in the School of Education. Her interests center around children's play, early mathematics, and fostering a culturally & relationally responsive learning community. As a graduate student project assistant for this project, she has been working on the qualitative research component with Evan and Sophia under the supervision of Dr. Beth Graue. Together with the qualitative research team, Jiwon is working on generating data (i.e. observing classroom practices, writing fieldnotes, interviewing teachers and students and memoing throughout the process) and analyzing them to understand how teachers & students experience mindfulness practices in the classroom.

Cara Knoepfel is a study coordinator for this project. She is involved in coordinating the research and day to day logistics of the project. This role requires attention to detail but also an awareness of the big picture and scope of the study to ensure that study activities are progressing in a timely manner. A vital part of this role is managing the project's IRBs and coordinating the protocol with the Madison Metropolitan School District's research committee. This role is the point person for interacting with teachers and administrators regarding the research. Main responsibilities include: consenting teachers and students, scheduling research trainings, observations, and testing, and managing data collection. This position is responsible for hiring and supervising a team of undergraduates to assist in testing and data collection. The position is also responsible for material management and purchase orders.

Lawrence Tello holds a Bachelors of Science in Biopsychology, Cognition and Neuroscience (BCN) from the University of Michigan. Prior to joining the research team, he has gained experience in several research labs that studied social and clinical psychology, providing him with training for conducting research projects with multiple methodologies and a range of

populations. For the current project, Lawrence fills the role of a study coordinator where he primarily supervises/trains undergraduates and facilitates the collection of data. This role involves communicating with schools/teachers, preparing materials for testing, ensuring protocol is followed, checking data, and keeping the project on track.

B. What other organizations have been involved as partners?

This project is conducted in collaboration with the Madison Metropolitan School District (MMSD). One of the outgrowths of this project has been to formalize a partnership between the district and our research center to support this multi-year endeavor. MMSD provides access to teachers and classrooms for this project.

Middleton school district also provides access to teachers and classrooms for this project.

C. Have other collaborators or contacts been involved?

Not applicable

IV. IMPACT

A. What is the impact on the development of the principal discipline(s) of the project?

Teachers who participated in the mindfulness training reported feeling more calm and less stressed out among other benefits of practice. Teacher stress and burnout are a national concern for public education, resulting in significant turnover and lower quality of instruction. Providing supports for teachers to decrease stress and increase well-being has significant implications for the profession and student learning.

B. What is the impact on other disciplines?

This project is relevant to teacher training, both ongoing professional development for credentialed teachers as well as for teachers in training and how they are supported even before entering the classroom. This approach has implications for teacher efficacy in the classroom and potentially reducing turnover in the profession that has been fueled by high levels of stress and burnout.

C. What is the impact on the development of human resources?

This project provides training for graduate students and research staff in conducting school-based research. Through this research we are engaging a broad audience by sharing information about the projects with general public as well as academic audiences. Support is offered for teachers in their professional development through tools to promote well-being and reduce stress. In addition, students have the opportunity to learn skills that may enhance attention and ability to manage difficult emotions. Providing training opportunities for students and classrooms teachers is expected to promote a positive classroom environment conducive to learning and supportive relationships.

D. What is the impact on physical, institutional, and information resources that form infrastructure?

This project has facilitated an interdisciplinary collaboration between scholars from the School of Education with those trained in Psychology, leading to a mixed methods approach to understanding and assessing the impact of training on teachers and students.

E. What is the impact on technology transfer?

Students will receive mp3 players with guided practices to support and extend their learning.

F. What is the impact on society beyond science and technology?

The training for students and teachers is likely to have a real human impact. The practices are intended for teachers and students to develop greater awareness of themselves and others, which can contribute to increased personal and interpersonal well-being. Cultivating these positive qualities is consistent with efforts to promote “non-cognitive skills” that are not primarily content-based, including attention and emotion regulation, which contribute to academic and school success.

G. What dollar amount of the award’s budget is being spent in foreign country(ies)?

None/Not applicable

V. CHANGES/PROBLEMS

A. Changes in approach and reasons for change

We recruited more classrooms than our original target number, so that we would have a larger pool of teachers who are eligible to go on to implement the independent teaching model in Year 3. We had initially planned to recruit 8-12 teachers and up to 200 students for this year, but we have increased the recruitment to 21 teachers and nearly 300 students. We have also expanded our recruitment for the current cohort into a neighboring school district, enrolling 9 classroom teachers at the 5th grade level from Middleton. Including this site will provide an opportunity to evaluate the applicability of the training to districts outside of Madison and ensure a sufficient sample size for the study. The other half of our sample was recruited from MMSD as planned, and the same measures and procedures will be used in both districts for comparison. One exception is a measure that we added to the testing battery, the Implicit Associations Task to assess implicit biases related to race. The measure was approved for use by MMSD but in Middleton the measure was only approved for use with teachers, not students.

We have an additional mindfulness instructor working with the team to co-teach the student classes. The additional role was necessary in order to fulfill the need for additional instructional time created by the increased number of classrooms recruited along with having the flexibility to hold sessions at times that are most conducive to teachers’ classroom schedules.

For Year 3, we are exploring the possibility of offering training for teachers during the summer months to ease time demands as the summer break may allow for more availability and flexibility around scheduling for teachers. As teachers who are independently implementing the student training will likely begin to introduce practices from the beginning of the school year, this would also enable teachers who are co-teaching to begin offering practices for students earlier in the school year.

B. Actual or anticipated problems or delays and actions or plans to resolve them

Nothing to report

C. Changes that have a significant impact on expenditures

Nothing to report

D. Significant changes in use or care of human subjects, vertebrate animals, and/or biohazards

Nothing to report

E. Change of primary performance site location from that originally proposed

Nothing to report

VI. SPECIAL REPORTING REQUIREMENTS

Not applicable

VII. BUDGETARY INFORMATION

See budget narrative

U.S. Department of Education

Washington, D.C. 20202-5335

IES Annual Performance Report

CFDA # 84.305A

PR/Award # R305A140479

Budget Period # 3

Report Type: Annual Performance

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**U.S. Department of Education
Grant Performance Report
Cover Sheet (ED 524B)**

*Check only one box per
Program Office instructions.*

Annual Performance Report Final Performance Report

General Information

1. PR/Award #: R305A140479 (Block 5 of the Grant Award Notification - 11 Characters.) 2. Grantee NCES ID#: (See instructions. Up to 12 Characters.)

3. Project Title: Education Research Program
(Enter the same title as on the approved application.)

4. Grantee Name: UNIVERSITY OF WISCONSIN SYSTEM
(Block 1 of the Grant Award Notification.)

5. Grantee Address:
(See instructions.)

Street: 21 N PARK ST STE 6401
City: MADISON
State: WI Zip: 53715 Zip+4: 1218

6. Project Director:
(See instructions.)

First Name: Lisa Last Name: Flook Title:
Phone #: 6082656602 Fax #: Email Address: FLOOK@WISC.EDU

Reporting Period Information (See instructions.)

7. Reporting Period: From: 03/01/2016 To: 02/28/2017
(mm/dd/yyyy)

Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	398,316	0
b. Current Budget Period	493,750	0
c. Entire Project Period (For Final Performance Reports only)		

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

- a. Are you claiming indirect costs under this grant?
If yes, please indicate which of the following applies to your grant? Yes No
- b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government: Yes No
The period covered by the Indirect Cost Rate Agreement is : From: 03/01/2016 To:02/28/2017
(mm/dd/yyyy)
The approving Federal agency is : ED Other (Please specify):
The Indirect Cost Rate is : 26 %
Type of Rate (For Final Performance Reports Only): Provisional Final Other (Please specify):
- c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) Yes No
- d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :
 Is included in your approved Indirect Cost Rate Agreement Complies with 34 CFR 76.564(c)(2)?
- e. The grantee is funded under a Training Rate Program and:
 Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)
 Is recovering indirect costs using its actual negotiated indirect cost rate

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A

Performance Measures Status and Certification (See instructions.)

11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No

b. If no, when will the data be available and submitted to the Department? 06/30/2018 (mm/dd/yyyy)

12. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812). Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: Kelly Mallon

Title: Senior Research Administrator

Signature:

Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title :

File :

Project Narrative - Additional Information

Title : Additional Information

Attachment:

File :

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Week 1 ~ Session 1**Paying attention to the breath and body****Objectives:**

- To describe what mindfulness means and how it relates to wellness
- To practice awareness of the breath and the body

Materials:

- Chime/bell

Introduction (5)	<p>What is mindfulness? Why are we doing it? <i>Mindfulness is paying attention and knowing that you are paying attention. For example, how many of you pay attention to how it feels when you walk in the hallway? How about when you walk in mud or in sand? What is different between the two ways of walking? We are going to explore this idea of paying attention and knowing that we are paying attention in many different ways over the next few weeks.</i></p>
Drop-in (3)	<p>Bell Practice (Introduction to first drop-in practice) This is a practice to introduce students to paying attention in a certain way. The focus is on the sound of the bell.</p> <p><i>Let's begin by paying attention to sound. Start with your hands in your lap. As soon as you hear the sound of the bell, raise one hand. Keep your hand up until you can no longer hear the sound and lower it to your belly. Take 3 breaths. Repeat 2 or 3 times.</i></p>
Check-in (2)	Check-in about what students noticed
Teaching (10)	<p>Agreements (How should we be together?)</p> <p><i>Respectful behavior: Teachers asks participants to suggest agreements and guidelines for respectful behavior that will help them feel safe and allow them and their classmates to learn. When complete, the behavioral agreements should encompass the following:</i></p> <p><u>Mindful Listening</u> Listening to whoever is speaking with your full attention—with your ears, your mind, and your heart, “just like we listened to the tone bar.”</p>

AWAKE: Abilities in Well-being, Attention and Kindness in Education

	<p><u>Mindful Speaking</u> Is it kind, is it necessary, is it true?</p> <p><u>Mindful Bodies</u> Not distracting, bumping, poking, or irritating your neighbors.</p> <p><u>Being a Team Player</u> Creating an environment that supports everyone in learning together by keeping all of the agreements we just made.</p> <p>Review Bell practice and check - in to see how it was doing it again, now that they were familiar with it.</p>
Continued Practice (2)	Bell practice in class

Week 1 ~ Session 2

Cultivating gratitude and generosity

Objectives:

- To practice bringing gratitude into daily life
- To share with others what we value

Materials:

- Chime

Drop-in (3)	bell practice,
Check-in (2)	Check-in about what students noticed
Teaching (10)	<p>Review Agreements Gratitude - cultivating the attitude of gratitude</p> <p><i>Each week we are paying attention and knowing that we are paying attention in a different way. Last time we paid attention to sound. Of course, we noticed a lot of other things as well. Today we are going to shift our attention from sound to noticing some of the good things in our lives. Remembering that this too is a practice.</i></p> <p>(Teacher gives example by modeling the practice - thinking of several things that happened over the past day such as petting the dog, walking outside, playing with a child, reading a book . Choosing one of those things and going into more detail about what it felt like to experience this event.)</p> <p>One good thing <i>Take a moment to pause and think of one good thing that happened today. It can be something that you enjoyed doing or maybe someone helped you out with something. Maybe you're reading a good book or you had fun playing a game at recess.</i></p> <p><i>See if you can bring it right here as if it was happening right now. Notice how you feel when you are thinking about it.</i></p> <p><i>When I ring the bell, raise your hand if you want to share it with the class. Keep it simple. Keep it short - maybe just one or two words. (Call on students one at a time, keep the pace going so that many students have a chance to share in a short amount of time.)</i></p> <p>Variations for later in the lessons: One good thing I did for someone today. One good thing someone did for me. One good thing that I saw someone do for someone else.</p>

AWAKE: Abilities in Well-being, Attention and Kindness in Education

	Check-in (5) <i>How did it feel to share about good things in your life?</i> <i>How did it feel to hear others share about good things?</i>
Continued Practice (2)	Name one good thing that happened during the day.

Week 2 ~ Session 1**Paying attention to the breath and body****Objectives:**

- To describe what mindfulness means and how it relates to wellness
- To practice awareness of the breath and the body

Materials:

- Bell (chime)

Drop-in (3)	Bell Practice
Check-in (2)	Check-in about what students noticed
Teaching (15) Body scan: Bringing attention to sensations in the body	<p>Review agreements (quick review)</p> <p>Body Scan <i>Have you ever stubbed your toe or hit your elbow really hard? What does that feel like? ... Today we are going to focus on sensations in the body. We'll practice by noticing what we feel when we rub our hands together (Help students name sensation - heat, smooth, rough, etc.)</i></p> <p><i>Now let's clap your hands 3 times. What do you feel now? (Name sensations)</i></p> <p><i>We often don't pay attention to what we feel in the body unless we get hurt or we feel sick. During the next few minutes we are going to just notice what we feel in the body as we sit in stillness. We don't have to do anything special, just notice.</i></p> <p><i>Start by just feeling where the body makes contact with the floor (or chair.)</i> <i>Close your eyes if that feels comfortable. Begin by feeling the breath at the belly. You may even want to hold a hand on the belly to feel the rising and falling with each breath.</i> <i>Bring your attention to your hands and notice how the hands and fingers are feeling in this moment. Pay attention to all sensations - tingling, warmth, coolness etc.</i> <i>Move the attention to the feet and notice how they feel right now. You may notice sensations or you may notice nothing at all. It's all ok. Move your attention to your belly and feel the breath here.</i> <i>Notice sensations at the chest - maybe feeling the movement of the breath.</i></p>

AWAKE: Abilities in Well-being, Attention and Kindness in Education

	<p><i>Feel all sensations in the face - Now come back to the breath and spend the next minute resting in stillness"</i></p> <p>Check-in (5)</p> <p>One Good Thing</p>
Continued Practice (2)	Body scan in the classroom and at home

Week 2 ~ Session 2

Learning to pay attention to how we pay attention

Objectives:

- To understand the connection between the mind and the body
- To use the senses to pay attention

Materials:

- Bell
- Photo of puppy,

Drop-in (5)	Bell practice leading into a minute of silence. (Seeing where the mind goes - leads into Puppy Mind.)
Check-in (2)	Check -in <i>How are you feeling today? Raise your hand if you were able to stay with the sound of the bell and the breath. Raise your hand if you started thinking about something else.</i>
Teaching (15)	<p>Introduce concept of Puppy Dog mind. (5)</p> <p><i>Do you ever daydream? Do you get distracted when someone is talking? Have you ever missed directions because you were thinking about something else? Do you start thinking about lunch in the middle of morning meeting? It's not a problem. It's what the mind does. The mind is very busy. How many of you have watched a puppy run away, play, hide? (photo of puppy) What is helpful to teach a puppy to come back?</i></p> <p><i>Just like a puppy wanders off to explore, the mind will wander away from the focus. When we practice paying attention to the breath, the mind will wander. When you notice the mind is off exploring, gently guide the attention back to the breath. We can do the same when we focus on sound, movement, eating etc. Think of it as strengthening the attention muscle.'</i></p> <p>Breath awareness (5) Tracing the fingers on one hand to focus attention.</p> <p><i>Settling into a mindful body. Let's explore a new way to pay attention to the breath- noticing the full inhale and the full exhale as we trace our fingers. Starting at the base of the thumb, inhale as we trace up the thumb and exhale as we trace down the thumb, inhale as we trace up the index finger, exhale as trace down the index finger, etc.</i></p>

AWAKE: Abilities in Well-being, Attention and Kindness in Education

	<p>If time introduce Slo-mo catch – using breath to guide the movement. Open the hands on the in breath and touch fingers together on the out breath.</p> <p>Check-in (5)</p>
Continued Practice (2)	Breath awareness practice - tracing fingers, slo-mo catch.
2	ONE GOOD THING

Week 3 ~ Session 1

Learning to pay attention to how we pay attention

Objectives:

- To understand the connection between the mind and the body
- To use the senses to pay attention

Materials:

- Container of stones of varying sizes, textures and colors - enough for one per student and adult in the class

Drop-in (3)	Tracing fingers
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Stone Practice - (Mindful Child) (10). <i>We are going to continue to build this attention muscle by using our senses of sight and touch to help us observe an object.</i></p> <p><i>Choose a stone. Notice everything there is to notice about the stone in your hand - notice color, texture, shape. Is there something that makes it unique? Now put the stone in the center of the circle. (All students put stones in a pile)</i></p> <p><i>Do you think you can find "your" stone in the pile? Take a moment to remember everything about your stone and what sets it apart from others. Who would like to start? Let's try to do this without saying anything. Just notice the thoughts you may have and hold them in your mind.</i></p> <p>(Invite one or two students to find their stones and then ask 3 - 4 more to go. This can go fairly quickly. A student may choose the "wrong" stone and that makes the activity that much more interesting!)</p> <p><i>So how did you know the stone you are holding now is the stone you chose at the beginning of the activity? (Go around the circle so that students can share how they identified their stones. For example, "I know this is my stone because _____.")</i></p> <p><i>We all noticed different things and sometimes it was the stripe of color, the jagged edge, the rough side that made this rock unique. We can bring this kind of attention to everything in our lives".</i></p> <p>Check - in (5)</p>

AWAKE: Abilities in Well-being, Attention and Kindness in Education

Continued Practice (2)	Drop-in practice (Bell, tracing fingers), sketching or writing observations about a familiar object
2	ONE GOOD THING

Week 3 ~ Session 2

Cultivating Healthy Habits of Body and Mind

Objectives:

- To directly experience a stimulus using all senses

Materials:

- Bell
- Raisins, chocolate chips and/or other familiar food item

Drop-in (3)	Mindful stretching
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Mindful eating (10) (Use raisins, grapes, etc.)</p> <p><i>The last two classes we spent time noticing our “puppy dog mind” and learning to use our senses to pay attention to a familiar object (Stone activity) Today we will bring that same attention into exploring something we might think we already know. What happens when we look at something familiar as if we are seeing it for the first time?</i></p> <p><i>I’m going to give you some objects. (Hand out small cups with raisins) Notice what you think as soon as you see these objects. Try not to say anything out loud.</i></p> <p><i>Let’s use our senses of seeing, hearing, touching and smelling to observe this object. Do not use the sense of taste. We’ll save that for later.</i></p> <p><i>Share what you notice about the object. What does it look like? What does it feel like? (color, texture, etc.) Hold one object between two fingers and look very closely. Is there anything else you notice? Can you use the sense of hearing to notice more about this object? (If using raisins gently squeeze the raisin and there might be a crackly sound.) (Encourage students to take their time to with this observation. There might be a lot of judgments that come up, acknowledge the judgments and guide them back to observation)</i></p> <p><i>Now we’ll use the sense of taste to explore the object. Place the object in your mouth, but do not bite down on it. Just let it rest on the tongue. What do you notice?</i></p>

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	<p><i>Now slowly bite down on the object - just one time. What do you notice now? Slowly chew. What are you noticing as you chew? When you choose to swallow pay full attention to swallowing." What did you notice?</i></p> <p><i>(Do the same with chocolate chips.)</i></p> <p>Check - in about practice (5) (How is this different from the way we normally eat?)</p>
Continued Practice (2)	Bell practice, Teacher to lead a minute of mindful eating at snack
2	ONE GOOD THING

Week 4 ~ Session 1

Paying attention to emotions

Objectives:

- To understand the rising and fading away of emotions
- To explore the interrelationships between thoughts and feelings

Materials:

- Glitter ball (mind jar)
- Emotions poster

Drop-in (3)	<p>Using glitter ball or mind/body jar</p> <p>First ask students to watch as you shake up the mind jar and let the glitter settle. Not necessary to do anything but watch the glitter settle. Repeat.</p>
Check-in (2)	Check-in about what students noticed.
Teaching (15)	<p>Emotion charades (10)</p> <p><i>How many of you have ever felt happy? What is something that makes you feel happy? (Examples from students) How about sad? (Examples) Anyone ever feel angry? (Examples) Do you know how it feels in the body when you feel happy, sad, angry?</i></p> <p>Show poster of emotions. <i>These are some of the emotions that we have all felt. Sometimes we may not even have a word for how we are feeling. Sometimes what we are feeling is a combination of many emotions. Today we are going to spend a few minutes acting out emotions. We're going to act it out without using words and so we are playing emotion charades.</i></p> <p>Ask for a volunteer to come up and act out an emotion. Help the student pick an emotion off the chart that he/she can act out for the class.</p> <p><i>Who can guess the emotion? In order to do this we are going to be paying attention to our own internal glitter ball? What does happiness feel like? What does sadness feel like? What might that look like in another person? It's ok if you don't guess the emotion that is being acted out. Remember you are trying to read someone else's emotion. (If students guess a different emotion than what is being acted out, encourage them to keep guessing.)</i></p> <p><i>(To student acting it out) How do you know how (emotion) feels? How did you know what to do to act it out?</i></p>

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	<p><i>(To student who guessed it) How did you guess the emotion? What was (student) doing that let you understand the emotion being acted out?</i></p> <p>Invite others to come up to act out different emotions.</p> <p><i>Why spend time doing this? Sometimes we think we know what others are feeling, but it can be hard to tell and that's ok. We practice understanding how emotions feel in our own bodies and that helps us understand what someone else might be feeling.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Drop in practice using mind jar Practice emotion charades
2	ONE GOOD THING

Week 4 ~ Session 2

Paying attention to emotions

Objectives:

- To understand the rising and fading away of emotions
- To explore the interrelationships between thoughts and feelings

Materials:

- 4 small bells
- Glitter Ball/mind jar

Drop-in (3)	<p>Glitter Ball /Mind-body jar Watch it settle, Count breaths (inhale and exhale is one breath) while watching the glitter settle</p>
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Pass the bell - (10) This is an activity to be aware of thoughts, emotions and sensations while interacting with others. The point is to pass a bell from person to person without talking and without ringing the bell.</p> <p><i>Last time, we explored emotions and how they feel in the body. (Show poster) Today we are going to do an experiment with passing a bell that will allow us to see how the thoughts, emotions and sensations are arising in our own internal glitter ball.</i></p> <p>Students form one large or two smaller circles.</p> <p>Start by showing all the students that the bell actually rings. <i>We are going to pass the bell around the circle. Sounds easy, right? But we are going to try to pass it without ringing it. What might help us do this? (Get 2 or 3 suggestions) It's not a problem is the bell rings. Just notice the sound, how it feels when you hear the sound of the bell and keep passing the bell.</i></p> <p><i>Begin by feeling the feet on the floor. Take a moment to feel the breath in the body. Check in to see how you feel right now - nervous, excited, bored. Notice where you feel those emotions in your body. See how it changes as we move through this activity.</i></p> <p>Slowly start passing the bell by the handle to the person next to you. Remind students to try to do this without talking.</p>

AWAKE: Abilities in Well-being, Attention and Kindness in Education

	<p>If the bell rings, reassure the student that it's ok and just to notice what is happening in the moment - emotions, sensations, thoughts When the bell gets back to starting point, check-in with the group about what they noticed.</p> <p><i>Let's pause and check-in. What did you notice? How did you feel when you got the bell? How did it feel when you gave the bell away?</i></p> <p>If a student says, "I felt nervous." Ask him/her where it was felt in the body. Sometimes students will intentionally ring the bell and this can be part of the activity - noticing frustration and how we work with it.</p> <p>Part 2: <i>We're going to try it again. Get ready by feeling your feet on the floor. Remember we're trying to do this in silence. Begin by passing the bell in one direction. After it gets to the 3rd or 4th student, add a 2nd bell going the other way. Some students will notice and others will be very focused on the first bell.</i></p> <p>Add one or two more bells so that there are up to 4 bells going around the circle. Students will have to figure out what they do when two bells arrive at the same time. Eventually all the bells will come back to the starting point.</p> <p><i>So how was this different? What did you notice? Who can name an emotion? A sensation? A thought?</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Mind jar (shake it up and watch it settle), bell practice.
	ONE GOOD THING

Week 5 ~ Session 1

Paying attention to thoughts

Objectives:

- To explore the connection between thoughts, emotions, actions
- To gain a felt-sense of recognizing thoughts and practice letting them go

Materials:

- Picture of parade with floats
- Picture of a float (x15)

Drop-in (3)	Finding center by rocking from to side to side going into brief Body scan
Check-in (2)	<p>After practice: <i>There is a difference between thoughts and sensations in the body. Share both and I'll write down a few examples of thoughts.</i></p> <p>Check-in: Teacher validates descriptions of sensations (to show importance) and jots down thoughts on drummers on the board. <i>We'll come back to drummers, don't worry about it for now.</i></p>
Teaching (15)	<p>Show picture of parade. <i>What do you see?</i> (Key Vocab <u>Parade</u> and <u>Floats</u>)</p> <p><i>Imagine you are at a parade. On sidewalk, floats start to come toward you, in front of you for a moment, pass by. Next float starts to come toward you, etc....</i></p> <p><i>Thoughts work like this. They come, are here for a moment and are gone.</i></p> <p><i>Let me give you two examples. Shake Mind Jar and watch it settle for both examples.</i></p> <p><u>Example 1</u></p> <ol style="list-style-type: none"> 1. <i>Watching the Mind Jar; Noticing breath and body</i> 2. <i>Thought; I wonder how many pieces of glitter are in the mind jar? (Rise and fall of drummer at the same time)</i> 3. <i>Watching the Mind Jar; Noticing breath and body</i> 4. <i>Thought; I really liked what we did in Art today. It was fun. I want to do it again. (Rise and fall of drummer at the same time)</i>

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	<p>5. <i>Watching the Mind Jar; Noticing breath and body</i></p> <p><u>Example 2</u></p> <p>1. <i>Watching the Mind Jar; Noticing breath and body</i></p> <p>2. <i>Thought; I wonder how many pieces of glitter are in the mind jar? Is glitter made of paper? I want some of that paper. I bet all the boys and girls would like that paper. I bet the teachers would even think it is cool. You know what, I need to talk to Mr. K. I bet he has money to buy that paper. (Raise a new drummer for each thought, collecting many.)</i></p> <p>Check-in; <i>Could you notice a difference? Could you feel a difference in your body or mind? Gather as many noticings as possible from students.</i></p> <p><i>The key difference is the ability to recognize a thought. Then there is a chance to keep thinking it or let it go.</i></p> <p><i>Do you want to try? Let's practice noticing thoughts and putting them on floats and letting them go. Mind Jar Practice.</i></p> <p>Check-in; <i>What thoughts did you notice? Could you put them on a float and come back to the mind jar? Did anyone go with his or her thoughts in the parade for a few thoughts? Teacher validates sensations, thoughts and ability to come back to mind jar.</i></p> <p><i>Can we do this practice of noticing thoughts during other practices we have learned together?</i></p> <ol style="list-style-type: none"> 1. Slow-Mo Hands, Body Scan, Tracing Fingers, Bell, etc 2. On Student suggestion, do a practice and notice thoughts. 3. Check-in
Continued Practice (2)	<p><i>Keep exploring the practice of letting thoughts go. Some times we want to think thoughts (math, problem-solving, reading, etc.) and some times we want to let them go. Keep practicing over the next few days and we can check-in next time about what you are noticing.</i></p>
2	ONE GOOD THING

Week 5 ~ Session 2

Paying attention to thoughts

Objectives:

- To explore the connection between thoughts, emotions, actions
- To gain a felt-sense of pleasant/unpleasant thoughts

Materials:

- Bell
- Brain poster or model

Drop-in (3)	Bell practice, tracing fingers or mindful stretching
Check-in (2)	Check-in about what students noticed
Teaching (20)	<p>Brain in the Palm of Your Hand (10)</p> <p><i>To begin to understand this let's take a look at a poster (brain poster) The brain is very complex and no one fully understands it, but we can use a simple model to begin to have an idea of what happens when we feel really sad, excited, or....angry. (Hold up on hand and fold fingers over the thumb making a thumb. Students can do the same thing with their hands as you model this)</i></p> <ul style="list-style-type: none"> • <i>The Wrist and palm represent the brain stem which is responsible for survival instincts: Flight, freeze or fight,</i> • <i>Fingers over the thumb represent the mid brain where we store and integrate memories, emotions (fear, anger etc.)</i> • <i>Fingernails represent the prefrontal cortex - this is the area that makes sure messages get where they need to go. The following are some of the functions of pre-frontal cortex: Regulation of body through nervous system, emotional regulation, regulation of interpersonal relationships, response flexibility, etc.</i> <p><i>What happens when you are stressed, overwhelmed or trying to deal with really difficult memories? Have you ever felt angry? How does it feel? What happens in the body? What do you do when you feel really angry?</i></p> <p><i>The front part – the cortex- temporarily shuts down which means you can't regulate strong emotions or manage relationships.</i></p>

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	<p><i>Basically you have flipped your lid and are operating from the part of the brain that is in survival mode. Once we recognize this because we feel it in our body, we can use a strategy to calm down and bring the frontal cortex back into functioning so that you can problem solve. What are some things that we can do to calm down?</i></p> <p>Cleansing breaths, calming breaths practice- a way to calm down (5)</p> <p>Calming breaths can be used throughout the day to check-in or to regulate strong emotions. It can be practiced sitting, lying or standing. Often, it is helpful to do this breathing after a transition. This type of belly breathing calms the stress alarm. Counting the breaths can help students focus on the breath and notice that the exhale is longer than the inhale.</p> <p><i>Let's try breathing in a way that will bring the breath all the way to the belly. When we do this we can help calm both our body and mind. Let's practice by placing one hand on the belly. Take a deep breath in through the nose and feel the belly expand 1,2,3,4. Hold the breath 1,2,3,4,5 and breathe out through the mouth 1,2,3,4,5,6 Let's do this 3 more times, breathing in, holding the breath for a few seconds and then breathing out fully.</i></p> <p><i>Now just breathe naturally and offer these words to yourself. May I feel safe and peaceful. Just see how it feels to offer this wish for peace and safety. May I feel safe and peaceful.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Practice cleansing breaths (morning meeting and/or after transitions) 4, 5, 6 breaths
	ONE GOOD THING

Week 6 ~ Session 1

Cultivating Healthy Habits of Body and Mind

Objectives:

- To directly experience a stimulus using all senses

Materials:

- Bell

Drop-in (3)	Cleansing breaths
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>The Pause leading into Mindful walking</p> <p><i>Today we are going to practice something that can be helpful in everything we do in class, at lunch, on the playground, at home. Everything. It is called The Pause. The pause is a way for us to stop even if it is only for a few seconds. When we pause we gently interrupt what we are doing or thinking so that we can be more aware of what is happening. Let's practice The Pause. When I give you the signal start (tapping knees, whispering, snapping fingers etc.) and when you hear the bell, pause, take a full breath and then start the activity again. (Students practice this while seated.) Now let's practice this with something that we do all the time: Walking. When I give the signal, stand up and start walking around the room. You can look at things on the wall or around the room. etc. When you hear the sound of the bell, stop moving and take 2-3 breaths. Listen for the sound of the bell and continue walking, etc. Each time you pause notice what it is like to feel your feet on the floor and count the inhale and exhale. Just see what happens. (Students move around the room. It is helpful to direct students to pay attention to imagine walking in different ways such as walking in mud, walking in knee deep water, walking as if they are tired, excited.)</i></p> <p><i>Now bring your full attention to walking. When you hear the bell, take a few steps moving slowly and paying attention to your feet on the floor. It may seem strange because we normally don't walk slowly. Feel each step as if you are taking it for the first time. Now slowly walk back to your seat.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Teacher to choose one path a day to practice with students
2	ONE GOOD THING

Week 6 ~ Session 2

Working with perception and creative responding

Objectives:

- To experience that shifting perception alters the way objects are experienced

Materials:

- Optical illusion picture of old woman/young woman and vase/faces
- 9 dots handout

Drop-in (5)	<p>Three Minute Breathing Space (Slightly longer drop-in practice) (5)</p> <p><i>Let's start by sitting in a way that allows us to be still. Now without doing anything special, notice what is happening around you without saying anything or trying to change anything - This can be sound, sensations, thoughts. (First minute)</i></p> <p><i>Now we will gather and focus the attention on our breathing. It might help to close the eyes and pay attention to each breath. The in- breath and the out- breath. You might notice the movement in the chest or in the body. (Second minute)</i></p> <p><i>Now widen the attention so that you can feel your body, breath and sound. Relax. (Third minute)</i></p>
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Introduce the word <i>perception</i>: (10)</p> <p><i>Have you ever heard the word perception? It's the ability to see, hear, or become aware of something through the senses. It's a way of understanding something. We used our sense of perception when we explored the stones and when we slowed down to notice everything about a raisin. Today we will explore perception in a different way. I'm going to show you a picture. Take a couple minutes to look at it. (Show the picture of the old woman/young woman and give students some time to look at it.)</i></p> <p><i>Tell me what you see? (Some students might see a young woman, some students might see the old woman, some will see many other things in the photo)</i></p> <p><i>How many of you saw a young woman? If you can't see a young woman in the picture, it's ok, but notice how it feels when you hear</i></p>

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	<p><i>others can see something that you can't see? What is that like? How many of you see an old woman? (Check in with students who can't see the old woman to get them to talk about how they feel.)</i></p> <p><i>Who can see both the old woman and the young woman? (Invite students to describe the young woman and old woman to help others see the two outlines within the one image.)</i></p> <p><i>Sometimes we think we know what is happening, but we don't always have the whole story. What happens when we take the time to look again or to listen to others to see another way of looking at a situation?</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Pay attention to how you see things. Can you notice when you see, hear or say something in a different way from someone else.
2	ONE GOOD THING

Week 7 ~ Session 1

Cultivating kindness and compassion

Objectives:

- To understand our interconnectedness

Materials:

- Bell

Drop-in (3)	Any appropriate settling practice (teacher or student led)
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Compassion circles</p> <p>(Everyone starts standing shoulder to shoulder in a large circle.)</p> <p><i>We all have things in common and we all have experienced different things in our life. I will say a sentence and if it is true for you, you will step out of the large circle and join a second circle by me. The people in the first circle will step closer together so we will then have 2 circles.</i></p> <p><i>Each time we make a circle, take a moment to look around and see who is in the circle with you. Notice what it feels like to join a new circle - you are going to have lots of thoughts about this, but you will also have emotions about it. Notice if you can feel what happens in the body each time we make a new circle.</i></p> <p>Use some or all of the following circle categories, or make up your own that might be better suited to your class. <i>Let's start our big circle knowing that we all go to _____ school (or are in room _____.)</i></p> <p><i>Make a new circle by me if you have ever lived someplace other than Madison. (Help students form a new circle, and other students close the first circle. There should be two circles. Encourage students to limit the talking and just observe what it feels like to be in these two circles.)</i></p> <p><i>Make a circle by me if you speak more than one language at home and at school. (Help students form a new circle. Now there should be one circle with students who speak more than one language and another circle with students who only speak one language.)</i></p>

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	<p><i>Make a circle if you have brothers and /or sisters</i></p> <p><i>Make a circle if you have brothers or sisters who make you feel angry.</i></p> <p><i>Make a circle if you have ever gone somewhere on a train.</i></p> <p><i>Join the circle if you have ever gone somewhere on a plane.</i></p> <p><i>Make a circle if you have ever had a broken bone.</i></p> <p><i>Make a circle if you have a pet</i></p> <p><i>Make a circle if you have lost a pet or it has died.</i></p> <p><i>Look around the circle. Notice what you are feeling. Notice how it feels in the body. Everyone here has the opportunity to understand these kinds of experiences and all the feelings that go along with them.</i></p> <p><i>Now make a circle if you have ever felt ignored, had your feelings hurt or felt bullied.</i></p> <p><i>Once again look around, see that you are not alone. And seeing that we are not alone, taking a moment to offer these words of kindness. May we all be safe, happy, healthy and have peaceful moments.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Notice when something is happening for someone. Can we see what it's like to understand it from their perspective. Pausing and wishing others peace.

Week 7 ~ Session 2

Cultivating Kindness and Compassion

Objectives:

- To practice Mindful Self-Compassion

Materials:

- chime

Drop-in (3)	Mindful movement – including shaking and then placing a hand over heart to feel heartbeat. Feeling the rhythm of the body.
Check-in (2)	<i>What did you notice? How are you feeling?</i>
Teaching (10)	<p><i>Last time we talked about and experienced what it was like when we experienced compassion and empathy for others. How many of you have ever seen a child fall down and get hurt? How about someone (a friend) who feels bad because their feelings got hurt or they didn't do well in a game or on a test (etc.)? What are some things you say to someone who is hurting?</i></p> <p><i>Today we are going to practice bringing compassion to ourselves. We all go through hard times, we all make mistakes; this practice can be used to help us meet these experiences in ways that allow us to be more caring toward ourselves and also be more resilient (be able to recover.)</i></p> <p><i>Bring to mind a time when something didn't go the way you wanted. Not the biggest difficulty, but some time when things were a little off and you were a bit upset or frustrated. Bringing the story to mind; imagining what you were doing, where you were, who you were with etc.</i></p> <p><i>Now turning your spotlight of attention inside you, notice how your body feels (brief body scan), notice what's going on in your mind. Are you carried away by a thought parade? Have you flipped your lid?</i></p> <p><i>Now offering these words to yourself: So this is really hard – hard to think about, hard to feel. This is part of life and everyone feels this way sometimes. It's ok to feel this. It will pass.</i></p> <p>Ending with mindful awareness of body and breath.</p> <p>Check-in (Connecting with the heart.) One Good Thing</p>
Continued Practice (2)	The pause, noticing when we flip our lids and offering kindness toward self and others. (Refer to visual.)

Week 8 ~ Session 1

Cultivating kindness and compassion

Objectives:

- To understand our interconnectedness

Materials:

- Bell
- Kindness cards

Drop-in (3)	Choose a settling in practice that is appropriate for class (teacher or student led)
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Caring/ Kindness Practice (10)</p> <p>(Have the kindness cards ready. One for each student and adult in the classroom.)</p> <p><i>Over the last 2 weeks, we explored sticky thoughts and thoughts that sometimes make us flip our lids. We also talked about empathy and compassion for others and self. Situations happen that can make us feel sad, angry. Sometimes we flip our lids or get stuck in a sticky thought and that can be hard. So let's take a few minutes to talk about feeling safe, happy and peaceful.</i></p> <p><i>What does it mean to you to feel safe? What does it mean to you to feel happy? How about healthy? And peaceful? (perhaps students share where they feel safe, or what makes them feel happy....this is just for them to begin to bring attention to this idea of safety, happiness and peace.) Do you think we all want to feel safe? Happy? Peaceful? Notice how it feels when I say this to you: I want each of you to feel safe and happy. I want you to have good health and feel peaceful.</i></p> <p><i>Today, I'm going to share something with each of you. This is my wish for you. (Hand a card to each student.) Read what it says to yourself and see what it feels like to get this message. How does it make you feel? And you don't have to feel anything special at all. Is there anyone who wants to read the message and/or share how you feel? (Let students share.)</i></p> <p><i>Now let's try something. Close your card. Now pass it to the person to your right. You are now sending this wish to someone right next</i></p>

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	<p><i>to you. It's ok to do because we know that each of us wants to feel safe, we want to feel happy, we want to be healthy and we want to feel peaceful. Take a moment and see what it was like to share the card with someone else."</i></p> <p>Check-in (5) One Good thing</p>
Continued Practice (2)	Offering a phrase of care and kindness in morning circle. May we be safe today. May we feel happy and peaceful

Week 8 ~ Session 2

Cultivating gratitude and generosity

Objectives:

- To practice bringing gratitude into daily life
- To share with others what we value

Materials:

- Chime
- Cardstock squares for quilt

Drop-in (5)	Any settling practice that seems appropriate - perhaps led by student.
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Sharing (5) <i>We have explored many different things in the last few weeks. Let's take a moment to remember some of the practices that we shared. Taking a moment to share about what we want to remember from the class. Make list of practices, activities that students share. These practices will always be with you. These are like tools in the tool belt. As a way to remember our experience together, we are going to make a "quilt". Each of will get a square to decorate using words or designs that describe something you want to remember and share with others. (Show example of "Quilt") I'll leave the squares with your teacher and come back to collect them in the next week or so. I'll bring the finished project to your class soon after.</i></p> <p>One last practice to share as a group :</p> <p>Tell Me What you Love (5) A variation of One Good Thing (Tell me what you are grateful for...)</p> <p><i>Take a moment to pause and check-in with the body. See how you are feeling right now. Take 3 cleansing breaths. Now think of things in your life that you love or that you are thankful for. Maybe you are thinking of a person who helps you or makes you smile, maybe it's a sport that you really enjoy playing, maybe it's the way your dog greets you when you get home. Just let these things/people come to your mind right now without trying too hard.</i></p> <p>Ask if someone wants to share - just one or two words. Students often share things like my mom, my grandma, video games, my</p>

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	<p>baby sister, my hamster, playing football, drawing, reading a book, my family, my house, my stuffed toy etc.</p> <p><i>We'll start with one person and then go around the circle (or room). You can choose to share or you can say "pass". We might be able to go around 2 times and so you'll have a chance to share more than one thing that you love or are grateful for. Notice how it feels to share about the things that are important to us. Notice how it feels to listen to one another as we go around the circle.</i></p> <p>Students take turns sharing and if time allows, go around the circle again and perhaps a third time if they want to keep sharing. Check-in with students about how it felt to share and how it felt to listen to others.</p> <p>Leave card stock for quilt squares</p>
Continued Practice ...	Dropping-in, bell practice, gentle stretching, listening to one another, offering kindness and care, remembering the good things that happen during the day, pausing, reminding ourselves that we are not alone. Breathe.

AWARE – (Cultivating) Abilities of Well-being, Attention, Resilience in Education

**10 week class for teachers – cultivating well-being
75 minutes each session**

The teacher curriculum is aligned with the student curriculum following many of the same practices: breath, body sensations, mindful eating, perception, gratitude/compassion (one good thing), emotions, thoughts, interconnectedness, loving kindness/compassion.

Week one (introduction, breath awareness practice)

Theme: Introduce teachers to mindfulness and how it is related to health and well-being. Participants will practice mindfulness based skills using breath as an anchor. Cultivating the attitude of non - judging

Materials: Chime, Ojai council rules, handouts

Opening: Short drop-in practice using chime to allow participants to settle with follow up introductions. Go around circle and say name, school, role, and one thing noticed during the practice and one thing they are curious about regarding the training. Take a full inhale/exhale before sharing.

Introduce mindfulness as a way of being - stepping out of autopilot. Mindfulness is paying attention in the present moment on purpose w/o judgment (or w/ awareness of judgment) It's a practice, something we will try out on a regular basis. Try it out and then share experience. Bringing the attitude of curiosity to the practice. Remember to remember.

Share Ojai council rules - agreements in how to be together during this time. Speak from own experience Listen deeply (no side conversations, cell phone use etc.) Confidentiality, emphasize that this class is for them...just experience it.

Practice - paying attention to sound moving into breath. Focus on inhale, exhale at nostrils, chest or belly. Notice mind wandering (natural for it to wander) and allow the anchor of the breath to draw the attention back to the body/breath. (Sitting or lying down – focus fully on points of contact and sensations of breath.

Inquiry: What did you notice? How is this different from how we normally pay attention?

Home Practice: Fill out pleasant experiences calendar. Practice sitting for 5-10 minutes using guided practices.

Week 2 -cultivating awareness of sensations through body scan/pleasant experiences

Theme: Present moment focus using mindfulness-based skills.

With the body scan, participants experience the way the body holds tension and ease while bringing awareness to breath and body sensations. Also, bringing attention to moments of ease and pleasant experiences. Cultivating the attitude of non-judgmental awareness.

Materials: Mats, cushions, blankets

Opening: Welcome participants - begin with gentle stretching from seated position moving into short breath awareness practice.

Check-in - saying 2 words that describe present moment experience

Formal practice: Body scan.

Guide participants to find a comfortable position either lying down on back, sitting in chair or on floor. This practice is an opportunity to move the attention from one part of the body to the next noticing any sensation that might be present or aware of lack of sensations. Breath is an anchor throughout practice.

Inquiry of body scan: What did you notice? How might this be different than how we normally pay attention to the body?

Check-in about home practice - how did participants find time? What was easeful? What was challenging? Pleasant experiences calendar

Introduce One good thing: Take a moment to pause and think of one good thing that happened today. It can be something that you enjoyed doing or maybe someone helped you out with something. Maybe you remember a moment at home before you left for work or someone held the door for you or smiled at you. Drop in and notice how it feels to remember this moment. (3-4 people share briefly)

Variations on practice as we move through the program:

One good thing I did for someone today.

One good thing someone did for me.

One good thing that I saw someone do for someone else.

Home practice Continue with pleasant experiences calendar, practice body scan - choose short or long scan.

Week 3 (pleasant experiences, raisin meditation)

Theme: Participants continue to cultivate awareness of body and breath through movement, body scan and breath awareness practices. They also have the opportunity to use all senses to experience object - training attention through senses.

Cultivating the attitude of beginner's mind.

Materials: raisins, chocolate chips, chime, cushions, mats

Opening: Welcome. Arriving practice - 6 point body scan in chair.

Feeling points of contact with chair. Noticing breath in body.

Feeling feet on floor and noticing sensations - pressure, etc scanning body to knees, hips, belly/lower back, chest, face

Resting with breath at each place in the body.

Check-in What did you notice? How might this be useful throughout the day? When could one practice the body scan? Did anyone notice the mind wandering? What did you do?

Introduce the idea of "puppy mind" - the mind wanders and just as we train a puppy with kindness, we can do the same with the mind. Notice and allow attention to be drawn back to body, breath.

Formal practice: Raisin exercise

Directing the focus through using the senses: Sight, touch, smell, hearing, taste and mind. Instruct participants to simply observe and experience using the senses.

Inquiry - what did you notice? How might this be different than how we normally pay attention to eating?

Check-in about Home practice - pleasant experiences and body scan

One good thing

Home practice: body scan, sitting practice

Fill out unpleasant experiences calendar,

Eating meditation - eat a meal or part of a meal mindfully

Week 4 (perception/creative responding, unpleasant experiences)

Theme: Becoming aware of perception and creative responding.
Bringing attention to the experience of shifting perception can alter the ways in which we experience objects - both pleasant and unpleasant. There is more than one way of seeing something....Continuing to bring attention to breath and body sensations as a way to strengthen the attention muscle. Cultivating the attitude of acceptance

Materials: Mats, cushions, chime, optical illusion pictures

Opening: Welcome - one minute drop-in using vase breathing (allowing body to settle)

Practice: Movement using dead bug practice moving into body scan and breath awareness practice - simply observing places of tension in both body and mind.

Mindful Inquiry What did you notice? How did you work with challenges?

Check in about Home practice

Review Unpleasant events calendar and body scan.

Introduce perception activity using old woman/young woman pictures - noticing how it feels to recognize different forms and how it feels when not able to see what others see.

What does this have to do with what we are doing? What might this have to do with understanding ways in which we respond or react?

Formal practice: Breath awareness practice with loving kindness phrases.

One good thing (one thing that someone did for you)

Home practice: Dead bug/body scan

Sitting practice

Loving Kindness

(Maybe move perception activity to beginning of class after drop-in)

Week 5 (yoga, tea cup activity)

Theme: Focus on attending to what is present. Bringing attention to being with what arises in the body through movement - shifting away from problem solving. Cultivating the attitude of acceptance.

Materials: Yoga mats, cushions, chime,

Opening: Welcome, drop-in practice: Noticing breath, bringing attention to sensations in feet, moving to jaw, coming back to breath. Brief check-in

Formal practice: Floor yoga - resting pose, full stretch, pelvic tilts, knee to chest squeeze, one leg stretch, cat/cow stretch, balance pose (leg, arm outstretched), bridge pose, leg lift - both sides, resting pose)

Inquiry What did you notice? How might this be different than how we normally pay attention to the body? (Bringing in attitude of acceptance, beginner's mind etc.)

check-in: Discuss home practice (dead bug/body scan/sitting practice)

Pass the tea cup activity The mind is always knowing something, but so much of what we experience in the body goes unnoticed -With this activity bringing attention to thoughts, emotions and sensations. Check-in - what did you notice? Why pay attention in this way?

One good thing practice (One thing that you did for someone else)

Home practice: Floor Yoga, 6 point body scan, sitting practice

Week 6 (internal and external stressors)

Theme: Focus on how body and mind react to stress - bringing attention to internal/external stressors and our reactions. Cultivating the attitude of patience.

Materials: chime, chart paper, note cards, pens

Opening: welcome, arriving practice - tracing fingers or flower hands

Formal practice: Longer sitting practice - working with discomfort, tension
How to work with pain - bring curiosity to sensations (explore) or make choice to shift with intention of returning to original position.

inquiry: What did you notice? How did you choose to work with discomfort? How might this be different than how we normally work with discomfort?

Check-in about home practice

Stress activity/pause: What are our internal/external stressors? Make a list and share with a partner. Make group list. What are ways we work with stress (helpful, unhelpful)?

Circle of awareness: Body sensations, emotions, thoughts, behavior - recognizing our habits/reactions is first step. Introduce stress cycle - reaction v. response

“The pause is a way for us to stop even if it is only for a few seconds. When we pause we gently interrupt what we are doing or thinking so that we can be more aware of what is happening.”

One good thing (choose practice)

Home practice: Sitting practice
noticing reactions to stressors, bringing the pause into moments of reactivity

Week 7 (emotions)

Theme: To understand and experience the rising and fading away of emotions. Observing the experience of emotions in the context of the mind/body. Cultivating the attitude of patience.

materials: yoga mats, cushions, chime, emotion cards

Opening: arriving practice :**Three Minute Breathing Space**

First minute: noticing

Sitting or standing still, bring your awareness to whatever is happening right now without trying to change anything. This can be sound, feelings, sensations, thoughts etc.

Second minute: Gathering and focusing attention:

Bring the full attention to breathing - aware of the physical sensations of the breath as it moves in the body - notice the movement in the chest and belly. Also notice the movement in the shoulders. Use the breath as an anchor.

Third minute: Expanding attention

Open up the field of awareness to include the breath and the body. Explore the sensations in the body by directing the breath to various parts of the body.

Formal practice: standing Yoga - mountain pose, full body stretch, cherry picking (one arm raised), shoulder rolls, neck rolls, twist, chair, balance pose, forward bend, mountain pose

Mindful inquiry - what did you notice? How do you feel in the body? in the mind?

Check –in about home practice

Emotions practice - spread emotions out on floor. " what do you notice, which ones speak to you... Look at these emotions and notice which ones you seem to be drawn to and which ones you tend to avoid or ignore. Notice how it feels in the body looking at the word. Does looking at a particular emotion change the breath? Notice preferences in the mind. Are there emotions that you are very familiar with and some that you aren't? Let's go shopping for emotions. Arrange emotions the way you want them. What did you choose and how did you arrange them? "Noticing one or 2 of these emotions in the body. Asking people about their experience of emotion in the body. Then handing emotions out randomly. Messing up people's piles. Emotions come and go.

Poem - Guest House

RAIN

Home practice: Bringing attention to emotions throughout the day - notice sensations that accompany the emotions. Standing yoga, sitting practice

One Good Thing (Choice)

Week 8 (thoughts)

Theme: To understand the physical and emotional response to thoughts - circle of awareness: emotions, thoughts, sensations and behavior. Observing thoughts and the impact thoughts have on the mind/body

materials: chime, picture of parade, drummers, handouts (communication calendar)

Opening: Welcome, 3 minute breathing space

Formal practice: Yoga - standing, resting in mountain

Mindful Inquiry – What did you notice? What is happening moment to moment

check-in review home practice - paying attention to emotions, yoga, breath awareness

Introduce Parade of thoughts - How many of you noticed thoughts when sitting following the breath. Sometimes thoughts come and seem to stay - they are like velcro. All thoughts come and go - when we give ourselves the time to pay attention, we can see what happens with the movement of thoughts. For example: Imagine you are at a parade standing on the sidewalk. Floats start to come toward you, in front of you for a moment and pass by. Next float starts to come toward you, etc. Thoughts work like this. They come, are here for a moment and are gone.

Formal practice: Sitting with thoughts

Seeing thoughts as events arising and passing away, distinguishing event from the content. Noting the thought and then letting go rather than being "lost in thought." Just like at a parade, we can stand by and watch the floats go by or we can jump into the parade. Once we see that we are lost in the parade, we can choose to stay or jump back on the sidewalk. Knowing that when we suffer with a thought we are identified with it as if the thought is me. But when seeing a thought through awareness, we see the thought clearly, as an event arising, knowing it is not me, it is impermanent.

Inquiry about practice

Home practice: Pay attention to getting caught in the "parade" - not a parade, just notice. Difficult communication calendar.

Sitting practice, yoga

One good thing

Week 9 interconnectedness (optional class depending on number of Mondays)

Theme: to understand our interconnectedness and cultivate empathy/compassion for ourselves and others. Focus is on ways in which we communicate with others.

Materials: mats,

Opening: Welcome, 3 minute breathing space to settle the mind and the body

Formal practice: combination of standing and floor Yoga poses, moving into 10 minute sitting practice

Inquiry - what caught your attention today?

Check-in about practice

Review difficult communications calendar

Aikido activity: ignore, avoid, resist, explore

“We can begin to recognize how we interact with others when we take the time to notice. Let’s explore this through movement. Observe, noticing any reaction.” Act out each communication style using someone in the class. Get response of participants after each scenario. Give participants the chance to act this out for themselves - noticing thoughts, sensations and emotions that accompany each style of communication and also each role that they play.

Mindful inquiry: What did you notice? How might this relate to what happens in the classroom?

One good thing

Home practice - pay attention to interactions with others - colleagues, students, family members. Bringing curiosity to the ways in which we interact with others. Fill out evaluations (?)

Week 10 (Gratitude, generosity)

Theme: to understand our interconnectedness and cultivate empathy/compassion for ourselves and others

Materials: chime, loving kindness cards, evaluations

Opening: Welcome, drop-in practice - listen to sound of bell. Name 3 words that describe how you are feeling.

Formal practice: standing yoga moving into sitting practice
Choiceless awareness

Inquiry/check-in - what did you notice? What are you discovering? What was it like to pay attention to interacting with others? How might this way of paying attention be helpful?

Loving kindness cards receiving and offering a friendly, kind wish
(Have the kindness cards ready. One for each participant)

What does it mean to you to feel safe? What does it mean to you to feel happy? How about healthy? And peaceful? (perhaps participants share where they feel safe, or what makes them feel happy....this is just for them to begin to bring attention to this idea of safety, happiness and peace.) Do you think we all want to feel safe? Happy? Peaceful?

Just as we each want to feel safe, happy, healthy, this is my/our wish for you. (Hand a card to each participant) Read it and see what it feels like to get this message. How does it make you feel? And you don't have to feel anything special at all. Is there anyone who wants to read the message? (Share)

Now let's try something. Close your card. Now pass it to the person to your right. You are now sending this wish to someone right next to you knowing that this person sitting next to you wants to feel safe, happy, healthy, cared for. Take a moment and see what it was like to share the card with someone else. Check-in

Now write a wish for happiness to share with the group - (place in a basket, read out loud.)

One Good Thing

(after week 6 or 7)

Half-day of Mindfulness Extended period of practice – 4 hours

- Welcome
- Invitation to practice in silence
- Movement practice (standing/floor yoga)
- Mountain practice - sitting practice
- Walking practice
- Caring/kindness practice
- Walking with spirit of kindness toward self and others
- Short movement practice
- Silent sitting practice
- Process the day –dyads (listening and speaking from the heart), whole group

Project Narrative - Curriculum Vitea

Title : Curriculum Vitea

Attachment:

File :

- 1 [Flook_CV_2017.pdf](#)
- 2 [RJD_CV_Feb_17.pdf](#)
- 3 [Graue_CV_2.1.2017_.pdf](#)
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CURRICULUM VITAE

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EDUCATION

2006 Ph.D. Psychology (Clinical), University of California, Los Angeles
 2004-2005 Clinical Psychology Internship, University of California, San Diego Psychology
 Internship Consortium
 2002 M.A. Psychology (Clinical), University of California, Los Angeles
 2000 B.A. Psychology, University of California, Berkeley, *Highest Distinction*

PROFESSIONAL POSITIONS

2015-current Associate Scientist, Center for Healthy Minds
 Waisman Laboratory for Brain Imaging & Behavior
 University of Wisconsin-Madison
 2009-2014 Assistant Scientist, Center for Healthy Minds
 Waisman Laboratory for Brain Imaging & Behavior
 University of Wisconsin-Madison
 2008-2009 Research Psychologist, Mindful Awareness Research Center
 The Jane & Terry Semel Institute for Neuroscience & Human Behavior
 University of California, Los Angeles
 2006-2008 NIMH Postdoctoral Fellow, Center for Community Health
 University of California, Los Angeles

HONORS AND AWARDS

2006 UCLA Graduate Division Conference Travel Grant
 2005-2006 UCLA CONNECT Graduate Student Researcher Award
 2002 UCLA Stanley Sue Distinguished Research Award
 2001-2004 National Science Foundation Graduate Research Fellowship
 2000-2001 UCLA Regents Fellowship (offered)
 2000-2001 American Psychological Association Minority Research Fellowship
 2000 UC Berkeley Psychology Departmental Citation
 1999 Phi Beta Kappa

- 1999 UC Berkeley Psychology Department Swan Award
 1996-2000 UC Berkeley Deans List

RESEARCH GRANTS

- 2015-2017 Silicon Valley Community Foundation, Head Start Parent Curriculum, \$225,000 (Co-PI: Richard J. Davidson)
- 2014-2017 Department of Education, Institute of Education Sciences, A Classroom-based Training Program of Attention and Emotion Regulation, \$1,500,000 (Co-PI: Richard J. Davidson)
- 2012-2015 Caritas Foundation, Kindness Curriculum for Preschoolers to Promote Prosocial Behaviors, \$300,000 (Co-PI: Richard J. Davidson)
- 2012 Mental Insight Foundation, Evaluation of a Kindness Curriculum Training for Preschoolers, \$50,000 (Co-PI: Richard J. Davidson)
- 2012 Mind & Life Institute, Mindfulness-Based Kindness Curriculum for Preschool Children, \$10,000
- 2008 Oppenheimer Seed Grant, Complementary and Alternative Integrative Medicine Mindful Awareness Practices for Children to Improve Attention and Emotion Regulation, \$30,000 (Co-PI: Susan Smalley).

PUBLICATIONS

PEER-REVIEWED JOURNAL ARTICLES

- Flook, L.,** Goldberg, S., Pinger, L. & Davidson, R.J. (2015). Promoting prosocial behavior in preschool children with a mindfulness-based curriculum. *Developmental Psychology*, 51(1), 44-51.
- Flook, L.,** Goldberg, S., Pinger, L., Bonus, K., & Davidson, R.J. (2013). Mindfulness for teachers: A pilot study to assess effects on stress, burnout and teaching efficacy. *Mind, Brain, and Education*, 7(3), 182-195.
- Chung, G., **Flook, L.,** & Fuligni, A.J. (2011). Reciprocal Associations between Family and Peer Conflict in Adolescents' Daily Lives. *Child Development*, 82(5), 1390-1396.
- Flook, L.** (2011). Gender differences in adolescents' daily interpersonal events and well-being. *Child Development*, 82(2), 454-461.
- Flook, L.,** Smalley, S., Kitil, M., Galla, B., Kaiser-Greenland, S., Locke, J., et al. (2010). Effects of mindful awareness practices on executive functions in elementary school children. *Journal of Applied School Psychology*, 26(1), 70-95.

- Chung, G., **Flook, L.**, & Fuligni, A.J. (2009). Daily family conflict and emotional distress among adolescents from Latin American, Asian, and European backgrounds. *Developmental Psychology*, *45*(5), 1406-1415.
- Smalley, S.L., Loo, S.K., Hale, T.S., Shrestha, A., McGough, J., **Flook, L.**, & Reise, S. (2009). Mindfulness and Attention Deficit Hyperactivity Disorder. *Journal of Clinical Psychology*, *65*(10), 1-12.
- Rice, E., Lester, P., **Flook, L.**, Green, S., Valladares, E., & Rotheram-Borus, M.J. (2009). Lessons learned from "integrating" intensive family-based interventions into medical care settings for mothers living with HIV/AIDS and their adolescent children, *AIDS and Behavior*, *13*(5), 1005-1011.
- Flook, L.** & Fuligni, A.J. (2008). Family and school spillover in adolescents' daily lives. *Child Development*, *79*(3), 776-787.
Reprint of article: Flook, L. & Fuligni, A.J. (2009). Family and School Spillover in Adolescents' Daily Lives. In F. Parkay, G.J. Hass, & E.J. Anctil (Eds.), *Curriculum Leadership: Readings for Developing Quality Educational Programs, 9th Edition* (pp. 169-183). Boston, MA: Allyn & Bacon. (Reprinted from *Child Development*, 2008, *79*, 776-787)
- Flook, L.**, Repetti, R.L., & Ullman, J.B. (2005). Classroom social experiences as predictors of academic performance. *Developmental Psychology*, *41*(2), 319-327.

In Preparation

- Kral, T., Solis, E., Schuyler, B.S., Mumford, J., **Flook, L.**, Rifken, K., Patsenko, E., & Davidson, R.J. (under revision). Neural correlates of empathic accuracy in adolescence.
- Patsenko, E.G., Adluru, N., Birn, R.M., Stodola, D.E., Kral, T.R.A., Burghy, C.A., Farajian, R., **Flook, L.**, Steinkuehler, C., Davidson, R.J. (submitted). Mindfulness video game improves cognitive adaptation, alters fronto-parietal attentional network in adolescents: rs-fMRI and DTI study

BOOK CHAPTERS

- Lavelle-Heineberg, B., **Flook, L.**, & Ghahremani, D. (in press). Compassion in education. *Handbook on the science of compassion*. Oxford University Press.
- Moss, E.E., Hirshberg, M.J., **Flook, L.**, & Graue, M.E. (accepted). Cultivating reflective teaching practice through mindfulness. *Contemplative Approaches in Teacher Education*.
- Repetti, R.L., **Flook, L.**, & Sperling, J. (2011). Family influences on development across the lifespan. In K. Fingerhman, C. Berg, T. Antonucci, & J. Smith (Eds.). *Handbook of lifespan psychology* (pp. 747-778). New York, NY: Springer Publishing Company.
- Fuligni, A. J., & **Flook, L.** (2005). A social identity approach to ethnic differences in family

relationships during adolescence. In R.V. Kail (Ed.). *Advances in child development and behavior (Vol 33)* (pp. 125-152). San Diego, CA US: Elsevier Academic Press.

INVITED TALKS

Mindfulness in education research: Past, present, and future. Presentation at symposium on Mindfulness in Education at UCLA Mindful Awareness Research Center, Los Angeles, CA, March 11, 2017.

A Scientific lens for supporting care in our communities. Presentation at Buffett Early Childhood Institute Caregiver Well-being in the Workforce Conference, Omaha, Nebraska, February 22, 2017.

Contemplative practice interventions with children in public education settings. Panel presentation at the UW-Madison School of Human Ecology Conference for Contemplative Practice to Promote Child and Family Well-Being, Madison, WI, October 9, 2015.

Classroom-based approaches to promoting well-being. Presented at Stanford Science of Compassion Conference, San Francisco, CA, November 10-11, 2014.

Mindfulness in education. Presented at Early Childhood Seminar Series, Waisman Center, UW-Madison, WI, April 9, 2013.

Pilot research on mindfulness curricula in early elementary education. Mindfulness: Foundation for Teaching and Learning. Mindfulness in Education Network Sixth Annual Conference, Lesley University, Cambridge, MA, March 16, 2013.

Bringing mindfulness into the classroom to promote self-regulation in early childhood education. Presented at UCSD Bridging Hearts and Minds, San Diego, CA, February 3-5, 2012.

Partnering for green and healthy students. Invited panelist at UW-Madison Badger Bioneers Conference, December 12, 2012.

Mindfulness in education for teachers and students. Co-presenter at session for Wisconsin School Psychologists Association, Madison, WI, October 25, 2012.

CONFERENCE PRESENTATIONS

Flook, L. Exploring tools to promote attention and emotion regulation in the classroom. Panel presentation at the International Symposium for Contemplative Studies, San Diego, CA, November 10-13, 2016.

Flook, L. Translating the Science of Mindfulness into the Classroom. In G.D. Borman (Chair) *Different Routes to Similar Outcomes: Improving Students' Well-Being in Addition to Achievement in School.* Research symposium presented at the American Educational Research Association. Washington, DC, April 8-12, 2015.

- Flook, L.** Initial research findings from teacher and student mindfulness programs. In R.W. Roeser (Chair) *Systematic approaches to mindfulness-based interventions for teachers and students*. Research symposium presented at the American Educational Research Association. Chicago, IL, April 15-21, 2015.
- Flook, L.,** Goldberg, S., & Davidson, R.J. Mindfulness in education for teachers and students. Panel presentation at the International Symposium for Contemplative Studies, Boston, MA, October 30-November 2, 2014.
- Flook, L.** & Davidson, R.J. Applications of a mindfulness-based curriculum in early education. Research symposium presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA, April 18-20, 2013.
- Goldberg, S.B., Veazie, S., **Flook, L.,** & Davidson, R.J. Thin slices of behavior: Do observer ratings predict teacher stress and well-being? Poster presented at the International Symposia for Contemplative Studies, Denver, CO, April 26-29, 2012.
- Flook, L.,** Galla, B., Flaxman, G., & Smalley, S.L. Mindful awareness practices in early education improve executive functions. Poster presented at the Mind & Life Summer Research Institute, Garrison, NY, June 7-13, 2009.
- Flook, L.,** Lester, P.L., & Comulada, S. Parenting with post-traumatic stress symptoms in women living with HIV and a neighborhood cohort. Poster presented at the HIV: Next Generation Conference, Los Angeles, CA, April 7, 2008.
- Flook, L.,** Smalley, S.L., Kitil, M.J., Dang, J., Cho, J., Kaiser-Greenland, S., Locke, J., & Kasari, C. Mindful awareness practices improve executive function in preschool children. Poster presented at the Center for Mindfulness in Medicine, Health Care, and Society 6th Annual Conference, Worcester, MA, April 9-13, 2008.
- Chung, G.H., **Flook, L.,** & Fuligni, A.J. Daily family conflict and emotional distress among adolescents from Latin American, Asian, and European backgrounds. Poster presented at the Society for Research on Adolescence Biennial Meeting, Chicago, IL, March 6-9, 2008.
- Flook, L.,** Best, K., & Comulada, S. Does maternal HIV status predict adjustment problems in youth from low-income backgrounds? Poster presented at the HIV: Next Generation Conference, Los Angeles, CA, April 9, 2007.
- Flook, L.** & Fuligni, A.J. Family and school spillover in adolescents' daily lives. Poster presented at the Society for Research in Child Development Biennial Meeting, Boston, MA, March 29-April 1, 2007.
- Flook, L.** & Fuligni, A.J. Ethnic differences in adolescents' emotional reactivity to daily social and academic events. Poster presented at the Society for Research on Adolescence Biennial Meeting, San Francisco, CA, March 23-26, 2006.
- Witkow, M.R., **Flook, L.,** Hardway, C. & Fuligni, A.J. Balancing daily time with family and friends during adolescence: Consequences for well-being. Poster presented at the Society for Research in Child Development Biennial Meeting, Atlanta, GA, April 7-10, 2005.

- Flook, L.** & Fuligni, A.J. Cultural influences on adolescents' daily emotional experiences. Poster presented at the Society for Research on Adolescence 10th Biennial Meeting, Baltimore, MD, March 11-14, 2004.
- Flook, L.** & Repetti, R. Links between children's peer acceptance and academic performance. Poster presented at the Society for Research in Child Development 70th Anniversary Biennial Meeting, Tampa, FL, April 24-27, 2003.
- Roberts, N.A., **Flook, L.**, & Levenson, R.W. More alike than different? The role of ethnicity in emotional responding to films. Poster presented at the Society for Psychophysiological Research 40th Annual Meeting, San Diego, CA, October 18-22, 2000.
- Flook, L.** & Weinstein, R. Promotion of self-regulation skills in elementary school children. Poster presented at the Ninth Annual UCLA Psychology Undergraduate Research Conference, Los Angeles, CA, May, 2000.

CLINICAL EXPERIENCE

- 2002 -2003 Practicum Student, ST. JOHN'S CHILD AND FAMILY DEVELOPMENT CENTER
Provided short-term individual child and family therapy at a community mental health center. Conducted cognitive and psychodiagnostic assessment of children's learning and attention difficulties.
- 2003-2004 Clinician, UCLA TIES FOR ADOPTION
Provided individual and family therapy to facilitate transition into adoptive placement for children with pre-natal substance exposure who were in the foster care system. Co-led monthly children's support group to promote social skills and process issues related to adoption. Conducted cognitive and socio-emotional assessments of functioning for children and toddlers.
- 2004-2005 Psychology Intern, UNIVERSITY OF CALIFORNIA, SAN DIEGO
PSYCHOLOGY INTERNSHIP CONSORTIUM.
APA-accredited internship. Delivered hospital-based and community mental health services through rotations at UCSD Child and Adolescent Inpatient Psychiatric Services and Children's Outpatient Psychiatry of Children's Hospital. Completed intakes, conducted family therapy sessions, and administered assessments of cognitive and psychosocial functioning in Spanish.

TEACHING EXPERIENCE

- 2001 UCLA Department of Psychology, Teaching Assistant, Clinical Psychology of
Childhood and Adolescence
- 2002 UCLA Department of Psychology, Teaching Assistant, Counseling Relationships
UCLA Department of Psychology, Teaching Assistant, Psychological Research
Methods
- 2003 UCLA Department of Psychology, Co-Instructor, Counseling Relationships
UCLA Department of Psychology, Teaching Assistant, Abnormal Psychology

PROFESSIONAL ACTIVITIES

Ad Hoc Reviewer Biological Psychology
 Child Development
 Clinical Child Psychology and Psychiatry
 Developmental Psychology
 Journal of Family Psychology
 Journal of Social and Personal Relationships
 Mindfulness
 Pediatrics
 Prevention Science

MEDIA COVERAGE

- Oaklander, M. (September 22, 2016). The mindful classroom. *TIME*. Retrieved from <http://time.com/4504021/the-mindful-classroom/>
- Erickson, D. (February 15, 2015). Research results from Madison schools suggest compassion, kindness can be taught. *Wisconsin State Journal*. Retrieved from http://host.madison.com/wsj/news/local/education/local_schools/research-results-from-madison-schools-suggest-compassion-kindness-can-be/article_9b3386bc-38c8-5447-ab5b-aa1913127f39.html
- Preschoolers learn 'Kindness Curriculum.' (February 6, 2015). *Mindful Magazine*. Retrieved from <http://www.mindful.org/news/preschoolers-learn-kindness-curriculum>
- Dahl, M. (January 28, 2015). A Wisconsin preschool tried a 'Kindness Curriculum.' *New York Magazine*. Retrieved from <http://nymag.com/scienceofus/2015/01/this-preschool-tried-a-kindness-curriculum.html>
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- Rickert, C. (July 5, 2014). Madison schools mindful of improving student performance, behavior. *Wisconsin State Journal*. Retrieved from http://host.madison.com/news/local/columnists/chris-rickert/chris-rickert-madison-schools-mindful-of-improving-student-performance-behavior/article_98caa24e-5c3a-5fb0-a282-5be85e59ce63.html
- Teachers work to achieve mindfulness in 8-week class. (Feb 19, 2014). *WKOW 27 News, local ABC affiliate* [interview for TV news segment]. Retrieved from <http://www.wkow.com/story/24765883/2014/02/19/tonight-at-6-achieving-mindfulness>
- Flook, L. (Jan 22, 2014). The Oasis Within: Mindfulness Practice for Teachers. *Edutopia* [invited blog]. Retrieved from <http://www.edutopia.org/blog/oasis-within-mindfulness-practice-teachers-lisa-flook>
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Greater Good Science Center. Retrieved from http://greatergood.berkeley.edu/article/item/the_top_10_insights_from_the_science_of_a_meaningful_life_in_2013

- Zakrzewski, V. (October 14, 2013). Can Mindfulness Make Us Better Teachers? *Huffington Post*. Retrieved from http://www.huffingtonpost.com/2013/10/14/mindfulness-teachers-classroom-stress_n_4065019.html
- Rueckert, V. (Sept 12, 2013). Mindfulness games take shape. *Wisconsin Public Radio* [interview for radio segment]. Retrieved from <http://www.wpr.org/mindfulness-games-take-shape>
- Nauert, R. (August 29, 2013). Mindfulness training can lessen teacher stress & burnout. *Psych Central*. Retrieved from <http://psychcentral.com/news/2013/08/29/mindfulness-training-can-lesser-teacher-stress-burnout/59001.html>
- Erickson, D. (May 18, 2011). Investigating healthy minds: Preschool study seeks to teach kindness. *Wisconsin State Journal*. Retrieved from http://host.madison.com/news/local/health_med_fit/investigating-healthy-minds-preschool-study-seeks-to-teach-kindness/article_f7861ede-8194-11e0-903d-001cc4c002e0.html
- Elias, M. (June 8, 2009). Mindfulness' meditation being used in hospitals and schools. *USA Today*. Retrieved from http://usatoday30.usatoday.com/news/health/2009-06-07-meditate_N.htm

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Education

1968 – 1972	B.A.	New York University – Heights Psychology
1972 – 1976	Ph.D.	Harvard University Department of Psychology and Social Relations Personality / Psychopathology & Psychophysiology Behavioral Neurology & Neuroanatomy (minor concentration)

Honors

Magna Cum Laude in Psychology and distinction in all subjects (A.B.); National Science Foundation Graduate Fellowship, 1973-1976; Board of Editorial Associates, *Behavioral and Brain Sciences*; Editorial Board, *Emotion, Personality and Imagination: The Scientific Study of Consciousness*; Selected as a NATO Fellow to participate in conference on Event Related Potentials in Konstanz, Germany, August, 1978; Senior Editor of the series *Consciousness and Self-Regulation: Advances in Research*, 1983-86; Associate Editor, *Psychophysiology*, 1980-1986; Young Scholar in Social and Affective Development by Foundation for Child Development, 1982-83; Board of Directors, International Society for Research on Emotion; Vilas Associate Award from the University of Wisconsin, 1989; Consulting Editorial Board, *Consciousness and Cognition*; Consulting Editorial Board, *Psychological Review*, 1990-1994; National Institute of Mental Health Research Scientist Award, 1990-2000; Editorial Board, *Development and Psychopathology*, 1992- present; Associate Editor, *Cognition and Emotion*, 1992-2000; Member, NIMH Clinical Neurosciences Study Section, 1992-1995; Invited as Fellow, Center for Advanced Study in the Behavioral Sciences; Member, W.T. Grant Foundation Consortium on the Developmental Psychobiology of Stress; Fellow, American Association for the Advancement of Science; Core Member, MacArthur Foundation Research Network on Mind-Body Interactions; Director, NIMH funded multi-institution post-doctoral training program for emotion research; William James Professor of Psychology and Psychiatry, 1993 - ; Board of Directors, Society for Psychophysiological Research, 1993-; Associate Editor, *Psychophysiology*, 1994 -1999 ; Vilas Research Professor of Psychology and Psychiatry, 1995-; Hilldale Award in the Social Sciences, University of Wisconsin - Madison, 1995; National Alliance for Research in Schizophrenia and Depression (NARSAD), Established Investigator Award, 1995; President, Society for Research in Psychopathology, 1996-97; MERIT Award from NIMH, 1996-2006; Member, NIMH Board of Scientific Counselors, 1996-; Fellow, American Psychological Society, 1997-; Distinguished Scientific Lecturer, American Psychological Association, 1997; Fellow, American Association for the Advancement of Science; William James Fellow Award, American Psychological Society; President-Elect, Society for Psychophysiological Research, 1998-1999; President, Society for Psychophysiological Research, 1999-2000; Fellow, American Psychological Association, 1999; Distinguished Scientific Contribution Award, American Psychological Association, 2000; NARSAD Distinguished Investigator

Award, 2003; Founding Co-Editor, *Emotion*, 2000-2006; Elected to American Academy of Arts and Sciences, 2003; Elected to Wisconsin Academy of Sciences, Arts and Letters, 2004; Included in *Time's* list of the world's 100 most influential people, 2006; Awarded the first Mani Bhaumik Award by UCLA for advancing the understanding of the brain and conscious mind in healing, 2006; Named "Person of the Year" by *Madison Magazine*, 2007; Awarded the Paul D. MacLean Award for Outstanding Neuroscience Research in Psychosomatic Medicine, 2011; Serves on the Scientific Advisory Board at the Max Planck Institute for Human Cognitive and Brain Sciences in Leipzig, 2011-2017; Chair of the Psychology section of the American Association for the Advancement of Science from 2011-2013; Author (with Sharon Begley) of "The Emotional Life of Your Brain" published by Penguin in 2012; NYU College of Arts and Science Alumni Achievement Award, 2013. Member of the World Economic Forum's Global Agenda Council on Mental Health for 2014-2016. 2014 EXTRA MILE Award from the Madison Rainbow Project for his exceptional work with children and families in healing trauma.

Professional Societies

American Psychological Association; American Association for the Advancement of Science; Society for Psychophysiological Research; New York Academy of Sciences; International Neuropsychological Society; American Psychosomatic Society; Society for Biological Psychiatry; Founding member, International Society for Research on Emotion; Society for Research in Child Development; American Psychopathological Association; Society for Research in Psychopathology; American Psychological Society; Academy of Behavioral Medicine Research; Society for Neuroscience.

Research and Professional Experience

- 2008 - Founder, Center for Healthy Minds at the Waisman Center, University of Wisconsin-Madison (www.centerhealthyminds.org)
- 2001 - Director, Waisman Laboratory for Brain Imaging & Behavior, University of Wisconsin-Madison (www.brainimaging.waisman.wisc.edu)
- 1996 - Co-Founder and Co-Director, HealthEmotions Research Institute, University of Wisconsin-Madison
- 1995 - Vilas Distinguished Professor of Psychology and Psychiatry, University of Wisconsin-Madison
- 1993 - William James Professor Psychology and Psychiatry, University of Wisconsin-Madison
- 1987 - Professor of Psychiatry, School of Medicine, University of Wisconsin-Madison
- 1987 - Professor of Psychology, University of Wisconsin-Madison
- 1986 - 1994 Chair, Human Psychophysiology Area Group, University of Wisconsin-Madison
- 1986 - Member, Developmental Psychology Area Group, University of Wisconsin-Madison
- 1984 - Director, Laboratory of Affective Neuroscience, University of Wisconsin-Madison (www.psypzh.psych.wisc.edu) • Merged with the Center for Healthy Minds at the Waisman Center, University of Wisconsin-Madison in 2012
- 1984 - Member of Clinical and Human Psychophysiology Area Groups, University of Wisconsin-Madison
- 1984 - 1986 Associate Professor of Psychology, University of Wisconsin -Madison (was on leave until September, 1985)
- 1982 - 1985 Lecturer in Psychiatry, Department of Psychiatry, College of Physicians and Surgeons, Columbia University
- 1982 - 1985 Attending Psychologist, New York State Psychiatric Research Institute
- 1980 - 1985 Associate Professor of Psychology, Department of Psychology, State University of New York at Purchase

1980 - 1982	Consulting Scientist, Laboratory of Neurosciences, National Institute of aging, NIH, (with Dr. Stanley Rapoport). Research on the relations among regional brain metabolism (assessed with positron emission tomography), scalp recorded electrophysiology and cognitive performance.
1977 - 1982	Consultant, Department of Pediatrics, Infant Laboratory, Roosevelt Hospital, New York (With Drs. Michael Lewis and Nathan Fox). Neurobehavioral research on normal and low birth weight infants.
1976 - 1980	Assistant Professor of Psychology, Department of Psychology, State University of New York at Purchase
1976 - 1977	Research Associate (with Dr. E.R. John), Brain Research Laboratories, New York Medical College
1973 - 1976	Teaching Fellow, Department of Psychology and Social Relations, Harvard University
1971 - 1972	Research Assistant, Social Psychology, New York University - Heights (with Dr. Judith Rodin)
1968 - 1971	Summer Research Assistant, Sleep and Dream Research, Department of Psychiatry, Maimonides Medical Center, Brooklyn, New York

Teaching Experience

Concepts and Methods in Psychophysiology (Laboratory course), 1973-75; Biopersonality (the study of personality in biological perspective), 1973-74; the Psychology of Consciousness, 1974-75; Seminar on the Psychobiology of Consciousness, 1975-76 (Junior Tutorial in the Department of Psychology and Social Relations, Harvard University); Introduction to Psychology, 1976, 1978, 1980, 1984; The Psychology of Personality, 1976, 77, 80, 81, 84, 86, 87, 89, 90; Seminar in Methods in Psychophysiology (a laboratory course), 1977, 78, 79, 80, 81, 83, 86, 87, 89, 92, 94; Mental Dysfunction (Abnormal Psychology) 1977, 79, 82; Seminar in the Psychology of Consciousness, 1977; Interdisciplinary course on creativity, 1977; Brain and Consciousness, 1978; The Psychology of Consciousness, 1979, 81, 83, 85; Mind and Body in Philosophy and Psychology (co-taught with a philosopher), 1980; Seminar on the Psychology of Emotion, 1982, 84, 90, 93; Seminar on Laterality, Emotion and Psychopathology, 1985; Seminar on the Neuropsychology of Affective Disorders, 1986; Practicum in Child Neuropsychology, 1987; Research Methods in Clinical Psychology, 1987; Seminar on Cognitive and Neuropsychological Perspectives on Depression (Co-taught with Lyn Abramson), 1988; Seminar on Methods and Theory in Emotion Research, 1996-97; 98-99; Seminar on the Neurobiology of Positive Affect, Spring 2000. Clinical Seminar on Biological Approaches to Mood and Anxiety Disorders, Spring 2001, 03 & 05. Seminar on the Developmental Neurobiology of Emotion and Emotional Disorders, Spring 2001. Seminar on Affect, Learning and Memory: Basic Neuroscience and Clinical Implications, Spring 2002. Seminar on Emotion Theory and Research, Fall 2002. Seminar on the Neurobiology of Emotion, Spring 2004. Core Course on Affective Neuroscience for Emotion Training Program, Fall 2004. Seminar on Order and Disorder in the Social Brain, Spring 2006.

Major Research Interests

Neural substrates of affect, affective style and disorders of affect; biological approaches to psychopathology; developmental psychopathology; autism; functional brain imaging; clinical psychology and behavior change; personality and individual differences; biopersonality (the study of personality in biological perspective).

Specific Research Interests and Ongoing Research

Neural bases of affective and anxiety disorders; emotion and cerebral asymmetry; functional brain imaging studies (PET and fMRI) of depression and anxiety disorders; individual differences in functional activation of emotional circuitry and their relation to affective style, emotion regulation and vulnerability to emotion-related disorders;

Relations between the central circuitry of emotion and emotion regulation and peripheral biological processes relevant to physical health and illness; neurobiology of emotion and emotion-regulation in non-human primates; neural substrates of affective abnormalities in autism; neural bases of meditation.

Grant Support: Current

September 22, 2016 – May 31, 2021. (Messing Center Director; Davidson Core PI) Waisman Intellectual and Developmental Disabilities Research Center. NIH/NICHHD. \$5,182,032 total costs.

July 25, 2016 – May 31, 2021 . (Ryff Center Director; Davidson Project PI) Integrative pathways to health and illness. NIA. Approximately \$4M total costs.

February 15, 2015 – December 31, 2017. Head Start Parent Curriculum. Silicon Valley Community Foundation 1440 Fund. \$225,000 total costs.

September 1, 2013 – August 31, 2018. Conte Center grant, National Institute of Mental Health: Early neurodevelopmental origins of anxiety. \$10,713,469 total costs.

December 15, 2011 – November 30, 2017. Neural substrates of affective style and emotion regulation. NIMH. Approximately \$3.7M total costs.

July 15, 2011 - June 30, 2017. (Ryff Center Director; Davidson Project PI) Integrative pathways to health and illness: The MIDUS Refresher. NIA. Approximately \$1.1M total costs.

September 30, 2008 – July 31, 2018. National Center for Complementary and Alternative Medicine (NCCAM), National Institutes of Health: Wisconsin Center for the Neuroscience and Psychophysiology of Meditation. \$9,358,780 total costs.

August 1, 2003 - July 31, 2018. Training program in emotion research. NIMH T32. Approximately \$2.6M total costs.

July 1, 2006 - June 30, 2017. (Messing Center Director; Davidson Core PI) Wisconsin Center on Mental Retardation: Core support. NIH/NICHHD. \$960,055 total direct costs.

Grant Support: Previous

August 1, 2015 – January 31, 2016. Mindfulness and related practices to cultivate the well-being of children, their families and caregivers: A landscape scan. Robert Wood Johnson Foundation. \$56,000 total costs.

December 1, 2011 – 11/30/2014. Cultivating virtuous qualities of character: An interdisciplinary initiative. John Templeton Foundation. \$1,702,300 total costs.

March 1, 2012 – June 30, 2014. Bill & Melinda Gates Foundation. Development of an online tenacity tool. \$1,346,639 total costs.

July 1, 2008 – June 30, 2013. Fetzer: Center of Excellence on the Neuroscience of Compassion, Love and Forgiveness. \$2,750,000 total costs.

September 1, 2008 – May 31, 2013. Conte Center grant, National Institute of Mental Health: Neurobehavioral Bases of Emotion Regulation and Dysregulation in Adolescence. \$9,628,553 total costs.

February 4, 2004 - December 31, 2008. Affective style: Neural and biobehavioral substrates. NIMH P50. Approximately \$10.7 million total costs.

September 19, 2005 - December 31, 2008. Brain Activation & Asthma Studies. Mind Brain Behavior and Health Initiative. Approximately \$50,000 total costs.

November 12, 2005 - July 31, 2008. (Rose, PI) Integrative Biology of the Brain, Inflammation & Asthma. NCRR. \$54,345 total costs.

May 1, 2003 - April 30, 2008. (Tager-Flusberg Center Director; Davidson Project PI) Social and affective processes in autism. NIMH. Approximately \$1.1 million total costs.

June 25, 2006 - April 22, 2008. Detection of Deception in High-Stakes Lying: Affective and Cognitive Neuroscience Approaches. MITRE Corp. \$731,174 total costs.

August 18, 2004 - July 31, 2006. Perception and action systems in high-level cognition: Detecting deception perspectives from affective neuroscience. NSF. \$479,000 total direct cost.

October 1, 2002 - June 30, 2006. Wisconsin longitudinal study: Tracking the life course. NIA. \$171,399 annual direct cost.

May 1, 2001 - April 30, 2006. Emotional reactivity and frontal brain asymmetry. NIMH MERIT Award. Approximately \$3M total direct cost.

May 1, 2001 - April 30, 2006. Emotional reactivity and frontal brain asymmetry. NIMH MERIT Award. Approximately \$3M total direct cost.

January 1, 1996 - December 31, 2005. fMRI study of venlafaxine effects in depression. Wyeth-Ayerst. Co-PI. Approximately \$160,000 annual direct cost.

September 30, 1999 - August 31, 2004. Mechanisms of mind-body interaction: Emotion Interface. NIMH. \$10.9 million.

October 1, 2002 - June 30, 2004. Wisconsin longitudinal study: Tracking the life course. NIA. \$171,399 annual direct cost.

September 30, 1997-April 30, 2004. Affect, depression and brain asymmetry. NIMH. Approximately \$2.1 million.

May 1, 2003 - April 30, 2004. Neurobiology of emotional processing deficits in autism. NARSAD. \$92,593 annual direct cost.

September 30, 1998 - August 31, 2003. Affective style: Social and psychobiological substrates. NIMH Center for Behavioral Sciences Research. (I serve as Director). \$3.7 million.

July 1, 1998 - June 30, 2003. Training program in emotion research. Approximately \$1.6 million. NIMH.

July 1, 1995 - June 30, 2000. Cerebral asymmetry, emotion and psychopathology. NIMH Research Scientist Development Award. Approximately \$540,000.

July 1, 1998 - June 30, 2000. Functional magnetic resonance imaging of brain and cardiac function during emotion. (Co-PI with Ned Kalin). Dana Foundation. \$100,000

July 1, 1992 - June 30, 1999. Post-doctoral training in emotion research (Director and Core Faculty Member). NIMH multi-institution training grant.

January 1, 1995 - December 31, 1998. MacArthur Mind-Body Research Network. John D. and Catherine T. MacArthur Foundation. Approximately \$580,000.

November 1, 1997 - October 31, 1998. Immunological effects of mindfulness-based stress reduction. Fetzer Institute. \$28,000

September 30, 1993 - August 31, 1998. Affective style: Social and psychobiological substrates. NIMH Center for Behavioral Sciences Research. (I served as Director). \$2.7 million.

May 1, 1995 - April 30, 1998. MacArthur Developmental fMRI Consortium: Wisconsin Component. Approximately \$65,000.

April 1, 1992 - March 31, 1997. Affect, depression and brain asymmetry. NIMH.

September 1, 1991 - August 30, 1996. Emotional reactivity and frontal brain asymmetry. NIMH.

April 1, 1995 - March 31, 1996. fMRI study of emotion activation in depression. NARSAD Established Investigator Award.

July 1, 1991- July 31,1995. Effects of clonazepam on social anxiety. Hoffman-LaRoche, Inc. \$110,000.

January 1, 1993 - December 31, 1994. Research network on mind-body interaction. The John D. and Catherine T. MacArthur Foundation. \$111,257.

March 1, 1993 - February 28, 1994. Central/autonomic integration and frontal asymmetry. The John D. and Catherine T. MacArthur Foundation. \$64,000.

- August 1, 1991 - July 31, 1993. The effects of clonazepam on social anxiety. Roche Pharmaceutical (Co-PI with John Marshall).
- March 1, 1992 - February 28, 1993. Anatomy and timing of commissural transfer in disabled and normal readers. March of Dimes Birth Defects Foundation.
- September 1, 1991 - August 30, 1992. ADAMHA small instrumentation grant. NIMH.
- July 1, 1989 - June 30, 1992. Post-doctoral training in emotion research (Co-PI). NIMH multi-institution training grant.
- March 1, 1990 - February 28, 1992. The cerebral and autonomic psychophysiology of inhibition to the unfamiliar in children: A follow-up. The John D. and Catherine T. MacArthur Foundation.
- September 15, 1991 - September 14, 1992. Further psychophysiological studies of behavioral inhibition in children and their parents. The John D. and Catherine T. MacArthur Foundation.
- September 1, 1988 - March 31, 1992. Affect, depression and brain asymmetry. NIMH
- March 1, 1988 - February 28, 1992. Anatomy and timing of commissural transfer in disabled and normal readers. March of Dimes Birth Defects Foundation.
- November 1, 1988 - October 31, 1991. The neuropsychology of emotion. The John D. and Catherine T. MacArthur Foundation.
- June 1, 1987 - May 31, 1991. Affect and Cerebral Asymmetry: A Developmental Approach (Co-PI with Nathan Fox). NICHD.
- September 1, 1988 - August 30, 1990. The cerebral and autonomic psychophysiology of inhibition to the unfamiliar in children. The John D. and Catherine T. MacArthur Foundation.
- September 1, 1987 - August 31, 1988. The psychophysiology of social anxiety and its treatment with atenolol. Stuart Pharmaceutical Company.
- September 1, 1985 - August 31, 1988. Affect, facial expression and brain asymmetry. NIMH.
- March 1, 1986 - February 28, 1988. Timing and anatomy of commissural transfer in disabled and normal readers. March of Dimes Birth Defects Foundation.
- July 1, 1986 - June 30, 1987. Individual differences in evoked potential measures of interhemispheric transfer time: Relation to magnetic resonance imaging of the corpus callosum. Graduate School, UW-Madison.
- June 1, 1985 - May 31, 1987. Affect and cerebral asymmetry: A developmental approach (Co-PI with Nathan Fox, University of Maryland). NICHD.
- September 1, 1985 - August 31, 1986. Affect, repression and cerebral asymmetry. NIH Biomedical Research Support Grant.
- March 1, 1984 - February 28, 1986. Interhemispheric transfer time as a predictor of reading disability among siblings of reading disabled and normal children. March of Dimes Birth Defect Foundation.
- March 1, 1984 - February 28, 1986. Hemispheric asymmetry and emergence of discrete emotions (Co-PI with Nathan Fox, University of Maryland). NSF.
- October 1, 1983 - September 30, 1985. Affect, facial expression and brain asymmetry. NIMH.
- September 1, 1981 - August 31, 1984. Hemispheric interaction in reading disabled and their siblings. The Spencer Foundation.
- September 1, 1981 - December 30, 1983. Affect: A model phenomenon for the study the psychobiology of consciousness. The John D. and Catherine C. MacArthur Foundation.
- March 1, 1982 - February 28, 1983. Affective responsivity in relation to patterns of hemispheric in ten month old infants. Foundation for Child Development.
- May 1, 1981 - April 31, 1982. Psychophysiological response patterning elicited by affective video stimuli. Bates Foundation.
- April 1, 1981 - March 31, 1982. Physiological self-regulation in the reduction of smoking . Pepsico Foundation.

- December 1, 1980 - November 30, 1981. Infant affect and cerebral asymmetry. The Research Foundation of the State University of New York.
- September 1, 1978 - March 31, 1981. Biocognitive dysfunctions and the genetics of human lateralization. The National Foundation - March of Dimes.
- March 1, 1980 - February 28, 1981. Psychometric and psychophysiological studies of repressive defensiveness. American Broadcasting Company.
- October, 1980. The development of affect and its relation to cerebral asymmetry. To support interdisciplinary Study Group of 13 participants, October 2-4, 1980, Westchester New York (with Nathan Fox), Society for Research in Child Development.
- January 1, 1977 - August 31, 1980. EEG and evoked potential concomitants of cerebral lateralization and attentional involvement during television viewing. Bristol-Meyers Corporation.
- July 1, 1979 - June 30, 1980. Cardiovascular - central nervous system relationships. The Research Foundation of the State University of New York.
- July 1, 1978 - June 30, 1979. Musical training and modes of cerebral dominance. The Research Foundation of State University of New York.
- July 1, 1977 - June 30, 1978. Sex differences in hemispheric organization and interaction. The Research Foundation of the State University of New York.
- June, 1975 - June, 1976. Matching relaxation strategies to types of anxiety: A patterning approach. (Co-PI with Dr. Gary E. Schwartz). Roche Psychiatric Institute.

Publications: Books

- Davidson, R. J., & Begley, S. (2012). *The emotional life of your brain: How its unique patterns affect the way you think, feel, and live -- and how you can change them*. New York, NY: Hudson Street Press.
- Kabat-Zinn, J., & Davidson, R. J. (Eds.). (2012). *The mind's own physician: A scientific dialogue with the Dalai Lama on the healing power of meditation*. Oakland, CA: New Harbinger Publications.
- Ekman, P., Campos, J. J., Davidson, R. J., De Waal, F. B. M. (Eds.) (2003). *Emotions inside out: 130 years after Darwin's The Expression of the Emotions in Man and Animals*. Annals of the New York Academy of Sciences vol. 1000 New York: New York Academy of Sciences.
- Davidson, R. J., Goldsmith, H. H., & Scherer, K. (Eds.) (2003). *Handbook of Affective Science*. New York: Oxford University Press.
- Hugdahl, K., & Davidson, R. J. (Eds.) (2003). *The Asymmetrical Brain*. Cambridge, MA: MIT Press.
- Cacioppo, J.T., Berntson, G. G., Adolphs, R., Carter, C. S., Davidson, R. J., McClintock, M. K., McEwen, B. S., Meaney, M. J., Schacter, D. L., Sternberg, E. M., Suomi, S. S., & Taylor, S. E. (2002). *Foundations in Social Neuroscience*. Cambridge, MA: MIT Press.
- Davidson, R. J., & Harrington, A. (Ed.) (2002). *Visions of Compassion: Western Scientists and Tibetan Buddhists Examine Human Nature*. New York: Oxford University Press.
- Davidson, R. J. (Ed.) (2000). *Anxiety Depression and Emotion: The First Wisconsin Symposium on Emotion*. New York: Oxford University Press.
- Davidson, R. J., & Hugdahl, K. (Eds.). (1995). *Brain asymmetry*. Cambridge, MA: MIT Press.
- Ekman, P., & Davidson, R. J. (Eds.). (1994). *The nature of emotion: Fundamental questions*. New York: Oxford University Press.
- Davidson, R. J., Schwartz, G. E., & Shapiro, D., Eds. (1986). *Consciousness and Self-Regulation, Volume 4*. New York: Plenum.
- Fox, N. A., & Davidson, R. J., Eds. (1984). *The Psychobiology of Affective Development*. Hillsdale, N.J.: Erlbaum.

- Davidson, R. J., Schwartz, G. E., & Shapiro, D., Eds. (1983). *Consciousness and Self-Regulation, Volume 3*. New York: Plenum Press.
- Davidson, J. M., & Davidson, R. J., Eds. (1980). *The Psychobiology of Consciousness*. New York: Plenum Press.
- Goleman, D. J., & Davidson, R. J., Eds. (1978). *Consciousness*. New York: Harper and Row.

Publications: Chapters and reviews

- Davidson, R. J. & Schuyler, B. S. (2015). Neuroscience of happiness. In J.F. Helliwell, R. Layard, & J. Sachs (Eds.), *World Happiness* (Chapter 5). New York, NY: The Earth Institute, Columbia University.
- Davidson, R. J. (2012). The neurobiology of compassion. In C. K. Germer & R. D. Siegel (Eds.), *Wisdom and compassion in psychotherapy: Deepening mindfulness in clinical practice* (Chapter 8). New York, NY: Guilford Press.
- Davidson, R. J., Pizzagalli, D., & Nitschke, J. B. (2009). The representation and regulation of emotion in depression: Perspectives from affective neuroscience. In I.H. Gotlib & C.L. Hammen (Eds.), *Handbook of Depression, Second Edition* (pp. 218-248). New York: Guilford Press.
- Lutz, A., Dunne, J. P., & Davidson, R. J. (2007). Meditation and the neuroscience of consciousness: An introduction. In P. Zelazo, M. Moscovitch, & E. Thompson (Eds.), *Cambridge Handbook of Consciousness*. New York: Cambridge University Press.
- Davidson, R. J., Fox, A., & Kalin, N. H. (2006). Neural bases of emotion regulation in non-human primates and humans. In J. Gross (Ed.), *Handbook of Emotion Regulation*. New York: Guildford Press.
- Davidson, R. J. (2006). Science and spirituality: Probing the convergences and tensions: Review of *The Universe in a Single Atom: The convergence of science and spirituality* by His Holiness the Dalai Lama. *PsycCRITIQUES*, 51(28).
- Davidson, R. J. (2005). Neural substrates of affective style and value. In Y. Christen (Series Ed.) & J.-P. Changeux, A. R. Damasio, W. Singer, & Y. Christen (Vol. Eds.), *Research and Perspectives in Neurosciences: Neurobiology of human values* (pp.67-90). Germany: Springer-Verlag.
- Davidson, R. J. (2004). Affective style: Causes and consequences. In J. T. Cacioppo and G. G. Berntson (Eds.), *Essays in Social Neuroscience* (pp. 77-91). Cambridge, Massachusetts: MIT Press.
- Davidson, R. J. (2003). Mind Matters: Affective and cognitive neuroscience: Domain introduction. In F. Kessel, P. L. Rosenfield & N. B. Anderson (Eds.), *Expanding the Boundaries of Health and Social Science: Case studies in interdisciplinary innovation* (pp. 95-98). New York: Oxford University Press.
- Davidson, R. J. (2003). Affective Neuroscience: A case for interdisciplinary research. In F. Kessel, P. L. Rosenfield & N. B. Anderson (Eds.), *Expanding the Boundaries of Health and Social Science: Case studies in interdisciplinary innovation* (pp. 99-121). New York: Oxford University Press.
- Davidson, R. J., Pizzagalli, D., Nitschke, J. B., & Kalin, N. H. (2003). Parsing the subcomponents of emotion and disorders of emotion: Perspectives from affective neuroscience. In R. J. Davidson, H. H. Goldsmith, & K. Scherer (Eds.), *Handbook of Affective Sciences* (pp. 8-24). New York Oxford University Press.
- Davidson, R. J. (2003). Introduction: Neuroscience. In R. J. Davidson, H. H. Goldsmith, & K. Scherer (Eds.), *Handbook of Affective Sciences* (pp. 3-7). New York Oxford University Press.
- Davidson, R. J., Goldsmith, H. H., & Scherer, K. R. (2003). Introduction. In R. J. Davidson, H. H. Goldsmith, & K. Scherer (Eds.), *Handbook of Affective Sciences* (pp. xiii-xvii). New York Oxford University Press.
- Goldsmith, H. H., & Davidson, R. J. (2003). Introduction Personality. In R. J. Davidson, H. H. Goldsmith, & K. Scherer (Eds.), *Handbook of Affective Sciences* (pp. 677-680). New York Oxford University Press.
- Pizzagalli, D., Shackman, A. J., & Davidson, R. J. (2003). The functional neuroimaging of human emotion: Asymmetric contributions of cortical and subcortical circuitry. In K. Hugdahl & R. J. Davidson (Eds.), *The Asymmetrical Brain* (pp. 511-532). Cambridge, MA: MIT Press.

- Davidson, R. J., Pizzagalli, D., & Nitschke, J. B. (2002). The representation and regulation of emotion in depression: Perspectives from affective neuroscience. In I. H. Gotlib & C. L. Hammen (Eds.), *Handbook of Depression*. (pp. 219-244). New York: Guilford Press.
- Pizzagalli, D., Hendrick, A. M., Horras, K. A. and Davidson, R. J. (2002). Anterior cingulate theta activity is associated with degree of treatment response in major depression. In: K. Hirata, Y. Koga, K. Nagata, K. Yamazaki (Eds.), *Recent Advances in Human Brain Mapping. Proceedings of the 12th World Congress of the International Society for Brain Electromagnetic Topography (ISBET 2001). Excerpta Medica, International Congress Series 1232*. (pp. 711-717). Amsterdam: Elsevier Science B.V.
- Davidson, R. J. (2002). Prefrontal cortex and amygdala contributions to emotion and affective style. In L. Backman & C. von Hofsten (Eds.), *Psychology at the turn of the millennium: Cognitive, biological, and health perspectives* (pp. 355-375). East Sussex: Psychology Press.
- Davidson, R. J., Pizzagalli, D., & Nitschke, J. B. (2002). The representation and regulation of emotion in depression: Perspectives from affective neuroscience. In I. H. Gotlib & C. L. Hammen (Eds.), *Handbook of Depression 2002 Edition ed.*, New York, NY: Guilford Press.
- Davidson, R. J. (2002). Activation paradigms in affective and cognitive neuroscience: Probing the neuronal circuitry underlying mod and anxiety disorders. In D. S. Charney, J. Coyle, K. Davis, & C. Nemeroff (Eds.), *Neuropsychopharmacology - The Fifth Generation of Progress* (pp. 373-382). Lippincott, Williams & Wilkins.
- Davidson, R. J. (2002). Synaptic substrates of the implicit and explicit self: Review of *Synaptic self: How our brains become who we are* by Joseph Ledoux. *Science*, 296, 268.
- Davidson, R. J. (2002). Toward a biology of positive affect and compassion. In R. J. Davidson and A. Harrington, (Eds.), *Visions of Compassion: Western Scientists and Tibetan Buddhists Examine Human Nature*. New York: Oxford University Press.
- Houshmand, Z., Harrington, A., Saron, C., & Davidson, R. J. (2002). Training the mind: First steps in a cross-cultural collaboration in neuroscientific research. In R. J. Davidson & A. Harrington (Eds.), *Visions of Compassion: Western Scientists and Tibetan Buddhists Examine Human Nature*. New York: Oxford University Press.
- Davidson, R. J. (2001). Prefrontal and amygdala contributions to emotion and affective style. *Handbook of Neuropsychology, 2nd Edition*. New York: Elsevier.
- Roberts, A. D., Davidson, R. J., & Nickles, R. J. (2001). Production of 17-F, 15-O and other radio isotopes for PET using a 3MV electrostatic tandem accelerator. In J. L. Duggan (Ed.), *Proceedings of the Fifteenth International Conference on the Application of Accelerators in Research and Industry*. Woodbury, NY: Physics Press.
- Davidson, R. J., & Henriques, J. B. (2000) Regional brain function in sadness and depression. In J. Borod (Ed.), *The Neuropsychology of Emotion*. New York: Oxford University Press.
- Davidson, R. J. (2000). Affective style, mood and anxiety disorders: An affective neuroscience approach. *Anxiety, Depression and Emotion: The First Wisconsin Symposium on Emotion*. New York: Oxford University Press, pp. 68-108.
- Davidson, R. J. (2000). The functional neuroanatomy of affective style. In R. Lane, L. Nadel, J. Allen, A. Kaszniak, S. Rapcsak & G. Schwartz (Eds.), *The Cognitive Neuroscience of Emotion*. New York, NY: Oxford University Press, 371-388.
- Davidson, R. J. (2000). The neuroscience of affective style. In M.S. Gazzaniga (Ed.), *The Cognitive Neurosciences, (2nd Edition)*. Cambridge, MA: MIT Press, pp. 1149-1159.
- Davidson, R. J. & Henriques, J. B. (2000). Regional brain function in sadness and depression. In J. Borod (Ed.), *The Neuropsychology of Emotion*. New York, NY: Oxford University Press.

- Davidson, R. J., Jackson, D., & Larson, C. (2000). Human electroencephalography. In J. T. Cacioppo, G. Bernston and L. Tassinary (Eds.), *Principles of Psychophysiology* (2nd Edition). New York: Cambridge University Press, pp. 27-52.
- Reiman, E. M., Lane, R. D., Ahern, G. L., Schwartz, G. E., & Davidson, R. J. (2000). Positron emission tomography in the study of emotion, anxiety, and anxiety disorders. In R. Lane, L. Nadel, J. Allen, A. Kaszniak, S. Rapsak & G. Schwartz (Eds.), *The Cognitive Neuroscience of Emotion*. New York, NY: Oxford University Press, 389-406.
- Davidson, R. J. (1999). Neurobiology of personality and personality disorders. In D. S. Charney, E. J. Nestler & B. S. Bunney (Eds.), *Neurobiology of Mental Illness*. New York: Oxford University Press, pp. 841-854.
- Davidson, R. J. (1999). Neuropsychological perspectives on affective styles and their cognitive consequences. In T. Dalgleish and M. Power, (Eds.), *The Handbook of Cognition and Emotion*. Chichester, England: John Wiley & Sons, pp. 103-123.
- Davidson, R. J., & Rickman, M. D. (1999). Behavioral inhibition and the emotional circuitry of the brain: Stability and plasticity during the early childhood years. In L. A. Schmidt and J. Schulkin (Eds.), *Extreme fear and shyness: Origins and outcomes*. New York: Oxford University Press, pp. 67-87.
- Davidson, R. J., & Irwin, W. (1999). Functional MRI in the study of emotion. In C. Moonen and P.A. Bandettini (Eds.), *Medical Radiology—Diagnostic Imaging and Radiation Oncology: Functional MRI*. Heidelberg, Germany: Springer, pp. 487-499.
- Davidson, R. J. (1998). Psychophysiology and integration of mind, brain and body: Review of *Psychophysiology: The mind-body perspective* by Kenneth Hugdahl. *Psychophysiology*, 35, 352-353.
- Davidson, R. J. (1998). Biological bases of personality. In V. J. Derlega, B. A. Winstead and W. H. Jones, (Eds.), *Personality: Contemporary Theory and Research (second edition)*. Chicago: Nelson-Hall, pp. 102-125.
- Reiman, E. M., Lane, R. D., Ahern, G. L., Schwartz, G. E., & Davidson, R. J. (1996). Positron emission tomography, emotion, and consciousness. In S. R. Hameroff, A. W. Kaszniak & A. C. Scott (Eds.), *Toward a science of consciousness: The first Tucson discussions and debates*. Cambridge, MA: MIT Press, pp. 311-320.
- Davidson, R. J. (1995). Cerebral asymmetry, emotion and affective style. In R. J. Davidson and K. Hugdahl (Eds.), *Brain asymmetry*. Cambridge, MA: MIT Press, pp. 361-387.
- Davidson, R. J., & Ekman, P. (1994). Affective science: A research agenda. In P. Ekman & R. J. Davidson (Eds.), *The nature of emotion: Fundamental questions*. New York: Oxford University Press, pp. 411-431.
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Abstracts

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- Davidson, R.J. (2016, November). Discussant. In M.J. Hirshberg & L. Flook (Chairs), Mindfulness and other contemplative practices in educational contexts. Symposium conducted at the International Symposium of Contemplative Studies of The Mind and Life Institute, San Diego, CA.
- Dentico, D., Goldman, R.I., Bachhuber, D.R., Davidson, R.J., & Lutz, A. (2016) Investigation of the Neural Correlates of Error Awareness in Experienced Meditators. In: 22nd Annual Meeting of the Organization for Human Brain Mapping. Geneva, Switzerland.
- Grupe, D.W., Hushek, B., Schoen, A.J., Nitschke, J.B., & Davidson, R.J. (2016). Perceived threat bias and hippocampus volume in trauma-exposed veterans. Poster presented at the 71st Annual Convention of the Society of Biological Psychiatry, Atlanta, GA.
- Grupe, D.W., Schaefer, S.M., Schuyler, B.S., Schoen, A.J., Gresham, L.K., Lapate, R.C., & Davidson, R.J. (2016). Amygdala chronometry is associated with behavioral and peripheral physiological measures of emotional recovery. Poster presented at the 3rd annual meeting of the Society for Affective Science, Chicago, IL.
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- Rosenkranz, M.A., Esnault, S., Christian, B.T., Crisafi, G.M., Higgins, A.T., Busse, W.W., & Davidson, R.J. (2016). Regional cerebral glucose metabolism in the insula during social stress predicts subsequent increases in airway inflammation in asthma. Poster presented at the 3rd annual meeting of the Society for Affective Science, Chicago, IL.

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- Wielgosz, J., MacCoon, D., Lutz, A., & Davidson, R.J. (2016). Mindfulness training experience is associated with positive affect, reduced psychopathology and improved well-being in long-term practitioners. Poster presented at the 2016 Annual Conference of the Society for Research in Psychopathology, Baltimore MD.
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- Fox, A. S., Shackman, A. J., Oler, J. A., Birn, R. M., Alexander, A. A., Shelton, S. E., Davidson, R. J., & Kalin, N. H. (2015, October). The neural substrates of anxious temperament in young rhesus monkeys. Symposium conducted at the annual meeting for the Society for Neuroscience, Chicago, IL.
- Frost, C. P., Schaefer, S. M., Jahn, A. L., Walsh, E. C., Eisenlohr-Moul, T. A., Davidson, R. J., Abercrombie, H. C., & Zablocki, C. J. (2015, March). Amygdala volume modulates the effect of cortisol on memory for positive stimuli in depressed women. Poster presented at the annual meeting for the Cognitive Neuroscience Society, San Francisco, CA.
- Heller, A., Fox, A. S., Wing, E. K., & Davidson, R. J. (2015, October). Variability in real-world daily emotion predicts lower well-being and is associated with increased variability in prefrontal BOLD engagement. Symposium conducted at the annual meeting for the Society for Neuroscience, Chicago, IL.
- Hirshberg, M. J., Moss, E. C., Williams, H., Graue, M. E., Flook, L., & Davidson, R. J. (2015, October). Well-being training for preservice teachers: An integrative model of teacher education. Poster presented at the Contemplative Practices to Promote Child and Family Well-being Conference, Madison, WI.
- Hostinar, C. E., Davidson, R. J., Seeman, T. E., Mroczek, D. K., Lachman, M. E., & Miller, G. E. (2015, October). Frontal EEG asymmetry and childhood maltreatment history predict systemic inflammation in middle-aged adults. Poster presented at the annual meeting for the Society for Neuroscience, Chicago, IL.
- Kral T. R. A., Solis, E., Steinkuehler, C. A., Flook, L., Squire, K. D., & Davidson, R. J. (2015, April) Empathy in adolescence: Neural basis and training via a novel video game. Poster presented at the annual meeting for the Society for Affective Science, Oakland, CA.
- Lapate, R. C., Samaha, J., Rokers, B., Hamzah, H., Austermuhele, A., Postle, B. R., & Davidson, R. J. (2015, October). Dorsolateral prefrontal cortex, metacognitive awareness of emotional visual stimuli, and emotion

- regulation: A TMS/EEG study. Poster presented at the annual meeting for the Society for Neuroscience, Chicago, IL.
- Lapate, R. C., Austermuehle, A., & Davidson, R. J. (2015, March). Emotional processing biases face identity perception. Poster presented at the annual meeting for Cognitive Neuroscience Society, San Francisco, CA.
- Oler, J. A., Fox, A. S., Tromp, D. P. M., Alexander, A. L., Davidson, R. J., & Kalin, N. H. (2015, May). Behavioral, neural and endocrine changes associated with nursery/peer rearing in rhesus monkeys. Poster presented at the 70th annual meeting for the Society of Biological Psychiatry, Toronto, ON.
- Rosenkranz, M. A., Busse, W. W., Christian, B. T., Gresham, L., Higgins, A. T., & Davidson, R. J. (2015, December). Regional cerebral glucose metabolism in the insula during acute stress predicts increased post-stress pulmonary inflammation in asthma. Poster presented at the annual meeting of the Psychoneuroimmunology Research Society, Seattle, WA.
- Shackman, A. J., Fox, A. S., Oler, J. A., Weinstein, J. S., Martinez-Cancino, R., Oakes, T. R., Shelton, S. E., Smith, J. F., Pessoa, L., Gamer, M., Davidson, R. J., & Kalin, N. H. (2015, May). The extended amygdala is a key substrate for sustained anxiety. Symposium conducted at the 70th annual meeting for the Society of Biological Psychiatry, Toronto, ON.
- Schuyler, B. S., Kral, T. R. A., Perlman, D. M., Bachuber, D. R. W., Rosenkranz, M. A., MacCoon, D. G., Lutz, A., & Davidson, R. J. (2015, April). Long term meditation practice predicts changes in amygdala recovery from emotional stimuli. Poster presented at the annual conference for the Society for Affective Science, Oakland, CA.
- Wang, Y., Chung, M., Bachhuber, D. R. W., Schaefer, S. M., van Reekum, C. M., & Davidson, R. J. (2015, April) LARS network filtration in the study of EEG brain connectivity. Presented at IEEE 12th International Symposium on Biomedical Imaging (ISBI) 30-33, Brooklyn, NY.
- Westbrook, C. A., Robinson, H., Brown, M., & Davidson, R. J. (2015, October). Trait brooding and pre-test attentional bias for domain-specific information predict post-test negative attentional bias and negative affect following a stress task. Poster presented at the Society for Research on Psychopathology, New Orleans, LA.
- Williams, L. E., Oler, J. A., Fox, A. S., McFarlin, D. R., Rogers, G. M., Jesson, M. A. L., Davidson, R. J., & Kalin, N. H. (2015, May). Fear of the unknown: Increased neural activation during uncertain anticipation in childhood anxiety disorders. Poster presented at 70th annual meeting for Society of Biological Psychiatry, Toronto, ON.
- Chung, M.K., Schaefer, S.M., van Reekum, C. M., Schmitz, L.P., Sutterer, M., & Davidson, R.J. (2014). A unified kernel regression for diffusion wavelets on manifolds detects aging-related changes in the amygdala and hippocampus, 17th International Conference on Medical Image Computing and Computer Assisted Intervention (MICCAI). Lecture Notes in Computer Science, 8674, 791-298.
- Flook, L., Goldberg, S., & Davidson, R. J. (2014, October). Mindfulness in education for teachers and students. Panel presentation at the International Symposium for Contemplative Studies, Boston, MA.
- Goldberg, S. B., Flook, L., & Davidson, R. J. (2014, October). Mindfulness for teachers. Paper presented at the International Symposium for Contemplative Studies Conference, Boston, MA.
- Grupe, D. W., Wielgosz, J., Nitschke, J. B., & Davidson, R. J. (2014, November). Distinct medial prefrontal mechanisms associated with perceived threat bias and hyperarousal symptoms in OEF/OIF veterans. Poster presented at the annual meeting of the Society for Neuroscience, Washington, D.C.
- Grupe, D. W., Wielgosz, J., Seppala, E., Davidson, R. J., & Nitschke, J. B. (2014, March). Individual differences in PTSD symptoms and the neural correlates of unpredictable threat anticipation. Symposium presentation at Anxiety and Depression Conference, Chicago, IL.
- Rosenkranz, M. A., Busse, W. W., Christian, B. T., Esnault, S., Higgins, A. T., Gresham, L., & Davidson, R. J. (2014). Increased glucose metabolism during acute stress in emotional neural circuitry, assessed with FDG-

- PET, predicts airway inflammation and psychological symptoms in asthma. In *Brain, Behavior, and Immunity*, 40, e23.
- Rosenkranz, M. A., Davidson, R. J., MacCoon, D. G., Sheridan, J. F., Kalin, N. H., and Lutz, A. (2014). Mindfulness-Based Stress Reduction vs. Active Control: Effects on Neurogenic Inflammation. Talk presented at the annual meeting of the Anxiety and Depression Association of America, Chicago, IL.
- Shackman, A. J., Fox, A. S., Oler, J. A., Birn, R. M., Williams, L. E., Oakes, T. R., Shelton, S. E., Davidson, R. J. & Kalin, N. H. (2014). The extended amygdala is a key substrate for extreme anxiety early in life. Talk presented at the annual meeting of the Anxiety and Depression Association of America, Chicago, IL.
- Weng, H.Y. (2014, April). The impact of compassion meditation training on altruistic behavior and neural responses to human suffering. Talk presented at the Kluge Research Symposium, 13th Annual International Conference of the University of Massachusetts Center for Mindfulness, Norwood, MA.
- Westbrook, C. A., Burghy, C. A., Bussan, D. E., Davidson, R. J., & Essex, M. J. (2014, November). Early-life effortful control buffers the relationship between rumination and internalizing in adolescents: Behavioral and neural evidence from a longitudinal sample. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, D.C.
- Bahr, A., Beall, M., DeWitt, J., Dorschied, L., Elmergreen, J., Farajian, R., Flook, L., et al. (2013, June). Tenacity (in educational game arcade). Poster session presented at the Games, Learning, and Society Conference, Madison, WI.
- Bahr, A., Beall, M., DeWitt, J., Dorschied, L., Elmergreen, J., Farajian, R., Flook, L., et al. (2013, June). Crystals of Kaydor (in educational game arcade). Poster session presented at the Games, Learning, and Society Conference, Madison, WI.
- Beall, M., Owen, V. E., Slater, S., Smith, A., Solis, E., Steinkuehler, & Davidson, R. J. (2013, June). Life Imitates Art: Embodying Focused Attention and Pro-Social Behavior in the Tenacity Project Collaboration. Poster session presented at the Games, Learning, and Society Conference, Madison, WI.
- Burghy, C., Adluru, N., Doran, S., Schmidt, N., Stodola, D., Van Hulle, C., Goldsmith, H., Davidson, R., & Alexander, A. (2013, April). Monozygotic Twin Discordance in Early Generalized Anxiety Predicts Later Differences in Pre-frontal White Matter Connections. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Burghy, C., Ruttle, P., Stodola, D., Molloy, E., Armstrong, J., Oler, J., Fox, M., Hayes, A., Kalin, N., Essex, M., & Davidson, R.J. (2013, April). Early Life Stress, HPA-axis Function, and Developmental Pathways to Amygdala-Prefrontal Resting-State Functional Connectivity and Internalizing Symptoms in Adolescence. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Bussan, D., Burghy, C.A., Oler, J.A., Armstrong, J.M., Fox, A.S., Kirkland Caldwell, J., Hayes, A., Fox, M.E., Dyer, A., Kalin, N.H., Essex, M.J., & Davidson, R.J. (2013, April). Early Life Maternal Depression and HPA-Axis Function Predict Differential Affective Chronometry in Task-Related fMRI Data. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Converse, A., Moirano, J., Flores, L., Kronenfeld, K., Barnhart, T., Oakes, T., ... Davidson, R. (2013). [17F]Fluoromethane PET imaging of regional cerebral blood flow in rhesus during amphetamine challenge. *Society of Nuclear Medicine Annual Meeting Abstracts*, 54(Supplement 2), 1753.
- Dyer, A., Burghy, C., Hanson, J., Herringa, R., Stodola, D., Birn, R., Armstrong, J., Davidson, R., & Essex, M. (2013, April). ELS and Trauma Predict Morphometric Differences in the Amygdala. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Flook, L. & Davidson, R.J. (2013, April). Applications of a mindfulness-based curriculum in early education. Research symposium presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Fox, M.E., Dyer, A., Burghy, C.A., Bussan, D., Hanson, J.L., Armstrong, J.M., Birn, R., Essex, M.J., & Davidson, R.J. (2013, April). Task-Related Connectivity, Amygdala Volume, Attentional Control, and Cognitive

- Function in Anxious Adolescents. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Grupe, D.W., Wielgosz, J., Seppala, E., Davidson, R.J., & Nitschke, J.B. (2013, April). Modulation of anticipatory threat activity by temporal predictability in combat-exposed veterans with and without PTSD. Poster presented at the 20th annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Hanson, J., Pollak, S., & Davidson, R.J. (2013, April). Reward learning and early adversity: Neurobiological mechanisms of behavioral risk. Presentation at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Hayes, A., Stodola, D., Burghy, C., Fox, M., Armstrong, J., Essex, M., & Davidson, R.J. (2013, April). Exploring Emotion Regulation in Adolescence: Autonomic and Cognitive Contributions. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Kruis, A. Slagter, H.A., Bachhuber, D.R.W., Davidson, R.J., Lutz, A. (2013, July) Effects of meditation experience and type on spontaneous eye-blink activity: implications for the study of cognitive stability and flexibility. Poster presented at the Mind & Life Summer Research Institute, Garrison, NY.
- Lapate, R.C., Rokers, B., Davidson, R.J. (2013). Emotional activation colors first impressions: a regulatory role for conscious access. In: 20th Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Lapate, R.C., Rokers, B., Li, T., Davidson, R.J. (2013). Affective priming occurs during continuous flash suppression. In: 6th Annual Meeting of the Society for Affective Neuroscience, San Francisco, CA.
- Lapate, R.C., Rokers, B., Tromp, D., Orfali, N., Doran, S., Adluru, N., Alexander, A. L., Davidson, R.J. (2013). Amygdalar function and connectivity underlie affective misattribution after non-conscious emotional processing. In: 53rd Annual Meeting of the Society for Psychophysiological Research, Florence, Italy.
- Lutz, A., Perlman, D., Dahl, C., & Davidson, R. (2013, April). Differential effects of two meditation practices on the neural responses to pain in expert meditators. Poster presented at the 20th annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Schaefer, S.M., Lapate, R.C., Slagter, H.A., Hinsenkamp, L.D., Gresham, L.K., van Reekum, C.M., Norris, C.J., & Davidson, R.J. (2013, October). Corrugator supercilii muscle deactivation to positive stimuli: Reliability, relations with day reconstructed positive affect, and modulation by instructed emotion regulation. Poster presented at the annual meeting of the Society for Research in Psychophysiology, Florence, Italy.
- Weng, H., Motzkin, J., Stodola, D., Rogers, G., & Davidson, R. (2013, April). Neural substrates of arousal in compassion training. Poster presented at the 20th annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Fox A. S. (December, 2012). Structural and Functional Alterations Predict Individual Differences in Behavioral Inhibition. Presented at the American College for Neuropharmacology Conference, Hollywood, FL.
- Fox A.S., Oler J.A., Tromp D.P.M., Shackman A.J., Alexander A.L., Davidson R.J., Kalin N.H. (2012). Cortisol predicts decreased cerebral cortical volume in 592 young non-human primates. International Society of Psychoneuroendocrinology, New York, NY.
- Fox A.S., Vack N.J., Freeman A.A., Davidson R.J. (2012). The Neural Correlates of Individual Differences in Prosocial Valuation. Presented at the meeting for the Society for Neuroeconomics.
- Fox, A. S., Oler, J. A., Shackman, A. J., Shelton, S. E., Davidson, R. J. & Kalin, N. H. (2012). The neural substrates of anxious temperament in 592 young rhesus monkeys. Talk presented at the annual meeting of the Society for Neuroscience, New Orleans, LA.
- Goldberg, S.B., Veazie, S., Flook, L., & Davidson, R.J. (2012, April). Thin slices of behavior: Do observer ratings predict teacher stress and well-being? Poster presented at the International Symposia for Contemplative Studies, Denver, CO, April 26-29, 2012.
- Hanson, J.L., Pollak, S.D., & Davidson, R.J. (2012, October) Early life stress & medial temporal lobe morphometry. Talk presented at the Annual Meeting for Society for Neuroscience. New Orleans, LA.

- Heller A.S., Wing E., Mayer, K., Fox, A.S., Vack, N.J., & Davidson R.J. (2012). Temporal dynamics of emotion and fMRI. Presented at the Society for Neuroscience annual meeting.
- Javaras, K.N., Davidson R.J., Schmidt N., Armstrong J.M., Klein M., Essex, M.J., & Goldsmith H.H. (2012, September). Childhood temperament as a risk factor for adolescent and early adult overweight/obese: Results from two longitudinal studies, Poster presentation at the Obesity Society Annual Scientific Meeting, San Antonio, TX.
- Kral, T.R.A., Schuyler, B. S., Burghy, C., Perlman, D., Rosenkranz, M., Maccoon D., Lutz, A. & Davidson, R. J. (2012, October). Mindfulness predicts differential PFC activity in response to picture valence. Poster presented at the Society for Neuroscience Annual Meeting, New Orleans, LA.
- Lapate, R. C., van Reekum, C. M., Schaefer, S. M., Heller, A., Oh, J.M., Johnson, S.C., Ryff, C. D., & Davidson, R. J. (2012, October). Positive Affective Style is Independently Predicted by Increased Cerebral Blood Flow in the Subgenual Anterior Cingulate Cortex and in the Superior Temporal Gyrus: An Investigation of Individual Differences in Mood using Perfusion MRI. Poster presented at the 42nd annual meeting of the Society for Neuroscience, New Orleans, LA.
- Levinson, D. B. & Davidson, R. J. (2012, April). Developing a Behavioral Measure of Mindfulness. Symposium presentation at the first International Symposia for Contemplative Studies, Denver, CO.
- Oler, J. A., Tromp, D., Fox, A. S., Shackman, A. J., Davidson, R. J., Alexander, A. L., Birn, R. M. & Kalin, N. H. (2012). Connectivity of the extended amygdala in newborn rhesus monkeys. Poster presented at the annual Wisconsin Symposium on Emotion, Madison, WI.
- Schaefer, S., van Reekum, C., Lapate, R., Norris, C., Hinsenkamp, L., Gresham, L., Bachhuber, D., & Davidson, R. (2012, September). Individual differences in executive function predict emotional reactivity to and recovery from negative stimuli in females, but not males, in two separate studies. Poster session presented at the annual Society for Psychophysiological Research Meeting, New Orleans, LA.
- Schuyler, B.S., Kral, T.R.A., Jacquart, J., Burghy, C., Weng, H.Y., Perlman, D., Bachhuber, D., Rosenkranz, M.A., D., MacCoon, D.G., van Reekum, C.M., Lutz, A., Davidson, R.J. (April 2012). Temporal dynamics of emotional responding: Amygdala recovery, but not reactivity, predicts neuroticism and likability of social stimuli. Poster presented at the 2012 Society for Neuroscience Meeting, New Orleans, LA.
- Shackman, A. J., Fox, A. S., Oler, J. A., Shelton, S. E., Davidson, R. J. & Kalin, N. H. (2012). A common neural phenotype underlies diversity in the expression of anxiety. Talk presented at the annual meeting of the Society for Neuroscience, New Orleans, LA.
- Shackman, A. J., Fox, A. S., Oler, J. A., Van Valkenberg, H. C., Shelton, S. E., Davidson, R. J., & Kalin, N. H. (2012). A common neural phenotype underlies diversity in the presentation of anxiety. Poster presented at the annual Wisconsin Symposium on Emotion, Madison, WI.
- Shackman, A. J., Maxwell, J. S., McMenamin, B. W., Fox, A. S., Greischar, L. L. & Davidson, R. J. (2012). Neural circuitry mediating the impact of anxiety on cognition. *Psychophysiology*, 48, S8.
- Shackman, A. J., Shackman, J. E., Salomons, T. V., Slagter, H. A., Fox, A. S., Winter, J. J., Jenness, J. L., Pollak, S. D. & Davidson, R. J. (2012). Anxiety and adaptive control in rostral cingulate cortex. University of Colorado at Boulder Annual Conference, Boulder, CO.
- Slagter, H. A., Tomer R., Christian, B. T., Fox, A. S., Colzato, L. S., King, C. R., Murali, D., Davidson, R. J. (2012, March). A role for striatal dopamine in mediating the attentional blink: Functional implications. Poster session presented at the annual Cognitive Neuroscience Society Meeting, San Francisco, CA.
- Tromp D.P.M., Fox A.S., Oler J.A., Adluru N., Davidson R.J., Alexander A.L., and Kalin N.H. (2012). Cortisol Predicts Increased Internal Capsule Integrity in a Large Sample of Non-Human Primates. International Society of Psychoneuroendocrinology, New York, NY.
- Tromp, D., Oler, J. A., Fox, A. S., Shackman, A. J., Davidson, R. J., Birn, R. M., Alexander, A. L. & Kalin, N. H. (2012). Structural and functional connectivity of the extended amygdala in newborn monkeys. Talk presented at the annual meeting of the Society for Neuroscience, New Orleans, LA.

- van Reekum, C. M., Schaefer, S. M., Lapate, R. C., Johnstone, T., Heller, A., Norris, C. J., Tun, P. A., Lachman, M. E., Ryff, C. D., & Davidson, R. J. (2012, April). A lateral-medial shift in prefrontal cortical engagement underlies intact emotional processing in aging. Talk presented at the 19th Annual Cognitive Neuroscience Society Meeting, Chicago (IL), USA.
- van Reekum, C. M., Schaefer, S. M., Lapate, R. C., Johnstone, T., Heller, A., Norris, C. J., Tun, P. A., Lachman, M. E., Ryff, C. D., & Davidson, R. J. (2012, June). A lateral-medial shift in prefrontal cortical engagement underlies intact emotional processing in aging. Poster presented at the 18th Meeting of the Organisation for Human Brain Mapping, Beijing, China.
- Weng, H.Y. (2012, April). Compassion training alters altruistic behavior and neural responses to suffering as part of the symposium "Neural substrates of compassion" (with Tania Singer, Olga Klimecki and Tor Wager, Ph.D.) Presentation given at the International Symposia for Contemplative Studies, Denver, CO.
- Weng, H.Y. (2012, April). Stability of neural states and charitable donations after compassion training. Presentation given at Mind and Life XIV: Latest Findings in Contemplative Neuroscience with His Holiness, the Dalai Lama, Rochester, MN.
- Weng, H.Y. (July, 2012). Behavioral and neural effects of compassion meditation. Talk presented at The Science of Compassion: Origins, Measures and Interventions. Telluride, CO.
- Weng, H.Y., Lewis-Peacock J., Stodola, D.E., Davidson, R.J. (2012, April). Multi-voxel pattern analysis of brain states after compassion training predicts charitable donations (Graduate Student Award winner). Presentation given at the Annual meeting of the Cognitive Neuroscience Society, Chicago, IL.
- Wielgosz, J., Repshas, L. M., Greischar, L. L., & Davidson, R. J. (2012, June). Protective body posture modulates physiological response to threat. Poster session presented at the 2012 Mind and Life Summer Research Institute, Garrison, NY.
- Wielgosz, J., Repshas, L. M., Greischar, L. L., & Davidson, R. J. (2012). Protective body posture modulates physiological response to threat. Presented at the Association for Psychological Science Annual Convention, Chicago, IL.
- Fox, A. S., Shelton, S. E., Oler, J. A., Nanda, S. A., Roseboom, P. H., Davidson, R. J., & Kalin, N. H. (2011). RNA expression in the primate amygdala predicts anxious temperament and its intermediate neural phenotype. *Biological Psychiatry*, 69(9), 196S.
- Oler, J. A., Shelton, S. E., Birn, R. M., Fox, A. S., Davidson, R. J., & Kalin, N. H. (2011). Extending the extended amygdala to primate neuroimaging with resting fMRI. *Biological Psychiatry*, 69(9), 260S.
- Shelton, S. E., Oler, J. A., Fox, A. S., Davidson, R. J., Dyer, T. D., Raveendran, M., Blangero, J., Rogers, J., & Kalin, N. H. (2011). The influence of CRH Receptor-2 gene variation on cortisol and brain metabolism. *Biological Psychiatry*, 69(9), 197S.
- Lapate, R. C., van Reekum, C. M., Schaefer, S. M., Norris, C. J., Greischar, L. L., & Davidson, R. J. (2011). Decreased spousal stress is associated with persistent responding to positive stimuli. *Psychophysiology*, 48, S55.
- Schaefer, S. M., Morozink, J. A., van Reekum, C. M., Lapate, R. C., Norris, C. J., Greischar, L. L., Ryff, C. D., & Davidson, R. J. (2011). Higher levels of self-reported psychological well-being are associated with better emotional recovery from negative stimuli measured objectively with eyeblink startle reflex and corrugator EMG. *Psychophysiology*, 48, S76.
- Shackman, A. J., Maxwell, J. S., McMenemy, B. W., Fox, A. S., Greischar, L. L., & Davidson, R. J. (2011). Neural circuitry mediating the impact of anxiety on cognition. *Psychophysiology*, 48, S8.
- Fox, A. S., Vack, N., Vanderwerff, L., & Davidson, R. J. (2011). Reliably quantifying the value an individual assigns to giving a stranger money. Poster session presented at the annual Cognitive Neuroscience Society Meeting, San Francisco, CA.

- Hanson J. L., Chung M. K., Avants B. B., Shirlcliff E. A., Gee J. C., Pollak S. D., & Davidson R. J. (2011). Structural brain correlates of successful stress regulation in children. Poster session presented at the annual Cognitive Neuroscience Society Meeting, San Francisco, CA.
- Fox, A. S., Oler, J. A., Shelton, S. E., Nanda, S. A., Davidson, R. J., Roseboom, P. H., & Kalin, N. H. (2011). Gene expression patterns in the primate amygdala linked to anxious temperament and its neural substrate. Presented at the Society for Neuroscience annual meeting, Washington, DC.
- Hanson, J. L., Chung, M. K., Avants, B. B., Rudolph, K. D., Shirlcliff, E. A., Gee, J. C., Davidson, R. J., & Pollak, S. D. (2011). Child maltreatment, cumulative lifetime stress and amygdala volume. Poster presented at the Society for Neuroscience annual meeting, Washington, DC.
- Heller, A. S., van Reekum, C. M., Schaefer, S. M., Ryff, C. D., & Davidson, R. J. (2011). Sustained nucleus accumbens activation predicts self-reported psychological well-being. Poster presented at the Society for Neuroscience annual meeting, Washington, DC.
- Lee, H., Kim, S.-G., Chung, M. K., Hanson, J. L., Avants, B. B., Gee, J. C., Davidson, R. J., & Pollak, S. D. (2011). Agreement between the white matter connectivity via tensor-based morphometry and the volumetric white matter parcellations. Presented at the Society for Neuroscience annual meeting, Washington, DC.
- Oler, J. A., Fox, A. S., Shelton, S. E., Raveendran, M., Fawcett, G. L., Dyer, T. D., Blangero, J., Davidson, R. J., Rogers, J., & Kalin, N. H. (2011). Variation in a primate-specific CRHR1 exon influences anxious temperament and its underlying neural circuit. Presented at the Society for Neuroscience annual meeting, Washington, DC.
- Chung, M. K., Hanson, J., Davidson, R. J., & Pollak, S. (2011). Effect of family income on hippocampus growth: Longitudinal study. Poster session presented at the 17th Annual Meeting of the Organization for Human Brain Mapping, Québec City, Canada.
- Kim, S.-G., Chung, M. K., Hanson, J., Avants, B., Gee, J., Davidson, R. J., & Pollak, S. (2011). White matter structural connectivity without diffusion tensor imaging. Poster session presented at the 17th Annual Meeting of the Organization for Human Brain Mapping, Québec City, Canada.
- Seo, S. Chung, M. K., Dalton, K. M., & Davidson, R. J. (2011). Multivariate cortical shape modeling based on sparse representation. Poster session presented at the 17th Annual Meeting of the Organization for Human Brain Mapping, Québec City, Canada.
- Javaras, K. N., Schaefer, S. M., Lapate, R. C., Greischar, L. L., van Reekum, C. M., & Davidson, R. J. (2011). Conscientiousness predicts better emotional recovery from negative stimuli in middle-aged adults. Poster presented at the Association for Psychological Sciences Annual Convention, Washington, DC.
- Angelos, L., Nacewicz, B. M., Alexander, A. L., Davidson, R. J. (2011). Single Voxel MR Spectroscopy Data Quality and Metabolite Signature of the Isolated Amygdala. Poster session presented at the 19th Annual Meeting of the International Society for Magnetic Resonance in Medicine, Montreal, Quebec, Canada
- Birn, R., Shelton, S., Oler, J., Fox, A., Davidson, R. J., & Kalin, K. (2011). Resting functional connectivity between amygdala and dlPFC predicts anxious temperament in the rhesus monkey. Poster session presented at the 19th Annual Meeting of the International Society for Magnetic Resonance in Medicine, Montreal, Quebec, Canada
- Schaefer, S. M., van Reekum, C. M., Lapate, R. C., Greischar, L. L., & Davidson, R. J. (2011). Individual differences in executive control separately predict emotional reactivity to and recovery from negative pictures (assessed with corrugator EMG). Poster presented at the Determinants of Executive Function & Dysfunction Annual Conference, Boulder, CO.
- Heller, A. S., Greischar, L. L., Honor, A., & Davidson, R. J. (2010). Acquisition of simultaneous corrugator EMG and BOLD fMRI. *Psychophysiology*, 47, S76.
- Shelton, S. E., Oler, J. O., Fox, A. S., Oakes, T. R., Davidson, R. J., Shelledy, W., . . . Kalin N. H. (2010). Heritability of glucose metabolism in the Rhesus monkey brain during exposure to potential threat. *Biological Psychiatry*, 67, 113S.

- Fox, A. S., Oler, J. A., Shelton, S. E., Oakes, T. E., Shelledy, W., Dyer, T. D., Blangero, J., Rogers, J., Davidson, R. J., & Kalin, N. H. (2010). Gray-matter probability in the amygdala predicts anxious temperament and is heritable. Presented at Cognitive Neuroscience Society, Montreal, Canada.
- Oler, J. A., Fox, A. S., Shelton, S. E., Oakes, T. E., Shelledy, W., Dyer, T. D., Blangero, J., Rogers, J., Davidson, R. J., & Kalin, N. H. (2010). Heritable and non-heritable brain metabolism during exposure to potential threat. Presented at Cognitive Neuroscience Society, Montreal, Canada.
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Conference Presentations

Davidson, R. J. (2006, October). *Peripheral psychophysiology in brain imaging: from maps to function*. Discussant at the Society for Psychophysiological Research, Vancouver, British Columbia, Canada.

Davidson, R. J. (2004, July). *Key issues in affective neuroscience*. International Society for Research on Emotion, New York, NY.

Davidson, R. J., (2004, June). Functional imaging of mood and depression. Workshop Chair and presenter at 10th Annual Meeting of the Organization of Human Brain Mapping. Budapest, Hungary.

Shelton, S. E., Fox A. D., Oakes T. R., Davidson R. J., & Kalin N. H. (2004, July). *Neural correlates of the anxious endophenotype: F18-FDG microPET imaging in monkeys*. 34th annual meeting of the International Society for Psychoneuroendocrinology, Glasgow, Scotland.

Davidson, R. J. (2000, July). *Toward an affective neuroscience*. International Congress of Psychology, Stockholm, Sweden.

Davidson, R. J. (2000). *Prefrontal and amygdala contributions to anxiety and mood disorders*. American Neuropsychiatric Association.

Irwin, W., Davidson, R. J., Kalin, N. H., Sorenson, J. A., & Turski, P.A. (1998). *Relations between human amygdalar activation and self-reported dispositional affect*. Cognitive Neuroscience Society.

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Davidson, R. J. (1996, October). *Biological bases of temperament and affective style*. American Academy of Child and Adolescent Psychiatry.

Davidson, R. J. (1996, August). *Cortical and subcortical contributions to affect and affective disorders*. World Congress of Psychiatry, Madrid, Spain.

Davidson, R. J. (1996, May). *Affective style and affective disorders: Perspectives from affective neuroscience*. American Psychiatric Association.

Lane, R.D., Reiman, E. M., Ahern, G. L., Schwartz, G. E., Davidson, R. J., Axelrod, B., & Yun, L. (1996, June). *Rightward asymmetry in superior temporal cortex activation during film-induced emotions*. Paper presented at the Second Annual Human Brain Mapping Conference, Boston, MA.

Davidson, R. J. (1995, December). *Prefrontal and amygdala contributions to affect, affective style and affective disorders: EEG, PET and fMRI data*. Paper presented at the ACNP, Puerto Rico.

Davidson, R. J., Larson, C., & Abercrombie, H. (1995, September). *Prefrontal electrophysiological asymmetries differentiate between melancholic and non-melancholic depression*. Paper presented at the Society for Research in Psychopathology, Iowa City, Iowa.

Davidson, R. J. (1995, June). *Prefrontal brain function and the inhibition of negative affect*. Paper presented at the Invited Symposium on Inhibition Across Psychological Contexts, American Psychological Society, New York, NY.

- Davidson, R. J. (1995, June). *Cortical and limbic networks associated with depressive symptomatology*. Paper presented at the Invited Symposium on Biological Substrates of Psychopathology, American Psychological Society.
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- Lane, R. D., Reiman, E. M., Ahern, G. L., Schwartz, G. E., Davidson, R. J., Axelrod, B., & Yun, L. (1995, March). *Neuroanatomical correlates of happiness, sadness, and disgust*. Paper presented at the 54th Annual Meeting of the American Psychosomatic Medicine Society. Williamsburg, Virginia.
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- Rickman, M. D., Pfeifer, M., & Davidson, R. J. (1995, March). *Asymmetry in frontal brain activity at age 36 months is associated with individual differences in fear and exuberance at age 8 years*. Paper presented at the Society for Research in Child Development, Indianapolis, IN.
- Davidson, R. J. (1994, June). *Frontal EEG asymmetry predicts the emotional content of dreams*. Paper presented at an invited symposium on the Cognitive Neuroscience of Sleeping and Dreaming, Association for the Psychophysiological Study of Sleep. Boston, MA.
- Shelton, S. E., Davidson, R. J., & Kalin, N. H. (1994, August). *Physiological predictors of fear-related freezing*. Paper presented at the International Society for Psychoneuroendocrinology, Seattle, WA.
- Abercrombie, H. C., Larson, C. L., & Davidson, R. J. (1994). *Depressed and control subjects show different emotional responses to the PET scanning environment: Implications for neuroimaging studies of affective disorders*. Presented at the Society for Research in Psychopathology.
- Davidson, R. J. (1994, May). *Prefrontal inhibition and emotion regulation*. Presented at an Invited Symposium on Interdisciplinary Approaches to Inhibition, Midwest Psychological Association.
- Reiman, E. M., Lane, R. D., Ahern, G. L., Schwartz, G. E., & Davidson, R. J. (1994, April). *Positron emission tomography and the conscious experience of emotion*. Paper presented at the conference, Toward a Scientific Basis for Consciousness. Tucson, Arizona.
- Davidson, R. J. (1993, October). *Psychophysiological approaches to the study of affective and anxiety disorders*. Co-chair and presenter at Symposium at Society for Research in Psychopathology, Chicago, IL.
- Davidson, R. J. (1993, March). *Cerebral asymmetry, affective style and anxiety disorders*. Anxiety Disorders Association of America. Charleston, South Carolina.
- Davidson, R. J. (1992, October). *Olfaction and EEG: A critical evaluation*. Invited discussant at symposium on the Olfaction and EEG, Society for Psychophysiological Research, San Diego, CA.
- Davidson, R. J., Finman, R., Straus, A. M., & Kalin, N. H. (1992, October). *Behavioral inhibition, cortisol, and sympathetic autonomic function*. Invited talk, International Society of Psychoneuroendocrinology, Madison, WI.

- Marshall, J. R., Straus, A. M., Kalin, N. H., & Davidson, R. J. (1992, August). *Self-described social anxiety and salivary cortisol levels*. Paper presented at International Society of Psychoneuroendocrinology, Madison, WI.
- Davidson, R. J. (1992, February). *On the structure of emotion*. Invited participant at symposium on Basic Emotions, American Psychological Society, San Diego, CA.
- Davidson, R. J. (1992, February). *The structure of emotion: Gleanings from neuropsychology*. International Neuropsychological Society, San Diego, CA.
- Davidson, R. J. (1992, February). *Cerebral asymmetry, emotion and affective style*. American Association for the Advancement of Science, Chicago, IL.
- Davidson, R. J. (1989, April). *A psychophysiological perspective on cross-cultural studies of emotional development*. Invited discussant at symposium on Cross-cultural approaches to emotional development. Society for Research in Child Development. Kansas City, MO.
- Davidson, R. J. (1989, May). *Cerebral asymmetry and the nature of emotion*. Invited address presented to the Midwestern Psychological Association.
- Davidson, R. J. (1989, March). *The neuropsychology of emotion*. Invited address presented at the International Society for Research on Emotion, Paris, France.
- Davidson, R. J. (1988, July). *Cerebral asymmetry and temperament*. Invited address presented to the MacArthur Foundation Network on Development, Chatham Bars, Massachusetts.
- Davidson, R. J. (1988, April). *Hemispheric substrates of affect and affective styles*. Invited address at the MacArthur Foundation Symposium on the Neuropsychology of Emotion, University of Pennsylvania, Philadelphia, PA.
- Davidson, R. J. (1988, January). *Cerebral asymmetry and emotion: Developmental and individual differences*. Presented at the Society for Developmental Psychobiology, Florida.
- Davidson, R. J. (1987, August). *The dimensional structure of emotion: Insights from neuropsychology*. Presented at the Invited Symposium on the Psychobiology of Emotion (R. J. Davidson, Chair), International Society for Research on Emotions, Clark University, Worcester, MA.
- Fox, N. A., & Davidson, R. J. (1987, April). *EEG asymmetry and emotion: Studies in the psychobiology of affect*. Presented at the Society for Research in Child Development, Baltimore, MD.
- Davidson, R. J. (1986). *Thinking about feeling: Cerebral asymmetry and the nature of emotion*. Paper presented at the Symposium on Developmental and Neurological Aspects of Emotion, American Psychological Association, Washington, D. C.
- Saron, C., & Davidson, R. J. (1986, October). *Response hand influences visual evoked potential estimates of interhemispheric transfer time in children*. Paper presented at the Society for Neuroscience, Washington, D. C.
- Davidson, R. J., Saron, C., Leslie, S. C., & Reiner, P. (1986, February). *Visual evoked response estimates of interhemispheric transfer time: Dyslexic versus normal differences*. Paper presented at the International Neuropsychological Society, Denver, CO.
- Gladstone, M., Davidson, R. J., & Best, C. T. (1986, February). *Interhemispheric collaboration in disabled and non-disabled readers: A study of bimanual motor performance*. Paper presented at the International Neuropsychological Society, Denver, CO.
- Leslie, S. C., & Davidson, R. J. (1986, February). *Purdue pegboard performance in disabled and normal readers: One year re-test reliability and objective measurement of motor asymmetry*. Paper presented at the International Neuropsychological Society, Denver, CO.

- Davidson, R. J. (1985, May). *The development of emotion and its relation to cerebral asymmetry*. Paper presented at the Conference on the Developmental Implications of Brain Lateralization, Brock University, St. Catharines, Ontario, Canada.
- Davidson, R. J. (1985, May). *Affect, facial expression and cerebral asymmetry*. Paper presented at the Annual Meeting of the AAAS, Los Angeles, California.
- Fox, N. A., & Davidson, R. J. (1985, April). *EEG correlates of early facial expression*. Paper presented at the Society for Research in Child Development, Toronto, Ontario, Canada.
- Cohen, B. H., Saron, C., Senulis, J. A., Gordon, B., Thayer, J. F., & Davidson, R. J. (1985, February). *Self-reports of emotion predict patterns of EEG asymmetry*. Paper presented at the Annual Meeting of the International Neuropsychological Society, San Diego, California.
- Davidson, R. J. (1984, August). *Cerebral asymmetry and emotion: Implications for studies of depression*. Paper presented at the symposium on Laterization of Function in Affective Disorders, American Psychological Association Annual Meeting, Toronto, Ontario, Canada.
- Leslie, S. C., Shilliday, C., & Davidson, R. J. (1984, August). *Developmental milestones in normal and disabled readers*. Paper presented at the American Psychological Association Annual Meeting, Toronto, Ontario, Canada.
- Fox, N. A., & Davidson, R. J. (1984, April). *Hemispheric asymmetry and the development of emotion*. Paper presented at the International Congress on Infancy Studies, New York, NY.
- Schaffer, C. E., Davidson, R. J., & Saron, C. (1984, February). *Affective responses to faces: Visual field asymmetries in depressed and non-depressed subjects*. Paper presented at the International Neuropsychological Society, Houston, TX.
- Leslie, S. C., Davidson, R. J., & Batey, O. B. (1984, February). *Purdue pegboard performance of disabled and normal readers: Unimanual versus bimanual differences*. Paper presented at the International Neuropsychological Society, Houston, TX.
- Davidson, R. J. (1983, October). Participant in Symposium on the psychophysiology of emotion, Society for Psychophysiological Research, Asilomar, California.
- Davidson, R. J., Leslie, S. C., & Batey, P. B. (1983, August). *Stimulus specific dysnomia among dyslexic children*. Paper presented at the American Psychological Association Annual Meeting, Anaheim, California.
- Leslie, S. C., Batey, O. B., & Davidson, R. J. (1983, February). *Purdue pegboard performance: Implications concerning cerebral lateralization in dyslexic children*. Paper presented at the American Psychological Association Annual Meeting, Anaheim, California.
- Davidson, R. J., Perl, J., & Saron, C. (1983, February). *Hemispheric interaction in repressors and non-repressors*. Presented at the International Neuropsychological Society.
- Davidson, R. J., Nirenberg, L., Saron, C., & Kalnins, M. (1982, February). *Interhemispheric and intermodal interaction in dyslexic and normal children*. Presented at the International Neuropsychological Society, Pittsburgh, Pennsylvania.
- Davidson, R. J., & Fox, N. (1981, April). *EEG asymmetry during the perception of positive and negative affect in ten month old infants: Frontal versus parietal differences*. Presented at the Society for Research in Child Development, Boston, MA.
- Bennett, J., Davidson, R. J., & Saron, C. (1980, October). *Patterns of self-rating in response to verbally elicited affective imagery: Relation to frontal versus parietal EEG asymmetry*. Presented at the Annual Meeting of the Society for Psychophysiological Research, Vancouver, British Columbia, Canada.

- Reuter-Lorenz, P., & Davidson, R. J. (1980, February). *Differential responsiveness of the two cerebral hemispheres to the perception of happy and sad faces*. Presented at the International Neuropsychological Society, San Francisco, CA.
- Freedman, R. J., Davidson, R. J., & Taylor, N. (1979, August). *Sex differences in spatial performance as related to cerebral lateralization*. Presented at the Annual Meeting of the American Psychological Association.
- Davidson, R. J. (1978, August). *Event related brain potentials in response to conscious and nonconscious stimuli: Effects of attention and scalp topography*. Paper presented at the NATO Conference on Event-Related Potentials, Konstantz, Germany.
- Davidson, R. J. (1978, May). *Hemispheric specialization for affective processes in normals: Behavioral and electrophysiological studies*. Presented at the Society for Biological Psychiatry, Atlanta, Georgia.
- Davidson, R. J. (1978, March). *Methodological issues in the use of EEG measures of cerebral engagement*. Presented at the Biofeedback Society of America, Albuquerque, New Mexico.
- Davidson, R. J., Schwartz, G. E., & Weinberger, D. (1977, August). *Eye movement and electrodermal asymmetry during cognitive and affective tasks*. Paper presented at the Annual Meeting of the American Psychological Association, San Francisco, CA.
- Davidson, R. J. (1976, December). *Psychophysiological specificity in the assessment and treatment of behavior disorders*. Paper presented at the Annual Meeting of the Association of Behavior Therapy, New York, NY.
- Davidson, R. J., & Goleman, D. J. (1975, October). *The role of attention in meditation and hypnosis*. Paper presented at the Society for Clinical and Experimental Hypnosis, Chicago, IL.
- Davidson, R. J. (1974, October). *Varieties of meditation, self-control procedures and their implications for psychology*. Invited address presented at the Massachusetts Psychological Association.

Major Colloquia and Invited Presentations

- 1974 October: Department of Psychology, The Medfield State Hospital, Medfield, Massachusetts
- 1975 December: Psychological Clinic and Psychiatry Research Group, Massachusetts Institute of Technology
- 1976 June: Department of Neurology, Children's Hospital Medical Center, Boston, Massachusetts
November: Department of Psychology, State University of New York, Stony Brook, New York
- 1977 January: Winter Conference on Brain Research, Symposium on Electrophysiological Recording, Techniques in Psychiatry, Keystone, Colorado
- 1978 May: Chairman and participant, Lateralization for Affective Processes, Society for Biological Psychiatry, Atlanta, GA
November: Department of Psychology, State University of New York, New Paltz, New York
November: Department of Psychology, The Graduate Center, City University of New York
- 1979 March: Presented a one day tutorial in basic psychophysiology at the Annual Meeting of the Biofeedback Society of America, San Diego, CA
March: Department of Psychology, State University of New York, Stony Brook, New York
September: Invited Speaker, New York State Biofeedback Research Society
October: Keynote Speaker, Annual Meeting of the New York State Art Teachers Association
November: Invited address, March of Dimes Research Colloquium, Key Biscayne, FL - Hemispheric interactions in dyslexic children: Behavioral and electrophysiological findings
December: Department of Psychology, City College City University of New York
- 1980 March: Behavioral Sciences Colloquium, The Rockefeller University, New York, New York

- July: Invited address, International Congress of Physiological Sciences, Budapest, Hungary - Cognition, emotion and consciousness: A biocognitive perspective
 November: Department of Psychology, Princeton University
- 1981 February: Department of Psychiatry, Medical School University of California, San Francisco, CA
 March: Invited Speaker, Annual meeting of the Orton Society - Interhemispheric communication in dyslexic and normal children
 April: Department of Neurology, New York University Medical School
 May: Grand Rounds, Department of Pediatrics, St Luke's Hospital, New York, New York
 July: Invited Participant, International Meeting on the Nature and Function of Emotion, Bad Homburg, Germany
- 1982 January: Invited Participant, Symposium on Developmental Neuropsychology, School of Medicine, University of California, San Francisco, CA
 February: Invited Participant, Symposium on Mind and Medicine, School of Medicine, University of California, San Francisco, CA
 March: Invited Participant, Symposium on the psychobiology of affective development, International Conference on Infancy Studies, Austin, TX
 March: Department of Psychiatry, Downstate Medical Center, Brooklyn, New York
 April: Invited Participant, Second International Conference on Laterality and Psychopathology, Banff, Alberta, Canada
 May: Invited Symposium Participant, Society for Biological Psychiatry, Toronto, Ontario, Canada
 October: Invited Participant, Symposium on the Neuropsychology of Reading Disabilities, New York University Medical Center, New York, New York
 November: Invited Participant, Symposium on Behavioral Medicine, SUNY, Buffalo, New York
 December: Department of Psychology, Old Dominion University, Norfolk, VA
 December: Department of Psychology, New School for Social Research, New York, New York
- 1983 January: Teachers College, Columbia University, New York, New York
 February: Invited Speaker, New York Neuropsychology Group, New York, New York
 March: Department of Psychology, City College, CUNY, New York, New York
 March: Department of Psychology, University of Wisconsin, Madison, Wisconsin
 September: Invited Participant, Symposium on Psychophysiology of Emotion, Society for Psychophysiological Research, Ailsomar, California
 October: Department of Human Development, University of Maryland, College Park, Maryland
 November: Invited Participant, MacArthur Foundation Study Group on Behavioral and Psychobiological Measures of Affect in Infancy, Inverness, California
- 1984 March: Department of Psychology, New York University, New York, New York
 April: Department of Psychiatry, New York University Medical School, New York, New York
 June: Invited Participant, Yale Conference on Emotion, New Haven, Connecticut
 October: Invited Participant, NIMH Conference on Frontiers in Research on Emotion, Bethesda, Maryland
- 1985 February: Department of Psychology and Program in Cognitive Science, Vassar College, Poughkeepsie, New York
 April: Department of Psychology, Wesleyan University, Middletown, Connecticut
 May: Departments of Pediatrics and Psychology, Rutgers University, New Brunswick, New Jersey

- May: Invited Participant, Brock University Conference on the Development of Lateralization, St Andrews, Ontario
- May: Invited Participant, Symposium on the Psychobiology of Emotion, Annual Conference of the American Association for the Advancement of Science, Los Angeles, California
- July: Invited Participant, SSRC Institute on Emotion-Cognition Interrelations, Denver, Colorado
- November: Invited Address, The Carrier Foundation, Belle Mead, New Jersey
- 1986 March: Department of Educational Psychology, University of Wisconsin-Madison
- May: Invited Participant, Symposium on the Nature of Self-Deception, Annual Meeting of American Association for the Advancement of Science, Philadelphia, Pennsylvania
- July: Invited Participant, Symposium on Emotional Experience, International Society for Research on Emotion, Amsterdam, The Netherlands
- October: Invited Participant, The Third International Symposium on Cerebral Dynamics, Laterality and Psychopathology, Tokyo, Japan
- November: Invited Participant, Sloan Foundation Study Group on Relations between Behavioral and Neural Development, Denver, Colorado
- November: Invited Participant, International Symposium on Hemispheric Specialization and Emotion, Rome, Italy
- 1987 February: Grand Rounds, Department of Neurology, University of Wisconsin Medical School
- March: Developmental Psychobiology Colloquium, Waisman Center, University of Wisconsin Medical School
- April: Keynote Speaker, Student Science Symposium, Purchase College, State University of New York, Purchase, New York
- April: Keynote Speaker, UW Center Psychology Departments Meeting, University of Wisconsin-Madison
- April: Doctoral Program in Reading, School of Education, University of Wisconsin-Madison
- May: Department of Psychology, Stanford University, Stanford, California
- 1988 February: Invited Participant, NIMH Workshop on Behavioral and Psychosocial Effects on Physical Health
- March: Department of Psychology, University of Illinois, Champaign, Illinois
- March: Department of Psychology, Harvard University, Cambridge, Massachusetts
- March: Grand Rounds, Division of Behavioral Neurology, Harvard Medical School, Beth Israel Hospital, Boston, Massachusetts
- April: Invited Address, Wisconsin Orton Society, Madison, Wisconsin
- September: Invited Participant, NIMH Conference on the Maintenance of Maladaptive Behavior, Rockville, Maryland
- October: Invited Speaker, University of Rochester Conference on Developmental Processes and Psychopathology, Rochester, New York
- 1989 February: Grand Rounds, Department of Psychiatry, Wisconsin Medical College, Milwaukee, Wisconsin
- February: Invited Speaker, Program in Cognitive Neuroscience, Department of Psychology, University of Chicago, Chicago, Illinois
- February: Colloquium, Department of Communicative Disorders, University of Wisconsin-Madison
- March: Colloquium, Institute on Aging, University of Wisconsin-Madison
- April: Colloquium, Laboratory of Developmental Psychopathology, National Institute of Mental Health, Bethesda, Maryland
- May: Invited Speaker, Brock University Symposium on the Role of Frontal Lobe Maturation in Cognitive and Social Development, St. Catherines, Ontario

- July: Guest Faculty, NSF Training Institute in Social Psychophysiology, The Ohio State University, Columbus, Ohio
- July: Colloquium, Department of Psychology, The Ohio State University, Columbus, Ohio
- July: Invited Speaker, Meeting of the MacArthur Foundation, Research Network on the Psychobiology of Depression, Santa Fe, New Mexico
- September: Invited Speaker, NIMH Symposium on Psychobiological Approaches to the Study of Emotion, Temperament and Affective Style, Washington, DC
- November: Grand Rounds, Division of Child Psychiatry, University of Chicago Medical School, Chicago, Illinois
- December: Colloquium, Department of Psychology, University of Pennsylvania, Philadelphia, PA
- 1990 April: Colloquium, Department of Psychology, University of California, Berkeley, CA
- April: Grand Rounds, Department of Psychiatry, University of California, San Francisco, CA
- May: Distinguished Visiting Lecturer, University of Oklahoma School of Medicine, Oklahoma City, Oklahoma
- May: Colloquium, Department of Psychology, University of Bergen, Bergen, Norway
- September: Invited Speaker, McDonnell Foundation/NIMH meeting on Neural Representation of Emotion Montauk, Long Island, New York
- September: Invited Speaker, MacArthur Foundation meeting on biological measures in the study of anti-social behavior and criminality, Madison, Wisconsin
- October: Co-Organizer and Invited Speaker, McDonnell Foundation meeting on the Psychophysiology of Emotion, Victoria, British Columbia, Canada
- December: Invited Participant, Office of Naval Research Meeting on Stress and Performance, San Francisco, California
- 1991 January: Colloquium, Department of Psychology, University of Chicago, Chicago, Illinois
- March: Grand Rounds, Division of Child Psychiatry, Department of Psychiatry, University of Wisconsin, Madison, Wisconsin
- November: Grand Rounds, Department of Psychiatry, Medical College of Wisconsin, Milwaukee, Wisconsin
- 1992 February: Invited Speaker, WT Grant Foundation Consortium on the Psychobiology of Stress, Washington, DC
- April: Grand Rounds, Department of Psychiatry, University of Iowa School of Medicine, Iowa City, Iowa
- July: Distinguished Visiting Psychophysicologist, The Ohio State University, Columbus, Ohio
- July: Invited Participant, NSF Workshop on Facial Expression Understanding, Arlington, Virginia
- November: Co-organizer, MacArthur and McDonnell Foundation Meeting on Affective Neuroscience, Washington, DC
- December: Colloquium, Department of Psychology, Harvard University, Cambridge, Massachusetts
- 1993 February: Co-organizer and Invited Speaker, NIMH Workshop on Psychophysiology as a Theoretical Science
- March: Colloquium, Department of Psychology, Northwestern University, Evanston, Illinois
- March: Grand Rounds, New York Hospital, White Plains, New York
- March: Invited Participant, MacArthur Foundation Planning Meeting on Psychopathology and Development, Chicago, Illinois
- April: Keynote Speaker, Undergraduate Psychology Symposium of Wisconsin, Madison, Wisconsin

- November: Colloquium, Massachusetts Mental Health Center, Harvard Medical School, Boston, Massachusetts
- 1994 January: Colloquium, Department of Psychology, University of California, Berkeley, California
May: Invited Lecturer, Smithsonian Institute, Washington, DC
- 1995 January: Colloquium, Department of Psychology, Chicago Medical School, North Chicago, IL
March: Colloquium, Department of Psychology, Carnegie-Mellon University, Pittsburgh, PA
March: Grand Rounds, Western Psychiatric Research Institute, University of Pittsburgh Medical School, Pittsburgh, PA
April: Symposium Director, Wisconsin Symposium on Emotion, Emotion and Psychopathology, Madison, Wisconsin
April: Colloquium, Beckman Institute and Department of Psychology, University of Illinois, Champaign, IL
September: Meeting Organizer and Speaker, Dialogue with the Dalai Lama on Altruism and Compassion, Dharamsala, India
- 1996 February: Colloquium, Department of Medical Physics, University of Wisconsin-Madison
April: Colloquium, Department of Communication Arts, University of Wisconsin-Madison
May: Invited Address, Geneva Emotion Week, University of Geneva, Geneva, Switzerland
August: Invited Address, Meeting of NIMH Centers for Behavioral Sciences Research, Bethesda, Maryland
September: Invited Address, Integration of Behavioral and Neuroscience Training, NIMH Workshop on Training, Fairfax, Virginia
October: Invited Address, The Biology of Emotion, Harvard Neurology of Behavior Course, Boston, MA
November: Keynote Address, Society for Clinical and Experimental Hypnosis, Tampa, Florida
December: Invited Address, Tucson Meeting on the Interface Between Emotion and Cognitive Neuroscience, Tucson, Arizona
- 1997 February: Colloquium, Department of Psychology, Indiana University, Bloomington, Indiana
March: Colloquium, Primate Center, University of Wisconsin-Madison
April: Keynote Address, Annual Meeting, Alliance for the Mentally Ill of Dane County, Madison, WI
May: Distinguished Scientific Lecturer, Midwest Psychological Association, Chicago, Illinois
May: Keynote Address, Symposium on Child Language Disorders, Madison, WI
October: Presidential Address, Society for Research in Psychopathology, Palm Springs, California
November: Invited Participant, Tanner Symposium, University of Michigan, Ann Arbor, Michigan
November: Colloquium, Department of Psychology, University of Wisconsin-Madison
- 1998 February: Chair's Distinguished Lecturer, Department of Sociology, University of Wisconsin-Madison
March: Keynote Address, Gatlinburg Conference on Developmental Disabilities, Charleston, South Carolina
April: Co-Organizer, Fourth Wisconsin Symposium on Emotion, Madison, WI
April: Keynote Address, Wisconsin Psychological Association, Milwaukee, WI
April: Colloquium, Department of Psychology, Stanford University, Stanford, CA
April: Distinguished Lecturer, Mind Science Series, UC-Davis, Davis, CA
April: Invited speaker, Institute on Aging Symposium, University of Wisconsin-Madison
May: Invited Address, Library of Congress Meeting on the Biology of Emotions, Washington, DC
May: Co-Organizer (with RW Levenson), Festschrift for Paul Ekman, American Psychological Society, Washington, DC

- July: Invited Speaker, McDonnell-Pew Summer Institute in Cognitive Neuroscience, Lake Tahoe, CA
 August: Invited Speaker, Cognitive Science Society, Madison, WI
 October: Colloquium, Department of Psychology, University of Pittsburgh, Pittsburgh, PA
- 1999 April: Keynote Speaker, Association Applied Biofeedback and Psychophysiology, Vancouver, British Columbia, Canada
 May: Grand Rounds, Department of Medicine, University of Massachusetts School of Medicine, Worcester, MA
 June: Keynote Speaker, German Psychophysiology Society, Trier, Germany
 June: Invited Participant, White House Conference on Mental Health, Washington, DC
 July: Invited Speaker, NIMH meeting on Mood and Emotion, Rockville, MD
- 2000 February: Invited Speaker, Psi Chi, University of Wisconsin-Madison
 February: Invited Speaker, Science and Public Policy Seminar, Federation of Behavioral, Psychological and Cognitive Sciences, Washington, DC
 March: Invited Participant, Meeting on Destructive Emotions with HH The Dalai Lama, Dharamsala, India
 April: The Ida Cordelia Beam Distinguished Visiting Professor, University of Iowa, Iowa City, Iowa
 June: Invited Speaker, New York Academy of Sciences Meeting on the Unity of Knowledge, Rockefeller University, New York, New York
 July: Keynote Speaker, International Congress of Psychology, Stockholm, Sweden
 August: APA Distinguished Scientific Contribution Award Lecture, American Psychological Association, Washington, DC
 October: Presidential Address, Society for Psychophysiological Research, San Diego, CA
- 2001 January: Invited Address, NIMH meeting on Depression and Medical Illness, Bethesda, MD
 February: Invited Address, Cognitive Neuroscience Lecture Series, National Institutes of Health, Bethesda, MD
 March: Invited Address, Anxiety Disorders Association of America, Atlanta, GA
 March: Invited Speaker, NIMH/Smithsonian Meeting on Gender Differences in Depression, Washington, DC
 March: Panel Chair, Neural Substrates of Mood and Mood Regulation, NIMH Meeting on Strategies Priorities for Research on Depression Bipolar Disorder, Pittsburgh, PA
 March: Invited Speaker and Panel Chair, Meeting on the Mechanisms of Mind-Body Interaction, NIH, Bethesda, MD
 May: Organizer, Meeting of the NIH Centers for the Study of Mind-Body Interaction, Madison, WI
 May: Organizer and Speaker, Transformations of Mind, Brain and Emotion: Neurobiological and Bio-behavioral Research on Meditation, Dialogue with His Holiness the Dalai Lama, Madison, WI
 June: Invited Speaker, Sleep Research Society, Chicago, IL
 July: Invited Speaker, New Directions in Borderline Personality Research, Rockefeller University, New York, New York
 November: Invited Speaker, Department of Neurosciences, Medical College of Wisconsin, Milwaukee, WI
 November: Keynote speaker, Wisconsin Psychiatric Association, Milwaukee, Wisconsin
 December: Colloquium, Department of Psychology, University of Pennsylvania, Philadelphia, PA
- 2002 February: Grand Rounds, Division of Child and Adolescent Psychiatry, Columbia University College of Physicians and Surgeons, New York, New York
 March: Invited Address, American Psychopathological Association, New York, New York

- March: Keynote Speaker, Rotman Conference on the Frontal Lobes, Toronto, Ontario, Canada
- April: Keynote Speaker, American Educational Research Association, New Orleans, Louisiana
- May: Invited Address, Society for Psychoneuroimmunology, Madison, Wisconsin
- July: Colloquium, Department of Psychology, University of Michigan, Ann Arbor, Michigan
- August: Invited Address, American Psychological Association, Chicago, Illinois
- September: Invited Address, Conference on Happiness, London School of Economics, London, England
- October: Invited Address, Meeting on the Psychobiology of Emotion, Cold Spring Harbor Laboratory, Cold Spring Harbor, New York
- October: Keynote Address, Positive Psychology Summit, Gallup Organization, Washington, DC
- October: Invited Address, MIT Conference on Learning and the Brain, Cambridge, MA
- November: Invited Address, New York Academy of Science Meeting on the 130th Anniversary of Darwin's *Expression of Emotion in Man and Animals*, Rockefeller University, New York, New York
- 2003 January: Invited Address, Symposium on Science and Religion, Columbia University, New York, New York
- February: Michael Goldstein Lecture, Department of Psychology, UCLA, Los Angeles, CA
- March: Grand Rounds, Department of Psychiatry, Rush University College of Medicine, Chicago, IL
- March: Invited Address, New York Academy of Sciences Meeting on the Roots of Mental Illness in Children, Rockefeller University, New York, New York
- March: Invited Address, Symposium on Science and Spirituality, Stanford University, Stanford, CA
- April: Invited Address, Emotional Intelligence Consortium, Cambridge, MA
- September: Invited Address, Investigating the Mind: A dialogue with His Holiness the Dalai Lama, MIT, Cambridge, MA
- September: Keynote Speaker, NIMH/NINDS Intramural Retreat, Gettysburg, PA
- September: Michael S Goodman Endowed Memorial Lecture, Brown University, Providence, RI
- October: Keynote Address, Cognitive Development Society, Park City, Utah
- November: Invited Address, Royal Society meeting on well-being, London, England
- November: Invited Address, Novartis Foundation meeting on the neurobiology of well-being, London, England
- November: Invited Address, Functional Imaging Laboratory, Wellcome Department of Cognitive Neurology, University College, London, England
- 2004 February: Grand Rounds, Department of Psychiatry, University of Chicago, Chicago, IL
- February: Graham Lectures, University of Toronto, Toronto, Ontario, Canada
- March: Colloquium, Department of Psychology, Harvard University, Cambridge, MA
- March: Grand Rounds, Department of Psychiatry, University of Pennsylvania, Philadelphia, PA
- March: The Elliott Stellar Lecture, University of Pennsylvania, Philadelphia, PA
- April: Keynote Address, Association for Applied Psychophysiology and Biofeedback, Colorado Springs, CO
- May: The Ted Simpson Distinguished Lecture, The Ohio State University, Columbus, Ohio
- May: Invited Address, NIH meeting on meditation, NIH, Bethesda, MD
- October: Organizer and Invited Address, Meeting on neuroplasticity with the Dalai Lama, Dharamsala, India
- November: Invited Address, Swedish Neuropsychological Society, Umea, Sweden

- 2005 January: Invited Address, Foundation IPSEN Symposium on Neurobiology and Human Values, Paris, France - Affective style and values: Perspectives from affective neuroscience
 February: Director's Lecture, National Institutes of Health, Bethesda, MD
 February: Colloquium, Department of Psychology, Yale University, New Haven, CT
 February: K J Lee Annual Lecture, Rosenthal Center for Complementary and Alternative Medicine, Columbia University Medical Center, New York, New York
 March: Distinguished Lecture, MIND Institute, UC-Davis, Davis, CA
 March: Invited Address, Center for Mind and Brain, UC-Davis, Davis, CA
 April: Distinguished Lecture, Kennedy Center for Research on Human Development, Vanderbilt University, Nashville, TN
 June: Invited Address, Nobel Symposium on the Neuroscience of Emotion, Karolinska Institute, Stockholm, Sweden
 July: Invited Address, NIH cross-institute meeting on Integrating Mechanisms Linking Mind, Brain and Periphery, Warrenton, Virginia
 September: Invited address, Post-Doctoral Fellowship in CAM Clinical Research, Berman Center, University of Minnesota School of Medicine, Minneapolis, MN
 October: Justin C Crawford Keynote Address, Annual Meeting of Society for Research Administrators (SRA), Milwaukee, WI
 November: Co-Organizer and speaker, Investigating the Mind 2005: The Science and Clinical Applications of Meditation, A meeting between scientists and the Dalai Lama, Washington, DC
 November: Sigma Xi Distinguished Lecture, State University of New York, Purchase, New York
- 2006 January: Invited address, University of Texas, Austin, Texas
 January: Invited address, Graham School, University of Chicago, Chicago, Illinois - Scanning the Monk: What the Brain Sciences Can Teach Us about Religion and Spirituality
 March: Public Lecture, Wisconsin Academy of Letters and Science Evening, Milwaukee, Wisconsin
 April: Keynote address, Meeting on Mindfulness-Based Stress Reduction, Worcester, Massachusetts
 April: Invited address, NIMH Emotion Regulation Conference, Rockville, Maryland - Developmental and Translational Models of Emotion Regulation and Dysregulation: Links to Childhood Affective Disorders
 May: Invited address, Society for Biological Psychiatry, Toronto, Ontario, Canada - Hemispheric Laterality and Mood Regulation in Humans
 May: Invited address, North American Research on Complementary & Integrative Medicine, Edmonton, Alberta, Canada - Buddha's Brain: The Transformation of Mind, Brain and Body Through Meditation
 September: Grand Rounds, Department of Psychiatry, Medical College of Wisconsin, Milwaukee, WI
 September: Invited Address, Integrative Medicine CME conference, School of Medicine and Public Health, Madison, WI - Buddha's Brain: Neuroscientific Research on Meditation & the Transformation of Emotion
 September: Discussant, Research on Contemplation and Education, Harvard University Graduate School of Education, Boston, MA
 September: Bloom Lecture and Workshop for Specialization in Cognitive and Affective Neuroscience, Child Study Center, The Pennsylvania State University, State College, PA
 October: Panelist, Neuroscience and Religion Symposium, Center for the Study of Religion, Princeton University, Newark, NJ
- 2007 January: Keynote Speaker, Society for Personality and Social Psychology Emotion Pre-Conference, Memphis, TN

March: Grand Rounds, Department of Psychiatry & Behavioral Neurosciences, McMaster University, Hamilton, Ontario, Canada

March: Psychology Colloquium, Department of Psychiatry & Behavioral Neurosciences, McMaster University, Hamilton, Ontario, Canada - Buddha's Brain: Neuroscientific research on meditation and the transformation of attention and emotion

March: Hebb Colloquium Speaker, Department of Psychology, McGill University, Montreal, Quebec, Canada

June: Workshop, Cold Springs Harbor Laboratory, Workshop on Autism Spectrum Disorders Loyd Harbor, NY - Neurocognitive Processes

June: Workshop, Summer Institute in Cognitive Neuroscience, University of California - Santa Barbara, Santa Barbara, CA - Neuroscience Approaches to Personality and Individual Differences

August: Invited Speaker, International Society of Psychoneuroendocrinology, Madison, WI

August: Invited Speaker, IEEE Statistical Signal Processing Workshop, Madison, WI

October: Invited Speaker, Colloquium on Aging, Institute on Aging, Madison, WI - Emotion regulation in later life: A neuroscience perspective

October: Spiritual Care Grand Rounds, University of Wisconsin Hospital & Clinics, Madison, WI

November: Invited Speaker, Mental Health Committee Education Sessions, Mental Insight Foundation, New York, NY

November: Panelist, Impact Foundation Dialogue Series, Madison, WI - Contemplation and Education: Landscape of Research and Science, Religion, and Contemplative Practice

November: Invited Speaker, Psychology and Neuroscience Colloquium Series, Duke University, Raleigh, NC

2008 January: Invited speaker, Luminaries in Science Lecture Series, Emory University, Atlanta, GA – Order and disorder in the emotional brain

February: Invited speaker, University of Michigan, Ann Arbor, MI - Contemplative neuroscience: Cross-cultural challenges and other conundrums

March: Invited speaker, Social Neuroscience Colloquium, New York University, New York, NY - Order and disorder in the emotional brain

March: Invited speaker, Vanderbilt Center for Integrative Health and Kennedy Center, Nashville, TN - Transform your mind to change your brain: Steps toward a neuroscience of well-being

April: Invited speaker, Seeds of Compassion, Seattle, WA - The scientific basis for compassion: What we know now and what we all can do

April: Grand Rounds, Mayo Clinic, Rochester, MN - Changing the brain by transforming the mind: Contemporary neuroscientific studies of meditation

April: Invited speaker, Marquette University Spring 2008 Lecture Series, Milwaukee, WI - Transform the mind to change the brain: Steps toward a neuroscience of well-being

May: Keynote address, Happiness and Its Cause, Sydney, Australia - Transforming the emotional mind: challenging the "happiness set point"

May: Invited speaker, The Appleton Education Foundation, Appleton, WI - Shaping Your Child's Brain

June: Invited speaker, Thirtieth Meeting of the National Advisory Council for Complementary and Alternative Medicine, Rockville, MD - Transforming the neural circuitry of emotion and attention through meditation

June: Invited speaker, International Symposium on the Foundations of Human Social Behavior, University of Zurich, Switzerland - Neural bases of individual differences in social and emotional behavior

- July: Panel chair and discussant, National Center for Complementary & Alternative Medicine -Meditation for Health Purposes, Bethesda, MD
- October: SPR Annual Meeting, Austin, TX
- November: Invited speaker, Canadian Institute for Advanced Research, Experience-Based Brain & Biological Development Program, Washington, DC - Neural bases of individual differences in emotional reactivity and regulation
- December: Discussion moderator, Integrating Clinical and Neuroscience Perspectives on Mindfulness Training and Emotion Regulation, University of Toronto, Toronto, Ontario
- 2009 January 26: Psychology Department, Carnegie Mellon University, Pittsburgh, PA.
- February 4-5: Tanner Lecture on Human Values, Tanner Humanities Center, University of Utah, Salt Lake, UT.
- February 19: Julia Brown Lecture, Department of Kinesiology, UW-Madison, Madison, WI.
- March 4: CCARE Inaugural Conference, Defining Compassion, Altruism and Empathy, The Center for Compassion and Altruism Research and Education, Stanford University, Stanford, CA. Invited Speaker.
- March 9-13: Brain and Behavior Laboratory (BBL) Grand Opening and Inauguration, Swiss Center for Affective Sciences, University of Geneva, Switzerland. Keynote Speaker.
- March 18-22: 7th Annual International Scientific Conference for Clinicians, Researchers and Educators, Investigating and Integrating Mindfulness in Medicine, Health Care, and Society, Center for Mindfulness, UMass Medical School, Boston, MA. Keynote Speaker.
- April 29: The Human Impact (Inaugural) conference, The Dalai Lama Center for Ethics and Transformative Values, MIT, Cambridge, MA. Keynote Speaker.
- May 1: Meditation and Psychotherapy Conference, Cambridge Health Alliance & Harvard Medical School, Cambridge, MA. Invited Speaker.
- June 24: Fetzer Board Meeting and Science and Spirituality Advisory Group, Fetzer Foundation, Kalamazoo, MI. Speaker.
- July 20-21: Distinguished Editorial Panel on Behavioral and Population Sciences, NIH Challenge Grants, Washington, DC. Editorial Panelist.
- Sept 22-25: Google Inc., TechTalk, Mountainview, CA.
- October 21: Psychology Colloquium, University of Southern California, Los Angeles, CA.
- December 3: Grand Rounds, Mayo Clinic, Rochester, MN.
- December 8: NCCAM's 10th Anniversary Research Symposium: Exploring the Science of Complementary and Alternative Medicine, Bethesda, MD. Invited Speaker.
- 2010 January 1: Invited speaker, Israel Mindfulness-Based Stress Reduction meeting, Jerusalem, Israel
- January 21-24: Instructor, Zen Brain retreat: The Self and Selflessness in Neuroscience, Buddhism, and Philosophy, Upaya Zen Center, Santa Fe, NM
- February 3: Colloquium, Department of Psychology, Boston University, Boston, MA
- February 4: Limpinlaw Lecture, Trinity College, Hartford, CT
- February 19: The Herbert Spiegel Lecture, Department of Psychiatry, Columbia University School of Medicine, New York, NY
- March 23: Keynote speaker, 2010 Integrative Mental Health Conference, Tucson, AZ
- April 8-11: Invited participant, Altruism and Compassion in Economic Systems: A Dialogue with the Dalai Lama between Economics, Neuroscience and Contemplative Sciences, Zurich, Switzerland.
- April 21-22: Invited speaker, Wisconsin Symposium on Emotion, University of Wisconsin, Madison, WI

- May 16: Public dialogue with His Holiness the 14th Dalai Lama, Grand Opening Ceremonies for the Center for Investigating Healthy Minds at the Waisman Center, University of Wisconsin, Madison, WI
- July 8-9: Invited participant, Exploring the Language of Mental Life: A Dialogical Exploration from the Perspectives of Modern Science and Buddhist Contemplative Tradition, Telluride, CO
- July 21: Keynote speaker, 35th Annual National Wellness Conference, Stevens Point, WI
- August 13: Invited Plenary Lecture, American Psychological Association, 118th Annual Convention, San Diego, CA
- September 22: Invited speaker, Department of Psychology Colloquium, University of Southern California, Los Angeles, CA
- October 7: Keynote speaker, The San Diego Mindfulness Conference, Awakening to Mindfulness: Buddhist Psychology & the Art of Counseling, San Diego, CA
- October 12: Invited speaker, Bascom Hill Society, Showcase Event, Cincinnati, OH
- October 18: Invited speaker, Compassion Meditation: Mapping Current Research & Charting Future Directions, Emory University, Atlanta, GA
- October 19: Invited participant, Dialogue with His Holiness the 14th Dalai Lama, International Conference on Tibetan Buddhism, Emory University, Atlanta, GA
- October 29: Keynote speaker, Social Affective Neuroscience Society, Chicago, IL
- November 19-22: Invited participant, Mind and Life XXII: Contemplative Science: The Scientific Study of the Effect of Contemplative Practice on Human Biology and Behavior, New Delhi, India
- December 20: Keynote speaker, Science and Spirituality: Education, His Holiness the Dalai Lama's Participation and Guidance on Introducing Moral Ethics in the Modern Education System, Sikkim, India
- 2011 January 27-29: Invited speaker and panelist, Living in America: Brain and the Tibetan Creative Mind, American Museum of Natural History, New York, NY
- March 12: Award recipient, Paul D. MacLean Award for Outstanding Neuroscience Research in Psychosomatic Medicine, American Psychosomatic Society Meeting, San Antonio, TX
- March 13: Participant, NIMH Research Domain Criteria (RDoC) Conference on Negative Valence Systems, Bethesda, MD
- March 21: Participant, Emotion workshop at the American Academy of Arts and Sciences, Cambridge, MA
- March 25-27: Invited speaker, UW Foundation's Wisconsin Weekend Away Alumni Series, San Diego, CA
- May 5: Invited speaker, Department of Psychiatry Grand Rounds, University of Massachusetts Medical School, Worcester MA
- May 19: Invited Speaker, Psychology Colloquium, University of Michigan, Ann Arbor, MI
- May 20: Invited Speaker, Depression Center Colloquium Series, University of Michigan, Ann Arbor, MI
- May 27: Invited speaker, Association for Psychological Science, 23rd Annual Convention, Washington, DC
- June 13-17: Invited instructor, Mind & Life Summer Research Institute, Garrison, NY
- June 24: Participant, NIH/NCCAM Mind/Body and Manual Therapy CAM Intervention Tools study section, Bethesda, MD
- June 28-30: Plenary speaker, What is Happiness, Aspen Ideas Festival, Aspen, CO
- July 15: Keynote speaker, Colorado Integrative Medicine Conference, AlterMed Research Foundation, Estes Park, CO
- July 26: Plenary and Closing Plenary speaker, 2nd World Congress of Positive Psychology, Philadelphia, PA
- November 11: Keynote speaker, 2nd Annual Youthdale Adolescent Brain and Behaviour Conference, University of Toronto, Toronto, Ontario, Canada

- 2012 January 13: Instructor, Zen Brain retreat: Emotions, Equanimity, and the Embodied Mind, Upaya Zen Center, Santa Fe, NM
- January 25-27: Discussion Leader, World Economic Forum Annual Meeting, Davos-Klosters, Switzerland
- February 17: Guest Lecturer, University of British Columbia, Institute of Mental Health and the Dalai Lama Center for Peace and Education, Vancouver, British Columbia, Canada
- February 18: Psychology Section Chair, American Association for the Advancement of Science Annual Meeting, Vancouver, British Columbia, Canada
- March 4: Keynote speaker, The Chopra Foundation's Sages & Scientists Conference, Carlsbad, CA
- March 24: Invited speaker and moderator, The Baumann Foundation's Being Human 2012: Science, Philosophy and Your Life, San Francisco, CA
- March 31: Keynote speaker, 10th Annual International Scientific Conference, Investigating and Integrating Mindfulness in Medicine, Health Care, and Society, Center for Mindfulness, UMass, Boston, MA
- April 1: Panelist, Workshop on Wellbeing and Sustainable Development, Columbia University, New York, NY
- April 2: Participant, Happiness & Wellbeing: Defining a new economic paradigm, United Nations, New York, NY
- April 3: Featured Speaker, Wisconsin Academy of Sciences Book Talk, Madison, WI
- April 16: Plenary Panel Discussant, Sixth Annual Nelson Institute Earth Day Conference, Madison, WI
- April 17: Guest Speaker, Screening of documentary film, Happy, Madison, WI
- April 26-27: Speaker and moderator, International Symposia for Contemplative Studies, Denver, CO
- May 2: Featured Speaker, The Rotary Club of Madison, Madison, WI
- May 11: Featured Speaker, ProHealth Care CME Retreat, Madison, WI
- May 14: Templeton Prize ceremony for HHDL, London, England
- May 30: Developmental Contemplative Science Pre-meeting, University of Toronto, Toronto, ON, Canada
- May 31: Plenary Speaker, The 42nd Annual Meeting of the Jean Piaget Society, Toronto, ON, Canada
- June 6: Featured Speaker, Denmark premier of documentary film, Free the Mind, Copenhagen, Denmark
- June 18-21: Invited instructor, Mind & Life Summer Research Institute, Garrison, NY
- August 21-22: White House Conference on Neuroscience, Games and Well-being, Washington, DC
- September 27: Wisconsin Science Festival, UW-Madison, Madison, WI
- September 29: Public book talk in Sun Valley, ID
- October 1: Meng-Wu Talk, CCARE, Stanford University, Stanford, CA
- October 2: Department of Psychology, Stanford University, Stanford, CA
- October 17: Gates Foundation Meeting, Engagement and Academic Tenacity: Making the Invisible Salient and Actionable, Boston, MA
- October 20: Mind & Life, Contemplative Practice and Health: Laboratory Findings and Real World Challenges, Rockefeller University, New York, NY
- November 13: UW School of Education, American Education Week
- November 16-17: Kongress Meditation & Wissenschaft, Berlin, Germany
- November 18: Templeton Prize Ceremony at the American Association of Religion, Chicago, IL
- November 20: Featured Speaker, International Documentary Film Festival, Amsterdam, Netherlands
- December 3: Plenary, Association of University Centers on Disabilities Annual Conference, Washington, DC
- December 6: Panelist, American College of Neuropsychopharmacology Annual Meeting, Hollywood, FL

- December 8: Speaker, Book talk Madison Civics Club, Madison, WI
- December 14: Vanderbilt Kennedy Center, Vanderbilt University, Nashville, TN
- 2013 February 4: MIT Club of Wisconsin, Madison, WI
- February 4: Robert Wood Johnson Health & Society Scholars, Madison, WI
- February 6: New York Academy of Science, New York, NY
- February 7-10 Instructor, Zen Brain retreat: Exploring Consciousness: Waking, Sleeping, Dreaming, Dying, Upaya Zen Center, Santa Fe, NM
- Feb 19: Amherst College, Amherst, MA
- Feb 21 Greater Madison Chamber of Commerce Board Meeting, Madison, WI
- March 5-6: Sir Run Run Shaw Distinguished Visiting Scholar, Shaw College, The Chinese University of Hong Kong, Hong Kong
- March 7: International Conference on Benevolence Meditation & Mindfulness, Dharma Drum Buddhist College, Taiwan
- March 10: *Free the Mind* Premiere, Cologne, Germany
- March 15: Very Informal Seminar, Center for Complexity and Collective Computation, Madison, WI
- March 19: Root Lecture Series, Washington & Lee University in Lexington, VA
- April 5: Anxiety and Depression Association of America 33rd Annual Conference, San Diego, CA
- April 12: Wisconsin Medical Society Foundation, Madison, WI
- April 14: Cognitive Neuroscience Society, San Francisco, CA
- April 25: Family Action Network, New Trier North Shore School District, Chicago, IL
- May 1: Conte-CBS Colloquia, Harvard University, Boston, MA
- May 2: *Free the Mind* Premiere, Toronto, Ontario, Canada
- May 3: *Free the Mind* Premiere, New York, NY
- May 14-15: Change your Mind Change the World, Madison, WI
- May 16-17: Public dialogue with Dalai Lama, Tulane University, New Orleans, LA
- May 23: Veteran Administration Medical Center, Madison, WI
- June 13: Games Learning Society Symposium, Madison, WI
- June 17: Smith College School of Social Work, Northampton, MA
- August 22: Health, Innovation and the Wisconsin Idea, Corporate Open House, UW-Madison, Madison, WI
- September 9: World Bank, Washington, DC
- September 17: Emotional Brain Institute's Distinguished Scientist Lecture at NYU
- September 20: Contemplative Science Center, University of Virginia, Charlottesville, VA
- September 28: Being Human, San Francisco, CA
- October 8: Secular Ethics in Education, Emory University, Atlanta, GA
- October 11: UW Health Mindfulness Program 20th Anniversary, Madison, WI
- October 15: First Annual Conference on Contemplative Practices to Promote Child and Family Well-Being, UW-Madison, Madison, WI
- October 19: Alumni Achievement Award at the College of Arts & Science Dean's Luncheon, NYU
- October 25: Professor D.S. Kothari memorial Lecture, Delhi University, India
- October 28-November 1: Mind and Life XXVII - Craving, desire and addiction, Dharamsala, India
- October 30: Men-Tsee-Khang, Dharamsala, India

- November 3: The Future of Education: Contribution of Contemplative Practices and Perspectives, Phuket, Thailand
- November 5: Mind and Life: 26 years of Contemplative Studies and Research, Singapore
- November 10: Cultivating a Resilient Mind, University of Hong Kong
- November 15: St John's Medical Center, Jackson, WY
- November 22: Association for Behavioral and Cognitive Therapies in Nashville, TN.
- 2014 January 20-25: Panelist, Discussion Leader, World Economic Forum Annual Meeting, Davos-Klosters, Switzerland
- January 30-February 2: Instructor, Zen Brain retreat: Consciousness, Complex Systems, and Transformation, Upaya Zen Center, Santa Fe, NM
- February 19-20: Panelist, American Enterprise Institute and Mind & Life Institute: Happiness, Free Enterprise, and Human Flourishing conference, Washington, DC
- March 5: Witherspoon Lecture in Religion and Science, Washington University Assembly, St Louis, MO
- March 6: Distinguished Speakers series, Department of Psychology, Washington University, St Louis, MO
- March 26: 2nd Annual Mindful Living and Practice Public Lecture, Center for Child and Family Well-being, Psychology Department, University of Washington, Seattle, WA
- March 27: Wisconsin Alumni Association Impact & Innovation public event, University of Washington, Seattle, WA
- April 3: Psychology Department Colloquium series, University of Wisconsin-Madison, Madison, WI
- April 4-5: Second meeting of the International Cultural Neuroscience Consortium, University of Michigan, Ann Arbor, MI
- April 10-12: Mapping the Mind: Dialogue between Contemplative Scholars and Scientists, Mind & Life Institute, Kyoto, Japan
- April 17: University of Wisconsin Systems Annual Conference on Excellence in Teaching and Learning, Green Lake, WI
- April 19: University of Wisconsin Distinguished Lecture Series, Wisconsin Festival of Ideas, Madison, WI
- April 25: Thrive: A Third Metric Live Event, New York, NY
- April 26: Presidential Symposium, Inaugural Society for Affective Science conference, Washington, DC
- April 28: Department of Family Medicine fellowship seminar series, University of Wisconsin-Madison, Madison, WI
- April 30: Public Lecture, Changing Brains, Boston Museum of Science, Boston, MA
- May 1: Jack Green, MD, Endowed Grand Rounds Lecture, Massachusetts General Hospital, Boston, MA
- May 2: Integrative Lecture Series, Veterans Affairs Medical Center, Center for Spirituality & Healing, Minneapolis, MN
- May 16: Guest Lecture, Lindsay, Stone & Briggs' 24th Annual Brandworks University, Madison, WI
- May 19: Plenary Speaker, University of Wisconsin Teaching and Learning Symposium, Madison, WI
- May 30: George Solomon Memorial Lecture, PsychoNeuroImmunology Research Society annual meeting, Philadelphia, PA
- June 2: Public lecture, La Crosse Compassion Project, La Crosse, WI
- June 13: Games+Learning+Society Conference, University of Wisconsin-Madison, Madison, WI
- June 16: American Society of Clinical Psychopharmacology annual meeting, Hollywood, FL
- June 26-27: Keynote, Reading University International Workshop, Reading, UK

- July 17: Keynote Speaker at the Big Ten Alumni Relations and Development Conference, UW-Madison, Madison, WI
- September 29: Discussant at the Mindfulness and Learning Research Symposium, Johns Hopkins University, Baltimore, MD
- September 30: Mindful Magazine public dialogue with Dan Harris, New York, NY
- October 1: Guest speaker at Thrive CEO Summit with Arianna Huffington, New York, NY
- October 15: Featured Speaker at a Young Presidents' Organization / World Presidents' Organization, Chicago, IL
- October 16: Keynote address and Panelist at Northwestern Symposium on Mind and Society, Northwestern University, Chicago, IL
- October 24-25: Featured Speaker at Mindful Leadership - Madison, WI
- October 31: Keynote Presenter at the Mind & Life Institute International Symposium on Contemplative Science, Boston, MA
- November 6: Guest Speaker at the Lutheran HealthCare 9th Annual Health and Spirituality lecture, New York, NY
- November 6: Guest Speaker for the Nalanda Institute pulic lecture at the Rubin Museum, New York, NY
- November 12: Guest Lecturer at a Science and Technology Conference at the House of Representatives, Mexico City, Mexico.
- November 12: Guest Lecturer at Casa Tibet México, Mexico City, Mexico
- November 13: Master Lecture at the Science College, National Autonomous University of Mexico, Mexico City, Mexico
- November 13: Public Lecture in Mexico City, Mexico
- November 14: Master Lecture at the American School Foundation, Mexico City, Mexico
- December 2: Guest Luncheon Speaker, Rotary Club of Milwaukee, Milwaukee, WI
- December 2: Public Speaker at Congregation Sinai, Milwaukee, WI
- December 4: Guest Speaker for Dean Psychiatry Department in-service training, Madison, WI
- December 8: Guest Speaker for the Department of Psychology & Neuroscience Colloquium and the Interdepartmental Neuroscience Seminar Series, University of Colorado, Boulder, CO
- December 9: Francisco Varela Lecture Series co-sponsored by the Department of Psychology & Neuroscience, University of Colorado, Boulder and Contemplative Psychology, Naropa University, Boulder, CO
- 2015 January 21-24: Panelist, Discussion leader, World Economic Forum Annual Meeting, Davos-Klosters, Switzerland
- January 29: Keynote, Thrive Connections Luncheon, BRAVA Magazine, Madison, WI
- February 5-8: Instructor, Zen Brain: The Embedded Mind - Perspectives from Buddhism and Cognitive Science, Santa Fe, NM
- February 9: Keynote, Second Annual UO Symposium on Mindfulness in Science and Society, University of Oregon, Eugene, OR
- February 17: Guest speaker, Economics Club of Chicago, Chicago, IL
- February 19: Guest speaker, 8th annual Healthy Classrooms Symposium, University of Wisconsin-Madison, Madison WI
- February 26: Keynote, Society for Personality and Social Psychology (SPSP), Long Beach, CA
- February 27-28: Keynote, Wisdom 2.0, San Francisco, CA

- March 26-27: Guest speaker, Thrive Foundation for Youth Design & Learning Workshop, San Francisco, CA
- April 23: Invited speaker, M. Keith Weikel Leadership Speaker Series, Business School, UW-Madison
- April 24: Keynote, National Alliance on Mental Illness, Wisconsin Annual meeting, Madison, WI
- April 27: Panelist, The Heart, the Brain and Society: Buddhist and Scientific Perspectives on the Cultivation of Well-Being, Tergar event with His Holiness the 17th Karmapa, Madison, WI
- April 29: Public lecture, Contemplative Studies Initiative, Brown University, Providence, RI
- April 30: Lecture, Special Colloquium, School of Public Health, Brown University, Providence, RI
- May 12: Public talk, Tergar Copenhagen, Denmark
- May 13: Invited speaker and workshop leader, Seminarer.dk, Nyborg, Denmark
- June 11: Invited speaker, Wisconsin Ideas: Let the World Know, Milwaukee, WI
- June 16: Panelist, Enter the Conversation, St. John the Divine Cathedral, New York, NY
- June 23: Thrive Foundation Design and Learning Workshop, Thrive Center at Fuller Theological Seminary, Pasadena, CA
- June 26: Invited Speaker, International Positive Psychology Association World Congress, Orlando, FL
- July 2: Invited Speaker and panelist, Aspen Ideas Festival, Aspen, CO
- July 16: Plenary speaker and panelist, Association for Contextual Behavioral Science World Conference, Berlin, Germany
- August 20: Invited speaker, Madison Chamber of Commerce board meeting, Madison, WI
- September 8: Invited Speaker, Science and Meditation, Madison, WI
- September 21: Panelist, Action for Happiness: Creating a Happier World, London, England
- September 24: Invited speaker, Wisconsin Ideas: Let the World Know, New York, NY
- October 1: Distinguished Speaker, The Ciran Predictability of Health Conference, Venlo, The Netherlands
- October 9: Invited Speaker, 2nd Contemplative Practices Conferences, Center for Child and Family Well-being, Madison, WI
- October 14: Invited Panelist, Wisconsin Alumni Research Foundation 90th Anniversary, Madison, WI
- October 15: Invited speaker, UW-Madison Comprehensive Campaign Launch, Madison, WI
- October 28: Keynote Speaker, Erikson Institute, Chicago, IL
- October 29: Invited Speaker, Contemplative Studies Speaker Series, Lawrence University, Appleton, WI
- November 6: Invited Speaker and Panelist, Mindful Leadership Summit, Washington, DC
- November 12: Invited Speaker, Semel Institute, UCLA, Los Angeles, CA
- November 13: Invited Speaker, Mindfulness and Well-Being at Work, Greater Good Science Center, Berkeley, CA
- November 17: Invited Speaker, La Vaca Independiente, Mexico City, Mexico
- November 19: Invited Speaker, Atentamente, Mexico City, Mexico
- December 14: Mind & Life XXX conference, Bylakuppe, India
- 2016 January 20-24: Panelist, Discussion leader, World Economic Forum Annual Meeting, Davos-Klosters, Switzerland
- February 2: Invited Speaker, The Science of Meditation, Tergar Madison, Madison, WI
- February 4-6: Instructor, Zen Brain: Complexity and Connectivity – Perspectives from Buddhism, Medicine and Cognitive Science, Santa Fe, NM
- March 3: Invited Speaker, National Geographic Live, Washington, DC

- March 7-8: Host, Moderator with His Holiness the Dalai Lama, The World We Make: Well-being in 2030, Madison, WI
- April 7-8: Invited Lecturer, Inaugural Lecture on Compassion, Penn State University, College Station, PA
- April 14: Panelist, Summit on Women, Gender and Well-Being, University of Wisconsin-Madison, Madison, WI
- April 26: Guest Speaker, Take 10 Minutes, Change the World, Berkeley, CA
- April 29: Guest Speaker, Psychiatry In-Service Training Conference, Department of Corrections, Madison, WI
- May 3: Invited Lecturer, Stephen E. Straus Distinguished Lecture Series, National Center for Complementary and Integrative Health, Bethesda, MD
- May 10-11: Invited Lecturer, Swain Endowed Lectureship Series, University of Illinois College of Medicine at Peoria, Peoria, IL
- May 18: Plenary Speaker, panelist, International Congress on Integrative Medicine and Health, Las Vegas, NV
- May 20 Invited Speaker, The Harvard Asia Center, Harvard University, Cambridge, MA
- May 24 Invited Speaker, American Family Insurance, Madison, WI
- June 11: Invited Speaker, Meditation and the Science of Human Flourishing, The Center for Compassion and Altruism Research and Education, Stanford University, Stanford, CA
- June 22: Invited Speaker, Clinical Psychology Summer Institute, University of Wisconsin-Madison, Madison, WI
- June 28: Invited Speaker, Dane County Small Business Association Awards, Madison, WI
- July 2-3: Invited Speaker, Meditation and the Science of Human Flourishing, Madison, WI
- July 22: Keynote Speaker, Access Circles Aspen Forum, Aspen Brain Institute, Aspen, CO
- August 8-9: Participant, NCCIH prevention workshop, Bethesda, MD
- August 24: Invited Speaker, Jewish Social Services of Madison Levy Summer Series, Madison, WI
- Sept 8: Instructor, Nalanda Certificate Program, Nalanda Institute for Contemplative Science, Barcelona, Spain
- October 6: Keynote Speaker, 5th Annual Changing the Odds Conference, Momentous Institute, Dallas, TX
- October 14: Keynote Speaker, 4th International Empathy and Compassion in Society conference, Oslo, Norway
- October 21: Invited Speaker, Public dialogue with Fleet Maull, UW Health Integrative Medicine, Shambhala Center and Tergar, Madison, WI
- October 28: Plenary Speaker, Compassion in Practice Conference, Harvard Medical School, Boston, MA
- November 4: Invited Speaker, Equelle Event, St Francis College, Brooklyn Campus, New York, NY
- November 10-11: Keynote, Mind & Life Institute's International Symposium for Contemplative Studies, San Diego, CA
- December 8: Invited Speaker, Psychiatry Grand Rounds, New York University, New York, NY

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Education

Bachelor of Science, Early Childhood Education, with High Honors,
 University of Illinois at Urbana-Champaign, 1979.

Master of Education, Evaluation & Policy Research, University of Illinois -
 Chicago, 1982.

Doctor of Philosophy, Research & Evaluation Methodologies, University
 of Colorado at Boulder, 1990.

Areas of Interest

Early childhood policy; kindergarten; readiness for school; home-school
 relations; research methodology, particularly qualitative methods

Employment

Chair, Department of Curriculum & Instruction, University of Wisconsin,
 August 2014-present.

Associate Director for Faculty, Staff & Graduate Development, Wisconsin
 Center for Education Research, August, 2009-2013

Interim Director, Wisconsin Center for Education Research, January-
 August 2009.

Director of Graduate Training, Wisconsin Center for Education Research,
 2006-2008.

Professor, Department of Curriculum & Instruction, School of Education,
 University of Wisconsin - Madison, 1999-present.

Associate Professor, Department of Curriculum & Instruction, School of
 Education, University of Wisconsin - Madison, Spring 1996-spring 1999.

Assistant Professor, Department of Curriculum & Instruction, School of
 Education, University of Wisconsin - Madison, Fall, 1990 to spring 1996.

Research Assistant, School of Education, University of Colorado at
 Boulder, 1986-90.

Kindergarten Teacher, Webster Groves, Missouri, 1983-86.

Early Childhood Special Education Teacher, Southwest Cook County Cooperative for Special Education, Oak Forest, Illinois, 1979-82.

Publications

Books

Trainor, A.A. & Graue, M.E. (2012) Reviewing Qualitative Research for Publication in the Social Sciences. New York: Routledge.

Graue, M.E. & Walsh, D.J. (1998). Studying children in context: Theories, methods & ethics. Thousand Oaks: Sage Publications.

Graue, M.E. (1993). Ready for what? Constructing meanings of readiness for kindergarten. Albany, NY: State University of New York Press.

Journals

Graue, M.E., Ryan, S., Wilinski, B., Northey, K., & Nocera, A. (accepted for publication) What guides preK programs? *Teachers College Record*.

Graue, M.E., Ryan, S., Nocera, A., Northey, K., & Wilinski, B., (2017): Pulling preK into a K-12 orbit: the evolution of preK in the age of standards, *Early Years*, 37(1), 108-122.

Graue, M.E., Wilinski, B. & Nocera, A. (2016). Local control in the age of accountability. The case of Wisconsin 4K. *Educational Policy Analysis Archive*, 24.

Graue, M. E., Whyte, K. L., & Karabon, A. E. (2015). The power of improvisational teaching. *Teaching and Teacher Education*, 48, 13–21.

Graue, M.E. Karabon, A., Whyte, K., Delaney, KK., Kim, J. & Wager, A. (2015) Imagining a Future in PreK: How professional identity shapes notions of early mathematics. *Anthropology & Education Quarterly* 46(1), 37-54.

Trainor, A. & Graue, E. (2014). Evaluating Rigor in Qualitative Methodology and Research Dissemination. *Remedial & Special Education*, 35(5),267-274.

Graue, M.E., Whyte, K., and Delaney, K. (2014). Fostering Culturally and Developmentally Responsive Teaching Through Improvisational Practice, *Journal of Early Childhood Teacher Education*. 35:297-317.

- Graue, M. E., Delaney, K. K., & Karch, A. S. (2013). Ecologies of education quality. *Educational Policy Analysis Archive*, 21(8).
- Graue, E. & Rauscher, E. (2011). Reclaiming assessment through accountability that is "just right." *Teachers College Record*, 113(8), 1827-1862 .
- Graue, E. (2011). Are we paving paradise? *Educational Leadership*, 68(7) 12-17.
- Graue, E. & Sherfinski, M. (2011). The view from the Lighted Schoolhouse: Conceptualizing home-school relations within a class size reduction reform. *American Journal of Education.*, 117(2) 267-297
- Graue, E., Rauscher, E. & Sherfinski, M. (December, 2009). The synergy of class size reduction and classroom quality. *The Elementary School Journal*, 110(2) 178-201.
- Graue, E. (November, 2009). Reimagining kindergarten. *School Administrator*. 10-14.
- Graue, E. & Rauscher, E. (2009). Researcher perspectives on class size reduction. *Educational Policy Analysis Archive*, 17.
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- Graue, Elizabeth (2008) Teaching & Learning In A Post-DAP World. *Early Education & Development*, 19:3, 441-447.
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Samson, G.E., Graue, M.E., Weinstein, T. & Walberg, H.J. (1984). Academic and occupational performance: A quantitative synthesis. *American Educational Research Journal*, 21, 311-321.

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Book Chapters

Graue, M.E. (2014) Do the ends justify the means? In G. Theoharis & S. Dotger (Eds) *On The High Wire: Education Professors Walk Between Work And Parenting*

Graue, M.E. & Reineke, J. (2013). The Relation of Research on Readiness to Research/Practice of Transitions In. R. Perry & S. Dockett (Eds.) *Transition to School: International Research, Policy and Practice*, Springer International Publishers

Graue, M.E. & Karabon, A. (2013) Standing at the corner of epistemology ave., theoretical trail, methodology blvd and methods street. The intersections of qualitative research. In A. Trainor & M.E. Graue (Eds). *Reviewing Qualitative Research for Publication in the Social Sciences*. London: Routledge.

Graue, M.E., Karabon, A. & Delaney, K.K. (2012). Learning to love your noisy neighbor. A principal's guide to the education of young children. In G. Theoharis & J. Brooks (Eds) *What Every Principal Needs to Know to Create Equitable and Excellent Schools*. New York: Teachers College Press.

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Rauscher, E. & Graue, E. (2010). Interpretive research. *Handbook of Educational Research*.

Graue, E. & Hawkins, M. (2010). "I always feel they don't know anything about us" Diverse Families Talk about Their Relations With School In T. Turner Volbach & M. Miller Marsh (Eds). *(Mis) Understanding Families: Learning From Real Families in Our Schools*. New York: Teachers College Press.

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Graue, E. (2006). Writing in education research. In C. Conrad & R. Serlin (Eds) *The Sage Handbook for Research in Education. Engaging Ideas & Enriching Inquiry* (p. 515-528). Thousand Oaks, CA: Sage Publications.

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Graue, M.E. & Benson, B. (2001). Children, parents, and schools. In J. Westman (Ed.) *Parenthood in America*, p. 158-163. Madison, WI: University of Wisconsin Press.

Graue, M.E. (1999). Diverse perspectives on kindergarten contexts and practice. In R. Pianta & M. Cox (Eds.) *The Transition to kindergarten*, pp. 109-142. Baltimore, MD: Brookes Publishing.

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- Graue, M.E. & Shepard, L.A. (1992). School entrance age. In L. Williams and D Fromberg (Eds.) *The encyclopedia of early childhood education*. p. 311. New York: Garland Publishing.

Funded Research

Meanings of readiness in kindergarten and first grade. Funded by the University of Wisconsin Graduate Research Committee, summer 1991-summer 1992 (\$20270).

A theoretical and psychometric analysis of commonly used readiness tests. Funded by the University of Wisconsin Graduate Research Committee, summer 1992, (\$3700).

Principal Investigator, National Center for Research in Mathematical Sciences Education, summer 1992-spring 1993, Assessment in instructional contexts.

Principal Investigator. Academic redshirting: A backdoor policy in need of review. Funded by University of Wisconsin Graduate Research Committee and the Wisconsin Center for Educational Research Royalty Fund, June 1996-May 1998.

Principal Investigator, The gift of Time: Promoting risk or resilience in young children. Funded by the Spencer Foundation, July, 1999-June, 2000 (\$50,000).

Principal Investigator. Class size reduction in practice: How, when, and why SAGE works. Funded by the Wisconsin Department of Public Instruction, April 2004-June 2005. (\$303,000)

Co-Principal Investigator, An integrated qualitative & quantitative evaluation of the SAGE program. Funded by the Wisconsin Department of Public Instruction, July, 2005-June 2009. (\$250,000 per year).

Co-Principal Investigator. Professional Development for Culturally Relevant Teaching & Learning in PreK Mathematics. National Science Foundation, 2010-2014 (\$2,180,000)

Co-Principal Investigator. Life in Early Childhood Settings, August, 2011-July 2013. Funded by the Spencer Foundation. (\$394,000)

Awards & Honors

Outstanding article award 2015 Journal of Early Childhood Teacher Education.

Doris Slesinger Award for Mentoring. University of Wisconsin Madison

International Advisor. Centre for Childhood Research and Innovation (CCRI) at the Hong Kong Institute of Education. 2013-2015

Executive Committee, American Educational Research Association (2012-spring 2015)

Member-at-Large, American Educational Research Association. (2012-spring 2015)

Sorenson Professor, University of Wisconsin (2012-present).

American Educational Research Association Fellow, 2010.

Vilas Associates Award, University of Wisconsin Graduate School, 2006-8

Outstanding reviewer, Educational Researcher, 2003, 2006

American Educational Research Association Division D & Special Interest Group on Qualitative Research Outstanding Dissertation Using Qualitative Methodology, 1990.

American Educational Research Association Early Education/Child Development Special Interest Group Outstanding Dissertation Award, 1990.

Graduation with high honors, University of Illinois at Urbana-Champaign, December, 1978.

Professional Affiliations

American Educational Research Association

National Association for the Education of Young Children

Activities**Departmental Activities**

Member 1990-present, Chair 2000-2 Elementary area

Member, 1991-93, 1995-98, 2001 –2004, 2010-2013 Department Personnel Committee

Chair, fall 2014-present

University Activities

Director – fall 2003-fall 2005 - Wisconsin Spencer Doctoral Research Program

Director of Graduate Training – fall 2005-fall 2008.

Member, fall 2003-2005– Women’s Faculty Mentoring Advisory Board

Member, fall 2006-spring 2009 – Social Studies Divisional Committee, Vice chair (2007-8), Chair (2008-9)

Member, fall 2009-2013, Chair, 2010-11 Committee on Committees.

Member, fall 2009-spring 2010, Ad Hoc Committee to Investigate the Athletic Board

Professional Activities

Member 1991-, National Education Goals Panel Technical Planning Subgroup

Chair, 1992, American Anthropological Association, Council on Anthropology & Education, Committee One

Member 1992-96 Chair 1994-95 American Educational Research Association, Division D (Measurement & Research Methodology) and Qualitative Methodologies Special Interest Group Dissertation of the Year Award Committee.

Member 2001-2004, Chair 2003-4 Spencer/American Educational Research Association fellowship mentoring committee.

Associate Editor 1996-1999, Review of Educational Research

Chair 1998-2000, Qualitative Research Special Interest Group, American Educational Research Association

Vice-Chair/Chair Elect 2002 – 2004, Chair 2004-2006 AERA Early Education/Child Development Special Interest Group

Project Narrative - Fed/Non Fed Budget Form SF 424

Title : Fed/Non Fed Budget Form SF 424

Attachment:

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Budget Narrative – Project Year #3: 03/01/2016-02/28/2017*A Classroom-based Training Program of Attention and Emotion Regulation***Waisman Center, University of Wisconsin-Madison****SENIOR/KEY PERSONS****Principal Investigator, Lisa Flook, PhD:**

Dr. Flook serves as principal investigator and is responsible for the overall design, implementation and evaluation of the research protocol and administration of all facets of the project. Responsibilities include: grant management, overseeing project implementation, meeting with administrative personnel from the Madison Metropolitan School District to facilitate collaboration at all levels, leading weekly project planning meetings, training in data collection tools, supervising project staff, ensuring compliance with human subjects requirements, and dissemination activities (e.g., conference presentations).

(Salary \$36,525.00 + Fringe \$14,171.70)

Co-Principal Investigator, Richard Davidson, PhD:

Dr. Davidson is responsible for providing input into the research design, providing infrastructure to support the implementation of the project, and dissemination activities, e.g., conference presentations.

(Salary \$17,177.03 + Fringe \$6,661.88)

Co-Principal Investigator, Beth Graue, PhD:

Dr. Graue is responsible for providing input into the research design, providing infrastructure to support the implementation of the project, and dissemination activities, e.g., conference presentations.

(Salary \$3,307.04 + Fringe \$1,223.60)

Other Personnel

Senior Outreach Specialist/Lead Instructor, Lori Gustafson: She will be Lead Instructor, responsible for the coordination and implementation of all intervention activities, developing the framework for the teacher and student curricula, training educators and students, and incorporating feedback from participants on an ongoing basis to refine curricula. She will participate in weekly planning meetings, supervise project assistants in data collection activities, and participate in dissemination activities, e.g., conference presentations.

(Salary \$40,950.01 + Fringe \$15,882.79)

Project Coordinator, Cara Knoepfel: The Project Coordinator will oversee effective coordination of the programmatic elements of the project under the direction of Drs. Flook and Davidson. Position responsibilities will include: coordination and oversight of day-to-day project activities, recruiting participants, obtaining parental and educator consent and student assent forms, participating in weekly planning meetings, serving as liaison to schools, coordinating, training and supervising project assistants in data collection activities, and filing protocols to obtain and maintain human subjects approval.

(Salary \$30,969.10 + Fringe \$12,027.49)

Project Coordinator, Lawrence Tello: A second study coordinator was required to meet the needs of the second year of the project with an increase in sample size and data collection. Lawrence is the second study coordinator for the project where he primarily supervises/trains undergraduates and facilitates the collection of data. This role involves communicating with schools/teachers, preparing materials for testing, ensuring protocol is followed, checking data, and keeping the project on track. (Salary \$29,980.46 + Fringe \$11,630.38)

Instructor/Outreach Specialist, Chad McGehee & Lisa Thomas Prince: The Instructor will be responsible for assisting the Lead Instructor (Lori Gustafson) with coordination and implementation of all intervention activities, contributing to developing and refining the teacher and student curricula, training educators and students, eliciting feedback from participants on a regular basis, and participating in weekly planning meetings. (Salary \$57,169.97 + Fringe \$22,172.57)

Fidelity Raters, Laura Pinger and Heather Sorensen: Fidelity Raters were responsible for observing and evaluating the Mindfulness Instructors fidelity to the curriculum while teaching. (Salary \$3,545.84 + Fringe \$1,311.96).

Graduate Program Assistants, Evan Moss & Matthew Hirshberg: A graduate student, enrolled in doctoral studies in psychology or education, will function as a project assistant (PA). The PA will spend (b)(6) in activities to coordinate data collection and analysis of qualitative data from focus groups and individual interviews. The PA will have substantial experience working with children and educators, training in clinical assessment and interviewing, and knowledge of and commitment to intervention and prevention in school settings. The PA will also assist with ongoing literature reviews, data entry, data synthesis and implementation of the study design. (Salary \$31,945.08 + Fringe \$7,547.02)

Undergraduate Student Assistants, Various: Students will spend (b)(6) per week attending project meetings, preparing data collection materials, performing data collection, and assisting with literature review, data entry, and other project activities. (Salary \$4,679.11 + Fringe Benefits \$143.87)

Fringe Benefits

Fringe benefits for the period 3/1/16 – 6/30/16 are calculated at the FY2016 UW-Madison rate, 37% for faculty and academic staff, 23.9% for graduate student assistants and 2.4% for undergraduate students. Fringe benefits for the period 7/1/16 – 2/28/17 are calculated at the FY17 UW-Madison rate, 39.7% for faculty and academic staff, 23.5% for graduate student assistants and 3.3% for undergraduate students.

TRAVEL

\$7,976.09 in Year 2 for:

Data Collection: Local travel mileage by project staff to area schools to attend meetings to discuss their involvement in the project, to support project activities in these schools, and to collect data. UW-Madison mileage reimbursement policies and procedures will apply

(<http://www.bussvc.wisc.edu/acct/policy/travel/privateveh.html>). Mileage is reimbursed at 0.51 cents per mile.
(\$3,509.52)

Conference Travel: Out-of-state travel to attend national meetings to discuss project design, implementation, and preliminary outcomes. To cover attendance at two conferences for up to two project staff to DOE conference and an education or psychology conference. UW-Madison out-of-state travel policies and per diems will apply. Current approved lodging rate varies by location. Out-of-state meals are reimbursed at \$10/breakfast, \$15/lunch, and \$25/dinner.
(\$4,466.57)

OTHER DIRECT COSTS
\$38,389.50 in Year 3 for:

Materials & Supplies

Purchase of iPod Shuffles for teachers and students to do guided daily homework practices that support formal training.
(\$2,252.78)

Direct materials and supplies that are consumable and relatively low unit cost, including research supplies, e.g., file folders, note pads, letterhead, envelopes, and postage; computer supplies, e.g. storage media, printer cartridges; and materials for training teachers and students, e.g., paper, binders, and packet folders.
(\$6,627.38)

Criminal background checks and fingerprinting for staff who conduct research in the classroom. MMSD requires a background check and fingerprinting for all personnel who interact with students.
(\$623.00)

Participant compensation: Teachers receive compensation for their participation in research including testing sessions, classroom observation, and completing feedback forms on the teacher and student training.
(\$1,960.00)

Teachstone CLASS training (\$9,100.00)

Training research staff to accurately observe and code classrooms using a standardized observation system. Consists of a 2-day training and certification program to prepare CLASS observers to accurately observe and code teachers' interactions with children. Includes a focus on how teachers promote thinking and learning through meaningful dialogue, keep students focused and actively engaged, and help students gain integrated, useable knowledge. Training for CLASS observer certification at the upper elementary level.
(\$8,500.00 on site training + \$600.00 re-certification)

Computer Services

Computing and network support and data storage charges.
(\$1,048.52)

Tuition Remission

Graduate student tuition remission in the amount \$16,777.82 total for both Graduate Students.

TOTAL EXPENSE SUMMARY for period 03/01/2016-02/28/2017:

DIRECT COSTS \$395,327.52

INDIRECT COSTS \$98,423.01

(The federally negotiated indirect cost rate for research primarily conducted off campus is 26% of modified total direct costs.)

TOTAL COSTS \$493,750.53

Spending for Period 3/1/17-6/30/17 is estimated in the amount of:

\$160,793.06 Direct Costs

\$41,806.19 Indirect Costs

\$202,599.25 TOTAL COSTS anticipated to be expended during period 03/01/2017-06/30/2017

Anticipated unobligated balance at the end of the grant period (6/30/17):

\$85,779.84 Direct Cost

\$22,302.76 Indirect Cost

\$108,082.61 TOTAL COSTS

We will be requesting a no cost extension at the end of the grant period (6/30/17). The remaining unobligated balance will be used to cover the remaining data collection, cleaning, and analysis:

Postdoc for data analysis (b)(6): Dr. Hirshberg will be transitioning from his position as a grad student to a postdoc. In his capacity as postdoc he is responsible for the analysis and evaluation of the research protocol.

Principal Investigator for data analysis (b)(6) Dr. Flook serves as principal investigator and is responsible for the analysis and evaluation of the research protocol.

Project Narrative - Grant Performance Coversheet

Title : Grant Performance Coversheet

Attachment:

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U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

OMB No. 1894-0003
Exp. 06/30/2017

Check only one box per Program Office instructions.

Annual Performance Report | Final Performance Report

General Information

1. PR/Award #: R305A140479 2. Grantee NCES ID#: _____
(Block 5 of the Grant Award Notification - 11 characters.) (See instructions. Up to 12 characters.)

3 Project Title: Education Research Program
(Enter the same title as on the approved application.)

4. Grantee Name *(Block 1 of the Grant Award Notification):* University of Wisconsin System

5. Grantee Address *(See instructions.)*

Street: 21 N. Park St STE 6401

City: Madison

State: WI Zip: 53715 Zip+4: 1218

6. Project Director *(See instructions.)* Name: Lisa Flook Title: Associate Scientist

Ph #: (608) 265- 6602 Ext: () Fax #: () -

Email Address: _flook@wisc.edu

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 03/01/2016 To: 02/28/2017 (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds <i>(Match/Cost Share)</i>
a. Previous Budget Period	398,316.32	
b. Current Budget Period	493,750.53	
c. Entire Project Period <i>(For Final Performance Reports only)</i>		

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

a. Are you claiming indirect costs under this grant? Yes No

If yes, please indicate which of the following applies to your grant?

b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government:

The period covered by the Indirect Cost Rate Agreement is from: / / to: / / (mm/dd/yyyy)

The approving Federal agency is: ED Other *(Please specify):* DHHS

The Indirect Cost Rate is 26 %

The Type of Rate *(For Final Performance Reports Only)* is: Provisional Other *(Please specify):*

c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f).

d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either:

Is included in its approved Indirect Cost Rate Agreement; or

Complies with 34 CFR 76.564(c)(2).

e. The grantee is funded under a Training Rate Program and:

Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2); or

Is recovering indirect costs using its actual negotiated indirect cost rate.

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A

Performance Measures Status and Certification (See instructions.)

11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No

b. If no, when will the data be available and submitted to the Department? ____ / ____ / ____ (mm/dd/yyyy)

12. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812).

Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Angela M. Bitner

Title: Managing Officer

Name of Authorized Representative:

(b)(6)

Date: 03 / 28 / 2017

Signature:

Project Narrative - IRB

Title : IRB

Attachment:

File :

- 1 [Student_Protocol_IRB_Approval.pdf](#)
- 2 [Teacher_Protocol_IRB_Approval.pdf](#)
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Education and Social/Behavioral Science IRB

3/22/2017

Submission ID number: [2014-0605-CR003](#)
Title: Healthy Minds and Bodies Program for Students
Principal Investigator: LISA FLOOK
Point-of-contact: JANE FRANZEN SACHS, LISA FLOOK, CARA KNOEPPEL,
 LAWRENCE TELLO
IRB Staff Reviewer: LILLIAN LARSON

A designated ED/SBS IRB member conducted an expedited review of the above-referenced continuing review progress report form. The study was approved by the IRB member for the period of 12 months with the expiration date of 3/21/2018. The study qualified for expedited review pursuant to 45 CFR 46.110 and, if applicable, 21 CFR 56.110 and 38 CFR 16.110:

Category 5: Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis)

Category 6: Collection of data from voice, video, digital, or image recordings made for research purposes

Category 7: Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, or quality assurance methodologies

To access the materials approved by the IRB, including any stamped consent forms and recruitment materials, please log in to your ARROW account and view the documents tab in the submission's workspace.

Please review the Investigator Responsibilities guidance (<http://go.wisc.edu/m01ovn>), which includes a description of IRB requirements for submitting continuing review progress reports, changes of protocol and reportable events.

Please contact the appropriate IRB office with general questions: Health Sciences IRBs at 608-263-2362 or Education and Social/Behavioral Science IRB at 608-263-2320. For questions related to this submission, contact the assigned staff reviewer.



Education and Social/Behavioral Science IRB

3/22/2017

Submission ID number: [2014-0524-CR003](#)
Title: Mindfulness Training for Teachers
Principal Investigator: LISA FLOOK
Point-of-contact: JANE FRANZEN SACHS, LISA FLOOK, CARA KNOEPPEL,
 LAWRENCE TELLO
IRB Staff Reviewer: LILLIAN LARSON

A designated ED/SBS IRB member conducted an expedited review of the above-referenced continuing review progress report form. The study was approved by the IRB member for the period of 12 months with the expiration date of 3/21/2018. The study qualified for expedited review pursuant to 45 CFR 46.110 and, if applicable, 21 CFR 56.110 and 38 CFR 16.110:

Category 8: The study was previously approved by the convened IRB and the research is (i) permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects

To access the materials approved by the IRB, including any stamped consent forms and recruitment materials, please log in to your ARROW account and view the documents tab in the submission's workspace.

Please review the Investigator Responsibilities guidance (<http://go.wisc.edu/m0lovn>), which includes a description of IRB requirements for submitting continuing review progress reports, changes of protocol and reportable events.

Please contact the appropriate IRB office with general questions: Health Sciences IRBs at 608-263-2362 or Education and Social/Behavioral Science IRB at 608-263-2320. For questions related to this submission, contact the assigned staff reviewer.

Project Narrative - Indirect Cost Agreement

Title : Indirect Cost Agreement

Attachment:

File :

- 1 [UW_Indirect_cost_rates_agreement.pdf](#)
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COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1396006492A1

DATE:06/13/2016

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
04/27/2015University of Wisconsin - Madison and
Extension21 North Park Street
Suite 6401

Madison, WI 53715

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES:	FIXED	FINAL	PROV. (PROVISIONAL)	PRED. (PREDETERMINED)
<u>EFFECTIVE PERIOD</u>				
<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%) LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2013	06/30/2017	53.00 On Campus	Organized Research
PRED.	07/01/2013	06/30/2017	50.00 On Campus	Instruction
PRED.	07/01/2013	06/30/2017	36.00 On Campus	Public Service
PRED.	07/01/2013	06/30/2017	29.50 On Campus	Ext. Public Service
PRED.	07/01/2013	06/30/2017	37.00 On Campus	Primate Ctr Rate (A)
PRED.	07/01/2013	06/30/2017	16.00 On Campus	Primate Ctr Rate (B)
PRED.	07/01/2013	06/30/2017	26.00 Off Campus	All Programs
PROV.	07/01/2017	06/30/2019		Use same rates and conditions as those cited for fiscal year ending June 30, 2017.

*BASE

ORGANIZATION: University of Wisconsin - Madison and Extension

AGREEMENT DATE: 6/13/2016

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 on each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

(A) All Primate Center.

(B) Non P.51 Core grants only.

ORGANIZATION: University of Wisconsin - Madison and Extension

AGREEMENT DATE: 6/13/2016

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2015	6/30/2016	37.00	All	(1)
FIXED	7/1/2015	6/30/2016	49.70	All	(2)
FIXED	7/1/2015	6/30/2016	23.90	All	(3)
FIXED	7/1/2015	6/30/2016	23.90	All	(4)
FIXED	7/1/2015	6/30/2016	15.90	All	(5)
FIXED	7/1/2015	6/30/2016	16.40	All	(6)
FIXED	7/1/2015	6/30/2016	9.10	All	(7)
FIXED	7/1/2015	6/30/2016	2.40	All	(8)
FIXED	7/1/2016	6/30/2017	39.70	All	(1)
FIXED	7/1/2016	6/30/2017	51.60	All	(2)
FIXED	7/1/2016	6/30/2017	23.50	All	(3)
FIXED	7/1/2016	6/30/2017	24.70	All	(4)
FIXED	7/1/2016	6/30/2017	17.40	All	(5)
FIXED	7/1/2016	6/30/2017	9.80	All	(6)
FIXED	7/1/2016	6/30/2017	1.00	All	(7)
FIXED	7/1/2016	6/30/2017	3.30	All	(8)

ORGANIZATION: University of Wisconsin - Madison and Extension

AGREEMENT DATE: 6/13/2016

PROV.	7/1/2017	6/30/2019	Use same rates and conditions as those cited for fiscal year ending June 30, 2017.
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**** DESCRIPTION OF FRINGE BENEFITS RATE BASE:**

Salaries and wages of faculty and staff including vacation, holiday and sick leave pay and other paid absences of only the faculty and staff. Rate does not apply to student employees, research or teaching assistants.

- (1) Regular Faculty and Academic Staff
- (2) Classified and UWEXT Permanent Staff
- (3) Research Assistants, Project Assistants, Teaching Assistants, Pre-Doc Fellows and/or Trainees
- (4) Research Associates and Grad Interns
- (5) Post-Doc Fellows and/or Trainees
- (6) Limited Term Employees (LTE's)
- (7) Ad Hoc Program Specialists, Undergraduate Assistants and Undergraduate Interns
- (8) Student Hourly Employees

Fringe Benefit rates are combined rates for Madison and Milwaukee Campuses and are applied to both the campuses. These Fringe Benefit rates are also included on the University of Wisconsin, Milwaukee rate agreement.

ORGANIZATION: University of Wisconsin - Madison and Extension

AGREEMENT DATE: 6/13/2016

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Equipment Definition -

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

FICA

Retirement

Disability Insurance

Worker's Compensation

Life Insurance

Unemployment Insurance

Health Insurance

Severance Allowance

ERA Administration

Income Continuation Insurance

Your next fringe benefit proposal based on actual costs for the fiscal year ending 06/30/16 is due in our office by 12/31/16.

Your next F&A proposal based on actual costs for the fiscal year ending 06/30/16 is due in our office by 12/31/16.

ORGANIZATION: University of Wisconsin - Madison and Extension

AGREEMENT DATE: 6/13/2016

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Wisconsin - Madison and Extension

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -A

Digitally signed by Arif M. Karim -A
DN: cn=US, o=HHS, Government, ou=HHS, email=ArifM.Karim-A,
0.9.2342.192.3000.100.1.1=1000012899
021612016.06.22.0933:48.3650

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/13/2016

(DATE) 5121

HHS REPRESENTATIVE: **Uyen Tran**

Telephone: **(214) 767-3261**

(b)(6)

(SIGNATURE)

Kim Moreland

(NAME)

**Associate Vice Chancellor
for Research Administration
Research & Sponsored Programs**

(TITLE)

6-23-16

(DATE)

Project Narrative - Publications

Title : Publications

Attachment:

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Project Narrative - Research Performance Progress Report

Title : Research Performance Progress Report

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- 1 [DOE_IES_Research_Performance_Progress_Report.pdf](#)
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DOE IES Research Performance Progress Report
April 1, 2016 – March 31, 2017

I. ACCOMPLISHMENTS

A. What are the major goals of the project?

This report provides updates from the end of the second year of the project and into the third and final year of the project. The second year of the project enabled us to recruit 20+ classrooms that were randomly assigned to intervention or control and to collect data from participating teachers and students across a wide range of measures to assess the promise of the intervention. The teachers assigned to the intervention group co-taught the student program in their respective classrooms after having participated in the teacher training for themselves. In Year 2, we collected the first wave of data on teacher and student training.

In Year 3, we have three groups: 1) “Independent teachers” who co-taught the program last year and are implementing the AWAKE student training with their new classroom of students. These independent teachers have taken a primary role in providing student training and receive support from experienced instructors at the Center. The independent teachers implemented the student training from November 2016 to January 2017. AWAKE student training consisted of 16 sessions (2 sessions per week) each lasting approximately 20-25 minutes. Note, the independent teachers participated in their own AWAKE teacher training last year. 2) “Co-teaching teachers” who were in the control group last year participated in their own AWAKE teacher training during the Fall and are currently co-teaching the AWAKE student curriculum. 3) We also recruited a new non-randomized control group of classrooms for comparison with the “independent” group across measures collected at pre- and post-test.

B. What was accomplished under these goals?

Year 2

Since the last report, post-test measures were collected from students in the co-teaching group after their training period (preliminary findings are reported below) and classroom observations were conducted. We completed post-testing with 290 students from 21 classrooms. Student measures include questionnaires of anxiety/mood, classroom climate, and teacher reports of students’ social competence along with computer tasks to measure attention and executive function. Qualitative observations were conducted on subset of 5 intervention teachers and 3 wait-list control teachers. We also conducted interviews with 7 intervention teachers and held focus groups for students. Fidelity ratings with experienced mindfulness instructors observing classroom teachers implementing the student curriculum were collected during the student training.

Year 3

Methods

A total of 27 teachers consented and enrolled for Year 3: 11 as part of the group supported to independently teach the AWAKE program to students (formerly Y2 co-teaching group), 9 to

receive AWARE training and co-teach their students (formerly Y2 wait-list control classrooms; one waitlist control teacher did not re-enroll as she had a planned leave from school), and 7 non-randomized control teachers (newly enrolled).

In September and October, we completed pre-testing with teachers in all three groups on measures of burnout, mood, mindfulness, psychological symptoms, and computer tasks of executive function along with CLASS observations. Post-testing of all teachers as well as post-teacher training observations were conducted in January and February 2017.

Independent teaching & Control groups

The 11 independent teachers completed teaching the AWAKE curriculum to their students from November to January.

In Oct/Nov 2016, prior to the independent implementation of the AWAKE student training, students in the independent teaching and control conditions completed pre-testing. Post-testing was completed with 121 students in the independent teaching group (attrition was due to 2 students who moved and 1 who decided to discontinue participation) and 81 control students (2 students moved) after the independent student training period ended. Pre- and post-test teacher ratings of students' social competence were collected for independent and control students.

Co-teaching group

The 9 co-teaching teachers (formerly Year 2 wait-list control) completed the AWARE teacher mindfulness training from October to January.

By the end of February, 9 teachers in the co-teaching group began implementing the AWAKE student training in conjunction with an instructor from the Center.

In Jan/Feb 2017, 131 co-teaching students completed pre-testing prior to the co-taught AWAKE student training. These students in the co-teaching group will complete post-testing in the Spring after their training is complete.

Qualitative Observations & Interviews

Observations

The qualitative research team members conducted the observations over a two-hour period during the school day. Our observations are meant to capture an overall observation of the classroom. We focus on the physical environment as well as the social and instructional interactions of the classroom. This involves mapping the environment, describing activities, collecting student and classroom artifacts, and capturing the social and instructional interactions between participants. In the four case study classrooms, we are conducting these observations monthly.

The observations conducted between April-May 2016 and February 2017-March 2017 add in-depth observations of two focal children in the classroom. Chosen by the teacher, the focal children represent a continuum from high demand to low demand students based on the amount of behavioral and academic attention they each required. Observations of focal students focus on

the quality of their interactions with peers (displays of power, aggression, isolation, respect, helping), interactions with the teacher, how they are experiencing the class, and on or off task behavior.

Interviews

The “co-teaching teacher” will be interviewed at the end of teacher training and again at the end of student training. The other three case study teachers are “independent teachers.” Each will be interviewed twice during Spring 2017. The themes for these interviews will include reflections on teaching the student curriculum and how the curriculum has impacted their teaching practice and students. Interviews will be audiotaped and transcribed as part of the qualitative data.

In addition to observations and teacher interviews, our qualitative data includes student focus group interviews, mindfulness teacher anecdotes, and participant teacher journals for Year 2. Continuing to use different data sources allows us to triangulate our understanding of emerging themes and patterns across the data.

Training Implementation

This year was the first year that a group of classroom teachers provided the majority of instruction of the mindfulness lessons to students. Eleven teachers across two districts and five schools independently taught the AWAKE student intervention. In order to prepare teachers over the summer, we offered various days of practice. These days of practice included a few hours of dedicated time to mindfulness practices; the same practices that make the AWARE teacher training and scaffolded versions of what make up the AWAKE student training. In these sessions, we primarily focused on the teacher practicing for themselves with the belief that their personal practice would dramatically impact their teaching of the mindfulness lessons. There was dedicated time to also look forward to more actively thinking about and discussing the process of lead teaching the mindfulness lessons. Classroom teachers and CHM instructors shared ideas, concerns and plans for what might happen during the independent teaching. Teachers shared a variety of things, such as: grade level texts that they had found related to mindfulness, questions related to specific concepts (difference between puppy mind and thought parade), ideas they had for how to more easily and successfully do continued practices between lessons, as well as many comments on how their personal practice in those sessions reminded them how much they personally benefit from practice. We offered three sessions total in early summer, mid-summer and late summer. Eight of the eleven teachers participated. No one attended the early summer training, possibly just needing a break from anything school related. The mid-summer and late-summer sessions were attended by 4 teachers each time.

Once the school year was underway we asked teachers to refrain from teaching any mindful practices to students until November. We did this to allow for pre-testing of students to be completed before any mindfulness lessons/techniques were formally introduced. At first teachers were resistant to waiting because they wanted to share these beneficial tools with students right away (a good sign!) They all agreed to wait in order to best serve the research which ultimately can impact many more students. A few teachers felt this created an opportunity to work on classroom climate during the first two months of the school year, which would create a culture and community where mindful practices would better flourish once introduced. They

thought they may continue with this delayed introduction of mindful practices to students in the future.

Independent teachers were supported with bi-weekly meetings with a CHM instructor to process and problem-solve the teaching of mindfulness lessons. Also, a CHM instructor was present in one of the weekly mindfulness lessons for support and feedback. Teachers were mostly following the curriculum, sticking to the lesson plans provided. Teachers were able to finish the lessons in the designated time of 20-25 minutes.

All the teachers mentioned some form of feeling like they weren't doing it well/right. A lot of this was comparison to the CHM instructor who led the lessons in their classroom the previous year. While observing the lessons, there were times when it seemed like the classrooms teachers were trying to "sound like" mindfulness teachers. A few teachers made this observation themselves. They were trying to do things the way the CHM instructor who had taught in their room the previous year had done. While this modeling from a more experienced mindfulness instructor is important, the classroom teacher also needs to find his/her own voice in teaching mindfulness. During bi-weekly conversations with the CHM instructor this was normalized and processed. Many teachers also noted the need to make sure to prepare for the lesson ahead of time, rather than a few minutes beforehand. Finding time for this preparation was a challenge for many teachers. As a result, some teachers asked the CHM instructor to lead a lesson or the trickier parts of lessons when present. At times the CHM instructor would step in and at other times the CHM instructor would support the classroom teacher in delivering the lesson.

Among some teachers, a feeling of not doing it well/right may also stem from expectations of certain outcomes or a sense of striving toward immediate results of a lesson, either in students' comments or behavior. These expectations were also discussed and normalized in conversation with CHM instructors. Teachers benefitted from reminders that a non-striving attitude in teaching of mindfulness is essential, and that, as teachers, the ways in which they model a mindful approach to their day are as important as the mindfulness lessons they provide.

Across many classrooms, the teachers were strong in teaching the practice/technique/activity and not as strong in the debrief/inquiry. Most teachers would ask "What did you notice?" and allow students to respond, usually in a very open, allowing, non-judgmental way. This question and the accepting way of listening to whatever students offered was wonderful. However, the check-in/inquiry questions usually stopped there. This makes sense given that the teachers did not have a lot of training on facilitating a mindfulness check-in. This could be an area of further training and exploration. This skill would likely be best developed by a teacher continuing with their own personal practice alongside receiving explicit training around facilitating mindfulness inquiry. The benefit of increasing skills in this area would be to help students better understand their experience and further investigate their experiences.

Guidance from CHM instructors proved helpful to classroom teachers with the process of supporting student inquiry. A framework for prompting students to notice a) sensations in their body, b) thoughts, c) emotions, or d) behaviors was suggested, and some teachers found this a helpful way to encourage students to notice present moment experience, rather than getting

caught up in stories about experience. Some teachers felt much more at ease with the Inquiry sections of AWAKE lesson plans once this framework was in place.

Reflections on Teacher and Student Training

One of the lessons toward the end of the intervention focuses on receiving and extending kindness by sharing kindness cards. Inside each card is a wish for happiness, good health, and joy. The teacher shares the cards with the students and then the students exchange the cards with each other. In one class, students wanted to continue the practice by writing their own kindness cards and making the messages more personal for their classroom community. It was wonderful to hear how students made this practice their own and continued to share it throughout the week.

One class created a bulletin board outside the classroom with the theme of kindness.

In the center of the board was this message:

Dear ____, We care about you and our community. If you're feeling sad, down, or just want to smile, open and read one of our kindness cards. We DO care about you.

Sincerely, Room ____.

The kindness cards were stapled to the board so that anyone passing by could stop and read a message of kindness and care from the students.

In one school, a special education teacher who participated in the training in Year 2 of the project unexpectedly passed away early in the school year. Her colleagues who were now participating in the AWARE training were scheduled to have a training session with us the day after the funeral. We expressed that meeting for the training is not necessary and that they could take the time to be with their colleagues or take care of themselves in whatever way they saw fit. All three teachers from this school said that coming to the AWARE training session that day is exactly what they felt was best for them to do. We created space and allowed for the experience to be in the training, while moving forward with the content of the lesson, integrating this experience into the fabric of our mindfulness practice.

When we first told the teachers that we were going to ask them to wait until November to teach the student curriculum, we were met with a lot of resistance. They felt that it was unjust to wait two months to share the skills, knowledge and experience with the students who they knew would benefit. Teachers ultimately agreed to wait until November to start the lessons in order to maximize the benefit of the research, thus hopefully being of more benefit to many more students in the future. However, their initial resistance to waiting is a powerful sign of how beneficial they believed these practices would be for their students and their strong desire to make it part of their classroom culture from the beginning of the school year.

In thinking about how we would modify our approach for future work, we would try to add another year to the Independent teacher process. Year 1 would be the same as it currently is to allow for becoming familiar with and making adaptations for the local school culture as well as providing opportunities for modeling by experienced mindfulness instructors (through AWARE and AWAKE trainings led by the experienced CHM instructor). In Year 2, we would continue to offer teacher practice opportunities and co-teach AWAKE. In Years 3 & 4, we would continue to offer teacher practice opportunities and classroom teachers independently teach AWAKE with coaching support. The addition of a fourth year would allow for classroom teachers to

consolidate their skills with support and guidance from the experienced mindfulness instructor. Also, we could offer classroom teachers professional development between Years 2, 3, and 4 that targets the issues that come up in teaching mindfulness to students. This process is highly relevant considering that most of the CHM instructors have spent 10+ years honing their teaching of mindfulness and continue to be actively engaged in learning and developing their skill set.

Preliminary Results

In the last progress report we summarized initial findings from Year 2 teacher data that highlighted a general pattern of findings consistent with *a priori* hypotheses, that mindfulness training led to enhanced functioning and decreased negative emotionality. These data suggest that the intervention is having beneficial effects among teachers. Since then we completed post-test data collection with students and began analyzing Year 2 student data. We present findings from the initial analyses of that student data here comparing students who participated in the co-taught AWAKE student training with their peers in the randomized control group.

The focus of the last year in terms of data analysis has been on the pilot Randomized Controlled Trial (RCT) portion of the project. These data were acquired in the 2015-2016 school year and consist of teacher level data from 24 teachers and student level data from 292 students. Three (12.5%) of the teachers removed themselves from the study prior to intervention onset. These 3 teachers represent one of the school sites and the decision to leave the study was made collectively. Because the teachers left the study before intervention onset (and post-testing) we collected no student data from these teachers' classrooms.

The RCT portion of the study was designed as a multi-stage intervention. During the first phase, teachers were recruited into the study in the spring/summer prior to study onset. Consented and enrolled teachers were pretested in the early fall of 2015. After all teachers pretested, teachers were randomly assigned to receive mindfulness or to the wait-list control condition (WLC). Intervention group teachers received, over the course of approximately 3 months, ten 1.25-hour mindfulness lessons and one 4-hr Day of Mindfulness. WLC control teachers, other than to set-up classroom observations and to recruit students, received no further contact from research staff prior to post-testing. At the end of the intervention period all teachers were post-tested. In the meantime, students in the classrooms of participating teachers were recruited into the study. About 2 weeks following teacher post-testing student pretesting commenced. Once completed, students of teachers who participated in the AWARE teacher training began receiving the AWAKE student mindfulness training, led by research team mindfulness experts and co-taught by the classroom teachers. Students of WLC teachers had no further contact with the research team until post-testing.

The study design randomized participants to condition at the classroom level. Modeling student effects without taking into consideration the clustering effect of the classroom can bias standard errors and model results. To take into account clustering effects and follow the logic of the randomization procedure, we employed 2-level random coefficient models. Multilevel models assign variance in student outcomes at the teacher and student level, thereby producing accurate

standard errors. We ran all models as multilevel residualized gain scores (i.e., Student T2 score controlling for student T1 score nested within classroom).

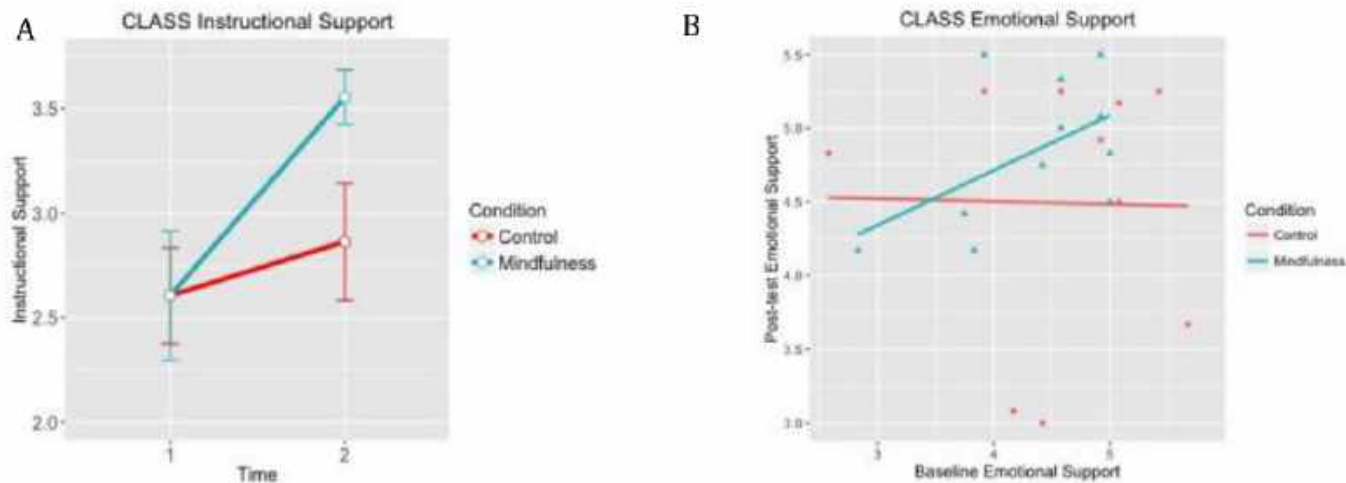
We present here preliminary analyses of the effect of group assignment (level 2) on student outcomes of interest. Some moderation analyses of key variables are being conducted but these are on-going and not described here. Multilevel mediation analyses may be explored further depending on the results. We should note that as a pilot RCT, the sample size (21 teachers; 11 intervention, 10 control) will only detect large effects (it is insufficiently powered to detect small or even moderate sized effects). Overall, the direction of results suggests that intervention students improved relative to controls on many variables of interest, even though these effects were rarely large enough to reach $p < .05$ threshold for statistical significance. We describe the most promising results and also report between group effect sizes to aid in interpreting the promise of the intervention.

Student perceptions of the classroom environment

Student perceptions of the classroom-learning environment are important predictors of student achievement. Students that perceive the teacher to be caring and the classroom environment to be equitable and supportive are more likely to excel. We measured student perceptions of the classroom with *What is Happening in this Classroom?* (WHIC) scale. We found that at post-test, students in classrooms that participated in the AWAKE training (and whose teachers participated in AWARE training) reported their classrooms as being significantly more supportive compared to control classroom students ($p < .01$, $d = .38$). These effects remained above and beyond the contributions of the teacher's years of teaching experience and educational attainment. Students in intervention classrooms also tended to report their classrooms as more equitable ($p = .09$, $d = .23$). After controlling for other factors that might support equity in the classroom (i.e., teaching experience, educational attainment, teacher general affect), intervention classroom students described their classrooms as being significantly more equitable than control classrooms ($p = .05$, $d = .28$). On a third subscale, cohesiveness, we found a trend level effect of intervention ($p = .09$, $d = .21$) such that intervention students perceived their classrooms as more cohesive than did controls. This trend effect remained after controlling for teacher educational attainment and general affect.

Classroom teaching behaviors

Classroom teaching behaviors are among the strongest teacher predictors of student achievement. We observed teachers in the classroom before and after the intervention period, and again following the student intervention using the Classroom Assessment Scoring System (CLASS; La Paro, Pianta, & Stuhlman, 2004). CLASS is an objective, observer rating of classroom teaching behaviors that has been empirically linked to positive student outcomes. It is categorized along three major dimensions: Instructional Support, Emotional Support, and Classroom Organization. We found that teachers in the intervention condition demonstrated significantly greater Instructional Support compared to controls post-intervention (Figure 1A; $p = .03$, $d [95\%CI] = 1.02 [.05, 1.99]$). Although not statistically significant, intervention teachers showed consistent improvements in Emotional Support at post-intervention, with 82% improving compared to only 40% of control teachers (Figure 1B).

Figure 1. Teacher CLASS scores

Notes: Plot A – mindfulness group shows significant gains at post-test compared to controls after controlling for pretest scores. Plot B – mindfulness group shows non-significant gains with a higher proportion of teachers improving at post-test (upper half) than controls.

Summary

The results from this initial pilot trial suggest that training teachers and students in mindfulness may improve student perceptions of the classroom learning environment as well as teachers' classroom behaviors. Student perceptions of the classroom-learning environment and teacher classroom behaviors are both important predictors of student achievement. Taken together, these results point toward the potential benefits of mindfulness training for teachers and students.

Qualitative Data Analysis

Analysis of Data: Process

In our data collection and analysis, we are working to develop analytical strategies at the same time that we are working to develop findings and outcomes. In other words, our data collection and analysis is happening simultaneously along with the analytic tool development. Using our developing codebook that includes CLASS dimensions and domains as well as mindfulness constructs, we made an initial coding pass through the data using MAXQDA, a qualitative and mixed methods analysis software program. We looked for potential overlap between CLASS and mindfulness constructs, as well as emerging patterns and themes to deepen our understanding of each case study teacher. Our analysis also includes extensive memoing to preserve shifting insights and understandings. We plan to continue all analysis using the developing codebook, and to look for where themes converge and where there are points of divergence.

Analysis of Data: Findings

We are looking at how teachers take up mindfulness practices and to what depth, both individually and in terms of clusters within school sites. We are exploring what this means about how mindfulness practice supports the quality of classroom interactions in these settings.

For example, one of the CLASS constructs is behavior management. In our preliminary analysis, we have noticed a difference in how teachers approach behavior management. Some teachers employ punitive behavior management to enforce rules and discipline, whereas other teachers' behavior management styles seem to place social emotional issues as integral to student growth and student agency. Because we are also simultaneously coding for mindfulness constructs, we have observed a developing overlap between the behavior management style and the way teachers take up mindfulness practices.

In the tables below, we use field note data to showcase the alignment between behavior management styles and explicit use of mindfulness practices with students. We are seeing that teachers who employ behavior management that is more grounded in development of student agency and social emotional learning, tend to take up mindfulness in a way that attends beyond surface level disciplinary actions (Table 1). In contrast, a teacher who uses a more reactionary behavior management style also uses mindfulness in a way that is more reactionary and less focused on actual facilitation of student agency and social emotional growth (Table 2).

Table 1: Behavior management for student agency and deep engagement with mindfulness practice

	Behavior management for student agency	Deep engagement with mindfulness practice
Examples from observational fieldnotes	<p>The teacher explains there are a couple of important things to know before they begin the presentation, such as how it's very nerve-racking to get up in front of one's peers. She asks the students to show compassion, interest, and respect by listening and at end of the presentation by asking questions. She says how questions show interest and respect.</p> <p>The teacher is walking around monitoring students. She asks, "So if you're drawing pictures to show your thinking, that is an excellent strategy. But you are writing an equation like we did the other day. 'Oh what do you mean the other day?' Then go back a page and look and see how we did that. Help yourself. There's no need to guess, go back and look at the previous page. "</p> <p>The teacher looks out over the students gathering on the rug. "Be</p>	<p>During the discussion, the class talked about the hypothetical situation: "If you can choose to be able to never be mad or sad or excited, would you do that?"</p> <p>Students shared their thoughts. One student said that he still would like to keep that side of emotions, because even though those are bad emotions, he needs to be sad sometimes and he believes that those emotions make him stronger. The teacher told him that he agreed with the boy. Another student said that emotions like sadness and anger are temporary and feeling grateful lasts longer. So taking away anger and sad would be taking away some portion of your life. The teacher then gave them a metaphor with a mind jar. He told them that our mind is like the mind jar. It's calm most of the time. It will be shaken up sometimes whether out of anger, sadness, excitement, or happiness, but that's only temporary and it will calm</p>

	<p>wise about where you are sitting!"</p> <p>The teacher goes up to Eileen, a girl still sitting at a table with paper out, and says to her: "look around you, look around you," glancing around the class.</p> <p>The teacher says to a group of students near the windows, "you guys are still talking...there are things you can do to fix it...use your strategies.</p>	<p>down. He asked students, "would you trade never having those moments and always being calm, or would you rather have those moments in your life?" This question gave students a lot to think about because they started talking with their peers.</p>
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Table 2: Reactive behavior management and limited engagement with mindfulness practice

	Reactive behavior management	Limited engagement with mindfulness practice
Examples from observational fieldnotes	<p>The teacher says to a boy in the back: We don't need pencils right now...you should be focusing up here...thanks... (The boy puts his pencil in the basket)</p> <p>There's laughing from the corner and the teacher looks over. Students quiet down. She watches them for a few moments, and then sits back down at her table.</p> <p>The teacher sees S playing with the eraser and says: that's not what this is for. If you're going to have a problem, then...(she walks away)</p> <p>The teacher says to some girls in the back: please stop girls...please separate; I'm getting really frustrated by the side conversations.</p> <p>Someone says "STOP!" loudly and the teacher looks over from where she is sitting at her table and asks a girl to take a break over on the other side of the room. The teacher says to her, "without drumming. Can you stop? Do you understand? You have something else to do." She walks slowly to the other side of the room.</p>	<p>Teacher: how about we pass them [pieces of artwork] back to R because they're making a lot of noise.</p> <p>One student protests, saying: I haven't seen them!</p> <p>Teacher: You might have to see them a little later, but not right now. She'll have them.</p> <p>They pass the drawings back to R.</p> <p>It's quiet.</p> <p>Teacher: I'm sensing tension this morning...try to think of some of the mindfulness that will try to bring your attention back to here.</p> <p>It's quiet.</p> <p>R asks if anyone else wants to share.</p>

These contrasting examples show a relationship between behavior management style and use of mindfulness strategies with students. The teacher who employs a behavior management style that supports student agency takes up mindfulness in a way that generates student input and opinions. In this example, the teacher uses mindfulness to facilitate a discussion around emotions. In contrast, the teacher whose style aligns with more reactive behavior management likewise exhibits a more reactionary use of mindfulness with students. In this example, the teacher mentions mindfulness in a limited way as a response to student behavior. She refers to mindfulness without deeper facilitation of students' social-emotional growth or student agency. As we analyze the data further, we will continue to explore how these constructs overlap and strengthen one another, in order to more deeply understand how mindfulness and classroom quality interact.

C. What opportunities for training and professional development has the project provided?

The project has provided classroom teachers with support for professional development through mindfulness training.

Our project team meets weekly to discuss project implementation, design, participant recruitment and assessment, providing research training for graduate students and other project staff.

For study coordinators, the current project has provided the opportunity to develop skills in supervising a large number of undergraduates (50+) and managing a large-scale study. Additionally, undergraduates are provided the opportunity to develop proficiency with effectively following a testing protocol, interacting with teachers and students, and learning the research process.

Seven school district support staff who were not part of the study were able to be in the AWARE training for teachers.

D. Have the results been disseminated to communities of interest?

An overview of this project is provided on the Center for Healthy Minds website for the general public to view. Updates on the progress of this project have been shared with school district administration through our partnership agreement.

E. What do you plan to do during the next reporting period to accomplish project goals?

During the next reporting period, we will analyze data that were collected from teachers and students across Years 2 and 3. We will collect student records from schools at the end of this school year and offer training to wait-list control students during the summer. We expect that these remaining tasks will be completed on schedule and according to plan.

II. PRODUCTS

A. Publications, conference papers, and presentations

Lisa Flook presented on the research design and early feedback from students and teachers about this project at the American Educational Research Association meeting in Washington DC in April 2016.

Lori Gustafson, Lisa Thomas-Prince and Chad McGehee presented at the UW-Madison Academic Staff Institute in April of 2016. This was an opportunity to share our work with academic staff from across the university. We shared our work with students and teachers in the context of the Center for Healthy Mind's mission to cultivate well-being and reduce suffering through a scientific understanding of the mind. We shared the popular culture's representation of mindfulness and how limited that representation can be. We offered a practice and inquiry based on practices we do with teachers in the AWARE training. We then discussed the study design and teaching implementation plan for the DOE study, along with other CHM Education Studies.

In June 2016, Lori Gustafson participated in a meeting at Omega Institute in Rhinebeck, NY. A group of experts from the fields of education, mindfulness, social-emotional-learning, social-justice, law, and religion gathered to discuss the growing mindfulness education movement in public schools and develop guiding principles for teaching mindfulness based practices with greater ethical, legal, religious and cultural consciousness. The document that came out of the meeting offers recommendations to consider when implementing a mindfulness program in a public school setting.

Research specialist Lawrence Tello presented on baseline differences between school districts on measurements of well-being and cognitive abilities from this dataset in April 2016 at the Wisconsin Symposium on Emotion in Madison, WI.

Lori Gustafson, Matt Hirshberg and Lisa Thomas-Prince presented at the CHM Knowledge Series. In the Fall of 2016, CHM researchers and mindfulness teachers presented alongside MMSD classroom teachers to a community audience of educators, CHM supporters, and others interested in the work in the schools. Matt provided some historical background, context, and scientific relevance of this research; Lisa shared the core frameworks used in our work with students and teachers through this project and prior CHM research in schools, and the MMSD classroom teachers shared classroom mindfulness practices and activities that have been useful for themselves in their roles and for working with students.

Lori Gustafson presented at an education forum at Alverno College in Milwaukee, WI in the fall of 2016. This was an opportunity for educators in the Milwaukee area to learn how mindfulness based practices could support teaching and learning in diverse contexts. Lori talked about the vision of the Center and the importance of ongoing research. She shared the DOE study design which included the timeline, a brief synopsis of the AWARE and AWAKE trainings, and examples of practices shared with both teachers and students.

In November 2016, Lisa Flook and Matt Hirshberg presented preliminary results from Year 2 teacher and student data at the International Symposium for Contemplative Studies in San Diego, CA.

B. Web site(s) or other Internet site(s)

CHM description of project:

<https://centerhealthyminds.org/science/studies/a-classroom-based-training-program-for-attention-and-emotion-regulation>

C. Technologies or techniques

Nothing to report.

D. Inventions, patent applications, and/or licenses

Nothing to report.

E. Other products

- AWARE Teacher training, revised (see Appendix for outline of teacher program)
- AWAKE Student training, revised (see Appendix for outline of student program)

III. PARTICIPANTS & OTHER COLLABORATING ORGANIZATIONS**A. What individuals have worked on the project?**

Lisa Flook is a co-principal investigator. She provides overall project direction including supervision of research staff and regular meetings with instructors around curriculum development and implementation.

Richard Davidson is co-principal investigator and provides input into the project design and infrastructure to support research.

Beth Graue, a collaborator on the project and an expert in early childhood, oversees the qualitative research component and train graduate students to conduct observations, record field notes, and synthesize notes.

Lori Gustafson is an Educational Outreach Specialist at The Center for Healthy Minds. She has over 25 years teaching experience with Madison Metropolitan School District and is currently teaching in a 4th and 5th grade multi-age classroom. In addition, she is an instructor in the Mindfulness Program at UW Health where she works teaching the Mindfulness Based Stress Reduction Course to both adults and teens. She has led development and implementation of training programs for both teachers and students.

Chad McGehee is an Educational Outreach Specialist at The Center for Healthy Minds. His background includes working in K-12 classrooms for the past 10 years in a variety of instructional and leadership roles. Chad has been offering mindfulness practices to students and teachers for many years both in classroom contexts, as well in professional development for teachers.

Lisa Thomas Prince is an Educational Outreach Specialist at The Center for Healthy Minds. She has over 15 years of experience as a teacher of world languages and ESL with students in preschool - 8th grade. Her work in schools included curriculum development and professional

development for teachers. Lisa is an instructor of Mindfulness for Middle Schoolers in the UW-Health Mindfulness Program, and she completed the Mindfulness-Based Stress Reduction professional teacher training course. Lisa will be involved as a classroom instructor and co-teacher for the student intervention of this project. The addition of Lisa to the project team was necessary in this project year due to the total number of student intervention lessons provided weekly, the number of intervention sites, and availability of instructional time.

Matthew Hirshberg is a doctoral student in Educational Psychology at UW-Madison. As a graduate student project assistant, he has been involved in discussions around the construction of the teacher training program, and on-going planning regarding best class implementation and teacher-evaluation methods. He has received training in the CLASS observation tool and conducted interviews with participants to gather feedback about their experience with the training.

Evan Moss has a B.S. in Elementary Education and taught middle school for six years in the Milwaukee area. She was involved in school and district-wide curriculum design and assessment in the content areas of Science and Social Studies. Evan is currently a Master's student in Curriculum & Instruction in the School of Education. Her interests center around teacher-student relationships, the emotionality of teaching, and how mindfulness can strengthen teachers' ability to foster healthy classroom environments. Evan was involved in the Center for Healthy Minds' Kindness Curriculum project, teaching the curriculum to students in the Madison public school system. Evan is a Teaching Assistant for a UW-Madison undergraduate course on inclusive teaching practices and is also studying qualitative research methods with Dr. Beth Graue.

Sophia Diamantis is a doctoral student in Curriculum & Instruction in the School of Education where she is studying qualitative research methods with Beth Graue. Her interest in mindfulness and education stems from her teaching in K-16 classrooms for the past seven years, and her pursuit of a 500-hour Pranakriya Yoga teacher training, a tradition based on Tantric expressions of Hatha Yoga. Sophia has taught in a variety of contexts and instructional roles working with culturally and linguistically diverse students and their teachers, both in-service and pre-service. As a graduate student project assistant, she has been involved with data collection and analysis. She has received training in CLASS, conducted classroom observations, and conducted interviews with participants to gather feedback about their experience with the training.

Cara Knoeppel is a study coordinator for this project. She is involved in coordinating the research and day to day logistics of the project. This role requires attention to detail but also an awareness of the big picture and scope of the study to ensure that study activities are progressing in a timely manner. A vital part of this role is managing the project's IRBs and coordinating the protocol with the Madison Metropolitan School District's research committee. This role is the point person for interacting with teachers and administrators regarding the research. Main responsibilities include: consenting teachers and students, scheduling research trainings, observations, and testing, and managing data collection. This position is responsible for hiring and supervising a team of undergraduates to assist in testing and data collection. The position is also responsible for material management and purchase orders.

Lawrence Tello holds a Bachelors of Science in Biopsychology, Cognition and Neuroscience (BCN) from the University of Michigan. Prior to joining the research team, he has gained

experience in several research labs that studied social and clinical psychology, providing him with training for conducting research projects with multiple methodologies and a range of populations. For the current project, Lawrence fills the role of a study coordinator where he primarily supervises/trains undergraduates and facilitates the collection of data. This role involves communicating with schools/teachers, preparing materials for testing, ensuring protocol is followed, checking data, and keeping the project on track.

B. What other organizations have been involved as partners?

This project is conducted in collaboration with the Madison Metropolitan School District (MMSD). One of the outgrowths of this project has been to formalize a partnership between the district and our research center to support this multi-year endeavor. MMSD provides access to teachers and classrooms for this project. Over the past three years of the project, there has been a lot of contact between CHM staff and MMSD staff, ranging from classroom teachers to principals to central office support staff and senior leadership. While our work has remained focused on carrying out the highest quality training and research for the classrooms participating in the study, this work has catalyzed interest in growing mindfulness beyond the scope of the project. In order to respond to the growing demand, CHM facilitated a relationship between MMSD and the UW-Health Mindfulness Program. Their partnership has been a way for MMSD to offer mindfulness training to hundreds of teachers, teacher assistants as well as staff in leadership positions throughout the district. The close relationship between the UW-Health Mindfulness Program, CHM and MMSD has allowed our work to happen in concert to be of greater benefit, while being intentional to not have other mindfulness based trainings impact classrooms participating the research.

Middleton school district also provides access to teachers and classrooms for this project. We are in communication with leaders in the Middleton school district to explore ways to sustain the work started through this project and offer supports for well-being more widely. The Middleton School District is also on its own journey of providing mindfulness-based practices to support student and teachers. Their work is led and implemented primarily by one teacher in the district. CHM teachers have regular and ongoing contact with this teacher and the school principal in order to ensure that our trainings are working in concert with other offerings in the school.

C. Have other collaborators or contacts been involved?

Not applicable

IV. IMPACT

A. What is the impact on the development of the principal discipline(s) of the project?

Teachers who participated in the mindfulness training reported feeling calmer and less stressed out among other benefits of practice. Teacher stress and burnout are a national concern for public education, resulting in significant turnover and lower quality of instruction. Providing supports for teachers to decrease stress and increase well-being has significant implications for the profession and student learning.

B. What is the impact on other disciplines?

This project is relevant to teacher training, both ongoing professional development for credentialed teachers as well as for teachers in training and how they are supported even before entering the classroom. This approach has implications for teacher efficacy in the classroom and potentially reducing turnover in the profession that has been fueled by high levels of stress and burnout.

C. What is the impact on the development of human resources?

This project provides training for graduate students and research staff in conducting school-based research. Through this research, we are engaging a broad audience by sharing information about the projects with general public as well as academic audiences. Support is offered for teachers in their professional development through tools to promote well-being and reduce stress. In addition, students have the opportunity to learn skills that may enhance attention and ability to manage difficult emotions. Providing training opportunities for students and classrooms teachers is expected to promote a positive classroom environment conducive to learning and supportive relationships.

D. What is the impact on physical, institutional, and information resources that form infrastructure?

This project has facilitated an interdisciplinary collaboration between scholars from the School of Education with those trained in Psychology, leading to a mixed methods approach to understanding and assessing the impact of training on teachers and students.

E. What is the impact on technology transfer?

Students and teachers receive mp3 players with guided practices to support and extend their learning and practice of mindfulness.

F. What is the impact on society beyond science and technology?

The training for students and teachers is likely to have a real human impact. The practices are intended for teachers and students to develop greater awareness of themselves and others, which can contribute to increased personal and interpersonal well-being. Cultivating these positive qualities is consistent with efforts to promote “non-cognitive skills” that are not primarily content-based, including attention and emotion regulation, which contribute to academic and school success.

G. What dollar amount of the award’s budget is being spent in foreign country(ies)?

None/Not applicable

V. CHANGES/PROBLEMS

A. Changes in approach and reasons for change

We paired the non-randomized control group with the independent group this year in order to compare the effects of training for those teachers who were prepared to more independently teach the student training this year. We decided to pair the control with the independent group rather than the co-teaching group in order to make this critical comparison involving independent implementation of the student curriculum. The decision was also based on the availability of data from last year comparing the co-teaching condition to a control. It was not possible to test all three groups together this year, as the schedule for implementing the student curriculum differed between the independent group and the co-teaching group. The independent teachers were ready to begin the student training at the beginning of the school year, as they had already participated in training for themselves in AWARE and also had the opportunity to co-teach last year. The current co-teaching group first needed to experience the AWARE teacher training in the fall before they were ready to co-teach the student curriculum this Spring. Thus, independent and control classrooms were tested at the same time points for pre- and post-test comparisons. Data for the co-teaching classrooms were collected later around the co-taught student training.

We will be conducting qualitative interviews with mindfulness instructors to capture their experience co-teaching the mindfulness curriculum with teachers, as well as their perceptions of shifts in classroom dynamics. Information from these interviews will be used to triangulate with observations of classrooms and interviews with classroom teachers. We also updated our interview protocol to include questions for “independent teachers,” generating information about their experience independently teaching the mindfulness curriculum to students.

B. Actual or anticipated problems or delays and actions or plans to resolve them

Nothing to report

C. Changes that have a significant impact on expenditures

Nothing to report

D. Significant changes in use or care of human subjects, vertebrate animals, and/or biohazards

Nothing to report

E. Change of primary performance site location from that originally proposed

Nothing to report

VI. SPECIAL REPORTING REQUIREMENTS

Not applicable

VII. BUDGETARY INFORMATION

See budget narrative

U.S. Department of Education

Washington, D.C. 20202-5335

IES Final Performance Report

CFDA # 84.305A

PR/Award # R305A140479

Budget Period # 3

Report Type: Final Performance

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**U.S. Department of Education
Grant Performance Report
Cover Sheet (ED 524B)**

*Check only one box per
Program Office instructions.*

Annual Performance Report Final Performance Report

General Information

1. PR/Award #: R305A140479 (Block 5 of the Grant Award Notification - 11 Characters.) 2. Grantee NCES ID#: (See instructions. Up to 12 Characters.)

3. Project Title: A classroom-based training program of attention and emotion regulation
(Enter the same title as on the approved application.)

4. Grantee Name: UNIVERSITY OF WISCONSIN SYSTEM
(Block 1 of the Grant Award Notification.)

5. Grantee Address:
(See instructions.)

Street: 21 N PARK ST STE 6401
City: MADISON
State: WI Zip: 53715 Zip+4: 1218

6. Project Director:
(See instructions.)

First Name: Lisa Last Name: Flook Title: Associate Scientist
Phone #: 6082656602 Fax #: Email Address: FLOOK@WISC.EDU

Reporting Period Information (See instructions.)

7. Reporting Period: From: 03/01/2017 To: 06/30/2018
(mm/dd/yyyy)

Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	493,750	0
b. Current Budget Period	272,910	0
c. Entire Project Period (For Final Performance Reports only)	1,499,783	0

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

- a. Are you claiming indirect costs under this grant?
If yes, please indicate which of the following applies to your grant? Yes No
- b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government: Yes No
The period covered by the Indirect Cost Rate Agreement is : From: 03/01/2017 To:06/30/2018 (mm/dd/yyyy)
The approving Federal agency is : ED Other (Please specify): DHHS
The Indirect Cost Rate is : 26 %
Type of Rate (For Final Performance Reports Only): Provisional Final Other (Please specify):
- c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) Yes No
- d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :
 Is included in your approved Indirect Cost Rate Agreement Complies with 34 CFR 76.564(c)(2)?
- e. The grantee is funded under a Training Rate Program and:
 Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)
 Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b)

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A

Data Privacy and Security Measures Certification (See instructions.)

11. Is a statement affirming that you are aware of federal and state data security and student privacy regulations included, with supporting documentation attached? Yes No

Performance Measures Status and Certification (See instructions.)

12. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ● Yes ○ No
 b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812). Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: Angela M Bitner

Title: Managing Officer

Signature:

Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : Grant Performance cover sheet

File :

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: R305A140479

SECTION A - Project Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)1. **Project Objective**

[] Check if this is a status update for the previous budget period.

Project: A Classroom-based Training Program of Attention and Emotion Regulation

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
All objectives were met for this grant.	PROGRAM	1	/		1	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

All major objectives of this grant were accomplished. For detailed description of outcomes please see Project Narrative.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **R305A140479**

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Title : Research & Related Budget

File : [RR_Budget_1_4_V1.4_Flook_NCE_final.pdf](#)

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Title : Budget Narrative

File : [DOE_FY18_FINAL_Budget_Narrative_9_21_18.pdf](#)

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001
Expiration Date: 10/31/2019

ORGANIZATIONAL DUNS: 1612021220000

Enter name of Organization: The Board of Regents of the University of Wisconsin System

Budget Type: Project Subaward/Consortium

Budget Period: 1 Start Date: 03/01/2017 End Date: 06/30/2018

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
Dr.	Lisa		Flook						23,012.66	8,626.75	31,639.41
Project Role: PD/PI											
Dr.	Richard		Davidson						7,066.19	2,747.17	9,813.36
Project Role: Co-Investigator											
Dr.	Mary Elizabeth		Graue						0.00	0.00	0.00
Project Role: Co-Investigator											

Additional Senior Key Persons: Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
<input type="text" value="1"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	10,548.32	2,341.70	12,890.02
<input type="text" value="3"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	41,133.64	9,523.93	50,657.57
<input type="text" value="13"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	1,461.34	48.09	1,509.43
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>			
<input type="text" value="3"/>	Instructors (Outreach Specialists)	<input type="text"/>	<input type="text"/>	<input type="text"/>	34,707.15	13,609.69	48,316.84
<input type="text" value="3"/>	Research Staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	18,634.74	7,294.95	25,929.69
<input type="text" value="23"/>	Total Number Other Personnel						
							Total Other Personnel <input type="text" value="139,303.55"/>
							Total Salary, Wages and Fringe Benefits (A+B) <input type="text" value="180,756.32"/>

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>

Additional Equipment:

Total funds requested for all equipment listed in the attached file

Total Equipment

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	3,659.46
2. Foreign Travel Costs	<input style="width: 100%;" type="text"/>
Total Travel Cost	3,659.46

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input style="width: 100%;" type="text"/>
2. Stipends	<input style="width: 100%;" type="text"/>
3. Travel	<input style="width: 100%;" type="text"/>
4. Subsistence	<input style="width: 100%;" type="text"/>
5. Other <input style="width: 300px;" type="text"/>	<input style="width: 100%;" type="text"/>
<input style="width: 30px;" type="text"/> Number of Participants/Trainees	Total Participant/Trainee Support Costs
	<input style="width: 100%;" type="text"/>

F. Other Direct Costs

		Funds Requested (\$)
1.	Materials and Supplies	9,232.26
2.	Publication Costs	
3.	Consultant Services	5,803.10
4.	ADP/Computer Services	
5.	Subawards/Consortium/Contractual Costs	
6.	Equipment or Facility Rental/User Fees	
7.	Alterations and Renovations	
8.	Tuition Remission	21,601.90
9.		
10.		
Total Other Direct Costs		36,637.26

G. Direct Costs

		Funds Requested (\$)
Total Direct Costs (A thru F)		221,053.04

H. Indirect Costs

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Modified Total Direct Costs	26.00	199,451.14	51,857.60
Total Indirect Costs			51,857.60

Cognizant Federal Agency

(Agency Name, POC Name, and POC Phone Number)

I. Total Direct and Indirect Costs

		Funds Requested (\$)
Total Direct and Indirect Institutional Costs (G + H)		272,910.64

J. Fee

Funds Requested (\$)

K. Total Costs and Fee

		Funds Requested (\$)
Total Costs and Fee (I + J)		272,910.64

L. Budget Justification

(Only attach one file.)

RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
Section A, Senior/Key Person		41,452.77
Section B, Other Personnel		139,303.55
Total Number Other Personnel	23	
Total Salary, Wages and Fringe Benefits (A+B)		180,756.32
Section C, Equipment		
Section D, Travel		3,659.46
1. Domestic	3,659.46	
2. Foreign		
Section E, Participant/Trainee Support Costs		
1. Tuition/Fees/Health Insurance		
2. Stipends		
3. Travel		
4. Subsistence		
5. Other		
6. Number of Participants/Trainees		
Section F, Other Direct Costs		36,637.26
1. Materials and Supplies	9,232.26	
2. Publication Costs		
3. Consultant Services	5,803.10	
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1	21,601.90	
9. Other 2		
10. Other 3		
Section G, Direct Costs (A thru F)		221,053.04
Section H, Indirect Costs		51,857.60
Section I, Total Direct and Indirect Costs (G + H)		272,910.64
Section J, Fee		
Section K, Total Costs and Fee (I + J)		272,910.64

Budget Narrative – Project Year #3 and no cost extension period: 03/01/2017-06/30/2018
A Classroom-based Training Program of Attention and Emotion Regulation
Center for Healthy Minds, University of Wisconsin-Madison

SENIOR/KEY PERSONS

Principal Investigator, Lisa Flook, PhD:

Dr. Flook serves as principal investigator and is responsible for the overall design, implementation and evaluation of the research protocol and administration of all facets of the project. Responsibilities include: grant management, overseeing project implementation, meeting with administrative personnel from the Madison Metropolitan School District to facilitate collaboration at all levels, leading weekly project planning meetings, training in data collection tools, supervising project staff, ensuring compliance with human subjects requirements, and dissemination activities (e.g., conference presentations).

(Salary \$23,012.66 + Fringe \$8,626.74)

Co-Principal Investigator, Richard Davidson, PhD:

Dr. Davidson is responsible for providing input into the research design, providing infrastructure to support the implementation of the project, and dissemination activities, e.g., conference presentations.

(Salary \$7,066.19 + Fringe \$2,747.16)

Co-Principal Investigator, Beth Graue, PhD:

Dr. Graue is responsible for providing input into the research design, providing infrastructure to support the implementation of the project, and dissemination activities, e.g., conference presentations. Dr. Graue met her effort commitment to this award during the previously reported project periods.

(Salary \$0 + Fringe \$0)

OTHER PERSONNEL

Senior Outreach Specialist/Lead Instructor, Lori Gustafson: She will be Lead Instructor, responsible for the coordination and implementation of all intervention activities, developing the framework for the teacher and student curricula, training educators and students, and incorporating feedback from participants on an ongoing basis to refine curricula. She will participate in weekly planning meetings, supervise project assistants in data collection activities, and participate in dissemination activities, e.g., conference presentations.

(Salary \$14,192.90 + Fringe \$5,517.43)

Research Program Manager, Jane Sachs: The Research Program Manager will oversee the final phase of data collection and processing, as well as study close out. This includes; reconciling the budget, maintaining regulatory approvals (IRB and ERC), obtaining and cleaning district level data, and supervising graduate students and undergraduates.

(Salary \$1,060.00 + Fringe \$371.00)

Project Coordinator, Cara Knoeppel: The Project Coordinator will oversee effective coordination of the programmatic elements of the project under the direction of Drs. Flook and Davidson. Position responsibilities will include: coordination and oversight of day-to-day project activities, recruiting participants, obtaining parental and educator consent and student assent forms, participating in weekly planning meetings, serving as liaison to schools, coordinating, training and supervising project assistants in data collection activities, and filing protocols to obtain and maintain human subjects approval.
(Salary \$12,131.58 + Fringe \$4,763.01)

Project Coordinator, Lawrence Tello: A second study coordinator was required to meet the needs of the second year of the project with an increase in sample size and data collection. Lawrence is the second study coordinator for the project where he primarily supervises/trains undergraduates and facilitates the collection of data. This role involves communicating with schools/teachers, preparing materials for testing, ensuring protocol is followed, checking data, and keeping the project on track. (Salary \$5,443.16 + Fringe \$2,160.94)

Instructor/Outreach Specialist, Chad McGehee & Lisa Thomas Prince: The Instructor will be responsible for assisting the Lead Instructor (Lori Gustafson) with coordination and implementation of all intervention activities, contributing to developing and refining the teacher and student curricula, training educators and students, eliciting feedback from participants on a regular basis, and participating in weekly planning meetings.
(Salary \$20,514.25 + Fringe \$8,092.26)

Graduate Program Assistants, Evan Moss and Sophia Diamantis: A graduate student, enrolled in doctoral studies in psychology or education, will function as a project assistant (PA). The PAs will spend about (b)(6) in activities to coordinate data cleaning and analysis of qualitative data from focus groups and individual interviews. The PA will have substantial experience working with children and educators, training in clinical assessment and interviewing, and knowledge of and commitment to intervention and prevention in school settings. The PA will also assist with ongoing literature reviews, data entry, data synthesis and implementation of the study design.
(Salary \$31,352.04 + Fringe \$7,235.19)

Graduate Research Assistant & Postdoctoral Research Associate, Matthew Hirshberg: Matt began on the project as a graduate student, enrolled in doctoral studies in psychology and education, and has since transitioned to a Postdoctoral Research Associate. As a PA he spent (b)(6) (b)(6) in activities to coordinate data collection and cleaning of quantitative data from cognitive and behavioral testing, questionnaires, and district data. As a Postdoctoral Research Associate, he has focused on analysis and manuscript preparation.
(Salary \$20,329.92 + Fringe Benefits \$4,630.44)

Undergraduate Student Assistants, Various: Students will spend (b)(6) attending project meetings, preparing data collection materials, performing data collection, and assisting with literature review, data entry, and other project activities.
(Salary \$1,461.31 + Fringe Benefits \$48.09)

Fringe Benefits

Fringe benefits for the period 3/1/17 – 6/30/17 are calculated at the FY2017 UW-Madison rate, 39.7% for faculty and academic staff, 23.5% for graduate student assistants and 3.3% for undergraduate students. Fringe benefits for the period 7/1/17 – 6/30/18 are calculated at the FY18 UW-Madison rate, 35% for faculty and academic staff, 22.2% for postdoctoral research associates, 23% for graduate student assistants and 3.2% for undergraduate students.

TRAVEL

\$3,659.46 in Year 3 and no cost extension period for:

Data Collection: Local travel mileage by project staff to area schools to attend meetings to discuss their involvement in the project, to support project activities in these schools, and to collect data. UW-Madison mileage reimbursement policies and procedures will apply (<http://www.bussvc.wisc.edu/acct/policy/travel/privateveh.html>). Mileage is reimbursed at 0.535 cents per mile.

(\$1,032.39)

Conference Travel: Out-of-state travel to attend national meetings to discuss project design, implementation, and preliminary outcomes. To cover attendance at the UCSC Bridging Hearts & Minds of Youth Conference in February 2018, at the Association for Psychological Science in May 2018, and at the Society for Research on Adolescents in April 2018. UW-Madison out-of-state travel policies and per diems will apply. Current approved rates for lodging and meals varies by location.

(\$1,802.78)

OTHER DIRECT COSTS

\$36,637.26 in Year 3 and no cost extension period for:

Materials & Supplies

Direct materials and supplies that are consumable and relatively low unit cost, including research supplies, file folders, note pads, letterhead, envelopes, and postage; as well as classroom materials for teachers and students as compensation for participation in the study, e.g., games, puzzles, coloring books, story books, stickers, markers, pencils, tape, glue, poster board, and paper.

(\$5,937.27)

Criminal background checks and fingerprinting for staff who conduct research in the classroom. MMSD requires a background check and fingerprinting for all personnel who interact with students.

(\$64.00)

Participant compensation: Teachers receive monetary compensation for their participation in research including testing sessions, classroom observation, and completing feedback forms on the teacher and student training.

(\$2,680.00)

Hierarchical linear modeling software (HLM) to allow for the study of relationships at any level in a single analysis, while not ignoring the variability associated with each level of the hierarchy. The HLM program can fit models to outcome variables that generate a linear model with explanatory variables that account for variations at each level, utilizing variables specified at each level.

(\$550)

Services and Consultation

Fidelity Raters were responsible for observing and evaluating the Mindfulness Instructors fidelity to the curriculum while teaching.

(\$1,500.00)

Statistical consultation is provided by Dr. Daniel Bolt. We consulted with Dr. Bolt on certain aspects of our analysis approach. He has expertise in the theory and application of psychometric methods in education and psychology. Particularly relevant to our project is his work in the application of latent variable models for purposes of assessment of individual differences (such as response styles).

(\$4,005.60)

Translation of study materials: given the demographics of the schools in which we were implementing the research it was necessary to translate study materials (i.e., flyers, consents, curriculum, and assessments) into Spanish and Hmong.

(\$297.50)

Tuition Remission

Graduate student tuition remission in the amount \$21,601.90 total for three Graduate Students.

TOTAL EXPENSE SUMMARY for period 03/01/2017-06/30/2018:

DIRECT COSTS \$221,053.04

INDIRECT COSTS \$51,857.60

(The federally negotiated indirect cost rate for research primarily conducted off campus is 26% of modified total direct costs.)

TOTAL COSTS \$272,910.64

(spans the end of Year 3 + no cost extension period)

OVERVIEW OF PROJECT SPENDING – ENTIRE AWARD PERIOD

The project experienced some unexpected savings in the following budget categories:

- Key personnel: Dr. Davidson and Dr. Graue charged less salary to the project than originally budgeted. This is due to lower faculty salary inflation and Dr. Davidson’s academic salary being cost-shared by his professorship. Regardless, all key personnel met their effort commitments to the project.
- Undergraduate student hourly: We were able to retain many undergraduate students who worked on the project for research credit rather than pay.
- Travel: Travel costs related to data collection were less than budgeted. We were able to schedule much of the testing in blocks at each school to limit the number of trip made.
- Materials & Supplies: Fewer mp3 players were purchased than budgeted. We intended to provide the mp3 players as compensation to the students for participation. However, we had difficulty getting approval from the IRB and the school district for this in Year 2. Because we could not gift students with the mp3 players in Year 2, we needed to purchase fewer in Year 3.
- Consultants: The amount of consulting time required for the project was lower than budgeted. This includes the curriculum consulting, data analyst, and fidelity raters. Early on the project it became clear that we would benefit from allocating more time to implementing the intervention and less time in curriculum consultation. As a result we shifted funds from the planned curriculum consultation to salary support for instructors implementing the intervention.

These savings resulted in the ability to continue the project into a “no cost extension” period over the last year. During this time, instructional and research staff were able to conclude the remaining work in the schools, while the PI and graduate student assistants continued data analysis and manuscript preparation. Upon reflection of the budget as a whole, we should have budgeted less for the items listed above and more for the expenses incurred during the NCE.

There were no significant changes to the original budget that resulted from modifications to project activities. We did not face any challenges in terms of monetary resources for conducting this work. None of the changes to the budget affected our ability to accomplish the project activities.

SF 424 Budget Categories	Authorized Funding for the Entire Project Period	Draw Downs during Current Budget Period (3/1/17-6/30/18)	Spending for the Entire Project Period	Unexpended Funds
Senior/Key Person	\$263,985.00	\$41,452.77	\$242,798.81	
Other Personnel	\$682,844.00	\$139,303.55	\$779,157.91	
Equipment	\$0.00	\$0.00	\$0.00	
Travel	\$30,000.00	\$3,639.46	\$19,006.89	
Other Direct Costs	\$218,600.00	\$36,637.26	\$161,595.44	
Indirect Costs	\$304,571.00	\$51,857.60	\$297,224.09	
Total (Direct + Indirect)	\$1,500,000.00	\$272,910.64	\$1,499,783.14	\$216.86

Project Narrative - Additional Information

Title : Additional Information

Attachment:

File :

- 1 [Flook_CV_2018.pdf](#)
- 2 [RJD_CV_August_18.pdf](#)
- 3 [Graue_CV_8.26.18.pdf](#)
- 4 [Teacher_IRB.pdf](#)
- 5 [Student_IRB.pdf](#)
- 6 [AWARE_Teacher_Training.pdf](#)
- 7 [AWAKE_Student_Training.pdf](#)
- 8 [Manuscript_Mindfulness_enhances_EF_and_class_climate_.pdf](#)
- 9 [UW_IDC_rate_agreement.pdf](#)

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CURRICULUM VITAE

LISA FLOOK

(b)(6)

EDUCATION

- 2006 Ph.D. Psychology (Clinical), University of California, Los Angeles
 2004-2005 Clinical Psychology Internship, University of California, San Diego Psychology Internship Consortium
 2002 M.A. Psychology (Clinical), University of California, Los Angeles
 2000 B.A. Psychology, University of California, Berkeley, *Highest Distinction*

PROFESSIONAL POSITIONS

- 2017-current Senior Researcher, Learning Policy Institute
 Palo Alto, CA
- 2015-current Associate Scientist, Center for Healthy Minds
 University of Wisconsin-Madison
- 2009-2014 Assistant Scientist, Center for Healthy Minds
 Waisman Laboratory for Brain Imaging & Behavior
 University of Wisconsin-Madison
- 2008-2009 Research Psychologist, Mindful Awareness Research Center
 The Jane & Terry Semel Institute for Neuroscience & Human Behavior
 University of California, Los Angeles
- 2006-2008 NIMH Postdoctoral Fellow, Center for Community Health
 University of California, Los Angeles

HONORS AND AWARDS

- 2006 UCLA Graduate Division Conference Travel Grant
 2005-2006 UCLA CONNECT Graduate Student Researcher Award
 2002 UCLA Stanley Sue Distinguished Research Award
 2001-2004 National Science Foundation Graduate Research Fellowship
 2000-2001 UCLA Regents Fellowship (offered)
 2000-2001 American Psychological Association Minority Research Fellowship
 2000 UC Berkeley Psychology Departmental Citation
 1999 Phi Beta Kappa
 1999 UC Berkeley Psychology Department Swan Award
 1996-2000 UC Berkeley Deans List

RESEARCH GRANTS

- 2015-2017 Silicon Valley Community Foundation, Head Start Parent Curriculum, \$225,000 (Co-PI: Richard J. Davidson)
- 2014-2017 Department of Education, Institute of Education Sciences, A Classroom-based Training Program of Attention and Emotion Regulation, \$1,500,000 (Co-PI: Richard J. Davidson)
- 2012-2015 Caritas Foundation, Kindness Curriculum for Preschoolers to Promote Prosocial Behaviors, \$300,000 (Co-PI: Richard J. Davidson)
- 2012 Mental Insight Foundation, Evaluation of a Kindness Curriculum Training for Preschoolers, \$50,000 (Co-PI: Richard J. Davidson)
- 2012 Mind & Life Institute, Mindfulness-Based Kindness Curriculum for Preschool Children, \$10,000
- 2008 Oppenheimer Seed Grant, Complementary and Alternative Integrative Medicine Mindful Awareness Practices for Children to Improve Attention and Emotion Regulation, \$30,000 (Co-PI: Susan Smalley).

PUBLICATIONS

PEER-REVIEWED JOURNAL ARTICLES

- Kral, T.R.A., Stodola, D.E., Birn, R.M., Mumford, J.A., Solis, E., **Flook, L.**, Patsenko, E.G., Anderson, C., Steinkuehler, C., & Davidson, R.J. (2018). Neural correlates of video game empathy training in adolescents: A randomized trial. *Npj Science of Learning* 3(13), 1-10.
- Goldberg, S., **Flook, L.**, Hirshberg, M., Findley, D., Kesebir, P., Schaefer, S. & Davidson, R.J. (2017). Getting a grip on the handgrip task: Handgrip duration correlates with neuroticism but not conscientiousness. *Frontiers in Psychology*, 8, 1367.
- Kral, T.R.A., Solis, E., Mumford, J.A., Schuyler, B.S., **Flook, L.**, Rifken, K., Patsenko, E.G., & Davidson, R.J. (2017). Neural correlates of empathic accuracy in adolescence. *Social Cognitive and Affective Neuroscience*, 12(11), 1701-1710.
- Flook, L.**, Goldberg, S., Pinger, L. & Davidson, R.J. (2015). Promoting prosocial behavior in preschool children with a mindfulness-based curriculum. *Developmental Psychology*, 51(1), 44-51.

- Flook, L.,** Goldberg, S., Pinger, L., Bonus, K., & Davidson, R.J. (2013). Mindfulness for teachers: A pilot study to assess effects on stress, burnout and teaching efficacy. *Mind, Brain, and Education, 7*(3), 182-195.
- Chung, G., **Flook, L.,** & Fuligni, A.J. (2011). Reciprocal Associations between Family and Peer Conflict in Adolescents' Daily Lives. *Child Development, 82*(5), 1390-1396.
- Flook, L.** (2011). Gender differences in adolescents' daily interpersonal events and well-being. *Child Development, 82*(2), 454-461.
- Flook, L.,** Smalley, S., Kitil, M., Galla, B., Kaiser-Greenland, S., Locke, J., et al. (2010). Effects of mindful awareness practices on executive functions in elementary school children. *Journal of Applied School Psychology, 26*(1), 70-95.
- Chung, G., **Flook, L.,** & Fuligni, A.J. (2009). Daily family conflict and emotional distress among adolescents from Latin American, Asian, and European backgrounds. *Developmental Psychology, 45*(5), 1406-1415.
- Smalley, S.L., Loo, S.K., Hale, T.S., Shrestha, A., McGough, J., **Flook, L.,** & Reise, S. (2009). Mindfulness and Attention Deficit Hyperactivity Disorder. *Journal of Clinical Psychology, 65*(10), 1-12.
- Rice, E., Lester, P., **Flook, L.,** Green, S., Valladares, E., & Rotheram-Borus, M.J. (2009). Lessons learned from "integrating" intensive family-based interventions into medical care settings for mothers living with HIV/AIDS and their adolescent children. *AIDS and Behavior, 13*(5), 1005-1011.
- Flook, L.** & Fuligni, A.J. (2008). Family and school spillover in adolescents' daily lives. *Child Development, 79*(3), 776-787.
Reprint of article: Flook, L. & Fuligni, A.J. (2009). Family and School Spillover in Adolescents' Daily Lives. In F. Parkay, G.J. Hass, & E.J. Anctil (Eds.), *Curriculum Leadership: Readings for Developing Quality Educational Programs, 9th Edition* (pp. 169-183). Boston, MA: Allyn & Bacon. (Reprinted from Child Development, 2008, 79, 776-787)
- Flook, L.,** Repetti, R.L., & Ullman, J.B. (2005). Classroom social experiences as predictors of academic performance. *Developmental Psychology, 41*(2), 319-327.

In Preparation

- Darling-Hammond, L., **Flook, L.,** Cook-Harvey, C., Barron, B., & Osher, D. (resubmitted). Science of learning and development: Implications for educational practice. *Journal of Applied Developmental Science.*
- Flook, L.,** Hirshberg, M., Gustafson, L., McGehee, C. & Davidson, R.J. (in prep). Mindfulness training enhances students' executive functioning and perceptions of their classroom climate.

Hirshberg, M.J., Goldberg, S.B., Schaefer, S.M., **Flook, L.**, Findley, D., & Davidson, R.J. (resubmitted). Differential effects of brief contemplative practices on responses to an acute stressor.

Patsenko, E.G., Adluru, N., Birn, R.M., Stodola, D.E., Kral, T.R.A., Burghy, C.A., Farajian, R., **Flook, L.**, Steinkuehler, C., Davidson, R.J. (under revision). Mindfulness video game improves cognitive adaptation, alters fronto-parietal attentional network in adolescents: rs-fMRI and DTI study.

BOOKS & CHAPTERS

Darling-Hammond, L., Cook-Harvey, C., **Flook, L.**, Gardner, M., & Melnick, H. (in press). *With the Whole Child in Mind: Insights and Lessons from the Comer School Development Program*. Association for Supervision and Curriculum Development.

Flook, L. & Srinivasan, M. (in press). *Mindfulness in Education*. Handbook for the American Psychiatric Association.

Lavelle, B.D., **Flook, L.**, & Ghahremani, D.G. (2017). A call for compassion and care in education. In E.M. Seppälä, E. Simon-Thomas, S.L. Brown, M.C. Worline, C.D. Cameron, & J.R. Doty, (Eds.) *The Oxford Handbook of Compassion Science*. Oxford University Press.

Moss, E.M. & Hirshberg, M.J., **Flook, L.**, & Graue, E.M. (2017). Cultivating reflective teaching practice through mindfulness. In Dorman, E., Byrnes, K. & Dalton, J. (Eds.) *Impacting Teaching and Learning: Contemplative Practices, Pedagogy, and Research in Education*. Lanham, MD: Rowman & Littlefield.

Repetti, R.L., **Flook, L.**, & Sperling, J. (2011). Family influences on development across the lifespan. In K. Fingerman, C. Berg, T. Antonucci, & J. Smith (Eds.). *Handbook of lifespan psychology* (pp. 747-778). New York, NY: Springer Publishing Company.

Fulgini, A. J., & **Flook, L.** (2005). A social identity approach to ethnic differences in family relationships during adolescence. In R.V. Kail (Ed.). *Advances in child development and behavior (Vol 33)* (pp. 125-152). San Diego, CA US: Elsevier Academic Press.

INVITED TALKS

Reflections on mindfulness in education research. Presented at Omega Mindfulness & Education Conference, Rhinebeck, NY, July 20-22, 2018.

Reflecting on mindfulness in education research: Past, present, and future. Presented at UCSD Bridging Hearts and Minds, San Diego, CA, February 2-4, 2018.

Mindfulness in education research: Past, present, and future. Presentation at symposium on Mindfulness in Education at UCLA Mindful Awareness Research Center, Los Angeles, CA, March 11, 2017.

A Scientific lens for supporting care in our communities. Presentation at Buffett Early Childhood Institute Caregiver Well-being in the Workforce Conference, Omaha, Nebraska, February 22, 2017.

Contemplative practice interventions with children in public education settings. Panel presentation at the UW-Madison School of Human Ecology Conference for Contemplative Practice to Promote Child and Family Well-Being, Madison, WI, October 9, 2015.

Classroom-based approaches to promoting well-being. Presented at Stanford Science of Compassion Conference, San Francisco, CA, November 10-11, 2014.

Mindfulness in education. Presented at Early Childhood Seminar Series, Waisman Center, UW-Madison, WI, April 9, 2013.

Pilot research on mindfulness curricula in early elementary education. Mindfulness: Foundation for Teaching and Learning. Mindfulness in Education Network Sixth Annual Conference, Lesley University, Cambridge, MA, March 16, 2013.

Bringing mindfulness into the classroom to promote self-regulation in early childhood education. Presented at UCSD Bridging Hearts and Minds, San Diego, CA, February 3-5, 2012.

Partnering for green and healthy students. Invited panelist at UW-Madison Badger Bioneers Conference, December 12, 2012.

Mindfulness in education for teachers and students. Co-presenter at session for Wisconsin School Psychologists Association, Madison, WI, October 25, 2012.

CONFERENCE PRESENTATIONS

Flook, L. mindfulness & unlearning. In B. Levy (Chair) *Unlearning: How Prior Knowledge Can be Maladaptive for Learning and Behavioral Change*. Research symposium presented at the Association for Psychological Science 30th Annual Convention, San Francisco, CA, April 27, 2018.

Flook, L., Pinger, L., Williams, H., Sadutshang, K., Duncan, L.G. & Davidson, R.J. Mindfulness and self-care training for Head Start parents: A curriculum development and feasibility pilot. Poster presented at Mindful Families, Schools and Communities: Contemplative Practices to Promote Child & Family Well-Being Conference, Seattle, Washington, April 28-29, 2017.

Flook, L. Exploring tools to promote attention and emotion regulation in the classroom. Panel presentation at the International Symposium for Contemplative Studies, San Diego, CA, November 10-13, 2016.

- Flook, L.** Translating the Science of Mindfulness into the Classroom. In G.D. Borman (Chair) *Different Routes to Similar Outcomes: Improving Students' Well-Being in Addition to Achievement in School*. Research symposium presented at the American Educational Research Association, Washington, DC, April 8-12, 2015.
- Flook, L.** Initial research findings from teacher and student mindfulness programs. In R.W. Roeser (Chair) *Systematic approaches to mindfulness-based interventions for teachers and students*. Research symposium presented at the American Educational Research Association, Chicago, IL, April 15-21, 2015.
- Flook, L., Goldberg, S., & Davidson, R.J.** Mindfulness in education for teachers and students. Panel presentation at the International Symposium for Contemplative Studies, Boston, MA, October 30-November 2, 2014.
- Flook, L. & Davidson, R.J.** Applications of a mindfulness-based curriculum in early education. Research symposium presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA, April 18-20, 2013.
- Goldberg, S.B., Veazie, S., **Flook, L.**, & Davidson, R.J. Thin slices of behavior: Do observer ratings predict teacher stress and well-being? Poster presented at the International Symposia for Contemplative Studies, Denver, CO, April 26-29, 2012.
- Flook, L., Galla, B., Flaxman, G., & Smalley, S.L.** Mindful awareness practices in early education improve executive functions. Poster presented at the Mind & Life Summer Research Institute, Garrison, NY, June 7-13, 2009.
- Flook, L., Lester, P.L., & Comulada, S.** Parenting with post-traumatic stress symptoms in women living with HIV and a neighborhood cohort. Poster presented at the HIV: Next Generation Conference, Los Angeles, CA, April 7, 2008.
- Flook, L., Smalley, S.L., Kitil, M.J., Dang, J., Cho, J., Kaiser-Greenland, S., Locke, J., & Kasari, C.** Mindful awareness practices improve executive function in preschool children. Poster presented at the Center for Mindfulness in Medicine, Health Care, and Society 6th Annual Conference, Worcester, MA, April 9-13, 2008.
- Chung, G.H., **Flook, L.**, & Fuligni, A.J. Daily family conflict and emotional distress among adolescents from Latin American, Asian, and European backgrounds. Poster presented at the Society for Research on Adolescence Biennial Meeting, Chicago, IL, March 6-9, 2008.
- Flook, L., Best, K., & Comulada, S.** Does maternal HIV status predict adjustment problems in youth from low-income backgrounds? Poster presented at the HIV: Next Generation Conference, Los Angeles, CA, April 9, 2007.
- Flook, L. & Fuligni, A.J.** Family and school spillover in adolescents' daily lives. Poster presented at the Society for Research in Child Development Biennial Meeting, Boston, MA, March 29-April 1, 2007.

- Flook, L. & Fuligni, A.J.** Ethnic differences in adolescents' emotional reactivity to daily social and academic events. Poster presented at the Society for Research on Adolescence Biennial Meeting, San Francisco, CA, March 23-26, 2006.
- Witkow, M.R., **Flook, L.**, Hardway, C. & Fuligni, A.J. Balancing daily time with family and friends during adolescence: Consequences for well-being. Poster presented at the Society for Research in Child Development Biennial Meeting, Atlanta, GA, April 7-10, 2005.
- Flook, L. & Fuligni, A.J.** Cultural influences on adolescents' daily emotional experiences. Poster presented at the Society for Research on Adolescence 10th Biennial Meeting, Baltimore, MD, March 11-14, 2004.
- Flook, L. & Repetti, R.** Links between children's peer acceptance and academic performance. Poster presented at the Society for Research in Child Development 70th Anniversary Biennial Meeting, Tampa, FL, April 24-27, 2003.
- Roberts, N.A., **Flook, L.**, & Levenson, R.W. More alike than different? The role of ethnicity in emotional responding to films. Poster presented at the Society for Psychophysiological Research 40th Annual Meeting, San Diego, CA, October 18-22, 2000.
- Flook, L. & Weinstein, R.** Promotion of self-regulation skills in elementary school children. Poster presented at the Ninth Annual UCLA Psychology Undergraduate Research Conference, Los Angeles, CA, May, 2000.

CLINICAL EXPERIENCE

- 2002 -2003 Practicum Student, ST. JOHN'S CHILD AND FAMILY DEVELOPMENT CENTER
Provided short-term individual child and family therapy at a community mental health center. Conducted cognitive and psychodiagnostic assessment of children's learning and attention difficulties.
- 2003-2004 Clinician, UCLA TIES FOR ADOPTION
Provided individual and family therapy to facilitate transition into adoptive placement for children with pre-natal substance exposure who were in the foster care system. Co-led monthly children's support group to promote social skills and process issues related to adoption. Conducted cognitive and socio-emotional assessments of functioning for children and toddlers.
- 2004-2005 Psychology Intern, UNIVERSITY OF CALIFORNIA, SAN DIEGO
PSYCHOLOGY INTERNSHIP CONSORTIUM.
APA-accredited internship. Delivered hospital-based and community mental health services through rotations at UCSD Child and Adolescent Inpatient Psychiatric Services and Children's Outpatient Psychiatry of Children's Hospital. Completed intakes, conducted family therapy sessions, and administered assessments of cognitive and psychosocial functioning in Spanish.

TEACHING EXPERIENCE

- 2001 UCLA Department of Psychology, Teaching Assistant, Clinical Psychology of

	Childhood and Adolescence
2002	UCLA Department of Psychology, Teaching Assistant, Counseling Relationships UCLA Department of Psychology, Teaching Assistant, Psychological Research Methods
2003	UCLA Department of Psychology, Co-Instructor, Counseling Relationships UCLA Department of Psychology, Teaching Assistant, Abnormal Psychology

PROFESSIONAL ACTIVITIES

Ad Hoc Reviewer	Biological Psychology Child Development Clinical Child Psychology and Psychiatry Developmental Psychology Journal of Family Psychology Journal of Social and Personal Relationships Mindfulness Pediatrics Prevention Science
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MEDIA COVERAGE

- Schiffman, R. (December 14, 2017). Can kindness be taught? *New York Times*. Retrieved from <https://www.nytimes.com/2017/12/14/well/family/kindness-curriculum-preschool.html>
- Iasevoli, B. (September 20, 2017). Here's what a 'Kindness Curriculum' looks like. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/curriculum/2017/09/kindness_curriculum_shown_to_i.html
- Walsh, K. (March 27, 2017). Sesame Street brings kindness to the block. *Mindfulness*. <https://www.mindful.org/sesame-street-brings-kindness-block/>
- Oaklander, M. (September 22, 2016). The mindful classroom. *TIME*. Retrieved from <http://time.com/4504021/the-mindful-classroom/>
- Erickson, D. (February 15, 2015). Research results from Madison schools suggest compassion, kindness can be taught. *Wisconsin State Journal*. Retrieved from http://host.madison.com/wsj/news/local/education/local_schools/research-results-from-madison-schools-suggest-compassion-kindness-can-be/article_9b3386bc-38c8-5447-ab5b-aa1913127f39.html
- Preschoolers learn 'Kindness Curriculum.' (February 6, 2015). *Mindful Magazine*. Retrieved from <http://www.mindful.org/news/preschoolers-learn-kindness-curriculum>
- Dahl, M. (January 28, 2015). A Wisconsin preschool tried a 'Kindness Curriculum.' *New York Magazine*. Retrieved from <http://nymag.com/scienceofus/2015/01/this-preschool-tried-a-kindness-curriculum.html>
- Lehman, S. (October 31, 2014). Conflicts at home affect teens at school and vice versa. *Reuters*. Retrieved from <http://www.businessinsider.com/r-conflicts-at-home-affect-teens-at-school-and-vice-versa-2014-10#ixzz3LJ3m8xdZ>
- Some teachers feel back-to-school stress. (Sept 2, 2014). *Minnesota Public Radio News* [interview for radio news segment] Retrieved from <http://www.mprnews.org/story/2014/09/02/teachers>

- Rickert, C. (July 5, 2014). Madison schools mindful of improving student performance, behavior. *Wisconsin State Journal*. Retrieved from http://host.madison.com/news/local/columnists/chris-rickert/chris-rickert-madison-schools-mindful-of-improving-student-performance-behavior/article_98caa24e-5c3a-5fb0-a282-5be85e59ce63.html
- Teachers work to achieve mindfulness in 8-week class. (Feb 19, 2014). *WKOW 27 News, local ABC affiliate* [interview for TV news segment]. Retrieved from <http://www.wkow.com/story/24765883/2014/02/19/tonight-at-6-achieving-mindfulness>
- Flook, L. (Jan 22, 2014). The Oasis Within: Mindfulness Practice for Teachers. *Edutopia* [invited blog]. Retrieved from <http://www.edutopia.org/blog/oasis-within-mindfulness-practice-teachers-lisa-flook>
- Marsh, J, Davison, D., Lorenz, B., Klein, L., Smith, J.A., & Simon-Thomas, E.R. (January 2, 2014). The Top 10 Insights from the “Science of a Meaningful Life” in 2013. *UC Berkeley Greater Good Science Center*. Retrieved from http://greatergood.berkeley.edu/article/item/the_top_10_insights_from_the_science_of_a_meaningful_life_in_2013
- Zakrzewski, V. (October 14, 2013). Can Mindfulness Make Us Better Teachers? *Huffington Post*. Retrieved from http://www.huffingtonpost.com/2013/10/14/mindfulness-teachers-classroom-stress_n_4065019.html
- Rueckert, V. (Sept 12, 2013). Mindfulness games take shape. *Wisconsin Public Radio* [interview for radio segment]. Retrieved from <http://www.wpr.org/mindfulness-games-take-shape>
- Nauert, R. (August 29, 2013). Mindfulness training can lessen teacher stress & burnout. *Psych Central*. Retrieved from <http://psychcentral.com/news/2013/08/29/mindfulness-training-can-lesser-teacher-stress-burnout/59001.html>
- Erickson, D. (May 18, 2011). Investigating healthy minds: Preschool study seeks to teach kindness. *Wisconsin State Journal*. Retrieved from http://host.madison.com/news/local/health_med_fit/investigating-healthy-minds-preschool-study-seeks-to-teach-kindness/article_f7861ede-8194-11e0-903d-001cc4c002e0.html
- Elias, M. (June 8, 2009). Mindfulness' meditation being used in hospitals and schools. *USA Today*. Retrieved from http://usatoday30.usatoday.com/news/health/2009-06-07-meditate_N.htm

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Center for Healthy Minds
www.centerhealthyminds.org
Waisman Lab for Brain Imaging & Behavior
www.brainimaging.waisman.wisc.edu
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1500 Highland Ave
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Office: 608.265.8189
Fax: 608.262.9440

Education

1968 – 1972	B.A.	New York University – Heights Psychology
1972 – 1976	Ph.D.	Harvard University Department of Psychology and Social Relations Personality / Psychopathology & Psychophysiology Behavioral Neurology & Neuroanatomy (minor concentration)

Honors

Magna Cum Laude in Psychology and distinction in all subjects (A.B.); National Science Foundation Graduate Fellowship, 1973-1976; Board of Editorial Associates, *Behavioral and Brain Sciences*; Editorial Board, *Emotion, Personality and Imagination: The Scientific Study of Consciousness*; Selected as a NATO Fellow to participate in conference on Event Related Potentials in Konstanz, Germany, August, 1978; Senior Editor of the series *Consciousness and Self-Regulation: Advances in Research*, 1983-86; Associate Editor, *Psychophysiology*, 1980-1986; Young Scholar in Social and Affective Development by Foundation for Child Development, 1982-83; Board of Directors, International Society for Research on Emotion; Vilas Associate Award from the University of Wisconsin, 1989; Consulting Editorial Board, *Consciousness and Cognition*; Consulting Editorial Board, *Psychological Review*, 1990-1994; National Institute of Mental Health Research Scientist Award, 1990-2000; Editorial Board, *Development and Psychopathology*, 1992- present; Associate Editor, *Cognition and Emotion*, 1992-2000; Member, NIMH Clinical Neurosciences Study Section, 1992-1995; Invited as Fellow, Center for Advanced Study in the Behavioral Sciences; Member, W.T. Grant Foundation Consortium on the Developmental Psychobiology of Stress; Fellow, American Association for the Advancement of Science; Core Member, MacArthur Foundation Research Network on Mind-Body Interactions; Director, NIMH funded multi-institution post-doctoral training program for emotion research; William James Professor of Psychology and Psychiatry, 1993 - ; Board of Directors, Society for Psychophysiological Research, 1993-; Associate Editor, *Psychophysiology*, 1994 -1999 ; Vilas Research Professor of Psychology and Psychiatry, 1995-; Hilldale Award in the Social Sciences, University of Wisconsin - Madison, 1995; National Alliance for Research in Schizophrenia and Depression (NARSAD), Established Investigator Award, 1995; President, Society for Research in Psychopathology, 1996-97; MERIT Award from NIMH, 1996-2006; Member, NIMH Board of Scientific Counselors, 1996-; Fellow, American Psychological Society, 1997-; Distinguished Scientific Lecturer, American Psychological Association, 1997; Fellow, American Association for the Advancement of Science; William James Fellow Award, American Psychological Society; President-Elect, Society for Psychophysiological Research, 1998-1999; President, Society for Psychophysiological Research, 1999-2000; Fellow, American Psychological Association, 1999; Distinguished Scientific Contribution Award, American Psychological

Association, 2000; NARSAD Distinguished Investigator Award, 2003; Founding Co-Editor, *Emotion*, 2000-2006; Elected to American Academy of Arts and Sciences, 2003; Elected to Wisconsin Academy of Sciences, Arts and Letters, 2004; Included in *Time's* list of the world's 100 most influential people, 2006; Awarded the first Mani Bhaumik Award by UCLA for advancing the understanding of the brain and conscious mind in healing, 2006; Named "Person of the Year" by *Madison Magazine*, 2007; Awarded the Paul D. MacLean Award for Outstanding Neuroscience Research in Psychosomatic Medicine, 2011; Serves on the Scientific Advisory Board at the Max Planck Institute for Human Cognitive and Brain Sciences in Leipzig, 2011-2017; Chair of the Psychology section of the American Association for the Advancement of Science from 2011-2013; Author (with Sharon Begley) of "The Emotional Life of Your Brain" published by Penguin in 2012; NYU College of Arts and Science Alumni Achievement Award, 2013. Member of the World Economic Forum's Global Agenda Council on Mental Health for 2014-2016. 2014 EXTRA MILE Award from the Madison Rainbow Project for his exceptional work with children and families in healing trauma; 2017 Elected Member, National Academy of Medicine.

Professional Societies

American Psychological Association; American Association for the Advancement of Science; Society for Psychophysiological Research; New York Academy of Sciences; International Neuropsychological Society; American Psychosomatic Society; Society for Biological Psychiatry; Founding member, International Society for Research on Emotion; Society for Research in Child Development; American Psychopathological Association; Society for Research in Psychopathology; American Psychological Society; Academy of Behavioral Medicine Research; Society for Neuroscience.

Research and Professional Experience

- 2008 - Founder, Center for Healthy Minds at the Waisman Center, University of Wisconsin-Madison (www.centerhealthyminds.org)
- 2001 - Director, Waisman Laboratory for Brain Imaging & Behavior, University of Wisconsin-Madison (www.brainimaging.waisman.wisc.edu)
- 1996 - Co-Founder and Co-Director, HealthEmotions Research Institute, University of Wisconsin-Madison
- 1995 - Vilas Distinguished Professor of Psychology and Psychiatry, University of Wisconsin-Madison
- 1993 - William James Professor Psychology and Psychiatry, University of Wisconsin-Madison
- 1987 - Professor of Psychiatry, School of Medicine, University of Wisconsin-Madison
- 1987 - Professor of Psychology, University of Wisconsin-Madison
- 1986 - 1994 Chair, Human Psychophysiology Area Group, University of Wisconsin-Madison
- 1986 - Member, Developmental Psychology Area Group, University of Wisconsin-Madison
- 1984 - Director, Laboratory of Affective Neuroscience, University of Wisconsin-Madison (www.psychz.psych.wisc.edu) • Merged with the Center for Healthy Minds at the Waisman Center, University of Wisconsin-Madison in 2012
- 1984 - Member of Clinical and Human Psychophysiology Area Groups, University of Wisconsin-Madison
- 1984 - 1986 Associate Professor of Psychology, University of Wisconsin -Madison (was on leave until September, 1985)
- 1982 - 1985 Lecturer in Psychiatry, Department of Psychiatry, College of Physicians and Surgeons, Columbia University
- 1982 - 1985 Attending Psychologist, New York State Psychiatric Research Institute

1980 - 1985	Associate Professor of Psychology, Department of Psychology, State University of New York at Purchase
1980 - 1982	Consulting Scientist, Laboratory of Neurosciences, National Institute of aging, NIH, (with Dr. Stanley Rapoport). Research on the relations among regional brain metabolism (assessed with positron emission tomography), scalp recorded electrophysiology and cognitive performance.
1977 - 1982	Consultant, Department of Pediatrics, Infant Laboratory, Roosevelt Hospital, New York (With Drs. Michael Lewis and Nathan Fox). Neurobehavioral research on normal and low birth weight infants.
1976 - 1980	Assistant Professor of Psychology, Department of Psychology, State University of New York at Purchase
1976 - 1977	Research Associate (with Dr. E.R. John), Brain Research Laboratories, New York Medical College
1973 - 1976	Teaching Fellow, Department of Psychology and Social Relations, Harvard University
1971 - 1972	Research Assistant, Social Psychology, New York University - Heights (with Dr. Judith Rodin)
1968 - 1971	Summer Research Assistant, Sleep and Dream Research, Department of Psychiatry, Maimonides Medical Center, Brooklyn, New York

Teaching Experience

Concepts and Methods in Psychophysiology (Laboratory course), 1973-75; Biopersonality (the study of personality in biological perspective), 1973-74; the Psychology of Consciousness, 1974-75; Seminar on the Psychobiology of Consciousness, 1975-76 (Junior Tutorial in the Department of Psychology and Social Relations, Harvard University); Introduction to Psychology, 1976, 1978, 1980, 1984; The Psychology of Personality, 1976, 77, 80, 81, 84, 86, 87, 89, 90; Seminar in Methods in Psychophysiology (a laboratory course), 1977, 78, 79, 80, 81, 83, 86, 87, 89, 92, 94; Mental Dysfunction (Abnormal Psychology) 1977, 79, 82; Seminar in the Psychology of Consciousness, 1977; Interdisciplinary course on creativity, 1977; Brain and Consciousness, 1978; The Psychology of Consciousness, 1979, 81, 83, 85; Mind and Body in Philosophy and Psychology (co-taught with a philosopher), 1980; Seminar on the Psychology of Emotion, 1982, 84, 90, 93; Seminar on Laterality, Emotion and Psychopathology, 1985; Seminar on the Neuropsychology of Affective Disorders, 1986; Practicum in Child Neuropsychology, 1987; Research Methods in Clinical Psychology, 1987; Seminar on Cognitive and Neuropsychological Perspectives on Depression (Co-taught with Lyn Abramson), 1988; Seminar on Methods and Theory in Emotion Research, 1996-97; 98-99; Seminar on the Neurobiology of Positive Affect, Spring 2000. Clinical Seminar on Biological Approaches to Mood and Anxiety Disorders, Spring 2001, 03 & 05. Seminar on the Developmental Neurobiology of Emotion and Emotional Disorders, Spring 2001. Seminar on Affect, Learning and Memory: Basic Neuroscience and Clinical Implications, Spring 2002. Seminar on Emotion Theory and Research, Fall 2002. Seminar on the Neurobiology of Emotion, Spring 2004. Core Course on Affective Neuroscience for Emotion Training Program, Fall 2004. Seminar on Order and Disorder in the Social Brain, Spring 2006.

Major Research Interests

Neural substrates of affect, affective style and disorders of affect; biological approaches to psychopathology; developmental psychopathology; autism; functional brain imaging; clinical psychology and behavior change; personality and individual differences; biopersonality (the study of personality in biological perspective).

Specific Research Interests and Ongoing Research

Neural bases of affective and anxiety disorders; emotion and cerebral asymmetry; functional brain imaging studies (PET and fMRI) of depression and anxiety disorders; individual differences in functional activation of emotional circuitry and their relation to affective style, emotion regulation and vulnerability to emotion-related disorders; Relations between the central circuitry of emotion and emotion regulation and peripheral biological processes relevant to physical health and illness; neurobiology of emotion and emotion-regulation in non-human primates; neural substrates of affective abnormalities in autism; neural bases of meditation.

Grant Support: Current

July 25, 2016 – May 31, 2021 . (Ryff Center Director; Davidson Project PI) Integrative pathways to health and illness. NIA. Approximately \$4M total costs.

February 15, 2015 – December 31, 2018. Head Start Parent Curriculum. Silicon Valley Community Foundation 1440 Fund. \$225,000 total costs.

September 1, 2013 – August 31, 2018. Conte Center grant, National Institute of Mental Health: Early neurodevelopmental origins of anxiety. \$10,713,469 total costs.

December 15, 2011 – May 31, 2018. Neural substrates of affective style and emotion regulation. NIMH. Approximately \$3.7M total costs.

September 30, 2008 – July 31, 2018. National Center for Complementary and Alternative Medicine (NCCAM), National Institutes of Health: Wisconsin Center for the Neuroscience and Psychophysiology of Meditation. \$9,358,780 total costs.

August 1, 2003 - July 31, 2018. Training program in emotion research. NIMH T32. Approximately \$2.6M total costs.

Grant Support: Previous

September 22, 2016 – Aug 31, 2017. (Messing Center Director; Davidson Core PI) Waisman Intellectual and Developmental Disabilities Research Center. NIH/NICHD. \$5,182,032 total costs.

July 15, 2011 - June 30, 2017. (Ryff Center Director; Davidson Project PI) Integrative pathways to health and illness: The MIDUS Refresher. NIA. Approximately \$1.1M total costs.

July 1, 2006 - June 30, 2017. (Messing Center Director; Davidson Core PI) Wisconsin Center on Mental Retardation: Core support. NIH/NICHD. \$960,055 total direct costs.

August 1, 2015 – January 31, 2016. Mindfulness and related practices to cultivate the well-being of children, their families and caregivers: A landscape scan. Robert Wood Johnson Foundation. \$56,000 total costs.

December 1, 2011 – 11/30/2014. Cultivating virtuous qualities of character: An interdisciplinary initiative. John Templeton Foundation. \$1,702,300 total costs.

March 1, 2012 – June 30, 2014. Bill & Melinda Gates Foundation. Development of an online tenacity tool. \$1,346,639 total costs.

July 1, 2008 – June 30, 2013. Fetzer: Center of Excellence on the Neuroscience of Compassion, Love and Forgiveness. \$2,750,000 total costs.

September 1, 2008 – May 31, 2013. Conte Center grant, National Institute of Mental Health: Neurobehavioral Bases of Emotion Regulation and Dysregulation in Adolescence. \$9,628,553 total costs.

February 4, 2004 - December 31, 2008. Affective style: Neural and biobehavioral substrates. NIMH P50. Approximately \$10.7 million total costs.

September 19, 2005 - December 31, 2008. Brain Activation & Asthma Studies. Mind Brain Behavior and Health Initiative. Approximately \$50,000 total costs.

November 12, 2005 - July 31, 2008. (Rose, PI) Integrative Biology of the Brain, Inflammation & Asthma. NCRR. \$54,345 total costs.

May 1, 2003 - April 30, 2008. (Tager-Flusberg Center Director; Davidson Project PI) Social and affective processes in autism. NIMH. Approximately \$1.1 million total costs.

June 25, 2006 - April 22, 2008. Detection of Deception in High-Stakes Lying: Affective and Cognitive Neuroscience Approaches. MITRE Corp. \$731,174 total costs.

August 18, 2004 - July 31, 2006. Perception and action systems in high-level cognition: Detecting deception perspectives from affective neuroscience. NSF. \$479,000 total direct cost.

October 1, 2002 - June 30, 2006. Wisconsin longitudinal study: Tracking the life course. NIA. \$171,399 annual direct cost.

May 1, 2001 - April 30, 2006. Emotional reactivity and frontal brain asymmetry. NIMH MERIT Award. Approximately \$3M total direct cost.

May 1, 2001 - April 30, 2006. Emotional reactivity and frontal brain asymmetry. NIMH MERIT Award. Approximately \$3M total direct cost.

January 1, 1996 - December 31, 2005. fMRI study of venlafaxine effects in depression. Wyeth-Ayerst. Co-PI. Approximately \$160,000 annual direct cost.

September 30, 1999 - August 31, 2004. Mechanisms of mind-body interaction: Emotion Interface. NIMH. \$10.9 million.

October 1, 2002 - June 30, 2004. Wisconsin longitudinal study: Tracking the life course. NIA. \$171,399 annual direct cost.

September 30, 1997-April 30, 2004. Affect, depression and brain asymmetry. NIMH. Approximately \$2.1 million.

May 1, 2003 - April 30, 2004. Neurobiology of emotional processing deficits in autism. NARSAD. \$92,593 annual direct cost.

September 30, 1998 - August 31, 2003. Affective style: Social and psychobiological substrates. NIMH Center for Behavioral Sciences Research. (I serve as Director). \$3.7 million.

July 1, 1998 - June 30, 2003. Training program in emotion research. Approximately \$1.6 million. NIMH.

July 1, 1995 - June 30, 2000. Cerebral asymmetry, emotion and psychopathology. NIMH Research Scientist Development Award. Approximately \$540,000.

July 1, 1998 - June 30, 2000. Functional magnetic resonance imaging of brain and cardiac function during emotion. (Co-PI with Ned Kalin). Dana Foundation. \$100,000

July 1, 1992 - June 30, 1999. Post-doctoral training in emotion research (Director and Core Faculty Member). NIMH multi-institution training grant.

January 1, 1995 - December 31, 1998. MacArthur Mind-Body Research Network. John D. and Catherine T. MacArthur Foundation. Approximately \$580,000.

November 1, 1997 - October 31, 1998. Immunological effects of mindfulness-based stress reduction. Fetzer Institute. \$28,000

September 30, 1993 - August 31, 1998. Affective style: Social and psychobiological substrates. NIMH Center for Behavioral Sciences Research. (I served as Director). \$2.7 million.

May 1, 1995 - April 30, 1998. MacArthur Developmental fMRI Consortium: Wisconsin Component. Approximately \$65,000.

April 1, 1992 - March 31, 1997. Affect, depression and brain asymmetry. NIMH.

September 1, 1991 - August 30, 1996. Emotional reactivity and frontal brain asymmetry. NIMH.

April 1, 1995 - March 31, 1996. fMRI study of emotion activation in depression. NARSAD Established Investigator Award.

- July 1, 1991- July 31,1995. Effects of clonazepam on social anxiety. Hoffman-LaRoche, Inc. \$110,000.
- January 1, 1993 - December 31, 1994. Research network on mind-body interaction. The John D. and Catherine T. MacArthur Foundation. \$111,257.
- March 1, 1993 - February 28, 1994. Central/autonomic integration and frontal asymmetry. The John D. and Catherine T. MacArthur Foundation. \$64,000.
- August 1, 1991 - July 31, 1993. The effects of clonazepam on social anxiety. Roche Pharmaceutical (Co-PI with John Marshall).
- March 1, 1992 - February 28, 1993. Anatomy and timing of commissural transfer in disabled and normal readers. March of Dimes Birth Defects Foundation.
- September 1, 1991 - August 30, 1992. ADAMHA small instrumentation grant. NIMH.
- July 1, 1989 - June 30, 1992. Post-doctoral training in emotion research (Co-PI). NIMH multi-institution training grant.
- March 1, 1990 - February 28, 1992. The cerebral and autonomic psychophysiology of inhibition to the unfamiliar in children: A follow-up. The John D. and Catherine T. MacArthur Foundation.
- September 15, 1991 - September 14, 1992. Further psychophysiological studies of behavioral inhibition in children and their parents. The John D. and Catherine T. MacArthur Foundation.
- September 1, 1988 - March 31, 1992. Affect, depression and brain asymmetry. NIMH
- March 1, 1988 - February 28, 1992. Anatomy and timing of commissural transfer in disabled and normal readers. March of Dimes Birth Defects Foundation.
- November 1, 1988 - October 31, 1991. The neuropsychology of emotion. The John D. and Catherine T. MacArthur Foundation.
- June 1, 1987 - May 31, 1991. Affect and Cerebral Asymmetry: A Developmental Approach (Co-PI with Nathan Fox). NICHD.
- September 1, 1988 - August 30, 1990. The cerebral and autonomic psychophysiology of inhibition to the unfamiliar in children. The John D. and Catherine T. MacArthur Foundation.
- September 1, 1987 - August 31, 1988. The psychophysiology of social anxiety and its treatment with atenolol. Stuart Pharmaceutical Company.
- September 1, 1985 - August 31, 1988. Affect, facial expression and brain asymmetry. NIMH.
- March 1, 1986 - February 28, 1988. Timing and anatomy of commissural transfer in disabled and normal readers. March of Dimes Birth Defects Foundation.
- July 1, 1986 - June 30, 1987. Individual differences in evoked potential measures of interhemispheric transfer time: Relation to magnetic resonance imaging of the corpus callosum. Graduate School, UW-Madison.
- June 1, 1985 - May 31, 1987. Affect and cerebral asymmetry: A developmental approach (Co-PI with Nathan Fox, University of Maryland). NICHD.
- September 1, 1985 - August 31, 1986. Affect, repression and cerebral asymmetry. NIH Biomedical Research Support Grant.
- March 1, 1984 - February 28, 1986. Interhemispheric transfer time as a predictor of reading disability among siblings of reading disabled and normal children. March of Dimes Birth Defect Foundation.
- March 1, 1984 - February 28, 1986. Hemispheric asymmetry and emergence of discrete emotions (Co-PI with Nathan Fox, University of Maryland). NSF.
- October 1, 1983 - September 30, 1985. Affect, facial expression and brain asymmetry. NIMH.
- September 1, 1981 - August 31, 1984. Hemispheric interaction in reading disabled and their siblings. The Spencer Foundation.
- September 1, 1981 - December 30, 1983. Affect: A model phenomenon for the study the psychobiology of consciousness. The John D. and Catherine C. MacArthur Foundation.

- March 1, 1982 - February 28, 1983. Affective responsivity in relation to patterns of hemispheric in ten month old infants. Foundation for Child Development.
- May 1, 1981 - April 31, 1982. Psychophysiological response patterning elicited by affective video stimuli. Bates Foundation.
- April 1, 1981 - March 31, 1982. Physiological self-regulation in the reduction of smoking . Pepsico Foundation.
- December 1, 1980 - November 30, 1981. Infant affect and cerebral asymmetry. The Research Foundation of the State University of New York.
- September 1, 1978 - March 31, 1981. Biocognitive dysfunctions and the genetics of human lateralization. The National Foundation - March of Dimes.
- March 1, 1980 - February 28, 1981. Psychometric and psychophysiological studies of repressive defensiveness. American Broadcasting Company.
- October, 1980. The development of affect and its relation to cerebral asymmetry. To support interdisciplinary Study Group of 13 participants, October 2-4, 1980, Westchester New York (with Nathan Fox), Society for Research in Child Development.
- January 1, 1977 - August 31, 1980. EEG and evoked potential concomitants of cerebral lateralization and attentional involvement during television viewing. Bristol-Meyers Corporation.
- July 1, 1979 - June 30, 1980. Cardiovascular - central nervous system relationships. The Research Foundation of the State University of New York.
- July 1, 1978 - June 30, 1979. Musical training and modes of cerebral dominance. The Research Foundation of State University of New York.
- July 1, 1977 - June 30, 1978. Sex differences in hemispheric organization and interaction. The Research Foundation of the State University of New York.
- June, 1975 - June, 1976. Matching relaxation strategies to types of anxiety: A patterning approach. (Co-PI with Dr. Gary E. Schwartz). Roche Psychiatric Institute.

Publications: Books

- Goleman, D., & Davidson, R. J. (Sept 2017). *Altered traits: Science reveals how meditation changes your mind, brain, and body*. New York, NY: Avery.
- Davidson, R. J., & Begley, S. (2012). *The emotional life of your brain: How its unique patterns affect the way you think, feel, and live -- and how you can change them*. New York, NY: Hudson Street Press.
- Kabat-Zinn, J., & Davidson, R. J. (Eds.). (2012). *The mind's own physician: A scientific dialogue with the Dalai Lama on the healing power of meditation*. Oakland, CA: New Harbinger Publications.
- Ekman, P., Campos, J. J., Davidson, R. J., De Waal, F. B. M. (Eds.) (2003). *Emotions inside out: 130 years after Darwin's The Expression of the Emotions in Man and Animals*. Annals of the New York Academy of Sciences vol. 1000 New York: New York Academy of Sciences.
- Davidson, R. J., Goldsmith, H. H., & Scherer, K. (Eds.) (2003). *Handbook of Affective Science*. New York: Oxford University Press.
- Hugdahl, K., & Davidson, R. J. (Eds.) (2003), *The Asymmetrical Brain*. Cambridge, MA: MIT Press.
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Abstracts

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- Dean, D.C. III, Planalp, E.M., Wooten, W., Adluru, N., Goldsmith, H.H., Davidson, R.J., & Alexander, A.L. (2017). Patterns of microstructural correlations in the white matter of the neonatal brain. In: 25th Annual Meeting of the International Society for Magnetic Resonance in Medicine, Honolulu, HI.
- Dentico, D., Kral, T.R.A., Bachhuber, D.R., Riedner, B.A., Ferrarrelli, F., Tononi, G., Davidson, R.J., & Lutz, A. (2017). Investigating the relationship between meditation-induced changes in waking and sleep EEG. In: 23rd Annual Meeting of the Organization for Human Brain Mapping, Vancouver, Canada.
- Grupe, D.W., Wielgosz, J., Imhoff-Smith, T.P., Nitschke, J.B., & Davidson, R.J. (2017). Respiratory sinus arrhythmia and ventromedial prefrontal function in veterans with post-traumatic stress symptoms. Presentation at the 72nd Annual Convention of the Society of Biological Psychiatry, San Diego, CA.
- Imhoff-Smith, T.P., Grupe, D.W., & Davidson, R.J. (2017). Parasympathetic tone, PTSD symptom profiles, and phasic heart rate during threat anticipation. Poster presented at the 10th Annual Meeting of the Social Affective Neuroscience Society, Los Angeles, CA.
- Kral, T.R.A., Mumford, J., Rosenkranz, M.A., Lutz, A., & Davidson, R.J. (2017). Long-term meditators show increased rsfMRI functional connectivity in emotion processing networks. Social and Affective Neuroscience Society Annual Meeting, Los Angeles, CA.
- Kral, T.R.A., Mumford, J., Schuyler, B.S., Schaefer, S.M., & Davidson, R.J. (2017). Reliability of amygdala activation to affective pictures: Reactivity we can count on? Organization for Human Brain Mapping Annual Meeting, Vancouver, Canada.
- Schaefer, S.M., Gresham, L.K., Schoen, A.J., Lapate, R.C., & Davidson, R.J. (2017). Poor emotional recovery is associated with attentional and memory biases for negative stimuli. In: Annual Meeting of the Society for Affective Science, Boston, MA.
- Sommerfeldt, S.L., Mumford, J.M., Kral, T.K., Westbrook, C.A., Burghy, C.A., Schaefer, S.M., Grupe, D.W., . . . Davidson, R.J. (2017). Reliability from adolescence to young adulthood of emotion task-related fMRI signal in the amygdala. Organization for Human Brain Mapping, Vancouver, Canada.

- Sommerfeldt, S.L., Schaefer, S.M., Rosenkranz, M.A., van Reekum, C.M., Ryff, C.D., & Davidson, R.J. (2017). Concordance between physiological and psychological stress: Relations to well-being, internalizing symptoms, and emotion regulation. Society for Psychophysiological Research, Vienna, Austria.
- Wang, Y., Chung, M.K., Denticco, D., Lutz, A., & Davidson, R.J. (2017). Topological network analysis of electroencephalographic power maps. Lecture Notes in Computer Science Book Series. International Workshop on Connectomics in NeuroImaging, Quebec, Canada.
- Westbrook, C., Patsenko, E., Mumford, J., Abramson, L.Y., & Davidson, R.J. (2017). Individuals at risk for depression recruit default-mode network to process stress-relevant information. Poster presented at the Society of Biological Psychiatry, San Diego, CA.
- Wielgosz, J., Perlman, D.M., Lutz, A., & Davidson, R.J. (2017). Alterations in pain processing associated with short-term and long-term mindfulness training. Poster presented at the 51st Annual Convention of the Association for Behavioral and Cognitive Therapies, San Diego, CA.
- Wielgosz, J., Perlman, D.M., Lutz, A., & Davidson, R.J. (2017). Neural investigation of pain responses in MBSR and long-term mindfulness training. Poster presented at the 2017 Annual Conference of the Society for Research in Psychopathology, Denver, CO.
- Birn, R.M., Dean, D.C., & Davidson, R.J. (2016). JumpCor: Reduction of fMRI artifacts resulting from large motion. In: 22nd Annual Meeting of the Organization for Human Brain Mapping, Geneva, Switzerland.
- Davidson, R.J. (2016, November). Discussant. In M.J. Hirshberg & L. Flook (Chairs), Mindfulness and other contemplative practices in educational contexts. Symposium conducted at the International Symposium of Contemplative Studies of The Mind and Life Institute, San Diego, CA.
- Denticco, D., Goldman, R.I., Bachhuber, D.R., Davidson, R.J., & Lutz, A. (2016) Investigation of the Neural Correlates of Error Awareness in Experienced Meditators. In: 22nd Annual Meeting of the Organization for Human Brain Mapping, Geneva, Switzerland.
- Grupe, D.W., Hushek, B., Schoen, A.J., Nitschke, J.B., & Davidson, R.J. (2016). Perceived threat bias and hippocampus volume in trauma-exposed veterans. Poster presented at the 71st Annual Convention of the Society of Biological Psychiatry, Atlanta, GA.
- Grupe, D.W., Schaefer, S.M., Schuyler, B.S., Schoen, A.J., Gresham, L.K., Lapate, R.C., & Davidson, R.J. (2016). Amygdala chronometry is associated with behavioral and peripheral physiological measures of emotional recovery. Poster presented at the 3rd annual meeting of the Society for Affective Science, Chicago, IL.
- Guerrero, J., Adluru N., Keckemeter, S., Davidson, R.J., & Alexander, A.L. (2016). Investigating the effects of intrinsic diffusivity on neurite orientation dispersion and density imaging (NODDI). In: 24th Annual Meeting of the International Society for Magnetic Resonance in Medicine (ISMRM), Singapore.
- Hushek, B., Schaefer, S.M., Gresham, L., Schoen, A., & Davidson, R.J. (2016). The anterior cingulate cortex, empathy, and psychophysiological responses to emotional stimuli. In: the 2016 meeting for the Society for Affective Science, Chicago, IL
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- Kral, T.R.A., Schuyler, B.S., Adluru, N., Destiche, D.J., Schaefer, S.M., Mumford, J., & Davidson, R.J. (2016) Age effects of uncinate FA and relations with MFPC-Amygdala functional connectivity and well-being. Organization for Human Brain Mapping Conference.
- Rosenkranz, M.A., Esnault, S., Christian, B.T., Crisafi, G.M., Higgins, A.T., Busse, W.W., & Davidson, R.J. (2016). Regional cerebral glucose metabolism in the insula during social stress predicts subsequent increases in airway inflammation in asthma. Poster presented at the 3rd annual meeting of the Society for Affective Science, Chicago, IL.

- Schaefer, S.M., Hinsenkamp, L.D., Gresham, L.K., Lapate, R.C., Slagter, H.A., & Davidson, R.J. (2016). Emotion regulatory skill is valence dependent reflecting an underlying affective style. In: the Society for Affective Science, Chicago, IL.
- Sommerfeldt, S. L., Westbrook, C. A., Tromp, D., Yeske, B., Bussan, D., Schuyler, B., ... Davidson, R. J. (2016). Behavioral activation, uncinate fasciculus integrity, amygdala reactivity, and alcohol use in young adulthood. Society for Affective Science Annual Conference, Chicago, IL.
- Tello, L.Y., Knoepfel, C., Hirshberg, M.J., Flook, L., & Davidson, R.J. (2016). Baseline differences between school districts on measurements of well-being and cognitive abilities. In: Wisconsin Symposium on Emotion, Madison, WI.
- Westbrook, C., Burghy, C., Sommerfeldt, S., Schoen, A., Gresham, L., Schaefer, S., Mumford, J., Birn, R., & Davidson, R. J. (2016). Amygdala-PCC connectivity as a marker for psychosocial health: Evidence from two community samples. Society for Affective Science, Chicago, IL.
- Westbrook, C., Patsenko, A., & Davidson, R.J. (2016) Content Specificity in Post-Stress Rumination for Individuals At-Risk for Depression. 30th Annual Meeting of the Society for Research on Psychopathology, Baltimore, MD.
- Wielgosz, J., MacCoon, D., Lutz, A., & Davidson, R.J. (2016). Mindfulness training experience is associated with positive affect, reduced psychopathology and improved well-being in long-term practitioners. Poster presented at the 2016 Annual Conference of the Society for Research in Psychopathology, Baltimore MD.
- Kral, T. R. A., Schuyler, B. S., Rosenkranz, M. A., Grupe, D. W., & Davidson, R. J. (2016, March). Functional connectivity of medial prefrontal-amygdalar circuitry during automatic emotion regulation in long-term meditators compared to non-meditators. Poster presented at the annual meeting for the Society for Affective Science, Chicago, IL.
- Chung, M., Schaefer, S., van Reekum, C., & Davidson, R. J. (2015, June). A unified kernel regression for diffusion wavelets detects aging-related changes in the hippocampus. Poster presented at the 21st annual meeting of the Organization for Human Brain Mapping, Honolulu, HI.
- Fox, A. S., Shackman, A. J., Oler, J. A., Birn, R. M., Alexander, A. A., Shelton, S. E., Davidson, R. J., & Kalin, N. H. (2015, October). The neural substrates of anxious temperament in young rhesus monkeys. Symposium conducted at the annual meeting for the Society for Neuroscience, Chicago, IL.
- Frost, C. P., Schaefer, S. M., Jahn, A. L., Walsh, E. C., Eisenlohr-Moul, T. A., Davidson, R. J., Abercrombie, H. C., & Zabolocki, C. J. (2015, March). Amygdala volume modulates the effect of cortisol on memory for positive stimuli in depressed women. Poster presented at the annual meeting for the Cognitive Neuroscience Society, San Francisco, CA.
- Heller, A., Fox, A. S., Wing, E. K., & Davidson, R. J. (2015, October). Variability in real-world daily emotion predicts lower well-being and is associated with increased variability in prefrontal BOLD engagement. Symposium conducted at the annual meeting for the Society for Neuroscience, Chicago, IL.
- Hirshberg, M. J., Moss, E. C., Williams, H., Graue, M. E., Flook, L., & Davidson, R. J. (2015, October). Well-being training for preservice teachers: An integrative model of teacher education. Poster presented at the Contemplative Practices to Promote Child and Family Well-being Conference, Madison, WI.
- Hostinar, C. E., Davidson, R. J., Seeman, T. E., Mroczek, D. K., Lachman, M. E., & Miller, G. E. (2015, October). Frontal EEG asymmetry and childhood maltreatment history predict systemic inflammation in middle-aged adults. Poster presented at the annual meeting for the Society for Neuroscience, Chicago, IL.
- Kral T. R. A., Solis, E., Steinkuehler, C. A., Flook, L., Squire, K. D., & Davidson, R. J. (2015, April) Empathy in adolescence: Neural basis and training via a novel video game. Poster presented at the annual meeting for the Society for Affective Science, Oakland, CA.
- Lapate, R. C., Samaha, J., Rokers, B., Hamzah, H., Austermuhele, A., Postle, B. R., & Davidson, R. J. (2015, October). Dorsolateral prefrontal cortex, metacognitive awareness of emotional visual stimuli, and

- emotion regulation: A TMS/EEG study. Poster presented at the annual meeting for the Society for Neuroscience, Chicago, IL.
- Lapate, R. C., Austermuehle, A., & Davidson, R. J. (2015, March). Emotional processing biases face identity perception. Poster presented at the annual meeting for Cognitive Neuroscience Society, San Francisco, CA.
- Oler, J. A., Fox, A. S., Tromp, D. P. M., Alexander, A. L., Davidson, R. J., & Kalin, N. H. (2015, May). Behavioral, neural and endocrine changes associated with nursery/peer rearing in rhesus monkeys. Poster presented at the 70th annual meeting for the Society of Biological Psychiatry, Toronto, ON.
- Rosenkranz, M. A., Busse, W. W., Christian, B. T., Gresham, L., Higgins, A. T., & Davidson, R. J. (2015, December). Regional cerebral glucose metabolism in the insula during acute stress predicts increased post-stress pulmonary inflammation in asthma. Poster presented at the annual meeting of the Psychoneuroimmunology Research Society, Seattle, WA.
- Shackman, A. J., Fox, A. S., Oler, J. A., Weinstein, J. S., Martinez-Cancino, R., Oakes, T. R., Shelton, S. E., Smith, J. F., Pessoa, L., Gamer, M., Davidson, R. J., & Kalin, N. H. (2015, May). The extended amygdala is a key substrate for sustained anxiety. Symposium conducted at the 70th annual meeting for the Society of Biological Psychiatry, Toronto, ON.
- Schuyler, B. S., Kral, T. R. A., Perlman, D. M., Bachuber, D. R. W., Rosenkranz, M. A., MacCoon, D. G., Lutz, A., & Davidson, R. J. (2015, April). Long term meditation practice predicts changes in amygdala recovery from emotional stimuli. Poster presented at the annual conference for the Society for Affective Science, Oakland, CA.
- Wang, Y., Chung, M., Bachhuber, D. R. W., Schaefer, S. M., van Reekum, C. M., & Davidson, R. J. (2015, April) LARS network filtration in the study of EEG brain connectivity. Presented at IEEE 12th International Symposium on Biomedical Imaging (ISBI) 30-33, Brooklyn, NY.
- Westbrook, C. A., Robinson, H., Brown, M., & Davidson, R. J. (2015, October). Trait brooding and pre-test attentional bias for domain-specific information predict post-test negative attentional bias and negative affect following a stress task. Poster presented at the Society for Research on Psychopathology, New Orleans, LA.
- Williams, L. E., Oler, J. A., Fox, A. S., McFarlin, D. R., Rogers, G. M., Jesson, M. A. L., Davidson, R. J., & Kalin, N. H. (2015, May). Fear of the unknown: Increased neural activation during uncertain anticipation in childhood anxiety disorders. Poster presented at 70th annual meeting for Society of Biological Psychiatry, Toronto, ON.
- Chung, M.K., Schaefer, S.M., van Reekum, C. M., Schmitz, L.P., Sutterer, M., & Davidson, R.J. (2014). A unified kernel regression for diffusion wavelets on manifolds detects aging-related changes in the amygdala and hippocampus, 17th International Conference on Medical Image Computing and Computer Assisted Intervention (MICCAI). Lecture Notes in Computer Science, 8674, 791-298.
- Flook, L., Goldberg, S., & Davidson, R. J. (2014, October). Mindfulness in education for teachers and students. Panel presentation at the International Symposium for Contemplative Studies, Boston, MA.
- Goldberg, S. B., Flook, L., & Davidson, R. J. (2014, October). Mindfulness for teachers. Paper presented at the International Symposium for Contemplative Studies Conference, Boston, MA.
- Grupe, D. W., Wielgosz, J., Nitschke, J. B., & Davidson, R. J. (2014, November). Distinct medial prefrontal mechanisms associated with perceived threat bias and hyperarousal symptoms in OEF/OIF veterans. Poster presented at the annual meeting of the Society for Neuroscience, Washington, D.C.
- Grupe, D. W., Wielgosz, J., Seppala, E., Davidson, R. J., & Nitschke, J. B. (2014, March). Individual differences in PTSD symptoms and the neural correlates of unpredictable threat anticipation. Symposium presentation at Anxiety and Depression Conference, Chicago, IL.
- Rosenkranz, M. A., Busse, W. W., Christian, B. T., Esnault, S., Higgins, A. T., Gresham, L., & Davidson, R. J. (2014). Increased glucose metabolism during acute stress in emotional neural circuitry, assessed with

- FDG-PET, predicts airway inflammation and psychological symptoms in asthma. In *Brain, Behavior, and Immunity*, 40, e23.
- Rosenkranz, M. A., Davidson, R. J., MacCoon, D. G., Sheridan, J. F., Kalin, N. H., and Lutz, A. (2014). Mindfulness-Based Stress Reduction vs. Active Control: Effects on Neurogenic Inflammation. Talk presented at the annual meeting of the Anxiety and Depression Association of America, Chicago, IL.
- Shackman, A. J., Fox, A. S., Oler, J. A., Birn, R. M., Williams, L. E., Oakes, T. R., Shelton, S. E., Davidson, R. J. & Kalin, N. H. (2014). The extended amygdala is a key substrate for extreme anxiety early in life. Talk presented at the annual meeting of the Anxiety and Depression Association of America, Chicago, IL.
- Weng, H.Y. (2014, April). The impact of compassion meditation training on altruistic behavior and neural responses to human suffering. Talk presented at the Kluge Research Symposium, 13th Annual International Conference of the University of Massachusetts Center for Mindfulness, Norwood, MA.
- Westbrook, C. A., Burghy, C. A., Bussan, D. E., Davidson, R. J., & Essex, M. J. (2014, November). Early-life effortful control buffers the relationship between rumination and internalizing in adolescents: Behavioral and neural evidence from a longitudinal sample. Poster presented at the Annual Meeting of the Society for Neuroscience, Washington, D.C.
- Bahr, A., Beall, M., DeWitt, J., Dorschied, L., Elmergreen, J., Farajian, R., Flook, L., et al. (2013, June). Tenacity (in educational game arcade). Poster session presented at the Games, Learning, and Society Conference, Madison, WI.
- Bahr, A., Beall, M., DeWitt, J., Dorschied, L., Elmergreen, J., Farajian, R., Flook, L., et al. (2013, June). Crystals of Kaydor (in educational game arcade). Poster session presented at the Games, Learning, and Society Conference, Madison, WI.
- Beall, M., Owen, V. E., Slater, S., Smith, A., Solis, E., Steinkuehler, & Davidson, R. J. (2013, June). Life Imitates Art: Embodying Focused Attention and Pro-Social Behavior in the Tenacity Project Collaboration. Poster session presented at the Games, Learning, and Society Conference, Madison, WI.
- Burghy, C., Adluru, N., Doran, S., Schmidt, N., Stodola, D., Van Hulle, C., Goldsmith, H., Davidson, R., & Alexander, A. (2013, April). Monozygotic Twin Discordance in Early Generalized Anxiety Predicts Later Differences in Pre-frontal White Matter Connections. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Burghy, C., Ruttle, P., Stodola, D., Molloy, E., Armstrong, J., Oler, J., Fox, M., Hayes, A., Kalin, N., Essex, M., & Davidson, R.J. (2013, April). Early Life Stress, HPA-axis Function, and Developmental Pathways to Amygdala-Prefrontal Resting-State Functional Connectivity and Internalizing Symptoms in Adolescence. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Bussan, D., Burghy, C.A., Oler, J.A., Armstrong, J.M., Fox, A.S., Kirkland Caldwell, J., Hayes, A., Fox, M.E., Dyer, A., Kalin, N.H., Essex, M.J., & Davidson, R.J. (2013, April). Early Life Maternal Depression and HPA-Axis Function Predict Differential Affective Chronometry in Task-Related fMRI Data. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Converse, A., Moirano, J., Flores, L., Kronenfeld, K., Barnhart, T., Oakes, T., ... Davidson, R. (2013). [17F]Fluoromethane PET imaging of regional cerebral blood flow in rhesus during amphetamine challenge. *Society of Nuclear Medicine Annual Meeting Abstracts*, 54(Supplement 2), 1753.
- Dyer, A., Burghy, C., Hanson, J., Herringa, R., Stodola, D., Birn, R., Armstrong, J., Davidson, R., & Essex, M. (2013, April). ELS and Trauma Predict Morphometric Differences in the Amygdala. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Flook, L. & Davidson, R.J. (2013, April). Applications of a mindfulness-based curriculum in early education. Research symposium presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Fox, M.E., Dyer, A., Burghy, C.A., Bussan, D., Hanson, J.L., Armstrong, J.M., Birn, R., Essex, M.J., & Davidson, R.J. (2013, April). Task-Related Connectivity, Amygdala Volume, Attentional Control, and

- Cognitive Function in Anxious Adolescents. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Grupe, D.W., Wielgosz, J., Seppala, E., Davidson, R.J., & Nitschke, J.B. (2013, April). Modulation of anticipatory threat activity by temporal predictability in combat-exposed veterans with and without PTSD. Poster presented at the 20th annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Hanson, J., Pollak, S., & Davidson, R.J. (2013, April). Reward learning and early adversity: Neurobiological mechanisms of behavioral risk. Presentation at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Hayes, A., Stodola, D., Burghy, C., Fox, M., Armstrong, J., Essex, M., & Davidson, R.J. (2013, April). Exploring Emotion Regulation in Adolescence: Autonomic and Cognitive Contributions. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Kruis, A. Slagter, H.A., Bachhuber, D.R.W., Davidson, R.J., Lutz, A. (2013, July) Effects of meditation experience and type on spontaneous eye-blink activity: implications for the study of cognitive stability and flexibility. Poster presented at the Mind & Life Summer Research Institute, Garrison, NY.
- Lapate, R.C., Rokers, B., Davidson, R.J. (2013). Emotional activation colors first impressions: a regulatory role for conscious access. In: 20th Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Lapate, R.C., Rokers, B., Li, T., Davidson, R.J. (2013). Affective priming occurs during continuous flash suppression. In: 6th Annual Meeting of the Society for Affective Neuroscience, San Francisco, CA.
- Lapate, R.C., Rokers, B., Tromp, D., Orfali, N., Doran, S., Adluru, N., Alexander, A. L., Davidson, R.J. (2013). Amygdalar function and connectivity underlie affective misattribution after non-conscious emotional processing. In: 53rd Annual Meeting of the Society for Psychophysiological Research, Florence, Italy.
- Lutz, A., Perlman, D., Dahl, C., & Davidson, R. (2013, April). Differential effects of two meditation practices on the neural responses to pain in expert meditators. Poster presented at the 20th annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Schaefer, S.M., Lapate, R.C., Slagter, H.A., Hinsenkamp, L.D., Gresham, L.K., van Reekum, C.M., Norris, C.J., & Davidson, R.J. (2013, October). Corrugator supercilii muscle deactivation to positive stimuli: Reliability, relations with day reconstructed positive affect, and modulation by instructed emotion regulation. Poster presented at the annual meeting of the Society for Research in Psychophysiology, Florence, Italy.
- Weng, H., Motzkin, J., Stodola, D., Rogers, G., & Davidson, R. (2013, April). Neural substrates of arousal in compassion training. Poster presented at the 20th annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Fox A. S. (December, 2012). Structural and Functional Alterations Predict Individual Differences in Behavioral Inhibition. Presented at the American College for Neuropharmacology Conference, Hollywood, FL.
- Fox A.S., Oler J.A., Tromp D.P.M., Shackman A.J., Alexander A.L., Davidson R.J., Kalin N.H. (2012). Cortisol predicts decreased cerebral cortical volume in 592 young non-human primates. International Society of Psychoneuroendocrinology, New York, NY.
- Fox A.S., Vack N.J., Freeman A.A., Davidson R.J. (2012). The Neural Correlates of Individual Differences in Prosocial Valuation. Presented at the meeting for the Society for Neuroeconomics.
- Fox, A. S., Oler, J. A., Shackman, A. J., Shelton, S. E., Davidson, R. J. & Kalin, N. H. (2012). The neural substrates of anxious temperament in 592 young rhesus monkeys. Talk presented at the annual meeting of the Society for Neuroscience, New Orleans, LA.
- Goldberg, S.B., Veazie, S., Flook, L., & Davidson, R.J. (2012, April). Thin slices of behavior: Do observer ratings predict teacher stress and well-being? Poster presented at the International Symposia for Contemplative Studies, Denver, CO, April 26-29, 2012.

- Hanson, J.L., Pollak, S.D., & Davidson, R.J. (2012, October) Early life stress & medial temporal lobe morphometry. Talk presented at the Annual Meeting for Society for Neuroscience. New Orleans, LA.
- Heller A.S., Wing E., Mayer, K., Fox, A.S., Vack, N.J., & Davidson R.J. (2012). Temporal dynamics of emotion and fMRI. Presented at the Society for Neuroscience annual meeting.
- Javaras, K.N., Davidson R.J., Schmidt N., Armstrong J.M., Klein M., Essex, M.J., & Goldsmith H.H. (2012, September). Childhood temperament as a risk factor for adolescent and early adult overweight/obese: Results from two longitudinal studies, Poster presentation at the Obesity Society Annual Scientific Meeting, San Antonio, TX.
- Kral, T.R.A., Schuyler, B. S., Burghy, C., Perlman, D., Rosenkranz, M., Maccoon D., Lutz, A. & Davidson, R. J. (2012, October). Mindfulness predicts differential PFC activity in response to picture valence. Poster presented at the Society for Neuroscience Annual Meeting, New Orleans, LA.
- Lapate, R. C., van Reekum, C. M., Schaefer, S. M., Heller, A., Oh, J.M., Johnson, S.C., Ryff, C. D., & Davidson, R. J. (2012, October). Positive Affective Style is Independently Predicted by Increased Cerebral Blood Flow in the Subgenual Anterior Cingulate Cortex and in the Superior Temporal Gyrus: An Investigation of Individual Differences in Mood using Perfusion MRI. Poster presented at the 42nd annual meeting of the Society for Neuroscience, New Orleans, LA.
- Levinson, D. B. & Davidson, R. J. (2012, April). Developing a Behavioral Measure of Mindfulness. Symposium presentation at the first International Symposia for Contemplative Studies, Denver, CO.
- Oler, J. A., Tromp, D., Fox, A. S., Shackman, A. J., Davidson, R. J., Alexander, A. L., Birn, R. M. & Kalin, N. H. (2012). Connectivity of the extended amygdala in newborn rhesus monkeys. Poster presented at the annual Wisconsin Symposium on Emotion, Madison, WI.
- Schaefer, S., van Reekum, C., Lapate, R., Norris, C., Hinsenkamp, L., Gresham, L., Bachhuber, D., & Davidson, R. (2012, September). Individual differences in executive function predict emotional reactivity to and recovery from negative stimuli in females, but not males, in two separate studies. Poster session presented at the annual Society for Psychophysiological Research Meeting, New Orleans, LA.
- Schuyler, B.S., Kral, T.R.A, Jacquart, J., Burghy, C., Weng, H.Y., Perlman, D., Bachhuber, D., Rosenkranz, M.A., D., MacCoon, D.G., van Reekum, C.M., Lutz, A., Davidson, R.J. (April 2012). Temporal dynamics of emotional responding: Amygdala recovery, but not reactivity, predicts neuroticism and likability of social stimuli. Poster presented at the 2012 Society for Neuroscience Meeting, New Orleans, LA.
- Shackman, A. J., Fox, A. S., Oler, J. A., Shelton, S. E., Davidson, R. J. & Kalin, N. H. (2012). A common neural phenotype underlies diversity in the expression of anxiety. Talk presented at the annual meeting of the Society for Neuroscience, New Orleans, LA.
- Shackman, A. J., Fox, A. S., Oler, J. A., Van Valkenberg, H. C., Shelton, S. E., Davidson, R. J., & Kalin, N. H. (2012). A common neural phenotype underlies diversity in the presentation of anxiety. Poster presented at the annual Wisconsin Symposium on Emotion, Madison, WI.
- Shackman, A. J., Maxwell, J. S., McMenamin, B. W., Fox, A. S., Greischar, L. L. & Davidson, R. J. (2012). Neural circuitry mediating the impact of anxiety on cognition. *Psychophysiology*, 48, S8.
- Shackman, A. J., Shackman, J. E., Salomons, T. V., Slagter, H. A., Fox, A. S., Winter, J. J., Jenness, J. L., Pollak, S. D. & Davidson, R. J. (2012). Anxiety and adaptive control in rostral cingulate cortex. University of Colorado at Boulder Annual Conference, Boulder, CO.
- Slagter, H. A., Tomer R., Christian, B. T., Fox, A. S., Colzato, L. S., King, C. R., Murali, D., Davidson, R. J. (2012, March). A role for striatal dopamine in mediating the attentional blink: Functional implications. Poster session presented at the annual Cognitive Neuroscience Society Meeting, San Francisco, CA.
- Tromp D.P.M., Fox A.S., Oler J.A., Adluru N., Davidson R.J., Alexander A.L., and Kalin N.H. (2012). Cortisol Predicts Increased Internal Capsule Integrity in a Large Sample of Non-Human Primates. International Society of Psychoneuroendocrinology, New York, NY.

- Tromp, D., Oler, J. A., Fox, A. S., Shackman, A. J., Davidson, R. J., Birn, R. M., Alexander, A. L. & Kalin, N. H. (2012). Structural and functional connectivity of the extended amygdala in newborn monkeys. Talk presented at the annual meeting of the Society for Neuroscience, New Orleans, LA.
- van Reekum, C. M., Schaefer, S. M., Lapate, R. C., Johnstone, T., Heller, A., Norris, C. J., Tun, P. A., Lachman, M. E., Ryff, C. D., & Davidson, R. J. (2012, April). A lateral-medial shift in prefrontal cortical engagement underlies intact emotional processing in aging. Talk presented at the 19th Annual Cognitive Neuroscience Society Meeting, Chicago (IL), USA.
- van Reekum, C. M., Schaefer, S. M., Lapate, R. C., Johnstone, T., Heller, A., Norris, C. J., Tun, P. A., Lachman, M. E., Ryff, C. D., & Davidson, R. J. (2012, June). A lateral-medial shift in prefrontal cortical engagement underlies intact emotional processing in aging. Poster presented at the 18th Meeting of the Organisation for Human Brain Mapping, Beijing, China.
- Weng, H.Y. (2012, April). Compassion training alters altruistic behavior and neural responses to suffering as part of the symposium "Neural substrates of compassion" (with Tania Singer, Olga Klimecki and Tor Wager, Ph.D.) Presentation given at the International Symposia for Contemplative Studies, Denver, CO.
- Weng, H.Y. (2012, April). Stability of neural states and charitable donations after compassion training. Presentation given at Mind and Life XIV: Latest Findings in Contemplative Neuroscience with His Holiness, the Dalai Lama, Rochester, MN.
- Weng, H.Y. (July, 2012). Behavioral and neural effects of compassion meditation. Talk presented at The Science of Compassion: Origins, Measures and Interventions. Telluride, CO.
- Weng, H.Y., Lewis-Peacock J., Stodola, D.E., Davidson, R.J. (2012, April). Multi-voxel pattern analysis of brain states after compassion training predicts charitable donations (Graduate Student Award winner). Presentation given at the Annual meeting of the Cognitive Neuroscience Society, Chicago, IL.
- Wielgosz, J., Repshas, L. M., Greischar, L. L., & Davidson, R. J. (2012, June). Protective body posture modulates physiological response to threat. Poster session presented at the 2012 Mind and Life Summer Research Institute, Garrison, NY.
- Wielgosz, J., Repshas, L. M., Greischar, L. L., & Davidson, R. J. (2012). Protective body posture modulates physiological response to threat. Presented at the Association for Psychological Science Annual Convention, Chicago, IL.
- Fox, A. S., Shelton, S. E., Oler, J. A., Nanda, S. A., Roseboom, P. H., Davidson, R. J., & Kalin, N. H. (2011). RNA expression in the primate amygdala predicts anxious temperament and its intermediate neural phenotype. *Biological Psychiatry*, 69(9), 196S.
- Oler, J. A., Shelton, S. E., Birn, R. M., Fox, A. S., Davidson, R. J., & Kalin, N. H. (2011). Extending the extended amygdala to primate neuroimaging with resting fMRI. *Biological Psychiatry*, 69(9), 260S.
- Shelton, S. E., Oler, J. A., Fox, A. S., Davidson, R. J., Dyer, T. D., Raveendran, M., Blangero, J., Rogers, J., & Kalin N. H. (2011). The influence of CRH Receptor-2 gene variation on cortisol and brain metabolism. *Biological Psychiatry*, 69(9), 197S.
- Lapate, R. C., van Reekum, C. M., Schaefer, S. M., Norris, C. J., Greischar, L. L., & Davidson, R. J. (2011). Decreased spousal stress is associated with persistent responding to positive stimuli. *Psychophysiology*, 48, S55.
- Schaefer, S. M., Morozink, J. A., van Reekum, C. M., Lapate, R. C., Norris, C. J., Greischar, L. L., Ryff, C. D., & Davidson, R. J. (2011). Higher levels of self-reported psychological well-being are associated with better emotional recovery from negative stimuli measured objectively with eyeblink startle reflex and corrugator EMG. *Psychophysiology*, 48, S76.
- Shackman, A. J., Maxwell, J. S., McMenemy, B. W., Fox, A. S., Greischar, L. L., & Davidson, R. J. (2011). Neural circuitry mediating the impact of anxiety on cognition. *Psychophysiology*, 48, S8.

- Fox A. S., Vack N., Vanderwerff L., & Davidson R. J. (2011). Reliably quantifying the value an individual assigns to giving a stranger money. Poster session presented at the annual Cognitive Neuroscience Society Meeting, San Francisco, CA.
- Hanson J. L., Chung M. K., Avants B. B., Shirlcliff E. A., Gee J. C., Pollak S. D., & Davidson R. J. (2011). Structural brain correlates of successful stress regulation in children. Poster session presented at the annual Cognitive Neuroscience Society Meeting, San Francisco, CA.
- Fox, A. S., Oler, J. A., Shelton, S. E., Nanda, S. A., Davidson, R. J., Roseboom, P. H., & Kalin, N. H. (2011). Gene expression patterns in the primate amygdala linked to anxious temperament and its neural substrate. Presented at the Society for Neuroscience annual meeting, Washington, DC.
- Hanson, J. L., Chung, M. K., Avants, B. B., Rudolph, K. D., Shirlcliff, E. A., Gee, J. C., Davidson, R. J., & Pollak, S. D. (2011). Child maltreatment, cumulative lifetime stress and amygdala volume. Poster presented at the Society for Neuroscience annual meeting, Washington, DC.
- Heller, A. S., van Reekum, C. M., Schaefer, S. M., Ryff, C. D., & Davidson, R. J. (2011). Sustained nucleus accumbens activation predicts self-reported psychological well-being, Poster presented at the Society for Neuroscience annual meeting, Washington, DC.
- Lee, H., Kim, S.-G., Chung, M. K., Hanson, J. L., Avants, B. B., Gee, J. C., Davidson, R. J., & Pollak, S. D. (2011). Agreement between the white matter connectivity via tensor-based morphometry and the volumetric white matter parcellations. Presented at the Society for Neuroscience annual meeting, Washington, DC.
- Oler, J. A., Fox, A. S., Shelton, S. E., Raveendran, M., Fawcett, G. L., Dyer, T. D., Blangero, J., Davidson, R. J., Rogers, J., & Kalin, N. H. (2011). Variation in a primate-specific CRHR1 exon influences anxious temperament and its underlying neural circuit. Presented at the Society for Neuroscience annual meeting, Washington, DC.
- Chung, M. K., Hanson, J., Davidson, R. J., & Pollak, S. (2011). Effect of family income on hippocampus growth: Longitudinal study. Poster session presented at the 17th Annual Meeting of the Organization for Human Brain Mapping, Québec City, Canada.
- Kim, S.-G., Chung, M. K., Hanson, J., Avants, B., Gee, J., Davidson, R. J., & Pollak, S. (2011). White matter structural connectivity without diffusion tensor imaging. Poster session presented at the 17th Annual Meeting of the Organization for Human Brain Mapping, Québec City, Canada.
- Seo, S. Chung, M. K., Dalton, K. M., & Davidson, R. J. (2011). Multivariate cortical shape modeling based on sparse representation. Poster session presented at the 17th Annual Meeting of the Organization for Human Brain Mapping, Québec City, Canada.
- Javara, K. N., Schaefer, S. M., Lapate, R. C., Greischar, L. L., van Reekum, C. M., & Davidson, R. J. (2011). Conscientiousness predicts better emotional recovery from negative stimuli in middle-aged adults. Poster presented at the Association for Psychological Sciences Annual Convention, Washington, DC.
- Angelos, L., Nacewicz, B. M., Alexander, A. L., Davidson, R. J. (2011). Single Voxel MR Spectroscopy Data Quality and Metabolite Signature of the Isolated Amygdala. Poster session presented at the 19th Annual Meeting of the International Society for Magnetic Resonance in Medicine, Montreal, Quebec, Canada
- Birn, R., Shelton, S., Oler, J., Fox, A., Davidson, R. J., & Kalin, K. (2011). Resting functional connectivity between amygdala and dlPFC predicts anxious temperament in the rhesus monkey. Poster session presented at the 19th Annual Meeting of the International Society for Magnetic Resonance in Medicine, Montreal, Quebec, Canada
- Schaefer, S. M., van Reekum, C. M., Lapate, R. C., Greischar, L. L., & Davidson, R. J. (2011). Individual differences in executive control separately predict emotional reactivity to and recovery from negative pictures (assessed with corrugator EMG). Poster presented at the Determinants of Executive Function & Dysfunction Annual Conference, Boulder, CO.

- Heller, A. S., Greischar, L. L., Honor, A., & Davidson, R. J. (2010). Acquisition of simultaneous corrugator EMG and BOLD fMRI. *Psychophysiology*, *47*, S76.
- Shelton, S. E., Oler, J. O., Fox, A. S., Oakes, T. R., Davidson, R. J., Shelledy, W., . . . Kalin N. H. (2010). Heritability of glucose metabolism in the Rhesus monkey brain during exposure to potential threat. *Biological Psychiatry*, *67*, 113S.
- Fox, A. S., Oler, J. A., Shelton, S. E., Oakes, T. E., Shelledy, W., Dyer, T. D., Blangero, J., Rogers, J., Davidson, R. J., & Kalin, N. H. (2010). Gray-matter probability in the amygdala predicts anxious temperament and is heritable. Presented at Cognitive Neuroscience Society, Montreal, Canada.
- Oler, J. A., Fox, A. S., Shelton, S. E., Oakes, T. E., Shelledy, W., Dyer, T. D., Blangero, J., Rogers, J., Davidson, R. J., & Kalin, N. H. (2010). Heritable and non-heritable brain metabolism during exposure to potential threat. Presented at Cognitive Neuroscience Society, Montreal, Canada.
- Chung, M. K., Adluru, N., Dalton, K. M., Alexander, A. L., & Davidson, R. J. (2010). Characterization of Structural Connectivity in Autism using Graph Networks with DTI. Poster session presented at the 16th Annual Meeting of the Organization for Human Brain Mapping, Barcelona, Spain.
- Schuyler, B. S., Weng, H., Rosenkranz, M. A., MacCoun, D., Sheftel, J., Lutz, A., & Davidson, R. J. (2010). Examining Prefrontal to Amygdala Circuitry During Emotion Regulation Using Dynamic Causal Modeling. Poster session presented at the 16th Annual Meeting of the Organization for Human Brain Mapping, Barcelona, Spain.
- Adluru, N., Dalton, K. M., Alexander, A. L., & Davidson, R. J. (2010). Investigating asymmetry of structural connectivity in autism. Poster session presented at the 16th Annual Meeting of the Organization for Human Brain Mapping, Barcelona, Spain.
- Chung, M. K., Hanson, J. L., Avants, B., Gee, J., Davidson, R. J., & Pollak, S. (2010). Structural Connectivity Mapping via the Tensor-Based Morphometry. Poster session presented at the 16th Annual Meeting of the Organization for Human Brain Mapping, Barcelona, Spain.
- Lee, H., Heller, A. S., van Reekum, C., Nelson, B., & Davidson, R. J. (2010). Successful Down-Regulation of Negative Affect is Associated with Amygdala-PFC Decoupling. Poster session presented at the 16th Annual Meeting of the Organization for Human Brain Mapping, Barcelona, Spain.
- Birn, R.M., Shelton, S.E., Oler, J.A., Fox, A.S., Davidson, R.J., & Kalin, N.H. (2010). Resting functional connectivity between the amygdala and dlpc predicts anxious temperament in the rhesus monkey. Presented at the Society for Neuroscience, San Diego, CA.
- Hanson, J.L., Chung, M.K., Pollak, S.D. & Davidson, R.J. (2010). Development of the medial temporal lobe: Cross-sectional & longitudinal insights into behavioral change. Presented at the Society for Neuroscience, San Diego, CA.
- Heller, A., Johnstone, T., Peterson, M. J., Kolden, G. G., Kalin, N. H., & Davidson, R. J. (2010). Increased ability to sustain activity in fronto-striatal circuits is related to improved positive affect following treatment in major depression. Presented at the Society for Neuroscience, San Diego, CA.
- Shelton, S.E., Oler, J.A., Fox, A.S., Shelledy, W., Garcia, R., Dyer, T.D., Blangero, J., Christian, B.T., Davidson, R.J., Rogers, J., & Kalin, N.H. (2010). The serotonin transporter polymorphism, amygdala activity and anxious temperament. Presented at the Society for Neuroscience, San Diego, CA.
- Fox, A. S., Shelton, S. E., Oler, J. A., Roseboom, P. H., Nanda, S. A., Davidson, R. J., & Kalin, N. H. (2010). Anxious Temperament Related Gene Expression in the Primate Amygdala. Presented at the New York Academy of Sciences meeting on Behavioral Epigenetics, Boston, MA.
- Adluru, N., Dalton, K. M., Graupner, T., Alexander, A. L., & Davidson, R. J. (2010). Behavioral correlation with hemispheric structural connectivity in autism. International Meeting For Autism Research (IMFAR), Philadelphia, PA.

- Dalton, K. M., Adluru, N., & Davidson, R. J. (2010). Heart rate variability and brain function during emotional face and voice processing in autism. International Meeting For Autism Research (IMFAR), Philadelphia, PA.
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- Davidson, R. J., & Schwartz, G. E. (1978). The effects of attentional self-regulation upon unconscious information processing: Scalp topography of averaged evoked responses to subthreshold stimuli. *Psychophysiology*, 15, 298.
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Conference Presentations

- Davidson, R. J. (2006, October). *Peripheral psychophysiology in brain imaging: from maps to function*. Discussant at the Society for Psychophysiological Research, Vancouver, British Columbia, Canada.
- Davidson, R. J. (2004, July). *Key issues in affective neuroscience*. International Society for Research on Emotion, New York, NY.
- Davidson, R. J., (2004, June). Functional imaging of mood and depression. Workshop Chair and presenter at 10th Annual Meeting of the Organization of Human Brain Mapping, Budapest, Hungary.
- Shelton, S. E., Fox A. D., Oakes T. R., Davidson R. J., & Kalin N. H. (2004, July). *Neural correlates of the anxious endophenotype: F18-FDG microPET imaging in monkeys*. 34th annual meeting of the International Society for Psychoneuroendocrinology, Glasgow, Scotland.
- Davidson, R. J. (2000, July). *Toward an affective neuroscience*. International Congress of Psychology, Stockholm, Sweden.
- Davidson, R. J. (2000). *Prefrontal and amygdala contributions to anxiety and mood disorders*. American Neuropsychiatric Association.
- Irwin, W., Davidson, R. J., Kalin, N. H., Sorenson, J. A., & Turski, P.A. (1998). *Relations between human amygdalar activation and self-reported dispositional affect*. Cognitive Neuroscience Society.
- Henriques, J. B., & Davidson, R. J. (1997). *Decreased responsiveness to reward in depression*. Society for Research in Psychopathology.
- Jackson, D. C., Malmstadt, J. R., Larson, C. L., Rando, K. C., & Davidson, R. J. (1997). *The effects of conscious emotion regulation on the startle eyeblink response*. Society for Research in Psychopathology.
- Davidson, R. J. (1996, October). *Biological bases of temperament and affective style*. American Academy of Child and Adolescent Psychiatry.
- Davidson, R. J. (1996, August). *Cortical and subcortical contributions to affect and affective disorders*. World Congress of Psychiatry, Madrid, Spain.

- Davidson, R. J. (1996, May). *Affective style and affective disorders: Perspectives from affective neuroscience*. American Psychiatric Association.
- Lane, R.D., Reiman, E. M., Ahern, G. L., Schwartz, G. E., Davidson, R. J., Axelrod, B., & Yun, L. (1996, June). *Rightward asymmetry in superior temporal cortex activation during film-induced emotions*. Paper presented at the Second Annual Human Brain Mapping Conference, Boston, MA.
- Davidson, R. J. (1995, December). *Prefrontal and amygdala contributions to affect, affective style and affective disorders: EEG, PET and fMRI data*. Paper presented at the ACNP, Puerto Rico.
- Davidson, R. J., Larson, C., & Abercrombie, H. (1995, September). *Prefrontal electrophysiological asymmetries differentiate between melancholic and non-melancholic depression*. Paper presented at the Society for Research in Psychopathology, Iowa City, Iowa.
- Davidson, R. J. (1995, June). *Prefrontal brain function and the inhibition of negative affect*. Paper presented at the Invited Symposium on Inhibition Across Psychological Contexts, American Psychological Society, New York, NY.
- Davidson, R. J. (1995, June). *Cortical and limbic networks associated with depressive symptomatology*. Paper presented at the Invited Symposium on Biological Substrates of Psychopathology, American Psychological Society.
- Lane, R.D., Reiman, E. M., Ahern, G. L., Schwartz, G. E., Davidson, R. J., Axelrod, B., & Yun, L. (1995, March). *Anterior cingulate cortex participates in the conscious experience of emotion*. Paper presented at the 54th Annual Meeting of the American Psychosomatic Medicine Society, Williamsburg, Virginia.
- Lane, R. D., Reiman, E. M., Ahern, G. L., Schwartz, G. E., Davidson, R. J., Axelrod, B., & Yun, L. (1995, March). *Neuroanatomical correlates of happiness, sadness, and disgust*. Paper presented at the 54th Annual Meeting of the American Psychosomatic Medicine Society, Williamsburg, Virginia.
- Hoptman, M. J., & Davidson, R. J. (1995, May). *Selective age-related reductions in frontal lobe function*. Paper presented at the Society of Biological Psychiatry, Miami, Florida.
- Lane, R. D., Reiman, E. M., Ahern, G. L., Schwartz, G. E., Davidson, R. J., Axelrod, B., Angevine, J. B., & Yun, L. S. (1995). *Anterior cingulate cortex participates in the conscious experience of emotion*. Society for Neuroscience.
- Lane, R. D., Reiman, E. M., Ahern, G. L., Schwartz, G. E., Davidson, R. J., Axelrod, B., & Yun, L. S. (1995, June). *Neuroanatomical correlates of happiness, sadness and disgust*. Paper presented at the First International Conference on the Functional Mapping of the Human Brain, Paris, France.
- Rickman, M. D., Pfeifer, M., & Davidson, R. J. (1995, March). *Asymmetry in frontal brain activity at age 36 months is associated with individual differences in fear and exuberance at age 8 years*. Paper presented at the Society for Research in Child Development, Indianapolis, IN.
- Davidson, R. J. (1994, June). *Frontal EEG asymmetry predicts the emotional content of dreams*. Paper presented at an invited symposium on the Cognitive Neuroscience of Sleeping and Dreaming, Association for the Psychophysiological Study of Sleep, Boston, MA.
- Shelton, S. E., Davidson, R. J., & Kalin, N. H. (1994, August). *Physiological predictors of fear-related freezing*. Paper presented at the International Society for Psychoneuroendocrinology, Seattle, WA.
- Abercrombie, H. C., Larson, C. L., & Davidson, R. J. (1994). *Depressed and control subjects show different emotional responses to the PET scanning environment: Implications for neuroimaging studies of affective disorders*. Presented at the Society for Research in Psychopathology.
- Davidson, R. J. (1994, May). *Prefrontal inhibition and emotion regulation*. Presented at an Invited Symposium on Interdisciplinary Approaches to Inhibition, Midwest Psychological Association.

- Reiman, E. M., Lane, R. D., Ahern, G. L., Schwartz, G. E., & Davidson, R. J. (1994, April). *Positron emission tomography and the conscious experience of emotion*. Paper presented at the conference, Toward a Scientific Basis for Consciousness. Tucson, Arizona.
- Davidson, R. J. (1993, October). *Psychophysiological approaches to the study of affective and anxiety disorders*. Co-chair and presenter at Symposium at Society for Research in Psychopathology, Chicago, IL.
- Davidson, R. J. (1993, March). *Cerebral asymmetry, affective style and anxiety disorders*. Anxiety Disorders Association of America. Charleston, South Carolina.
- Davidson, R. J. (1992, October). *Olfaction and EEG: A critical evaluation*. Invited discussant at symposium on the Olfaction and EEG, Society for Psychophysiological Research, San Diego, CA.
- Davidson, R. J., Finman, R., Straus, A. M., & Kalin, N. H. (1992, October). *Behavioral inhibition, cortisol, and sympathetic autonomic function*. Invited talk, International Society of Psychoneuroendocrinology, Madison, WI.
- Marshall, J. R., Straus, A. M., Kalin, N. H., & Davidson, R. J. (1992, August). *Self-described social anxiety and salivary cortisol levels*. Paper presented at International Society of Psychoneuroendocrinology, Madison, WI.
- Davidson, R. J. (1992, February). *On the structure of emotion*. Invited participant at symposium on Basic Emotions, American Psychological Society, San Diego, CA.
- Davidson, R. J. (1992, February). *The structure of emotion: Gleanings from neuropsychology*. International Neuropsychological Society, San Diego, CA.
- Davidson, R. J. (1992, February). *Cerebral asymmetry, emotion and affective style*. American Association for the Advancement of Science, Chicago, IL.
- Davidson, R. J. (1989, April). *A psychophysiological perspective on cross-cultural studies of emotional development*. Invited discussant at symposium on Cross-cultural approaches to emotional development. Society for Research in Child Development. Kansas City, MO.
- Davidson, R. J. (1989, May). *Cerebral asymmetry and the nature of emotion*. Invited address presented to the Midwestern Psychological Association.
- Davidson, R. J. (1989, March). *The neuropsychology of emotion*. Invited address presented at the International Society for Research on Emotion, Paris, France.
- Davidson, R. J. (1988, July). *Cerebral asymmetry and temperament*. Invited address presented to the MacArthur Foundation Network on Development, Chatham Bars, Massachusetts.
- Davidson, R. J. (1988, April). *Hemispheric substrates of affect and affective styles*. Invited address at the MacArthur Foundation Symposium on the Neuropsychology of Emotion, University of Pennsylvania, Philadelphia, PA.
- Davidson, R. J. (1988, January). *Cerebral asymmetry and emotion: Developmental and individual differences*. Presented at the Society for Developmental Psychobiology, Florida.
- Davidson, R. J. (1987, August). *The dimensional structure of emotion: Insights from neuropsychology*. Presented at the Invited Symposium on the Psychobiology of Emotion (R. J. Davidson, Chair), International Society for Research on Emotions, Clark University, Worcester, MA
- Fox, N. A., & Davidson, R. J. (1987, April). *EEG asymmetry and emotion: Studies in the psychobiology of affect*. Presented at the Society for Research in Child Development, Baltimore, MD.

- Davidson, R. J. (1986). *Thinking about feeling: Cerebral asymmetry and the nature of emotion*. Paper presented at the Symposium on Developmental and Neurological Aspects of Emotion, American Psychological Association, Washington, D. C.
- Saron, C., & Davidson, R. J. (1986, October). *Response hand influences visual evoked potential estimates of interhemispheric transfer time in children*. Paper presented at the Society for Neuroscience, Washington, D. C.
- Davidson, R. J., Saron, C., Leslie, S. C., & Reiner, P. (1986, February). *Visual evoked response estimates of interhemispheric transfer time: Dyslexic versus normal differences*. Paper presented at the International Neuropsychological Society, Denver, CO.
- Gladstone, M., Davidson, R. J., & Best, C. T. (1986, February). *Interhemispheric collaboration in disabled and non-disabled readers: A study of bimanual motor performance*. Paper presented at the International Neuropsychological Society, Denver, CO.
- Leslie, S. C., & Davidson, R. J. (1986, February). *Purdue pegboard performance in disabled and normal readers: One year re-test reliability and objective measurement of motor asymmetry*. Paper presented at the International Neuropsychological Society, Denver, CO.
- Davidson, R. J. (1985, May). *The development of emotion and its relation to cerebral asymmetry*. Paper presented at the Conference on the Developmental Implications of Brain Lateralization, Brock University, St. Catharines, Ontario, Canada.
- Davidson, R. J. (1985, May). *Affect, facial expression and cerebral asymmetry*. Paper presented at the Annual Meeting of the AAAS, Los Angeles, California.
- Fox, N. A., & Davidson, R. J. (1985, April). *EEG correlates of early facial expression*. Paper presented at the Society for Research in Child Development, Toronto, Ontario, Canada.
- Cohen, B. H., Saron, C., Senulis, J. A., Gordon, B., Thayer, J. F., & Davidson, R. J. (1985, February). *Self-reports of emotion predict patterns of EEG asymmetry*. Paper presented at the Annual Meeting of the International Neuropsychological Society, San Diego, California.
- Davidson, R. J. (1984, August). *Cerebral asymmetry and emotion: Implications for studies of depression*. Paper presented at the symposium on Laterization of Function in Affective Disorders, American Psychological Association Annual Meeting, Toronto, Ontario, Canada.
- Leslie, S. C., Shilliday, C., & Davidson, R. J. (1984, August). *Developmental milestones in normal and disabled readers*. Paper presented at the American Psychological Association Annual Meeting, Toronto, Ontario, Canada.
- Fox, N. A., & Davidson, R. J. (1984, April). *Hemispheric asymmetry and the development of emotion*. Paper presented at the International Congress on Infancy Studies, New York, NY.
- Schaffer, C. E., Davidson, R. J., & Saron, C. (1984, February). *Affective responses to faces: Visual field asymmetries in depressed and non-depressed subjects*. Paper presented at the International Neuropsychological Society, Houston, TX.
- Leslie, S. C., Davidson, R. J., & Batey, O. B. (1984, February). *Purdue pegboard performance of disabled and normal readers: Unimanual versus bimanual differences*. Paper presented at the International Neuropsychological Society, Houston, TX.
- Davidson, R. J. (1983, October). Participant in Symposium on the psychophysiology of emotion, Society for Psychophysiological Research, Asilomar, California.

- Davidson, R. J., Leslie, S. C., & Batey, P. B. (1983, August). *Stimulus specific dysnomia among dyslexic children*. Paper presented at the American Psychological Association Annual Meeting, Anaheim, California.
- Leslie, S. C., Batey, O. B., & Davidson, R. J. (1983, February). *Purdue pegboard performance: Implications concerning cerebral lateralization in dyslexic children*. Paper presented at the American Psychological Association Annual Meeting, Anaheim, California.
- Davidson, R. J., Perl, J., & Saron, C. (1983, February). *Hemispheric interaction in repressors and non-repressors*. Presented at the International Neuropsychological Society.
- Davidson, R. J., Nirenberg, L., Saron, C., & Kalnins, M. (1982, February). *Interhemispheric and intermodal interaction in dyslexic and normal children*. Presented at the International Neuropsychological Society, Pittsburgh, Pennsylvania.
- Davidson, R. J., & Fox, N. (1981, April). *EEG asymmetry during the perception of positive and negative affect in ten month old infants: Frontal versus parietal differences*. Presented at the Society for Research in Child Development, Boston, MA.
- Bennett, J., Davidson, R. J., & Saron, C. (1980, October). *Patterns of self-rating in response to verbally elicited affective imagery: Relation to frontal versus parietal EEG asymmetry*. Presented at the Annual Meeting of the Society for Psychophysiological Research, Vancouver, British Columbia, Canada.
- Reuter-Lorenz, P., & Davidson, R. J. (1980, February). *Differential responsiveness of the two cerebral hemispheres to the perception of happy and sad faces*. Presented at the International Neuropsychological Society, San Francisco, CA.
- Freedman, R. J., Davidson, R. J., & Taylor, N. (1979, August). *Sex differences in spatial performance as related to cerebral lateralization*. Presented at the Annual Meeting of the American Psychological Association.
- Davidson, R. J. (1978, August). *Event related brain potentials in response to conscious and nonconscious stimuli: Effects of attention and scalp topography*. Paper presented at the NATO Conference on Event-Related Potentials, Konstanz, Germany.
- Davidson, R. J. (1978, May). *Hemispheric specialization for affective processes in normals: Behavioral and electrophysiological studies*. Presented at the Society for Biological Psychiatry, Atlanta, Georgia.
- Davidson, R. J. (1978, March). *Methodological issues in the use of EEG measures of cerebral engagement*. Presented at the Biofeedback Society of America, Albuquerque, New Mexico.
- Davidson, R. J., Schwartz, G. E., & Weinberger, D. (1977, August). *Eye movement and electrodermal asymmetry during cognitive and affective tasks*. Paper presented at the Annual Meeting of the American Psychological Association, San Francisco, CA.
- Davidson, R. J. (1976, December). *Psychophysiological specificity in the assessment and treatment of behavior disorders*. Paper presented at the Annual Meeting of the Association of Behavior Therapy, New York, NY.
- Davidson, R. J., & Goleman, D. J. (1975, October). *The role of attention in meditation and hypnosis*. Paper presented at the Society for Clinical and Experimental Hypnosis, Chicago, IL.
- Davidson, R. J. (1974, October). *Varieties of meditation, self-control procedures and their implications for psychology*. Invited address presented at the Massachusetts Psychological Association.

Major Colloquia and Invited Presentations

1974 October: Department of Psychology, The Medfield State Hospital, Medfield, Massachusetts

- 1975 December: Psychological Clinic and Psychiatry Research Group, Massachusetts Institute of Technology
- 1976 June: Department of Neurology, Children's Hospital Medical Center, Boston, Massachusetts
November: Department of Psychology, State University of New York, Stony Brook, New York
- 1977 January: Winter Conference on Brain Research, Symposium on Electrophysiological Recording, Techniques in Psychiatry, Keystone, Colorado
- 1978 May: Chairman and participant, Lateralization for Affective Processes, Society for Biological Psychiatry, Atlanta, GA
November: Department of Psychology, State University of New York, New Paltz, New York
November: Department of Psychology, The Graduate Center, City University of New York
- 1979 March: Presented a one day tutorial in basic psychophysiology at the Annual Meeting of the Biofeedback Society of America, San Diego, CA
March: Department of Psychology, State University of New York, Stony Brook, New York
September: Invited Speaker, New York State Biofeedback Research Society
October: Keynote Speaker, Annual Meeting of the New York State Art Teachers Association
November: Invited address, March of Dimes Research Colloquium, Key Biscayne, FL - Hemispheric interactions in dyslexic children: Behavioral and electrophysiological findings
December: Department of Psychology, City College City University of New York
- 1980 March: Behavioral Sciences Colloquium, The Rockefeller University, New York, New York
July: Invited address, International Congress of Physiological Sciences, Budapest, Hungary - Cognition, emotion and consciousness: A biocognitive perspective
November: Department of Psychology, Princeton University
- 1981 February: Department of Psychiatry, Medical School University of California, San Francisco, CA
March: Invited Speaker, Annual meeting of the Orton Society - Interhemispheric communication in dyslexic and normal children
April: Department of Neurology, New York University Medical School
May: Grand Rounds, Department of Pediatrics, St Luke's Hospital, New York, New York
July: Invited Participant, International Meeting on the Nature and Function of Emotion, Bad Homburg, Germany
- 1982 January: Invited Participant, Symposium on Developmental Neuropsychology, School of Medicine, University of California, San Francisco, CA
February: Invited Participant, Symposium on Mind and Medicine, School of Medicine, University of California, San Francisco, CA
March: Invited Participant, Symposium on the psychobiology of affective development, International Conference on Infancy Studies, Austin, TX
March: Department of Psychiatry, Downstate Medical Center, Brooklyn, New York
April: Invited Participant, Second International Conference on Laterality and Psychopathology, Banff, Alberta, Canada
May: Invited Symposium Participant, Society for Biological Psychiatry, Toronto, Ontario, Canada
October: Invited Participant, Symposium on the Neuropsychology of Reading Disabilities, New York University Medical Center, New York, New York
November: Invited Participant, Symposium on Behavioral Medicine, SUNY, Buffalo, New York
December: Department of Psychology, Old Dominion University, Norfolk, VA
December: Department of Psychology, New School for Social Research, New York, New York

- 1983 January: Teachers College, Columbia University, New York, New York
 February: Invited Speaker, New York Neuropsychology Group, New York, New York
 March: Department of Psychology, City College, CUNY, New York, New York
 March: Department of Psychology, University of Wisconsin, Madison, Wisconsin
 September: Invited Participant, Symposium on Psychophysiology of Emotion, Society for Psychophysiological Research, Ailsomar, California
 October: Department of Human Development, University of Maryland, College Park, Maryland
 November: Invited Participant, MacArthur Foundation Study Group on Behavioral and Psychobiological Measures of Affect in Infancy, Inverness, California
- 1984 March: Department of Psychology, New York University, New York, New York
 April: Department of Psychiatry, New York University Medical School, New York, New York
 June: Invited Participant, Yale Conference on Emotion, New Haven, Connecticut
 October: Invited Participant, NIMH Conference on Frontiers in Research on Emotion, Bethesda, Maryland
- 1985 February: Department of Psychology and Program in Cognitive Science, Vassar College, Poughkeepsie, New York
 April: Department of Psychology, Wesleyan University, Middletown, Connecticut
 May: Departments of Pediatrics and Psychology, Rutgers University, New Brunswick, New Jersey
 May: Invited Participant, Brock University Conference on the Development of Lateralization, St Andrews, Ontario
 May: Invited Participant, Symposium on the Psychobiology of Emotion, Annual Conference of the American Association for the Advancement of Science, Los Angeles, California
 July: Invited Participant, SSRC Institute on Emotion-Cognition Interrelations, Denver, Colorado
 November: Invited Address, The Carrier Foundation, Belle Mead, New Jersey
- 1986 March: Department of Educational Psychology, University of Wisconsin-Madison
 May: Invited Participant, Symposium on the Nature of Self-Deception, Annual Meeting of American Association for the Advancement of Science, Philadelphia, Pennsylvania
 July: Invited Participant, Symposium on Emotional Experience, International Society for Research on Emotion, Amsterdam, The Netherlands
 October: Invited Participant, The Third International Symposium on Cerebral Dynamics, Laterality and Psychopathology, Tokyo, Japan
 November: Invited Participant, Sloan Foundation Study Group on Relations between Behavioral and Neural Development, Denver, Colorado
 November: Invited Participant, International Symposium on Hemispheric Specialization and Emotion, Rome, Italy
- 1987 February: Grand Rounds, Department of Neurology, University of Wisconsin Medical School
 March: Developmental Psychobiology Colloquium, Waisman Center, University of Wisconsin Medical School
 April: Keynote Speaker, Student Science Symposium, Purchase College, State University of New York, Purchase, New York
 April: Keynote Speaker, UW Center Psychology Departments Meeting, University of Wisconsin-Madison
 April: Doctoral Program in Reading, School of Education, University of Wisconsin-Madison

- May: Department of Psychology, Stanford University, Stanford, California
- 1988 February: Invited Participant, NIMH Workshop on Behavioral and Psychosocial Effects on Physical Health
- March: Department of Psychology, University of Illinois, Champaign, Illinois
- March: Department of Psychology, Harvard University, Cambridge, Massachusetts
- March: Grand Rounds, Division of Behavioral Neurology, Harvard Medical School, Beth Israel Hospital, Boston, Massachusetts
- April: Invited Address, Wisconsin Orton Society, Madison, Wisconsin
- September: Invited Participant, NIMH Conference on the Maintenance of Maladaptive Behavior, Rockville, Maryland
- October: Invited Speaker, University of Rochester Conference on Developmental Processes and Psychopathology, Rochester, New York
- 1989 February: Grand Rounds, Department of Psychiatry, Wisconsin Medical College, Milwaukee, Wisconsin
- February: Invited Speaker, Program in Cognitive Neuroscience, Department of Psychology, University of Chicago, Chicago, Illinois
- February: Colloquium, Department of Communicative Disorders, University of Wisconsin-Madison
- March: Colloquium, Institute on Aging, University of Wisconsin-Madison
- April: Colloquium, Laboratory of Developmental Psychopathology, National Institute of Mental Health, Bethesda, Maryland
- May: Invited Speaker, Brock University Symposium on the Role of Frontal Lobe Maturation in Cognitive and Social Development, St. Catherines, Ontario
- July: Guest Faculty, NSF Training Institute in Social Psychophysiology, The Ohio State University, Columbus, Ohio
- July: Colloquium, Department of Psychology, The Ohio State University, Columbus, Ohio
- July: Invited Speaker, Meeting of the MacArthur Foundation, Research Network on the Psychobiology of Depression, Santa Fe, New Mexico
- September: Invited Speaker, NIMH Symposium on Psychobiological Approaches to the Study of Emotion, Temperament and Affective Style, Washington, DC
- November: Grand Rounds, Division of Child Psychiatry, University of Chicago Medical School, Chicago, Illinois
- December: Colloquium, Department of Psychology, University of Pennsylvania, Philadelphia, PA
- 1990 April: Colloquium, Department of Psychology, University of California, Berkeley, CA
- April: Grand Rounds, Department of Psychiatry, University of California, San Francisco, CA
- May: Distinguished Visiting Lecturer, University of Oklahoma School of Medicine, Oklahoma City, Oklahoma
- May: Colloquium, Department of Psychology, University of Bergen, Bergen, Norway
- September: Invited Speaker, McDonnell Foundation/NIMH meeting on Neural Representation of Emotion Montauk, Long Island, New York
- September: Invited Speaker, MacArthur Foundation meeting on biological measures in the study of anti-social behavior and criminality, Madison, Wisconsin
- October: Co-Organizer and Invited Speaker, McDonnell Foundation meeting on the Psychophysiology of Emotion, Victoria, British Columbia, Canada
- December: Invited Participant, Office of Naval Research Meeting on Stress and Performance, San Francisco, California

- 1991 January: Colloquium, Department of Psychology, University of Chicago, Chicago, Illinois
 March: Grand Rounds, Division of Child Psychiatry, Department of Psychiatry, University of Wisconsin, Madison, Wisconsin
 November: Grand Rounds, Department of Psychiatry, Medical College of Wisconsin, Milwaukee, Wisconsin
- 1992 February: Invited Speaker, WT Grant Foundation Consortium on the Psychobiology of Stress, Washington, DC
 April: Grand Rounds, Department of Psychiatry, University of Iowa School of Medicine, Iowa City, Iowa
 July: Distinguished Visiting Psychophysicologist, The Ohio State University, Columbus, Ohio
 July: Invited Participant, NSF Workshop on Facial Expression Understanding, Arlington, Virginia
 November: Co-organizer, MacArthur and McDonnell Foundation Meeting on Affective Neuroscience, Washington, DC
 December: Colloquium, Department of Psychology, Harvard University, Cambridge, Massachusetts
- 1993 February: Co-organizer and Invited Speaker, NIMH Workshop on Psychophysiology as a Theoretical Science
 March: Colloquium, Department of Psychology, Northwestern University, Evanston, Illinois
 March: Grand Rounds, New York Hospital, White Plains, New York
 March: Invited Participant, MacArthur Foundation Planning Meeting on Psychopathology and Development, Chicago, Illinois
 April: Keynote Speaker, Undergraduate Psychology Symposium of Wisconsin, Madison, Wisconsin
 November: Colloquium, Massachusetts Mental Health Center, Harvard Medical School, Boston, Massachusetts
- 1994 January: Colloquium, Department of Psychology, University of California, Berkeley, California
 May: Invited Lecturer, Smithsonian Institute, Washington, DC
- 1995 January: Colloquium, Department of Psychology, Chicago Medical School, North Chicago, IL
 March: Colloquium, Department of Psychology, Carnegie-Mellon University, Pittsburgh, PA
 March: Grand Rounds, Western Psychiatric Research Institute, University of Pittsburgh Medical School, Pittsburgh, PA
 April: Symposium Director, Wisconsin Symposium on Emotion, Emotion and Psychopathology, Madison, Wisconsin
 April: Colloquium, Beckman Institute and Department of Psychology, University of Illinois, Champaign, IL
 September: Meeting Organizer and Speaker, Dialogue with the Dalai Lama on Altruism and Compassion, Dharamsala, India
- 1996 February: Colloquium, Department of Medical Physics, University of Wisconsin-Madison
 April: Colloquium, Department of Communication Arts, University of Wisconsin-Madison
 May: Invited Address, Geneva Emotion Week, University of Geneva, Geneva, Switzerland
 August: Invited Address, Meeting of NIMH Centers for Behavioral Sciences Research, Bethesda, Maryland
 September: Invited Address, Integration of Behavioral and Neuroscience Training, NIMH Workshop on Training, Fairfax, Virginia
 October: Invited Address, The Biology of Emotion, Harvard Neurology of Behavior Course, Boston, MA

- November: Keynote Address, Society for Clinical and Experimental Hypnosis, Tampa, Florida
 December: Invited Address, Tucson Meeting on the Interface Between Emotion and Cognitive Neuroscience, Tucson, Arizona
- 1997 February: Colloquium, Department of Psychology, Indiana University, Bloomington, Indiana
 March: Colloquium, Primate Center, University of Wisconsin-Madison
 April: Keynote Address, Annual Meeting, Alliance for the Mentally Ill of Dane County, Madison, WI
 May: Distinguished Scientific Lecturer, Midwest Psychological Association, Chicago, Illinois
 May: Keynote Address, Symposium on Child Language Disorders, Madison, WI
 October: Presidential Address, Society for Research in Psychopathology, Palm Springs, California
 November: Invited Participant, Tanner Symposium, University of Michigan, Ann Arbor, Michigan
 November: Colloquium, Department of Psychology, University of Wisconsin-Madison
- 1998 February: Chair's Distinguished Lecturer, Department of Sociology, University of Wisconsin-Madison
 March: Keynote Address, Gatlinburg Conference on Developmental Disabilities, Charleston, South Carolina
 April: Co-Organizer, Fourth Wisconsin Symposium on Emotion, Madison, WI
 April: Keynote Address, Wisconsin Psychological Association, Milwaukee, WI
 April: Colloquium, Department of Psychology, Stanford University, Stanford, CA
 April: Distinguished Lecturer, Mind Science Series, UC-Davis, Davis, CA
 April: Invited speaker, Institute on Aging Symposium, University of Wisconsin-Madison
 May: Invited Address, Library of Congress Meeting on the Biology of Emotions, Washington, DC
 May: Co-Organizer (with RW Levenson), Festschrift for Paul Ekman, American Psychological Society, Washington, DC
 July: Invited Speaker, McDonnell-Pew Summer Institute in Cognitive Neuroscience, Lake Tahoe, CA
 August: Invited Speaker, Cognitive Science Society, Madison, WI
 October: Colloquium, Department of Psychology, University of Pittsburgh, Pittsburgh, PA
- 1999 April: Keynote Speaker, Association Applied Biofeedback and Psychophysiology, Vancouver, British Columbia, Canada
 May: Grand Rounds, Department of Medicine, University of Massachusetts School of Medicine, Worcester, MA
 June: Keynote Speaker, German Psychophysiology Society, Trier, Germany
 June: Invited Participant, White House Conference on Mental Health, Washington, DC
 July: Invited Speaker, NIMH meeting on Mood and Emotion, Rockville, MD
- 2000 February: Invited Speaker, Psi Chi, University of Wisconsin-Madison
 February: Invited Speaker, Science and Public Policy Seminar, Federation of Behavioral, Psychological and Cognitive Sciences, Washington, DC
 March: Invited Participant, Meeting on Destructive Emotions with HH The Dalai Lama, Dharamsala, India
 April: The Ida Cordelia Beam Distinguished Visiting Professor, University of Iowa, Iowa City, Iowa
 June: Invited Speaker, New York Academy of Sciences Meeting on the Unity of Knowledge, Rockefeller University, New York, New York
 July: Keynote Speaker, International Congress of Psychology, Stockholm, Sweden

- August: APA Distinguished Scientific Contribution Award Lecture, American Psychological Association, Washington, DC
- October: Presidential Address, Society for Psychophysiological Research, San Diego, CA
- 2001 January: Invited Address, NIMH meeting on Depression and Medical Illness, Bethesda, MD
- February: Invited Address, Cognitive Neuroscience Lecture Series, National Institutes of Health, Bethesda, MD
- March: Invited Address, Anxiety Disorders Association of America, Atlanta, GA
- March: Invited Speaker, NIMH/Smithsonian Meeting on Gender Differences in Depression, Washington, DC
- March: Panel Chair, Neural Substrates of Mood and Mood Regulation, NIMH Meeting on Strategies Priorities for Research on Depression Bipolar Disorder, Pittsburgh, PA
- March: Invited Speaker and Panel Chair, Meeting on the Mechanisms of Mind-Body Interaction, NIH, Bethesda, MD
- May: Organizer, Meeting of the NIH Centers for the Study of Mind-Body Interaction, Madison, WI
- May: Organizer and Speaker, Transformations of Mind, Brain and Emotion: Neurobiological and Bio-behavioral Research on Meditation, Dialogue with His Holiness the Dalai Lama, Madison, WI
- June: Invited Speaker, Sleep Research Society, Chicago, IL
- July: Invited Speaker, New Directions in Borderline Personality Research, Rockefeller University, New York, New York
- November: Invited Speaker, Department of Neurosciences, Medical College of Wisconsin, Milwaukee, WI
- November: Keynote speaker, Wisconsin Psychiatric Association, Milwaukee, Wisconsin
- December: Colloquium, Department of Psychology, University of Pennsylvania, Philadelphia, PA
- 2002 February: Grand Rounds, Division of Child and Adolescent Psychiatry, Columbia University College of Physicians and Surgeons, New York, New York
- March: Invited Address, American Psychopathological Association, New York, New York
- March: Keynote Speaker, Rotman Conference on the Frontal Lobes, Toronto, Ontario, Canada
- April: Keynote Speaker, American Educational Research Association, New Orleans, Louisiana
- May: Invited Address, Society for Psychoneuroimmunology, Madison, Wisconsin
- July: Colloquium, Department of Psychology, University of Michigan, Ann Arbor, Michigan
- August: Invited Address, American Psychological Association, Chicago, Illinois
- September: Invited Address, Conference on Happiness, London School of Economics, London, England
- October: Invited Address, Meeting on the Psychobiology of Emotion, Cold Spring Harbor Laboratory, Cold Spring Harbor, New York
- October: Keynote Address, Positive Psychology Summit, Gallup Organization, Washington, DC
- October: Invited Address, MIT Conference on Learning and the Brain, Cambridge, MA
- November: Invited Address, New York Academy of Science Meeting on the 130th Anniversary of Darwin's *Expression of Emotion in Man and Animals*, Rockefeller University, New York, New York
- 2003 January: Invited Address, Symposium on Science and Religion, Columbia University, New York, New York
- February: Michael Goldstein Lecture, Department of Psychology, UCLA, Los Angeles, CA
- March: Grand Rounds, Department of Psychiatry, Rush University College of Medicine, Chicago, IL

- March: Invited Address, New York Academy of Sciences Meeting on the Roots of Mental Illness in Children, Rockefeller University, New York, New York
- March: Invited Address, Symposium on Science and Spirituality, Stanford University, Stanford, CA
- April: Invited Address, Emotional Intelligence Consortium, Cambridge, MA
- September: Invited Address, Investigating the Mind: A dialogue with His Holiness the Dalai Lama, MIT, Cambridge, MA
- September: Keynote Speaker, NIMH/NINDS Intramural Retreat, Gettysburg, PA
- September: Michael S Goodman Endowed Memorial Lecture, Brown University, Providence, RI
- October: Keynote Address, Cognitive Development Society, Park City, Utah
- November: Invited Address, Royal Society meeting on well-being, London, England
- November: Invited Address, Novartis Foundation meeting on the neurobiology of well-being, London, England
- November: Invited Address, Functional Imaging Laboratory, Wellcome Department of Cognitive Neurology, University College, London, England
- 2004 February: Grand Rounds, Department of Psychiatry, University of Chicago, Chicago, IL
- February: Graham Lectures, University of Toronto, Toronto, Ontario, Canada
- March: Colloquium, Department of Psychology, Harvard University, Cambridge, MA
- March: Grand Rounds, Department of Psychiatry, University of Pennsylvania, Philadelphia, PA
- March: The Elliott Stellar Lecture, University of Pennsylvania, Philadelphia, PA
- April: Keynote Address, Association for Applied Psychophysiology and Biofeedback, Colorado Springs, CO
- May: The Ted Simpson Distinguished Lecture, The Ohio State University, Columbus, Ohio
- May: Invited Address, NIH meeting on meditation, NIH, Bethesda, MD
- October: Organizer and Invited Address, Meeting on neuroplasticity with the Dalai Lama, Dharamsala, India
- November: Invited Address, Swedish Neuropsychological Society, Umea, Sweden
- 2005 January: Invited Address, Foundation IPSEN Symposium on Neurobiology and Human Values, Paris, France - Affective style and values: Perspectives from affective neuroscience
- February: Director's Lecture, National Institutes of Health, Bethesda, MD
- February: Colloquium, Department of Psychology, Yale University, New Haven, CT
- February: K J Lee Annual Lecture, Rosenthal Center for Complementary and Alternative Medicine, Columbia University Medical Center, New York, New York
- March: Distinguished Lecture, MIND Institute, UC-Davis, Davis, CA
- March: Invited Address, Center for Mind and Brain, UC-Davis, Davis, CA
- April: Distinguished Lecture, Kennedy Center for Research on Human Development, Vanderbilt University, Nashville, TN
- June: Invited Address, Nobel Symposium on the Neuroscience of Emotion, Karolinska Institute, Stockholm, Sweden
- July: Invited Address, NIH cross-institute meeting on Integrating Mechanisms Linking Mind, Brain and Periphery, Warrenton, Virginia
- September: Invited address, Post-Doctoral Fellowship in CAM Clinical Research, Berman Center, University of Minnesota School of Medicine, Minneapolis, MN

- October: Justin C Crawford Keynote Address, Annual Meeting of Society for Research Administrators (SRA), Milwaukee, WI
- November: Co-Organizer and speaker, Investigating the Mind 2005: The Science and Clinical Applications of Meditation, A meeting between scientists and the Dalai Lama, Washington, DC
- November: Sigma Xi Distinguished Lecture, State University of New York, Purchase, New York
- 2006 January: Invited address, University of Texas, Austin, Texas
- January: Invited address, Graham School, University of Chicago, Chicago, Illinois - Scanning the Monk: What the Brain Sciences Can Teach Us about Religion and Spirituality
- March: Public Lecture, Wisconsin Academy of Letters and Science Evening, Milwaukee, Wisconsin
- April: Keynote address, Meeting on Mindfulness-Based Stress Reduction, Worcester, Massachusetts
- April: Invited address, NIMH Emotion Regulation Conference, Rockville, Maryland - Developmental and Translational Models of Emotion Regulation and Dysregulation: Links to Childhood Affective Disorders
- May: Invited address, Society for Biological Psychiatry, Toronto, Ontario, Canada -Hemispheric Laterality and Mood Regulation in Humans
- May: Invited address, North American Research on Complementary & Integrative Medicine, Edmonton, Alberta, Canada - Buddha's Brain: The Transformation of Mind, Brain and Body Through Meditation
- September: Grand Rounds, Department of Psychiatry, Medical College of Wisconsin, Milwaukee, WI
- September: Invited Address, Integrative Medicine CME conference, School of Medicine and Public Health, Madison, WI - Buddha's Brain: Neuroscientific Research on Meditation & the Transformation of Emotion
- September: Discussant, Research on Contemplation and Education, Harvard University Graduate School of Education, Boston, MA
- September: Bloom Lecture and Workshop for Specialization in Cognitive and Affective Neuroscience, Child Study Center, The Pennsylvania State University, State College, PA
- October: Panelist, Neuroscience and Religion Symposium, Center for the Study of Religion, Princeton University, Newark, NJ
- 2007 January: Keynote Speaker, Society for Personality and Social Psychology Emotion Pre-Conference, Memphis, TN
- March: Grand Rounds, Department of Psychiatry & Behavioral Neurosciences, McMaster University, Hamilton, Ontario, Canada
- March: Psychology Colloquium, Department of Psychiatry & Behavioral Neurosciences, McMaster University, Hamilton, Ontario, Canada - Buddha's Brain: Neuroscientific research on meditation and the transformation of attention and emotion
- March: Hebb Colloquium Speaker, Department of Psychology, McGill University, Montreal, Quebec, Canada
- June: Workshop, Cold Springs Harbor Laboratory, Workshop on Autism Spectrum Disorders Loyd Harbor, NY - Neurocognitive Processes
- June: Workshop, Summer Institute in Cognitive Neuroscience, University of California - Santa Barbara, Santa Barbara, CA - Neuroscience Approaches to Personality and Individual Differences
- August: Invited Speaker, International Society of Psychoneuroendocrinology, Madison, WI
- August: Invited Speaker, IEEE Statistical Signal Processing Workshop, Madison, WI
- October: Invited Speaker, Colloquium on Aging, Institute on Aging, Madison, WI - Emotion regulation in later life: A neuroscience perspective
- October: Spiritual Care Grand Rounds, University of Wisconsin Hospital & Clinics, Madison, WI

- November: Invited Speaker, Mental Health Committee Education Sessions, Mental Insight Foundation, New York, NY
- November: Panelist, Impact Foundation Dialogue Series, Madison, WI - Contemplation and Education: Landscape of Research and Science, Religion, and Contemplative Practice
- November: Invited Speaker, Psychology and Neuroscience Colloquium Series, Duke University, Raleigh, NC
- 2008 January: Invited speaker, Luminaries in Science Lecture Series, Emory University, Atlanta, GA – Order and disorder in the emotional brain
- February: Invited speaker, University of Michigan, Ann Arbor, MI - Contemplative neuroscience: Cross-cultural challenges and other conundrums
- March: Invited speaker, Social Neuroscience Colloquium, New York University, New York, NY - Order and disorder in the emotional brain
- March: Invited speaker, Vanderbilt Center for Integrative Health and Kennedy Center, Nashville, TN - Transform your mind to change your brain: Steps toward a neuroscience of well-being
- April: Invited speaker, Seeds of Compassion, Seattle, WA - The scientific basis for compassion: What we know now and what we all can do
- April: Grand Rounds, Mayo Clinic, Rochester, MN - Changing the brain by transforming the mind: Contemporary neuroscientific studies of meditation
- April: Invited speaker, Marquette University Spring 2008 Lecture Series, Milwaukee, WI - Transform the mind to change the brain: Steps toward a neuroscience of well-being
- May: Keynote address, Happiness and Its Cause, Sydney, Australia - Transforming the emotional mind: challenging the “happiness set point”
- May: Invited speaker, The Appleton Education Foundation, Appleton, WI - Shaping Your Child’s Brain
- June: Invited speaker, Thirtieth Meeting of the National Advisory Council for Complementary and Alternative Medicine, Rockville, MD - Transforming the neural circuitry of emotion and attention through meditation
- June: Invited speaker, International Symposium on the Foundations of Human Social Behavior, University of Zurich, Switzerland - Neural bases of individual differences in social and emotional behavior
- July: Panel chair and discussant, National Center for Complementary & Alternative Medicine - Meditation for Health Purposes, Bethesda, MD
- October: SPR Annual Meeting, Austin, TX
- November: Invited speaker, Canadian Institute for Advanced Research, Experience-Based Brain & Biological Development Program, Washington, DC - Neural bases of individual differences in emotional reactivity and regulation
- December: Discussion moderator, Integrating Clinical and Neuroscience Perspectives on Mindfulness Training and Emotion Regulation, University of Toronto, Toronto, Ontario
- 2009 January 26: Psychology Department, Carnegie Mellon University, Pittsburgh, PA.
- February 4-5: Tanner Lecture on Human Values, Tanner Humanities Center, University of Utah, Salt Lake, UT.
- February 19: Julia Brown Lecture, Department of Kinesiology, UW-Madison, Madison, WI.
- March 4: CCARE Inaugural Conference, Defining Compassion, Altruism and Empathy, The Center for Compassion and Altruism Research and Education, Stanford University, Stanford, CA. Invited Speaker.
- March 9-13: Brain and Behavior Laboratory (BBL) Grand Opening and Inauguration, Swiss Center for Affective Sciences, University of Geneva, Switzerland. Keynote Speaker.

- March 18-22: 7th Annual International Scientific Conference for Clinicians, Researchers and Educators, Investigating and Integrating Mindfulness in Medicine, Health Care, and Society, Center for Mindfulness, UMass Medical School, Boston, MA. Keynote Speaker.
- April 29: The Human Impact (Inaugural) conference, The Dalai Lama Center for Ethics and Transformative Values, MIT, Cambridge, MA. Keynote Speaker.
- May 1: Meditation and Psychotherapy Conference, Cambridge Health Alliance & Harvard Medical School, Cambridge, MA. Invited Speaker.
- June 24: Fetzer Board Meeting and Science and Spirituality Advisory Group, Fetzer Foundation, Kalamazoo, MI. Speaker.
- July 20-21: Distinguished Editorial Panel on Behavioral and Population Sciences, NIH Challenge Grants, Washington, DC. Editorial Panelist.
- Sept 22-25: Google Inc., TechTalk, Mountainview, CA.
- October 21: Psychology Colloquium, University of Southern California, Los Angeles, CA.
- December 3: Grand Rounds, Mayo Clinic, Rochester, MN.
- December 8: NCCAM's 10th Anniversary Research Symposium: Exploring the Science of Complementary and Alternative Medicine, Bethesda, MD. Invited Speaker.
- 2010 January 1: Invited speaker, Israel Mindfulness-Based Stress Reduction meeting, Jerusalem, Israel
- January 21-24: Instructor, Zen Brain retreat: The Self and Selflessness in Neuroscience, Buddhism, and Philosophy, Upaya Zen Center, Santa Fe, NM
- February 3: Colloquium, Department of Psychology, Boston University, Boston, MA
- February 4: Limpinlaw Lecture, Trinity College, Hartford, CT
- February 19: The Herbert Spiegel Lecture, Department of Psychiatry, Columbia University School of Medicine, New York, NY
- March 23: Keynote speaker, 2010 Integrative Mental Health Conference, Tucson, AZ
- April 8-11: Invited participant, Altruism and Compassion in Economic Systems: A Dialogue with the Dalai Lama between Economics, Neuroscience and Contemplative Sciences, Zurich, Switzerland.
- April 21-22: Invited speaker, Wisconsin Symposium on Emotion, University of Wisconsin, Madison, WI
- May 16: Pubic dialogue with His Holiness the 14th Dalai Lama, Grand Opening Ceremonies for the Center for Investigating Healthy Minds at the Waisman Center, University of Wisconsin, Madison, WI
- July 8-9: Invited participant, Exploring the Language of Mental Life: A Dialogical Exploration from the Perspectives of Modern Science and Buddhist Contemplative Tradition, Telluride, CO
- July 21: Keynote speaker, 35th Annual National Wellness Conference, Stevens Point, WI
- August 13: Invited Plenary Lecture, American Psychological Association, 118th Annual Convention, San Diego, CA
- September 22: Invited speaker, Department of Psychology Colloquium, University of Southern California, Los Angeles, CA
- October 7: Keynote speaker, The San Diego Mindfulness Conference, Awakening to Mindfulness: Buddhist Psychology & the Art of Counseling, San Diego, CA
- October 12: Invited speaker, Bascom Hill Society, Showcase Event, Cincinnati, OH
- October 18: Invited speaker, Compassion Meditation: Mapping Current Research & Charting Future Directions, Emory University, Atlanta, GA
- October 19: Invited participant, Dialogue with His Holiness the 14th Dalai Lama, International Conference on Tibetan Buddhism, Emory University, Atlanta, GA

- October 29: Keynote speaker, Social Affective Neuroscience Society, Chicago, IL
- November 19-22: Invited participant, Mind and Life XXII: Contemplative Science: The Scientific Study of the Effect of Contemplative Practice on Human Biology and Behavior, New Delhi, India
- December 20: Keynote speaker, Science and Spirituality: Education, His Holiness the Dalai Lama's Participation and Guidance on Introducing Moral Ethics in the Modern Education System, Sikkim, India
- 2011 January 27-29: Invited speaker and panelist, Living in America: Brain and the Tibetan Creative Mind, American Museum of Natural History, New York, NY
- March 12: Award recipient, Paul D. MacLean Award for Outstanding Neuroscience Research in Psychosomatic Medicine, American Psychosomatic Society Meeting, San Antonio, TX
- March 13: Participant, NIMH Research Domain Criteria (RDoC) Conference on Negative Valence Systems, Bethesda, MD
- March 21: Participant, Emotion workshop at the American Academy of Arts and Sciences, Cambridge, MA
- March 25-27: Invited speaker, UW Foundation's Wisconsin Weekend Away Alumni Series, San Diego, CA
- May 5: Invited speaker, Department of Psychiatry Grand Rounds, University of Massachusetts Medical School, Worcester MA
- May 19: Invited Speaker, Psychology Colloquium, University of Michigan, Ann Arbor, MI
- May 20: Invited Speaker, Depression Center Colloquium Series, University of Michigan, Ann Arbor, MI
- May 27: Invited speaker, Association for Psychological Science, 23rd Annual Convention, Washington, DC
- June 13-17: Invited instructor, Mind & Life Summer Research Institute, Garrison, NY
- June 24: Participant, NIH/NCCAM Mind/Body and Manual Therapy CAM Intervention Tools study section, Bethesda, MD
- June 28-30: Plenary speaker, What is Happiness, Aspen Ideas Festival, Aspen, CO
- July 15: Keynote speaker, Colorado Integrative Medicine Conference, AlterMed Research Foundation, Estes Park, CO
- July 26: Plenary and Closing Plenary speaker, 2nd World Congress of Positive Psychology, Philadelphia, PA
- November 11: Keynote speaker, 2nd Annual Youthdale Adolescent Brain and Behaviour Conference, University of Toronto, Toronto, Ontario, Canada
- 2012 January 13: Instructor, Zen Brain retreat: Emotions, Equanimity, and the Embodied Mind, Upaya Zen Center, Santa Fe, NM
- January 25-27: Discussion Leader, World Economic Forum Annual Meeting, Davos-Klosters, Switzerland
- February 17: Guest Lecturer, University of British Columbia, Institute of Mental Health and the Dalai Lama Center for Peace and Education, Vancouver, British Columbia, Canada
- February 18: Psychology Section Chair, American Association for the Advancement of Science Annual Meeting, Vancouver, British Columbia, Canada
- March 4: Keynote speaker, The Chopra Foundation's Sages & Scientists Conference, Carlsbad, CA
- March 24: Invited speaker and moderator, The Baumann Foundation's Being Human 2012: Science, Philosophy and Your Life, San Francisco, CA
- March 31: Keynote speaker, 10th Annual International Scientific Conference, Investigating and Integrating Mindfulness in Medicine, Health Care, and Society, Center for Mindfulness, UMass, Boston, MA

- April 1: Panelist, Workshop on Wellbeing and Sustainable Development, Columbia University, New York, NY
- April 2: Participant, Happiness & Wellbeing: Defining a new economic paradigm, United Nations, New York, NY
- April 3: Featured Speaker, Wisconsin Academy of Sciences Book Talk, Madison, WI
- April 16: Plenary Panel Discussant, Sixth Annual Nelson Institute Earth Day Conference, Madison, WI
- April 17: Guest Speaker, Screening of documentary film, Happy, Madison, WI
- April 26-27: Speaker and moderator, International Symposia for Contemplative Studies, Denver, CO
- May 2: Featured Speaker, The Rotary Club of Madison, Madison, WI
- May 11: Featured Speaker, ProHealth Care CME Retreat, Madison, WI
- May 14: Templeton Prize ceremony for HHDL, London, England
- May 30: Developmental Contemplative Science Pre-meeting, University of Toronto, Toronto, ON, Canada
- May 31: Plenary Speaker, The 42nd Annual Meeting of the Jean Piaget Society, Toronto, ON, Canada
- June 6: Featured Speaker, Denmark premier of documentary film, Free the Mind, Copenhagen, Denmark
- June 18-21: Invited instructor, Mind & Life Summer Research Institute, Garrison, NY
- August 21-22: White House Conference on Neuroscience, Games and Well-being, Washington, DC
- September 27: Wisconsin Science Festival, UW-Madison, Madison, WI
- September 29: Public book talk in Sun Valley, ID
- October 1: Meng-Wu Talk, CCARE, Stanford University, Stanford, CA
- October 2: Department of Psychology, Stanford University, Stanford, CA
- October 17: Gates Foundation Meeting, Engagement and Academic Tenacity: Making the Invisible Salient and Actionable, Boston, MA
- October 20: Mind & Life, Contemplative Practice and Health: Laboratory Findings and Real World Challenges, Rockefeller University, New York, NY
- November 13: UW School of Education, American Education Week
- November 16-17: Kongress Meditation & Wissenschaft, Berlin, Germany
- November 18: Templeton Prize Ceremony at the American Association of Religion, Chicago, IL
- November 20: Featured Speaker, International Documentary Film Festival, Amsterdam, Netherlands
- December 3: Plenary, Association of University Centers on Disabilities Annual Conference, Washington, DC
- December 6: Panelist, American College of Neuropsychopharmacology Annual Meeting, Hollywood, FL
- December 8: Speaker, Book talk Madison Civics Club, Madison, WI
- December 14: Vanderbilt Kennedy Center, Vanderbilt University, Nashville, TN
- 2013 February 4: MIT Club of Wisconsin, Madison, WI
- February 4: Robert Wood Johnson Health & Society Scholars, Madison, WI
- February 6: New York Academy of Science, New York, NY
- February 7-10 Instructor, Zen Brain retreat: Exploring Consciousness: Waking, Sleeping, Dreaming, Dying, Upaya Zen Center, Santa Fe, NM
- Feb 19: Amherst College, Amherst, MA
- Feb 21 Greater Madison Chamber of Commerce Board Meeting, Madison, WI

- March 5-6: Sir Run Run Shaw Distinguished Visiting Scholar, Shaw College, The Chinese University of Hong Kong, Hong Kong
- March 7: International Conference on Benevolence Meditation & Mindfulness, Dharma Drum Buddhist College, Taiwan
- March 10: *Free the Mind* Premiere, Cologne, Germany
- March 15: Very Informal Seminar, Center for Complexity and Collective Computation, Madison, WI
- March 19: Root Lecture Series, Washington & Lee University in Lexington, VA
- April 5: Anxiety and Depression Association of America 33rd Annual Conference, San Diego, CA
- April 12: Wisconsin Medical Society Foundation, Madison, WI
- April 14: Cognitive Neuroscience Society, San Francisco, CA
- April 25: Family Action Network, New Trier North Shore School District, Chicago, IL
- May 1: Conte-CBS Colloquia, Harvard University, Boston, MA
- May 2: *Free the Mind* Premiere, Toronto, Ontario, Canada
- May 3: *Free the Mind* Premiere, New York, NY
- May 14-15: Change your Mind Change the World, Madison, WI
- May 16-17: Public dialogue with Dalai Lama, Tulane University, New Orleans, LA
- May 23: Veteran Administration Medical Center, Madison, WI
- June 13: Games Learning Society Symposium, Madison, WI
- June 17: Smith College School of Social Work, Northampton, MA
- August 22: Health, Innovation and the Wisconsin Idea, Corporate Open House, UW-Madison, Madison, WI
- September 9: World Bank, Washington, DC
- September 17: Emotional Brain Institute's Distinguished Scientist Lecture at NYU
- September 20: Contemplative Science Center, University of Virginia, Charlottesville, VA
- September 28: Being Human, San Francisco, CA
- October 8: Secular Ethics in Education, Emory University, Atlanta, GA
- October 11: UW Health Mindfulness Program 20th Anniversary, Madison, WI
- October 15: First Annual Conference on Contemplative Practices to Promote Child and Family Well-Being, UW-Madison, Madison, WI
- October 19: Alumni Achievement Award at the College of Arts & Science Dean's Luncheon, NYU
- October 25: Professor D.S. Kothari memorial Lecture, Delhi University, India
- October 28-November 1: Mind and Life XXVII - Craving, desire and addiction, Dharamsala, India
- October 30: Men-Tsee-Khang, Dharamsala, India
- November 3: The Future of Education: Contribution of Contemplative Practices and Perspectives, Phuket, Thailand
- November 5: Mind and Life: 26 years of Contemplative Studies and Research, Singapore
- November 10: Cultivating a Resilient Mind, University of Hong Kong
- November 15: St John's Medical Center, Jackson, WY
- November 22: Association for Behavioral and Cognitive Therapies in Nashville, TN.
- 2014 January 20-25: Panelist, Discussion Leader, World Economic Forum Annual Meeting, Davos-Klosters, Switzerland

- January 30-February 2: Instructor, Zen Brain retreat: Consciousness, Complex Systems, and Transformation, Upaya Zen Center, Santa Fe, NM
- February 19-20: Panelist, American Enterprise Institute and Mind & Life Institute: Happiness, Free Enterprise, and Human Flourishing conference, Washington, DC
- March 5: Witherspoon Lecture in Religion and Science, Washington University Assembly, St Louis, MO
- March 6: Distinguished Speakers series, Department of Psychology, Washington University, St Louis, MO
- March 26: 2nd Annual Mindful Living and Practice Public Lecture, Center for Child and Family Well-being, Psychology Department, University of Washington, Seattle, WA
- March 27: Wisconsin Alumni Association Impact & Innovation public event, University of Washington, Seattle, WA
- April 3: Psychology Department Colloquium series, University of Wisconsin-Madison, Madison, WI
- April 4-5: Second meeting of the International Cultural Neuroscience Consortium, University of Michigan, Ann Arbor, MI
- April 10-12: Mapping the Mind: Dialogue between Contemplative Scholars and Scientists, Mind & Life Institute, Kyoto, Japan
- April 17: University of Wisconsin Systems Annual Conference on Excellence in Teaching and Learning, Green Lake, WI
- April 19: University of Wisconsin Distinguished Lecture Series, Wisconsin Festival of Ideas, Madison, WI
- April 25: Thrive: A Third Metric Live Event, New York, NY
- April 26: Presidential Symposium, Inaugural Society for Affective Science conference, Washington, DC
- April 28: Department of Family Medicine fellowship seminar series, University of Wisconsin-Madison, Madison, WI
- April 30: Public Lecture, Changing Brains, Boston Museum of Science, Boston, MA
- May 1: Jack Green, MD, Endowed Grand Rounds Lecture, Massachusetts General Hospital, Boston, MA
- May 2: Integrative Lecture Series, Veterans Affairs Medical Center, Center for Spirituality & Healing, Minneapolis, MN
- May 16: Guest Lecture, Lindsay, Stone & Briggs' 24th Annual Brandworks University, Madison, WI
- May 19: Plenary Speaker, University of Wisconsin Teaching and Learning Symposium, Madison, WI
- May 30: George Solomon Memorial Lecture, PsychoNeuroImmunology Research Society annual meeting, Philadelphia, PA
- June 2: Public lecture, La Crosse Compassion Project, La Crosse, WI
- June 13: Games+Learning+Society Conference, University of Wisconsin-Madison, Madison, WI
- June 16: American Society of Clinical Psychopharmacology annual meeting, Hollywood, FL
- June 26-27: Keynote, Reading University International Workshop, Reading, UK
- July 17: Keynote Speaker at the Big Ten Alumni Relations and Development Conference, UW-Madison, Madison, WI
- September 29: Discussant at the Mindfulness and Learning Research Symposium, Johns Hopkins University, Baltimore, MD
- September 30: Mindful Magazine public dialogue with Dan Harris, New York, NY
- October 1: Guest speaker at Thrive CEO Summit with Arianna Huffington, New York, NY
- October 15: Featured Speaker at a Young Presidents' Organization / World Presidents' Organization, Chicago, IL

- October 16: Keynote address and Panelist at Northwestern Symposium on Mind and Society, Northwestern University, Chicago, IL
- October 24-25: Featured Speaker at Mindful Leadership - Madison, WI
- October 31: Keynote Presenter at the Mind & Life Institute International Symposium on Contemplative Science, Boston, MA
- November 6: Guest Speaker at the Lutheran HealthCare 9th Annual Health and Spirituality lecture, New York, NY
- November 6: Guest Speaker for the Nalanda Institute public lecture at the Rubin Museum, New York, NY
- November 12: Guest Lecturer at a Science and Technology Conference at the House of Representatives, Mexico City, Mexico.
- November 12: Guest Lecturer at Casa Tibet México, Mexico City, Mexico
- November 13: Master Lecture at the Science College, National Autonomous University of Mexico, Mexico City, Mexico
- November 13: Public Lecture in Mexico City, Mexico
- November 14: Master Lecture at the American School Foundation, Mexico City, Mexico
- December 2: Guest Luncheon Speaker, Rotary Club of Milwaukee, Milwaukee, WI
- December 2: Public Speaker at Congregation Sinai, Milwaukee, WI
- December 4: Guest Speaker for Dean Psychiatry Department in-service training, Madison, WI
- December 8: Guest Speaker for the Department of Psychology & Neuroscience Colloquium and the Interdepartmental Neuroscience Seminar Series, University of Colorado, Boulder, CO
- December 9: Francisco Varela Lecture Series co-sponsored by the Department of Psychology & Neuroscience, University of Colorado, Boulder and Contemplative Psychology, Naropa University, Boulder, CO
- 2015 January 21-24: Panelist, Discussion leader, World Economic Forum Annual Meeting, Davos-Klosters, Switzerland
- January 29: Keynote, Thrive Connections Luncheon, BRAVA Magazine, Madison, WI
- February 5-8: Instructor, Zen Brain: The Embedded Mind - Perspectives from Buddhism and Cognitive Science, Santa Fe, NM
- February 9: Keynote, Second Annual UO Symposium on Mindfulness in Science and Society, University of Oregon, Eugene, OR
- February 17: Guest speaker, Economics Club of Chicago, Chicago, IL
- February 19: Guest speaker, 8th annual Healthy Classrooms Symposium, University of Wisconsin-Madison, Madison WI
- February 26: Keynote, Society for Personality and Social Psychology (SPSP), Long Beach, CA
- February 27-28: Keynote, Wisdom 2.0, San Francisco, CA
- March 26-27: Guest speaker, Thrive Foundation for Youth Design & Learning Workshop, San Francisco, CA
- April 23: Invited speaker, M. Keith Weikel Leadership Speaker Series, Business School, UW-Madison
- April 24: Keynote, National Alliance on Mental Illness, Wisconsin Annual meeting, Madison, WI
- April 27: Panelist, The Heart, the Brain and Society: Buddhist and Scientific Perspectives on the Cultivation of Well-Being, Tergar event with His Holiness the 17th Karmapa, Madison, WI
- April 29: Public lecture, Contemplative Studies Initiative, Brown University, Providence, RI
- April 30: Lecture, Special Colloquium, School of Public Health, Brown University, Providence, RI

- May 12: Public talk, Tergar Copenhagen, Denmark
- May 13: Invited speaker and workshop leader, Seminarer.dk, Nyborg, Denmark
- June 11: Invited speaker, Wisconsin Ideas: Let the World Know, Milwaukee, WI
- June 16: Panelist, Enter the Conversation, St. John the Divine Cathedral, New York, NY
- June 23: Thrive Foundation Design and Learning Workshop, Thrive Center at Fuller Theological Seminary, Pasadena, CA
- June 26: Invited Speaker, International Positive Psychology Association World Congress, Orlando, FL
- July 2: Invited Speaker and panelist, Aspen Ideas Festival, Aspen, CO
- July 16: Plenary speaker and panelist, Association for Contextual Behavioral Science World Conference, Berlin, Germany
- August 20: Invited speaker, Madison Chamber of Commerce board meeting, Madison, WI
- September 8: Invited Speaker, Science and Meditation, Madison, WI
- September 21: Panelist, Action for Happiness: Creating a Happier World, London, England
- September 24: Invited speaker, Wisconsin Ideas: Let the World Know, New York, NY
- October 1: Distinguished Speaker, The Ciran Predictability of Health Conference, Venlo, The Netherlands
- October 9: Invited Speaker, 2nd Contemplative Practices Conferences, Center for Child and Family Well-being, Madison, WI
- October 14: Invited Panelist, Wisconsin Alumni Research Foundation 90th Anniversary, Madison, WI
- October 15: Invited speaker, UW-Madison Comprehensive Campaign Launch, Madison, WI
- October 28: Keynote Speaker, Erikson Institute, Chicago, IL
- October 29: Invited Speaker, Contemplative Studies Speaker Series, Lawrence University, Appleton, WI
- November 6: Invited Speaker and Panelist, Mindful Leadership Summit, Washington, DC
- November 12: Invited Speaker, Semel Institute, UCLA, Los Angeles, CA
- November 13: Invited Speaker, Mindfulness and Well-Being at Work, Greater Good Science Center, Berkeley, CA
- November 17: Invited Speaker, La Vaca Independiente, Mexico City, Mexico
- November 19: Invited Speaker, Atentamente, Mexico City, Mexico
- December 14: Mind & Life XXX conference, Bylakuppe, India
- 2016 January 20-24: Panelist, Discussion leader, World Economic Forum Annual Meeting, Davos-Klosters, Switzerland
- February 2: Invited Speaker, The Science of Meditation, Tergar Madison, Madison, WI
- February 4-6: Instructor, Zen Brain: Complexity and Connectivity – Perspectives from Buddhism, Medicine and Cognitive Science, Santa Fe, NM
- March 3: Invited Speaker, National Geographic Live, Washington, DC
- March 7-8: Host, Moderator with His Holiness the Dalai Lama, The World We Make: Well-being in 2030, Madison, WI
- April 7-8: Invited Lecturer, Inaugural Lecture on Compassion, Penn State University, College Station, PA
- April 14: Panelist, Summit on Women, Gender and Well-Being, University of Wisconsin-Madison, Madison, WI
- April 26: Guest Speaker, Take 10 Minutes, Change the World, Berkeley, CA

- April 29: Guest Speaker, Psychiatry In-Service Training Conference, Department of Corrections, Madison, WI
- May 3: Invited Lecturer, Stephen E. Straus Distinguished Lecture Series, National Center for Complementary and Integrative Health, Bethesda, MD
- May 10-11: Invited Lecturer, Swain Endowed Lectureship Series, University of Illinois College of Medicine at Peoria, Peoria, IL
- May 18: Plenary Speaker, panelist, International Congress on Integrative Medicine and Health, Las Vegas, NV
- May 20 Invited Speaker, The Harvard Asia Center, Harvard University, Cambridge, MA
- May 24 Invited Speaker, American Family Insurance, Madison, WI
- June 11: Invited Speaker, Meditation and the Science of Human Flourishing, The Center for Compassion and Altruism Research and Education, Stanford University, Stanford, CA
- June 22: Invited Speaker, Clinical Psychology Summer Institute, University of Wisconsin-Madison, Madison, WI
- June 28: Invited Speaker, Dane County Small Business Association Awards, Madison, WI
- July 2-3: Invited Speaker, Meditation and the Science of Human Flourishing, Madison, WI
- July 22: Keynote Speaker, Access Circles Aspen Forum, Aspen Brain Institute, Aspen, CO
- August 8-9: Participant, NCCIH prevention workshop, Bethesda, MD
- August 24: Invited Speaker, Jewish Social Services of Madison Levy Summer Series, Madison, WI
- Sept 8: Instructor, Nalanda Certificate Program, Nalanda Institute for Contemplative Science, Barcelona, Spain
- October 6: Keynote Speaker, 5th Annual Changing the Odds Conference, Momentous Institute, Dallas, TX
- October 14: Keynote Speaker, 4th International Empathy and Compassion in Society conference, Oslo, Norway
- October 21: Invited Speaker, Public dialogue with Fleet Maull, UW Health Integrative Medicine, Shambhala Center and Tergar, Madison, WI
- October 28: Plenary Speaker, Compassion in Practice Conference, Harvard Medical School, Boston, MA
- November 4: Invited Speaker, Eqelle Event, St Francis College, Brooklyn Campus, New York, NY
- November 10-11: Keynote, Mind & Life Institute's International Symposium for Contemplative Studies, San Diego, CA
- December 8: Invited Speaker, Psychiatry Grand Rounds, New York University, New York, NY
- 2017 April 28: Keynote Speaker, Mindfulness Research Conference, University of Washington, Seattle, WA
- May 12: Invited Speaker, Spiritual Civilization Meeting, Synergos Global Philanthropists Circle, Tarrytown, NY
- May 18-21: Instructor, Zen Brain: Mind, Brain, Social Perspectives of Views, Values, Ethics, Santa Fe, NM
- May 25: Keynote Speaker, Young Presidents Organization (YPO) Wisconsin Chapter, Madison, WI
- July 10: Keynote Speaker (livestream), Centre for Mindfulness Research & Practice, Bangor University, Gwynedd, UK
- July 21: Russian Academy of Science, Moscow University, Moscow, Russia
- July 27: Keynote, 33rd Annual Distance Teaching & Learning Conference, University of Wisconsin, Madison, WI
- September 7: Invited Speaker, University of Wisconsin Foundation Alumni Association, New York, NY

September 13: Invited Speaker, Perinatal Leadership Summit, St Mary's Hospital, Madison, WI
September 15-17: Instructor, Science of Meditation Workshop, 1440 Multiversity, Santa Cruz, CA
September 18: Facebook, Menlo Park, CA
September 18: Greater Good Science Center, Berkeley, CA
September 19: LinkedIn, San Francisco, CA
September 20: Google, Mountain View, CA
September 20: Apple, Cupertino, CA
September 28: Keynote Speaker, 6th Annual Changing the Odds Conference, Momentous Institute, Dallas, TX
October 3: New York Society for Ethical Culture, New York, NY
November 15: Invited Speaker, World Innovation Summit for Education, Qatar Foundation, Doha, Qatar

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Education

Bachelor of Science, Early Childhood Education, with High Honors,
 University of Illinois at Urbana-Champaign, 1979.

Master of Education, Evaluation & Policy Research, University of Illinois -
 Chicago, 1982.

Doctor of Philosophy, Research & Evaluation Methodologies, University
 of Colorado at Boulder, 1990.

Areas of Interest

Early childhood policy; kindergarten; readiness for school; home-school
 relations; research methodology, particularly qualitative methods

Employment

Director, Center for Research on Early Childhood Education, Wisconsin
 Center for Education Research, January 2018-present.

Chair, Department of Curriculum & Instruction, University of Wisconsin,
 August 2014-July 2017.

Associate Director for Faculty, Staff & Graduate Development, Wisconsin
 Center for Education Research, August, 2009-2013

Interim Director, Wisconsin Center for Education Research, January-
 August 2009.

Director of Graduate Training, Wisconsin Center for Education Research,
 2006-2008.

Professor, Department of Curriculum & Instruction, School of Education,
 University of Wisconsin - Madison, 1999-present.

Associate Professor, Department of Curriculum & Instruction, School of
 Education, University of Wisconsin - Madison, Spring 1996-spring 1999.

Assistant Professor, Department of Curriculum & Instruction, School of
 Education, University of Wisconsin - Madison, Fall, 1990 to spring 1996.

Research Assistant, School of Education, University of Colorado at Boulder, 1986-90.

Kindergarten Teacher, Webster Groves, Missouri, 1983-86.

Early Childhood Special Education Teacher, Southwest Cook County Cooperative for Special Education, Oak Forest, Illinois, 1979-82.

Publications

Books

Trainor, A.A. & Graue, M.E. (2012) Reviewing Qualitative Research for Publication in the Social Sciences. New York: Routledge.

Graue, M.E. & Walsh, D.J. (1998). Studying children in context: Theories, methods & ethics. Thousand Oaks: Sage Publications.

Graue, M.E. (1993). Ready for what? Constructing meanings of readiness for kindergarten. Albany, NY: State University of New York Press.

Journals

Graue, M.E., Ryan, S., Wilinski, B., Northey, K., & Nocera, A. What guides preK programs? *Teachers College Record* Volume 120 Number 8, 2018, p. 1-36

Graue, M.E. & Ramberg, E. (2017) NEPC Review: *When Degree Programs for Pre-K Teachers Go Online: Challenges and Opportunities* New America Foundation, November 2017

Graue, M.E., Ryan, S., Nocera, A., Northey, K., & Wilinski, B., (2017): Pulling preK into a K-12 orbit: the evolution of preK in the age of standards, *Early Years*, 37(1), 108-122.

Graue, M.E., Wilinski, B. & Nocera, A. (2016). Local control in the age of accountability. The case of Wisconsin 4K. *Educational Policy Analysis Archive*, 24.

Graue, M. E., Whyte, K. L., & Karabon, A. E. (2015). The power of improvisational teaching. *Teaching and Teacher Education*, 48, 13–21.

Graue, M.E. Karabon, A., Whyte, K., Delaney, KK., Kim, J. & Wager, A. (2015) Imagining a Future in PreK: How professional identity shapes notions of early mathematics. *Anthropology & Education Quarterly*

46(1), 37-54.

Trainor, A. & Graue, E. (2014). Evaluating Rigor in Qualitative Methodology and Research Dissemination. *Remedial & Special Education, 35*(5),267-274.

Graue, M.E., Whyte, K., and Delaney, K. (2014). Fostering Culturally and Developmentally Responsive Teaching Through Improvisational Practice, *Journal of Early Childhood Teacher Education, 35*:297-317.

Graue, M. E., Delaney, K. K., & Karch, A. S. (2013). Ecologies of education quality. *Educational Policy Analysis Archive, 21*(8).

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Graue, E. (2011). Are we paving paradise? *Educational Leadership, 68*(7) 12-17.

Graue, E. & Sherfinski, M. (2011). The view from the Lighted Schoolhouse: Conceptualizing home-school relations within a class size reduction reform. *American Journal of Education., 117*(2) 267-297

Graue, E., Rauscher, E. & Sherfinski, M. (December, 2009). The synergy of class size reduction and classroom quality. *The Elementary School Journal, 110*(2) 178-201.

Graue, E. (November, 2009). Reimagining kindergarten. *School Administrator. 10-14.*

Graue, E. & Rauscher, E. (2009). Researcher perspectives on class size reduction. *Educational Policy Analysis Archive, 17.*

Graue, M.E. & Oen, D. (2009) You just feed them with a long handled spoon. Family perspectives on their experiences in class size reduction. *Educational Policy, 23*, 685-713.

Graue, Elizabeth (2008) Teaching & Learning In A Post-DAP World. *Early Education & Development, 19*:3, 441-447.

Graue, M.E., Hatch, K., Rao, K., Oen, D. (2007). The wisdom of class size reduction. *American Educational Research Journal 44*(3),670-700.

Graue, E. (2006) The transformative power of reviewing. *Educational Researcher* 35(9) 36-41.

Graue, E. (2006). Engineering the perfect kindergarten. *Teachers College Record*, Date Published: September 13, 2006. <http://www.tcrecord.org> ID Number: 12708, Date Accessed: 9/27/2006 1:50:16 PM.

Graue, M.E. (2006). The answer is readiness, now what is the question? *Early Education & Development*, 17(1) 43-56.

Graue, M.E. & Grant, C. (2005). Thinking collaboratively about the peer-review process for journal-article publication. *Harvard Educational Review* 75(3), p. 268-271.

Graue, E. (2005). Section II. Commentary: Qualifying quality. *Early Education & Development*, 16(4), 479-480.

Graue, M.E. (2005). Theorizing & describing preservice teachers' images of families and schooling. *Teachers College Record*, 107(1).

Graue, M.E., Clements, M., Reynolds, A.J., & Niles, M. (2004, December 24). More than teacher directed or child initiated: Understanding the effects of preschool curriculum type and parent involvement in a range of child outcomes. *Educational Policy Analysis Archives*, 12(27).

Graue, M.E. & Brown, C.J. (2003). Preservice teachers' views of families in education. *Teaching & Teacher Education*. 17 719-735.

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Graue, M.E. & Grant, C. (2002). Questions, calls and conversations for researchers in teacher education. *Journal of Teacher Education*, 53(3), p. 268-272.

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- Book Chapters**
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Funded Research

Meanings of readiness in kindergarten and first grade. Funded by the University of Wisconsin Graduate Research Committee, summer 1991-summer 1992 (\$20270).

A theoretical and psychometric analysis of commonly used readiness tests. Funded by the University of Wisconsin Graduate Research Committee, summer 1992, (\$3700).

Principal Investigator, National Center for Research in Mathematical Sciences Education, summer 1992-spring 1993, Assessment in instructional contexts.

Principal Investigator. Academic redshirting: A backdoor policy in need of review. Funded by University of Wisconsin Graduate Research Committee and the Wisconsin Center for Educational Research Royalty Fund, June 1996-May 1998.

Principal Investigator, The gift of Time: Promoting risk or resilience in young children. Funded by the Spencer Foundation, July, 1999-June, 2000 (\$50,000).

Principal Investigator. Class size reduction in practice: How, when, and why SAGE works. Funded by the Wisconsin Department of Public Instruction, April 2004-June 2005. (\$303,000)

Co-Principal Investigator, An integrated qualitative & quantitative evaluation of the SAGE program. Funded by the Wisconsin Department of Public Instruction, July, 2005-June 2009. (\$250,000 per year).

Co-Principal Investigator. Professional Development for Culturally Relevant Teaching & Learning in PreK Mathematics. National Science Foundation, 2010-2014 (\$2,180,000)

Co-Principal Investigator. Life in Early Childhood Settings, August, 2011-July 2013. Funded by the Spencer Foundation. (\$394,000)

Principal Investigator, Choice vs Accommodation: Cultural, Family and Child Factors in Family 4K Decision Making, a Madison Educational Partnership grant 2017-18 (\$50,000).

Awards & Honors

Outstanding article award 2015 Journal of Early Childhood Teacher Education

Doris Slesinger Award for Mentoring. University of Wisconsin Madison

International Advisor. Centre for Childhood Research and Innovation (CCRI) at the Hong Kong Institute of Education. 2013-2015

Executive Committee, American Educational Research Association (2012-spring 2015)

Member-at-Large, American Educational Research Association. (2012-spring 2015)

Sorenson Professor, University of Wisconsin (2012-present).

American Educational Research Association Fellow, 2010-present.

Vilas Associates Award, University of Wisconsin Graduate School, 2006-8

Outstanding reviewer, *Educational Researcher*, 2003, 2006

American Educational Research Association Division D & Special Interest Group on Qualitative Research Outstanding Dissertation Using Qualitative Methodology, 1990.

American Educational Research Association Early Education/Child Development Special Interest Group Outstanding Dissertation Award, 1990.

Graduation with high honors, University of Illinois at Urbana-Champaign, December, 1978.

Professional Affiliations

American Educational Research Association

National Association for the Education of Young Children

Society for Research on Child Development

Activities

Departmental Activities

Member 1990-present, Chair 2000-2 Elementary area

Member, 1991-93, 1995-98, 2001 –2004, 2010-2013 Department Personnel Committee

Chair, fall 2014-July 2017

University Activities

Director – fall 2003-fall 2005 - Wisconsin Spencer Doctoral Research Program

Director of Graduate Training – fall 2005-fall 2008.

Member, fall 2003-2005– Women’s Faculty Mentoring Advisory Board

Member, fall 2006-spring 2009 – Social Studies Divisional Committee, Vice chair (2007-8), Chair (2008-9)

Member, fall 2009-2013, Chair, 2010-11 Committee on Committees.

Member, fall 2009-spring 2010, Ad Hoc Committee to Investigate the Athletic Board
Divisional Committee,

Cluster Hire Selection Committee, fall 2017-present

De Novo committee considering tenure decisions, summer 2017-spring 2018

Professional Activities

Member 1991-, National Education Goals Panel Technical Planning Subgroup

Chair, 1992, American Anthropological Association, Council on Anthropology & Education,
Committee One

Member 1992-96 Chair 1994-95 American Educational Research Association, Division D
(Measurement & Research Methodology) and Qualitative Methodologies Special Interest
Group Dissertation of the Year Award Committee.

Member 2001-2004, Chair 2003-4 Spencer/American Educational Research Association
fellowship mentoring committee.

Associate Editor 1996-1999, Review of Educational Research

Chair 1998-2000, Qualitative Research Special Interest Group, American Educational Research
Association

Vice-Chair/Chair Elect 2002 – 2004, Chair 2004-2006 AERA Early Education/Child Development
Special Interest Group

Member 2002 – AERA Division B Lifetime Achievement Award Committee, chair 2003

Vice-Chair/Chair Elect 2002 – 2004, Chair 2004-2006 AERA Early Education/Child Development
Special Interest Group

Member – 2005-2008, Publications Committee, American Educational Research Association

Member 2003- 2005 AERA Review of Research award committee

Member 2009-present, American Educational Research Association-Foundation for Child Development planning committee on Teacher Observation Linked to Study Outcomes Initiative

Member at Large American Educational Research Council 2012-2014.

Member, Advisory Committee 2015-present, Buffet Early Childhood Initiative.

Organizer 2015-present, American Educational Research Association Small Conference Building Early Childhood Education Research Infrastructure.

Editorial Board Member 2016-present *American Educational Research Journal*.
2018 *Early Education & Development*



Education and Social/Behavioral Science IRB

3/1/2018

Submission ID number: [2014-0524-CR004](#)
Title: Mindfulness Training for Teachers
Principal Investigator: LISA FLOOK
Point-of-contact: JANE FRANZEN SACHS, LISA FLOOK, CARA KNOEPEL,
 LAWRENCE TELLO
IRB Staff Reviewer: LAURA CONGER

A designated ED/SBS IRB member conducted an expedited review of the above-referenced continuing review progress report form. The study was approved by the IRB member for the period of 12 months with the expiration date of 2/28/2019. The study qualified for expedited review pursuant to 45 CFR 46.110 and, if applicable, 21 CFR 56.110 and 38 CFR 16.110:

Category 8: The study was previously approved by the convened IRB and the research is (i) permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects

To access the materials approved by the IRB, including any stamped consent forms and recruitment materials, please log in to your ARROW account and view the documents tab in the submission's workspace.

Please review the Investigator Responsibilities guidance (<https://kb.wisc.edu/images/group99/shared/BSIR>), which includes a description of IRB requirements for submitting continuing review progress reports, personnel changes, changes of protocol and reportable events.

If you have general questions, please contact the Education and Social/Behavioral Science IRB at 608-263-2320. For questions related to this submission, contact the assigned staff reviewer.



Education and Social/Behavioral Science IRB

3/1/2018

Submission ID number: [2014-0605-CR004](#)
Title: Healthy Minds and Bodies Program for Students
Principal Investigator: LISA FLOOK
Point-of-contact: JANE FRANZEN SACHS, LISA FLOOK, CARA KNOEPPEL,
 LAWRENCE TELLO
IRB Staff Reviewer: LAURA CONGER

A designated ED/SBS IRB member conducted an expedited review of the above-referenced continuing review progress report form. The study was approved by the IRB member for the period of None, no further continuing review required with the expiration date of 2/28/2019. The study qualified for expedited review pursuant to 45 CFR 46.110 and, if applicable, 21 CFR 56.110 and 38 CFR 16.110:

Category 5: Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis)

Category 6: Collection of data from voice, video, digital, or image recordings made for research purposes

Category 7: Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, or quality assurance methodologies

To access the materials approved by the IRB, including any stamped consent forms and recruitment materials, please log in to your ARROW account and view the documents tab in the submission's workspace.

Please review the Investigator Responsibilities guidance (<https://kb.wisc.edu/images/group99/shared/BSIR>), which includes a description of IRB requirements for submitting continuing review progress reports, personnel changes, changes of protocol and reportable events.

If you have general questions, please contact the Education and Social/Behavioral Science IRB at 608-263-2320. For questions related to this submission, contact the assigned staff reviewer.

AWARE – (Cultivating) Abilities of Well-being, Attention, Resilience in Education

10 week class for teachers – cultivating well-being 75 minutes each session

The teacher curriculum is aligned with the student curriculum following many of the same practices: breath, body sensations, mindful eating, perception, gratitude/compassion (one good thing), emotions, thoughts, interconnectedness, loving kindness/compassion.

Week one (introduction, breath awareness practice)

Theme: Introduce teachers to mindfulness and how it is related to health and well-being. Participants will practice mindfulness based skills using breath as an anchor. Cultivating the attitude of non - judging

Materials: Chime, Ojai council rules, handouts

Opening: Short drop-in practice using chime to allow participants to settle with follow up introductions. Go around circle and say name, school, role, and one thing noticed during the practice and one thing they are curious about regarding the training. Take a full inhale/exhale before sharing.

Introduce mindfulness as a way of being - stepping out of autopilot. Mindfulness is paying attention in the present moment on purpose w/o judgment (or w/ awareness of judgment) It's a practice, something we will try out on a regular basis. Try it out and then share experience. Bringing the attitude of curiosity to the practice. Remember to remember.

Share Ojai council rules - agreements in how to be together during this time. Speak from own experience Listen deeply (no side conversations, cell phone use etc.) Confidentiality, emphasize that this class is for them...just experience it.

Practice - paying attention to sound moving into breath. Focus on inhale, exhale at nostrils, chest or belly. Notice mind wandering (natural for it to wander) and allow the anchor of the breath to draw the attention back to the body/breath. (Sitting or lying down – focus fully on points of contact and sensations of breath.

Inquiry: What did you notice? How is this different from how we normally pay attention?

Home Practice: Fill out pleasant experiences calendar. Practice sitting for 5-10 minutes using guided practices.

Week 2 -cultivating awareness of sensations through body scan/pleasant experiences

Theme: Present moment focus using mindfulness-based skills.

With the body scan, participants experience the way the body holds tension and ease while bringing awareness to breath and body sensations. Also, bringing attention to moments of ease and pleasant experiences. Cultivating the attitude of non-judgmental awareness.

Materials: Mats, cushions, blankets

Opening: Welcome participants - begin with gentle stretching from seated position moving into short breath awareness practice.

Check-in - saying 2 words that describe present moment experience

Formal practice: Body scan.

Guide participants to find a comfortable position either lying down on back, sitting in chair or on floor. This practice is an opportunity to move the attention from one part of the body to the next noticing any sensation that might be present or aware of lack of sensations. Breath is an anchor throughout practice.

Inquiry of body scan: What did you notice? How might this be different than how we normally pay attention to the body?

Check-in about home practice - how did participants find time? What was easeful? What was challenging? Pleasant experiences calendar

Introduce One good thing: Take a moment to pause and think of one good thing that happened today. It can be something that you enjoyed doing or maybe someone helped you out with something. Maybe you remember a moment at home before you left for work or someone held the door for you or smiled at you. Drop in and notice how it feels to remember this moment. (3-4 people share briefly)

Variations on practice as we move through the program:

One good thing I did for someone today.

One good thing someone did for me.

One good thing that I saw someone do for someone else.

Home practice Continue with pleasant experiences calendar, practice body scan - choose short or long scan.

Week 3 (pleasant experiences, raisin meditation)

Theme: Participants continue to cultivate awareness of body and breath through movement, body scan and breath awareness practices. They also have the opportunity to use all senses to experience object - training attention through senses.

Cultivating the attitude of beginner's mind.

Materials: raisins, chocolate chips, chime, cushions, mats

Opening: Welcome. Arriving practice - 6 point body scan in chair.

Feeling points of contact with chair. Noticing breath in body.

Feeling feet on floor and noticing sensations - pressure, etc
scanning body to knees, hips, belly/lower back, chest, face

Resting with breath at each place in the body.

Check-in What did you notice? How might this be useful throughout the day?
When could one practice the body scan? Did anyone notice the mind wandering?
What did you do?

Introduce the idea of "puppy mind" - the mind wanders and just as we train a puppy with kindness, we can do the same with the mind. Notice and allow attention to be drawn back to body, breath.

Formal practice: Raisin exercise

Directing the focus through using the senses: Sight, touch, smell, hearing, taste and mind. Instruct participants to simply observe and experience using the senses.

Inquiry - what did you notice? How might this be different than how we normally pay attention to eating?

Check-in about Home practice - pleasant experiences and body scan

One good thing

Home practice: body scan, sitting practice

Fill out unpleasant experiences calendar,

Eating meditation - eat a meal or part of a meal mindfully

Week 4 (perception/creative responding, unpleasant experiences)

Theme: Becoming aware of perception and creative responding.
Bringing attention to the experience of shifting perception can alter the ways in which we experience objects - both pleasant and unpleasant. There is more than one way of seeing something....Continuing to bring attention to breath and body sensations as a way to strengthen the attention muscle. Cultivating the attitude of acceptance

Materials: Mats, cushions, chime, optical illusion pictures

Opening: Welcome - one minute drop-in using vase breathing (allowing body to settle)

Practice: Movement using dead bug practice moving into body scan and breath awareness practice - simply observing places of tension in both body and mind.

Mindful Inquiry What did you notice? How did you work with challenges?

Check in about Home practice

Review Unpleasant events calendar and body scan.

Introduce perception activity using old woman/young woman pictures - noticing how it feels to recognize different forms and how it feels when not able to see what others see.

What does this have to do with what we are doing? What might this have to do with understanding ways in which we respond or react?

Formal practice: Breath awareness practice with loving kindness phrases.

One good thing (one thing that someone did for you)

Home practice: Dead bug/body scan

Sitting practice

Loving Kindness

(Maybe move perception activity to beginning of class after drop-in)

Week 5 (yoga, tea cup activity)

Theme: Focus on attending to what is present. Bringing attention to being with what arises in the body through movement - shifting away from problem solving. Cultivating the attitude of acceptance.

Materials: Yoga mats, cushions, chime,

Opening: Welcome, drop-in practice: Noticing breath, bringing attention to sensations in feet, moving to jaw, coming back to breath. Brief check-in

Formal practice: Floor yoga - resting pose, full stretch, pelvic tilts, knee to chest squeeze, one leg stretch, cat/cow stretch, balance pose (leg, arm outstretched), bridge pose, leg lift - both sides, resting pose)

Inquiry What did you notice? How might this be different than how we normally pay attention to the body? (Bringing in attitude of acceptance, beginner's mind etc.)

check-in: Discuss home practice (dead bug/body scan/sitting practice)

Pass the tea cup activity The mind is always knowing something, but so much of what we experience in the body goes unnoticed -With this activity bringing attention to thoughts, emotions and sensations. Check-in - what did you notice? Why pay attention in this way?

One good thing practice (One thing that you did for someone else)

Home practice: Floor Yoga, 6 point body scan, sitting practice

Week 6 (internal and external stressors)

Theme: Focus on how body and mind react to stress - bringing attention to internal/external stressors and our reactions. Cultivating the attitude of patience.

Materials: chime, chart paper, note cards, pens

Opening: welcome, arriving practice - tracing fingers or flower hands

Formal practice: Longer sitting practice - working with discomfort, tension
How to work with pain - bring curiosity to sensations (explore) or make choice to shift with intention of returning to original position.

inquiry: What did you notice? How did you choose to work with discomfort? How might this be different than how we normally work with discomfort?

Check-in about home practice

Stress activity/pause: What are our internal/external stressors? Make a list and share with a partner. Make group list. What are ways we work with stress (helpful, unhelpful)?

Circle of awareness: Body sensations, emotions, thoughts, behavior - recognizing our habits/reactions is first step. Introduce stress cycle - reaction v. response

"The pause is a way for us to stop even if it is only for a few seconds. When we pause we gently interrupt what we are doing or thinking so that we can be more aware of what is happening."

One good thing (choose practice)

Home practice: Sitting practice
noticing reactions to stressors, bringing the pause into moments of reactivity

Week 7 (emotions)

Theme: To understand and experience the rising and fading away of emotions. Observing the experience of emotions in the context of the mind/body. Cultivating the attitude of patience.

materials: yoga mats, cushions, chime, emotion cards

Opening: arriving practice :**Three Minute Breathing Space**

First minute: noticing

Sitting or standing still, bring your awareness to whatever is happening right now without trying to change anything. This can be sound, feelings, sensations, thoughts etc.

Second minute: Gathering and focusing attention:

Bring the full attention to breathing - aware of the physical sensations of the breath as it moves in the body - notice the movement in the chest and belly. Also notice the movement in the shoulders. Use the breath as an anchor.

Third minute: Expanding attention

Open up the field of awareness to include the breath and the body. Explore the sensations in the body by directing the breath to various parts of the body.

Formal practice: standing Yoga - mountain pose, full body stretch, cherry picking (one arm raised), shoulder rolls, neck rolls, twist, chair, balance pose, forward bend, mountain pose

Mindful inquiry - what did you notice? How do you feel in the body? in the mind?

Check –in about home practice

Emotions practice - spread emotions out on floor. " what do you notice, which ones speak to you... Look at these emotions and notice which ones you seem to be drawn to and which ones you tend to avoid or ignore. Notice how it feels in the body looking at the word. Does looking at a particular emotion change the breath? Notice preferences in the mind. Are there emotions that you are very familiar with and some that you aren't? Let's go shopping for emotions. Arrange emotions the way you want them. What did you choose and how did you arrange them? "Noticing one or 2 of these emotions in the body. Asking people about their experience of emotion in the body. Then handing emotions out randomly. Messing up people's piles. Emotions come and go.

Poem - Guest House

RAIN

Home practice: Bringing attention to emotions throughout the day - notice sensations that accompany the emotions. Standing yoga, sitting practice

One Good Thing (Choice)

Week 8 (thoughts)

Theme: To understand the physical and emotional response to thoughts - circle of awareness: emotions, thoughts, sensations and behavior. Observing thoughts and the impact thoughts have on the mind/body

materials: chime, picture of parade, drummers, handouts (communication calendar)

Opening: Welcome, 3 minute breathing space

Formal practice: Yoga - standing, resting in mountain

Mindful Inquiry – What did you notice? What is happening moment to moment

check-in review home practice - paying attention to emotions, yoga, breath awareness

Introduce Parade of thoughts - How many of you noticed thoughts when sitting following the breath. Sometimes thoughts come and seem to stay - they are like velcro. All thoughts come and go - when we give ourselves the time to pay attention, we can see what happens with the movement of thoughts. For example: Imagine you are at a parade standing on the sidewalk. Floats start to come toward you, in front of you for a moment and pass by. Next float starts to come toward you, etc. Thoughts work like this. They come, are here for a moment and are gone.

Formal practice: Sitting with thoughts

Seeing thoughts as events arising and passing away, distinguishing event from the content. Noting the thought and then letting go rather than being "lost in thought." Just like at a parade, we can stand by and watch the floats go by or we can jump into the parade. Once we see that we are lost in the parade, we can choose to stay or jump back on the sidewalk. Knowing that when we suffer with a thought we are identified with it as if the thought is me. But when seeing a thought through awareness, we see the thought clearly, as an event arising, knowing it is not me, it is impermanent.

Inquiry about practice

Home practice: Pay attention to getting caught in the "parade" - not a parade, just notice. Difficult communication calendar.

Sitting practice, yoga

One good thing

Week 9 interconnectedness (optional class depending on number of Mondays)

Theme: to understand our interconnectedness and cultivate empathy/compassion for ourselves and others. Focus is on ways in which we communicate with others.

Materials: mats,

Opening: Welcome, 3 minute breathing space to settle the mind and the body

Formal practice: combination of standing and floor Yoga poses, moving into 10 minute sitting practice

Inquiry - what caught your attention today?

Check-in about practice

Review difficult communications calendar

Aikido activity: ignore, avoid, resist, explore

“We can begin to recognize how we interact with others when we take the time to notice. Let’s explore this through movement. Observe, noticing any reaction.” Act out each communication style using someone in the class. Get response of participants after each scenario. Give participants the chance to act this out for themselves - noticing thoughts, sensations and emotions that accompany each style of communication and also each role that they play.

Mindful inquiry: What did you notice? How might this relate to what happens in the classroom?

One good thing

Home practice - pay attention to interactions with others - colleagues, students, family members. Bringing curiosity to the ways in which we interact with others. Fill out evaluations (?)

Week 10 (Gratitude, generosity)

Theme: to understand our interconnectedness and cultivate empathy/compassion for ourselves and others

Materials: chime, loving kindness cards, evaluations

Opening: Welcome, drop-in practice - listen to sound of bell. Name 3 words that describe how you are feeling.

Formal practice: standing yoga moving into sitting practice
Choiceless awareness

Inquiry/check-in - what did you notice? What are you discovering? What was it like to pay attention to interacting with others? How might this way of paying attention be helpful?

Loving kindness cards receiving and offering a friendly, kind wish
(Have the kindness cards ready. One for each participant)

What does it mean to you to feel safe? What does it mean to you to feel happy? How about healthy? And peaceful? (perhaps participants share where they feel safe, or what makes them feel happy....this is just for them to begin to bring attention to this idea of safety, happiness and peace.) Do you think we all want to feel safe? Happy? Peaceful?

Just as we each want to feel safe, happy, healthy, this is my/our wish for you. (Hand a card to each participant) Read it and see what it feels like to get this message. How does it make you feel? And you don't have to feel anything special at all. Is there anyone who wants to read the message? (Share)

Now let's try something. Close your card. Now pass it to the person to your right. You are now sending this wish to someone right next to you knowing that this person sitting next to you wants to feel safe, happy, healthy, cared for. Take a moment and see what it was like to share the card with someone else. Check-in

Now write a wish for happiness to share with the group - (place in a basket, read out loud.)

One Good Thing

(after week 6 or 7)

Half-day of Mindfulness Extended period of practice – 4 hours

- Welcome
- Invitation to practice in silence
- Movement practice (standing/floor yoga)
- Mountain practice - sitting practice
- Walking practice
- Caring/kindness practice
- Walking with spirit of kindness toward self and others
- Short movement practice
- Silent sitting practice
- Process the day –dyads (listening and speaking from the heart), whole group

Week 1 ~ Session 1**Paying attention to the breath and body****Objectives:**

- To describe what mindfulness means and how it relates to wellness
- To practice awareness of the breath and the body

Materials:

- Chime/bell

Introduction (5)	<p>What is mindfulness? Why are we doing it? <i>Mindfulness is paying attention and knowing that you are paying attention. For example, how many of you pay attention to how it feels when you walk in the hallway? How about when you walk in mud or in sand? What is different between the two ways of walking? We are going to explore this idea of paying attention and knowing that we are paying attention in many different ways over the next few weeks.</i></p>
Drop-in (3)	<p>Bell Practice (Introduction to first drop-in practice) This is a practice to introduce students to paying attention in a certain way. The focus is on the sound of the bell.</p> <p><i>Let's begin by paying attention to sound. Start with your hands in your lap. As soon as you hear the sound of the bell, raise one hand. Keep your hand up until you can no longer hear the sound and lower it to your belly. Take 3 breaths. Repeat 2 or 3 times.</i></p>
Check-in (2)	Check-in about what students noticed
Teaching (10)	<p>Agreements (How should we be together?)</p> <p><i>Respectful behavior: Teachers asks participants to suggest agreements and guidelines for respectful behavior that will help them feel safe and allow them and their classmates to learn. When complete, the behavioral agreements should encompass the following:</i></p> <p><u>Mindful Listening</u> Listening to whoever is speaking with your full attention—with your ears, your mind, and your heart, “just like we listened to the tone bar.”</p>

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	<p><u>Mindful Speaking</u> Is it kind, is it necessary, is it true?</p> <p><u>Mindful Bodies</u> Not distracting, bumping, poking, or irritating your neighbors.</p> <p><u>Being a Team Player</u> Creating an environment that supports everyone in learning together by keeping all of the agreements we just made.</p> <p>Review Bell practice and check - in to see how it was doing it again, now that they were familiar with it.</p>
Continued Practice (2)	Bell practice in class

Week 1 ~ Session 2

Cultivating gratitude and generosity

Objectives:

- To practice bringing gratitude into daily life
- To share with others what we value

Materials:

- Chime

Drop-in (3)	bell practice,
Check-in (2)	Check-in about what students noticed
Teaching (10)	<p>Review Agreements Gratitude - cultivating the attitude of gratitude</p> <p><i>Each week we are paying attention and knowing that we are paying attention in a different way. Last time we paid attention to sound. Of course, we noticed a lot of other things as well. Today we are going to shift our attention from sound to noticing some of the good things in our lives. Remembering that this too is a practice.</i></p> <p>(Teacher gives example by modeling the practice - thinking of several things that happened over the past day such as petting the dog, walking outside, playing with a child, reading a book . Choosing one of those things and going into more detail about what it felt like to experience this event.)</p> <p>One good thing <i>Take a moment to pause and think of one good thing that happened today. It can be something that you enjoyed doing or maybe someone helped you out with something. Maybe you're reading a good book or you had fun playing a game at recess.</i></p> <p><i>See if you can bring it right here as if it was happening right now. Notice how you feel when you are thinking about it.</i></p> <p><i>When I ring the bell, raise your hand if you want to share it with the class. Keep it simple. Keep it short - maybe just one or two words. (Call on students one at a time, keep the pace going so that many students have a chance to share in a short amount of time.)</i></p> <p>Variations for later in the lessons: One good thing I did for someone today. One good thing someone did for me. One good thing that I saw someone do for someone else.</p>

AWAKE: Abilities in Well-being, Attention and Kindness in Education

	Check-in (5) <i>How did it feel to share about good things in your life?</i> <i>How did it feel to hear others share about good things?</i>
Continued Practice (2)	Name one good thing that happened during the day.

Week 2 ~ Session 1**Paying attention to the breath and body****Objectives:**

- To describe what mindfulness means and how it relates to wellness
- To practice awareness of the breath and the body

Materials:

- Bell (chime)

Drop-in (3)	Bell Practice
Check-in (2)	Check-in about what students noticed
Teaching (15) Body scan: Bringing attention to sensations in the body	<p>Review agreements (quick review)</p> <p>Body Scan <i>Have you ever stubbed your toe or hit your elbow really hard? What does that feel like? ... Today we are going to focus on sensations in the body. We'll practice by noticing what we feel when we rub our hands together (Help students name sensation - heat, smooth, rough, etc.)</i></p> <p><i>Now let's clap your hands 3 times. What do you feel now? (Name sensations)</i></p> <p><i>We often don't pay attention to what we feel in the body unless we get hurt or we feel sick. During the next few minutes we are going to just notice what we feel in the body as we sit in stillness. We don't have to do anything special, just notice.</i></p> <p><i>Start by just feeling where the body makes contact with the floor (or chair.)</i> <i>Close your eyes if that feels comfortable. Begin by feeling the breath at the belly. You may even want to hold a hand on the belly to feel the rising and falling with each breath.</i> <i>Bring your attention to your hands and notice how the hands and fingers are feeling in this moment. Pay attention to all sensations - tingling, warmth, coolness etc.</i> <i>Move the attention to the feet and notice how they feel right now. You may notice sensations or you may notice nothing at all. It's all ok. Move your attention to your belly and feel the breath here.</i> <i>Notice sensations at the chest - maybe feeling the movement of the breath.</i></p>

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	<p><i>Feel all sensations in the face - Now come back to the breath and spend the next minute resting in stillness"</i></p> <p>Check-in (5)</p> <p>One Good Thing</p>
Continued Practice (2)	Body scan in the classroom and at home

Week 2 ~ Session 2

Learning to pay attention to how we pay attention

Objectives:

- To understand the connection between the mind and the body
- To use the senses to pay attention

Materials:

- Bell
- Photo of puppy,

Drop-in (5)	Bell practice leading into a minute of silence. (Seeing where the mind goes - leads into Puppy Mind.)
Check-in (2)	Check -in <i>How are you feeling today? Raise your hand if you were able to stay with the sound of the bell and the breath. Raise your hand if you started thinking about something else.</i>
Teaching (15)	<p>Introduce concept of Puppy Dog mind. (5)</p> <p><i>Do you ever daydream? Do you get distracted when someone is talking? Have you ever missed directions because you were thinking about something else? Do you start thinking about lunch in the middle of morning meeting? It's not a problem. It's what the mind does. The mind is very busy. How many of you have watched a puppy run away, play, hide? (photo of puppy) What is helpful to teach a puppy to come back?</i></p> <p><i>Just like a puppy wanders off to explore, the mind will wander away from the focus. When we practice paying attention to the breath, the mind will wander. When you notice the mind is off exploring, gently guide the attention back to the breath. We can do the same when we focus on sound, movement, eating etc. Think of it as strengthening the attention muscle.'</i></p> <p>Breath awareness (5) Tracing the fingers on one hand to focus attention.</p> <p><i>Settling into a mindful body. Let's explore a new way to pay attention to the breath- noticing the full inhale and the full exhale as we trace our fingers. Starting at the base of the thumb, inhale as we trace up the thumb and exhale as we trace down the thumb, inhale as we trace up the index finger, exhale as trace down the index finger, etc.</i></p>

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	<p>If time introduce Slo-mo catch – using breath to guide the movement. Open the hands on the in breath and touch fingers together on the out breath.</p> <p>Check-in (5)</p>
Continued Practice (2)	Breath awareness practice - tracing fingers, slo-mo catch.
2	ONE GOOD THING

Week 3 ~ Session 1

Learning to pay attention to how we pay attention

Objectives:

- To understand the connection between the mind and the body
- To use the senses to pay attention

Materials:

- Container of stones of varying sizes, textures and colors - enough for one per student and adult in the class

Drop-in (3)	Tracing fingers
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Stone Practice - (Mindful Child) (10). <i>We are going to continue to build this attention muscle by using our senses of sight and touch to help us observe an object.</i></p> <p><i>Choose a stone. Notice everything there is to notice about the stone in your hand - notice color, texture, shape. Is there something that makes it unique? Now put the stone in the center of the circle. (All students put stones in a pile)</i></p> <p><i>Do you think you can find "your" stone in the pile? Take a moment to remember everything about your stone and what sets it apart from others. Who would like to start? Let's try to do this without saying anything. Just notice the thoughts you may have and hold them in your mind.</i></p> <p>(Invite one or two students to find their stones and then ask 3 - 4 more to go. This can go fairly quickly. A student may choose the "wrong" stone and that makes the activity that much more interesting!)</p> <p><i>So how did you know the stone you are holding now is the stone you chose at the beginning of the activity? (Go around the circle so that students can share how they identified their stones. For example, "I know this is my stone because _____.")</i></p> <p><i>We all noticed different things and sometimes it was the stripe of color, the jagged edge, the rough side that made this rock unique. We can bring this kind of attention to everything in our lives".</i></p> <p>Check - in (5)</p>

AWAKE: Abilities in Well-being, Attention and Kindness in Education

Continued Practice (2)	Drop-in practice (Bell, tracing fingers), sketching or writing observations about a familiar object
2	ONE GOOD THING

Week 3 ~ Session 2

Cultivating Healthy Habits of Body and Mind

Objectives:

- To directly experience a stimulus using all senses

Materials:

- Bell
- Raisins, chocolate chips and/or other familiar food item

Drop-in (3)	Mindful stretching
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Mindful eating (10) (Use raisins, grapes, etc.)</p> <p><i>The last two classes we spent time noticing our “puppy dog mind” and learning to use our senses to pay attention to a familiar object (Stone activity) Today we will bring that same attention into exploring something we might think we already know. What happens when we look at something familiar as if we are seeing it for the first time?</i></p> <p><i>I’m going to give you some objects. (Hand out small cups with raisins) Notice what you think as soon as you see these objects. Try not to say anything out loud.</i></p> <p><i>Let’s use our senses of seeing, hearing, touching and smelling to observe this object. Do not use the sense of taste. We’ll save that for later.</i></p> <p><i>Share what you notice about the object. What does it look like? What does it feel like? (color, texture, etc.) Hold one object between two fingers and look very closely. Is there anything else you notice? Can you use the sense of hearing to notice more about this object? (If using raisins gently squeeze the raisin and there might be a crackly sound.) (Encourage students to take their time to with this observation. There might be a lot of judgments that come up, acknowledge the judgments and guide them back to observation)</i></p> <p><i>Now we’ll use the sense of taste to explore the object. Place the object in your mouth, but do not bite down on it. Just let it rest on the tongue. What do you notice?</i></p>

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	<p><i>Now slowly bite down on the object - just one time. What do you notice now? Slowly chew. What are you noticing as you chew? When you choose to swallow pay full attention to swallowing." What did you notice?</i></p> <p><i>(Do the same with chocolate chips.)</i></p> <p>Check - in about practice (5) (How is this different from the way we normally eat?)</p>
Continued Practice (2)	Bell practice, Teacher to lead a minute of mindful eating at snack
2	ONE GOOD THING

Week 4 ~ Session 1

Paying attention to emotions

Objectives:

- To understand the rising and fading away of emotions
- To explore the interrelationships between thoughts and feelings

Materials:

- Glitter ball (mind jar)
- Emotions poster

Drop-in (3)	<p>Using glitter ball or mind/body jar</p> <p>First ask students to watch as you shake up the mind jar and let the glitter settle. Not necessary to do anything but watch the glitter settle. Repeat.</p>
Check-in (2)	Check-in about what students noticed.
Teaching (15)	<p>Emotion charades (10)</p> <p><i>How many of you have ever felt happy? What is something that makes you feel happy? (Examples from students) How about sad? (Examples) Anyone ever feel angry? (Examples) Do you know how it feels in the body when you feel happy, sad, angry?</i></p> <p>Show poster of emotions. <i>These are some of the emotions that we have all felt. Sometimes we may not even have a word for how we are feeling. Sometimes what we are feeling is a combination of many emotions. Today we are going to spend a few minutes acting out emotions. We're going to act it out without using words and so we are playing emotion charades.</i></p> <p>Ask for a volunteer to come up and act out an emotion. Help the student pick an emotion off the chart that he/she can act out for the class.</p> <p><i>Who can guess the emotion? In order to do this we are going to be paying attention to our own internal glitter ball? What does happiness feel like? What does sadness feel like? What might that look like in another person? It's ok if you don't guess the emotion that is being acted out. Remember you are trying to read someone else's emotion. (If students guess a different emotion than what is being acted out, encourage them to keep guessing.)</i></p> <p><i>(To student acting it out) How do you know how (emotion) feels? How did you know what to do to act it out?</i></p>

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	<p><i>(To student who guessed it) How did you guess the emotion? What was (student) doing that let you understand the emotion being acted out?</i></p> <p>Invite others to come up to act out different emotions.</p> <p><i>Why spend time doing this? Sometimes we think we know what others are feeling, but it can be hard to tell and that's ok. We practice understanding how emotions feel in our own bodies and that helps us understand what someone else might be feeling.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Drop in practice using mind jar Practice emotion charades
2	ONE GOOD THING

Week 4 ~ Session 2

Paying attention to emotions

Objectives:

- To understand the rising and fading away of emotions
- To explore the interrelationships between thoughts and feelings

Materials:

- 4 small bells
- Glitter Ball/mind jar

Drop-in (3)	<p>Glitter Ball /Mind-body jar Watch it settle, Count breaths (inhale and exhale is one breath) while watching the glitter settle</p>
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Pass the bell - (10) This is an activity to be aware of thoughts, emotions and sensations while interacting with others. The point is to pass a bell from person to person without talking and without ringing the bell.</p> <p><i>Last time, we explored emotions and how they feel in the body. (Show poster) Today we are going to do an experiment with passing a bell that will allow us to see how the thoughts, emotions and sensations are arising in our own internal glitter ball.</i></p> <p>Students form one large or two smaller circles.</p> <p>Start by showing all the students that the bell actually rings. <i>We are going to pass the bell around the circle. Sounds easy, right? But we are going to try to pass it without ringing it. What might help us do this? (Get 2 or 3 suggestions) It's not a problem is the bell rings. Just notice the sound, how it feels when you hear the sound of the bell and keep passing the bell.</i></p> <p><i>Begin by feeling the feet on the floor. Take a moment to feel the breath in the body. Check in to see how you feel right now - nervous, excited, bored. Notice where you feel those emotions in your body. See how it changes as we move through this activity.</i></p> <p>Slowly start passing the bell by the handle to the person next to you. Remind students to try to do this without talking.</p>

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	<p>If the bell rings, reassure the student that it's ok and just to notice what is happening in the moment - emotions, sensations, thoughts When the bell gets back to starting point, check-in with the group about what they noticed.</p> <p><i>Let's pause and check-in. What did you notice? How did you feel when you got the bell? How did it feel when you gave the bell away?</i></p> <p>If a student says, "I felt nervous." Ask him/her where it was felt in the body. Sometimes students will intentionally ring the bell and this can be part of the activity - noticing frustration and how we work with it.</p> <p>Part 2: <i>We're going to try it again. Get ready by feeling your feet on the floor. Remember we're trying to do this in silence. Begin by passing the bell in one direction. After it gets to the 3rd or 4th student, add a 2nd bell going the other way. Some students will notice and others will be very focused on the first bell.</i></p> <p>Add one or two more bells so that there are up to 4 bells going around the circle. Students will have to figure out what they do when two bells arrive at the same time. Eventually all the bells will come back to the starting point.</p> <p><i>So how was this different? What did you notice? Who can name an emotion? A sensation? A thought?</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Mind jar (shake it up and watch it settle), bell practice.
	ONE GOOD THING

Week 5 ~ Session 1

Paying attention to thoughts

Objectives:

- To explore the connection between thoughts, emotions, actions
- To gain a felt-sense of recognizing thoughts and practice letting them go

Materials:

- Picture of parade with floats
- Picture of a float (x15)

Drop-in (3)	Finding center by rocking from to side to side going into brief Body scan
Check-in (2)	<p>After practice: <i>There is a difference between thoughts and sensations in the body. Share both and I'll write down a few examples of thoughts.</i></p> <p>Check-in: Teacher validates descriptions of sensations (to show importance) and jots down thoughts on drummers on the board. <i>We'll come back to drummers, don't worry about it for now.</i></p>
Teaching (15)	<p>Show picture of parade. <i>What do you see?</i> (Key Vocab <u>Parade</u> and <u>Floats</u>)</p> <p><i>Imagine you are at a parade. On sidewalk, floats start to come toward you, in front of you for a moment, pass by. Next float starts to come toward you, etc....</i></p> <p><i>Thoughts work like this. They come, are here for a moment and are gone.</i></p> <p><i>Let me give you two examples. Shake Mind Jar and watch it settle for both examples.</i></p> <p><u>Example 1</u></p> <ol style="list-style-type: none"> 1. <i>Watching the Mind Jar; Noticing breath and body</i> 2. <i>Thought; I wonder how many pieces of glitter are in the mind jar? (Rise and fall of drummer at the same time)</i> 3. <i>Watching the Mind Jar; Noticing breath and body</i> 4. <i>Thought; I really liked what we did in Art today. It was fun. I want to do it again. (Rise and fall of drummer at the same time)</i>

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	<p>5. <i>Watching the Mind Jar; Noticing breath and body</i></p> <p><u>Example 2</u></p> <p>1. <i>Watching the Mind Jar; Noticing breath and body</i></p> <p>2. <i>Thought; I wonder how many pieces of glitter are in the mind jar? Is glitter made of paper? I want some of that paper. I bet all the boys and girls would like that paper. I bet the teachers would even think it is cool. You know what, I need to talk to Mr. K. I bet he has money to buy that paper. (Raise a new drummer for each thought, collecting many.)</i></p> <p>Check-in; <i>Could you notice a difference? Could you feel a difference in your body or mind? Gather as many noticings as possible from students.</i></p> <p><i>The key difference is the ability to recognize a thought. Then there is a chance to keep thinking it or let it go.</i></p> <p><i>Do you want to try? Let's practice noticing thoughts and putting them on floats and letting them go. Mind Jar Practice.</i></p> <p>Check-in; <i>What thoughts did you notice? Could you put them on a float and come back to the mind jar? Did anyone go with his or her thoughts in the parade for a few thoughts? Teacher validates sensations, thoughts and ability to come back to mind jar.</i></p> <p><i>Can we do this practice of noticing thoughts during other practices we have learned together?</i></p> <ol style="list-style-type: none"> 1. Slow-Mo Hands, Body Scan, Tracing Fingers, Bell, etc 2. On Student suggestion, do a practice and notice thoughts. 3. Check-in
Continued Practice (2)	<p><i>Keep exploring the practice of letting thoughts go. Some times we want to think thoughts (math, problem-solving, reading, etc.) and some times we want to let them go. Keep practicing over the next few days and we can check-in next time about what you are noticing.</i></p>
2	ONE GOOD THING

Week 5 ~ Session 2

Paying attention to thoughts

Objectives:

- To explore the connection between thoughts, emotions, actions
- To gain a felt-sense of pleasant/unpleasant thoughts

Materials:

- Bell
- Brain poster or model

Drop-in (3)	Bell practice, tracing fingers or mindful stretching
Check-in (2)	Check-in about what students noticed
Teaching (20)	<p>Brain in the Palm of Your Hand (10)</p> <p><i>To begin to understand this let's take a look at a poster (brain poster) The brain is very complex and no one fully understands it, but we can use a simple model to begin to have an idea of what happens when we feel really sad, excited, or....angry. (Hold up on hand and fold fingers over the thumb making a thumb. Students can do the same thing with their hands as you model this)</i></p> <ul style="list-style-type: none"> • <i>The Wrist and palm represent the brain stem which is responsible for survival instincts: Flight, freeze or fight,</i> • <i>Fingers over the thumb represent the mid brain where we store and integrate memories, emotions (fear, anger etc.)</i> • <i>Fingernails represent the prefrontal cortex - this is the area that makes sure messages get where they need to go. The following are some of the functions of pre-frontal cortex: Regulation of body through nervous system, emotional regulation, regulation of interpersonal relationships, response flexibility, etc.</i> <p><i>What happens when you are stressed, overwhelmed or trying to deal with really difficult memories? Have you ever felt angry? How does it feel? What happens in the body? What do you do when you feel really angry?</i></p> <p><i>The front part – the cortex- temporarily shuts down which means you can't regulate strong emotions or manage relationships.</i></p>

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	<p><i>Basically you have flipped your lid and are operating from the part of the brain that is in survival mode. Once we recognize this because we feel it in our body, we can use a strategy to calm down and bring the frontal cortex back into functioning so that you can problem solve. What are some things that we can do to calm down?</i></p> <p>Cleansing breaths, calming breaths practice- a way to calm down (5)</p> <p>Calming breaths can be used throughout the day to check-in or to regulate strong emotions. It can be practiced sitting, lying or standing. Often, it is helpful to do this breathing after a transition. This type of belly breathing calms the stress alarm. Counting the breaths can help students focus on the breath and notice that the exhale is longer than the inhale.</p> <p><i>Let's try breathing in a way that will bring the breath all the way to the belly. When we do this we can help calm both our body and mind. Let's practice by placing one hand on the belly. Take a deep breath in through the nose and feel the belly expand 1,2,3,4. Hold the breath 1,2,3,4,5 and breathe out through the mouth 1,2,3,4,5,6 Let's do this 3 more times, breathing in, holding the breath for a few seconds and then breathing out fully.</i></p> <p><i>Now just breathe naturally and offer these words to yourself. May I feel safe and peaceful. Just see how it feels to offer this wish for peace and safety. May I feel safe and peaceful.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Practice cleansing breaths (morning meeting and/or after transitions) 4, 5, 6 breaths
	ONE GOOD THING

Week 6 ~ Session 1

Cultivating Healthy Habits of Body and Mind

Objectives:

- To directly experience a stimulus using all senses

Materials:

- Bell

Drop-in (3)	Cleansing breaths
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>The Pause leading into Mindful walking</p> <p><i>Today we are going to practice something that can be helpful in everything we do in class, at lunch, on the playground, at home. Everything. It is called The Pause. The pause is a way for us to stop even if it is only for a few seconds. When we pause we gently interrupt what we are doing or thinking so that we can be more aware of what is happening. Let's practice The Pause. When I give you the signal start (tapping knees, whispering, snapping fingers etc.) and when you hear the bell, pause, take a full breath and then start the activity again. (Students practice this while seated.) Now let's practice this with something that we do all the time: Walking. When I give the signal, stand up and start walking around the room. You can look at things on the wall or around the room. etc. When you hear the sound of the bell, stop moving and take 2-3 breaths. Listen for the sound of the bell and continue walking, etc. Each time you pause notice what it is like to feel your feet on the floor and count the inhale and exhale. Just see what happens. (Students move around the room. It is helpful to direct students to pay attention to imagine walking in different ways such as walking in mud, walking in knee deep water, walking as if they are tired, excited.)</i></p> <p><i>Now bring your full attention to walking. When you hear the bell, take a few steps moving slowly and paying attention to your feet on the floor. It may seem strange because we normally don't walk slowly. Feel each step as if you are taking it for the first time. Now slowly walk back to your seat.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Teacher to choose one path a day to practice with students
2	ONE GOOD THING

Week 6 ~ Session 2**Working with perception and creative responding****Objectives:**

- To experience that shifting perception alters the way objects are experienced

Materials:

- Optical illusion picture of old woman/young woman and vase/faces
- 9 dots handout

Drop-in (5)	<p>Three Minute Breathing Space (Slightly longer drop-in practice) (5)</p> <p><i>Let's start by sitting in a way that allows us to be still. Now without doing anything special, notice what is happening around you without saying anything or trying to change anything - This can be sound, sensations, thoughts. (First minute)</i></p> <p><i>Now we will gather and focus the attention on our breathing. It might help to close the eyes and pay attention to each breath. The in- breath and the out- breath. You might notice the movement in the chest or in the body. (Second minute)</i></p> <p><i>Now widen the attention so that you can feel your body, breath and sound. Relax. (Third minute)</i></p>
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Introduce the word perception: (10)</p> <p><i>Have you ever heard the word perception? It's the ability to see, hear, or become aware of something through the senses. It's a way of understanding something. We used our sense of perception when we explored the stones and when we slowed down to notice everything about a raisin. Today we will explore perception in a different way. I'm going to show you a picture. Take a couple minutes to look at it. (Show the picture of the old woman/young woman and give students some time to look at it.)</i></p> <p><i>Tell me what you see? (Some students might see a young woman, some students might see the old woman, some will see many other things in the photo)</i></p> <p><i>How many of you saw a young woman? If you can't see a young woman in the picture, it's ok, but notice how it feels when you hear</i></p>

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	<p><i>others can see something that you can't see? What is that like? How many of you see an old woman? (Check in with students who can't see the old woman to get them to talk about how they feel.)</i></p> <p><i>Who can see both the old woman and the young woman? (Invite students to describe the young woman and old woman to help others see the two outlines within the one image.)</i></p> <p><i>Sometimes we think we know what is happening, but we don't always have the whole story. What happens when we take the time to look again or to listen to others to see another way of looking at a situation?</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Pay attention to how you see things. Can you notice when you see, hear or say something in a different way from someone else.
2	ONE GOOD THING

Week 7 ~ Session 1

Cultivating kindness and compassion

Objectives:

- To understand our interconnectedness

Materials:

- Bell

Drop-in (3)	Any appropriate settling practice (teacher or student led)
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Compassion circles</p> <p>(Everyone starts standing shoulder to shoulder in a large circle.)</p> <p><i>We all have things in common and we all have experienced different things in our life. I will say a sentence and if it is true for you, you will step out of the large circle and join a second circle by me. The people in the first circle will step closer together so we will then have 2 circles.</i></p> <p><i>Each time we make a circle, take a moment to look around and see who is in the circle with you. Notice what it feels like to join a new circle - you are going to have lots of thoughts about this, but you will also have emotions about it. Notice if you can feel what happens in the body each time we make a new circle.</i></p> <p>Use some or all of the following circle categories, or make up your own that might be better suited to your class. <i>Let's start our big circle knowing that we all go to _____ school (or are in room _____.)</i></p> <p><i>Make a new circle by me if you have ever lived someplace other than Madison. (Help students form a new circle, and other students close the first circle. There should be two circles. Encourage students to limit the talking and just observe what it feels like to be in these two circles.)</i></p> <p><i>Make a circle by me if you speak more than one language at home and at school. (Help students form a new circle. Now there should be one circle with students who speak more than one language and another circle with students who only speak one language.)</i></p>

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	<p><i>Make a circle if you have brothers and /or sisters</i></p> <p><i>Make a circle if you have brothers or sisters who make you feel angry.</i></p> <p><i>Make a circle if you have ever gone somewhere on a train.</i></p> <p><i>Join the circle if you have ever gone somewhere on a plane.</i></p> <p><i>Make a circle if you have ever had a broken bone.</i></p> <p><i>Make a circle if you have a pet</i></p> <p><i>Make a circle if you have lost a pet or it has died.</i></p> <p><i>Look around the circle. Notice what you are feeling. Notice how it feels in the body. Everyone here has the opportunity to understand these kinds of experiences and all the feelings that go along with them.</i></p> <p><i>Now make a circle if you have ever felt ignored, had your feelings hurt or felt bullied.</i></p> <p><i>Once again look around, see that you are not alone. And seeing that we are not alone, taking a moment to offer these words of kindness. May we all be safe, happy, healthy and have peaceful moments.</i></p> <p>Check-in (5)</p>
Continued Practice (2)	Notice when something is happening for someone. Can we see what it's like to understand it from their perspective. Pausing and wishing others peace.

Week 7 ~ Session 2

Cultivating Kindness and Compassion

Objectives:

- To practice Mindful Self-Compassion

Materials:

- chime

Drop-in (3)	Mindful movement – including shaking and then placing a hand over heart to feel heartbeat. Feeling the rhythm of the body.
Check-in (2)	<i>What did you notice? How are you feeling?</i>
Teaching (10)	<p><i>Last time we talked about and experienced what it was like when we experienced compassion and empathy for others. How many of you have ever seen a child fall down and get hurt? How about someone (a friend) who feels bad because their feelings got hurt or they didn't do well in a game or on a test (etc.)? What are some things you say to someone who is hurting?</i></p> <p><i>Today we are going to practice bringing compassion to ourselves. We all go through hard times, we all make mistakes; this practice can be used to help us meet these experiences in ways that allow us to be more caring toward ourselves and also be more resilient (be able to recover.)</i></p> <p><i>Bring to mind a time when something didn't go the way you wanted. Not the biggest difficulty, but some time when things were a little off and you were a bit upset or frustrated. Bringing the story to mind; imagining what you were doing, where you were, who you were with etc.</i></p> <p><i>Now turning your spotlight of attention inside you, notice how your body feels (brief body scan), notice what's going on in your mind. Are you carried away by a thought parade? Have you flipped your lid?</i></p> <p><i>Now offering these words to yourself: So this is really hard – hard to think about, hard to feel. This is part of life and everyone feels this way sometimes. It's ok to feel this. It will pass.</i></p> <p>Ending with mindful awareness of body and breath.</p> <p>Check-in (Connecting with the heart.)</p> <p>One Good Thing</p>
Continued Practice (2)	The pause, noticing when we flip our lids and offering kindness toward self and others. (Refer to visual.)

Week 8 ~ Session 1

Cultivating kindness and compassion

Objectives:

- To understand our interconnectedness

Materials:

- Bell
- Kindness cards

Drop-in (3)	Choose a settling in practice that is appropriate for class (teacher or student led)
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Caring/ Kindness Practice (10)</p> <p>(Have the kindness cards ready. One for each student and adult in the classroom.)</p> <p><i>Over the last 2 weeks, we explored sticky thoughts and thoughts that sometimes make us flip our lids. We also talked about empathy and compassion for others and self. Situations happen that can make us feel sad, angry. Sometimes we flip our lids or get stuck in a sticky thought and that can be hard. So let's take a few minutes to talk about feeling safe, happy and peaceful.</i></p> <p><i>What does it mean to you to feel safe? What does it mean to you to feel happy? How about healthy? And peaceful? (perhaps students share where they feel safe, or what makes them feel happy....this is just for them to begin to bring attention to this idea of safety, happiness and peace.) Do you think we all want to feel safe? Happy? Peaceful? Notice how it feels when I say this to you: I want each of you to feel safe and happy. I want you to have good health and feel peaceful.</i></p> <p><i>Today, I'm going to share something with each of you. This is my wish for you. (Hand a card to each student.) Read what it says to yourself and see what it feels like to get this message. How does it make you feel? And you don't have to feel anything special at all. Is there anyone who wants to read the message and/or share how you feel? (Let students share.)</i></p> <p><i>Now let's try something. Close your card. Now pass it to the person to your right. You are now sending this wish to someone right next</i></p>

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	<p><i>to you. It's ok to do because we know that each of us wants to feel safe, we want to feel happy, we want to be healthy and we want to feel peaceful. Take a moment and see what it was like to share the card with someone else."</i></p> <p>Check-in (5) One Good thing</p>
Continued Practice (2)	Offering a phrase of care and kindness in morning circle. May we be safe today. May we feel happy and peaceful

Week 8 ~ Session 2

Cultivating gratitude and generosity

Objectives:

- To practice bringing gratitude into daily life
- To share with others what we value

Materials:

- Chime
- Cardstock squares for quilt

Drop-in (5)	Any settling practice that seems appropriate - perhaps led by student.
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Sharing (5) <i>We have explored many different things in the last few weeks. Let's take a moment to remember some of the practices that we shared. Taking a moment to share about what we want to remember from the class. Make list of practices, activities that students share. These practices will always be with you. These are like tools in the tool belt. As a way to remember our experience together, we are going to make a "quilt". Each of will get a square to decorate using words or designs that describe something you want to remember and share with others. (Show example of "Quilt") I'll leave the squares with your teacher and come back to collect them in the next week or so. I'll bring the finished project to your class soon after.</i></p> <p>One last practice to share as a group :</p> <p>Tell Me What you Love (5) A variation of One Good Thing (Tell me what you are grateful for...)</p> <p><i>Take a moment to pause and check-in with the body. See how you are feeling right now. Take 3 cleansing breaths. Now think of things in your life that you love or that you are thankful for. Maybe you are thinking of a person who helps you or makes you smile, maybe it's a sport that you really enjoy playing, maybe it's the way your dog greets you when you get home. Just let these things/people come to your mind right now without trying too hard.</i></p> <p>Ask if someone wants to share - just one or two words. Students often share things like my mom, my grandma, video games, my</p>

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	<p>baby sister, my hamster, playing football, drawing, reading a book, my family, my house, my stuffed toy etc.</p> <p><i>We'll start with one person and then go around the circle (or room). You can choose to share or you can say "pass". We might be able to go around 2 times and so you'll have a chance to share more than one thing that you love or are grateful for. Notice how it feels to share about the things that are important to us. Notice how it feels to listen to one another as we go around the circle.</i></p> <p>Students take turns sharing and if time allows, go around the circle again and perhaps a third time if they want to keep sharing. Check-in with students about how it felt to share and how it felt to listen to others.</p> <p>Leave card stock for quilt squares</p>
Continued Practice ...	<p>Dropping-in, bell practice, gentle stretching, listening to one another, offering kindness and care, remembering the good things that happen during the day, pausing, reminding ourselves that we are not alone. Breathe.</p>

Mindfulness training enhances students' executive functioning
and perceptions of their classroom climate

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Abstract

Educators are increasingly concerned with whole child development, which recognizes social and emotional, as well as cognitive skills, as central to healthy development. Training in skills like attention and executive functioning (EF), which underlie self-regulation, nurtures qualities that promote a safe and caring classroom environment conducive to learning and supportive social relationships. The current study examines the impact of mindfulness training for students in a sample of 292 5th graders who were randomly assigned to an 8-week mindfulness training or a control group. All students were assessed at pre and post-test on measures of executive function and their perceptions of the classroom climate. Analyses using Hierarchical Linear Modeling revealed that students in classrooms assigned to the mindfulness training showed significant gains on objective computerized tasks of executive functioning and experienced their classroom environment as more positive compared to students in the control group. Specifically, students in the mindfulness condition showed improvements in cognitive flexibility and inhibitory control. In conjunction with these improvements in cognitive performance, students in the mindfulness intervention group also reported a more positive classroom environment in terms of teacher support and equity in the classroom. Implications for the growing research evidence base within the current landscape of education policy are discussed.

Keywords: mindfulness, executive function, intervention, classroom climate

Mindfulness training enhances students' executive functioning and perceptions of their classroom climate

Schools are continuously seeking to improve student outcomes. Such an endeavor requires educators to attend to development of the whole child, cultivating both heart and mind. This deeper understanding is reflected in the Latin root of education, *educere* -- meaning to draw out what lies within (Bass & Good, 2004). In order to promote whole child development, robust approaches are needed that address social emotional competencies in addition to cognitive skills. Within the current landscape of education in the United States, legislation under the Every Student Succeeds Act (ESSA, n.d.) encourages schools to attend to so called non-academic or co-cognitive outcomes, paving the way for educators to focus on promoting skills that support whole child development.

Training skills like attention and executive functioning (EF), which underlie self-regulation, is relevant for both educators and students alike and has direct implications for functioning in the school context. Attention and emotion regulation training is geared not only toward reducing problem behaviors, but also toward cultivating positive qualities like empathy, kindness, and compassion that can promote a safe and caring classroom environment conducive to learning and supportive social relationships.

Mindfulness practices have increasingly received attention as a potential avenue for whole child development. Mindfulness is defined as the awareness that arises from paying attention in a particular way, that is, on purpose, in the moment, and without judgment (Kabat-Zinn, 2013). Applications of mindfulness-based approaches have been explored in a wide variety of settings with an array of benefits documented (Creswell, 2017). Initial applications in school settings suggest benefits for both students and teachers (e.g., Roeser et al., 2013; Schonert-Reichl

et al., 2015). Mindfulness is appealing as a universal intervention that does not carry the stigma associated with remediation efforts, yet may be particularly impactful for students who are often marginalized and at risk for poor school outcomes.

Individuals in Context

Adaptive functioning across academic and social contexts requires exercising self-regulation in the pursuit of short and long-term goals. Executive functions are interrelated processes involved in self-regulation that in many cases recruit overlapping regions of the prefrontal cortex (Barkley, 2012; Kaplan & Berman, 2010). These skills encompass a broad array of distinct yet related processes, such as working memory, the ability to focus attention and inhibit distractions, and the ability to shift attention from one task to another (Miyake et al., 2000). Collectively, EF's impact upon all areas of functioning including thinking, feeling and behavior (Anderson, 2002; McCloskey, Perkins, & Van Divner, 2009; Zelazo, Carlson, & Kesek, 2008). EFs are a fundamental component of school success and predict academic performance above and beyond general levels of intelligence (Blair & Razza, 2007).

The development of prefrontal cortical regions linked to EFs undergo rapid development congruent with brain growth during the childhood years (Diamond, 2002). Prevention and early intervention efforts may capitalize on the plasticity of the brain during this transitional period between late childhood and early adolescence. By strengthening students' capacities in these formative years, they can be better equipped to navigate the challenges and demands of adolescence and onward throughout life (Andersen, 2003).

In addition to individual capacities, considering the context in which learning occurs is germane. A positive classroom environment is characterized by supportive teacher-student relationships as well as positive relationships with peers. Teacher-student interactions that are

supportive promote student motivation and development of social and academic competencies (Wentzel, 2016). Teacher-student relationship quality has been found to directly affect children's classroom engagement which in turn predicts peer acceptance over time (Hughes & Kwok, 2006). The association between teacher-student relationship and student outcomes is particularly salient for ethnic minority and at-risk students (Bottiani, Bradshaw, & Mendelson, 2017; Crosnoe, Johnson, & Elder, 2004; Burchinal, Peisner-Feinberg, Pianta, & Howes, 2002; Sabol & Pianta, 2012). Positive student-teacher relationships can even act as a buffer for poor parent-child relationships (Crosnoe & Elder, 2004; O'Connor & McCartney, 2007).

Mindfulness

Interest in whole child development intersects with the enthusiastic and burgeoning support for student mindfulness training as part of school curricula. Mindfulness involves training attention by maintaining awareness on an object, whether it is the breath, other bodily sensations, external stimuli, thoughts or emotions. Practice further entails noticing when the mind has wandered from its object of attention (monitoring) and returning to the object of attention (shifting/cognitive flexibility) when mind-wandering has been recognized.

Research on mindfulness and similar forms of contemplative training with adults suggests that training may increase the ability to sustain engagement of self-regulatory neural circuits resulting in improved sustained attention and emotion regulation (Lutz, Slatger, Dunne, & Davidson, 2008) as well as alterations in functional connectivity of brain networks associated with attentional focus (Kilpatrick et al., 2011). From these practices a greater awareness of sensory experiences may also arise. This understanding is corroborated by a review of mindfulness studies that found training effects consistently associated with enhanced insula activity, a region underlying awareness of internal body states as well as emotion, empathy, and

compassion (Young et al., 2018). Furthermore, training attention is often seen as a necessary first step toward the deliberate cultivation of positive qualities through, for example, specific practices designed to promote empathy and prosocial attitudes (Klimecki, Leiberg, Lamm, & Singer, 2012; Weng et al., 2013).

Training of awareness is a salient feature of mindfulness practice and touches on two of the five core competencies identified in a widely recognized Social Emotional Learning framework (CASEL, n.d.). Arguably, self-awareness is the foremost skill upon which the other skills of self-management, other awareness, relationship building, and decision making rely. While still a nascent field of research, effect sizes derived from mindfulness interventions are comparable to the effect sizes observed in SEL studies, ranging from .22 to .57, across target domains (e.g., social behavior, emotional distress, academic performance; Zoogman, Goldberg, Hoyt, & Miller, 2015).

Extant research on mindfulness with students shows effects across a range of methods including self-report and behavioral tasks. A meta-analysis of mindfulness training for children implemented in school settings that included 24 studies found moderate overall effects sizes, with the strongest gains in areas of cognitive performance (particularly attention), stress, and resilience, with smaller effects for reductions in emotional problems (Zenner et al., 2014). Another meta-analysis of mindfulness that included clinical populations found small to medium effects compared to active control conditions, with the largest effects found for reductions in psychological symptoms (Zoogman et al., 2014). Results from the most recent meta-analysis of 76 studies published through 2015 were consistent with these earlier conclusions (Klingbeil et al., 2017). However, Klingbeil et al. (2017) found that only 17 of the school-based studies

reviewed used a Randomized Controlled Trial (RCT) design, suggesting the need for more methodologically rigorous work.

In addition to the small number of experimental studies, there is considerable variation in the instructional approaches, sample characteristics, outcomes and measurement methods of mindfulness-based intervention studies. Of the studies employing a gold-standard RCT design, one tested a program blending mindfulness and SEL in a sample of 99 4th and 5th grade children from a predominantly middle-class background (Schonert-Reichl et al., 2015). The mindfulness-based SEL program consisted of 12 lessons lasting 40-50 minutes approximately once per week. Core mindfulness practices included breathing and attentive listening practiced for 3 minutes three times per day. Lessons also targeted EFs and self-regulation, social-emotional understanding, positive mood, and performing acts of kindness. The control group received a standard curriculum in social responsibility. Children in the intervention group showed faster reaction times on computer tasks of attention, inhibitory control, and cognitive flexibility without compromising accuracy. Child self-report measures including empathy, self-concept, and depressive symptoms all showed improvement.

A second study with inner city youth involved 97 4th and 5th grade students in yoga training (Mendelson et al., 2010). Two schools were randomized to receive the 12-week intervention delivered for 45 minutes, four days per week, while the other two schools served as a wait-list control. The yoga program involved breathing exercises along with a series of poses designed to strengthen and stretch the body through physical activity. Student self-reports indicate less reactivity to stress, in particular, less rumination, emotional arousal, and fewer intrusive thoughts. No changes were detected in student reports of relationships with their teacher or peers.

Another study with students in this age range documented benefits in a low-income African American sample (99.7%) after a 12-week mindfulness intervention (Sibinga, Webb, Ghazarian, & Ellen, 2016). Three hundred and fifty students in 5th to 8th grade self-reported on measures of psychological symptoms, coping, affect, and post-traumatic stress before and after the intervention. Data analysis involved comparisons of post-test scores between the mindfulness group and an active health training control condition; no baseline differences were reported. At post-test students in the mindfulness group reported less rumination, somatization, negative affect, negative coping, depressive symptoms, self-hostility, and fewer post-traumatic symptoms.

The current study includes public elementary schools from two districts -- a suburban, predominantly Caucasian, middle-class district, and an urban district with an ethnically and socioeconomically diverse student body that has a history of academic underperformance. Such settings place both teachers and students at high risk for distress. We focused on older elementary school children to catch them on the brink of pre-adolescence before they transition into middle school when behavioral and psychological problems spike. While training programs typically focus only on either students or teachers, in actuality both contribute to the classroom dynamic and must be engaged and responsive in order to foster an environment conducive to learning and academic success.

This study takes an integrated approach to maximize the benefits by training both students and teachers. The two sets of aligned training provide a framework for teachers to have first-hand experience of the skills and practices that are then introduced to students directly through classroom lessons, as well as through modeling behaviors and skills. The student intervention was led by an outside experienced mindfulness instructor with support from the

classroom teacher. The combination of teacher and student training in attention and emotion skills training has not been systematically developed and investigated previously.

The focus of this article is on the results of student testing. Results for teachers will be presented separately due to space limitations. Attention and emotion regulation are core skills that underlie academic and social competencies central to school success. Training in attention and emotion regulation could therefore be of tremendous benefit to students across multiple areas of functioning. The intervention is designed to improve students' focus and well-being. In addition, it may contribute to a safe classroom atmosphere that facilitates learning and positive interpersonal relationships. To our knowledge no studies have examined the effect of mindfulness on students' perceptions of the classroom environment. This multi-method study involved cognitive behavioral tasks, teacher report and student self-report measures. We hypothesized that mindfulness training would lead to improved student executive functioning as well as enhanced perceptions of the classroom environment. A secondary hypothesis was that students from less advantaged socioeconomic backgrounds would show the greatest gains in response to mindfulness training.

Methods

Participants and Procedures

Data were collected as part of a multiyear development grant investigating the impacts of mindfulness training on fifth grade teachers and their students. During the first year of the grant, the mindfulness-based teacher and student trainings were piloted with a small group of teachers and their students and then refined. The summer before the second year of the study, principals were contacted to assess their interest in having their 5th grade teachers and students participate

in a research study on mindfulness training in schools. Interested principals were from two neighboring districts. Urban districts schools were targeted based on the proportion of free and reduced lunch students ($> 40\%$).

Seven principals agreed to allow their teachers to participate. We then recruited and enrolled all of the 5th grade teachers within these schools, with the exception of the suburban school where 82% of eligible teachers enrolled (see Figure 1 for more information). The criterion for participation was being a 5th grade classroom teacher. In total, 24 teachers consented to participate ($n = 9$ suburban, $n = 15$ urban). Teachers were randomly assigned to either a 10-week mindfulness-based intervention (MBI) for teachers or to a wait-list control (WLC) condition.

Because the urban and suburban districts and schools differed on potentially impactful demographic variables, we block randomized by school to ensure that roughly half of the teachers in each school (and therefore district) were assigned to treatment and the other half to the WLC condition. Simple randomization based on a random number generator was used for assignment. 13 teachers were assigned to intervention ($n=4$ suburban, $n=9$ urban) and 11 to WLC ($n=5$ suburban, $n=6$ urban). All three teachers from one urban school ($n = 2$ intervention, 1 control) collectively decided to end participation after consenting and pretesting but before intervention onset, citing time conflicts. The final teacher sample consists of 21 teachers/classrooms.

Following the 10-week teacher training in the fall geared toward developing teachers' personal mindfulness practice, students of participating teachers were recruited into the study. Student assignment was based on teacher/classroom condition. To avoid selection bias, researchers did not provide students with information about condition assignment during

recruitment. In addition, teachers were explicitly asked not to communicate to students any information about their condition assignment. The student intervention was led by the same mindfulness instructors who taught the teacher intervention. The classroom teacher was present for lessons and assisted the mindfulness instructor during student intervention implementation. The student intervention consisted of two weekly lessons of approximately 20-25 minutes each for 8 weeks (see Appendices A & B for overview and examples of student lessons).

Pre-testing for students commenced immediately after teacher post-testing was completed in January. Pre-testing students after the conclusion of the teacher intervention allowed us to examine whether there were baseline differences between student groups potentially related to the teacher training alone. Student post-testing was conducted within two weeks following the end of the student intervention in early spring. Student testing consisted of self-report measures, teacher reports of student social competence, and a battery of EF cognitive behavioral tasks.

Participants

Teachers. Teachers were 21 public school fifth grade teachers from one urban (62%, $n=13$) and one suburban (42.9% $n=9$) school district. There were 17 female teachers (81%). The average reported age of the sample was 41 years ($SD = 9.85$). The average length of teaching experience was 12.69 years ($SD = 9.03$), with 4.93 years ($SD = 4.37$) at the current grade level. All teachers reported having at least a 4-year undergraduate degree, and 39% ($n=8$) reported possession of a graduate degree. No teacher reported prior experience with meditation or mindfulness, but one WLC teacher reported a regular yoga practice. Teachers self-reported race/ethnicity as 76% White/Caucasian ($n=16$), 9.5% Hispanic ($n=2$), 4.7% African-American ($n=1$), and 9.5% mixed race ($n=2$).

Students. Students were 292 public school fifth graders (43.8% female, $n = 128$) from the same urban (51%, $n = 148$) and suburban public school districts (49%, $n = 144$). The enrollment rate was 61.3%. Of the students reporting race, the majority self-reported as White (59.3%, $n = 166$), with 31 students reporting as Hispanic (11.07%), 25 as African-American (8.9%), 16 as Asian/Pacific Islander (5.7%), and 42 as other or mixed race (15%). Of students reporting parent educational attainment, our proxy for socioeconomic status, 61.3% ($n = 174$) reported having at least one parent with a four-year college degree (i.e., high SES). White participants reported the highest rates of high SES status (78.18%, $n = 129$), followed by Asian/Pacific Islander (56.25%, $n = 9$), other or mixed race (40.48%, $n = 17$), African-American (37.5%, $n = 9$), and Hispanic (20%, $n = 6$). 155 students were in the intervention group (53%) and 137 students in WLC (47%). The mean age was 10.91 years ($SD = 0.68$).

Measures

What is Happening in this Classroom. The WIHIC (Fraser, McRobbie, & Fisher, 1996) measures student perceptions of the classroom environment along 7 domains of which we assessed 5: Student cohesiveness ($\alpha = .72$), teacher support ($\alpha = .85$), ($\alpha = .82$), cooperation ($\alpha = .83$), and equity ($\alpha = .87$). Each domain includes 8 items with responses ranging from 1 (almost never) to 5 (almost always). Subscale scores range from 8 – 40. Higher scores represent greater endorsement of the domain (i.e., more positive features of the classroom environment). Example items from the cohesiveness, support, involvement, cooperation, and equity subscales analyzed include “I know other students in this class,” “The teacher takes a personal interest in me”, “I discuss ideas in class”, “I work with other students in this class”, and “I am treated the same as other students in this class”, respectively.

State-Trait Anxiety Index for Children. The STAIC (Spielberger, 1973) consists of two 20-item self-report scales designed to assess trait and state anxiety. In this study, we used only the trait anxiety subscale (Cronbach's $\alpha = .90$). Items include "I feel unhappy" and "I am shy." Items are rated on a three-point scale from Hardly-ever to Often, with higher scores reflecting greater anxiety.

Teacher Social Competence. We assessed teacher ratings of their student's social competence through the Teacher Social Competence Scale (TSC; Conduct Problems Prevention Research Group, 1995). The measure is comprised of two domains: a prosocial behavior domain (7 items, $\alpha = .94$) and an emotion regulation domain (5 items, $\alpha = .90$). Items in the prosocial behavior domain include "Listening carefully to others." Emotion regulation items include "Stopping and calming down when excited or upset." Ratings are made on a 6-point Likert-like scale anchored by 0 (almost never) and 5 (almost always). Higher scores represent greater teacher endorsement of student prosocial behaviors or emotion regulation, respectively.

NIH Toolbox cognitive battery. To measure Executive Functioning (EF), we used the NIH Toolbox cognitive battery of behavioral tests. EF is typically conceptualized as three related but distinct processes (Miyake, 2000): Executive attention and inhibitory control, working memory, and task or set-shifting. The toolbox includes a version of the Erikson Flanker task to measure executive attention and inhibitory control, the List Sort task to measure linguistic working memory, and the Dimensional Change Card Sort task to measure task or set-shifting. Flanker and DCCS are scored from 0-10 through a combination of a reaction time scoring vector (0-5 points) and an accuracy scoring vector (0-5 points). The List Sort task is scored based on the number of correctly recalled items. These scores are then converted to normed scores with a mean of 100, a standard deviation of 15, and a maximum score of 140. For more information

and scoring methods, see Weintraub et al. (2013). In addition to computed scores, for the flanker task we also examined reaction time (RT) on correct trials as an additional measure of attention. In contrast to higher overall scores, lower reaction time (RT) indicates better performance.

Statistical models:

To account for the nested structure of the data, we used Hierarchical Linear Modeling (HLM; Raudenbush & Bryk, 2002) to model student residualized gain scores on various outcomes, where students were nested within classrooms. Our main interest was estimating the effect of classroom-level treatment (i.e., Intervention or WLC) on student residualized gains. We included teacher educational attainment and years of teaching experience in our initial Random Intercept Models (RIM) as covariates, given their potential relevance to student outcomes. Years of teaching experience proved to be unrelated to our measures, but teacher educational attainment was. We therefore included teacher educational attainment as a covariate in all of our models (as shown in the generic models below). To do this, we fit two-level RIMs that can be written in a single equation as:

$$POST_{ij} = \gamma_{00} + \gamma_{01} * GROUP_j + \gamma_{02} * Ed.Att_j + \gamma_{10} * PRE_{ij} + u_{0j} + r_{ij}$$

or in two-level format as:

$$\text{Level-1 model: } POST_{ij} = \beta_{0j} + \beta_{1j} * PRE_{ij} + r_{ij}$$

$$\text{Level 2 model: } \beta_{0j} = \gamma_{00} + \gamma_{01} * GROUP_j + \gamma_{02} * Ed.Att_j + u_{0j}$$

$$\beta_{1j} = \gamma_{10}$$

where γ_{00} reflects the average residual gain across classrooms in the control condition, γ_{01} represents the effect of the intervention (GROUP 0=WLC; 1=intervention), γ_{02} is the effect of teacher educational attainment, γ_{10} is the effect of the student baseline score (PRE), u_{0j} is the

level-2 (classroom) residual intercept and r_{ij} is the level-1 (student) residual. Covariates entered at level-1 or 2 are described in the results section.

In addition to estimating the effect of intervention, we were also interested in modeling whether different student characteristics might moderate the gains related to the intervention. In particular, we were interested in examining whether students from home environments with lower parental educational attainment, our proxy measure for socio-economic status (SES), benefit more from the intervention, given the disparities that have been documented in cognitive and school performance related to SES (Hackman & Farah, 2009). Prior research has also found that students with lower functioning at baseline show greater improvement in response to intervention (e.g., Diamond & Lee, 2011; Flook et al., 2010). To examine this, we fit two-level Random Slope and Intercept Models (RSM) that included a cross-level interaction between our SES proxy dichotomized into high and low (i.e., parent with a college degree or higher or parent with less than a college degree) and the level-2 assignment variable (GROUP). In such models, the slope of the relevant level 1 predictor was also treated as random. These models can be written as:

$$POST_{ij} = \gamma_{00} + \gamma_{01} * GROUP_j + \gamma_{02} * Ed.Att_j + \gamma_{10} * SES_{ij} + \gamma_{11} * GROUP * SES_{ij} + \gamma_{20} * PRE_{ij} + u_{0j} + u_{1j} * SES_{ij} + r_{ij}$$

or in two equations as:

$$\text{Level-1 model: } POST_{ij} = \beta_{0j} + \beta_{1j} * SES_{ij} + \beta_{2j} * PRE_{ij} + r_{ij}$$

$$\text{Level 2 model: } \beta_{0j} = \gamma_{00} + \gamma_{01} * GROUP_j + \gamma_{02} * Ed.Att_j + u_{0j}$$

$$\beta_{1j} = \gamma_{10} + \gamma_{11} * GROUP_j + u_{1j}$$

$$\beta_{2j} = \gamma_{20}$$

where γ_{11} now denotes the cross-level interaction effect of interest (GROUP x SES), and u_{1j} is the level 2 random (teacher) slope. As cross-level interactions can be somewhat challenging to interpret, we followed up these analyses with graphs that illustrate the effect represented by the cross-level interaction.

Results

Because of the unique design of this study, in which teachers received training in the fall before the student intervention which is focus of this article, we first ran two-level RIMs with students nested within classroom, GROUP as a level two covariate and student baseline score on outcomes measures to examine whether teacher assignment systematically affected student performance. We did not find any baseline student differences between students of teachers who received intervention and students of WLC teachers.

Random Intercept Models without student covariates: Student level descriptive statistics can be found in Table 1 and model results in Table 2. To further interpret our findings, we defined effect size estimates by dividing the estimated GROUP effect (γ_{01}) by the standard deviation of the outcome variable (i.e., the square root of the sum of the level-2 residual variance (τ_{00}) and the level-1 residual variance (σ^2)) yielding a coefficient analogous to Cohen's d (Cohen, 1977). Effect sizes of 0.2, 0.5, and 0.8 correspond to small, medium, and large magnitude effects, respectively.

We first examined the impact of the intervention condition (level-2) on student reports of anxiety. We found that assignment to the intervention condition led to small magnitude, non-significant reductions in student reports of anxiety $t(18) = -1.25, p = .228, d = -.15$. We next examined five dimensions of student perceptions of classroom environment (i.e., WIHIC). The

intervention group showed greater residualized gains compared to WLC students on both the support $t(18) = 3.73, p = .002, d = 0.46$ and equity $t(18) = 2.28, p = .035, d = 0.29$ domains of classroom environment (see Figures 2 & 3). That is, students in the intervention condition reported significantly higher levels of classroom support and equity at post-test, controlling for teacher educational attainment and student reports of support or equity, respectively, at pre-test. As expected, teacher educational attainment was positively related to student perception of both classroom support $t(18) = 2.62, p = .017, d = 0.33$ and equity $t(18) = 1.81, p = .087, d = 0.23$ independent of group assignment. We found no significant differences related to group assignment on the cohesiveness, cooperation, or involvement subdomains.

We then examined whether group assignment predicted residualized gains in teacher reports of student prosociality (Pro) and emotion regulation (ER) on the Teacher Social Competence (TSC) measure. Group assignment did not significantly predict gains on either subscale. However, in both cases we observed small to moderate magnitude estimated effects in the expected direction such that students in intervention relative to control classrooms gained on TSC Pro and ER teacher reports ($t(18) = 1.18, p = .25, d = 0.41$ and $t(18) = 1.43, p = .17, d = 0.29$, respectively).

We next modeled the effect of group assignment on student residualized gains in executive functioning. We found that assignment to the intervention condition predicted significant student gains in cognitive flexibility (i.e., DCCS performance) $t(18) = 2.17, p = .04, d = 0.33$ (Figure 4). Although no significant gains were observed on the NIH Flanker score, intervention students demonstrated significant reductions in Flanker reaction time (RT), indicating faster reaction time, a marker of improved attention, $t(18) = -2.13, p = .047, d = 0.29$

(Figure 5). We did not find any effect of intervention on working memory (i.e., List Sort Working Memory task performance), $t(18) = -1.10, p = .51, d = -0.11$.

Parental level of educational attainment (as a proxy for student SES) moderating outcomes

Our final analysis examined whether socioeconomic status indexed via levels of parental educational attainment moderated the effects of the intervention. As shown in Table 3, intervention group gains on the classroom supportiveness subscale of WIHIC were significantly moderated by SES, with intervention students low in SES showing the greatest gains $t(19) = 2.347, p = .030, d = 0.63$ (Figure 6). We observed a similar small-to-moderate magnitude but non-significant moderation estimate of SES on the cooperation subscale of the WIHIC $t(19) = 1.29, p = .213, d = 0.38$. Although again not reaching statistical significance, there was a medium-sized magnitude moderation estimate for SES on residualized Flanker performance such that intervention participants lower on SES made relatively greater gains $t(19) = 1.57, p = .134, d = 0.39$ (Figure 7a). SES also moderated, but not at a statistically significant level, residualized reductions (i.e., improvements) in average reaction time on correct trials of the Flanker task, such that low SES participants in the intervention group appear to improve more $t(19) = 1.91, p = .071, d = 0.49$ (Figure 7b).

Discussion

Students in classrooms assigned to the mindfulness training showed significant gains on objective computerized tasks of executive functioning and perceived features of their classroom environment to be more positive compared to students in the control group. Specifically, students showed improvements in cognitive flexibility, as reflected in their overall performance on the DCCS. Students in the mindfulness condition also showed significant reductions in reaction time on the Flanker task, indicating improved attention. In conjunction with these improvements in

cognitive performance, students in the mindfulness intervention group also reported a more positive classroom environment in terms of teacher support and equity in the classroom.

These results are meaningful considering that EFs are a core constituent of self-regulation and children who are able to display self-regulation demonstrate better functioning over the course of development in school and relationships (Mischel et al., 1989), and into adulthood across a variety of outcomes including better physical health, less substance dependence, fewer criminal offenses, and greater financial stability, above and beyond the effect of intelligence and socioeconomic status (Moffitt et al., 2011). Furthermore, the effects of self-control followed a gradient, suggesting that interventions aimed at self-control could produce measurable benefits across a continuum, such that even small increases in self-control could yield societal benefits by shifting the distribution of outcomes.

These findings also contribute to the growing scientific basis for strong research evidence under ESSA. According to Education Department General Administration Regulations (EDGAR), to receive this designation the study must meet the highest evidence for effectiveness as defined by What Works Clearinghouse criteria for “Meets WWC Group Design Standards Without Reservations” which requires an RCT with low levels of sample attrition (WWC Standards Handbook, n.d.). In addition, evidence must be based on a sample size of 350 or more participants from multiple sites in a randomized controlled trial that can be aggregated from different studies to meet criteria for strong evidence (ESSA Guidance, 2016). Together with the study by Schonert-Reichl et al. (2015) – an RCT with a sample of 99 students in the same age range – these data strengthen the evidence for mindfulness training, in particular related to improvements in executive functioning. Aggregating the present findings on reductions in

Flanker RT with those reported in Schonert-Reichl et al. (2015), the mean weighted effect size for improvements on Flanker RTs is $d = -.31$.

In addition to individual skills, teachers play a major role in influencing students' social and cognitive development throughout childhood and adolescence. The impact of teacher-student relationships is especially strong in childhood (Roorda, Koomen, Spilt, & Oorf, 2011) and affects children's adjustment years later into middle school (Hamre & Pianta, 2001). Teachers' treatment of students in the classroom matters – equitable treatment communicates value for each student and encourages a safe atmosphere for learning. Teachers frequently hold lower expectations for low-income and ethnic minority students, perpetuating disparities in educational attainment (Gershenson, Holt & Papageorge, 2016; Weinstein, Gregory, & Strambler, 2004). As such, equitable treatment in the classroom has far reaching implications as a way to engage all students and counter disproportionalities in academic outcomes.

Although not significant, small to moderate magnitude effects in the expected direction were observed such that students in the intervention group showed gains in prosociality and emotion regulation as reported by their classroom teacher. Although the observed small-to-moderate effect sizes on teacher reported social-competence and prosociality were not statistically significant, they are practically meaningful. In light of the relatively small level-2 sample, non-significant improvements of .29-.41 standard deviations in these crucial capacities may predict substantial improvements in children's trajectory over the course of schooling. In addition, students in the intervention group from low SES backgrounds benefitted significantly compared to those in the control group in terms of classroom supportiveness, an important finding given the relationship of lower SES and achievement. Although not reaching statistical significance, low SES students in the intervention group also showed small to medium

magnitude effect gains, outpacing those in the control group, in executive attention and inhibitory control (on the Flanker task). One important limitation to this study is the small sample size at level 2. Many of the non-significant effects were practically meaningful (Kirk, 1996), arguing for continued future study with larger samples. Furthermore, these moderation effects are consistent with prior work documenting more improvement for children with lower baseline functioning in response to intervention (Diamond & Lee, 2011). For the most part, though, intervention effects were observed across the full continuum of students and therefore suggest benefits for a general population, not only a subset of students.

Both teachers and students in the intervention classrooms participated in mindfulness training. Therefore, it is not possible with the current study design to determine whether the observed effects are a function of student training alone or the combination of teacher and student training. Student baseline assessment occurred after the completion of the teacher intervention and we did not detect any significant between-group differences. One interpretation based on the lack of group (student-level) difference following the teacher intervention is that the student-level intervention effects presented here are primarily the consequence of the student-level intervention. However, we caution against firmly concluding that the teacher intervention had no impact on student outcomes. The two interventions could interact to enhance the effects of mindfulness training on students. In addition, other teacher-level interventions that have shown effects on students do so in the year following but not during the teacher intervention (e.g., Gregory, Allen, Mikami, Hafen, & Pianta, 2015). Moreover, prior findings support the effect of teacher mindfulness training on improving teacher emotional support (Jennings et al., 2017), whereas, training focused only on students did not result in changes in students' perceptions of teachers (Mendelson et al., 2010). Understanding the relative or interactive

contributions of teacher and student-level mindfulness-based interventions to student outcomes is an important topic for future exploration.

Research on teacher interventions designed to improve teaching practice have found that student effects are often delayed, such that students the year after rather than during the intervention period benefit (Allen et al., 2011). There may also be synergy between teacher and student training that magnifies the effect of either training alone. The combined training has distinct advantages, including providing a model that is conducive to sustainability over time. By aligning training for teachers and students, a shared understanding of practice might provide continuity and be mutually reinforcing over time. Disentangling the potential for unique or combined effects of teacher and student level interventions is another important area for future study.

The estimates from this study are rigorous given the use of hierarchical linear modeling to account for nesting of students in classrooms with a relatively small number of level 2 units (21 classrooms). Future research can build on this study by including larger level-2 sample sizes and follow-up over time to assess stability of effects. Other research designs could also tease apart the effects of individual teacher training, student training, and the combined training. However, the combined model takes account of the broader, relational context of the classroom, through reaching both students and teachers, without adding significant additional burden. The teacher training portion was approximately 10 hours embedded in professional development time and the student training was approximately 8 hours.

Future work should expand to different grade levels with a long-term vision of encompassing a comprehensive pre-K to professional approach that includes teachers. Many questions remain about dosage, individual differences, sustainability of training -- but these

findings provide another data point towards an evidence base for the utility of mindfulness for students in school settings both in terms of individual benefits and improvements in the classroom environment. Mindfulness training offers promise as a universal intervention that promotes skills for students in general, while also offering particular benefits for students from disadvantaged backgrounds. The skills acquired and practiced in the school setting may also generalize to other settings and be available to draw from and build upon throughout life.

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Table 1: Student descriptive statistics

	Intervention		Control	
	Time 1	Time 2	Time 1	Time 2
	Mean (<i>SD</i>) <i>n</i> = 155	Mean (<i>SD</i>) <i>n</i> = 153	Mean (<i>SD</i>) <i>n</i> = 137	Mean (<i>SD</i>) <i>n</i> = 137
STAIC anxiety	1.70 (0.41)	1.67 (0.41)	1.70 (0.42)	1.73 (0.44)
WIHIC Classroom cohesiveness	4.04 (0.50)	4.03 (0.57)	4.01 (0.55)	3.92 (0.58)
WIHIC Classroom support	3.69 (0.73)	3.75 (0.77)	3.70 (0.79)	3.53 (0.84)
WIHIC Classroom Involvement	3.42 (0.71)	3.51 (0.72)	3.48 (0.72)	3.47 (0.74)
WIHIC Classroom Cooperation	3.78 (0.66)	3.87 (0.67)	3.85 (0.69)	3.81 (0.71)
WIHIC Classroom Equity	3.99 (0.75)	4.05 (0.81)	3.92 (0.81)	3.85 (0.87)
NIH Flanker	8.35 (0.94)	8.63 (0.75)	8.43 (0.79)	8.60 (0.82)
NIH Flanker RT (ms)	913.16 (362)	799.10 (212)	871 (247)	835.44 (282)
NIH DCCS	8.44 (0.90)	8.64 (0.81)	8.48 (0.95)	8.48 (0.79)
NIH List Sort	96.74(11.87)	99.12(11.77)	98.51(12.21)	101.54(12.65)
TSC Prosocial behaviors	3.53 (0.99)	3.98 (0.99)	3.51 (1.00)	3.79 (1.01)
TSC Emotion regulation	3.50 (1.14)	3.85 (1.07)	3.52 (1.12)	3.71 (1.05)

Notes: STAIC = State Trait Anxiety Inventory for Children; WIHIC = What is Happening in this Classroom; RT = reaction time; ms = millisecond. DCCS = Dimensional Change Card Sort task. TSC = Teacher Social Competence.

Table 2. Two level HLM results examining group differences controlling for baseline and teacher education

Outcome	Fixed				Random			
	Coefficient	SE	t-Value (df)	p-Value	Variance Est.	SD	X ² (df)	p-Value
Anxiety: $STAIC.2_{ij} = \gamma_{00} + \gamma_{01} * GROUP_j + \gamma_{02} * Educational\ attainment_j + \gamma_{10} * STAIC_{ij} + u_{0j} + r_{ij}$								
INTRCPT2, γ_{00}	0.479	0.078	6.16 (18)	<.001	<.0001	.003	14.76(18)	>.50
GROUP, γ_{01}	-0.046	0.037	-1.25 (18)	.228				
ED.ATT, γ_{02}	-0.027	0.037	-0.73 (18)	.476				
Support γ_{10}	0.73	0.043	16.95 (264)	<.001				$\sigma^2=0.09$
WHIC Classroom support: $Support.2_{ij} = \gamma_{00} + \gamma_{01} * GROUP_j + \gamma_{02} * Educational\ attainment_j + \gamma_{10} * Support_{ij} + u_{0j} + r_{ij}$								
INTRCPT2, γ_{00}	3.824	0.122	31.21 (18)	<.001	.0001	.008	15.95(18)	>.50
GROUP, γ_{01}	0.279	0.075	3.73 (18)	.002				
ED.ATT, γ_{02}	-0.200	0.076	-2.62 (18)	.017				
Support γ_{10}	0.671	0.048	13.88 (263)	<.001				$\sigma^2=0.37$
WHIC Classroom equity: $Equity.2_{ij} = \gamma_{00} + \gamma_{01} * GROUP_j + \gamma_{02} * Educational\ attainment_j + \gamma_{10} * Equity_{ij} + u_{0j} + r_{ij}$								
INTRCPT2, γ_{00}	4.093	0.13	31.47 (18)	<.001	.001	.038	17.66(18)	>.50
GROUP, γ_{01}	0.182	0.078	2.28 (18)	.035				
ED.ATT, γ_{02}	-0.146	0.081	-1.81 (18)	.087				
Equity γ_{10}	0.718	0.049	14.79 (260)	<.001				$\sigma^2=0.40$
WHIC Classroom cohesiveness: $Cohesive.2_{ij} = \gamma_{00} + \gamma_{01} * GROUP_j + \gamma_{02} * Educational\ attainment_j + \gamma_{10} * Cohesive_{ij} + u_{0j} + r_{ij}$								
INTRCPT2, γ_{00}	3.93	0.041	97.15 (18)	<.001	<.001	0.004	11.03(18)	>.50
GROUP, γ_{01}	0.102	0.056	1.83 (18)	.084				
ED.ATT, γ_{02}	-0.026	0.056	-0.46 (18)	.653				
Cohesiveness, γ_{10}	0.682	0.060	11.46 (263)	<.001				$\sigma^2=0.21$

TSC Emotion regulation: $Emotionreg_{2ij} = \gamma_{00} + \gamma_{01} * GROUP_j + \gamma_{02} * Educational\ attainment_j + \gamma_{10} * Emotionreg_{ij} + u_{0j} + r_{ij}$								
INTRCPT2, γ_{00}	3.667	0.105	35.00 (18)	<.001	.082	.287	84.11(18)	<.001
GROUP, γ_{01}	0.172	0.146	1.18 (18)	.254				
ED.ATT, γ_{02}	-0.093	0.149	-0.62 (18)	.542				
Prosocial behaviors γ_{10}	0.801	0.030	26.30 (269)	<.001				$\sigma^2=0.28$
Dimensional Change Card Sort task: $DCCS_{.2ij} = \gamma_{00} + \gamma_{01} * GROUP_j + \gamma_{02} * Educational\ attainment_j + \gamma_{10} * DCCS_{ij} + u_{0j} + r_{ij}$								
INTRCPT2, γ_{00}	7.313	0.076	95.91 (18)	<.001	0.019	0.139	30.19(18)	.035
GROUP, γ_{01}	0.229	0.105	2.17 (18)	.043				
ED.ATT, γ_{02}	-0.016	0.107	-0.15 (18)	.882				
DCCS score γ_{10}	0.542	0.044	12.14 (267)	<.001				$\sigma^2=0.47$
Flanker reaction time: $FlankerRT_{.2ij} = \gamma_{00} + \gamma_{01} * GROUP_j + \gamma_{02} * Educational\ Attainment_j + \gamma_{10} * FlankerRT_{ij} + u_{0j} + r_{ij}$								
INTRCPT2, γ_{00}	0.844	0.019	45.21 (18)	<.001	0.001	0.026	23.53(18)	.171
GROUP, γ_{01}	-0.055	0.026	-2.13 (18)	.047				
ED.ATT, γ_{02}	-0.024	0.026	-0.90 (18)	.381				
Flanker RT γ_{10}	0.513	0.036	14.32 (268)	<.001				$\sigma^2=0.04$
Flanker standard deviation of reaction time: $FlankerSDRT_{.2ij} = \gamma_{00} + \gamma_{01} * GROUP_j + \gamma_{02} * Educational\ Attainment_j + \gamma_{10} * Flanker\ SDRT_{ij} + u_{0j} + r_{ij}$								
INTRCPT2, γ_{00}	0.189	0.010	19.54 (18)	<.001	<.0001	.009	18.25(18)	.440
GROUP, γ_{01}	-0.019	0.013	-1.43 (18)	.171				
ED.ATT, γ_{02}	-0.016	0.013	-1.19 (18)	.251				
FLANK RT SD, γ_{10}	0.398	0.032	12.39 (268)	<.001				$\sigma^2=0.01$

Notes: γ_{00} = the expected residualized gain score for an average student in WLC. γ_{01} = the effect of the assignment to the intervention (level-2) on student residualized gains. γ_{02} = the average effect of teacher educational attainment on student residualized gains. γ_{10} = the average effect of baseline student performance on the student outcome.

Table 3. Moderation of residualized gains by socioeconomic status proxy

Variable	Fixed			Random			
	Coefficient (SE)	t-Value (df)	p-Value	Variance Estimate	SD	X ² (df)	p-Value
Model 1: WIHIC Support							
$Support.2_{ij} = \gamma_{00} + \gamma_{01}*GROUP_j + \gamma_{02}*ED.ATT_j + \gamma_{10}*SES_{ij} + \gamma_{11}*GROUP_j*SES_{ij} + \gamma_{20}*SUPPORT_{ij} + u_{0j} + u_{1j}*SES_{ij} + r_{ij}$							
Intercept, γ_{00}	3.32 (0.09)	36.85 (18)	<.001	0.007	0.082	18.03 (15)	.260
GROUP, γ_{01}	0.56 (0.12)	4.58 (18)	<.001				
Ed. attainment, γ_{02}	-0.21 (0.07)	-2.75 (18)	.013				
SES, γ_{10}	0.26 (0.11)	2.25 (19)	.037	0.020	0.140	19.60 (16)	.238
GROUP, γ_{11}	-0.37 (0.17)	-2.35 (19)	.030				
SUPPORT, γ_{20}	0.68 (0.05)	14.59 (232)	<.001				$\sigma^2=0.33$
Model 2: WIHIC Cooperation							
$Cooperation.2_{ij} = \gamma_{00} + \gamma_{01}*GROUP_j + \gamma_{02}*ED.ATT_j + \gamma_{10}*SES_{ij} + \gamma_{11}*GROUP_j*SES_{ij} + \gamma_{20}*COOPERATION_{ij} + u_{0j} + u_{1j}*SES_{ij} + r_{ij}$							
Intercept, γ_{00}	3.68 (0.11)	33.29 (18)	<.001	0.04	0.21	27.28 (15)	.026
GROUP, γ_{01}	0.23 (0.15)	1.55 (18)	.138				
Ed. attainment, γ_{02}	-0.01 (0.08)	-0.15 (18)	.879				
SES, γ_{10}	0.16 (0.13)	1.24 (19)	.230	0.05	0.22	21.56 (16)	.158
GROUP, γ_{11}	-0.23 (0.18)	-1.29 (19)	.213				
COOPERATION, γ_{20}	0.57 (0.05)	11.27 (229)	<.001				$\sigma^2=0.31$
Model 3: Flanker							
$Flanker.2_{ij} = \gamma_{00} + \gamma_{01}*GROUP_j + \gamma_{02}*ED.ATT_j + \gamma_{10}*SES_{ij} + \gamma_{11}*GROUP_j*SES_{ij} + \gamma_{20}*FLANKER_{ij} + u_{0j} + u_{1j}*SES_{ij} + r_{ij}$							
Intercept, γ_{00}	7.84 (0.09)	85.34 (18)	<.001	0.006	0.08	15.40 (15)	.423
GROUP, γ_{01}	0.23 (0.12)	1.88 (18)	.076				
Ed. attainment, γ_{02}	0.04 (0.08)	-0.51 (18)	.618				
SES, γ_{10}	0.10 (0.11)	0.94 (19)	.361	0.001	0.04	12.10 (16)	>.500
GROUP, γ_{11}	-0.24 (0.15)	-1.57 (19)	.134				
FLANKER, γ_{20}	0.62 (0.04)	14.46 (238)	<.001				$\sigma^2=0.35$

Model 4: Flanker Reaction Time							
$Flanker_RT_{2ij} = \gamma_{00} + \gamma_{01} * GROUP_j + \gamma_{02} * ED.ATT_j + \gamma_{10} * SES_{ij} + \gamma_{11} * GROUP_j * SES_{ij} + \gamma_{20} * FLANKER_RT_{ij} u_{0j} + u_{1j} * SES_{ij} + r_{ij}$							
Intercept, γ_{00}	0.89 (0.03)	31.90 (18)	< .001	0.0003	0.02	14.09 (15)	>.500
GROUP, γ_{01}	-0.11 (0.04)	-3.043 (18)	.007				
Ed. attainment, γ_{02}	-0.02 (0.03)	-0.78 (18)	.447				
SES, γ_{10}	-0.07 (0.05)	-1.93 (19)	.068	0.0002	0.01	10.97 (16)	>.500
GROUP, γ_{11}	0.90 (0.05)	1.91 (19)	.071				
FLANKER RT γ_{20}	0.52 (0.04)	14.17 (239)	<.001				$\sigma^2=0.03$

Notes: γ_{00} = the expected residualized gain score for an average student in WLC. γ_{01} = the average effect of intervention assignment (level-2) on student residualized gains. γ_{02} = the average effect of teacher educational attainment on student residualized gains. γ_{10} = the average effect of student SES on residualized gains. γ_{11} = the average effect of assignment to the intervention on the effect of SES on residualized gains. γ_{20} = the average effect of baseline scores on post-test scores.

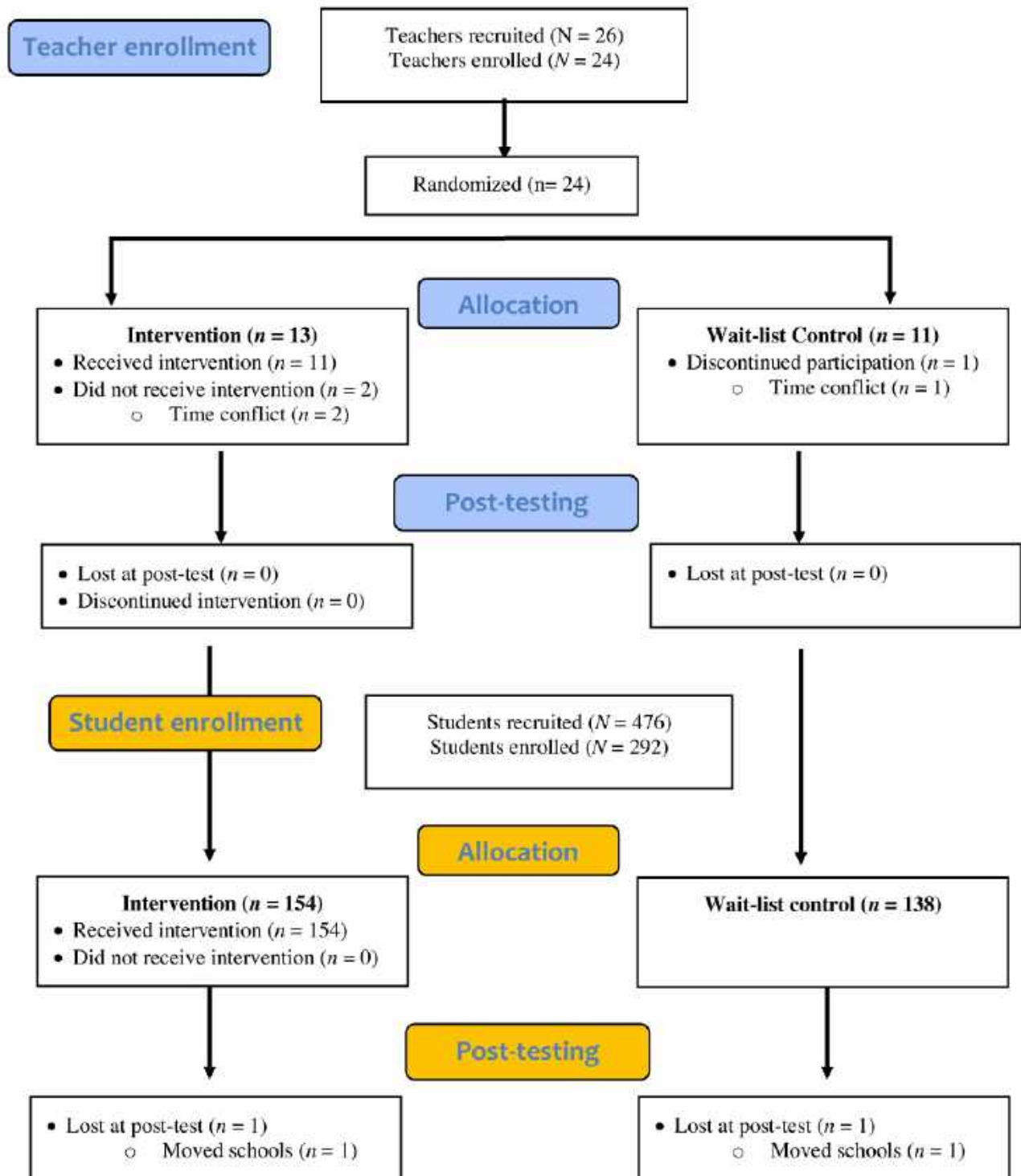
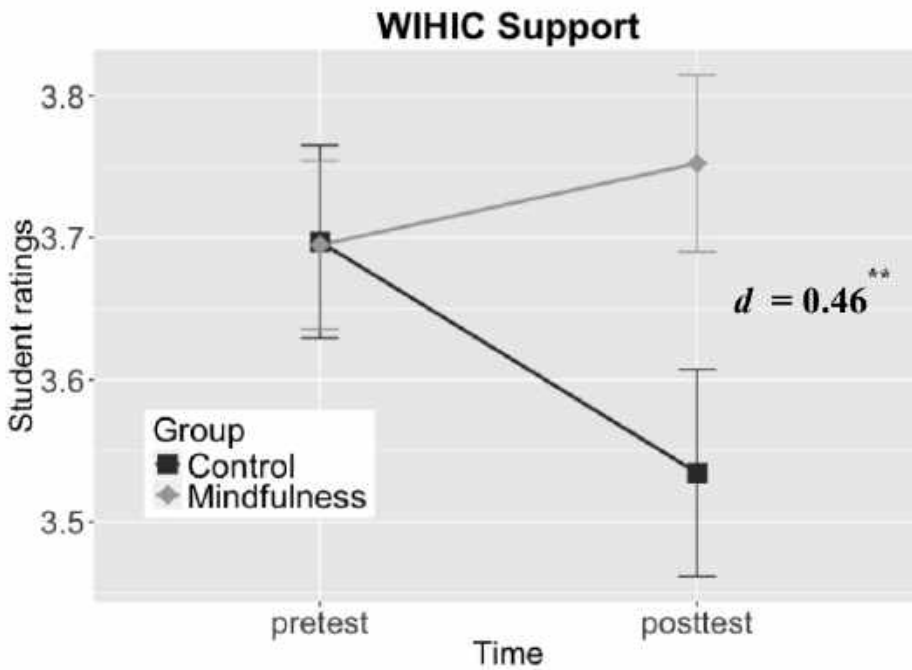
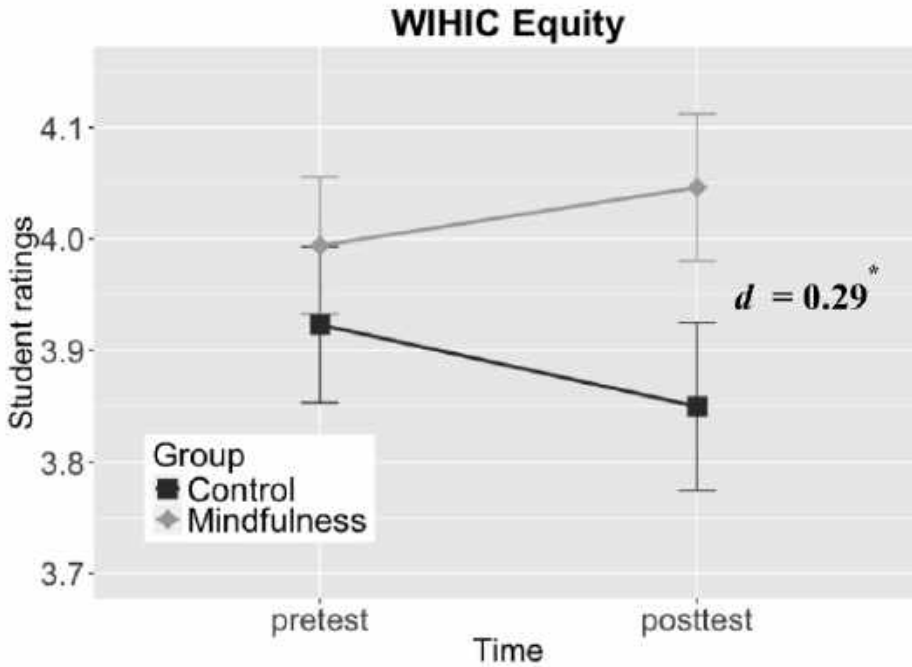
Figure 1. Study enrollment

Figure 2. Mindfulness training predicts increases in students' perceptions of teacher supportiveness

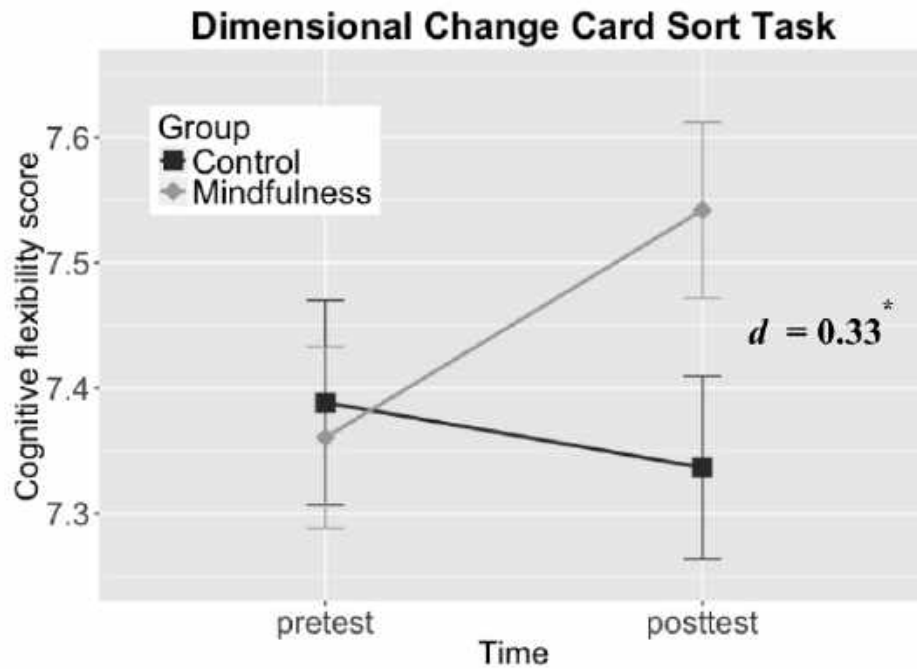


Notes: * = $p < .05$, ** = $p < .01$. WIHIC = What Is Happening In this Classroom scale. Descriptive statistics (*means, standard error of the mean*) are plotted.

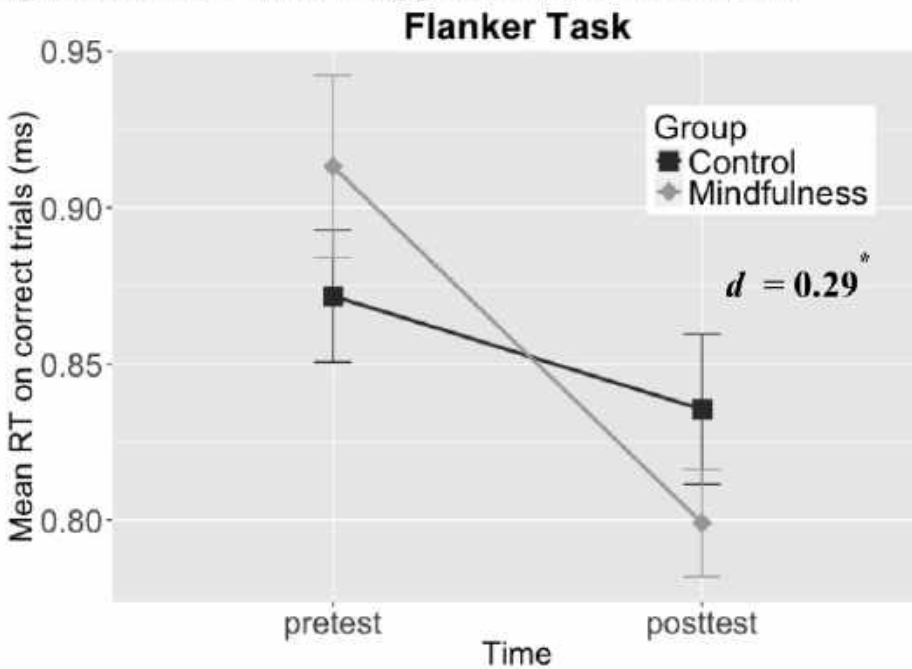
Figure 3. Mindfulness training predicts increases in students' perceptions of classroom equity



Notes* = $p < .05$, ** = $p < .01$. WIHIC = What Is Happening In this Classroom scale. Descriptive statistics (*means, standard error of the mean*) are plotted.

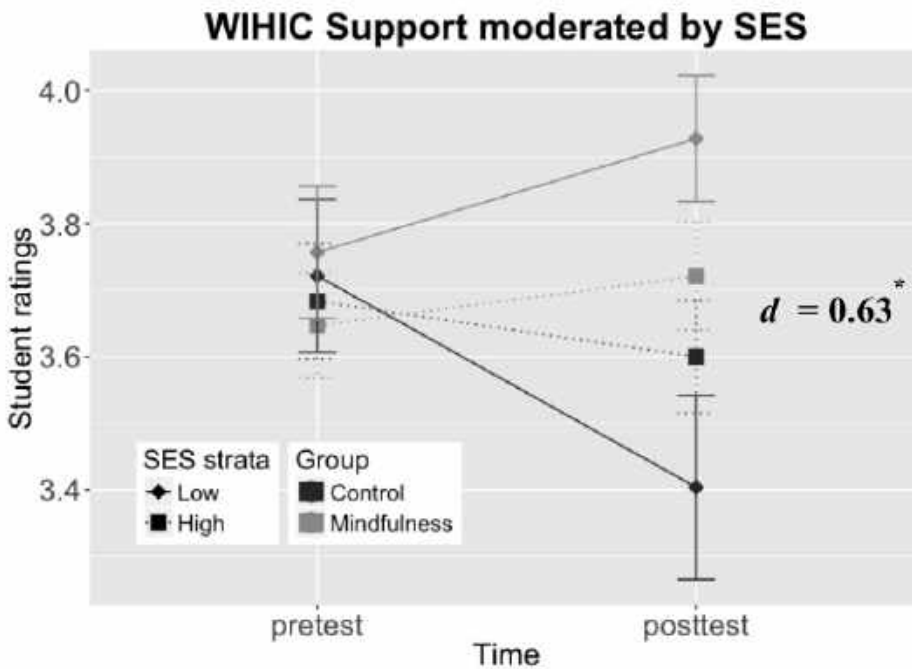
Figure 4. Mindfulness training predicts improved cognitive flexibility

Notes: * = $p < .05$, ** = $p < .01$. Descriptive statistics (means, standard error of the mean) are plotted.

Figure 5. Mindfulness training predicts faster reaction time

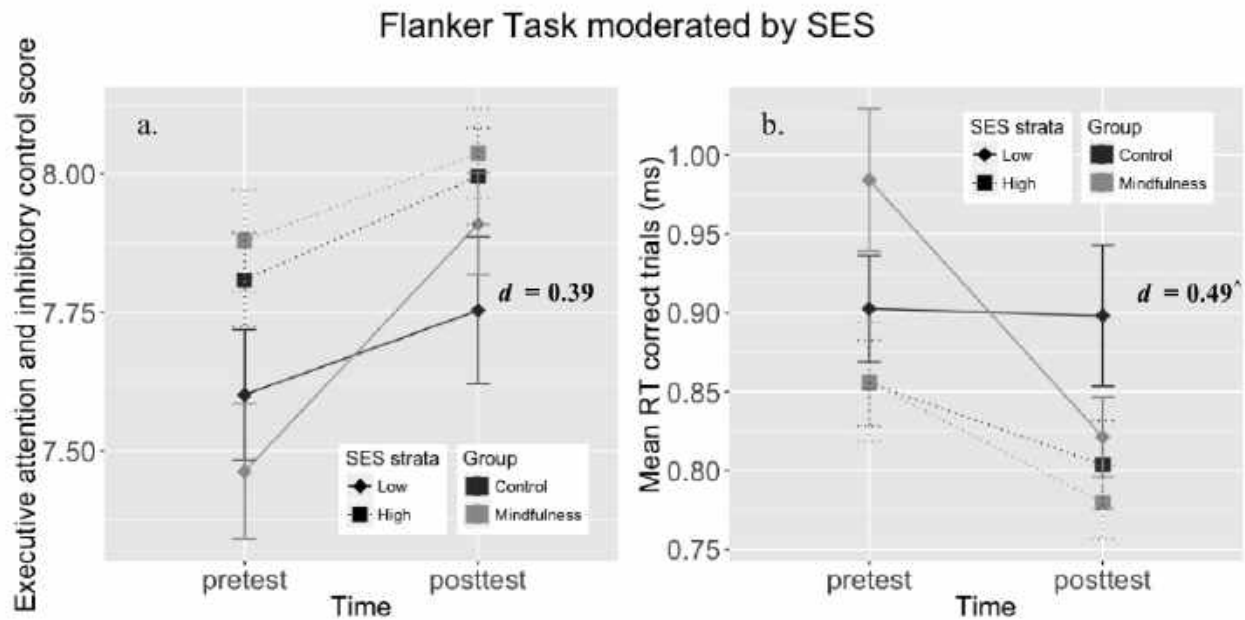
Notes: * = $p < .05$, ** = $p < .01$. Descriptive statistics (means, standard error of the mean) are plotted.

Figure 6. Socioeconomic status moderates effect of mindfulness training on students' perception of teacher supportiveness



Notes: * = $p < .05$, ** = $p < .01$. Descriptive statistics (*means, standard error of the mean*) are plotted. Students' from low SES backgrounds, relative to students from high SES backgrounds, who are in the mindfulness training group perceive more support from teachers compared to those in the control group.

Figure 7. Test of socioeconomic status moderating the effect of mindfulness training on students' attention and inhibitory control



Notes: $^{\wedge} = p < .10$, $* = p < .05$, $** = p < .01$. Descriptive statistics (*means, standard error of the mean*) are plotted. a) The effect is small but in the expected direction of students from low SES backgrounds in the mindfulness training group showing improved performance on a computer task of inhibitory control relative to students from high SES backgrounds and compared to those in the control group. b) The effect is moderate and trending toward significance for students from low SES backgrounds in the mindfulness training group showing faster RT compared to students in the control group and relative to those from high SES backgrounds.

Appendix A. Overview of Student Mindfulness Training

Week 1: Introduction to mindfulness

Lesson 1: What is mindfulness? Agreements on how we'll be together. Introduction of bell practice.

Lesson 2: Introduction of One Good Thing practice that is continued throughout

Week 2: Paying attention to the breath and body

Lesson 1: Paying attention to sensations in the body, ultimately in a brief body scan

Lesson 2: Introduction of Puppy Mind and breath awareness practices to train attention.

Week 3: Using the senses to pay attention

Lesson 1: Stone Practice to cultivate curiosity about an object and the relationship that follows.

Lesson 2: Mindful Eating to explore with beginner's mind something that's familiar

Week 4: Paying attention to emotions

Lesson 1: Emotions Charades to understand how emotions are embodied for oneself and others

Lesson 2: Passing the Bells to experience how emotions, thoughts, sensations and behaviors interact.

Week 5: Exploring the connection between thoughts and emotions

Lesson 1: Thought Parade to experience how one can be aware of their own thoughts

Lesson 2: Flipping your Lid to understand what happens in the brain during strong emotions

Week 6: Integrating mindfulness into daily life

Lesson 1: Pausing to gently interrupt habits in order to see things more clearly

Lesson 2: Perception practice to understand that people have different perspectives and how we see things impacts how we relate to them

Week 7: Training Kindness and Compassion

Lesson 1: Compassion Circles to experience our common humanity

Lesson 2: Self-Compassion to allow us to be more caring toward ourselves

Week 8: Becoming Aware of Connection

Lesson 1: Kindness Cards to experience giving and receiving wishes for well-being

Lesson 2: Gratitude Practices to connect to individual and class experiences

Appendix B. Sample Student Lessons

Week 2 ~ Session 1

Paying attention to the breath and body

Objectives:

- To describe what mindfulness means and how it relates to wellness
- To practice awareness of the breath and the body

Materials:

- Bell (chime)

Drop-in (3)	Bell Practice
Check-in (2)	Check-in about what students noticed
Teaching (15) Body scan: Bringing attention to sensations in the body	<p>Review agreements (quick review; continue as needed)</p> <p>Body Scan <i>Have you ever stubbed your toe or hit your elbow really hard? What does that feel like? Today we are going to focus on sensations in the body.</i></p> <p><i>We'll practice by noticing what we feel when we rub our hands together (Help students name sensations - heat, smooth, rough, etc.)</i></p> <p><i>Now let's clap your hands 3 times. What do you feel now? (Students name sensations – burning, stinging, vibrating etc.)</i></p> <p><i>We often don't pay attention to what we feel in the body unless we get hurt or we feel sick. During the next few minutes we are going to just notice what we feel in the body as we sit in stillness. We don't have to do anything special, just notice.</i></p> <p>Teacher leads a 1-2 minute body scan, such as... <i>Start by just feeling where the body makes contact with the floor (or chair.)</i> <i>Let your eyes rest. Maybe they close or maybe they just look down. Begin by feeling the breath at the belly. You may even want to hold a hand on the belly to feel the rising and falling with each breath. Bring your attention to your hands and notice how the hands and fingers are feeling in this moment. Pay attention to all sensations - tingling, warmth, coolness etc.</i></p>

	<p><i>Move the attention to the feet and notice how they feel right now. You may notice sensations or you may notice nothing at all. It's all ok. Move your attention to your belly and feel the breath here. Notice sensations at the shoulders - maybe feeling the movement of the breath.</i></p> <p><i>Feel all sensations in the face -</i></p> <p><i>Now take a deep breath in and exhale it fully. Take a moment to notice how the body feels now."</i></p> <p>Check-in (5)</p> <p>One Good Thing Practice (5)</p> <p><i>Think of one good thing that happened today or yesterday. Bring it to mind as it were happening right now. Notice how it feels to remember the moment. (Share a few with the whole group or students turn and talk/share with a partner.)</i></p>
Continued Practice	Body scan in the classroom and at home

Week 2 ~ Session 2

Learning to pay attention to how we pay attention

Objectives:

- To understand the connection between the mind and the body
- To use the senses to pay attention

Materials:

- Bell
- Photo of puppy

Drop-in (5)	Bell; If helpful can raise hand at sound of bell and lower hand to belly when sound is gone. For all students; when sound is gone, shift attention to the sensation of breathing. Allow for some silence.
Check-in (2)	Check -in <i>How are you feeling today? Raise your hand if you were able to stay with the sound of the bell and the breath. Raise your hand if you started thinking about something else.</i>
Teaching (15)	<p>Introduce concept of Puppy Mind. (5)</p> <p><i>Do you ever daydream? Do you get distracted when someone is talking? Have you ever missed directions because you were thinking about something else? Do you start thinking about lunch in the middle of morning meeting? It's not a problem. It's what the mind does. The mind is very busy. How many of you have watched a puppy run away, play, or hide? (Show photo of puppy) What is helpful to teach a puppy to come back?</i></p> <p><i>Just like a puppy wanders off to explore, the mind will wander. For example, when we practice paying attention to the breath, the mind will wander. When you notice the mind is off exploring, gently guide the attention back to the breath. We can do the same when we focus on sound, movement, eating etc. Think of it as strengthening the attention muscle. Let's explore ways of training the attention muscle.</i></p> <p>Breath awareness (5) Tracing the fingers on one hand to focus attention.</p> <p><i>Settling into a mindful body. Let's explore a new way to pay attention to the breath- noticing the full inhale and the full exhale as we trace our fingers. Starting at the base of the thumb, inhale as we trace up</i></p>

	<p><i>the thumb and exhale as we trace down the thumb, inhale as we trace up the index finger, exhale as trace down the index finger, etc.</i></p> <p><i>When the puppy mind wanders away; no problem. Gently bring it back to the sensation of breathing (while modeling breathing/tracing fingers)</i></p> <p>If time introduce Slo-mo catch – using breath to guide the movement. Open the hands on the in breath and touch fingers together on the out breath.</p> <p>Check-in (5)</p> <p>One Good Thing Practice (5)</p>
Continued Practice	Breath awareness practice - tracing fingers, slo-mo catch.

Week 5 ~ Session 1

Paying attention to thoughts

Objectives:

- To explore the connection between thoughts, emotions, actions
- To gain a felt-sense of recognizing thoughts and practice letting them go

Materials:

- Picture of parade with floats
- Picture of a float (x15)

Drop-in (3)	Finding center by rocking from to side to side going into brief Body scan
Check-in (2)	<p>After practice: <i>There is a difference between thoughts and sensations in the body. Share both and I'll write down a few examples of thoughts.</i></p> <p>Check-in: Teacher validates descriptions of sensations (to show importance) and jots down thoughts on drummers on the board. <i>We'll come back to drummers, don't worry about it for now.</i></p>
Teaching (15)	<p>Show picture of parade. <i>What do you see?</i> (Key Vocab <u>Parade</u> and <u>Floats</u>)</p> <p><i>Imagine you are at a parade. On sidewalk, floats start to come toward you, in front of you for a moment, pass by. Next float starts to come toward you, etc.</i></p> <p><i>Thoughts can work like this. They come, are here for a moment and are gone.</i></p> <p><i>Let me give you two examples. Shake Mind Jar and watch it settle for both examples.</i></p> <p><u>Example 1</u></p> <ol style="list-style-type: none"> 1. <i>Watching the Mind Jar; Noticing breath and body</i> 2. <i>Thought; I wonder how many pieces of glitter are in the mind jar? (Rise and fall of drummer at the same time)</i> 3. <i>Watching the Mind Jar; Noticing breath and body</i> 4. <i>Thought; I really liked what we did in Art today. It was fun. I want to do it again. (Rise and fall of drummer at the same time)</i> 5. <i>Watching the Mind Jar; Noticing breath and body</i>

	<p>Example 2</p> <p>1. <i>Watching the Mind Jar; Noticing breath and body</i></p> <p>2. <i>Thought; I wonder how many pieces of glitter are in the mind jar? Is glitter made of paper? I want some of that paper. I bet all the boys and girls would like that paper. I bet the teachers would even think it is cool. You know what, I need to talk to Mr. K. I bet he has money to buy that paper. (Raise a new drummer for each thought, collecting many.)</i></p> <p>Check-in; <i>Could you notice a difference? What did you notice? Could you feel a difference in your body or mind? Gather as many noticings as possible from students.</i></p> <p>The key difference is the ability to recognize a thought. <i>Then there is a chance to keep thinking it or let it go.</i></p> <p><i>Do you want to try? Let's practice noticing thoughts and putting them on floats and letting them go. Mind Jar Practice.</i></p> <p>Check-in; <i>What thoughts did you notice? Could you put them on a float and come back to the mind jar? Did anyone go with his or her thoughts in the parade for a few thoughts? Teacher validates sensations, thoughts and ability to come back to mind jar.</i></p> <p>Optional: An example of thoughts being skillful while independently reading. With book in hand; thoughts about setting, character, plot, that are examples of reading skills.</p> <p><i>Can we do this practice of noticing thoughts during other practices we have learned together?</i></p> <ol style="list-style-type: none"> 1. Slow-Mo Hands, Body Scan, Tracing Fingers, Bell, etc 2. On Student suggestion, do a practice and notice thoughts. 3. Check-in <p>One Good Thing Practice (variation)</p>
Continued Practice (2)	<p><i>Keep exploring the practice of letting thoughts go. Sometimes we want to think thoughts (math, problem-solving, reading, etc.) and sometimes we want to let them go. Keep practicing over the next few days and we can check-in next time about what you are noticing.</i></p>

Week 8 ~ Session 1

Cultivating kindness and compassion

Objectives:

- To understand our interconnectedness

Materials:

- Bell
- Kindness cards

Drop-in (3)	Choose a settling in practice that is appropriate for class (teacher or student led)
Check-in (2)	Check-in about what students noticed
Teaching (15)	<p>Caring/ Kindness Practice (10)</p> <p>(Have the kindness cards ready. One for each student and adult in the classroom.) Example Kindness cards; Wishing you many "one good thing" moments. I want you to feel safe and cared for.</p> <p><i>Over the last 2 weeks, we explored sticky thoughts and thoughts that sometimes make us flip our lids. We also talked about empathy and compassion for others and self. Situations happen that can make us feel sad or angry. Sometimes we flip our lids or get stuck in a thought parade and that can be hard. So, let's take a few minutes to talk about feeling safe, happy and peaceful.</i></p> <p><i>What does it mean to you to feel safe? What does it mean to you to feel happy? How about healthy? And peaceful? (perhaps students share where they feel safe, or what makes them feel happy. This is just for them to begin to bring attention to this idea of safety, happiness and peace.) Do you think we all want to feel safe? Happy? Peaceful? Notice how it feels when I say this to you: I want each of you to feel safe and happy. I want you to have good health and feel peaceful.</i></p> <p><i>Today, I'm going to share something with each of you. This is my wish for you. (Hand a card to each student.) Read what it says to yourself and see what it feels like to get this message. How does it make you feel? And you don't have to feel anything special at all. Is there anyone who wants to read the message and/or share how you feel? (Let students share.)</i></p> <p><i>Now let's try something. Close your card. Now pass it to the person to your right. You are now sending this wish to someone right next to</i></p>

	<p><i>you. It's ok to do because we know that each of us wants to feel safe, we want to feel happy, we want to be healthy and we want to feel peaceful. Take a moment and see what it was like to share the card with someone else."</i></p> <p>Check-in (5)</p> <p>One Good thing (5)</p>
Continued Practice (2)	Offering a phrase of care and kindness in morning circle. "May we be safe, happy and peaceful today."

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1396006492A1

DATE: 05/14/2018

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
06/07/2017University of Wisconsin - Madison and
Extension

21 North Park Street

Suite 6401

Madison, WI 53715

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES:	FIXED	FINAL	PROV. (PROVISIONAL)	PRED. (PREDETERMINED)	
<u>EFFECTIVE PERIOD</u>					
<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2013	06/30/2017	53.00	On Campus	Organized Research
PRED.	07/01/2013	06/30/2017	50.00	On Campus	Instruction
PRED.	07/01/2013	06/30/2017	36.00	On Campus	Public Service
PRED.	07/01/2013	06/30/2017	29.50	On Campus	Ext. Public Service
PRED.	07/01/2013	06/30/2017	37.00	On Campus	Primate Ctr Rate (A)
PRED.	07/01/2013	06/30/2017	16.00	On Campus	Primate Ctr Rate (B)
PRED.	07/01/2013	06/30/2017	26.00	Off Campus	All Programs
PROV.	07/01/2017	Until Amended			

*BASE

ORGANIZATION: University of Wisconsin - Madison and Extension

AGREEMENT DATE: 5/14/2018

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

(A) All Primate Center.

(B) Non P.51 Core grants only.

ORGANIZATION: University of Wisconsin - Madison and Extension

AGREEMENT DATE: 5/14/2018

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2017	6/30/2018	35.00	All	(1)
FIXED	7/1/2017	6/30/2018	44.60	All	(2)
FIXED	7/1/2017	6/30/2018	23.00	All	(3)
FIXED	7/1/2017	6/30/2018	22.20	All	(4)
FIXED	7/1/2017	6/30/2018	16.50	All	(5)
FIXED	7/1/2017	6/30/2018	8.60	All	(6)
FIXED	7/1/2017	6/30/2018	6.00	All	(7)
FIXED	7/1/2017	6/30/2018	3.20	All	(8)
FIXED	7/1/2018	6/30/2019	33.30	All	(1)
FIXED	7/1/2018	6/30/2019	42.50	All	(2)
FIXED	7/1/2018	6/30/2019	21.00	All	(3)
FIXED	7/1/2018	6/30/2019	20.00	All	(4)
FIXED	7/1/2018	6/30/2019	14.70	All	(5)
FIXED	7/1/2018	6/30/2019	11.50	All	(6)
FIXED	7/1/2018	6/30/2019	13.60	All	(7)
FIXED	7/1/2018	6/30/2019	3.10	All	(8)

ORGANIZATION: University of Wisconsin - Madison and Extension

AGREEMENT DATE: 5/14/2018

PROV. 7/1/2019 6/30/2022

Use same rates
and conditions
as those cited
for fiscal
year ending
June 30, 2019.

**** DESCRIPTION OF FRINGE BENEFITS RATE BASE:**

Salaries and wages of faculty and staff including vacation, holiday and sick leave pay and other paid absences of only the faculty and staff. Rate does not apply to student employees, research or teaching assistants.

- (1) Regular Faculty and Academic Staff
- (2) University and UWEXT Permanent Staff
- (3) Research Assistants, Project Assistants, Teaching Assistants, Pre-Doc Fellows and/or Trainees
- (4) Research Associates and Grad Interns
- (5) Post-Doc Fellows and/or Trainees
- (6) Limited Term Employees (LTE's)
- (7) Ad Hoc Program Specialists, Undergraduate Assistants and Undergraduate Interns
- (8) Student Hourly Employees

Fringe Benefit rates are combined rates for Madison and Milwaukee Campuses and are applied to both the campuses. These Fringe Benefit rates are also included on the University of Wisconsin, Milwaukee rate agreement.

ORGANIZATION: University of Wisconsin - Madison and Extension

AGREEMENT DATE: 5/14/2018

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

FRINGE BENEFITS:

FICA

Retirement

Disability Insurance

Worker's Compensation

Life Insurance

Unemployment Insurance

Health Insurance

Severance Allowance

ERA Administration

Income Continuation Insurance

Your next fringe benefit proposal based on actual costs for the fiscal year ending 06/30/2018 is due in our office by 12/31/2018.

Your F&A proposal based on actual costs for the fiscal year ending 06/30/2016 is currently under review.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000.

ORGANIZATION: University of Wisconsin - Madison and Extension

AGREEMENT DATE: 5/14/2018

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Wisconsin - Madison and Extension

(b)(6)

(SIGNATURE)

Kim MORELAND

(NAME)

ASSOCIATE VICE CHANCELLOR

(TITLE)

5-29-18

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

[AGENCY]

Arif M. Karim -S

Digitally signed by Arif M. Karim -S
DN: cn=US, o=U.S. Government, ou=HHS, ou=FSC,
ou=People, cn=Arif M. Karim -S,
c=US, email=Arif.M.Karim@HHS.gov
Date: 2018.05.25 13:53:41 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

5/14/2018

(DATE) 7201

NHS REPRESENTATIVE: **Matthew Dito**

Telephone: **(214) 767-3261**

Project Narrative - Program Specific Requirements

Title : Program Specific Requirements

Attachment:

File :

- 1 [DOE_IES_Final_Performance_Report_2018.pdf](#)
- 2
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DOE IES Final Performance Report
No-Cost Extension Period: July 2017 – June 2018

I. ACCOMPLISHMENTS

A. What are the major goals of the project?

This section of the report provides updates from the end of the third year of the project (Spring 2017) through the final no-cost extension year of the project (until June 2018). Activity during this period involved analyzing and preparing a journal manuscript based on data collected during the second year of the project. In year 2, we completed post-testing with 290 students from 21 classrooms. Student measures included questionnaires of anxiety/mood, classroom climate, and teacher reports of students' social competence along with computer tasks to measure attention and executive function. Qualitative observations were conducted on subset of 5 intervention teachers and 3 wait-list control teachers. We also conducted interviews with 7 intervention teachers and held focus groups for students. Fidelity ratings with experienced mindfulness instructors observing classroom teachers implementing the student curriculum were collected during the student training. The teachers assigned to the intervention group co-taught the student program in their respective classrooms after having participated in the teacher training for themselves. We have focused this past year on preparing a manuscript reporting the main findings from data collection in Year 2. We submitted this manuscript to a peer-review journal in July 2018 and are in the process of revising to submit again based on feedback from the editor.

Our next task will be to analyze the results of Year 3 data, for which we have three groups: 1) "Independent teachers" who co-taught the program in Year 2 and are implementing the AWAKE student training with their new classroom of students. These independent teachers have taken a primary role in providing student training and receive support from experienced instructors at the Center. The independent teachers implemented the student training from November 2016 to January 2017. AWAKE student training consisted of 16 sessions (2 sessions per week) each lasting approximately 20-25 minutes. Note, the independent teachers participated in their own AWAKE teacher training in Year 2. 2) "Co-teaching teachers" who were in the control group in Year 2 participated in their own AWAKE teacher training during the Fall of Year 3 and are co-teaching the AWAKE student curriculum in Spring of Year 3. 3) We also recruited a new non-randomized control group of classrooms in Year 3 for comparison with the "independent" group across measures collected at pre- and post-test.

During the no cost extension period in Year 4, we have focused on data analysis and manuscript preparation and are currently in the process of collecting student record data from the past year for those students that participated in Year 3.

B. What was accomplished under these goals?

Year 3

Methods

A total of 27 teachers consented and enrolled for Year 3: 11 as part of the group supported to independently teach the AWAKE program to students (formerly Y2 co-teaching group), 9 to receive AWAKE training and co-teach their students (formerly Y2 wait-list control classrooms; one waitlist control teacher did not re-enroll as she had a planned leave from school), and 7 non-randomized control teachers (newly enrolled).

In September and October, we completed pre-testing with teachers in all three groups on measures of burnout, mood, mindfulness, psychological symptoms, and computer tasks of executive function along with CLASS observations. Post-testing of all teachers as well as post-teacher training observations were conducted in January and February 2017.

Independent teaching & Control groups

The 11 independent teachers completed teaching the AWAKE curriculum to their students from November to January.

In Oct/Nov 2016, prior to the independent implementation of the AWAKE student training, students in the independent teaching and control conditions completed pre-testing. Post-testing was completed with 121 students in the independent teaching group (attrition was due to 2 students who moved and 1 who decided to discontinue participation) and 81 control students (2 students moved) after the independent student training period ended. Pre- and post-test teacher ratings of students' social competence were collected for independent and control students.

Co-teaching group

The 9 co-teaching teachers (formerly Year 2 wait-list control) completed the AWARE teacher mindfulness training from October to January.

By the end of February 2017, 9 teachers in the co-teaching group began implementing the AWAKE student training in conjunction with an instructor from the Center.

In Jan/Feb 2017, 131 co-teaching students completed pre-testing prior to the co-taught AWAKE student training. These students in the co-teaching group completed post-testing in the Spring after their training was complete.

Year 4

Data Collection

We have collected the final school record data from students that participated in academic year 2016-2017.

Quantitative Data Analysis

A summary of findings from data collected in Year 2 is presented below (see Section VIII) and is the subject of a manuscript that is under revision. A copy of the original manuscript is included in the supplementary materials. We plan to submit the revised manuscript to an education oriented peer-reviewed journal this Fall.

Analysis of data collected in Year 3 is ongoing. A primary interest from this data set is the degree of teacher training necessary for classroom teachers to adequately implement a mindfulness-based program on their own. We have begun examining student outcomes in the independent condition, in which classroom teachers primarily led the student training (with support from an experienced mindfulness instructor) compared to the expert-led comparison group. We also have data in Year 3 from the non-randomized control condition.

In order to address this final aim of the grant, we examined outcomes of students in classrooms where instruction was led by teachers who had received mindfulness training and observed the student curriculum being implemented by our expert instructors in the prior year. In Year 3, this group of

teachers independently implemented the student curriculum. Using multilevel models nesting students within classrooms and controlling for teacher levels of educational attainment, we compared student outcomes in this group against those derived from the co-teaching group, in which students received the intervention led by our expert instructors with the classroom teacher primarily observing. The study plan involved a small number of classrooms in both of the conditions, making results preliminary. However, based on the actual sample of 11 independent teachers and 9 co-teaching teachers, the data was sufficient to begin to interrogate this critical but as yet unexplored question.

The results are encouraging and show different potential benefits – certain benefits are observed when instruction is led by experts and other benefits emerge when instruction is led by classroom teachers. Students in classrooms where teachers primarily led instruction reported greater classroom cohesiveness $t = 7.114, p < .001$. Similarly, students taught by their classroom teacher reported significant gains in gratitude $t = 30.56, p < .001$. In addition, teachers independently implementing the curriculum reported significantly greater student gains in emotion regulation $t = 2.91, p = .010$. On three of the five dimensions of student classroom climate perceptions, students in the group led independently by their classroom teacher showed a trend toward greater residualized gains compared to the classrooms taught by our expert instructor (i.e., perceptions of classroom cooperation, equity, and supportiveness) that although not significantly different, are of interest.

On the other hand, students taught by our expert instructor showed significant gains on inhibitory control (i.e., Flanker performance) $t = 5.48, p < .001$ and cognitive flexibility (i.e., Dimensional Change Card Sort Task) $t = 7.81, p < .001$. Students in the expert-led group also showed a trend toward reductions in anxiety $t = -1.65, p = .117$. In general, movement on objective cognitive behavioral measures is more difficult to accomplish than on subjective reports and there is some evidence that amount of mindfulness practice is related to changes on these measures. It may be that the experience of our expert instructors produced more or better quality practice, instantiating changes in cognitive competencies. Whereas, having the classroom teacher lead the mindfulness instruction may have positively impacted the classroom learning environment, shifting student perceptions of the classroom. If this account is accurate, these data suggest that expertise and the involvement of the classroom teacher are essential and have unique benefits.

Qualitative Analysis

During the period from Summer 2017 to Summer 2018, our team continued analysis of project observations and interviews. Based on the previous year's fieldwork, the analysis focused on two teacher dispositional characteristics. We examined teachers' orientations to and enactment of pedagogy related to student social-emotional well-being as well as the degree to which teachers engaged with the ideas of mindfulness practices. These foci allowed us to explore how these two dispositions shaped the enactment of mindfulness in classroom practice and as a result, moved us from considering how mindfulness changed teachers to how teachers changed mindfulness.

This approach aligned well with cultural theories of identity that view individuals as active agents, such as Holland, Lachicotte, Skinner, and Cain's (1998)¹ *figured worlds*. In these "as-if worlds" individuals play out social and cultural roles with possibilities for improvisation where they can make new practices, roles, and outcomes. This theory positions teachers as professionals with particular roles, practices, and relationships. If mindfulness is seen as a practice that can increase well-being in school, considering how teachers' beliefs, experiences, expectations, and practices came into contact with mindfulness, the focus becomes less on dosage of training than on teacher uptake of a set of strategies.

In our analysis, we came to understand the degree to which both teachers improvised on the training based on the teacher's identity (through the use of *figured worlds*). Based on this theoretical framing, we saw how one teacher tended to reflect the curriculum intervention, while the other devised moves that expanded beyond the scope of the mindfulness practices. Interrelated with our research question, understanding how teachers came to change mindfulness necessarily involved uncovering how the figured world of mindfulness also positioned certain teachers. This perspective allowed us to see the various ways the practices were changed by the teachers – in both controlling and expansive ways.

This approach was slightly against the grain in the mainstream mindfulness in education literature. Our first product was a proposal for the 2019 annual meeting of the American Educational Research Association to be presented in the Division on Teaching and Teacher Education titled *Colliding worlds: The intersection of mindfulness and teaching*. We anticipate having a completed paper to submit to a teacher education journal by the end of September. In addition, the two graduate research assistants on the project, Sophia Diamantis and Evan Moss are basing their doctoral dissertations on the research from the project.

¹Holland, D., Lachicotte, Skinner, D., & Cain. (1998). *Identity & Agency in Cultural Worlds*. Cambridge, MA: Harvard University Press.

Reflections on Teacher and Student Training

In thinking about how we would modify our approach for future work, we would try to add another year to the Independent teacher process. Year 1 would be the same as it currently is to allow for becoming familiar with and making adaptations for the local school culture as well as providing opportunities for modeling by experienced mindfulness instructors (through AWARE and AWAKE trainings led by the experienced CHM instructor). In Year 2, we would continue to offer teacher practice opportunities and co-teach AWAKE. In Years 3 & 4, we would continue to offer teacher practice opportunities and classroom teachers independently teach AWAKE with coaching support. The addition of a fourth year would allow for classroom teachers to consolidate their skills with support and guidance from the experienced mindfulness instructor. Also, we could offer classroom teachers professional development between Years 2, 3, and 4 that targets the issues that come up in teaching mindfulness to students. This process is highly relevant considering that most of the CHM instructors have spent 10+ years honing their teaching of mindfulness and continue to be actively engaged in learning and developing their skill set.

C. What opportunities for training and professional development has the project provided?

The project has provided classroom teachers with support for professional development through mindfulness training.

Our project team meets weekly to discuss project implementation, design, participant recruitment and assessment, providing research training for graduate students and other project staff.

For study coordinators, the current project has provided the opportunity to develop skills in supervising a large number of undergraduates (50+) and managing a large-scale study.

Additionally, undergraduates are provided the opportunity to develop proficiency with effectively following a testing protocol, interacting with teachers and students, and learning the research process.

Seven school district support staff who were not part of the study were able to be in the AWARE training for teachers.

D. How were the results disseminated to communities of interest?

An overview of this project is provided on the Center for Healthy Minds website for the general public to view. Updates on the progress of this project have been shared with school district administration through our partnership agreement.

E. What do you plan to do during the next reporting period to accomplish project goals?

This is the final performance report. We will resubmit the revised manuscript based on Year 2 data for publication and continue to analyze data from Year 3.

II. PRODUCTS

A. Publications, conference papers, and presentations

Manuscript in progress

Flook, L., Hirshberg, M., Gustafson, L., McGehee, C., Bolt, D.M. & Davidson, R.J. (under revision). Mindfulness training enhances students' executive functioning and perceptions of their classroom climate.

Presentations

Flook, L. *Reflections on mindfulness in education research*. Invited presentation at Omega Mindfulness & Education Conference, Rhinebeck, NY, July 20-22, 2018.

Flook, L. *mindfulness & unlearning*. In B. Levy (Chair) *Unlearning: How Prior Knowledge Can be Maladaptive for Learning and Behavioral Change*. Research symposium presented at the Association for Psychological Science 30th Annual Convention, San Francisco, CA, April 27, 2018.

Flook, L. *Reflecting on mindfulness in education research: Past, present, and future*. Invited Keynote presentation at UCSD Bridging Hearts and Minds, San Diego, CA, February 2-4, 2018.

B. Web site(s) or other Internet site(s)

CHM description of project:

<https://centerhealthyminds.org/science/studies/a-classroom-based-training-program-for-attention-and-emotion-regulation>

C. Technologies or techniques

Nothing to report.

D. Inventions, patent applications, and/or licenses

Nothing to report.

E. Other products

- AWARE Teacher training, revised (see Appendix for outline of teacher program)
- AWAKE Student training, revised (see Appendix for outline of student program)

III. PARTICIPANTS & OTHER COLLABORATING ORGANIZATIONS

A. What individuals have worked on the project?

Lisa Flook is principal investigator. She provided overall project direction including supervision of research staff and regular meetings with instructors around curriculum development and implementation

Richard Davidson is co-principal investigator and provided input into the project design and infrastructure to support research.

Beth Graue, a collaborator on the project and an expert in early childhood, oversaw the qualitative research component and train graduate students to conduct observations, record field notes, and synthesize notes

Lori Gustafson was an Educational Outreach Specialist at The Center for Healthy Minds. She has over 25 years teaching experience with Madison Metropolitan School District and is currently teaching in a 4th and 5th grade multi-age classroom. In addition, she is an instructor in the Mindfulness Program at UW Health where she works teaching the Mindfulness Based Stress Reduction Course to both adults and teens. She has led development and implementation of training programs for both teachers and students.

Chad McGehee was an Educational Outreach Specialist at The Center for Healthy Minds. His background includes working in K-12 classrooms for the past 10 years in a variety of instructional and leadership roles. Chad has been offering mindfulness practices to students and teachers for many years both in classroom contexts, as well in professional development for teachers.

Lisa Thomas Prince was an Educational Outreach Specialist at The Center for Healthy Minds. She has over 15 years of experience as a teacher of world languages and ESL with students in preschool - 8th grade. Her work in schools included curriculum development and professional development for teachers. Lisa is an instructor of Mindfulness for Middle Schoolers in the UW- Health Mindfulness Program, and she completed the Mindfulness-Based Stress Reduction professional teacher training course. Lisa served as a classroom instructor and co- teacher for the student intervention of this project. The addition of Lisa to the project team was necessary due to the total number of student intervention lessons provided weekly, the number of intervention sites, and availability of instructional time.

Matthew Hirshberg is a post-doc at UW-Madison. He was responsible for providing feedback on the development of the teacher training program, planning regarding best class implementation and teacher-evaluation methods, and is involved in ongoing data analysis. He has received training in the CLASS observation tool and conducted interviews with participants to gather feedback about their experience with the training.

Evan Moss has a B.S. in Elementary Education and taught middle school for six years in the Milwaukee area. She was involved in school and district-wide curriculum design and assessment in the content areas of Science and Social Studies. Evan is a doctoral student in Curriculum & Instruction in the School of Education. Her interests center around teacher-student relationships, the emotionality of teaching, and how mindfulness can strengthen teachers' ability to foster healthy classroom environments. Evan was involved in the Center for Healthy Minds' Kindness Curriculum project, teaching the curriculum to students in the Madison public school system. Evan is a Teaching Assistant for a UW-Madison

undergraduate course on inclusive teaching practices and is also studying qualitative research methods with Dr. Beth Graue.

Sophia Diamantis is a doctoral student in Curriculum & Instruction in the School of Education where she is studying qualitative research methods with Beth Graue. Her interest in mindfulness and education stems from her teaching in K-16 classrooms for the past seven years, and her pursuit of a 500-hour Pranakriya Yoga teacher training, a tradition based on Tantric expressions of Hatha Yoga. Sophia has taught in a variety of contexts and instructional roles working with culturally and linguistically diverse students and their teachers, both in-service and pre-service. As a graduate student project assistant, she has been involved with data collection and analysis. She has received training in CLASS, conducted classroom observations, and conducted interviews with participants to gather feedback about their experience with the training.

Cara Knoepfel was a study coordinator for this project. She was involved in coordinating the research and day to day logistics of the project. This role required attention to detail but also an awareness of the big picture and scope of the study to ensure that study activities were progressing in a timely manner. A vital part of this role was managing the project's IRBs and coordinating the protocol with the Madison Metropolitan School District's research committee. This role was the point person for interacting with teachers and administrators regarding the research. Main responsibilities included: consenting teachers and students, scheduling research trainings, observations, and testing, and managing data collection. This position was responsible for hiring and supervising a team of undergraduates to assist in testing and data collection. The position was also responsible for material management and purchase orders.

Lawrence Tello holds a Bachelors of Science in Biopsychology, Cognition and Neuroscience (BCN) from the University of Michigan. Prior to joining the research team, he gained experience in several research labs that studied social and clinical psychology, providing him with training for conducting research projects with multiple methodologies and a range of populations. For the current project, Lawrence filled the role of a study coordinator where he primarily supervised/trained undergraduates and facilitated the collection of data. This role involved communicating with schools/teachers, preparing materials for testing, ensuring protocol is followed, checking data, and keeping the project on track.

Jane Sachs is a research program manager. She helped manage the overall project and coordinated IRB approval and collected school records during the no cost extension period.

Dan Bolt is a Professor in the Department of Educational Psychology with expertise in statistics. He teaches courses in test theory, factor analysis, and hierarchical linear modeling. He provided consultation on quantitative analyses, in particular, around multi-level modeling.

B. Has there been a change in the active other support of the PD/PI or senior/key personnel since the last reporting period?

The effort of personnel has decreased across the project during the no-cost extension period in line with the planned budget.

C. What other organizations have been involved as partners?

This project was conducted in collaboration with the Madison Metropolitan School District (MMSD). One of the outgrowths of this project has been to formalize a partnership between the district and our research center to support this multi-year endeavor. MMSD provided access to teachers and classrooms for this project. Over the past three years of the project, there has been a lot of contact between CHM

staff and MMSD staff, ranging from classroom teachers to principals to central office support staff and senior leadership. While our work has remained focused on carrying out the highest quality training and research for the classrooms participating in the study, this work has catalyzed interest in growing mindfulness beyond the scope of the project. In order to respond to the growing demand, CHM facilitated a relationship between MMSD and the UW-Health Mindfulness Program. Their partnership has been a way for MMSD to offer mindfulness training to hundreds of teachers, teacher assistants as well as staff in leadership positions throughout the district. The close relationship between the UW-Health Mindfulness Program, CHM and MMSD has allowed our work to happen in concert to be of greater benefit.

Middleton school district also provides access to teachers and classrooms for this project. We have been in communication with leaders in the Middleton school district to explore ways to sustain the work started through this project and offer supports for well-being more widely. The Middleton School District is also on its own journey of providing mindfulness-based practices to support student and teachers. Their work is led and implemented primarily by one teacher in the district. CHM teachers have regular and ongoing contact with this teacher and the school principal in order to ensure that our trainings are working in concert with other offerings in the school.

D. Have other collaborators or contacts been involved?

Not applicable

IV. IMPACT

A. What is the impact on the development of the principal discipline(s) of the project?

Teachers who participated in the mindfulness training reported feeling calmer and less stressed out among other benefits of practice. Teacher stress and burnout are a national concern for public education, resulting in significant turnover and lower quality of instruction. Providing supports for teachers to decrease stress and increase well-being has significant implications for the profession and student learning.

B. What is the impact on other disciplines?

This project is relevant to teacher training, both ongoing professional development for credentialed teachers as well as for teachers in training and how they are supported even before entering the classroom. This approach has implications for teacher efficacy in the classroom and potentially reducing turnover in the profession that has been fueled by high levels of stress and burnout.

C. What is the impact on the development of human resources?

This project provides training for graduate students and research staff in conducting school-based research. Through this research, we are engaging a broad audience by sharing information about the projects with general public as well as academic audiences. Support is offered for teachers in their professional development through tools to promote well-being and reduce stress. In addition, students have the opportunity to learn skills that may enhance attention and ability to manage difficult emotions. Providing training opportunities for students and classrooms teachers is expected to promote a positive classroom environment conducive to learning and supportive relationships.

D. What is the impact on teaching and educational experience?

Reports from teachers and students who participated in the mindfulness training indicated a positive impact on their teaching and educational experiences. Teachers exhibited more instructional support and more teachers displayed emotional support in their classroom behavior. Students showed improvements in cognitive flexibility, a key domain of executive function, and perceived benefits in terms of greater teacher support and equity in their classroom environment. These teacher and student factors are known to contribute to positive relationships, school engagement, and academic success.

In response to an informal follow-up this fall with educators who had been involved in this project, teachers and school leaders shared ways that the project continues to impact their teaching and lives. Following are quotes from staff:

5th grade teacher

I have continued to use mindfulness, especially various breathing techniques. I have also used a website called GoNoodle which includes some yoga and relaxation techniques. My class has kept track of the breathing techniques and toward the end of the year I had students lead the breathing.

5th grade teacher

I practice mindfulness ALL THE TIME! I like to think that I also had a great success last year too. My students got to practice all of the strategies and most of them told me that they were practicing them even at home. Overall I think that mindfulness had a lot to do with my students' good scores at the end of the school year. I wish that I had more resources to share with my students, especially the recorded practices that were in the shuffles.

5th grade teacher

Here's what I discovered:

At the tail end of the year before last, I was in such a dark place in my teaching. I felt like my work was pretty useless and that I was just one more cog in a malfunctioning machine (probably mostly due to the fact that my 5th graders move on to middle school where I have seen so many go off the rails). After 20 some years in this business, I wondered what real difference I might have made for anyone. I wondered if I hadn't just been fooling myself all along about teaching being a valuable, worthwhile way to spend my time.

But then somehow without even really deliberately thinking it through, I realized that my time learning mindfulness from you was something that still stuck with me even though, outwardly, there is little evidence that mindfulness practices are in my head, they are - a lot! At many moments during the day, I pause to be aware or I take a deep breath, or I think of what I'm grateful for. Those moments ground me and ease my anxiety - much more than I ever thought they could when I first started with you those years ago! These moments have been with me consistently since I began with you and these moments just come to me, it feels like, without really planning for them. My mind just seems to know I need them and it does the work for me. Anyway, it occurred to me that maybe, just maybe, my students, too, made similar connections or experienced a similar impact from my work with them. That maybe even if it wasn't something any of them could articulate, perhaps I had affected them in some positive way just as mindfulness impacted me positively in spite of the fact that I felt poised to go off the rails as some of my former students had done.

An outside observer would never think mindfulness had touched me because I didn't continue with the practices or even really talk about it, but it was, and is, a part of my interior life and I think perhaps something similar may happen with former students who were impacted by their time in room 50 even if there are no outside signs of that.

School Leader

As for mindfulness practice still showing up for me...I guess right now in my life it shows up for me when I most need it. Although I don't have a specific time of day to do a daily practice (which I'd love to get back to), I have found that when I need to catch a breath or check-in during stressful times that I do even if it's just a brief moment. In fact in the last couple of weeks when I haven't been able to sleep at night due to work related things on my mind or grief, I either turn to finding my breath or doing a loving kindness practice that reminds me of all of beautiful people that surround and support me in this journey of life. That to me is the beauty of mindfulness it's always there when you need it and at one point in my life I practiced enough (pre-children) that my brain remembers to pause instead of continue to spin on ideas or judgments.

5th Grade Teacher

I feel so grateful to have had the opportunity to be part of the study and introduced to mindfulness. It has made/does make a significant impact on my life. I feel like I am more present, able to think more deeply, and better at self-regulating. This has allowed me to be a better person, teacher and coach. In addition to that, the gratitude practices have brought about many positive changes in my life. They have had an extremely positive effect on my attitude & mindset, as well as bringing a lot of positivity and happiness to my life.

School Leader

We have a through-line of mindfulness for staff all year. If anything, we're deepening the work and institutionalizing the practice.

School Leader

For me just the act of pausing and taking a breath before reacting to any request, situation or voice is a skill I will be practicing.

I know I am a better leader when I'm focused and calm.

2nd grade teacher (was a 5th grade DoE teacher)

I have been using some of the mindfulness practices in my life and plan to use some in my classroom with my second graders! In my life I have been using some of the breathing practices! Thanks for the resources, I plan on using them!

5th Grade Teacher

I've loved implementing what you guys taught us into my classroom and into MY life. I still have the posters up in my room that your team provided and use them as resources as we practice mindfulness---puppy mind, one good thing, perspective, etc. I've tried to focus at least one day a week on a deliberate lesson for mindfulness and then use it throughout the days and weeks. My

students last year were very receptive to the learning experience and I'm hoping this year's students will be as well.

E. What is the impact on physical, institutional, and information resources that form infrastructure?

This project has facilitated an interdisciplinary collaboration between scholars from the School of Education with those trained in Psychology, leading to a mixed methods approach to understanding and assessing the impact of training on teachers and students.

F. What is the impact on technology transfer?

Students and teachers received mp3 players with guided practices to support and extend their learning and practice of mindfulness.

G. What is the impact on society beyond science and technology?

The training for students and teachers is likely to have a real human impact. The practices are intended for teachers and students to develop greater awareness of themselves and others, which can contribute to increased personal and interpersonal well-being. Cultivating these positive qualities is consistent with efforts to promote "non-cognitive skills" that are not primarily content-based, including attention and emotion regulation, which contribute to academic and school success.

H. What dollar amount of the award's budget is being spent in foreign country(ies)?

None/Not applicable

V. CHANGES/PROBLEMS

A. Changes in approach and reasons for change

Nothing to report

B. Actual or anticipated problems or delays and actions or plans to resolve them

Nothing to report

C. Changes that have a significant impact on expenditures

Nothing to report

D. Significant changes in use or care of human subjects, vertebrate animals, and/or biohazards

Nothing to report

E. Change of primary performance site location from that originally proposed

Nothing to report

VI. SPECIAL REPORTING REQUIREMENTS

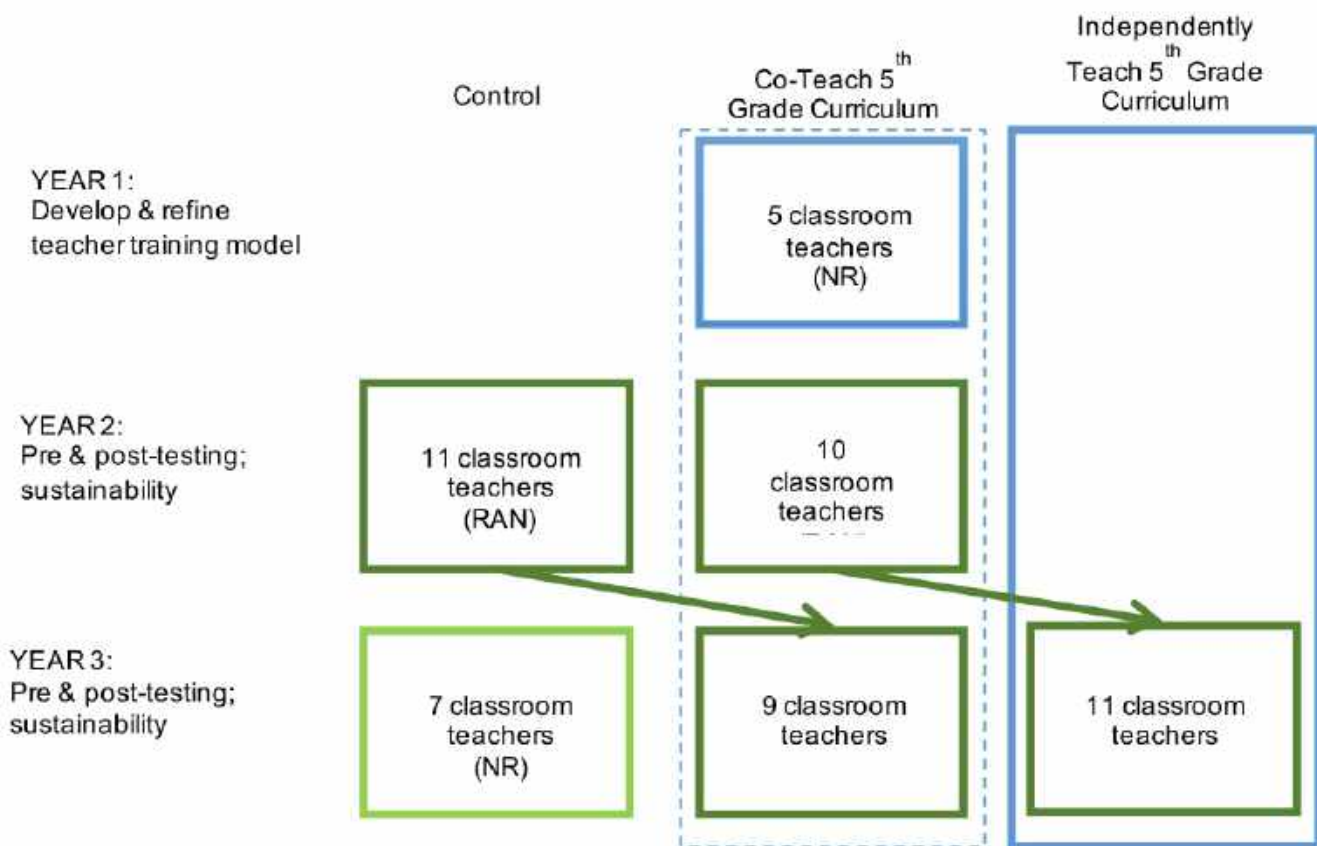
Not applicable

VII. BUDGETARY INFORMATION

See budget narrative

VIII. PROJECT OUTCOMES

Project Overview Diagram



This project was conducted over a three-year period. The first year was focused on developing and refining a mindfulness-based training program for teachers and students in five classrooms. The major outcome of the first year was confirming the feasibility and utility of the training based on positive feedback from teachers and students about their experience, and making slight modifications to the training based on participant feedback to inform implementation in subsequent years.

The second year of the project comprised a pilot randomized trial, in which classrooms were randomized to a wait-list control or mindfulness intervention group. The major outcomes of data collected from this portion of the project are described below and are the basis for a manuscript submitted for publication.

The third year consisted of three groups: 1) "Independent teachers" who co-taught the program in Year 2 and are implementing the AWAKE student training with their new classroom of students with support

from experienced mindfulness instructors. These independent teachers participated in their own AWARE teacher training in Year 2; 2) “Co-teaching teachers” who were in the control group in Year 2, participated in their own AWARE teacher training during the Fall of Year 3 and co-taught the AWAKE student curriculum in the Spring; 3) We also recruited a new non-randomized control group of classrooms in Year 3 for comparison with the other groups across measures collected at pre- and post-test. Initial analyses from this data set examining student outcomes in the independent condition (primarily led by classroom teachers) compared to the co-teaching condition (led by expert instructors) showed unique benefits for students in each condition.

Initial Results from Year 2 Pilot Randomized Trial

The focus of Year 2 is the pilot Randomized Controlled Trial (RCT) portion of the project. These data were acquired in the 2015-2016 school year and consist of teacher level data from 21 teachers and student level data from 290 students. Three (12.5%) of the teachers removed themselves from the study prior to intervention onset. These 3 teachers represent one of the school sites and the decision to leave the study was made collectively. Because the teachers left the study before intervention onset (and post-testing) we collected no student data from these teachers’ classrooms.

The RCT portion of the study was designed as a multi-stage intervention. During the first phase, teachers were recruited into the study in the spring/summer prior to study onset. Consented and enrolled teachers were pretested in the early fall of 2015. After all teachers pretested, teachers were randomly assigned to receive mindfulness or to the wait-list control condition (WLC).

Intervention group teachers received, over the course of approximately 3 months, ten 1.25-hour mindfulness lessons and one 4-hr Day of Mindfulness. WLC control teachers, other than to set-up classroom observations and to recruit students, received no further contact from research staff prior to post-testing. At the end of the intervention period all teachers were post-tested. In the meantime, students in the classrooms of participating teachers were recruited into the study.

About 2 weeks following teacher post-testing student pretesting commenced. Once completed, students of teachers who participated in the AWARE teacher training began receiving the AWAKE student mindfulness training, led by research team mindfulness experts and co-taught by the classroom teachers. Students of WLC teachers had no further contact with the research team until post-testing.

The study design randomized participants to condition at the classroom level. Modeling student effects without taking into consideration the clustering effect of the classroom can bias standard errors and model results. To take into account clustering effects and follow the logic of the randomization procedure, we employed 2-level random coefficient models. Multilevel models assign variance in student outcomes at the teacher and student level, thereby producing accurate standard errors. We ran all models as multilevel residualized gain scores (i.e., Student T2 score controlling for student T1 score nested within classroom).

We should note that as a pilot RCT, the sample size (21 teachers; 11 intervention, 10 control) will only detect medium to large effects (it is insufficiently powered to detect small or even moderate sized effects).

Student perceptions of the classroom environment

Student perceptions of the classroom-learning environment are important predictors of student achievement. Students that perceive the teacher to be caring and the classroom environment to be equitable and supportive are more likely to excel. We measured student perceptions of the classroom

with What is Happening in this Classroom? (WIHIC) scale. We found that at post-test, students in classrooms that participated in the AWAKE training (and whose teachers participated in AWARE training) reported their classrooms as being significantly more supportive compared to control classroom students ($p < .01$, $d = .46$). These effects remained above and beyond the contributions of the teacher's years of teaching experience and educational attainment. Students in intervention classrooms also reported their classrooms as more equitable ($p < .05$, $d = .29$).

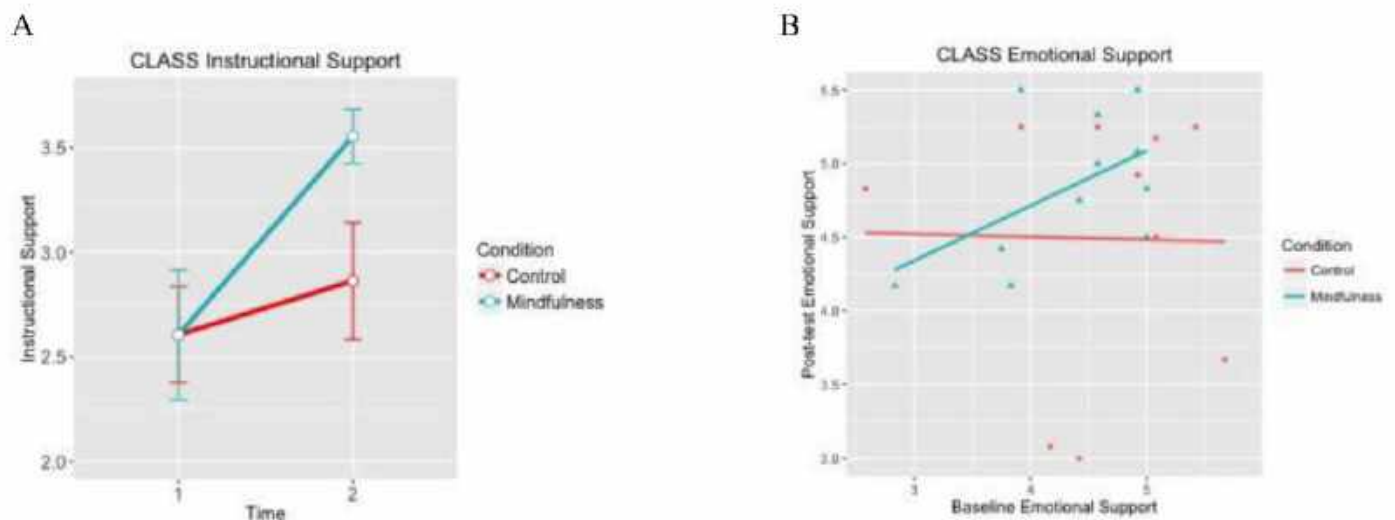
Attention and Executive Functions

Executive functions and attention are key building blocks for cognitive, affective, and behavioral regulation which are critical to learning and academic success. To measure Executive Functioning (EF), we used the NIH Toolbox cognitive battery of behavioral tests. Students in the mindfulness intervention showed significant improvement in cognitive flexibility (i.e., DCCS performance) $t(18) = 2.17$, $p = .04$, $d = 0.33$. Although no significant gains were observed on the NIH Flanker score, intervention students demonstrated significant reductions in Flanker reaction time (RT), indicating faster reaction time, a marker of improved attention, $t(18) = -2.13$, $p = .047$, $d = 0.29$.

Classroom teaching behaviors

Classroom teaching behaviors are among the strongest teacher predictors of student achievement. We observed teachers in the classroom before and after the intervention period, and again following the student intervention using the Classroom Assessment Scoring System (CLASS; La Paro, Pianta, & Stuhlman, 2004). CLASS is an objective, observer rating of classroom teaching behaviors that has been empirically linked to positive student outcomes. It is categorized along three major dimensions: Instructional Support, Emotional Support, and Classroom Organization. We found that teachers in the intervention condition demonstrated significantly greater Instructional Support compared to controls post-intervention (Figure 1A; $p = .03$, $d [95\%CI] = 1.02 [0.05, 1.99]$). Although not statistically significant, intervention teachers showed consistent improvements in Emotional Support at post-intervention, with 82% improving compared to only 40% of control teachers (Figure 1B).

Figure 1. Teacher CLASS scores



Notes: Plot A – mindfulness group shows significant gains at post-test compared to controls after controlling for pretest scores. Plot B – mindfulness group shows non-significant gains

with a higher proportion of teachers improving at post-test (upper half) than controls.

Summary

These results suggest that training teachers and students in mindfulness may improve student perceptions of the classroom learning environment and students' executive functioning, as well as teachers' classroom behaviors. Student perceptions of the classroom-learning environment, executive functioning, and teacher classroom behaviors are all important predictors of student achievement. Taken together, these results point toward the potential benefits of mindfulness training for teachers and students.

Project Narrative - Signed Grant Performance Coversheet

Title : Signed Grant Performance Coversheet

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Project Narrative - Tables

Title : Tables

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Project Narrative - charts

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U.S. Department of Education

Washington, D.C. 20202-5335

IES Annual Performance Report

CFDA # 84.305A

PR/Award # R305A150391

Budget Period # 1

Report Type: Annual Performance

PR/Award # R305A150391

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**U.S. Department of Education
Grant Performance Report
Cover Sheet (ED 524B)**

*Check only one box per
Program Office instructions.*

Annual Performance Report Final Performance Report

General Information

1. PR/Award #: R305A150391

(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#: 21477

(See instructions. Up to 12 Characters.)

3. Project Title: Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in Educational Communication Skills Training Program

(Enter the same title as on the approved application.)

4. Grantee Name: PENNSYLVANIA STATE UNIVERSITY, THE

(Block 1 of the Grant Award Notification.)

5. Grantee Address:

(See instructions.)

Street: 201 OLD MAIN

City: UNIVERSITY PARK

State: PA Zip: 16802 Zip+4: 1505

6. Project Director:

(See instructions.)

First Name: Jennifer

Last Name: Frank

Title: Assistant Professor

Phone #: 8148672885

Fax #: 8148638698

Email Address: jlf51@psu.edu

Reporting Period Information (See instructions.)

7. Reporting Period: From: 07/01/2015 To: 02/29/2016

*(mm/dd/yyyy)***Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)**

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	0	0
b. Current Budget Period	90,805	0
c. Entire Project Period <i>(For Final Performance Reports only)</i>		

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

- a. Are you claiming indirect costs under this grant?
If yes, please indicate which of the following applies to your grant? Yes No
- b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government: Yes No
The period covered by the Indirect Cost Rate Agreement is : From: 07/01/2015 To: 06/30/2016
(mm/dd/yyyy)
- The approving Federal agency is : ED Other *(Please specify):* Office of Naval Research
- The Indirect Cost Rate is : 51.9 %
- Type of Rate Provisional *(Please specify):*
(For Final Performance Reports Only): Final Other
- c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) Yes No
- d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :
 Is included in your approved Indirect Cost Rate Agreement Complies with 34 CFR 76.564(c)(2)?
- e. The grantee is funded under a Training Rate Program and:
 Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)
 Is recovering indirect costs using its actual negotiated indirect cost rate

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A

Performance Measures Status and Certification (See instructions.)

11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ● Yes ○ No
 b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)

12. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812). Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: John W Hanold

Title: Interim Director

Signature:

Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

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Project Narrative - Additional Information

Title : Additional Information

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Project Narrative - Curriculum Vitea

Title : Curriculum Vitea

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- 1 [Frank_CV_2016.pdf](#)
- 2 [GreenbergBioRev.pdf](#)
- 3 [Peter_Nelson_CV_Fall_2015.pdf](#)
- 4 [Schussler_Vita_CURRENT_2016.pdf](#)
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RESEARCH INTERESTS

I am an Assistant Professor of Special Education and School Psychology in the Department of Educational Psychology, Counseling, and Special Education in the College of Education and affiliate of the Prevention Research Center in the Department of Health and Human Development at the Pennsylvania State University. My research interests focus on school-based prevention and effective mindfulness-based strategies to modify the ecology of risk (family-school-peer) from middle childhood to late adolescence. As a former school psychologist and educational consultant, I have experience treating common problems of behavior and learning among school-age children, designing services for students at-risk, and evaluating the quality of educational environments. My post-doctoral work focused on training in advanced statistical and experimental methods for examining the impact of schoolwide practices on student learning and behavior. My current research interests include: school-based prevention, positive behavior supports, innovative statistical and experimental methods to validate evidence-based interventions, social-emotional learning, and mindfulness-based interventions for youth and school-based professionals.

EDUCATION

Post-Doc	University of Oregon	IES Post-Doctoral Fellow Mentors: Robert Horner & Thomas Dishion	2008- 2010
PhD	University of Wisconsin-Madison (APA-accredited program)	PhD in Educational Psychology Minor: Prevention Science Graduate Advisor: Thomas R. Kratochwill	2008
MS	University of Wisconsin-Madison (NASP-approved program)	MS in Educational Psychology	2003
BA	University of Wisconsin-Madison University of Oxford	BA with Honors in the Major and Liberal Arts in Psychology	2000
BSW	University of Wisconsin-Madison	BSW with Honors in Social Work Concentration: Developmental Disabilities	2000

PROFESSIONAL EXPERIENCE

<p>The Pennsylvania State University Department of Educational Psychology, Counseling, and Special Education Assistant Professor of Special Education and School Psychology</p>	<p>2014- Present</p>
<p>The Pennsylvania State University Prevention Research Center <u>Project Affiliations:</u> <i>Children in Rural Poverty: Risk and Protective Mechanisms: Family Life Project</i> (NIH-NICHD), <i>Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): A Cluster Randomized Controlled Efficacy Trial</i> (IES), <i>Evidence-based Prevention and Intervention Support Center (EPISCenter; PCCD)</i>, <i>Cultivating Awareness and Resilience in Education (CARE; IES)</i>, <i>Examining Key Assumptions: Prevention of Alcohol Abuse (NIH-NIAA)</i>; <i>Comprehensive Approach to Learning Mindfulness (CALM; The 1440 Foundation)</i>, <i>Communities that Care (CTC: NIH-NIDA)</i>, <i>Identifying Preventable Youth Precursors of Adult Crime (PCCD)</i>; <i>Improving the Effectiveness and Efficacy and Inter-Agency Planning and Cooperation to Inform Consolidation (PCCD)</i>; <i>High School Positive Behavior Support Model Development (IES)</i> <u>Research Assistant Professor</u> (Present – 2012) <u>Research Associate</u> (2011)</p>	<p>2011-2014</p>
<p>University of Oregon Educational and Community Supports <u>Project Affiliations:</u> <i>National Technical Assistance Center on Positive Behavior Interventions and Supports (OSEP)</i>, <i>High School Positive Behavior Support Development Project (IES)</i>, <i>Enhancing Data-Based Decision Making (IES)</i>, ECS- Evaluation Services Unit, <i>Intensive Positive Behavior Support Development Project (IES)</i> <u>Research Associate</u></p>	<p>2010-2011</p>
<p>University of Oregon Institute for Education Sciences (IES) Post-Doctoral Fellowship in Behavioral and Family Supports <u>Post-Doctoral Fellow</u></p>	<p>2008-2010</p>
<p>Vanderbilt University – Peabody College Learning Sciences Institute <u>Project Affiliations:</u> Learning Sciences Institute Core Research Staff, Center for Assessment and Intervention Research, <i>Development of the Vanderbilt Assessment of Leadership in Education (VAL-ED; Wallace Foundation/IES)</i>. <u>Research Associate</u></p>	<p>2006-2008</p>
<p>Vanderbilt University Medical Center Division of Pediatrics <u>Research Coordinator</u></p>	<p>2006</p>
<p>Wisconsin Department of Public Instruction <u>Project Affiliation:</u> <i>Wisconsin Reading Excellence and Demonstration of Success Project</i> <u>Lead Investigator</u></p>	<p>2005-2006</p>

<p>Educational & Psychological Training Center <i>Mental Health Center and Education Resource Center on Children & Adolescents</i> <u>Project Assistant</u></p>	2004-2006
<p>Wisconsin Center for Education Research <u>Project Affiliations:</u> <i>Coordination, Consultation, and Evaluation Center for K-3 Reading and Behavior Interventions (OSERS), Assessing One and All: An Internet Hypermedia Model for Professional Development (OSERS), Experimental Analysis of Parent-Mediated Intervention Program for At-Risk American Indian Children (OERI), Experimental Analysis of Parent-Mediated Early Intervention Program for Elementary School Children (OSERS)</i> <u>Project Assistant</u></p>	1999-2006
<p>University of Wisconsin-Madison- Department of Psychology and Psychiatry Laboratory for Affective Neuroscience <u>Project Affiliation:</u> <i>Affect-Cognition Interactions within the Prefrontal Cortex (PFC)</i> <u>Research Assistant</u></p>	1999-2000
<p>University of Wisconsin-Madison- Department of Educational Psychology <u>Project Affiliation:</u> <i>National Re-Norming of the Woodcock-Johnson Psychoeducational Battery</i> <u>Research Assistant</u></p>	1998-2000
<p>University of Oxford - Department of Psychiatry – Wallingford Clinic Oxfordshire & West Berkshire NHS Trust – United Kingdom <u>Project Affiliation:</u> <i>Efficacy of Crown Court Mediated Diversion Schemes in the Transfer of Mentally Ill Offenders from Prison</i> <u>Lead Project Researcher</u></p>	1999
<p>University of Wisconsin-Madison - Department of Psychology (Developmental) <u>Project Affiliation:</u> <i>The Development of Racial and Gender Stereotypes in School Age Children</i> <u>Research Assistant</u></p>	1998
<p>University of Wisconsin-Madison - Department of Psychology (Social Psychology) <u>Project Affiliation:</u> <i>Cognitive and Non-Cognitive Contributions to Anger Provocation and Attributions of Blame</i> <u>Research Assistant</u></p>	1996-1998

PEER-REVIEWED PUBLICATIONS

* Indicates supported student publication. Publications prior 2007 published under the last name White.

Frank, J.L., Jennings, P.A., & Greenberg, M.T. (2015). Validation of the Mindfulness in Teaching Scale. *Mindfulness*. Advance online publication: doi: 10.1007/s12671-015-0461-0

*Schussler, D.L., Jennings, P.A., Sharp, J.E. & **Frank, J.L.** (2015). Improving teacher awareness and well-being through CARE: A qualitative analysis of the underlying mechanisms. *Mindfulness*. Advance online publication: doi: 10.1007/s12671-015-0422-7

- *Predy, L., McIntosh, K., & Frank, J.L. (2014). Utility of number and type of office discipline referrals in predicting chronic problem behavior in middle schools. *School Psychology Review, 43*, 472-489
- Broderick, P.C. & Frank, J.L. (2014). Learning to BREATHE: An Intervention fostering mindful attention and awareness. *New Directions in Youth Development, 142*, 31-44.
- Frank, J.L., & Bose, B.K. (2014). Effectiveness of a school-based yoga program on adolescent mental health, stress coping strategies, and attitudes towards violence: Findings from a high-risk sample. *Journal of Applied School Psychology, 30*, 29-49.
- *Felver, J.C., Frank, J.L., McEachern, A. (2014). Effectiveness of the Soles of the Feet Mindfulness-Based Intervention with elementary school students. *Mindfulness, 5*, 589-597.
- Frank, J.L., Broderick, P.A., Reibel, D., Cantrell, T., & Metz, S. (2013). The effectiveness of mindfulness-based stress reduction therapy on educator stress and well-being: Results from a pilot trial. *Mindfulness Advance online publication*. doi: 10.1007/s12671-013-0246-2
- Frank, J.L., Jennings, P.A., & Greenberg, M.T. (2013). Mindfulness-based interventions in school settings: An introduction to the special series. *Research in Human Development, 10*, 205-210.
- Jennings, P.A., Frank, J.L., Snowberg, K., Coccia, M., & Greenberg, M.T. (2013). Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): Results of a Randomized Controlled Trial. *School Psychology Quarterly, 28*, 374-390
- *Metz, S.M., Frank, J.L., Reibel, D., Cantrell, T., Sanders, R., & Broderick, P.C. (2013). The effectiveness of the *Learning to Breathe* program on adolescent emotion regulation. *Research in Human Development, 10*, 252-272.
- *Mathews, S., McIntosh, K., Frank, J. L., & May, S. (2013). Critical features predicting sustained implementation of school-wide positive behavior support. *Journal of Positive Behavior Interventions*. Advance online publication. doi: 10.1177/1098300713484065
- Flannery, K.B., Frank, J.L., McGrath-Kato, M., Doren, B., Fenning, P. (2013). Implementing Schoolwide Positive Behavior Support in high school settings: Analysis of eight high schools. *High School Journal, 4*, 267-282.
- Fosco, G.M., Frank, J.L., Dishion, T.J., Horner, R. & Stormshak, E. (2013). Opening the "Black Box": Family Check-Up intervention effects on self-regulation that prevents growth in problem behavior and substance use. *Journal of School Psychology, 51*, 455-468.
- *McIntosh, K., Mercer, S.H., Hume, A.E., Frank, J.L., Turri, M.G., Matthews, S. (2013). Factors predicting sustained implementation of School-wide Positive Behavior Support. *Exceptional Children, 79*, 293-311.
- Flannery, K.B., Frank, J.L., & McGrath-Kato, M.(2012). School disciplinary responses to truancy: Current practices and future directions. *Journal of School Violence, 11*, 118-137.
- Vincent, C.G., Tobin, T.J., & Hawken, L.S. & Frank, J.L. (2012). Discipline referrals and access to secondary level support in elementary and middle schools: Patterns across African-American, Hispanic-American, and White Students. *Education and Treatment of Children, 35*, 431-458.
- Meiklejohn, J., Phillips, C., Freedman, L., Griffin, M., Biegel, G., Roach, A.T., Burke, C., Pinger, L., Soloway, G., Frank, J.L., Isberg, R., Sibinga, E., Grossman, L., Saltzman, A. (2012). Integrating

mindfulness training into K-12 Education: Fostering the resilience of teachers and students. *Mindfulness*, 3, 291-307.

- Todd, A. W., Horner, R. H., Newton, J. S., Algozzine, R. F., Algozzine, K. M., & **Frank**, J. L. (2011). Effects of team-initiated problem solving on decision-making by school-wide behavior support teams. *Journal of Applied School Psychology*, 27, 42-59.
- McIntosh, K., **Frank**, J.F., & Spaulding, S.A. (2010) Establishing research-based trajectories of office discipline referrals for individual students. *School Psychology Review*, 39, 380-393.
- Roach, A.T., Kratochwill, T. R., & **Frank**, J. L. (2009). School-based consultants as change facilitators: An adaptation of the Concerns-Based Adoption Model (CBAM) to support implementation of research-based practices. *Journal of Educational and Psychological Consultation*, 19, 300-320.
- Elliott, S.N., Gresham, F., **Frank**, J.L. & Beddow, P.A. (2008). Intervention validity of social behavior rating scales: Features of assessments that link results to treatment plans. *Journal of Assessment for Effective Intervention*, 34, 15-24.
- Roach, A.T. & **Frank**, J.L. (2007). Large scale assessment, rationality & scientific management. *Journal of Applied School Psychology*, 23(2), 7-25.
- Huai, N., Braden, J., **White**, J., & Elliott, S. (2006). Effect of an internet-based development program on teachers' assessment literacy. *Teacher Education and Special Education*, 29(4), 244-260.
- Braden, J.P., Huai, N., **White**, J.L. & Elliott, S.N. (2005). Effective professional development to support inclusive assessment practices for all children. *Journal of Assessment for Effective Intervention*, 31(1), 63-72.
- White**, J.L. & Kratochwill, T.R. (2005). Practice guidelines in school psychology: Issues and directions for evidence-based interventions in practice and training. *Journal of School Psychology*, 43 (2), 99-115.
- Evidence-Based Intervention Workgroup (2005). Theories of change and adoption of innovations: The evolving evidence-based intervention and practice movement in school psychology. *Psychology in the Schools*, 42(5), 475-494.

PEER-REVIEWED PUBLICATIONS (SUBMITTED)

- Jennings, P.A., Brown, J.L., **Frank**, J.L., Doyle, S., Oh, Y, Tanler, R., Rasheed, D., DeWeese, A., DeMauro, A., & Greenberg, M.T. Promoting teacher's social and emotional competence, well-being and classroom quality: A randomized controlled trial of the CARE for Teachers professional development program. Manuscript submitted for publication.
- Frank**, J.L., Greenberg, M.T. & The Family Life Investigators. The Longitudinal Relationship between Student Growth in Vocabulary and Inattentive-Hyperactive Behaviors: Findings from a Dual-Growth Model. Manuscript submitted for publication.
- Frank**, J.L., Feinberg, M.X., and Jones, D. (2013). Examining the stability of risk and protective factors across development and historical time. Manuscript submitted for publication.
- Frank**, J.L. & Bose, B.K. The effectiveness of a school-based yoga program on adolescent mental health and school performance: Findings from a randomized controlled trial. Manuscript submitted for publication.

Gottlieb, L., Tsui, C., & **Frank, J.L.** Utilizing Generalized Estimating Equations (GEE) to explore the effects of Positive Behavioral Interventions and Supports (PBIS) on student engagement, behavior, and achievement: Findings from a longitudinal multi-wave panel study. Manuscript submitted for publication

Frank, J.L. & Kratochwill, T.R. (2013). A review of criteria for identifying evidence-based practices. Manuscript submitted for publication.

EDITED BOOK CHAPTERS

Jennings, P.A. & **Frank, J.L.** (2015). In-service preparation for educators. In J.A. Durlak, C. Domitrovich, R.P. Weissberg, T.P. Gullotta, & P. Goren (Eds.). *Handbook of Social and Emotional Learning (SEL): Research and Practice*. New York: Guilford Press.

Frank, J.L. & Kratochwill, T.R. (2014). School-based problem-solving consultation as a practice guideline: Plotting a new course for evidence-based practice and research in consultation. In W.P. Erchul & S.M. Sheridan (Eds.). *Handbook of research in school consultation: Empirical foundations for the field* (2nd ed., pp. 18-40). Mahwah, NJ: Routledge.

Fosco, G.M., **Frank, J.L.** & Dishion, T.J. (2012). Understanding the influences of deviant peers on problem behavior: Coercion and contagion in peer, family, and school environments. In S.R. Jimerson & M.J. Furlong (Eds.), *Handbook of School Violence and School Safety* (2nd ed., pp. 69-80). Mahwah, NJ: Lawrence Earlbaum Associates.

Kratochwill, T.R., Hoagwood, K., **Frank, J.L.**, Mass-Levitt, J., Hunter-Romanelli, L. & Saka, N. (2008). Evidence-based practices in school psychology: Challenges and opportunities for the profession. In C. R. Reynolds & T. B. Gutkin (Eds.), *The Handbook of School Psychology* (4th ed., pp. 20-45). New York: John Wiley & Sons, Inc.

Frank, J.L. & Kratochwill, T.R. (2008). School-based problem-solving consultation as a practice guideline: Plotting a new course for evidence-based practice and research in consultation. In W.P. Erchul & S.M. Sheridan (Eds.). *Handbook of research in school consultation: Empirical foundations for the field*. (pp. 13-30). Mahwah, NJ: Routledge.

Roach, A. T., & **Frank, J. L.** (2007). Large-scale assessment, rationality, and scientific management: The case of No Child Left Behind. In L. Kruger & D. Shriberg (Eds.), *High stakes testing: Challenges and opportunities for school psychologists*. (pp. 7-25). Binghamton, NY: Halworth Press.

BOOKS & PROFESSIONAL TEXTS

Elliott, S. N., Braden, J. P., & **White, J. L.** (2001). *Assessing one and all: Educational accountability for students with disabilities*. Reston, VA: Council for Exceptional Children.

COMPETITIVE RESEARCH GRANTS & CONTRACTS

CURRENT SUPPORT

U.S. Department of Education/IES

\$1,345,633

07/01/15–06/30/18

Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in Educational Communications skills Training Program

This project will develop materials needed to teach in-service teachers the principles and skills of effective interpersonal communication and conflict management, and evaluate the success/effectiveness of those materials.

Role: Principal Investigator

U.S. Department of Education/IES \$1,464,537 07/01/14–06/30/17

Promoting Adolescent Well Being and Academic Performance through Mindfulness-based Emotion Regulation Skills Instruction

The aim of this project is to complete the development and evaluation of the Learning to BREATHE (L2B) program, a mindfulness-based curriculum designed to facilitate the development of attention and emotion regulation skills within the context of public high schools.

Role: Co-Principal Investigator

05-042-23 UP10010

Pennsylvania State University \$49,832 09/01/15-12/31/16

Using Virtual Roleplay Modules to Accelerate Student Mastery of Effective Interpersonal Communication and Conflict Resolution Strategies

This project will continue the development and refinement of online virtual role play instructional materials designed to assist teachers in acquiring greater levels of self-efficacy and skill in responding to student bullying.

Role: Co-Principal Investigator

National Institutes of Health \$151,240 09/01/2014 – 08/31/2016

Longitudinal Effectiveness of Communities that Care on Reducing Youth Risk Factors

This project examines the longitudinal effectiveness of the Communities that Care model (CTC) on youth risk and youth risk and protective factors, ATOD use, youth mental health, bullying and gambling behaviors.

Role: Principal Investigator

94541 HY 1940: EBER-RAJA

PSU Pathways to Partnerships (P3) \$5000 07/1/2015 – 11/1/2015

Mindfulness-based Interventions for Obesity and Related Disorders

The goal of this project is to form an interdisciplinary collaborative team comprised of researchers from Hershey Medical Center and University Park (College of Education, Human Development & Family Studies) in order to conceptualize and pursue research examining the effectiveness of mindfulness-based interventions on obesity and related metabolic problems that increase risk for diabetes.

Role: Co- Investigator

National Institutes of Health-NICHD \$ 2,124,070 04/01/2015 – 03/31/2020

Stress, Self-Regulation and Psychopathology in Middle Childhood

This project examines the ways that self-regulation development is limited by adversity in families and by high levels of social and economic stratification in more geographically isolated communities characterized by high rates of poverty, unemployment, and low social capital. We hypothesize that self-regulation difficulties and their impact on academic, substance use, and mental health outcomes will be more severe and

frequent for children in families facing high levels of poverty-related adversity in infancy through school entry and more likely to lead to disadvantageous outcomes in smaller, more highly stratified communities.
Role: Co-Principal Investigator of PSU Subcontract

R01HD08078601

NIH/NICHD

\$639,912

06/30/15 – 06/30/19

An Epidemiological and Longitudinal study of Rural Child Literacy Trajectories

This study examines the acquisition of literacy skills from early elementary to middle school in an understudied, vulnerable, and important group of children who live in low wealth rural communities. Specific aims include examination of how variations in early parenting and quality of teacher instruction across elementary school years are associated with word reading, vocabulary, and reading comprehension development at later grade levels, timing effects of the quality of teacher instruction, durability of the effects of instruction during the transition to middle school, and the variability of effects on the basis of race, poverty, gender, and school-level poverty.

Role: Co-Principal Investigator of PSU Subcontract

R01MH097293

NIH/NIMH

\$3,763,102

09/01/12-08/31/17

Stress Exposure and Immune Outcomes in Children

The purpose of this study is to determine how early exposure to psychosocial stress affects children's immune outcomes and health and refine developmental and clinical models of the developing interplay between psychosocial stress and stress in children through the examination of inflammatory biomarkers (circulating levels of the pro-inflammatory cytokines IL-6 and TNF-alpha and the acute phase protein CRP) and indicators of glucocorticoid resistance.

Role: Co-Principal Investigator of PSU Subcontract

U.S. Department of Education/IES

\$3,490,162

07/01/2014 – 06/30/2018

Testing the Integration of an Empirically-supported Teacher Consultation Model and a Social-emotional Learning and Literacy Intervention in Urban Elementary Schools

This project is an IES Goal 3 school-randomized trial examining the combined effectiveness of the 4Rs Social-Emotional Learning program combined with My Teaching Partner teacher professional development support on behavioral and academic outcomes for students at teachers in grades 3 and 4 in New York City Public Schools.

Role: Consultant

R305A120180

U.S. Department of Education/IES

\$3,478,902

03/01/12–02/28/15

Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): A Cluster Randomized Controlled Efficacy Trial

We are conducting a multi-site cluster randomized controlled trial to determine the efficacy of the Cultivating Awareness and Resilience in Education (CARE) professional development program in 32 New York public elementary schools (kindergarten through fifth grade).

Role: Co-Investigator & Methodologist

COMPLETED SUPPORT

05-042-23 UP10010

Pennsylvania State University

\$49,875

01/01/14-06/30/15

Using Artificial Intelligence to Accelerate Student Mastery of Effective Interpersonal Communication and Conflict Strategies.

This project will develop materials needed to teach in-service teachers the principles and skills of effective interpersonal communication and conflict management, and evaluate the success/effectiveness of those materials.

Role: Principal Investigator

Give Back Yoga Foundation

\$50,000

11/01/14-01/1/15

Examining the Effectiveness of the Transformative Life Skills Program in the Middle East

Collaboration between PSU, United Nations Relief and Works Agency (UNRWA) and University of California at San Francisco Department of Global Health Sciences. We conducted multi-site teacher and youth mental health provider trainings in the Transformative Life Skills Program (TLS) - a social-emotional learning program that aims to reduce students' stress and promote social-emotional health and physical wellness through mindfulness and yoga training. Trainings targeted professionals working with vulnerable/high-trauma youth and adults living in West Bank Refugee Camps and/or attending Palestinian schools. Provided grant-in-aid to Niroga Institute to support travel, training, and data collection efforts.

Role: Lead Investigator

P01HD039667

NIH/NICHD

\$2,731,973

7/01/07-06/30/14

Children in Rural Poverty: Risk and Protective Mechanisms

This project involves a longitudinal study of non-urban children in the United States. The central goal of this program project is to understand the ways in which employment, the family environment, parent-child relationships, instructional quality in the classroom, out of school activities and individual differences in the children themselves interact over time to shape the unfolding development of the children as they make the transition to school. We are studying a representative birth cohort of 1292 infants born in 6 high-poverty rural counties in NC and PA oversampling for African American and poverty. This program project's individual's projects focus on different aspects of the children's transition to school. Project I examines the development of executive functioning and emotion regulation as well as the precursors of ADHD. Project II focuses on language and literacy development with a particular focus on classroom instruction and out of school activities. Project III focuses on the processes in the home that support the transition to school, with a focus on how both mothers and fathers/grandmothers interact with their children and promote academic and social success. This research is designed to provide the information needed to understand the supports and challenges in rural communities for children as they enter school. This includes multilevel information about family and child health, family routines and practices, childcare quality, family work schedules and challenges and the development of child competencies in many areas. This information will provide the relevant information policy makers need to respond to the needs of these children, families and schools.

Role: Co-Principal Investigator of PSU Subcontract & Administrative Core Methodologist

2010-JG-06-23660

Pennsylvania Commission on Crime and Delinquency

\$179,830

10/01/2012-09/30/14

Using Multilevel Latent Class Profiles to Inform Justice Reinvestment

The purpose of this project is to identify the prevalence of preventable precursors of adult crime in existing inmate populations, and to develop latent class-based profiles of youth and schools at high risk of school failure and dropout, delinquency, and future adult criminality.

Role: Co-Principal Investigator

2010-JG-06-23153

Pennsylvania Commission on Crime and Delinquency \$172,804 07/01/2012-06/30/2014

Interagency Collaborative Network Mapping Grant

The purpose of this project is to identify the characteristics of effective community prevention coalitions, planning boards, and coalitions through mixed-method study of established prevention coalitions and organizational-level social network analysis.

Role: Principal Investigator

2010-JG-06-23660

\$4,922,043 07/01/2012-06/30/2016

Pennsylvania Commission on Crime and Delinquency

Resource Center for Evidence-Based Programs

The EPISCenter supports Pennsylvania's community coalitions in their use of local data and a structured process to assess and prioritize risks and resources and develop community-wide strategic prevention plans. The center also supports the continuous quality improvement of juvenile justice programs and services in the Commonwealth.

Role: Co-Investigator & Center Methodologist

R305A090179

\$932,424 05/01/2009-04/30/2012

U.S. Department of Education/IES

Cultivating Awareness and Resilience in Education (CARE)

IES Goal 2 grant to develop and pilot a mindfulness-based intervention to reduce teacher stress and promote greater awareness to student needs.

Role: Co-Investigator & Methodologist

1 R21 AA018309-01

\$157,500 08/20/2009-07/31/2012

NIH/NIAAA

Examining Key Assumptions: Prevention of Alcohol Abuse

The major goal of this project is to focus on current research relating to the prevention of alcohol use among certain populations.

Role: Methodologist

R324A070157

\$1,985,519 05/11/2011-06/30/2012

U.S. Department of Education/IES

Systematic Analysis and Model Development for High School Positive Behavior Support

Principal Investigator on subcontract with the University of Oregon issued for performing work related to the development and analysis of High School Positive Behavior Support Model

Role: Principal Investigator of Subcontract (#/223331B \$19,600)

2007NF-Vio/4100043364

\$3,912,217 06/01/2008-05/31/2012

Pennsylvania Department of Health

Understanding Violence and its Prevention in Grades K-3

The major goals of this project are to develop, implement, and evaluate a preventive intervention for children at the entrance to school and to investigate the neurological underpinning of risk for violence.

Role: Methodologist

P01HD039667

\$4,008,174

07/01/07-06/30/12

NIH/NICHHD

Children in Rural Poverty: Risk and Protective Mechanisms

This project involves a longitudinal study of non-urban children in the United States. This subcontract is for the administrative core at Penn State.

Role: Methodologist

A917489889

\$17,461

03/01/06-08/30/06

Effectiveness of the Wisconsin Reading Excellence and Demonstration of Success Project

This project was an evaluation of the statewide implementation of a statewide RTI-based literacy initiative.

Role: Principal Investigator

PENDING PROPOSALS

(b)(4)



(b)(4)

GRADUATE TRAINING & PROGRAM IMPROVEMENT GRANTS

IES R305B140033

U.S. Department of Education/IES

\$3,989,554

07/01/2015 – 06/30/2020

Training Interdisciplinary Education Scientists (TIES) Training Grant

The goal of the Training Interdisciplinary Educational Scientists (TIES) program is designed to prepare education scientists to develop and evaluate programs, practices, and policies in three areas of focus: fostering school readiness, promoting social-emotional competence and self-regulation skills in children and youth, and promoting teachers who can effectively and positively manage classroom behavior and support students' learning. Role: Core Content Faculty

T32 DA017629

National Institutes of Health/NIDA

\$2,932,141

4/1/16 – 3/31/21

Prevention and Methodology Training Program

The main objective of PAMT is to produce two types of well-trained scientists: (1) drug abuse prevention scientists who apply the most appropriate methodology in their research, are comfortable with advanced methods, and have the background and interest to engage in career-long learning as methodology evolves and expands; and (2) methodologists who work on improving and disseminating methods for use in drug abuse prevention research, and who understand and are committed to prevention so that their methodological work truly enhances this field.

Role: Core Content Faculty

Penn State College of Education

\$3500

11/1/2014 – 12/31/2015

Project RE-AIM: Assessing Preparedness, Effectiveness, and Retention of Special Education Teacher Certification Graduates

The goal of this project is to evaluate the reach, effectiveness, and in-field adoption, implementation, and maintenance of core evidence-based instructional practices by graduates of the Penn State Special Education Program.

Role: Co-Principal Investigator

ASSESSMENTS & INTERVENTION MATERIALS

Frank, J.L., Mitra, J., Kohler, K., & Greenberg, M.T. (2015). *Youth Compassion Scale*. Pennsylvania State University, University Park, PA

Frank, J.L., Jennings, P.A., & Greenberg, M.T. (2015) *Mindfulness in Teaching Scale*. Pennsylvania State University, University Park, PA.

Frank, J.L., Schussler, D.A., Lee, T.K. (2015). *Virtual Role Play* [Computer software]. University Park, PA: Pennsylvania State University.

Frank, J.L., Bose, B.K., Ancin, D., Hanson, A., Zelmer, V. & Dunlap, J. (2012). *Transformative Life Skills Program and Training Curriculum* Niroga Institute. Oakland, CA.

Frank, J.L. & Volpiansky, P.A. (2006). *The Early and ongoing collaboration and assistance project (EOCA) Reading toolkit: A guide for building systems and supports for student reading success*. Madison, WI: Wisconsin Department of Public Instruction.

Roach, A.T. & **White, J.L.** (2005). *The Intervention Sustainability Scale*. Office of Special Education Programs.

Kratochwill, T.R., **White, J.L.** & Volpiansky, P. (2004). *School implementation guidebook: Early and ongoing collaboration and assistance: A framework for student success*. Madison WI: Department of Public Instruction.

Kratochwill, T.R., **White, J.L.**, Volpiansky, P., & Dagen, E. (2004). *Mentor guidebook: Early and ongoing collaboration and assistance: A framework for student success*. Madison WI: Department of Public Instruction.

INVITED PRESENTATIONS

Frank, J.L. (2015, August). *Evidence-based practices for transforming school & classroom climate*. Invited talk, Building Stress Resilient Schools and Communities Conference, Oakland, CA.

Frank, J.L. (2014, April). *The Promise of contemplative practices for making a real public health impact*. Invited talk, 16th Annual Integrative Medicine Forum, University of California-San Francisco, San Francisco, CA.

Frank, J.L. (2014, April). *The Effects of stress and poverty on child development and well-being: Selected findings from the Family Life Project*. Invited talk, Pennsylvania State University-Altoona.

Frank, J.L. (2013, March). *Recognizing and responding to conflict in the classroom*. Invited talk, Department of Curriculum & Instruction, Pennsylvania State University.

Frank, J.L. & Bose, B.K. (2012, November) *Transforming classroom climate with mindful yoga*. Invited presentation for the Garrison Institute Contemplative Teaching and Learning Symposium, Garrison, NY.

Horner, R, **White, J.L.** & Kratochwill, T.R. (2005, July). *Cost analysis in educational decision making: New developments, challenges, and opportunities from the field*. Invited presentation for the U.S. Department of Education Office of Special Education (OSEP) Project Directors' Meeting, Washington, D.C.

PAPER PRESENTATIONS & SYMPOSIA

Brown, J.L., Jennings, P.A., Rasheed, D., Doyle, S.A., **Frank, J.L.**, Tanler, R., DeWeese, A., & Greenberg, M.T. (2016, Submitted). Direct and moderating impacts of the CARE for Teachers intervention on student outcomes. Paper submitted to the American Educational Research Association Conference, Washington, D.C.

Doyle, S.A., Jennings, P.A., DeWeese, A., **Frank, J.L.**, Brown, J.L., Davis, R., Rasheed, D., & Greenberg, M.T. (2016, Submitted). *Examining quality of implementation: How facilitator skill, training and fidelity affects participant outcomes in a mindfulness-based stress reduction program for teachers*. Paper submitted to the American Educational Research Association Conference, Washington, D.C.

Jennings, P.A., Brown, J., **Frank, J.L.**, Doyle, S., Tanler, R., Rashid, D., DeWeese, A., DeMauro, A.A., & Greenberg, M. (2016, Submitted). *Enhancing classroom quality through teachers' mindfulness and*

emotional well-being: Results form a randomized controlled trial of CARE for teachers. Paper submitted to the American Educational Research Association Conference, Washington, D.C.

- Frank, J.L., Kohler, K., Schussler, D.L., Broderick, P.C., Greenberg, M.T., Mitra, J., Berrena, E., Mahfouz, J., Levitan, J.** (2015, August). Learning to BREATHE: An overview of a Mindfulness-Based intervention for adolescents. In S. Krippner (chair), *Mind-body interventions in education: A hands-on, skill building symposium*. Symposium conducted at the American Psychological Association Annual Convention. Toronto, CA.
- Schussler, D. L., DeWeese, A. R., Doyle, S. L., Jennings, P. A., Brown, J. L., Tanler, R., Rasheed, D., **Frank, J. L., Greenberg, M. T.** (2015, April). *Stress and release: A qualitative investigation of the change mechanisms in a socio-emotional learning intervention*. Paper presented at the American Educational Research Association Conference, Chicago, IL.
- DeWeese, A.R., Doyle, S.L., Jennings, P.A., Brown, J.L., Davis, R., Rasheed, D., **Frank, J.L., Greenberg, M.T.** (2015, April). *How is your practice going?: A qualitative study of intervention support by coaching calls within the Cultivating Awareness and Resilience in Education (CARE) program*. Paper presented at the American Educational Research Association Conference, Chicago, IL.
- Schussler, D. L., **Frank, J. L.** Chukusky, E., Collopy, A., (2015, February). *Responding to bullying: Using virtual roleplay to enhance communication skills*. Presentation at the Pennsylvania Association for Middle Level Education Annual State Conference, University Park, PA.
- Doyle, S., Jennings, P.A., DeWeese, A., & **Frank, J.L., Brown, J., Davis, R., Rasheed, D., & Greenberg, M.T.** (Submitted). *Examining quality of implementation: How facilitator skill and training fidelity affects participant outcomes in a mindfulness-based stress reduction program for teachers*. Paper submitted to the 2015 Society for Prevention Research Conference. Washington, D.C.
- Frank, J.L. & Bose., B.K.** (2014, October). The Effectiveness of the Transformative Life Skills (TLS) program with At-Risk Incarcerated Youth: Effects on Stress and Self-Control. In K. Dvorkova (chair), *Building Youth Resilience in Stressful Environments through Mindfulness and Yoga-based Interventions*. Positive Youth Development (PYD) in the Context of the Global Recession. Symposium conducted at the Society for Research on Child Development Conference, Prague, Czech Republic.
- Jennings, P.A., Brown, J., **Frank, J.L., Doyle, S., Tanler, R., Rashid, D., DeWeese, A., & Greenberg, M.** (2014, October). Promoting Teachers' Social and Emotional Competence and Improving Classrooms: The Cultivating Awareness and Resilience in Education (CARE) Program. In K. Dvorkova (chair), *Building Youth Resilience in Stressful Environments through Mindfulness and Yoga-based Interventions*. Positive Youth Development (PYD) in the Context of the Global Recession. Symposium conducted at the Society for Research on Child Development Conference, Prague, Czech Republic.
- Schussler, D., **Frank, J.L., Chukusky, E., & Callopy, A.** (2015, February). *Using virtual role play to enhance preservice teachers' skills in responding to bullying*. Paper submitted to the American Association of Colleges for Teacher Education Annual Conference, Atlanta, GA.
- Jennings, P.A., Brown, J., **Frank, J.L., Tanler, R., Doyle, S., DeWeese, A., Rashid, D., & Greenberg, M.** (2014). Promoting teachers social and emotional competence: The Cultivating Awareness and Resilience in Education (CARE) program. In P.A. Jennings (chair) *Mindfulness-based approaches for*

supporting teachers' social and emotional skills and dispositions. Symposium conducted at the Society for Prevention Science Annual Conference, Washington, D.C.

- Jennings, P.A., Brown, J., **Frank**, J.L., Tanler, R., Doyle, S., DeWeese, A., Rashid, D., & Greenberg, M. (2014, March). Promoting Teachers' Social and Emotional Competence: A Replication Study of the Cultivating Awareness and Resilience in Education (CARE) Program. In R. Abenavoli (chair), *Social and Emotional Interventions in Educational Settings Symposium: Cultivating Mindfulness among Educators to Support Their Health, Wellbeing, and Efficacy.* Symposium conducted at the Society for Research on Educational Effectiveness (SREE) Annual Conference, Washington, D.C.
- Jennings, P.A., Brown, J., **Frank**, J.L., Doyle, S., Tanler, R., Rashid, D., DeWeese, A., & Greenberg, M. (2014, April). Promoting teachers social and emotional competence: The Cultivating Awareness and Resilience in Education (CARE) program. In A.R. Harris (chair), *Mindfulness-based approaches for supporting teachers' social and emotional skills and dispositions.* Symposium conducted at the American Educational Research Association Annual Conference, Philadelphia, PA.
- Frank**, J.L., Jennings, P.A., & Broderick, P. C. (2013, May). *Mindfulness-based interventions in education.* Symposium (chair). First International Conference on Mindfulness. Rome, Italy.
- Frank**, J.L., Bose, B.K., Jennings, P.A., & Broderick, P.C. (2013, May). *The effectiveness of a yoga-based intervention program on the health and well-being of youth in alternative school settings.* Paper presented at the First International Conference on Mindfulness. Rome, Italy.
- Frank**, J.L., Reibel, D., Broderick, P.C., Jennings, P.A., Cantrell, T., & Metz, S. (2013, May). *The effectiveness of mindfulness-based stress reduction (MBSR) on educator stress and well-being.* Paper presented at the First International Conference on Mindfulness. Rome, Italy.
- Jennings, P.A., **Frank**, J.L., Broderick, P.A., Abenavoli, R.M., Harris, A.R., Katz, D.A., Gildea, S.M., & Greenberg, M.T. (2013, May). *Mindfulness moderates the effect of stress on emotional exhaustion among teachers.* Paper presented at the First International Conference on Mindfulness. Rome, Italy.
- Frank**, J.L. & Bose, B.K. (2013, May). *Effectiveness of the Transformative Life Skills (TLS) program on adolescent stress and well-being.* Paper presented at the First International Conference on Mindfulness. Rome, Italy.
- Jennings, P.A., **Frank**, J.L., & Greenberg, M.T. (2013, May). *Refinement and evaluation of the CARE for teachers program* Paper presented at the First International Conference on Mindfulness. Rome, Italy.
- Broderick, P.A., **Frank**, J.L., Reibel, D., Cantrell, T., Metz, S., & Sanders, R. (2013, May). *Effectiveness of a mindfulness-based social-emotional learning program on emotion regulation of U.S. high school students.* Paper presented at the First International Conference on Mindfulness. Rome, Italy.
- Mercer, S. H., McIntosh, K., Hume, A. E., & **Frank**, J. L. (2011, August). Variables predicting sustained implementation of School-wide Positive Behavior Support. In K. McIntosh (Chair), *Examining sustainability of school-based interventions: Findings from qualitative and quantitative research on School-wide Positive Behavior Support.* Symposium presented at the American Psychological Association Annual Convention, Washington, DC.
- Frank**, J.L. & Swain-Bradway, J. (2010, June). *Single-case designs for prevention research.* In C. Holtzapple (chair). *Methods for Prevention Research.* Roundtable Discussion conducted at the Society for Prevention Research Annual Convention, Denver, CO.

- Roach, A.T. & Frank, J.L. (2007, March). *Large-scale assessment, rationality & scientific management. In School Psychology in a High Stakes Era*. Paper presented at the National Association of School Psychologists Annual Convention, New York, NY.
- White, J.L., Roach, A.T., McGivern, J., & O'Connor, E. (2004, February). *Bridging the gap: Using research to change your practice*. Paper presented at the Wisconsin School Psychologists Association Annual Convention, Wisconsin Rapids, WI.
- Huai, N., Braden, J., White, J., & Elliott, S. (2004, March). *Efficacy of an internet professional development for inclusive practice in educational assessments*. Paper presented at the National Association of School Psychologists Annual Convention, Dallas, TX.
- Roach, A.T., & White, J.L. (2002, August) *School psychologists and program evaluation: Introducing the quality improvement toolkit*. Paper presented at the American Psychological Association Annual Convention, Chicago, IL.

WORKSHOPS

- Frank, J.L. (2015, August). *Implementing Transformative Life Skills (TLS) in real world settings*. Workshop presented at the Dynamic Mindfulness Training (DMT) Summer Learning Institute. Oakland, CA.
- Felver, J., Frank, J.L. (2015, February). *Soles of the Feet: A Mindfulness intervention for disruptive behavior*. Workshop presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Frank, J.L., Broderick, P.A., Felver, J., Berrena, E., Schussler, D., & Greenberg, M.T. (2015, February). *Introduction to Learning to Breathe: A Mindfulness-Based Intervention for Adolescents*. Workshop presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Frank, J.L. (2014, April). *What integrative health professionals need to know about implementing contemplative practices in real world settings: Lessons from the field*. Workshop presented at the 16th Annual Integrative Medicine Forum, University of California-San Francisco, San Francisco, CA.
- Frank, J.L., Sampson, N., Todd, A., Anderson, C.A., & Horner, R.H. (2010, September). *Check-In Check-Out: A Secondary-level school based prevention program*. Workshop presented at the Oregon Prevention Conference, Eugene, OR.
- Merrell, K., Felver-Gant, J., Frank, J.L., Levi, S., & Roach, A.T. (2010, February). *Mindfulness in the field of School Psychology: Applications for intervention and research*. Workshop presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Frank, J.L., Fosco, G.M., Lathrop, M., & Conley, K. (2010, February). *Family involvement in PBIS*. Workshop presented at the Northwest Positive Behavior Intervention and Supports Annual Conference, Corvallis, OR.
- Elliott, S.N., Braden, J.P., & White, J.L. (2004, April) *No Child Left Behind (NCLB) and IDEA policies for including students with disabilities in state assessment and accountability systems*. Workshop presented at the Council for Exceptional Children Annual Convention, New Orleans, LA.

POSTER PRESENTATIONS

- Rasheed, D., Brown, J., Tanler, R., **Frank, J.L.**, Doyle, S., DeWeese, A., Jennings, P.A., Greenberg, M.T. (2015, March). *Associations between Teacher-Student racial/ethnic congruence and relationship quality in a diverse sample of elementary schools*. Poster Accepted for the 2015 Society for Research in Child Development Conference, Philadelphia, Pennsylvania.
- Jennings, P.A., Doyle, S., DeWeese, A., & **Frank, J.L.** (2014, June). *Evaluating the fidelity of the Cultivating Awareness and Resilience in Education (CARE) program*. Poster Accepted for the 2014 Society for Prevention Research Conference. Washington, D.C.
- Frank, J.L.** & Schussler, D.A. (2014, March). *Using artificial intelligence to accelerate student mastery of effective interpersonal communication and conflict resolution strategies*. Poster presented at the Symposium for Teaching and Learning with Technology, State College, Pennsylvania.
- Frank, J.L.**, Jennings, P.A., Greenberg, M.T., & Broderick, P.A. (2013, May). *Validation of the Interpersonal Mindfulness in Teaching Scale*. Poster presented at the First International Conference on Mindfulness, Rome, Italy.
- Frank, J.L.**, Flannery, K.B. (2012, March). *High school disciplinary responses to student truancy: Findings from a national sample*. Poster presented at the National Convention of the Society for Research on Educational Effectiveness, Washington, D.C.
- Frank, J.L.**, Felver-Gant, J., Groff, J., Morris, M., & Wilson, W. (2011, February). *Soles of the Feet Classroom Intervention Project: Mindfulness-based training to improve classroom behavior and productivity*. Poster presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Coughlin, C.A. & **Frank, J.F.** (2011, February). *Time-out usage in schools: A descriptive analysis of ODR data*. Poster presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Frank, J.L.**, Torki, R., Horner, R.H., Tobin, T., Vincent, C.A., & Von Ravensberg, H. (2010, June). *The use of physical restraint in elementary school settings*. Poster presented at the Society for Prevention Research Annual Conference, Denver, CO.
- Frank, J.L.**, Fosco, G.M., Horner, R.H., & Dishion, T.J. (2010, June). *Middle school responses to students' first disciplinary offense*. Poster presented at the Annual Convention of U.S. Department of Education Institute for Education Sciences Research Conference, Washington, D.C.
- Fosco, G.M.**, **Frank, J.L.**, Dishion, T.J., Horner, R. & Stormshak, E. (2009, June). *Effectiveness of a family-based intervention as an alternative to suspension and expulsion of at-risk middle school students*. Poster presented at the Annual Convention of U.S. Department of Education Institute for Education Sciences Research Conference, Washington, D.C.
- Christiansen, S.A., **Frank, J.L.** & Kratochwill, T.R. (2008, February). *Criteria for evaluating evidence-based practice website quality: A critical review*. Poster presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- White, J.L.** (2006, June). *Economic models and measurement of cost in education*. Poster presented at the Annual Meeting of the Society for Prevention Research, Houston, TX.

- O'Connor, E., Smith, M., Bodilly, K., Mroch, A., & White, J.L. (2003, March). *Evaluation of a locally developed instrument for the assessment of classroom adjustment in elementary school students: The scientist-practitioner in action*. Poster presented at the National Association of School Psychologists Annual Convention, Toronto, Canada.
- White, J.L. (2001, August). *Correct decision speed and the Woodcock Johnson Psychoeducational Battery III*. Poster presented at the American Psychological Association Annual Convention, San Francisco CA.
- Braden, J.P., White, J.L. (1999, February). *The psychometric integrity of the Level of Implementation Scale (L.O.I.S) in assessing the implementation of school based problem solving objectives*. Poster presented at the National Association of School Psychologists Annual Convention, Las Vegas, N.V.

TECHNICAL REPORTS

- Frank, J.L., Horner, R.H., & Anderson, C.M. (2011). *The Influence of school level socioeconomic status and racial diversity on schoolwide positive behavior support implementation*. Evaluation Brief Prepared for OSEP National Technical Assistance Center Positive Behavioral Interventions and Supports.
- Frank, J.L. (2011). *Correlates of physical restraint and exclusion in public school settings*. Evaluation Brief Prepared for OSEP National Technical Assistance Center Positive Behavioral Interventions and Supports.
- Frank, J.L. (2011). *School responses to sexual and racial harassment in middle and high school settings*. Evaluation Brief Prepared for OSEP National Technical Assistance Center Positive Behavioral Interventions and Supports.
- Frank, J.L. & Horner, R. (2010). *Schoolwide Positive Behavior Support (PBS) implementation and socioeconomic status: Is PBS harder to implement in high-poverty schools?* Evaluation Brief Prepared for OSEP National Technical Assistance Center Positive Behavioral Interventions and Supports.
- Frank, J.L. & Horner, R. (2010). *Schoolwide Positive Behavior Support implementation and racial diversity: Is PBS harder to implement in racially diverse schools?* Evaluation Brief Prepared for OSEP National Technical Assistance Center Positive Behavioral Interventions and Supports.
- Frank, J.L. & Spaulding, S.A. (2010). *Comparison of office discipline referrals in U.S. schools by grade Level: What are Typical ODR Rates in Grade K-12?* Evaluation Brief Prepared for OSEP National Technical Assistance Center Positive Behavioral Interventions and Supports.
- Frank, J.L. (2010). *Parent contact in response to disciplinary events: Findings from a nationally representative elementary school sample*. Evaluation Brief Prepared for OSEP National Technical Assistance Center Positive Behavioral Interventions and Supports.
- Frank, J.L. (2009). *Yoga and meditation: Implications for schools and other educational settings*. Whitepaper Prepared for Yoga and Mindfulness Youth Service Council.
- Elliott, S.N. & Frank, J.L. (2008). *Fairness review of the Vanderbilt Assessment of Leadership in Education (VAL-ED) Assessment Materials*. Available at: <http://peabody.vanderbilt.edu/x8451.xml>
- White, J.L., Albers, DiPerna, J.C., Kratochwill, T.R., Elliott, S.N. & Roach, A.T. (2005). Cost analysis in educational decision making: Approaches, procedures, and case examples. *Wisconsin Center for*

Education Research Working Paper Series, Article WP 2005-1. Retrieved November 11, 2006 from <http://www.wcer.wisc.edu/publications/workingPapers/papers.php>

Huai, N., Braden, J., **White**, J., & Elliott, S. (2003). Effect of an internet-based multimedia professional development program in enhancing teachers' assessment literacy. *Wisconsin Center for Education Research Working Paper Series*, Article WP 2003-9) Retrieved November 11, 2006 from <http://www.wcer.wisc.edu/publications/workingPapers/papers.php>

White, J.L., Bolt, D., & Suh, Y. (2006). *Wisconsin READS Initiative: Fourth-Year Evaluation Report*. Wisconsin Department of Public Instruction.

OTHER PUBLICATIONS

Frank, J.L. (2008). *A review of systems to rate the strength of scientific evidence in education: Conceptual and applied implications of differences in the construction of "What Works" in education*. Unpublished Doctoral Dissertation, University of Wisconsin-Madison.

White, J.L. (2004). *A survey of school psychologists' awareness and use of treatment guidelines: Present and future*. Unpublished Master's Thesis, University of Wisconsin-Madison.

OTHER PUBLIC MEDIA & DISSEMINATION

Article, *The power of yoga in the classroom: Evidence-based curriculum meets national research standards*, High Beam Research State News Service, <https://www.highbeam.com/doc/1G1-435090906.html>. (November 18, 2015).

Interview, *Penn State researchers using artificial intelligence to train teachers*, Television, WPMT FOX 43, Harrisburg, PA, <http://fox43.com/2015/02/17/penn-state-researchers-using-artificial-intelligence-to-train-teachers/>. (February 17, 2015).

Article, *Artificial Intelligence Simulator Designed to Combat Bullying*, Web, Education Week: Teacher, http://blogs.edweek.org/teachers/teaching_now/2014/12/artificial-intelligence-simulator-to-combat-bullying.html. (December 3, 2014).

Interview, *Simulator will help prepare teachers for bullying in the classroom*, Television, WJAC, State College, PA, <http://www.wjactv.com/news/features/top-stories/stories/simulator-help-teachers-prepare-bullying-classroom-4359.shtml>. (November 24, 2014).

Article, *Professors receive \$1.3M grant to help teachers communicate better*. Web, PennState News, University Park, PA, <http://news.psu.edu/story/359475/2015/06/02/research/professors-receive-13m-grant-help-teachers-communicate-better>. (June 2, 2015).

Article, *Prevention researchers to examine effectiveness of Communities That Care model*. Web, PennState News, University Park, PA, <http://news.psu.edu/story/362582/2015/07/09/research/prevention-researchers-examine-effectiveness-communities-care-model>. (July 13, 2015).

Article, *Penn State team uses artificial intelligence to help teachers deal with bullies.*, Web, PennState IT News, University Park, PA, <http://news.psu.edu/story/335447/2014/11/19/research/researchers-rely-pennsylvania-families-key-insights-children>. (November 19, 2014).

- Article, *Researchers rely on Pennsylvania families for key insights on children: New funding will enable Family Life Project researchers to study children as they progress from fifth- through seventh-grade.* Web, PennState News, University Park, PA, <http://news.psu.edu/story/335447/2014/11/19/research/researchers-rely-pennsylvania-families-key-insights-children>. (November 19, 2014).
- Interview, *Students find calm through mindfulness and guided meditation*, Radio, National Public Radio: NPR/WHYY The Pulse, Philadelphia PA, <http://www.newsworks.org/index.php/thepulse/item/70701-students-find-calm-through-mindfulness-and-guided-meditation>. (July 24, 2014).
- Article, *Prevention Research Center receives \$1.4 million mindfulness research grant*, Web, PennStateNews, University Park, PA, <http://news.psu.edu/story/320367/2014/07/09/research/prevention-research-center-receives-14-million-mindfulness-research>. (July 9, 2014).
- Article, *Zen State: Researchers, students link contemplation with wellbeing*, Web, PennStateNews, University Park, PA, <http://news.psu.edu/story/310214/2014/04/02/research/zen-state-researchers-students-link-contemplation-well-being>. (April 24, 2014).
- Article, *Research partnership brings mindfulness/yoga practices to schools in Middle East*, Web, PennStateNews, University Park, PA, <http://news.psu.edu/story/299756/2014/01/09/research/research-partnership-brings-mindfulnessyoga-practices-schools>. (January 9, 2014).
- Article, *Innovative Methods: What to Say and When to Say It: Program Uses Artificial Intelligence to Help Teachers Learn How to Intervene During Bullying Scenarios*, The Social Sciences Research Institute (SSRI): Annual Report 2013-2014, 37-38. (2014).
- Article, *Participation in mindfulness-based program improves teacher well-being*, Web, Science Daily, <http://www.sciencedaily.com/releases/2013/10/131024153022.htm>. (October 23, 2013).
- Article, *How yoga could help keep kids in school*, Web, Forbes Magazine, <http://www.forbes.com/sites/alicegwalton/2013/07/24/how-yoga-might-save-the-u-s-trillions-of-dollars-and-a-lot-of-lives>. (July 23, 2013).

UNIVERSITY TEACHING & CLINICAL SUPERVISION

Pennsylvania State University, College of Education <i>SPLD 404, Working with Families & Professionals in Special Education</i> (Undergraduate) <i>SPSY 541, Prevention (Graduate)</i>	2014-Present
University of Oregon, Department of Education <u>Adjunct Instructor</u> <i>Child Development and Psychopathology (Graduate)</i>	2009-2010
University of Oregon, Department of Education <u>Adjunct Instructor</u> <i>University Teaching Practicum (Graduate)</i>	2009-2010
University of Wisconsin-Madison, Department of Educational Psychology	2006

Lecturer*Applied Behavior Analysis (Graduate)***University of Wisconsin-Madison, Department of Educational Psychology**

2003-2004

Clinical Practicum Student Supervisor*School Psychology Clinical Practicum I & II (Graduate)***COURSE DEVELOPMENT****Pennsylvania State University, College of Education**

2015

*SPLED/SPSY 541 Prevention (Undergraduate)***Pennsylvania State University, College of Education**

2016

*SPLED/SPSY Special Topics: Social-Emotional Learning (Online Undergraduate)***DISSERTATION/THESIS COMMITTEES & MENTORING****Dissertation, Pennsylvania State University**

Current

Department: Educational Psychology, Counseling, & Special Education (Graduate)

Title: *Teacher Beliefs and Responses toward Child Misbehavior: Influence of Cognitive Skill Deficits* (Susan Crandall-Hart)Committee Member**Dissertation, Pennsylvania State University**

Current

Department: Educational Psychology, Counseling, & Special Education (Graduate)

Title: *Teacher Beliefs and Responses toward Child Misbehavior: Influence of Cognitive Skill Deficits* (Susan Crandall-Hart)Committee Member**Dissertation, Pennsylvania State University**

Current

Department: Workforce Education & Development (Graduate)

Title: *Mindfulness in K-12 Education* (Diane Booker)Committee Member**Dissertation, Pennsylvania State University**

Current

Department: Educational Psychology, Counseling, & Special Education (Graduate)

Title: *The Effect of Preschool Classroom Quality on Self-Regulation and Executive Function* (Rebecca Perry)Co-Chair**Dissertation, Pennsylvania State University**

Current

Department: Educational Psychology, Counseling, & Special Education (Graduate)

Title: TBD (Lito Michalopoulou)

Committee Member**Dissertation, Pennsylvania State University**

Current

Department: Educational Psychology, Counseling, & Special Education (Graduate)

Title: TBD (Molly Kaufman)

Committee Member

- Dissertation, Pennsylvania State University** 2014
 Department: Educational Psychology, Counseling, & Special Education (Graduate)
 Title: *The Effects of social skills and approaches to learning on school readiness in children based primary language spoken at home* (Arlene Ortiz)
Committee Member
- Graduate Candidacy Committees, Pennsylvania State University** 2014-Current
- Riden, B. *Effects of Teacher Trainings Including Feedback on Teachers' Behavior Specific Praise*. (Special Education, 2016)
- Heim, B. *Effects of Culturally Responsive Explicit Instruction on Reading Comprehension with English Language Learners with Learning* . (Special Education, 2016)
- Cozad, L.E. *The Effects of Digital-Based Math Fluency Interventions on Learners with Math Difficulties*. (Special Education, 2016)
- Morris, J.R. *The Effects of Task Sequencing Math Problems for Students with Disabilities*.
- McCoy, A. *Effects of Communicative Partner Training on Implementation of Picture Exchange Communication (PECS)*. (Special Education, 2016)
- Boyle, S., *Effects of Dialogic Reading Interventions on children's performance during reading activities with autism*. (Special Education, 2015)
- Karal, M., *Social Story Intervention effectiveness on social interaction for students with Autism*. (Special Education, 2015)
- Kohler, K. *The Effects of Mindfulness Based interventions on children and adolescents with special needs*. (Special Education, 2015)
- Markelz, A., *Effects of teacher praise on attending behaviors and academic achievement of students with Emotional Disabilities*. (Special Education, 2015)
- Rizzo, K. *The Effects of Inquiry-Based Instruction on science achievement for students with disabilities*. (Special Education, 2015)
- Ruiz, S. *Effects of Timeout on problem behavior for learners with disabilities*.
- Wertalik, J. *Impact of Peer-Mediated interventions on social skills for adolescents with Autism*. (Special Education, 2015)
- Senior Honors Thesis, Pennsylvania State University** 2012
 Department: Human Development & Family Studies (Undergraduate)
 Title: *Identifying moderators in the association between bullying and depression in Pennsylvania middle school students* (Nichole Schneider)
Supervisor

Master's Thesis, University of California-Berkeley	2012
Department: Medicine & Public Health (Graduate)	
Title: <i>Effectiveness of Transformative Life Skills Program</i> (Alex Schrobenhauser-Clonan)	
<u>External Committee Member</u>	
Master's Thesis, Pennsylvania State University-Harrisburg	2012
Department: Clinical Psychology (Graduate)	
Title: <i>An examination of preschool prevention programs that promote social-emotional skills: A meta-analytic review</i> (Katie France)	
<u>Committee Member</u>	
University Teaching Practicum, University of Oregon	2009-2010
Department: School Psychology (Graduate)	
<u>Supervisor</u>	
Independent Research Mentor, University of Oregon	2008-2010
Department: School Psychology (Graduate)	
Title: <i>Effectiveness of the Soles of the Feet Mindfulness-Based Intervention Programs in Elementary School Children</i> (Joshua Felver)	
<u>Supervisor/Instructor</u>	

EDITORIAL WORK

Editorial Board Membership

Editor Special Series	<i>Research in Human Development- Special Series on Mindfulness in School Settings</i>	2013
Guest Editor	<i>Journal of School Psychology</i>	2013
Editorial Board Member	<i>School Psychology Quarterly</i>	2012 - Present
Editorial Board Member	<i>Journal of School Psychology</i>	2011- Present
Editorial Board Member	<i>School Psychology Review</i>	2011 – Present
Editorial Board Member	<i>Mindfulness</i>	2010 – Present
Managing Editor	<i>Journal of Early Intervention</i>	2007

Ad-Hoc Reviewer

Ad-Hoc Reviewer	<i>Journal of Special Education</i>	2014 - Present
Ad-Hoc Reviewer	<i>Cognitive, Affective, and Behavioral Neuroscience</i>	2014 - Present
Ad-Hoc Reviewer	<i>Child Development</i>	2013 - Present
Ad-Hoc Reviewer	<i>Child Development Perspectives</i>	2013 - Present
Ad-Hoc Reviewer	<i>Journal of Child and Family Studies</i>	2013 - Present

Ad-Hoc Reviewer	<i>Psychology in the Schools</i>	2012 – Present
Ad-Hoc Reviewer	<i>Journal of Applied School Psychology,</i>	2012 – Present
Ad-Hoc Reviewer	<i>Educational Psychology</i>	2012 – Present
Ad-Hoc Reviewer	<i>Evaluation and Program Planning</i>	2011 – Present
Ad-Hoc Reviewer	<i>Prevention Science</i>	2010 - Present
Ad-Hoc Reviewer	<i>Journal of Primary Prevention</i>	2010 - Present
Ad-Hoc Reviewer	<i>Journal of Educational Evaluation and Policy Analysis</i>	2005

Book/Intervention Review

W. W. Norton & Company	2014
New Harbinger Press	2012

OTHER PROFESSIONAL SERVICE

Review Panel Member; Institute for Education Sciences, Social and Behavioral Education Research Panel, FY16	2015-Present
Ad-Hoc Grant Reviewer; Institute for Education Sciences, Education Research Cognition and Student Learning Panel, FY15.	2014-2015
Grant Reviewers, National Fellowships Committee for Sigma Delta Epsilon, Graduate Women in Science	2012
Conference Reviewer Annual Conference of the Society for Prevention Research	2008 - Present
Conference Reviewer Annual Conference of the American Psychological Association – Division 16	2008 - Present
Grant Reviewer for National Fellowships Committee of Graduate Women in Science	2012
Research Advisory Board Member for Mindful Schools	2011 - 2013
Abstract Selection Committee Member on Randomized Controlled Trials – Society for Prevention Research	2011
Director of Research for the Niroga Institute, Oakland CA	2011 - Present
Co-Facilitator & Judge of Society for Prevention Research Sloboda & Bukoski Cup	2010
Workgroup Committee Member on Student Behavioral and Academic Progress Monitoring for the Wisconsin Department of Public Instruction	2004 - 2006

Expert Panel Member for Development of Alternate Assessments for Students with Disabilities Project for the Wisconsin Department of Public Instruction	2003
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UNIVERSITY SERVICE & INTERDISCIPLINARY COLLABORATIONS

Faculty Affiliate, PAMT Methodology Center	2015-Present
SSRI-Survey Research Center Faculty Advisory Committee (College of Education)	2014
Judge, Penn State Undergraduate Research Exhibition (Social & Behavioral Sciences)	2013, 2014
Grant Reviewer, Penn State COIL Research Initiation Grant Competition	2014, 2015
Faculty Affiliate, Educational Risk Initiative	2014-Present
Research Assistant Professor & Faculty Affiliate, Prevention Research Center	2014-Present
Faculty Affiliate, Child Study Center, College of Liberal Arts	2014-Present
Faculty Affiliate, Evidence-based Prevention and Intervention Support Center	2014-Present
Innovative Methods Faculty, Social Sciences Research Institute	2014-Present
Co-Director, Laboratory for School-Based Prevention at Penn State	2014-Present
Member, edTPA Research Planning and Implementation Committee	2014-Present

DEPARTMENTAL SERVICE

Member, Prevention Science Program & Certificate Development Workgroup	2015-Present
Member, Admissions Committee (Special Education)	2015-Present
Member, Curriculum Committee	2014-Present
Member, Recruitment Committee (Special Education)	2014-Present

CONSULTING

Vanderbilt University, Center for Evaluation and Program Improvement (CEPI) <i>Program Evaluation of Post-Deployment Health Assessment and Reassessment Process</i> (10/07 - 11/09) U. S. Department of Defense (PI: Leonard Bickman)	2008
Vanderbilt University, Learning Sciences Institute <i>The Development and Validation of the Vanderbilt Assessment of Leadership in Education</i> (PI: Stephen Elliott)	2008
Wisconsin Department of Public Instruction	2003-2006

Wisconsin Responsive Education for All Children Initiative (REACH), Early and Ongoing Collaboration & Assistance Initiative, and Reading Excellence and Demonstration of Success Initiative

Wisconsin Cooperative Educational Service Agency #1 2003-2006

Development of the Evidence-Based Intervention Electronic Resource Clearinghouse, Development of REACH and EOCA Implementation Guidebooks, Evidence-Based Reading Intervention Toolkit Development Project

Idaho State Department of Education & Southwest Regional Special Education Association 2002-2003

Teacher Professional Development to Support Implementation of the Idaho Alternate Assessment Framework

Wisconsin Cooperative Educational Service Agency #6 2002

Enhancing the Wisconsin Alternate Assessment

CLINICAL EXPERIENCE (DIRECT SERVICES)

Educational and Psychological Training Center (EPTC), Madison, WI 2002-2004

University-based clinic focused on providing diagnostic assessment and intervention services related to common school-based behavioral and academic problems in children grades Pre-K-12.

Intern

The Waisman Center, Madison, WI 1999

The Waisman Center is a University Center for Excellence in Developmental Disabilities (UCEDD) dedicated to advancement of knowledge about human development, developmental disabilities, and neurodegenerative diseases. Participated in interdisciplinary training in the provision of family-centered behavioral & psychiatric wrap-around services for children and adults with developmental disabilities.

Intern

Community Ties, Waisman Center, Madison, WI 1999

Social work internship through Waisman Center UCEDD clinic focused on providing direct case management and intervention services to children with developmental disabilities and their families in home, school and community settings. Provided direct family-centered services to children with disabilities with severe and persistent behavioral concerns and/or co-occurring mental health issues.

Intern

Work in Rural Communities (WORC), Madison, WI 1998

Non-profit agency assisting individuals with disabilities locate and succeed in community job placements.

Service Provider

Family Support and Resource Center, Madison, WI 1999

Non-profit county-based social service agency providing counseling and direct support to families and children with Autism and other developmental disabilities.

Service Provider**SCHOOL-BASED CLINICAL EXPERIENCE (DIRECT SERVICES)**

<p>Edgerton Elementary School, Hales Corners, WI. State Road School, Lacrosse, WI. Hawthorne Elementary School, Madison, WI. Consultant and school mentor through the Wisconsin Responsive Education for All Children (REACH) and Early and Ongoing Collaboration and Assistance (EOCA) statewide Response to Intervention (RTI) initiatives. Provided systems-level mentoring to school and district officials on establishing early intervening services, selecting and implementing evidence-based prevention and intervention programs, and establishing RTI processes (e.g., collaborative planning, data-driven decision making, progress monitoring, tiered interventions, and family-community supports). Position funded through the Wisconsin Department of Instruction. <u>Consultant & School Mentor</u></p>	2004-2006
<p>Madison Metropolitan School District, Madison, WI. Internship at district central office providing support to multiple schools and teams on problem-solving processes <u>Intern</u></p>	2005-2006
<p>Landmark Elementary Alternative Program, Madison, WI. Internship in elementary-level alternative school. Populations Served: Elementary school children with severe and persistent emotional-behavioral disabilities (EBD). Worked with Parents, Students, Psychiatrists, Program Staff & Consulting transition schools. <u>Intern</u></p>	2005-2
<p>School Psychology Field Practicum II, Monona-Grove High School, Monona, WI. Practicum in suburban high school setting. Training emphasis on delivery of positive behavior supports in high school setting. <u>Intern</u></p>	2003
<p>School Psychology Field Practicum I, Midvale Elementary School, Madison, WI. Practicum in urban elementary school setting. Training emphasis on the delivery individual child and family-based interventions for children from diverse linguistic, racial, and cultural backgrounds. <u>Intern</u></p>	2003
<p>Prevention Science Practicum, Sherman Middle School, Madison, WI Prevention Science Practicum in urban middle school setting. Training emphasis on delivery of systems-level interventions and staff support in the implementation of universal prevention program(s) at the middle school level. <u>Intern Trainee</u></p>	2002

PROFESSIONAL CREDENTIALS, CERTIFICATES & SPECIALIZED TRAINING

Institute for Education Sciences What Works Clearinghouse Reviewer Certification Training (Randomized Controlled Trial Evaluations)	2012
Society for Research on Educational Effectiveness (SREE) Institute on Hierarchical Linear Modeling (Raudenbush, S. & Bryk, A.)	2012
Penn State & NIDA Summer Institute on Innovative Methods: Causal Inference (Causality, Propensity Methods, & Marginal Structural Models)	2012
Institute for Education Sciences Summer Research Training Institute on Cluster Randomized Control Trials	2010
Nationally Certified School Psychologist (NCSP)	2008
Certificate in Prevention & Intervention Science (University of Wisconsin-Madison)	2008
Certificate in Substance Abuse & Intervention (University of Wisconsin-Extension)	2006
Licensure Provisional K-12 School Psychologist (#61; Wisconsin DPI)	2003

PROFESSIONAL AFFILIATIONS

Society for Research in Child Development
 Society for Prevention Research
 Council for Exceptional Children
 American Psychological Association – Division 16
 American Educational Research Association
 National Association of School Psychologists

COMPETITIVE HONORS & AWARDS

American Psychological Association Division 16 Editorial Board Service Award	2012
Mind-Life Research Summer Research Institute Fellow	2010
Early Career Scholar, Society for the Study of School Psychology	2009
Institute for Education Sciences (IES) Post-Doctoral Research Fellowship	2008
Michael Vincent O'Shea Fellowship for Advanced Graduate Studies in Educational Psychology	2006
American Psychological Association Division 16 Student Affiliates Research Award	2002
Advanced Opportunity Fellowship	2001
Teddy Kubly Award for Initiative and Efficacy	2000

William F. Vilas Scholarship	2000
Comprehensive Academic Honors in the Major & Liberal Arts	2000
University of Oxford Study Abroad Bursary Scholarship Award Lady Margaret Hall College	1999
Outstanding Achievement in Independent Research Endeavor as an Undergraduate Award	1999
Dean's Undergraduate Excellence in Leadership Award University of Wisconsin-Madison Madison College of Letters & Science	1999
Psychology Research Experience Program (PREP) Summer Research Scholarship	1998
Brenda P. Pfaler Award for Academic Excellence	1998
Letters & Science Summer Research Experience Program (LASER) Summer Research Stipend Award	1997
Trio Award for Academic Excellence	1997
McNair Scholar	1997

Peter Marlow Nelson, Ph.D.
Assistant Professor, School Psychology
The Pennsylvania State University

EDUCATION

University of Minnesota, Minneapolis, MN	Ph.D., School Psychology
University of Mississippi, Oxford, MS	M.A., Curriculum and Instruction
St. Olaf College, Northfield, MN	B.A., Psychology

PEER-REVIEWED PUBLICATIONS

- Nelson, P.M.,** Van Norman, E.R., & Lackner, S.E. (in press). A comparison of methods to screen middle school students for reading and math difficulties. *School Psychology Review*.
- Nelson, P.M.** & Christ, T.J. (2015). Responsive Environmental Assessment for Classroom Teaching: Accuracy and Reliability of Class Level Interpretations. *School Psychology Quarterly*.
- Nelson, P.M.,** Ysseldyke, J.E., & Christ, T.J. (2015). Student perceptions of the classroom environment: Actionable feedback as a guide for improving core instruction. *Assessment for Effective Intervention*, 1-12.
- Burns, M.K., Ysseldyke, J.E., **Nelson, P.M.,** & Kanive, R. (2014). Number of repetitions required to retain single-digit multiplication math facts for elementary students. *School Psychology Quarterly*.
- Nelson, P.M.,** Demers, J., & Christ, T.J. (2014). The Responsive Environmental Assessment for Classroom Teaching (REACT): Exploring the dimensionality of student perceptions of the instructional environment. *School Psychology Quarterly*, 29(2), 182-197.
- Christ, T.J., **Nelson, P.M.,** & Van Norman, E.R. Direct Behavior Rating: An evaluation of time-series interpretations as consequential validity. (2014). *School Psychology Quarterly*, 29(2), 157-170.
- Nelson, P.M.,** Burns, M.K., Kanive, R., & Ysseldyke, J.E. (2013). Comparison of a computer-based practice program and a mnemonic strategy approach to improving math fact fluency. *Journal of School Psychology*, 51(6), 659-667.
- Van Norman, E.R., **Nelson, P.M.,** Shin, J., & Christ, T.J. (2013). An evaluation of graphic aids in improving decision accuracy of continuous time-series data. *Journal of Behavioral Education*, 22(4), 283-301.
- Bernstein, G.A., Victor, A.M., **Nelson, P.M.,** & Lee, S.S. (2013). Pediatric obsessive-compulsive disorder: Symptom patterns and confirmatory factor analysis. *Journal of Obsessive-Compulsive and Related Disorders*, 2(3), 299-305.
- Kanive, R., **Nelson, P.M.,** Burns, M.K., & Ysseldyke, J.E. (2013). Comparison of the effects of computer-based practice and conceptual understanding interventions on math fact fluency. *The Journal of Educational Research*, 107(2), 83-89.

BOOK CHAPTERS

- Christ, T.J., & **Nelson, P.M.** (2013). Developing and evaluating screening systems: Practical and psychometric considerations. In Kettler, R.J., Gover, T.A., Albers, C.A. & Feeney-Kettler, K.A. (Eds.), *Universal screening in educational settings*. Washington, DC: American Psychological Association.
- Ysseldyke, J.E., & **Nelson, P.M.** (2012). Assessment in special and inclusive education. In J.A. Banks (Ed.), *Encyclopedia of Diversity in Education*. New York: Sage Publications.

INVITED PRESENTATIONS

Nelson, P.M., Demers, J.A., & Christ, T.J. (2014, January). *Student Perceptions of Classroom Environment: Linking Assessment and Intervention*. Paper presented at the Midwinter Minnesota School Psychologist Association Conference.

PRESENTATIONS

Nelson, P.M., Zaslofsky, A. & Parker, D.P. (2015, February). *The Role of Computational Growth in Overall Math Proficiency*. Paper presented at the National Association of School Psychologists (NASP) Annual Convention.

Nelson, P.M., Christ, T.J., & Van Norman, E.R. (2013, July). *Adaptive Math (aMath) development and diagnostic accuracy*. Poster presented at the Annual Office of Special Education Programs (OSEP) Project Director's Conference.

Christ, T.J. & Nelson, P.M. (2013, July). *Formative Assessment System for Teachers (FAST)*. Poster presented at the Annual Office of Special Education Programs (OSEP) Project Director's Conference.

Nelson, P.M., & Demers, J. (2013, February). *Measuring and reacting to students' perceptions of classroom environment*. Paper Presented at the National Associated of School Psychologists (NASP) Annual Convention

Van Norman, E.R. & Nelson, P.M. (2013, February). *Visual analysis obstacles and solutions*. Paper Presented at the National Associated of School Psychologists (NASP) 2013 Annual Convention.

Nelson, P.M., & Kanive, R. (2012, February). *Building computational fluency: An empirical comparison of three math interventions*. Paper presented at the National Association of School Psychologists (NASP) Annual Convention.

Nelson, P.M., Van Norman, E.R., & Christ, T.J. (2012, February). *Decision accuracy using Direct Behavior Ratings*. Poster presented at the National Association of School Psychologists (NASP) Annual Convention.

Nelson, P.M., Demers, J.A., Karich, A.C., & Christ, T.J. (2012, January). *Underlying structure and systematic variation in student-ratings of the classroom environment*. Poster presented at the Minnesota School Psychologist Association (MSPA) Midwinter Conference.

Nelson, P.M. (2011). *The relationship and relevance of effective instructional components*. Poster presented at the National Association of School Psychologists (NASP) Annual Convention.

Nelson, P.M., & Kanive, R. (2011). *Difficulty of single digit multiplication math facts for students*. Poster presented at the National Association of School Psychologists (NASP) Annual Convention.

Nelson, P.M, Ysseldyke, J.E. (2010, November). *Measuring whether students with behavior disorders are receiving effective instruction: Current and new directions*. Paper presented at the Annual International Child & Adolescent Conference.

GRANTS

Co-PI with Dr. David Parker, *Development and Effectiveness of Math Corps*. The Brady Education Foundation. Funded 2015-2017. **218,745 for 2 years.**

Primary investigator, *The REACT Support System*. Institute of Education Sciences. Submitted August 2015.

NAME Mark T. Greenberg	POSITION TITLE Bennett Chair of Prevention Science Professor of Human Development and Psychology		
INSTITUTION AND LOCATION	DEGREE	YEAR(S)	FIELD OF STUDY
Johns Hopkins University, Baltimore, MD	B.A.	06/73	Social Sciences
University of Virginia, Charlottesville, VA	M.S.	05/76	Psychology
University of Virginia, Charlottesville, VA	Ph.D.	05/78	Psychology

Positions and Honors

Positions and Employment

1978–1983	University of Washington, Assistant Professor of Psychology
1983–1990	University of Washington, Associate Professor of Psychology
1990–1997	University of Washington, Professor of Psychology
1997–	Pennsylvania State University, Bennett Professor of Human Development Department of Human Development and Family Studies
1997–2011	Director, Prevention Research Center for the Promotion of Human Development
1999–	Associate Director, Children, Youth and Families Consortium

Other Experience and Professional Memberships

1983–1993	Senior Investigator, MacArthur Foundation Network on Infancy & Early Childhood
1998	American Psychological Association Presidential Taskforce on Prevention
1998	Consultant, CDC, Taskforce on Violence Prevention
Ad hoc Member, Review Committees (NIMH, NIDA, NICHD, NSF)	

Honors

1983–present	Senior Investigator, MacArthur Foundation, Network on the Infancy Fellow, Division 7 and 32 (Developmental Psychology, Community Psych), APA Fellow, American Education Research Association Fellow, Academy of Experimental Criminology
2002	Research Scientist Award, Society for Prevention Research
2008	Distinguished Contributions to Public Policy for Children Award (Society for Research in Child Development)
2008	Friend of Early Career Prevention Network (Society for Prevention Research)

Other Related Experiences and Professional Memberships

Member, Board, CASEL (Collaborative for Academic, Social and Emotional Learning)	
National Advisory Council of NIDA (2005–2008)	
Chair, Leadership Council, Garrison Institute: Initiative on Awareness, Concentration and Learning	
Co-Director, Education Research Network, Mind and Life Institute	

Selected Peer-reviewed Publications

- Greenberg, M. T., Speltz, M. L., & DeKlyen, M. (1993). The role of attachment in the early development of disruptive behavior problems. *Development and Psychopathology*, *5*, 191–213.
- Greenberg, M. T., Kusche, C. A., Cook, E. T., & Quamma, J. P. (1995). Promoting emotional competence in school-aged children: The effects of the PATHS Curriculum. *Development and Psychopathology*, *7*, 117–136.
- Greenberg, M. T., Lengua, L. J., Coie, J., Pinderhughes, E. E., & The Conduct Problems Prevention Research Group. (1999). Predicting developmental outcomes at school entry using a multiple-risk model: Four American communities. *Developmental Psychology*, *35*, 403–417. PMID: PMC2775433

4. Greenberg, M. T., Domitrovich, C., Bumbarger, B. (2001). The prevention of mental disorders in school-aged children: Current state of the field. *Prevention and Treatment*. Article 1. Available on the World Wide Web: <http://journals.apa.org/prevention/volume4/pre0040001a.html>.
5. Greenberg, M. T., Speltz, M. L., DeKlyen, M., & Jones, K. (2001). Correlates of clinic referral for early conduct problems: Variable and person-oriented approaches. *Development and Psychopathology*, *13*, 255–276.
6. Greenberg, M. T., Weissberg, R. P., Utne O'Brien, M., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, *58*, 466–474.
7. Greenberg, M. T. (2004). Current and future challenges in school-based prevention: The researcher perspective. *Prevention Science*, *5*, 5–13.
8. Greenberg, M. T. (2006). Promoting resilience in children and youth: Preventive interventions and their interface with neuroscience. *Annals of the New York Academy of Science*, *1094*, 139–150.
9. Conduct Problems Prevention Research Group. (2007). The Fast Track randomized controlled trial to prevent externalizing psychiatric disorders: Findings from grades 3 to 9. *Journal of the American Academy of Child and Adolescent Psychiatry*, *46*, 1263–1272.
10. Greenberg, M. T., Feinberg, M. E., & Meyer-Chilenski, S., Spoth, R. L., & Redmond, C. (2007). Community and team member factors that influence the early phases of local team partnerships in prevention: The PROSPER Project. *Journal of Primary Prevention*, *28*, 485–504.
11. Dodge, K. A., Malone, P. S., Greenberg, M. T., and the Conduct Problems Prevention Research Group. (2008). Testing an Idealized Dynamic Cascade Model of the development of serious violence in adolescence. *Child Development*, *97*, 1907–1027. PMID: PMC2597335
12. Jennings, P. A. & Greenberg, M. (2009). The Prosocial Classroom: Teacher social and emotional competence in relation to child and classroom outcomes. *Review of Educational Research*, *79*, 491–525.
13. Duncan, L. J., Coatsworth, D. J., & Greenberg, M. T. (2009). A model of mindful parenting: Implications for parent-child relationships and prevention research. *Child Clinical and Family Psychology Review*, *12*, 255–270. PMID: PMC2730447
14. Conduct Problems Prevention Research Group. (2010). The effects of a multi-year randomized clinical trial of a universal social-emotional learning program: The role of student and school characteristics. *Journal of Consulting and Clinical Psychology*, *78*(2), 156–168.
15. Lanza, S. T., Rhoades, B. L., Nix, R. L., & Greenberg, M. T. (2011). Modeling the interplay of multilevel risk factors for future academic and behavior problems: A person-centered approach. *Development and Psychopathology*, *22*(2), 315–335. PMID: 20423544; PMID: PMC3005302.
16. Gould, L. F., Dariotis, J. K., Mendelson, T., Greenberg, M. T. (2012). A school-based mindfulness intervention for urban youth: Exploring depressive symptoms as a moderator of intervention response. *Journal of Community Psychology*, *40*, 968–982. DOI: 10.1002/jcop.21505.
17. Catalano, R. F., Fagan, A., Gavin, L. E., Greenberg, M. T., Irwin, C. E., Ross, D. A., & Shek, D. T. (2012). Worldwide application of prevention science in adolescent health, *The Lancet*, *379*, 1653–1664. DOI:10.1016/S0140-6736(12)60238-4.
18. Mendelson, T. Dariotis, J. K., Feagans Gould, L., Smith, A. S., Smith, A. A. Gonzalez, A. A. & Greenberg, M. T. (in press). Implementing mindfulness and yoga in urban schools: A community-academic partnership. *Journal of Children's Services*.
19. Jennings, P. A., Snowberg, K. E., Frank, J. L., Coccia, M. A. & Greenberg, M. T. (in press). Improving classroom learning environments by cultivating awareness and resilience in education (CARE): Results of a randomized controlled trial. *School Psychology Quarterly*
20. Greenberg, M. T., & Lippold, M. A. (in press). Promoting healthy outcomes among youth with multiple risks: Innovative approaches. *Annual Review of Public Health*.

DEBORAH L. SCHUSSLER

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(b)(6)

EDUCATION

- Ed.D. Curriculum and Instructional Leadership, August 2002
 Peabody College, Vanderbilt University, Nashville, TN
 Dissertation Title: *At-Risk Students and Learning Communities: Viewing an Alternative School through the Eyes of the Students*
- M.Ed. Curriculum and Instruction, August 1997
 Middle Tennessee State University, Murfreesboro, TN
- B.S. English Education, May 1993
 Indiana University, Bloomington
 Magna cum laude

PROFESSIONAL EXPERIENCE**The Pennsylvania State University**

- 2014- **Associate Professor of Education**
 Educational Leadership Program, Department of Education Policy Studies
 Faculty Affiliate, Prevention Research Center (project affiliations)
- *Project RESPECT* (IES, Goal 2)
 - *Learning to BREATHE* (IES, Goal 2)
 - *Just BREATHE* (Clinical and Translational Science Institute)
 - *Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): A Cluster Randomized Controlled Efficacy Trial* (IES, Goal 3)
 - *Cultivating Awareness and Resilience in Education (CARE)* (IES, Goal 2)
 - *Comprehensive Approach to Learning Mindfulness (CALM)* (1440 Foundation)
 - *Improving the Effectiveness and Efficacy and Inter-Agency Planning and Cooperation to Inform Consolidation (PCCD)*
 - *Support for Military Families During Parental Absence* – Clearinghouse for Military Family Readiness (DoDEA)
- 2013-2014 **Associate Professor of Education, Visiting Scholar**
 College of Education - special assignment for Assessment
 Faculty Affiliate, Prevention Research Center
 Department of Curriculum and Instruction

Villanova University

- 2008-2014 **Associate Professor**
 Department of Education and Counseling

2002-2008 **Assistant Professor**
Department of Education and Counseling

2002-2004 **Program Coordinator**
Elementary Education program

Vanderbilt University

2001-2002 **Research Assistant**
COMP Grant, Project Director: Dr. Carolyn Evertson

2001-2002 **Master Teaching Fellow**
Center for Teaching

2000-2001 **Research Assistant**
Project Director: Dr. Victoria Risko

2000-2001 **Practicum Supervisor/Teaching Assistant**
EDUC 2430: Problems in Literacy Learning

1999-2000 **Project Assistant**
Interstate New Teacher Assessment and Support Consortium (INTASC)
Science Portfolio Assessment Development, Project Director: Dr. Angelo Collins.

1999-2000 **Instructor**
EDUC 1020: Society, the School, and the Teacher

1999 **Teaching Assistant/Research Assistant**
EDUC 3900: Guiding the Professional Development of Beginning Teachers

1998-1999 **Teaching Assistant**
EDUC 1020: Society, the School, and the Teacher

Other Professional Experience

2001 **Research Associate**
Pencil Foundation, Nashville, TN

2000 **Writing Tutor**
Private tutoring for individuals. Nashville, TN

1994-1998 **English Teacher; Grades 9-11; Honors, Standard, Inclusion**
Brentwood High School, Brentwood, TN

1993-1994 **English Teacher; Grades 11, 12**
Mt. Juliet High School, Mt. Juliet, TN

1991-1993 **Writing Tutor**
Indiana University, Bloomington
Writing Tutorial Services

PUBLICATIONS

Refereed Articles

- Schussler, D. L.,** Stooksberry, L. M., & Bercaw, L. A. (revise and resubmit). Looking into a mirror or peering through a looking glass?: Case studies and the development of teacher candidate dispositions.
- Schussler, D. L.,** Carroll, D., Dottin, E., Osguthorpe, R., & Murrell, P. M. (under review). Selection as development: Shifting the conversation to cultivate quality teaching.
- Schussler, D. L.,** & Berman, L. (under review). Conceptualizing the mindful teaching construct: Cultivating change through awareness and compassion.
- Schussler, D. L.** (under review). Educating as a bodhisattva: Navigating the tension between self and other.
- Morgan, P. L., Cook, M., Wilson, N. M., Farkas, G., Hillemeier, M., & **Schussler, D. L.** (accepted with revisions). Are minority children disproportionately represented in special education? Findings from studies using covariate adjustment.
- Schussler, D. L.,** Jennings, P. A., Sharp, J. & Frank, J. L. (2015). Improving teacher awareness and well-being through CARE: A qualitative analysis of the underlying mechanisms. *Mindfulness*.
- Schussler, D. L.,** & Johnson, L. E. (2014). A House Built on Sand? Commentary on NCTQ's Classroom Management Report. *Teachers College Record*, Date Published: March 23, 2014. <http://www.tcrecord.org> ID Number: 17475.
- Schussler, D. L.,** & Knarr, M. (2013). Building awareness of dispositions: Enhancing moral sensibilities in teaching. *Journal of Moral Education* 42(1), 71-87.
- Schussler, D. L.,** Feiman-Nemser, S., Diez, M., & Murrell, P. M. (2012). Swimming in deep waters: Finding the moral in teacher education. *Democracy & Education*.
- Walker, J. T., & **Schussler, D. L.** (2011). Introduction. Special issue *Journal of Classroom Interaction* 46(1), 3.
- Schussler, D. L.,** Stooksberry, L. M., & Bercaw, L. A. (2010). Understanding teacher candidates' dispositions: Reflecting to build self awareness. *Journal of Teacher Education* 61(4) 350-363.
- Schussler, D. L.** (2009). Beyond content: How teachers manage classrooms to facilitate academic engagement for disengaged students. *Theory Into Practice* 48(2), 114-121.
- Stooksberry, L. M., **Schussler, D. L.,** & Bercaw, L. A. (2009). Conceptualizing dispositions: Intellectual, cultural and moral domains of teaching. *Teachers and Teaching: Theory and Practice* 15(6), 719-736.
- Schussler, D. L.,** & Fierros, E. F. (2008). Students' perceptions of their academics, relationships, and sense of belonging: Comparisons across residential learning communities. *Journal of the First-Year Experience and Students in Transition* 20(1), 71-96.

- Schussler, D. L.,** Bercaw, L. A., & Stooksberry, L. M. (2008). The fabric of teacher candidates' dispositions: What case studies reveal about teacher thinking. *Action in Teacher Education* 29(4), 39-52.
- Schussler, D. L.,** Bercaw, L. A., & Stooksberry, L. M. (2008). Using case studies to explore prospective teachers' intellectual, cultural, and moral dispositions. *Teacher Education Quarterly* 35(2), 105-122.
- Schussler, D. L.,** Poole, I. R., Whitlock, T. W., & Evertson, C. M. (2007). Layers and links: Learning to juggle "one more thing" in the classroom. *Teaching and Teacher Education*, 23(5), 572-585.
- Schussler, D. L.** (2006). Defining dispositions: Wading through murky waters. *The Teacher Educator*, 41(4), 251-268.
- Schussler, D. L.** (2006). The altered role of experienced teachers in PDS's: The present and its possibilities. *Issues in Teacher Education* 15(2), 61-75.
- Schussler, D. L.,** & Collins, A. (2006). An empirical exploration of the who? what? and how? of school care. *Teachers College Record*, 108(7), 1460-1495.
- Schussler, D. L.** (2003). Schools as learning communities: Unpacking the concept. *Journal of School Leadership*, 13(5), 498-528.
- Schussler (May), D. L.** (1995). Cleats and candy: Surviving your first year of teaching. *English Journal*, 84(2), 68-69.

Books, Book Chapters

- Schussler, D. L.** (under review). Mindful teaching: Cultivating awareness and compassion. In K. Byrnes, J. Dalton & E. Dorman (Eds.), *Contemplative practices in pre-service teacher education*. Rowan & Littlefield.
- Schussler, D. L.** (2017, anticipated). Teacher dispositions as a means to moral practice. In E. Campbell & K. Wang (Eds.), *Professional ethics and the moral work of teaching: Western contemporary research*. Fuzhou, Fujian, PRC: Fujian Education Press.
- Schussler, D. L.** & Murrell, P. M., (2016). Teaching as moral practice: Teacher preparation as cultivating "practical wisdom." In J. Chi-Kin Lee & C. Day (Eds.), *Quality and change in teacher education: Western and Chinese perspectives*. New York, NY: Springer.
- Schussler, D. L.** (2015). Teacher self-awareness. In W. G. Scarlett (Ed.), *Classroom Management: An A-to-Z Guide*. Thousand Oaks, CA: Sage.
- Murrell, P. M., Diez, M., Feiman-Nemser, S., & **Schussler, D. L.** (Eds.) (2010). *Teaching as a moral practice: Defining, developing, and assessing professional dispositions in teacher education*. Cambridge, MA: Harvard Education Press.
- Feiman-Nemser, S., & **Schussler, D. L.** (2010). Defining, developing, and assessing dispositions: A cross-case analysis. In P. M. Murrell, M. Diez, S. Feiman-Nemser, & **D. L. Schussler** (Eds.), *Teaching as a moral practice: Defining, developing, and assessing professional dispositions in teacher education*. Cambridge, MA: Harvard Education Press.

Other Publications

- Schussler, D. L.,** & Johnson, L. E. (2014, January 17). Commentary: A Response to NCTQ's Classroom Management Report. *Ed Prep Matters*. Retrieved from <http://edprepmatters.net/2014/01/commentary-a-response-to-nctqs-classroom-management-report/>
- Schussler, D. L.** (2010, Spring). Learning from the Dalai Lama and Other Intriguing Experts. *Villanova University Graduate Teacher Education Newsletter*, 6.
- Schussler, D. L.** (2003). Case Commentary on "What visuals can do." In J. C. Richards & M. C. McKenna, *Integrating multiple literacies in K-8 classrooms: Cases, commentaries, and practical applications in the field* (pp. 197-198). Mahwah, NJ: Lawrence Erlbaum Associates.
- Schussler, D. L.** (2003). Case Commentary on "Musical chairs: Visual representations that went awry." In J. C. Richards & M. C. McKenna, *Integrating multiple literacies in K-8 classrooms: Cases, commentaries, and practical applications in the field* (pp. 203-204). Mahwah, NJ: Lawrence Erlbaum Associates.

In Preparation

- Schussler, D. L.,** Knight, S., & Morton, A. Assessing teacher performance assessments: Using data to compare edTPA, PPAT, and homegrown assessments
- Schussler, D. L.,** Frank, J. Lm & Mahfouz, J. Responding to bullying: Using virtual roleplay to enhance teacher candidate communication skills.
- Schussler, D. L.,** DeWeese, A. R., Rasheed, D., DeMauro, A., Brown, J. L., Greenberg, M. T. & Jennings, P. A. Stress and release: A qualitative investigation of a socio-emotional learning intervention.
- Mahfouz, J., Levitan, J., **Schussler, D. L.,** Kohler, K. Barkauskas, N., Dvorakova, K., Greenberg, M. T. Ensuring college student success through mindfulness-based stress reduction classes: Just Breathe.
- Levitan, J., Mahfouz, J., **Schussler, D. L.,** Kohler, K., Barkauskas, N., Dvorakova, K., Greenberg, M. T. Learning to Just Breathe: How teachers come to understand their roles and teacher identities when facilitating mindfulness-based health classes.
- Barkauskas, N., Levitan, J., Mahfouz, J., Kohler, K., **Schussler, D. L.,** The axiology of mindfulness: Exploring the ethics and values of mindfulness programs in education policy, leadership, and pedagogy.
- Davis, K., Morgan, N., Culler, E., **Schussler, D. L.,** Mineo, C., Moeller, J. Perkins, D., Aronson, K. Effects of military work-related absences on children: Risk and protective factors and ways to strengthen student resiliency.
- Schussler, D. L.,** & Hanley, A. At-risk students and learning communities: Widening the lens for viewing schools.

Harris, A. R., **Schussler, D. L.**, Jennings, P. A., Abenavoli, R. M., Katz, D., A., Greenberg, M.
T. CALM for educators: Participation and engagement in a contemplative intervention to support educator stress management, efficacy, wellbeing.

GRANTS FUNDED

2015-2016	Center for Online Innovations in Learning "Using Virtual Roleplay Modules to Accelerate Student Mastery of Effective Interpersonal Communication and Conflict Resolution Strategies: Phase 2," Penn State University, (Principal Investigator)	\$49,832
2015-2018	Institute for Education Sciences – Social and Behavioral Context for Academic Learning, Goal 2 "Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive ways in Educational Communication skills Training program," Penn State University, (co-Principal Investigator)	\$1,298,183
2014-2017	Institute for Education Sciences – Social and Behavioral Context for Academic Learning, Goal 2 "Promoting Adolescent Well-Being and Academic Performance Through Mindfulness-based Emotion Regulation Skills Instruction," Penn State University, (co-Investigator)	\$1,464,537
2014-2016	Institute for Education Sciences – Social and Behavioral Context for Academic Learning, Goal 3 "Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): A Cluster Randomized Controlled Efficacy Trial," Penn State University (co-Investigator)	\$3,478,904
2015	PSU Pathway to Partnerships (P3) – Stage 1 "Mindfulness-based interventions for obesity and related disorders" (co-Investigator)	\$5,000
2013-2014	Center for Online Innovations in Learning "Using Artificial Intelligence to Accelerate Student Mastery of Effective Interpersonal Communication and Conflict Resolution Strategies," Penn State University, (co-Principal Investigator)	\$49,890
2011	Faculty Development Grant "Contemplative Pedagogy, Mindfulness, and Teacher Dispositions," Villanova University.	\$1,400
2007	Summer Research Fellowship and Research Support Grant "Using Case Studies to Develop Awareness of Dispositions," Villanova University.	\$11,275
2004	Villanova Institute of Teaching and Learning Mini-Grant "Teacher Education Portfolio Project," Villanova University.	\$3,000

2001 **Dissertation Enhancement Grant** **\$450**
 Vanderbilt University.

PRESENTATIONS – National, refereed

- Schussler, D. L., DeWeese, A. R., Rasheed, D., DeMauro, A., Brown, J. L., Greenberg, M. T. & Jennings, P. A., (2016, February). *Stress and release: A qualitative investigation of a socio-emotional learning intervention*. Paper accepted for presentation at the American Association of Colleges for Teacher Education, Las Vegas, NE.
- Schussler, D. L., Knight, S., Morton, A. (2016, February). *Assessing teacher performance assessments: Using data to compare edTPA, PPAT, and homegrown assessments*. Paper accepted for presentation at the American Association of Colleges for Teacher Education, Las Vegas, NE.
- Schussler, D. L., DeWeese, A. R., Doyle, S. L., Jennings, P. A., Brown, J. L., Tanler, R., Rasheed, D., Frank, J. L., Greenberg, M. T. (2015, April). *Stress and release: A qualitative investigation of the change mechanisms in a socio-emotional learning intervention*. Paper presented at the American Educational Research Association, Chicago, IL.
- Harris, A. R., Schussler, D. L., Jennings, P. A., Abenavoli, R. M., Katz, D., A., Greenberg, M. T. (2015, April). *CALM for educators: Participation and engagement in a contemplative intervention to support educator stress management, efficacy, wellbeing*. Paper presented at the American Educational Research Association, Chicago, IL.
- Schussler, D. L., Frank, J. L., Collopy, A., & Chukusky, E. (2015, February). *Using virtual roleplay to enhance preservice teachers' skills in responding to bullying*. Paper presented at the American Association of Colleges for Teacher Education, Atlanta, GA.
- Carroll, D., Dottin, E., Feiman-Nemser, S., Johnson, L., Murrell, P. M., Osguthorpe, R., Salazar, M., Schussler, D. L. (2015, February). *Addressing the moral imperative: How evaluation and performances of understanding make the implicit more explicit*. Paper presented at the American Association of Colleges for Teacher Education, Atlanta, GA.
- Carroll, D., Dottin, E., Feiman-Nemser, S., Johnson, L., Murrell, P. M., Osguthorpe, R., Salazar, M., Schussler, D. L. (2015, February). *Exploring Moral Work of Teaching frameworks: Components, criteria and applications*. Paper presented at the American Association of Colleges for Teacher Education, Atlanta, GA.
- Schussler, D. L., Frank, J. L. Chukusky, E., Collopy, A., (2015, February). *Responding to bullying: Using virtual roleplay to enhance communication skills*. Paper presented at the Pennsylvania Association for Middle Level Education Annual State Conference, University Park, PA.
- Harris, A. R., Jennings, P. A., Abenavoli, R. M., Katz, D., A., Schussler, D.L., & Greenberg, M. T. (2014, May). *Preventing Educator Stress and Promoting Wellbeing with a Brief Daily Intervention: Results from the CALM (Comprehensive Approach to Learning Mindfulness) Program*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.

- Schussler, D. L., Jennings, P. A., Sharp, J. (2014, April). *Improving awareness and well-being through Cultivating Awareness and Resilience in Education (CARE): How teachers perceive a socio-emotional learning professional development intervention*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Harris, A. R., Jennings, P. A., Abenavoli, R. M., Katz, D., A., Schussler, D.L., & Greenberg, M. T (2014, April). *A Daily Intervention to Support Educator Stress Management, Efficacy, and Well-Being: The Comprehensive Approach to Learning Mindfulness Program*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Schussler, D. L., Sharp, J., & Jennings, P. A. (2014, March). *CARE for teachers: Results from a mixed methods study*. Paper presented at the American Association of Colleges for Teacher Education, Indianapolis, IN.
- Harris, A. R., Jennings, P. A., Abenavoli, R. M., Katz, D., A., Greenberg, M. T., & Schussler, D.L. (2014, March). *A daily intervention to support educator stress management, efficacy, and wellbeing: The Comprehensive Approach to Learning Mindfulness (CALM) program*. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.
- Schussler, D. L., & Hanley, A. (2013, April). *At-risk students and learning communities: Widening the lens for viewing schools*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Schussler, D. L., Bercaw, L. A. & Stooksberry, L. M. (2012, April). *Enhancing moral sensibilities: A cross-sectional analysis of teacher candidates' dispositions across three domains*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Schussler, D. L. (2011, April). *Educating as a bodhisattva: Self-awareness and leadership-engagement*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Schussler, D. L., Berman, L., & Murrell, P. M. (2010, April). *The inquiry of "identity work" for mindful teaching*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Bercaw, L. B., Schussler, D. L., & Stooksberry, L. M. (2010, April). *Developing dispositions: A cross-sectional analysis of teacher candidates' intellectual, cultural, and moral domains of teaching*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Schussler, D. L., & Culp, M. L. (2009, April). *Building awareness of dispositions: Enhancing moral sensibilities in teaching*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Stooksberry, L. M., Schussler, D. L., & Bercaw, L. A. (2008, February). *Teacher candidate dispositions: What case studies and Alice in Wonderland can teach us about teacher thinking*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans, LA.

- Schussler, D. L. (2007, April). *Beyond content: How teachers and schools manage classrooms to facilitate academic engagement for at-risk students*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Stooksberry, L. M., Schussler, D. L., & Bercaw, L. A. (2007, April). *Looking into a mirror or peering through a looking glass?: Case studies and the development of teacher candidate dispositions*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Schussler, D. L. (2006, April). *Using case studies to develop teacher candidate dispositions*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Schussler, D. L. (2005, April). *Defining dispositions: Wading through murky waters*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Bercaw, L. B., Schussler, D. L., & Stooksberry, L. M. (2005, February). *Prospective teachers' critical exploration of intellectual, cultural, and moral dimensions of teaching*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Washington, DC.
- Schussler, D. L. (2004, April). *Caring for students at-risk of dropping out: Lessons from an alternative high school*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Schussler, D. L., & Risko, V. J. (2004, April). *Teacher preparation: Literacy instruction that is responsive to culturally and linguistically diverse students*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Stooksberry, L. M., Bercaw, L. A., & Schussler, D. L. (2004, April). *Intellectual, cultural and moral dimensions of teaching: Preparing quality teachers across disposition domains*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Schussler, D. L. (2004, February) *Fostering an ethic of care: Exploring directions*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Chicago, IL.
- Schussler, D. L., Stooksberry, L. M., & Bercaw, L. A. (2004, February). *Intellectual, cultural, and moral dispositions: Preparing quality teachers across domains*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Chicago, IL.
- Risko, V. J., Osterman, J. C., & Schussler, D. L. (2003, April). *Educating future literacy teachers for diverse settings*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Poole, I. R., Whitlock, T. W., Evertson, C. M., & Schussler, D. L. (2002, April). *Who's driving the mouse? The social aspect to managing instruction with technology*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

- Risko, V. J., Osterman, J. O., & Schussler, D. L. (2002, April). *Educating future teachers: Inviting critical inquiry for adopting multiple perspectives*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Schussler, D. L. (2002, April). *The value and complexities of caring in a high school*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Whitlock, T. W., Poole, I. R., Evertson, C. M., & Schussler, D. L. (2002, April). *Layers and links: Learning to juggle 'one more thing' in the classroom*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Schussler, D. L. (2001, April). *A differentiated curriculum: Successful modifications in one teacher's English classes*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Schussler, D. L. (2001, April). *A study of an alternative school: Viewing school through the eyes of the students*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Schussler (May), D. L., & Thompson, S. (2000, April). *Reflection in-action and on-action: An ethnographic study of beginning teacher educators*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

PRESENTATIONS - Invited

- Frank, J. L., & Schussler, D. L. (2014, March). *Using artificial intelligence to accelerate student mastery of effective interpersonal communication and conflict resolution strategies*. Poster presented at Teaching and Learning with Technology Symposium, Penn State University, University Park, PA.
- Carroll, D., Dottin, E., Feiman-Nemser, S., Johnson, L., Murrell, P. M., Osguthorpe, R., Salazar, M., Schussler, D. L. (2014, March). "Evaluating the Evaluations: Attending to the Moral in Teaching and Teacher Education." American Association of Colleges for Teacher Education, Indianapolis, IN.
- Carroll, D., Diez, M., Dottin, E., Feiman-Nemser, S., Murrell, P. M., Osguthorpe, R., Schussler, D. L. (2013, February). "Teaching the Moral Work of Teaching: A Task for Teacher Educators." American Association of Colleges for Teacher Education, Orlando, FL.
- Ball, D., Diez, M., Marshall-Bradley, T., Schussler, D. L. (2013, February). "Examining Professional Practice: Evolving Notions of Beginning Teacher Competencies." Major Forum. American Association of Colleges for Teacher Education, Orlando, FL.
- Schussler, D. L. (2012, November). "Mindfulness for Self-Reflection, Self-Awareness, and Self-Care." Presentation to College/Young Adult Group. State College Presbyterian Church, State College, PA.
- Carroll, D., Diez, M., Dottin, E., Feiman-Nemser, S., Murrell, P. M., Osguthorpe, R., Schussler, D. L. (2012, February). "Identifying and Developing Quality Candidates: Building A Community of Practice for Teacher Educators." TEAM-C Pre-conference workshop. American Association of Colleges for Teacher Education, Chicago, IL.

- Diez, M., Dottin, E., Feiman-Nemser, S., Murrell, P. M., Osguthorpe, R., Schussler, D. L., Sockett, H. (2011, February). "Democratic Dispositions – The Teacher as Citizen." TEAM-C Pre-conference workshop. American Association of Colleges for Teacher Education, San Diego, CA.
- Schussler, D. L. (2010, April). Invited Speaker. "Educating as a Bodhisattva: Aware of the Self, Engaged as a Leader." Engaged Leadership Colloquium Series, College of Education, Loyola University of Maryland.
- Diez, M., Schussler, D. L., Murrell, P. M., Feiman-Nemser, S., Sockett, H., Dottin, E., & Osguthorpe, R. (2010, February). "Dispositions and Teacher Preparation." TEAM-C Pre-conference workshop. American Association of Colleges for Teacher Education, Atlanta, GA.
- Schussler, D. L. (2009, February). Invited Speaker, "Prof 101: Launching Successful Faculty Careers." Center for Teaching, Vanderbilt University.
- Schussler, D. L. (2009, February). Invited Presenter, "Emerging Questions in the Teacher Dispositions Debate." Teacher Education as a Moral Community (TEAM C). American Association of Colleges for Teacher Education Annual Meeting, Chicago, IL.
- Schussler, D. L. (2009, February). Invited Panelist, "Dispositions in Practice: Case Studies on Developing a Framework for Identifying, Nurturing, and Assessing Dispositions." Teacher Education as a Moral Community (TEAM C). American Association of Colleges for Teacher Education Annual Meeting, Chicago, IL.
- Schussler, D. L. (2009, January). Invited Panelist, New Faculty Orientation. Villanova Institute for Teaching and Learning, Villanova University.
- Schussler, D. L. (2008, November). Invited Presenter, Delaware Valley Minority Student Achievement Consortium Fall Conference. "School Care: What Is It and How Do We Foster It?" University of Pennsylvania.
- Schussler, D. L. (2008, May). Invited Presenter, AACTE Web Conference. "Dispositions in Practice: Enacting Moral Commitments." Archived at www.aacte.org.
- Schussler, D. L. (2008, February). Invited Panelist/Respondent, Teacher Education as a Moral Community (TEAM C), Position paper on the current role and work of dispositions in the field of teacher education, AACTE Annual Meeting, New Orleans, LA.
- Schussler, D. L. (2004, February). *God and grade school: Is there a role for religion in education?* Invited Panelist, Penn Forum, University of Pennsylvania.
- Schussler, D. L. (2004, April). Keynote Address, Kappa Delta Pi Induction Ceremony, Villanova University.
- Myers, C. M., & Schussler (May), D. L. (1999, May). *Introduction to education*. Invited presentation at Peabody Alumni Association Meeting, Vanderbilt University.

TEACHING

Pennsylvania State University

Courses Taught

Graduate: Pro-Seminar
 Capstone Seminar (Teacher Leadership)

Undergraduate: Classroom Management

Villanova University**Courses Developed and Taught**

Graduate: Capstone Seminar (Master + Certification students)
 Action Research Workshop
 Methods of Teaching English and Social Studies

Courses Taught

Graduate: Curriculum and Instruction
 Educational Research
 Research and Evaluation (Counseling)
 Reading in the Secondary School
 Student Teaching Supervision

Undergraduate: Research Seminar in Education
 Senior Seminar and Student Teaching
 Methods of Teaching English in Secondary Schools
 Reading and Current Issues
 Student Teaching Supervision

Courses Developed

Graduate: Qualitative Research

Dissertations, Theses, and Independent Studies

Julia Mahfouz – Chair, Pennsylvania State University
 Daphne Snook – Chair, Pennsylvania State University
 Joseph Levitan – Committee Member, Pennsylvania State University
 Christa Saggiomo Bialka – Dissertation: “Taking the ‘Dis’ out of Disability: Attending to Pre-Service Teacher Dispositions Related to Students with Special Needs,” committee member, University of Pennsylvania, June 2012
 Dana Morrison Simone – Master’s Thesis, Villanova University, April 2011
 Emily Scarola – Independent Study, Master’s student, Villanova University, Spring 2011
 Patrick O’Neill – Independent Study, Part-time studies, Villanova University, Fall 2007

Certifications

Tennessee Professional License grades 5-12; Certification in English, History, Sociology
 Certified COMP (Classroom Organization and Management Program) Trainer

Other Professional Training

NVivo Workshop (June 18-19, 2015)
 Coming to Our Senses: Healing Ourselves and the World through Mindfulness workshop (May 22-25, 2015)

CARE - Cultivating Awareness and Resilience in Education retreat (August 8-13, 2014)

Non-Violent Communication Intensive training (June 3-12, 2013)

Mindfulness Retreat with Thich Nhat Hanh (August 11-16, 2009)

HONORS AND AWARDS

Honorable Mention – AACTE Book of the Year. *Teaching as a Moral Practice*

Nomination - Association of Teacher Educators 2010 Distinguished Research in Teacher Education Award

American Educational Research Association Division K Early Career Seminar (2007)

American Educational Research Association Division K New Faculty Seminar (2003)

Otto C. Bassler Award for Excellence in Research, Vanderbilt University (2003)

High Distinction for doctoral dissertation, Vanderbilt University (2002)

American Educational Research Association Division K Graduate Student Seminar (2001)

Dean's List, Indiana University, Bloomington (1990-1993)

Pi Lambda Theta Honor Society

Pi Lambda Theta Scholarship, DePauw University (1990)

Vadia Hall Scholarship, DePauw University (1989-1990)

SERVICE

Professional

Chair, Teacher Education as a Moral Community (TEAM-C), AACTE topical action group (2013-present)

Secretary/Treasurer, Moral Development SIG, AERA (2013-2016)

Program Chair, Moral Development SIG, AERA (2012-2013)

Co-chair, Teacher Education as a Moral Community (TEAM-C), AACTE taskforce (2012-2013)

Teacher Education as a Moral Community Taskforce, AACTE (2009-present)

AERA Annual Meeting Session Chair, (2015, 2014, 2013, 2010, 2009, 2007, 2005, 2004)

AERA Annual Meeting Discussant, (2014, 2010, 2008)

AACTE Annual Meeting Session Chair, (2008)

AACTE Annual Meeting Discussant, (2008)

AERA Reviewer, Proposals for Annual Meeting, Division K, School Community, Climate, and Culture SIG, Moral Development in Education SIG (2014, 2011, 2009, 2007, 2006, 2005, 2004)

AACTE Reviewer, Proposals for Annual Meeting (2006)

Alabama Power Foundation, Inc., Grant Evaluator (2001)

Manuscript Reviewer

American Educational Research Journal

American Journal of Education

Asia-Pacific Education Researcher

Democracy & Education

Educational Psychology

High School Journal
Journal of Moral Education
Journal of Teacher Education
Mindfulness
Qualitative Research in Education
Teaching and Teacher Education
Urban Education

Consortium for Policy Research in Education (CPRE) Manuscript Reviewer (2007)

Book Reviewer

Five Big Ideas, Teachers College Press, book reviewer (2012)

McGraw Hill Manuscript Reviewer (2009, 2008)

Guest editor, special issue Care and Control in Classrooms (2011), *Journal of Classroom Interaction* 46(1)

External reviewer, candidates for tenure and promotion (2009-present)

University/College

Penn State University

Holistic and Integrative Practice/Contemplative Inquiry working group (2015-)

Center for Online Innovations in Learning grant reviewer (2014, 2015)

Professional Certification Coordinating Council (2013-present)

Designed research study for performance assessment (EdTPA, PPAT) pilot

Developed and piloted "Educator Preparation" instrument ($N=636$)

Assessment Committee (2013-present)

Developed *Research Grant for Assessment* RFA and reviewed grant applications

Villanova University

Villanova Institute of Teaching and Learning grant reviewer (2011-2012, appointed)

Committee on Majors and Concentrations (2007-2010, elected; 2010-2012, appointed)

College Core Curriculum Taskforce on self-directed learning (2008-2009)

Distance Learning Policy-Making Advisory Committee (2007-2008)

Technology Symposium Organizer, *Education in the Palm of Your Hand*, (2006-2007)

Villanova Quality Improvement (VQI) Evaluation Committee, Villanova University (2006-2007)

Villanova Institute of Teaching and Learning (VITAL) Faculty Advisory Committee (2004-2007).

New Student Orientation Facilitator (2003, 2004)

New Faculty Orientation Speaker (2003, 2009)

Vanderbilt University

Appellate Review Board, Vanderbilt University (1999-2002)

Department

Penn State University

New faculty mentor (2015-)

Rock Ethics co-fund proposal authored for Educational Leadership program (2015-2016)

Space committee (2015-2016)

Mindfulness Student Writing Group faculty lead (2014-)

Educational Leadership faculty searches (2), including Batchelet Chair (2014-2015)
 Administrative Assistant Search Committee (2014)
 Educational Leadership Program (2014-)
 Curriculum and Instruction Program (2013-2014)

Villanova University

Chair faculty search, Special Education, Villanova University (2011-2012)
 Department Faculty Evaluation Committee (2010-2012)
 Education & Counseling Week co-chair (2010-2012)
 Self-Study action plan committee (2010-2011)
 Cooperating Personnel dinner speaker committee chair (2008-2012)
 Kappa Delta Pi Honor Society faculty liaison (2007-present)
 Portfolio Program, Developed and run workshops to introduce incoming teacher candidates to standards-based portfolios, Villanova University (2004-2012)
 Graduate Teacher Education Committee (2002-present)
 Certificate of Advanced Study in Education program subcommittee
 Thesis subcommittee
 Undergraduate Education Committee (2002-2012)
 Student monitoring subcommittee
 Educational Studies subcommittee
 Field experiences subcommittee
 Co-chair faculty searches (2), Counselor Education, Villanova University (2006-2007)
 Department Colloquium Series organizer (2003-2004)

Community

Adult Education Council, State College Presbyterian Church (2012-present)
 Spiritual Formation Ministry Unit, State College Presbyterian Church (2012-present)
 Classroom Volunteer, Park Forest Elementary School, (2011-2013)
 Mentor, Confirmation student, Bryn Mawr Presbyterian Church (2009-2010)
 Elder, Bryn Mawr Presbyterian Church, 3,500 member congregation (2007-2010)
 Community Forum Speaker Series, Bryn Mawr Presbyterian Church (2008-2010)
 Adult Education Council, Bryn Mawr Presbyterian Church (2006-2010)
 WXPB Public radio volunteer (2006-2010)
 Congregational Discernment Taskforce, Bryn Mawr Presbyterian Church (2007-2008)
 Pastoral Nominating Committee, Bryn Mawr Presbyterian Church (2004-2006)

PROFESSIONAL MEMBERSHIPS

American Association for Colleges of Teacher Education
 American Educational Research Association – Division K (Teaching and Teacher Education),
 Moral Development SIG, Social-Emotional Learning SIG
 Association for Contemplative Mind In Higher Education
 Association of Supervision and Curriculum Development
 Kappa Delta Pi Honor Society

Project Narrative - Fed/Non Fed Budget Form SF 424

Title : Fed/Non Fed Budget Form SF 424

Attachment:

File :

- 1 [SF424_Year1_022916_R305A150391.pdf](#)
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RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - SECTION A, BUDGET PERIOD 1

* ORGANIZATIONAL DUNS:

* Budget Type: Project Subaward/Consortium

Enter name of Organization:

* Start Date: * End Date: * Budget Period:

A. Senior/Key Person

1. Prefix * First Name Middle Name * Last Name Suffix

* Project Role

Base Salary (\$)	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed)(\$)	* Federal (\$)	* Non-Federal (\$)
(b)(6)				10,232.60	3,878.14	14,110.74	14,110.74	0.00

2. Prefix * First Name Middle Name * Last Name Suffix

* Project Role

Base Salary (\$)	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed)(\$)	* Federal (\$)	* Non-Federal (\$)
(b)(6)				1,631.28	618.25	2,249.53	2,249.53	0.00

3. Prefix * First Name Middle Name * Last Name Suffix

* Project Role

Base Salary (\$)	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed)(\$)	* Federal (\$)	* Non-Federal (\$)
(b)(6)				2,625.00	994.87	3,619.87	3,619.87	0.00

4. Prefix * First Name Middle Name * Last Name Suffix

* Project Role

Base Salary (\$)	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed)(\$)	* Federal (\$)	* Non-Federal (\$)
(b)(6)				23,237.35	8,806.95	32,044.30	32,044.30	0.00

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - SECTION A, BUDGET PERIOD 1

* ORGANIZATIONAL DUNS:

* Budget Type: Project Subaward/Consortium

Enter name of Organization:

* Start Date: * End Date: Budget Period

A. Senior/Key Person (continued)

5. Prefix * First Name Middle Name * Last Name Suffix

* Project Role

Base Salary (\$)	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed)(\$)	* Federal (\$)	* Non-Federal (\$)
(b)(6)				1,878.00	711.76	2,589.76	2,589.76	0.00

6. Prefix * First Name Middle Name * Last Name Suffix

* Project Role

Base Salary (\$)	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed)(\$)	* Federal (\$)	* Non-Federal (\$)

7. Prefix * First Name Middle Name * Last Name Suffix

* Project Role

Base Salary (\$)	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed)(\$)	* Federal (\$)	* Non-Federal (\$)

8. Prefix * First Name Middle Name * Last Name Suffix

* Project Role

Base Salary (\$)	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed)(\$)	* Federal (\$)	* Non-Federal (\$)

9. Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person

54,614.20	54,614.20	0.00
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* Additional Senior Key Persons:

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - SECTION B, BUDGET PERIOD 1

* ORGANIZATIONAL DUNS:

* Budget Type: Project Subaward/Consortium

Enter name of Organization:

* Start Date: * End Date: Budget Period

B. Other Personnel

* Number of Personnel	* Project Role	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed) (\$)	* Federal (\$)	* Non-Federal (\$)
<input type="checkbox"/>	Post Doctoral Associates								
<input type="checkbox"/>	Graduate Students								
<input type="checkbox"/>	Undergraduate Students								
<input type="checkbox"/>	Secretarial/Clerical								
1	Joy Mitra, Wage Staff	(b)(6)			4,523.20	361.86	4,885.06	4,885.06	0.00
<input type="checkbox"/>									
<input type="checkbox"/>									
<input type="checkbox"/>									
<input type="checkbox"/>									
<input type="checkbox"/>									
<input type="checkbox"/>									
1	Total Number Other Personnel						4,885.06	4,885.06	0.00
	Total Salary, Wages and Fringe Benefits (A + B)						59,499.26	59,499.26	0.00

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - SECTION C, D, & E, BUDGET PERIOD 1

* ORGANIZATIONAL DUNS:

* Budget Type: Project Subaward/Consortium

Enter name of Organization:

* Start Date: * End Date: Budget Period

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

	* Equipment item	* Federal (\$)	* Non-Federal (\$)	* Total (Fed + Non-Fed) (\$)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.	Total funds requested for all equipment listed in the attached file			
	Total Equipment			

* Additional Equipment:

D. Travel	* Federal (\$)	* Non-Federal (\$)	* Total (Fed + Non-Fed) (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)			
2. Foreign Travel Costs			
Total Travel Costs			

E. Participant/Trainee Support Costs	* Federal (\$)	* Non-Federal (\$)	* Total (Fed + Non-Fed) (\$)
1. Tuition/Fees/Health Insurance			
2. Stipends			
3. Travel			
4. Subsistence			
5. Other <input type="text"/>			
<input type="text"/> Number of Participants/Trainees Total Participant/Trainee Support Costs			

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - SECTION F-G, BUDGET PERIOD 1

* ORGANIZATIONAL DUNS: 0034039530000

* Budget Type: Project Subaward/Consortium

Enter name of Organization: The Pennsylvania State University

* Start Date: 07/01/2015 * End Date: 02/29/2016 Budget Period 1

F. Other Direct Costs

	* Federal (\$)	* Non-Federal (\$)	* Total (Fed + Non-Fed) (\$)
1. Materials and Supplies	280.13	0.00	280.13
2. Publication Costs			
3. Consultant Services			
4. ADP/Computer Services			
5. Subawards/Consortium/Contractual Costs			
6. Equipment or Facility Rental/User Fees			
7. Alterations and Renovations			
8. <input type="text"/>			
9. <input type="text"/>			
10. <input type="text"/>			
Total Other Direct Costs	280.13	0.00	280.13

G. Direct Costs

	* Federal (\$)	* Non-Federal (\$)	* Total (Fed + Non-Fed) (\$)
Total Direct Costs (A thru F)	59,779.39	0.00	59,779.39

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - SECTION H-K, BUDGET PERIOD 1

* ORGANIZATIONAL DUNS:

* Budget Type: Project Subaward/Consortium

Enter name of Organization:

* Start Date: * End Date: Budget Period

H. Indirect Costs

* Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	* Federal (\$)	* Non-Federal (\$)	* Total (Fed + Non-Fed) (\$)
1. <input type="text" value="MTDC"/>	51.90	59,779.39	31,025.58	0.00	31,025.58
2. <input type="text"/>					
3. <input type="text"/>					
4. <input type="text"/>					
Total Indirect Costs			31,025.58	0.00	31,025.58

Cognizant Agency

(Agency Name, POC Name, and Phone Number)

I. Total Direct and Indirect Costs

Total Direct and Indirect Costs (G + H)	* Federal (\$)	* Non-Federal (\$)	* Total (Fed + Non-Fed) (\$)
	90,804.97	0.00	90,804.97

J. Fee

Federal (\$)

K. * Budget Justification

Add Attachment

Delete Attachment

View Attachment

(Only attach one file.)

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - Cumulative Budget

	Total Federal (\$)	Total Non-Federal (\$)	Totals (\$)
Section A, Senior/Key Person	54,614.20	0.00	54,614.20
Section B, Other Personnel	4,885.06	0.00	4,885.06
Total Number Other Personnel			1
Total Salary, Wages and Fringe Benefits (A + B)	59,499.26	0.00	59,499.26
Section C, Equipment			
Section D, Travel			
1. Domestic			
2. Foreign			
Section E, Participant/Trainee Support Costs			
1. Tuition/Fees/Health Insurance			
2. Stipends			
3. Travel			
4. Subsistence			
5. Other			
6. Number of Participants/Trainees			
Section F, Other Direct Costs	280.13	0.00	280.13
1. Materials and Supplies	280.13	0.00	280.13
2. Publication Costs			
3. Consultant Services			
4. ADP/Computer Services			
5. Subawards/Consortium/Contractual Costs			
6. Equipment or Facility Rental/User Fees			
7. Alterations and Renovations			
8. Other 1			
9. Other 2			
10. Other 3			
Section G, Direct Costs (A thru F)	59,779.39	0.00	59,779.39
Section H, Indirect Costs	31,025.58	0.00	31,025.58
Section I, Total Direct and Indirect Costs (G + H)	90,804.97	0.00	90,804.97
Section J, Fee			

Project Narrative - Grant Performance Coversheet

Title : Grant Performance Coversheet

Attachment:

File :

1 [Coversheet_022916.pdf](#)

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5



U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

OMB No. 1894-0003
Exp. 06/30/2017

Check only one box per Program Office instructions.
 Annual Performance Report | Final Performance Report

General Information

1. PR/Award #: R305A150391
(Block 5 of the Grant Award Notification – 11 characters.)
2. Grantee NCES ID#: 21477
(See instructions. Up to 12 characters.)
- 3 Project Title: Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in...
(Enter the same title as on the approved application.)
4. Grantee Name *(Block 1 of the Grant Award Notification.):* The Pennsylvania State University
5. Grantee Address *(See instructions.):* Office of Sponsored Programs, 110 Technology Center Building, University Park, PA 16802-7000
6. Project Director *(See instructions.)* Name: Jennifer Frank Title: Assistant Professor
 Ph #: (814) 867-2865 Fax #:
 Email Address: jlf51@psu.edu

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 07/01/2015 To: 02/29/2016

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds <i>(Match/Cost Share)</i>
a. Previous Budget Period		
b. Current Budget Period	\$90,805	
c. Entire Project Period <i>(For Final Performance Reports only)</i>		

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

- a. Are you claiming indirect costs under this grant? Yes No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? Yes No
- c. If yes, provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2016
 Approving Federal agency: Office of Naval Research
 Type of Rate *(For Final Performance Reports Only)*: Provisional Final Other *(Please specify)*: _____
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement?
 Complies with 34 CFR 76.564(c)(2)?

Human Subjects (Annual Institutional Review Board (IRB) Certification) *(See instructions.)*

10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A

Performance Measures Status and Certification *(See instructions.)*

11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No
- b. If no, when will the data be available and submitted to the Department? ____/____/____ (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

John W. Hanold

Title: Associate V.P. for Research, Director of Sponsored Programs

(b)(6)

Date: 03/24/2016

Project Narrative - IRB

Title : IRB

Attachment:

File :

1 [STUDY00003028.pdf](#)

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APPROVAL OF SUBMISSION

Date: February 3, 2016

From: Tracie Kahler, IRB Analyst

To: Jennifer Frank

Type of Submission:	Initial Study
Title of Study:	Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in Educational Communication Skills Training program.
Principal Investigator:	Jennifer Frank
Study ID:	STUDY00003028
Submission ID:	STUDY00003028
Funding:	United States Department of Education
IND,IDE, or HDE:	Not Applicable
Documents Approved:	<ul style="list-style-type: none"> • online student assent (2), Category: Other • Curriculum summary - main & supplemental (1), Category: Other • Teacher Survey Items (to be collected via Qualtrics) (1), Category: Data Collection Instrument • Appendix 4 Virtual Role Playing application (1), Category: Other • wavier of consent -- parent -- online version (2), Category: Consent Form • RESPECT HRP 591 - Protocol for Human Subject Research (3), Category: IRB Protocol • HRP - Signed Consent for Teachers Project RESPECT (2), Category: Consent Form • Teacher Recruitment Brochure (1), Category: Recruitment Materials • Appendix 3 - Teacher Coaching Protocol (1), Category: Other • Waiver of Consent -- parent paper (2), Category: Consent Form • Quantitative Measures Codebook 11-3-2015 RESPECT (1), Category: Other • Appendix 1- Core Content Areas and Logic Model RESPECT (1), Category: Other • Student Survey items (to be collected via Qualtrics) (1), Category: Data Collection Instrument • Teacher sign-up document (1), Category: Recruitment Materials • Appendix 2 - CLASS and BOSS Observation Protocols

	(1.01), Category: Other <ul style="list-style-type: none"> • active parent consent and student assent-- special study (1), Category: Consent Form • Appendix 5 Qualitative Teacher Interview Protocol (1), Category: Data Collection Instrument • Grant Application (1), Category: Sponsor Attachment
Review Level:	Expedited
IRB Board Meeting Date:	

On 2/3/2016, the IRB approved the above-referenced Initial Study. This approval is effective through 2/2/2017 inclusive. You must submit a continuing review form with all required explanations for this study at least 45 days before the study's approval end date. You can submit a continuing review by navigating to the active study and clicking 'Create Modification / CR'.

If continuing review approval is not granted before 2/2/2017, approval of this study expires on that date.

To document consent, use the consent documents that were approved and stamped by the IRB. Go to the Documents tab to download them.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual ([HRP-103](#)), which can be found by navigating to the IRB Library within CATS IRB (<http://irb.psu.edu>). These requirements include, but are not limited to:

- Documenting consent
- Requesting modification(s)
- Requesting continuing review
- Closing a study
- Reporting new information about a study
- Registering an applicable clinical trial
- Maintaining research records

This correspondence should be maintained with your records.

Project Narrative - Indirect Cost Agreement

Title : Indirect Cost Agreement

Attachment:

File :

- 1 [PSU_F_A_Rate_Agreement.pdf](#)
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DEPARTMENT OF THE NAVY
OFFICE OF NAVAL RESEARCH
875 NORTH RANDOLPH STREET
SUITE 1425
ARLINGTON, VA 22203-1995

IN REPLY REFER TO:

Agreement Date: August 13, 2015

NEGOTIATION AGREEMENT

INSTITUTION: **THE PENNSYLVANIA STATE UNIVERSITY**
UNIVERSITY PARK, PA 16801-3857

The Facilities and Administrative (F&A) rates contained herein are for use on grants, contracts and/or other agreements issued or awarded to the Pennsylvania State University (PSU) by all Federal Agencies of the United States of America, in accordance with the cost principles mandated by 2 CFR 200. These rates shall be used for forward pricing and billing purposes for the PSU's Fiscal Year 2016. This rate agreement supersedes all previous rate agreements for Fiscal Year 2016.

SECTION I – RATES – TYPE: PROVISIONAL (PROV)

UNIVERSITY PARK

TYPE	FROM	TO	RATE		BASE	APPLICABLE TO
			<u>On Campus</u>	<u>Off Campus</u>		
PROV	7/1/15	6/30/16	57.20%	26.00%	(a)	Organized Research (1) All Locations Except ARL ¹ , EOC ² , and HCM ³
PROV	7/1/15	6/30/16	64.00%	36.10%	(a)	Organized Research (2) All Locations Except ARL, EOC, and HCM
PROV	7/1/15	6/30/16	43.20%	20.30%	(a)	Instruction All Locations Except ARL, EOC, and HCM

APPLIED RESEARCH LABORATORY

TYPE	FROM	TO	RATE		BASE	APPLICABLE TO
			<u>On Campus</u>	<u>Off Campus</u>		
PROV	7/1/15	6/30/16	9.00%	5.90%	(a)	Organized Research, ARL

¹ Applied Research Laboratory

² Electro-Optics Center

³ Hershey College of Medicine

ELECTRO OPTICS CENTER

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE</u>	<u>BASE</u>	<u>APPLICABLE TO</u>
PROV	7/1/15	6/30/16	7.50%	(a)	Organized Research, EOC

HERSHEY COLLEGE OF MEDICINE

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE</u>	<u>RATE</u>	<u>BASE</u>	<u>APPLICABLE TO</u>
			<u>On Campus</u>	<u>Off Campus</u>		
PROV	7/1/15	6/30/16	54.70%	26.00%	(a)	Organized Research HCM

DISTRIBUTION BASES

(a) Modified Total Direct Costs (MTDC), as defined in 2 CFR 200, consist of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). MTDC excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000.

APPLICABLE TO

- (1) Applies to DOD contracts awarded before November 30, 1993, all Non-DOD Instruments, and all DOD grants (See Section II, paragraph F). (Capped)
- (2) Applies to only DOD contracts awarded on or after November 30, 1993 in accordance with and under the authority of DFARS 231.303(1) (See Section II, paragraph F). (Uncapped)

SECTION II - GENERAL TERMS AND CONDITIONS

A. LIMITATIONS: Use of the rates set forth under Section I is subject to any statutory or administrative limitations and is applicable to a given grant, contract or other agreement only to the extent that funds are available and consistent with any and all limitations of cost clauses or provisions, if any, contained therein. Acceptance of any or all of the rates agreed to herein is predicated upon all the following conditions: (1) that no costs other than those incurred by the grantee/contractor were included in its indirect cost pool as finally accepted and that all such costs are legal obligations of the grantee/contractor and allowable under governing cost principles; (2) that the same costs that have been treated as indirect costs are not claimed as direct costs; (3) that similar types of costs, in like circumstances, have been accorded consistent accounting treatment; (4) that the information provided by the contractor/grantee, which was used as the basis for the acceptance of the rates agreed to herein and expressly relied upon by the Government in negotiating the said rates, is not subsequently found to be materially incomplete or inaccurate.

B. ACCOUNTING CHANGES: The rates contained in Section I of this agreement are based on the accounting system in effect at the time this agreement was negotiated. Changes to the method(s) of accounting for costs, which affects the amount of reimbursement resulting from the use of these rates, require the written approval of the authorized representative of the cognizant negotiating agency for the Government prior to implementation of any such changes. Such changes include but are not limited to changes in the charging of a particular type of cost from indirect to direct. Failure to obtain such approval may result in subsequent cost disallowances.

C. PROVISIONAL RATES: The provisional rates contained in this agreement are subject to unilateral amendment by the Government or bilateral amendment by the contracting parties at any time.

D. USE BY OTHER FEDERAL AGENCIES: The rates set forth in Section I hereof were negotiated in accordance with and under the authority set forth in 2 CFR 200. Accordingly, such rates shall be applied to the extent provided in such regulations to grants, contracts and other transactions to which 2 CFR 200 is applicable, subject to any limitations in part A of this section. Copies of this document may be provided by either party to other Federal agencies which have or intend to issue or award grants and contracts using these rates or to otherwise provide such agencies with documentary notice of this agreement and its terms and conditions.

E. APPLICATION OF INDIRECT COST RATES TO DOD CONTRACTS/SUBCONTRACTS: In accordance with DFARS 231.303, no limitation (unless waived by the institution) may be placed on the reimbursement of otherwise allowable indirect costs incurred by an institution of higher education under a DOD contract awarded on or after November 30, 1993, unless the same limitation is applied uniformly to all other organizations performing similar work. It has been determined by the Department of Defense that such limitation is not being uniformly applied. Accordingly, the rates cited (2) of Section I, as explained under the title, "APPLICABLE TO" do not reflect the application of the 26% limitation on administrative indirect costs imposed by 2 CFR 200, whereas (1) do so.

F. DFARS WAIVER: Signature of this agreement by the authorized representative of the Pennsylvania State University and the Government acknowledges and affirms the University's request to waive the prohibition contained in DFARS 231.303(1) and the Government's exercise of its discretion contained in DFARS 231.303(2) to waive the prohibition in DFARS 231.303(1) except for Organized Research at University Park. The waiver request by the Pennsylvania State University is made to simplify the University's overall management of DOD cost reimbursements under DOD contracts.

G. SPECIAL REMARKS:

1. The rates included in Section I are not intended to be applied to Intergovernmental Personnel Act (IPA) costs. If the Pennsylvania State University elects to seek reimbursement of F&A or internal overhead costs associated with IPA agreements, then the University and the Office of Naval Research shall establish special F&A and/or internal overhead rates for IPA agreements in accordance with the provisions of 2 CFR 200.

- 2. The Government's agreement with the rates set forth in Section I is not an acceptance of Pennsylvania State University's accounting practices or methodologies. Any reliance by the Government on cost data or methodologies submitted by Pennsylvania State University is on a non-precedence-setting basis and does not imply Government acceptance.

Accepted:

FOR PENNSYLVANIA STATE UNIVERSITY:

(b)(6)

Joseph J. Donsecz
Associate Vice President for Finance and
Corporate Controller

8/18/15

Date

FOR THE U.S. GOVERNMENT:

(b)(6)

Linda B. Shipp
Contracting Officer

8-20-15

Date

For information concerning this agreement contact:
Betty Tingle, Contract Specialist
Office of Naval Research

Phone: (703) 696-7742
E-mail: betty.tingle@navy.mil

Project Narrative - Publications

Title : Publications

Attachment:

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Project Narrative - Research Performance Progress Report

Title : Research Performance Progress Report

Attachment:

File :

- 1 [Progress_Report_to_IES_Project_RESPECT_Year_1.pdf](#)
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Research Performance Progress Report for

PROJECT RESPECT: A PROPOSAL TO DEVELOP THE RESPONDING IN EMOTIONALLY SUPPORTIVE AND POSITIVE WAYS IN EDUCATION COMMUNICATION SKILLS TRAINING PROGRAM (PROJECT RESPECT)

Year 1 (partial year - July 1, 2015-February 29, 2016)

I. Accomplishments

A. Project Goals

- a. The overall goal of this project is to develop and evaluate an interpersonal communication skills program for teachers. We anticipate that teachers with well-developed interpersonal skills will be better prepared to manage student behavior effectively, de-escalate conflict situations, and build more positive relationships with students, parents, and colleagues
- b. The specific aims of this three-year Goal 2 project are to: (1) develop a manualized program designed to teach in-service teachers the principles and skills of effective interpersonal communication and conflict management, (2) assess the feasibility and acceptability of program content and materials developed, (3) iteratively evaluate and revise core program content over the course of three development cycles, (4) determine the effectiveness of supplemental components, (5) develop valid measures of program fidelity, and (6) conduct a pilot study to determine the effectiveness of the final version of the program.
- c. The project has a planning phase and then 3 distinct phases. Phase one focuses on consumer-focused development of program content. During this phase, we work closely with small representative sample of intended user groups in order to develop the professional development program and program supplementary materials with maximum user acceptability. Phase two continues the development process with a focus on examining (a) the effectiveness of our core curriculum pre-post, and (b) relative effectiveness of each supplementary program component. During this phase, we study the relative effectiveness of each program component using a factorial design, examine the contextual barriers to fidelity, and revise products to promote successful implementation. During Phase three, the final year of the project, a randomized controlled trial (RCT) pilot study will be conducted to provide evidence for promising effects necessary for a Goal 3 study.

B. Measures, Indicators and Benchmarks of Progress for Year 2 (July 1, 2015 to February, 29, 2016) as specified in the Performance Agreement Memo

B.1 Planning Phase (6 months)

1. Project Start Up We completed project startup activities related to the hiring and training of project staff.
2. Curriculum Development We began the process of developing the training scope & sequence, core content, and supplemental materials. We created a 3-4 day workshop training, complete with powerpoints, handouts, learning activities, video clips, and teacher resources.
3. Development of Virtual Role Play During the first 6 months, we began developing the first version of our virtual role play application working in collaboration with Teaching and Learning with Technology.

B.2 Phase A I: Consumer-focused Development of Program Content

1. **Recruit and consent teachers and students.** Following IRB consent, we recruited and consented 366 students and 19 teachers to participate in measurement (pre and post, from 17 classes at one high schools). The consent process was successful. Although we receive passive consent to videotape entire classrooms, we are now in the process of obtaining parental consent from parents of children identified as “focal” students to conduct additional video coding of classroom behavior.

Trainings Provided

- a. We provided a two-day training to teachers on March and 24 and 28. In addition, we held a 2-day training for project staff to become certified on the CLASS; and held a training for project staff on BOSS observational video coding.

C. Dissemination of results

- a. Results of qualitative and quantitative teacher data and quantitative student data will begin in the summer of 2016. Coders of classroom observations will work together to obtain inter-rater reliability in April, May, and June. Teacher and student surveys will be analyzed over the summer prior to post-intervention administration in May. Teacher focus groups will be conducted in May after the post-intervention measures and will be transcribed and analyzed over the summer.

D. Anticipated Changes

- a. Based on teacher feedback, we anticipate modifying the curriculum to better meet the needs of teachers and the challenges they experience in communicating to students and to parents. Teachers will be asked in quantitative measures and in focus group interviews what was most useful and what was least useful with the curriculum and the way it was presented during the professional development training days.

II. Products

We have produced a 2-day training curriculum, implementation support materials, workshop activity forms, demonstration videos to support training, and a coaching protocol to provide additional support for teachers during the month of April.

III. Participants and Collaborating Institutions

Institution: The Pennsylvania State University

Staff:

Name: Jennifer Frank, Ph.D.

Project Role: Principal Investigator

Time on Project: (b)(6)

Contribution to Project: Dr. Frank serves as Co-PI. Her contribution includes consultation on project design and issues related to measurement, implementation, recruitment, data, and general support.

Name: Dr. Mark Greenberg, Ph.D.

Project Role: Co- Investigator

Time on Project: (b)(6)

Contribution to Project: Dr. Greenberg serves as a senior advisor to the project. His contribution includes overall project supervision, direction, and support.

Name: Deborah Schussler Ph.D.

Project Role: Co-Principal Investigator

Time on Project: (b)(6)

Contribution to Project: Dr. Schussler is responsible for overseeing all measurement development, data collection and analysis regarding qualitative measures with teachers and students.

Name: Peter Nelson, Ph.D.

Project Role: Co- Investigator

Time on Project: (b)(6)

Contribution to Project: Dr. Nelson is responsible for overseeing processes related to observational coding and management of video data sources.

Name: Joy Mitra

Project Role: Project Director

Time on Project: (b)(6)

Contribution to Project: Responsible for the day-to-day management of the project. In conjunction with the PI, supervises/manages study recruitment efforts, data management, and data collection activities.

Name: Kimberly Kohler

Project Role: Graduate Research Assistant

Time on Project: (b)(6)

Contribution to Project: Ms. Kohler is a graduate student in the College of Education and works with Dr. Schussler to develop the measures and conduct qualitative interviews with students and teachers.

IV. Impact of Project

- A. What is the impact on the development of the principal discipline of the project?**
 - a. As we are only in the first year of this project, it has as of yet had not impact on the field.
- B. What is the impact on other disciplines?**
 - a. NA
- C. What is the impact on the development of human resources?**
 - a. Improving the performance, skills and attitudes of teachers that result in negative coercive exchanges with students and parents.
 - b. Developing new professional development materials
 - c. Providing skills to teachers to help them self-regulate in the classroom context which may improve classroom management and climate
- D. What is the impact on physical, institutional, and informational resources that form infrastructure?** NA
- E. What is the impact on technology transfer?** NA
- F. What is the impact on society beyond science and technology?** NA
- G. What dollar amount of the award's budget is being spent in foreign countries?** NA

V. Changes/Problems

- A. We revised our budget in Year 1 which was recently approved. Our staff was trained in the use of online survey administration and thus we were able to accrue cost-savings in developing our computer-based self-report measures; originally this would have been contracted out for development of measures.
- B. TLT Studio fell behind in their development of virtual role play modules. We anticipate evaluating this supplemental component using a specialized PARADISE protocol to assess the quality and performance of the artificial intelligence application some time in the summer or early fall.
- C. We added Dr. Peter Nelson as a co-investigator. Dr. Nelson brings special expertise in the collection and coding of observational-video data. He will be overseeing analysis of classroom observation data, including inter-rater reliability.
- D. Although we created a 3-4 day version of the training, our collaborating schools suggested a 2-day training would be more feasible. In light of consumer feedback and needs, we created a 2-day version to accommodate our partner site.
- E. Our Year 1 school site was originally DuBois School District in Clearfield, PA. Due to some higher priority professional development needs (especially around meeting AYP) they decided it was not the best time to devote two professional development days and follow up support to Project RESPECT. Central Bucks High School West in Doylestown, PA was actually searching for professional development along the lines of Project RESPECT and was happy to partner with us.

VI. Special Reporting Requirements NA

VII. Budgetary Information

- 1. The budget report included herein accounts for only part of Year 1. As we have distributed staff funding across 12 months, additional salary charges are expected.
- 2. TLT studio has not yet invoiced the project for services delivered. We anticipate these charges will be applied to the grant over the next few months.

U.S. Department of Education

Washington, D.C. 20202-5335

IES Annual Performance Report

CFDA # 84.305A

PR/Award # R305A150391

Budget Period # 2

Report Type: Annual Performance

PR/Award # R305A150391

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**U.S. Department of Education
Grant Performance Report
Cover Sheet (ED 524B)**

*Check only one box per
Program Office instructions.*

Annual Performance Report Final Performance Report

General Information

1. PR/Award #: R305A150391

(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#: 21477

(See instructions. Up to 12 Characters.)

3. Project Title: Education Research Program

(Enter the same title as on the approved application.)

4. Grantee Name: PENNSYLVANIA STATE UNIVERSITY, THE

(Block 1 of the Grant Award Notification.)

5. Grantee Address:

(See instructions.)

Street: 201 OLD MAIN

City: UNIVERSITY PARK

State: PA Zip: 16802 Zip+4: 1505

6. Project Director:

(See instructions.)

First Name: Jennifer

Last Name: Frank

Title:

Phone #: 8148653356

Fax #: 8148638698

Email Address: jlf51@psu.edu

Reporting Period Information (See instructions.)

7. Reporting Period: From: 03/01/2016 To: 02/28/2017

*(mm/dd/yyyy)***Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)**

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds <i>(Match/Cost Share)</i>
a. Previous Budget Period	0	0
b. Current Budget Period	0	0
c. Entire Project Period <i>(For Final Performance Reports only)</i>		

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

- a. Are you claiming indirect costs under this grant?
If yes, please indicate which of the following applies to your grant? Yes No
- b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government? Yes No
The period covered by the Indirect Cost Rate Agreement is : From: 07/01/2016 To:06/30/2017
(mm/dd/yyyy)
- The approving Federal agency is : ED Other *(Please specify):* Office Naval Research
- The Indirect Cost Rate is : 51.9 %
- Type of Rate Provisional Final Other *(Please specify):*
- c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) Yes No
- d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :
 Is included in your approved Indirect Cost Rate Agreement Complies with 34 CFR 76.564(c)(2)?
- e. The grantee is funded under a Training Rate Program and:
 Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)
 Is recovering indirect costs using its actual negotiated indirect cost rate

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A

11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ● Yes ○ No
 b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)

12. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812). Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: John W Hanold	Title: Interim Director
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:
Title :
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Project Narrative - Additional Information

Title : Additional Information

Attachment:

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Project Narrative - Curriculum Vitea

Title : Curriculum Vitea

Attachment:

File :

- 1 [Frank_CV_2016.pdf](#)
- 2 [Schussler_Vita_CURRENT.pdf](#)
- 3 [Greenberg_Vita.pdf](#)
- 4 [Nelson_Vita.pdf](#)
- 5 [Kugler_Vita.pdf](#)
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JENNIFER L. FRANK, PHD

Pennsylvania State University

Primary Office

Department of Educational Psychology, Counseling & Special Education
308 CEDAR Building
University Park, PA 16802-3108

Email: jfrank@psu.edu

Primary Contact

Office: (814) 867-2866

Fax: (814) 865-7066

Secondary Office

Prevention Research Center
316C Biobehavioral Health
University Park, PA 16802

Secondary Contact

Office: (814) 867-3015

Fax: (814) 865-2530

RESEARCH INTERESTS

I am an Assistant Professor of Special Education and School Psychology in the Department of Educational Psychology, Counseling, and Special Education in the College of Education and affiliate of the Prevention Research Center in the Department of Health and Human Development at the Pennsylvania State University. My research interests focus on school-based prevention and effective mindfulness-based strategies to modify the ecology of risk (family-school-peer) from middle childhood to late adolescence. As a former school psychologist and educational consultant, I have experience treating common problems of behavior and learning among school-age children, designing services for students at-risk, and evaluating the quality of educational environments. My post-doctoral work focused on training in advanced statistical and experimental methods for examining the impact of schoolwide practices on student learning and behavior. My current research interests include: school-based prevention, positive behavior supports, innovative statistical and experimental methods to validate evidence-based interventions, social-emotional learning, and mindfulness-based interventions for youth and school-based professionals.

EDUCATION

Post-Doc	University of Oregon	IES Post-Doctoral Fellow Mentors: Robert Horner & Thomas Dishion	2008- 2010
PhD	University of Wisconsin-Madison (APA-accredited program)	PhD in Educational Psychology Minor: Prevention Science Graduate Advisor: Thomas R. Kratochwill	2008
MS	University of Wisconsin-Madison (NASP-approved program)	MS in Educational Psychology	2003
BA	University of Wisconsin-Madison University of Oxford	BA with Honors in the Major and Liberal Arts in Psychology	2000
BSW	University of Wisconsin-Madison	BSW with Honors in Social Work Concentration: Developmental Disabilities	2000

PROFESSIONAL EXPERIENCE

<p>The Pennsylvania State University Department of Educational Psychology, Counseling, and Special Education Assistant Professor of Special Education and School Psychology</p>	<p>2014- Present</p>
<p>The Pennsylvania State University Prevention Research Center <u>Project Affiliations:</u> <i>Children in Rural Poverty: Risk and Protective Mechanisms: Family Life Project</i> (NIH-NICHD), <i>Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): A Cluster Randomized Controlled Efficacy Trial</i> (IES), <i>Evidence-based Prevention and Intervention Support Center (EPISCenter; PCCD)</i>, <i>Cultivating Awareness and Resilience in Education (CARE; IES)</i>, <i>Examining Key Assumptions: Prevention of Alcohol Abuse (NIH-NIAA)</i>; <i>Comprehensive Approach to Learning Mindfulness (CALM; The 1440 Foundation)</i>, <i>Communities that Care (CTC: NIH-NIDA)</i>, <i>Identifying Preventable Youth Precursors of Adult Crime (PCCD)</i>; <i>Improving the Effectiveness and Efficacy and Inter-Agency Planning and Cooperation to Inform Consolidation (PCCD)</i>; <i>High School Positive Behavior Support Model Development (IES)</i> <u>Research Assistant Professor</u> (Present – 2012) <u>Research Associate</u> (2011)</p>	<p>2011-2014</p>
<p>University of Oregon Educational and Community Supports <u>Project Affiliations:</u> <i>National Technical Assistance Center on Positive Behavior Interventions and Supports (OSEP)</i>, <i>High School Positive Behavior Support Development Project (IES)</i>, <i>Enhancing Data-Based Decision Making (IES)</i>, ECS- Evaluation Services Unit, <i>Intensive Positive Behavior Support Development Project (IES)</i> <u>Research Associate</u></p>	<p>2010-2011</p>
<p>University of Oregon Institute for Education Sciences (IES) Post-Doctoral Fellowship in Behavioral and Family Supports <u>Post-Doctoral Fellow</u></p>	<p>2008-2010</p>
<p>Vanderbilt University – Peabody College Learning Sciences Institute <u>Project Affiliations:</u> Learning Sciences Institute Core Research Staff, Center for Assessment and Intervention Research, <i>Development of the Vanderbilt Assessment of Leadership in Education (VAL-ED; Wallace Foundation/IES)</i>. <u>Research Associate</u></p>	<p>2006-2008</p>
<p>Vanderbilt University Medical Center Division of Pediatrics <u>Research Coordinator</u></p>	<p>2006</p>
<p>Wisconsin Department of Public Instruction <u>Project Affiliation:</u> <i>Wisconsin Reading Excellence and Demonstration of Success Project</i> <u>Lead Investigator</u></p>	<p>2005-2006</p>

<p>Educational & Psychological Training Center <i>Mental Health Center and Education Resource Center on Children & Adolescents</i> <u>Project Assistant</u></p>	2004-2006
<p>Wisconsin Center for Education Research <u>Project Affiliations:</u> <i>Coordination, Consultation, and Evaluation Center for K-3 Reading and Behavior Interventions (OSERS), Assessing One and All: An Internet Hypermedia Model for Professional Development (OSERS), Experimental Analysis of Parent-Mediated Intervention Program for At-Risk American Indian Children (OERI), Experimental Analysis of Parent-Mediated Early Intervention Program for Elementary School Children (OSERS)</i> <u>Project Assistant</u></p>	1999-2006
<p>University of Wisconsin-Madison- Department of Psychology and Psychiatry Laboratory for Affective Neuroscience <u>Project Affiliation:</u> <i>Affect-Cognition Interactions within the Prefrontal Cortex (PFC)</i> <u>Research Assistant</u></p>	1999-2000
<p>University of Wisconsin-Madison- Department of Educational Psychology <u>Project Affiliation:</u> <i>National Re-Norming of the Woodcock-Johnson Psychoeducational Battery</i> <u>Research Assistant</u></p>	1998-2000
<p>University of Oxford - Department of Psychiatry – Wallingford Clinic Oxfordshire & West Berkshire NHS Trust – United Kingdom <u>Project Affiliation:</u> <i>Efficacy of Crown Court Mediated Diversion Schemes in the Transfer of Mentally Ill Offenders from Prison</i> <u>Lead Project Researcher</u></p>	1999
<p>University of Wisconsin-Madison - Department of Psychology (Developmental) <u>Project Affiliation:</u> <i>The Development of Racial and Gender Stereotypes in School Age Children</i> <u>Research Assistant</u></p>	1998
<p>University of Wisconsin-Madison - Department of Psychology (Social Psychology) <u>Project Affiliation:</u> <i>Cognitive and Non-Cognitive Contributions to Anger Provocation and Attributions of Blame</i> <u>Research Assistant</u></p>	1996-1998

PEER-REVIEWED PUBLICATIONS

* Denotes student or post-doc co-author. Publications prior 2007 published under the last name White.

* Schussler, D.L., **Frank, J.L.**, & Lee, T.K., Malfouz, J. Using Virtual Role-Play to Enhance Teacher Candidates' Skills in Responding to Bullying. *Journal of Technology and Teacher Education*, 25, 91-120.

*Jennings, P. A., Brown, J. L., **Frank, J. L.**, Doyle, S., Oh, Y., Davis, R., Rasheed, D., DeWeese, A., DeMauro, A. A., Cham, H., & Greenberg, M. T. (2017, February 13). Impacts of the CARE for Teachers Program on Teachers' Social and Emotional Competence and Classroom Interactions.

Journal of Educational Psychology. Advance online publication.
<http://dx.doi.org/10.1037/edu0000187>

- *DeWeese, A.R., Jennings, P.A., Brown, J.L., Doyle, S.L., Davis, R.T., Rasheed, D.S., **Frank, J.L.**, & Greenberg, M.T. (2017). Coding semistructured interviews: Examining coaching calls within the CARE for Teachers Program. *Sage Research Methods Cases*. Advance online publication DOI: <http://dx.doi.org/10.4135/9781473958319>
- ***Frank, J.L.**, Kohler, K., Peal, A., & Bose, B. (2016). Effectiveness of a school-based yoga program on adolescent mental health and school performance: Findings from a randomized controlled trial. *Mindfulness*, In Press.
- Frank, J. L.**, Jennings, P. A., & Greenberg, M. T. (2016). Validation of the mindfulness in teaching scale. *Mindfulness*, 7, 155-163
- *Schussler, D.L., Jennings, P.A., Sharp, J.E. & **Frank, J.L.** (2015). Improving teacher awareness and well-being through CARE: A qualitative analysis of the underlying mechanisms. *Mindfulness*, 7, 130-142.
- *Predy, L., McIntosh, K., & **Frank, J.L.** (2014). Utility of number and type of office discipline referrals in predicting chronic problem behavior in middle schools. *School Psychology Review*, 43, 472-489
- Broderick, P.C. & **Frank, J.L.** (2014). Learning to BREATHE: An Intervention fostering mindful attention and awareness. *New Directions in Youth Development*, 142, 31-44.
- Frank, J.L.**, & Bose, B.K. (2014). Effectiveness of a school-based yoga program on adolescent mental health, stress coping strategies, and attitudes towards violence: Findings from a high-risk sample. *Journal of Applied School Psychology*, 30, 29-49.
- *Felver, J.C., **Frank, J.L.**, McEachern, A. (2014). Effectiveness of the Soles of the Feet Mindfulness-Based Intervention with elementary school students. *Mindfulness*, 5, 589-597.
- Frank, J.L.**, Broderick, P.A., Reibel, D., Cantrell, T., & Metz, S. (2013). The effectiveness of mindfulness-based stress reduction therapy on educator stress and well-being: Results from a pilot trial. *Mindfulness* Advance online publication. doi: 10.1007/s12671-013-0246-2
- Frank, J.L.**, Jennings, P.A., & Greenberg, M.T. (2013). Mindfulness-based interventions in school settings: An introduction to the special series. *Research in Human Development*, 10, 205-210.
- Jennings, P.A., **Frank, J.L.**, Snowberg, K., Coccia, M., & Greenberg, M.T. (2013). Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): Results of a Randomized Controlled Trial. *School Psychology Quarterly*, 28, 374-390
- *Metz, S.M., **Frank, J.L.**, Reibel, D., Cantrell, T., Sanders, R., & Broderick, P.C. (2013). The effectiveness of the *Learning to Breathe* program on adolescent emotion regulation. *Research in Human Development*, 10, 252-272.
- *Mathews, S., McIntosh, K., **Frank, J. L.**, & May, S. (2013). Critical features predicting sustained implementation of school-wide positive behavior support. *Journal of Positive Behavior Interventions*. Advance online publication. doi: 10.1177/1098300713484065
- Flannery, K.B., **Frank, J.L.**, McGrath-Kato, M., Doren, B., Fenning, P. (2013). Implementing Schoolwide Positive Behavior Support in high school settings: Analysis of eight high schools. *High School Journal*, 4, 267-282.

- Fosco, G.M., **Frank, J.L.**, Dishion, T.J., Horner, R. & Stormshak, E. (2013). Opening the “Black Box”: Family Check-Up intervention effects on self-regulation that prevents growth in problem behavior and substance use. *Journal of School Psychology, 51*, 455-468.
- *McIntosh, K., Mercer, S.H., Hume, A.E., **Frank, J.L.**, Turri, M.G., Matthews, S. (2013). Factors predicting sustained implementation of School-wide Positive Behavior Support. *Exceptional Children, 79*, 293-311.
- Flannery, K.B., **Frank, J.L.**, & McGrath-Kato, M.(2012). School disciplinary responses to truancy: Current practices and future directions. *Journal of School Violence, 11*, 118-137.
- Vincent, C.G., Tobin, T.J., & Hawken, L.S. & **Frank, J.L.** (2012). Discipline referrals and access to secondary level support in elementary and middle schools: Patterns across African-American, Hispanic-American, and White Students. *Education and Treatment of Children, 35*, 431-458.
- Meiklejohn, J., Phillips, C., Freedman, L., Griffin, M., Biegel, G., Roach, A.T., Burke, C., Pinger, L., Soloway, G., **Frank, J.L.**, Isberg, R., Sibinga, E., Grossman, L., Saltzman, A. (2012). Integrating mindfulness training into K-12 Education: Fostering the resilience of teachers and students. *Mindfulness, 3*, 291-307.
- Todd, A. W., Horner, R. H., Newton, J. S., Algozzine, R. F., Algozzine, K. M., & **Frank, J. L.** (2011). Effects of team-initiated problem solving on decision-making by school-wide behavior support teams. *Journal of Applied School Psychology, 27*, 42-59.
- McIntosh, K., **Frank, J.F.**, & Spaulding, S.A. (2010) Establishing research-based trajectories of office discipline referrals for individual students. *School Psychology Review, 39*, 380-393.
- Roach, A.T., Kratochwill, T. R., & **Frank, J. L.** (2009). School-based consultants as change facilitators: An adaptation of the Concerns-Based Adoption Model (CBAM) to support implementation of research-based practices. *Journal of Educational and Psychological Consultation, 19*, 300-320.
- Elliott, S.N., Gresham, F., **Frank, J.L.** & Beddow, P.A. (2008). Intervention validity of social behavior rating scales: Features of assessments that link results to treatment plans. *Journal of Assessment for Effective Intervention, 34*, 15-24.
- Roach, A.T. & **Frank, J.L.** (2007). Large scale assessment, rationality & scientific management. *Journal of Applied School Psychology, 23*(2), 7-25.
- Huai, N., Braden, J., **White, J.**, & Elliott, S. (2006). Effect of an internet-based development program on teachers’ assessment literacy. *Teacher Education and Special Education, 29*(4), 244-260.
- Braden, J.P., Huai, N., **White, J.L.** & Elliott, S.N. (2005). Effective professional development to support inclusive assessment practices for all children. *Journal of Assessment for Effective Intervention, 31*(1),63-72.
- White, J.L.** & Kratochwill, T.R. (2005). Practice guidelines in school psychology: Issues and directions for evidence-based interventions in practice and training. *Journal of School Psychology, 43* (2), 99-115.
- Evidence-Based Intervention Workgroup (2005). Theories of change and adoption of innovations: The evolving evidence-based intervention and practice movement in school psychology. *Psychology in the Schools, 42*(5), 475-494.

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- ***Frank, J.L.**, Schussler, D.L., & Lee, T.K., Wright, M., Yu, J., & Malfouz, J. The efficacy of Virtual Role Play in supporting the development of pre-service teacher's communication skills.
- ***Frank, J.L.**, Schussler, D.L., & Lee, T.K., Wright, M., & Yu, J. Application of Artificial Intelligence Markup Language (AIML) to the development of instructional technologies.
- *Lee, T.K., **Frank, J.L.**, Schussler, D.L., Epstein, T., Hernandez, B. Kolzek, B., & Wright, M., Yu, J., & Malfouz, J. Extending AIML engines to accommodate multi-user extensions.
- ***Frank, J.L.**, Schussler, D.L., Mitra, J., Broderick, P.A., Berrena, E., Kohler, K.A., Malfouz, J., Levitan, J., Oh, Y., Roeser, R., Greenbeg, M.T. A randomized trial of the effectiveness of a mindfulness-based program for adolescents.
- *Oh, Y., **Frank, J.L.**, Schussler, D.L., Mitra, J., Broderick, P.A., Berrena, E., Kohler, K.A., Malfouz, J., Levitan, J., Roeser, R., Greenbeg, M.T. A latent-class analysis examining the effectiveness of a mindfulness-based program for adolescents.
- ***Frank, J.L.**, Mitra, J., Kohler, K.A., Roeser, R Broderick, P.A., Berrena, E., Schussler, D.L., Malfouz, J., Levitan, J., Oh, Y., Greenbeg, M.T. The measurement of Compassion: A review of approaches and preliminary validation of scale for adolescents.
- ***Frank, J.L.**, Schussler, D.L, Mitra, J., Broderick, P.A., Berrena, E., Kohler, K.A., Malfouz, J., Levitan, J., Oh, Y., Roeser, R., Greenbeg, M.T. Evaluating process fidelity in mindfulness-based intervention programs.
- Frank, J.L.**, Broderick, P.A., Berrena, E., Schussler, D.L., Mitra, J., Kohler, K.A., Malfouz, J., Levitan, J., Oh, Y., Roeser, R., Greenbeg, M.T. Training and coaching teachers to implement mindfulness-based interventions in real-world classroom settings.
- *Schussler, D.L, **Frank, J.L.**, Malfouz, J., Levitan, J., Mitra, J., Broderick, P.A., Berrena, E., Kohler, K.A., Oh, Y., Roeser, R., Greenbeg, M.T. A qualitative investigation of mechanisms underlying the effectiveness of a mindfulness-based intervention for adolescents.
- Brown, J.L., Jennings, P.A., Rasheed, D.S., Doyle, S.L., **Frank, J.L.**, Cham, H., Davis, R.T., DeWeese, A.R., & Greenberg, M.T. (in preparation). Direct and moderating impacts of the CARE for Teachers intervention on elementary school student academic outcomes.
- *Doyle, S., Jennings, P.A., Brown, J.L., DeWeese, A., Rasheed, D., **Frank, J.L.**, Turksma, C. & Greenberg, M.T. (2017). Exploring the relationship between implementation quality and update of the Cultivating Awareness and resilience in Education (CARE) for Teachers Program. Manuscript submitted for publication.
- Frank, J.L.**, Greenberg, M.T. & The Family Life Investigators. The Longitudinal Relationship between Student Growth in Vocabulary and Inattentive-Hyperactive Behaviors: Findings from a Dual-Growth Model. Manuscript submitted for publication.
- Frank, J.L.**, Schussler, D.L., Kohler, K., Malfouz, J., Kahn, L. An experimental investigation of the impact of teacher wait-time on student behavior and instructional performance in the classroom.
- Frank, J.L.**, Feinberg, M.X., and Jones, D. Examining the stability of risk and protective factors across development and historical time. Manuscript submitted for publication.
-

Gottlieb, L., **Frank, J.L.**, Tsui, C., & Utilizing Generalized Estimating Equations (GEE) to explore the effects of Positive Behavioral Interventions and Supports (PBIS) on student engagement, behavior, and achievement: Findings from a longitudinal multi-wave panel study. Manuscript submitted for publication

Frank, J.L. & Kratochwill, T.R. A review of criteria for identifying evidence-based practices. Manuscript submitted for publication.

EDITED BOOK CHAPTERS

Frank, J.L., Kohler, K., Kahn, L., & Broderick, P.A. (2017). A systematic review of the Learning to Breathe mindfulness-based program for adolescents. In I. Ivztan (Ed.). *Handbook of Mindfulness-based Programmes*. Taylor & Francis: Abingdon, United Kingdom. In Preparation.

Jennings, P.A. & **Frank, J.L.** (2015). In-service preparation for educators. In J.A. Durlak, C. Domitrovich, R.P. Weissberg, T.P. Gullotta, & P. Goren (Eds.). *Handbook of Social and Emotional Learning (SEL): Research and Practice*. New York: Guilford Press.

Frank, J.L. & Kratochwill, T.R. (2014). School-based problem-solving consultation as a practice guideline: Plotting a new course for evidence-based practice and research in consultation. In W.P. Erchul & S.M. Sheridan (Eds.). *Handbook of research in school consultation: Empirical foundations for the field* (2nd ed., pp. 18-40). Mahwah, NJ: Routledge.

Fosco, G.M., **Frank, J.L.** & Dishion, T.J. (2012). Understanding the influences of deviant peers on problem behavior: Coercion and contagion in peer, family, and school environments. In S.R. Jimerson & M.J. Furlong (Eds.), *Handbook of School Violence and School Safety* (2nd ed., pp. 69-80). Mahwah, NJ: Lawrence Earlbaum Associates.

Kratochwill, T.R., Hoagwood, K., **Frank, J.L.**, Mass-Levitt, J., Hunter-Romanelli, L. & Saka, N. (2008). Evidence-based practices in school psychology: Challenges and opportunities for the profession. In C. R. Reynolds & T. B. Gutkin (Eds.), *The Handbook of School Psychology* (4th ed., pp. 20-45). New York: John Wiley & Sons, Inc.

Frank, J.L. & Kratochwill, T.R. (2008). School-based problem-solving consultation as a practice guideline: Plotting a new course for evidence-based practice and research in consultation. In W.P. Erchul & S.M. Sheridan (Eds.). *Handbook of research in school consultation: Empirical foundations for the field*. (pp. 13-30). Mahwah, NJ: Routledge.

Roach, A. T., & **Frank, J. L.** (2007). Large-scale assessment, rationality, and scientific management: The case of No Child Left Behind. In L. Kruger & D. Shriberg (Eds.), *High stakes testing: Challenges and opportunities for school psychologists*. (pp. 7-25). Binghamton, NY: Halworth Press.

BOOKS & PROFESSIONAL TEXTS

Frank, J.L. & Schussler, D.L. (2017). *Project RESPECT: A Guide to Implementation*. University Park, PA: Bennett-Pierce Prevention Research Center.

Bose, B.K. Ancin, D., **Frank, J.L.**, Malik, A. (2016). *Teaching transformative life skills to students: A comprehensive dynamic mindfulness curriculum*. New York, NY: Norton.

Elliott, S. N., Braden, J. P., & White, J. L. (2001). *Assessing one and all: Educational accountability for students with disabilities*. Reston, VA: Council for Exceptional Children.

COMPETITIVE RESEARCH GRANTS & CONTRACTS

CURRENT SUPPORT

National Institutes of Health \$5,082,547 09/21/16–09/31/18
Early Life Stress and the Environmental Origins of Disease: a Population-based Prospective Longitudinal Study of Children in Rural Poverty (ECHO)

This project will capitalize on the FLP longitudinal sample to investigate the ways in which early life stress alters well-specified developmental processes to adversely affect neurodevelopment in childhood.

Role: Co-Investigator

U.S. Department of Education/IES \$1,345,633 07/01/15–06/30/18
Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in Educational Communications skills Training Program

This project will develop materials needed to teach in-service teachers the principles and skills of effective interpersonal communication and conflict management, and evaluate the success/effectiveness of those materials.

Role: Principal Investigator

U.S. Department of Education/IES \$1,464,537 07/01/14–06/30/17
Promoting Adolescent Well Being and Academic Performance through Mindfulness-based Emotion Regulation Skills Instruction

The aim of this project is to complete the development and evaluation of the Learning to BREATHE (L2B) program, a mindfulness-based curriculum designed to facilitate the development of attention and emotion regulation skills within the context of public high schools.

Role: Co-Principal Investigator

05-042-23 UP10010
 Pennsylvania State University \$49,832 09/01/15-12/31/16
Using Virtual Roleplay Modules to Accelerate Student Mastery of Effective Interpersonal Communication and Conflict Resolution Strategies

This project will continue the development and refinement of online virtual role play instructional materials designed to assist teachers in acquiring greater levels of self-efficacy and skill in responding to student bullying.

Role: Co-Principal Investigator

National Institutes of Health \$151,240 09/01/2014 – 08/31/2016
Longitudinal Effectiveness of Communities that Care on Reducing Youth Risk Factors

This project examines the longitudinal effectiveness of the Communities that Care model (CTC) on youth risk and youth risk and protective factors, ATOD use, youth mental health, bullying and gambling behaviors.

Role: Principal Investigator

94541 HY 1940: EBER-RAJA

PSU Pathways to Partnerships (P3) \$5000

07/1/2015 – 11/1/2015

Mindfulness-based Interventions for Obesity and Related Disorders

The goal of this project is to form an interdisciplinary collaborative team comprised of researchers from Hershey Medical Center and University Park (College of Education, Human Development & Family Studies) in order to conceptualize and pursue research examining the effectiveness of mindfulness-based interventions on obesity and related metabolic problems that increase risk for diabetes.

Role: Co- Investigator

National Institutes of Health-NICHD

\$ 2,124,070

04/01/2015 – 03/31/2020

Stress, Self-Regulation and Psychopathology in Middle Childhood

This project examines the ways that self-regulation development is limited by adversity in families and by high levels of social and economic stratification in more geographically isolated communities characterized by high rates of poverty, unemployment, and low social capital. We hypothesize that self-regulation difficulties and their impact on academic, substance use, and mental health outcomes will be more severe and frequent for children in families facing high levels of poverty-related adversity in infancy through school entry and more likely to lead to disadvantageous outcomes in smaller, more highly stratified communities.

Role: Co-Principal Investigator of PSU Subcontract

R01HD08078601

NIH/NICHD

\$639,912

06/30/15 – 06/30/19

An Epidemiological and Longitudinal study of Rural Child Literacy Trajectories

This study examines the acquisition of literacy skills from early elementary to middle school in an understudied, vulnerable, and important group of children who live in low wealth rural communities. Specific aims include examination of how variations in early parenting and quality of teacher instruction across elementary school years are associated with word reading, vocabulary, and reading comprehension development at later grade levels, timing effects of the quality of teacher instruction, durability of the effects of instruction during the transition to middle school, and the variability of effects on the basis of race, poverty, gender, and school-level poverty.

Role: Co-Principal Investigator of PSU Subcontract

R01MH097293

NIH/NIMH

\$3,763,102

09/01/12-08/31/17

Stress Exposure and Immune Outcomes in Children

The purpose of this study is to determine how early exposure to psychosocial stress affects children's immune outcomes and health and refine developmental and clinical models of the developing interplay between psychosocial stress and stress in children through the examination of inflammatory biomarkers (circulating levels of the pro-inflammatory cytokines IL-6 and TNF-alpha and the acute phase protein CRP) and indicators of glucocorticoid resistance.

Role: Co-Principal Investigator of PSU Subcontract

U.S. Department of Education/IES

\$3,490,162

07/01/2014 – 06/30/2018

Testing the Integration of an Empirically-supported Teacher Consultation Model and a Social-emotional Learning and Literacy Intervention in Urban Elementary Schools

This project is an IES Goal 3 school-randomized trial examining the combined effectiveness of the 4Rs Social-Emotional Learning program combined with My Teaching Partner teacher professional development

support on behavioral and academic outcomes for students at teachers in grades 3 and 4 in New York City Public Schools.

Role: Consultant

R305A120180

U.S. Department of Education/IES

\$3,478,902

03/01/12–02/28/15

Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): A Cluster Randomized Controlled Efficacy Trial

We are conducting a multi-site cluster randomized controlled trial to determine the efficacy of the Cultivating Awareness and Resilience in Education (CARE) professional development program in 32 New York public elementary schools (kindergarten through fifth grade).

Role: Co-Investigator & Methodologist

COMPLETED SUPPORT

05-042-23 UP10010

Pennsylvania State University

\$49,875

01/01/14-06/30/15

Using Artificial Intelligence to Accelerate Student Mastery of Effective Interpersonal Communication and Conflict Strategies.

This project will develop materials needed to teach in-service teachers the principles and skills of effective interpersonal communication and conflict management, and evaluate the success/effectiveness of those materials.

Role: Principal Investigator

Give Back Yoga Foundation

\$50,000

11/01/14-01/1/15

Examining the Effectiveness of the Transformative Life Skills Program in the Middle East

Collaboration between PSU, United Nations Relief and Works Agency (UNRWA) and University of California at San Francisco Department of Global Health Sciences. We conducted multi-site teacher and youth mental health provider trainings in the Transformative Life Skills Program (TLS) - a social-emotional learning program that aims to reduce students' stress and promote social-emotional health and physical wellness through mindfulness and yoga training. Trainings targeted professionals working with vulnerable/high-trauma youth and adults living in West Bank Refugee Camps and/or attending Palestinian schools. Provided grant-in-aid to Niroga Institute to support travel, training, and data collection efforts.

Role: Lead Investigator

P01HD039667

NIH/NICHD

\$2,731,973

7/01/07–06/30/14

Children in Rural Poverty: Risk and Protective Mechanisms

This project involves a longitudinal study of non-urban children in the United States. The central goal of this program project is to understand the ways in which employment, the family environment, parent-child relationships, instructional quality in the classroom, out of school activities and individual differences in the children themselves interact over time to shape the unfolding development of the children as they make the transition to school. We are studying a representative birth cohort of 1292 infants born in 6 high-poverty rural counties in NC and PA oversampling for African American and poverty. This program project's individual's projects focus on different aspects of the children's transition to school. Project I examines the development of executive functioning and emotion regulation as well as the precursors of ADHD. Project II focuses on

language and literacy development with a particular focus on classroom instruction and out of school activities. Project III focuses on the processes in the home that support the transition to school, with a focus on how both mothers and fathers/grandmothers interact with their children and promote academic and social success. This research is designed to provide the information needed to understand the supports and challenges in rural communities for children as they enter school. This includes multilevel information about family and child health, family routines and practices, childcare quality, family work schedules and challenges and the development of child competencies in many areas. This information will provide the relevant information policy makers need to respond to the needs of these children, families and schools.
Role: Co-Principal Investigator of PSU Subcontract & Administrative Core Methodologist

2010-JG-06-23660

Pennsylvania Commission on Crime and Delinquency \$179,830 10/01/2012-09/30/14

Using Multilevel Latent Class Profiles to Inform Justice Reinvestment

The purpose of this project is to identify the prevalence of preventable precursors of adult crime in existing inmate populations, and to develop latent class-based profiles of youth and schools at high risk of school failure and dropout, delinquency, and future adult criminality.

Role: Co-Principal Investigator

2010-JG-06-23153

Pennsylvania Commission on Crime and Delinquency \$172,804 07/01/2012-06/30/2014

Interagency Collaborative Network Mapping Grant

The purpose of this project is to identify the characteristics of effective community prevention coalitions, planning boards, and coalitions through mixed-method study of established prevention coalitions and organizational-level social network analysis.

Role: Principal Investigator

2010-JG-06-23660

\$4,922,043 07/01/2012-06/30/2016

Pennsylvania Commission on Crime and Delinquency

Resource Center for Evidence-Based Programs

The EPISCenter supports Pennsylvania's community coalitions in their use of local data and a structured process to assess and prioritize risks and resources and develop community-wide strategic prevention plans. The center also supports the continuous quality improvement of juvenile justice programs and services in the Commonwealth.

Role: Co-Investigator & Center Methodologist

R305A090179

\$932,424

05/01/2009-04/30/2012

U.S. Department of Education/IES

Cultivating Awareness and Resilience in Education (CARE)

IES Goal 2 grant to develop and pilot a mindfulness-based intervention to reduce teacher stress and promote greater awareness to student needs.

Role: Co-Investigator & Methodologist

1 R21 AA018309-01

\$157,500

08/20/2009-07/31/2012

NIH/NIAAA

Examining Key Assumptions: Prevention of Alcohol Abuse

The major goal of this project is to focus on current research relating to the prevention of alcohol use among certain populations.

Role: Methodologist

R324A070157 \$1,985,519 05/11/2011-06/30/2012
 U.S. Department of Education/IES
Systematic Analysis and Model Development for High School Positive Behavior Support
 Principal Investigator on subcontract with the University of Oregon issued for performing work related to the development and analysis of High School Positive Behavior Support Model
 Role: Principal Investigator of Subcontract (#/223331B \$19,600)

2007NF-Vio/4100043364 \$3,912,217 06/01/2008-05/31/2012
 Pennsylvania Department of Health
Understanding Violence and its Prevention in Grades K-3
 The major goals of this project are to develop, implement, and evaluate a preventive intervention for children at the entrance to school and to investigate the neurological underpinning of risk for violence.
 Role: Methodologist

P01HD039667 \$4,008,174 07/01/07-06/30/12
 NIH/NICHD
Children in Rural Poverty: Risk and Protective Mechanisms
 This project involves a longitudinal study of non-urban children in the United States. This subcontract is for the administrative core at Penn State.
 Role: Methodologist

A917489889 \$17,461 03/01/06-08/30/06
Effectiveness of the Wisconsin Reading Excellence and Demonstration of Success Project
 This project was an evaluation of the statewide implementation of a statewide RTI-based literacy initiative.
 Role: Principal Investigator

PENDING PROPOSALS

(b)(4)

(b)(4)

(b)(4)

GRADUATE TRAINING & PROGRAM IMPROVEMENT GRANTS

IES R305B140033

U.S. Department of Education/IES

\$3,989,554

07/01/2015 – 06/30/2020

Training Interdisciplinary Education Scientists (TIES) Training Grant

The goal of the Training Interdisciplinary Educational Scientists (TIES) program is designed to prepare education scientists to develop and evaluate programs, practices, and policies in three areas of focus: fostering school readiness, promoting social-emotional competence and self-regulation skills in children and youth, and promoting teachers who can effectively and positively manage classroom behavior and support students' learning. Role: Core Content Faculty

T32 DA017629

National Institutes of Health/NIDA

\$2,932,141

4/1/16 – 3/31/21

Prevention and Methodology Training Program

The main objective of PAMT is to produce two types of well-trained scientists: (1) drug abuse prevention scientists who apply the most appropriate methodology in their research, are comfortable with advanced methods, and have the background and interest to engage in career-long learning as methodology evolves and expands; and (2) methodologists who work on improving and disseminating methods for use in drug abuse prevention research, and who understand and are committed to prevention so that their methodological work truly enhances this field.

Role: Core Content Faculty

Penn State College of Education

\$3500

11/1/2014 – 12/31/2015

Project RE-AIM: Assessing Preparedness, Effectiveness, and Retention of Special Education Teacher Certification Graduates

The goal of this project is to evaluate the reach, effectiveness, and in-field adoption, implementation, and maintenance of core evidence-based instructional practices by graduates of the Penn State Special Education Program.

Role: Co-Principal Investigator

ASSESSMENTS & INTERVENTION MATERIALS

- Frank, J.L.,** Mitra, J., Kohler, K., & Greenberg, M.T. (2015). *Youth Compassion Scale*. Pennsylvania State University, University Park, PA
- Frank, J.L.,** Jennings, P.A., & Greenberg, M.T. (2015) *Mindfulness in Teaching Scale*. Pennsylvania State University, University Park, PA.
- Frank, J.L.,** Schussler, D.A., Lee, T.K. (2015). *Virtual Role Play* [Computer software]. University Park, PA: Pennsylvania State University.
- Frank, J.L.,** Bose, B.K., Ancin, D., Hanson, A., Zelmer, V. & Dunlap, J. (2012). *Transformative Life Skills Program and Training Curriculum* Niroga Institute. Oakland, CA.
- Frank, J.L. & Volpiansky, P.A.** (2006). *The Early and ongoing collaboration and assistance project (EOCA) Reading toolkit: A guide for building systems and supports for student reading success*. Madison, WI: Wisconsin Department of Public Instruction.
- Roach, A.T. & **White, J.L.** (2005). *The Intervention Sustainability Scale*. Office of Special Education Programs.
- Kratochwill, T.R., **White, J.L.** & Volpiansky, P. (2004). *School implementation guidebook: Early and ongoing collaboration and assistance: A framework for student success*. Madison WI: Department of Public Instruction.
- Kratochwill, T.R., **White, J.L.,** Volpiansky, P., & Dagen, E. (2004). *Mentor guidebook: Early and ongoing collaboration and assistance: A framework for student success*. Madison WI: Department of Public Instruction.

INVITED PRESENTATIONS

- Frank, J.L.,** Kohler, K., Kahn, L. (2017, March). *Mindfulness strategies for educators: Practical strategies you can use to build a resilient classroom*. Invited workshop presentation. Halifax Public School District, Halifax, PA.
- Frank, J.L. (2015, September).** *Integrating artificial intelligence into technology-supported interventions: A review of emerging research and innovative intervention design methods*. Invited talk, Child Study Center, University Park, PA.
- Frank, J.L. (2015, August).** *Evidence-based practices for transforming school & classroom climate*. Invited talk, Building Stress Resilient Schools and Communities Conference. Oakland, CA.

- Frank, J.L.** (2014, April). *The Promise of contemplative practices for making a real public health impact*. Invited talk, 16th Annual Integrative Medicine Forum, University of California-San Francisco, San Francisco, CA.
- Frank, J.L.** (2014, April). *The Effects of stress and poverty on child development and well-being: Selected findings from the Family Life Project*. Invited talk, Pennsylvania State University-Altoona.
- Frank, J.L.** (2013, March). *Recognizing and responding to conflict in the classroom*. Invited talk, Department of Curriculum & Instruction, Pennsylvania State University.
- Frank, J.L.** & Bose, B.K. (2012, November) *Transforming classroom climate with mindful yoga*. Invited presentation for the Garrison Institute Contemplative Teaching and Learning Symposium, Garrison, NY.
- Horner, R, **White, J.L.** & Kratochwill, T.R. (2005, July). *Cost analysis in educational decision making: New developments, challenges, and opportunities from the field*. Invited presentation for the U.S. Department of Education Office of Special Education (OSEP) Project Directors' Meeting, Washington, D.C.

PAPER PRESENTATIONS & SYMPOSIA

- Frank, J.L.**, Kohler, K., & Kahn, L. (2017, July- Accepted). *School-based Prevention Programs to Support Teacher Resilience and Well-Being*. Paper presentation at the International School Psychology Association Conference, Manchester, United Kingdom.
- Chilenski, S.M., **Frank, J.L.**, & Feinberg, M. (2017, May- Accepted). *Longitudinal Effectiveness of Communities That Care: Ten Years of Implementation Supported by Public Systems in the State of Pennsylvania*. Symposium presentation at the Society for Prevention Research Annual Convention, Washington, D.C.
- Schussler, D.L., **Frank, J.L.**, wright, M., Lee, T.K., Mahfouz, J. (2017, March). *Using Virtual Roleplay Modules to Develop Teacher Candidates' Competence in Communicating about bullying*. Society for Information Technology & Teacher Education International Conference. Austin, TX.
- Schussler, D.L., **Frank, J.L.**, Lee, T.K., Wright, M., Yu, J. (2017, March). Teaching professional communication skills using virtual role play. Teaching and Learning with Technology Symposium, State College PA.

Schussler et al – AERA

- Frank, J.L.**, Kohler, K., & Kahn, L. (2016, November). *Mindfulness strategies for educators*. Presentation at the Conference on Integrated Learning: The school-to-career connection. State College, PA.
- Jennings, P.A., Brown, J., Schussler, D., Doyle, S., **Frank, J.L.**, Oh, Y., Tanler, R, Rasheed, D., DeWeese, A., DeMauro, M., & Greenberg, M. (2016). *Examining the Implementation, Process, and Outcomes of CARE for Teachers, a Mindfulness-based Intervention in Teacher Professional Development*. Paper presented the International Symposium for Contemplative Studies Conference. San Diego, CA.
- Jennings, P.A., Brown, J., Schussler, D., Doyle, S., **Frank, J.L.**, Oh, Y., Tanler, R, Rasheed, D., DeWeese, A., DeMauro, M., & Greenberg, M. (2016). *CARE for Teachers Promotes Wellbeing and Improves*

Classroom Quality: Results of a Large Cluster Randomized Controlled Trial. Paper presented the International Symposium for Contemplative Studies Conference. San Diego, CA.

- Brown, J., Jennings, P.A., Rasheed, D., Doyle, S., **Frank, J.L.**, Tanler, R., DeWeese, A., & Greenberg, M. (2016). *The Effects of the CARE for Teachers Program on Student Behavioral and Academic Development.* Paper presented the International Symposium for Contemplative Studies Conference. San Diego, CA.
- Doyle, S., Jennings, P.A., DeWeese, A., **Frank, J.L.**, Brown, J., Tanler, R., Rasheed, D., & Greenberg, M. (2016). *Examining the effects of fidelity on participant outcomes: Measuring adherence to structure and facilitation skill in a mindfulness-based stress reduction program for teachers.* Paper presented the International Symposium for Contemplative Studies Conference. San Diego, CA.
- Greenberg, M.T., **Frank, J.L.**, Schussler, D.L., Broderick, P.A. (2016, May). Learning to Breathe. In R. Davidson (chair). *Mindfulness and contemplative practice in educational contexts.* Symposium accepted for the International Symposium for Contemplative Studies Conference. San Diego, CA.
- Brown, J.L., Jennings, P.A., Rasheed, D., Doyle, S.A., **Frank, J.L.**, Tanler, R., DeWeese, A., & Greenberg, M.T. (2016, April). *Direct and moderating impacts of the CARE for Teachers intervention on student outcomes.* Paper submitted to the American Educational Research Association Conference, Washington, D.C.
- Doyle, S.A., Jennings, P.A., DeWeese, A., **Frank, J.L.**, Brown, J.L., Davis, R., Rasheed, D., & Greenberg, M.T. (2016, April). *Examining quality of implementation: How facilitator skill, training and fidelity affects participant outcomes in a mindfulness-based stress reduction program for teachers.* Paper submitted to the American Educational Research Association Conference, Washington, D.C.
- Jennings, P.A., Brown, J., **Frank, J.L.**, Doyle, S., Tanler, R., Rashid, D., DeWeese, A., DeMauro, A.A., & Greenberg, M. (2016, April). *Enhancing classroom quality through teachers' mindfulness and emotional well-being: A form a randomized controlled trial of CARE for teachers.* Paper submitted to the American Educational Research Association Conference, Washington, D.C.
- Frank, J.L.**, Kohler, K., Schussler, D.L., Broderick, P.C., Greenberg, M.T., Mitra, J., Berrena, E., Mahfouz, J., Levitan, J. (2015, August). Learning to BREATHE: An overview of a Mindfulness-Based intervention for adolescents. In S. Krippner (chair), *Mind-body interventions in education: A hands-on, skill building symposium.* Symposium conducted at the American Psychological Association Annual Convention. Toronto, CA.
- Schussler, D. L., DeWeese, A. R., Doyle, S. L., Jennings, P. A., Brown, J. L., Tanler, R., Rasheed, D., **Frank, J. L.**, Greenberg, M. T. (2015, April). *Stress and release: A qualitative investigation of the change mechanisms in a socio-emotional learning intervention.* Paper presented at the American Educational Research Association Conference, Chicago, IL.
- DeWeese, A.R., Doyle, S.L., Jennings, P.A., Brown, J.L., Davis, R., Rasheed, D., **Frank, J.L.**, Greenberg, M.T. (2015, April). *How is your practice going?: A qualitative study of intervention support by coaching calls within the Cultivating Awareness and Resilience in Education (CARE) program.* Paper presented at the American Educational Research Association Conference, Chicago, IL.
- Schussler, D. L., **Frank, J. L.** Chukusky, E., Collopy, A., (2015, February). *Responding to bullying: Using virtual roleplay to enhance communication skills.* Presentation at the Pennsylvania Association for Middle Level Education Annual State Conference, University Park, PA.

- Doyle, S., Jennings, P.A., DeWeese, A., & Frank, J.L., Brown, J., Davis, R., Rasheed, D., & Greenberg, M.T. (Submitted). *Examining quality of implementation: How facilitator skill and training fidelity affects participant outcomes in a mindfulness-based stress reduction program for teachers*. Paper submitted to the 2015 Society for Prevention Research Conference. Washington, D.C.
- Frank, J.L. & Bose., B.K.. (2014, October). The Effectiveness of the Transformative Life Skills (TLS) program with At-Risk Incarcerated Youth: Effects on Stress and Self-Control. In K. Dvorkova (chair), *Building Youth Resilience in Stressful Environments through Mindfulness and Yoga-based Interventions*. Positive Youth Development (PYD) in the Context of the Global Recession. Symposium conducted at the Society for Research on Child Development Conference, Prague, Czech Republic.
- Jennings, P.A., Brown, J., Frank, J.L., Doyle, S., Tanler, R., Rashid, D., DeWeese, A., & Greenberg, M. (2014, October). Promoting Teachers' Social and Emotional Competence and Improving Classrooms: The Cultivating Awareness and Resilience in Education (CARE) Program. In K. Dvorkova (chair), *Building Youth Resilience in Stressful Environments through Mindfulness and Yoga-based Interventions*. Positive Youth Development (PYD) in the Context of the Global Recession. Symposium conducted at the Society for Research on Child Development Conference, Prague, Czech Republic.
- Schussler, D., Frank, J.L., Chukusky, E., & Callopy, A. (2015, February). *Using virtual role play to enhance preservice teachers' skills in responding to bullying*. Paper submitted to the American Association of Colleges for Teacher Education Annual Conference, Atlanta, GA.
- Jennings, P.A., Brown, J., Frank, J.L., Tanler, R., Doyle, S., DeWeese, A., Rashid, D., & Greenberg, M. (2014). Promoting teachers social and emotional competence: The Cultivating Awareness and Resilience in Education (CARE) program. In P.A. Jennings (chair) *Mindfulness-based approaches for supporting teachers' social and emotional skills and dispositions*. Symposium conducted at the Society for Prevention Science Annual Conference, Washington, D.C.
- Jennings, P.A., Brown, J., Frank, J.L., Tanler, R., Doyle, S., DeWeese, A., Rashid, D., & Greenberg, M. (2014, March). Promoting Teachers' Social and Emotional Competence: A Replication Study of the Cultivating Awareness and Resilience in Education (CARE) Program. In R. Abenavoli (chair), *Social and Emotional Interventions in Educational Settings Symposium: Cultivating Mindfulness among Educators to Support Their Health, Wellbeing, and Efficacy*. Symposium conducted at the Society for Research on Educational Effectiveness (SREE) Annual Conference, Washington, D.C.
- Jennings, P.A., Brown, J., Frank, J.L., Doyle, S., Tanler, R., Rashid, D., DeWeese, A., & Greenberg, M. (2014, April). Promoting teachers social and emotional competence: The Cultivating Awareness and Resilience in Education (CARE) program. In A.R. Harris (chair), *Mindfulness-based approaches for supporting teachers' social and emotional skills and dispositions*. Symposium conducted at the American Educational Research Association Annual Conference, Philadelphia, PA.
- Frank, J.L., Jennings, P.A., & Broderick, P. C. (2013, May). *Mindfulness-based interventions in education*. Symposium (chair). First International Conference on Mindfulness. Rome, Italy.
- Frank, J.L., Bose, B.K., Jennings, P.A., & Broderick, P.C. (2013, May). *The effectiveness of a yoga-based intervention program on the health and well-being of youth in alternative school settings*. Paper presented at the First International Conference on Mindfulness. Rome, Italy.

- Frank, J.L., Reibel, D., Broderick, P.C., Jennings, P.A., Cantrell, T., & Metz, S.** (2013, May). *The effectiveness of mindfulness-based stress reduction (MBSR) on educator stress and well-being.* Paper presented at the First International Conference on Mindfulness. Rome, Italy.
- Jennings, P.A., **Frank, J.L., Broderick, P.A., Abenavoli, R.M., Harris, A.R., Katz, D.A., Gildea, S.M., & Greenberg, M.T.** (2013, May). *Mindfulness moderates the effect of stress on emotional exhaustion among teachers.* Paper presented at the First International Conference on Mindfulness. Rome, Italy.
- Frank, J.L. & Bose, B.K.** (2013, May). *Effectiveness of the Transformative Life Skills (TLS) program on adolescent stress and well-being.* Paper presented at the First International Conference on Mindfulness. Rome, Italy.
- Jennings, P.A., **Frank, J.L., & Greenberg, M.T.** (2013, May). *Refinement and evaluation of the CARE for teachers program* Paper presented at the First International Conference on Mindfulness. Rome, Italy.
- Broderick, P.A., **Frank, J.L., Reibel, D., Cantrell, T., Metz, S., & Sanders, R.** (2013, May). *Effectiveness of a mindfulness-based social-emotional learning program on emotion regulation of U.S. high school students.* Paper presented at the First International Conference on Mindfulness. Rome, Italy.
- Mercer, S. H., McIntosh, K., Hume, A. E., & **Frank, J. L.** (2011, August). Variables predicting sustained implementation of School-wide Positive Behavior Support. In K. McIntosh (Chair), *Examining sustainability of school-based interventions: Findings from qualitative and quantitative research on School-wide Positive Behavior Support.* Symposium presented at the American Psychological Association Annual Convention, Washington, DC.
- Frank, J.L. & Swain-Bradway, J.** (2010, June). *Single-case designs for prevention research.* In C. Holtzapple (chair). *Methods for Prevention Research.* Roundtable Discussion conducted at the Society for Prevention Research Annual Convention, Denver, CO.
- Roach, A.T. & **Frank, J.L.** (2007, March). *Large-scale assessment, rationality & scientific management.* In *School Psychology in a High Stakes Era.* Paper presented at the National Association of School Psychologists Annual Convention, New York, NY.
- White, J.L., Roach, A.T., McGivern, J., & O'Connor, E.** (2004, February). *Bridging the gap: Using research to change your practice.* Paper presented at the Wisconsin School Psychologists Association Annual Convention, Wisconsin Rapids, WI.
- Huai, N., Braden, J., **White, J., & Elliott, S.** (2004, March). *Efficacy of an internet professional development for inclusive practice in educational assessments.* Paper presented at the National Association of School Psychologists Annual Convention, Dallas, TX.
- Roach, A.T., & **White, J.L.** (2002, August) *School psychologists and program evaluation: Introducing the quality improvement toolkit.* Paper presented at the American Psychological Association Annual Convention, Chicago, IL.

WORKSHOPS

- Frank, J.L., Kohler, K., & Kahn, L.** (2016, November). *Mindfulness-Based Interventions in School Settings: Challenges & Opportunities for Educators.* Pre-conference workshop at the Conference on Integrated Learning: The school-to-career connection. State College, PA.

- Frank, J.L.** (2015, August). *Implementing Transformative Life Skills (TLS) in real world settings*. Workshop presented at the Dynamic Mindfulness Training (DMT) Summer Learning Institute. Oakland, CA.
- Felver, J., **Frank, J.L.** (2015, February). *Soles of the Feet: A Mindfulness intervention for disruptive behavior*. Workshop presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Frank, J.L., Broderick, P.A., Felver, J., Berrena, E., Schussler, D., & Greenberg, M.T.** (2015, February). *Introduction to Learning to Breathe: A Mindfulness-Based Intervention for Adolescents*. Workshop presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Frank, J.L.** (2014, April). *What integrative health professionals need to know about implementing contemplative practices in real world settings: Lessons from the field*. Workshop presented at the 16th Annual Integrative Medicine Forum, University of California-San Francisco, San Francisco, CA.
- Frank, J.L., Sampson, N., Todd, A., Anderson, C.A., & Horner, R.H.** (2010, September). *Check-In Check-Out: A Secondary-level school based prevention program*. Workshop presented at the Oregon Prevention Conference, Eugene, OR.
- Merrell, K., Felver-Gant, J., **Frank, J.L., Levi, S., & Roach, A.T.** (2010, February). *Mindfulness in the field of School Psychology: Applications for intervention and research*. Workshop presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- Frank, J.L., Fosco, G.M., Lathrop, M., & Conley, K.** (2010, February). *Family involvement in PBIS*. Workshop presented at the Northwest Positive Behavior Intervention and Supports Annual Conference, Corvallis, OR.
- Elliott, S.N., Braden, J.P., & **White, J.L.** (2004, April) *No Child Left Behind (NCLB) and IDEA policies for including students with disabilities in state assessment and accountability systems*. Workshop presented at the Council for Exceptional Children Annual Convention, New Orleans, LA.

POSTER PRESENTATIONS

- Rasheed, D., Brown, J., Tanler, R., **Frank, J.L., Doyle, S., DeWeese, A., Jennings, P.A., Greenberg, M.T.** (2015, March). *Associations between Teacher-Student racial/ethnic congruence and relationship quality in a diverse sample of elementary schools*. Poster Accepted for the 2015 Society for Research in Child Development Conference, Philadelphia, Pennsylvania.
- Jennings, P.A., Doyle, S., DeWeese, A., & **Frank, J.L.** (2014, June). *Evaluating the fidelity of the Cultivating Awareness and Resilience in Education (CARE) program*. Poster Accepted for the 2014 Society for Prevention Research Conference. Washington, D.C.
- Frank, J.L. & Schussler, D.A.** (2014, March). *Using artificial intelligence to accelerate student mastery of effective interpersonal communication and conflict resolution strategies*. Poster presented at the Symposium for Teaching and Learning with Technology, State College, Pennsylvania.
- Frank, J.L., Jennings, P.A., Greenberg, M.T., & Broderick, P.A.** (2013, May). *Validation of the Interpersonal Mindfulness in Teaching Scale*. Poster presented at the First International Conference on Mindfulness, Rome, Italy.

- Frank, J.L., Flannery, K.B.** (2012, March). *High school disciplinary responses to student truancy: Findings from a national sample*. Poster presented at the National Convention of the Society for Research on Educational Effectiveness, Washington, D.C.
- Frank, J.L., Felver-Gant, J., Groff, J., Morris, M., & Wilson, W.** (2011, February). *Soles of the Feet Classroom Intervention Project: Mindfulness-based training to improve classroom behavior and productivity*. Poster presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Coughlin, C.A. & **Frank, J.F.** (2011, February). *Time-out usage in schools: A descriptive analysis of ODR data*. Poster presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Frank, J.L., Torki, R., Horner, R.H., Tobin, T., Vincent, C.A., & Von Ravensberg, H.** (2010, June). *The use of physical restraint in elementary school settings*. Poster presented at the Society for Prevention Research Annual Conference, Denver, CO.
- Frank, J.L., Fosco, G.M., Horner, R.H., & Dishion, T.J.** (2010, June). *Middle school responses to students' first disciplinary offense*. Poster presented at the Annual Convention of U.S. Department of Education Institute for Education Sciences Research Conference, Washington, D.C.
- Fosco, G.M., Frank, J.L., Dishion, T.J., Horner, R. & Stormshak, E.** (2009, June). *Effectiveness of a family-based intervention as an alternative to suspension and expulsion of at-risk middle school students*. Poster presented at the Annual Convention of U.S. Department of Education Institute for Education Sciences Research Conference, Washington, D.C.
- Christiansen, S.A., **Frank, J.L.** & Kratochwill, T.R. (2008, February). *Criteria for evaluating evidence-based practice website quality: A critical review*. Poster presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- White, J.L.** (2006, June). *Economic models and measurement of cost in education*. Poster presented at the Annual Meeting of the Society for Prevention Research, Houston, TX.
- O'Connor, E., Smith, M., Bodilly, K., Mroch, A., & **White, J.L.** (2003, March). *Evaluation of a locally developed instrument for the assessment of classroom adjustment in elementary school students: The scientist-practitioner in action*. Poster presented at the National Association of School Psychologists Annual Convention, Toronto, Canada.
- White, J.L.** (2001, August). *Correct decision speed and the Woodcock Johnson Psychoeducational Battery III*. Poster presented at the American Psychological Association Annual Convention, San Francisco CA.
- Braden, J.P., **White, J.L.** (1999, February). *The psychometric integrity of the Level of Implementation Scale (L.O.I.S) in assessing the implementation of school based problem solving objectives*. Poster presented at the National Association of School Psychologists Annual Convention, Las Vegas, N.V.

TECHNICAL REPORTS

- Frank, J.L., Horner, R.H., & Anderson, C.M.** (2011). *The Influence of school level socioeconomic status and racial diversity on schoolwide positive behavior support implementation*. Evaluation Brief Prepared for OSEP National Technical Assistance Center Positive Behavioral Interventions and Supports.

- Frank, J.L.** (2011). *Correlates of physical restraint and exclusion in public school settings*. Evaluation Brief Prepared for OSEP National Technical Assistance Center Positive Behavioral Interventions and Supports.
- Frank, J.L.** (2011). *School responses to sexual and racial harassment in middle and high school settings*. Evaluation Brief Prepared for OSEP National Technical Assistance Center Positive Behavioral Interventions and Supports.
- Frank, J.L. & Horner, R.** (2010). *Schoolwide Positive Behavior Support (PBS) implementation and socioeconomic status: Is PBS harder to implement in high-poverty schools?* Evaluation Brief Prepared for OSEP National Technical Assistance Center Positive Behavioral Interventions and Supports.
- Frank, J.L. & Horner, R.** (2010). *Schoolwide Positive Behavior Support implementation and racial diversity: Is PBS harder to implement in racially diverse schools?* Evaluation Brief Prepared for OSEP National Technical Assistance Center Positive Behavioral Interventions and Supports.
- Frank, J.L. & Spaulding, S.A.** (2010). *Comparison of office discipline referrals in U.S. schools by grade Level: What are Typical ODR Rates in Grade K-12?* Evaluation Brief Prepared for OSEP National Technical Assistance Center Positive Behavioral Interventions and Supports.
- Frank, J.L.** (2010). *Parent contact in response to disciplinary events: Findings from a nationally representative elementary school sample*. Evaluation Brief Prepared for OSEP National Technical Assistance Center Positive Behavioral Interventions and Supports.
- Frank, J.L.** (2009). *Yoga and meditation: Implications for schools and other educational settings*. Whitepaper Prepared for Yoga and Mindfulness Youth Service Council.
- Elliott, S.N. & Frank, J.L.** (2008). *Fairness review of the Vanderbilt Assessment of Leadership in Education (VAL-ED) Assessment Materials*. Available at: <http://peabody.vanderbilt.edu/x8451.xml>
- White, J.L., Albers, DiPerna, J.C., Kratochwill, T.R., Elliott, S.N. & Roach, A.T.** (2005). Cost analysis in educational decision making: Approaches, procedures, and case examples. *Wisconsin Center for Education Research Working Paper Series*, Article WP 2005-1. Retrieved November 11, 2006 from <http://www.wcer.wisc.edu/publications/workingPapers/papers.php>
- Huai, N., Braden, J., White, J., & Elliott, S.** (2003). Effect of an internet-based multimedia professional development program in enhancing teachers' assessment literacy. *Wisconsin Center for Education Research Working Paper Series*, Article WP 2003-9) Retrieved November 11, 2006 from <http://www.wcer.wisc.edu/publications/workingPapers/papers.php>
- White, J.L., Bolt, D., & Suh, Y.** (2006). *Wisconsin READS Initiative: Fourth-Year Evaluation Report*. Wisconsin Department of Public Instruction.

OTHER PUBLICATIONS

- Frank, J.L.** (2008). *A review of systems to rate the strength of scientific evidence in education: Conceptual and applied implications of differences in the construction of "What Works" in education*. Unpublished Doctoral Dissertation, University of Wisconsin-Madison.

White, J.L. (2004). *A survey of school psychologists' awareness and use of treatment guidelines: Present and future*. Unpublished Master's Thesis, University of Wisconsin-Madison.

OTHER PUBLIC MEDIA & DISSEMINATION

- Article, *The power of yoga in the classroom: Evidence-based curriculum meets national research standards*, High Beam Research State News Service, <https://www.highbeam.com/doc/1G1-435090906.html>. (November 18, 2015).
- Interview, *Penn State researchers using artificial intelligence to train teachers*, Television, WPMT FOX 43, Harrisburg, PA, <http://fox43.com/2015/02/17/penn-state-researchers-using-artificial-intelligence-to-train-teachers/>. (February 17, 2015).
- Article, *Artificial Intelligence Simulator Designed to Combat Bullying*, Web, Education Week: Teacher, http://blogs.edweek.org/teachers/teaching_now/2014/12/artificial-intelligence-simulator-to-combat-bullying.html. (December 3, 2014).
- Interview, *Simulator will help prepare teachers for bullying in the classroom*, Television, WJAC, State College, PA, <http://www.wjactv.com/news/features/top-stories/stories/simulator-help-teachers-prepare-bullying-classroom-4359.shtml>. (November 24, 2014).
- Article, *Professors receive \$1.3M grant to help teachers communicate better*. Web, PennState News, University Park, PA, <http://news.psu.edu/story/359475/2015/06/02/research/professors-receive-13m-grant-help-teachers-communicate-better>. (June 2, 2015).
- Article, *Prevention researchers to examine effectiveness of Communities That Care model*. Web, PennState News, University Park, PA, <http://news.psu.edu/story/362582/2015/07/09/research/prevention-researchers-examine-effectiveness-communities-care-model>. (July 13, 2015).
- Article, *Penn State team uses artificial intelligence to help teachers deal with bullies.*, Web, PennState IT News, University Park, PA, <http://news.psu.edu/story/335447/2014/11/19/research/researchers-rely-pennsylvania-families-key-insights-children>. (November 19, 2014).
- Article, *Researchers rely on Pennsylvania families for key insights on children: New funding will enable Family Life Project researchers to study children as they progress from fifth- through seventh-grade*. Web, PennState News, University Park, PA, <http://news.psu.edu/story/335447/2014/11/19/research/researchers-rely-pennsylvania-families-key-insights-children>. (November 19, 2014).
- Interview, *Students find calm through mindfulness and guided meditation*, Radio, National Public Radio: NPR/WHYY The Pulse, Philadelphia PA, <http://www.newsworks.org/index.php/thepulse/item/70701-students-find-calm-through-mindfulness-and-guided-meditation>. (July 24, 2014).
- Article, *Prevention Research Center receives \$1.4 million mindfulness research grant*, Web, PennStateNews, University Park, PA, <http://news.psu.edu/story/320367/2014/07/09/research/prevention-research-center-receives-14-million-mindfulness-research>. (July 9, 2014).
- Article, *Zen State: Researchers, students link contemplation with wellbeing*, Web, PennStateNews, University Park, PA, <http://news.psu.edu/story/310214/2014/04/02/research/zen-state-researchers-students-link-contemplation-well-being>. (April 24, 2014).

- Article, *Research partnership brings mindfulness/yoga practices to schools in Middle East*, Web, PennStateNews, University Park, PA, <http://news.psu.edu/story/299756/2014/01/09/research/research-partnership-brings-mindfulnessyoga-practices-schools>. (January 9, 2014).
- Article, *Innovative Methods: What to Say and When to Say It: Program Uses Artificial Intelligence to Help Teachers Learn How to Intervene During Bullying Scenarios*, The Social Sciences Research Institute (SSRI): Annual Report 2013-2014, 37-38. (2014).
- Article, *Participation in mindfulness-based program improves teacher well-being*, Web, Science Daily, <http://www.sciencedaily.com/releases/2013/10/131024153022.htm>. (October 23, 2013).
- Article, *How yoga could help keep kids in school*, Web, Forbes Magazine, <http://www.forbes.com/sites/alicegwalton/2013/07/24/how-yoga-might-save-the-u-s-trillions-of-dollars-and-a-lot-of-lives>. (July 23, 2013).

UNIVERSITY TEACHING & CLINICAL SUPERVISION

Pennsylvania State University, College of Education <i>SPLED 404, Working with Families & Professionals in Special Education (Undergraduate)</i> <i>SPSY 541, Prevention (Graduate)</i> <i>SPLED 500.3 Research Methods & Statistical Analysis</i>	2014-Present
University of Oregon, Department of Education <u>Adjunct Instructor</u> <i>Child Development and Psychopathology (Graduate)</i>	2009-2010
University of Oregon, Department of Education <u>Adjunct Instructor</u> <i>University Teaching Practicum (Graduate)</i>	2009-2010
University of Wisconsin-Madison, Department of Educational Psychology <u>Lecturer</u> <i>Applied Behavior Analysis (Graduate)</i>	2006
University of Wisconsin-Madison, Department of Educational Psychology <u>Clinical Practicum Student Supervisor</u> <i>School Psychology Clinical Practicum I & II (Graduate)</i>	2003-2004

COURSE DEVELOPMENT

Pennsylvania State University, College of Education <i>SPLED/SPSY 541 Prevention (Undergraduate)</i>	2015
Pennsylvania State University, College of Education <i>SPLED/SPSY Special Topics: Social-Emotional Learning (Online Undergraduate-in-development)</i>	2016

Pennsylvania State University, College of Education 2016
SPLED 596: Independent Study in Applied Quantitative Data Analysis (Online Graduate)

EDITORIAL WORK

Editorial Board Membership

Editor Special Series	<i>Research in Human Development- Special Series on Mindfulness in School Settings</i>	2013
Guest Editor	<i>Journal of School Psychology</i>	2013
Editorial Board Member	<i>School Psychology Quarterly</i>	2012 - Present
Editorial Board Member	<i>Journal of School Psychology</i>	2011- Present
Editorial Board Member	<i>School Psychology Review</i>	2011 – Present
Editorial Board Member	<i>Mindfulness</i>	2010 – Present
Managing Editor	<i>Journal of Early Intervention</i>	2007

Ad-Hoc Reviewer

Ad-Hoc Reviewer	<i>Journal of Special Education</i>	2014 - Present
Ad-Hoc Reviewer	<i>Cognitive, Affective, and Behavioral Neuroscience</i>	2014 - Present
Ad-Hoc Reviewer	<i>Child Development</i>	2013 - Present
Ad-Hoc Reviewer	<i>Child Development Perspectives</i>	2013 - Present
Ad-Hoc Reviewer	<i>Journal of Child and Family Studies</i>	2013 - Present
Ad-Hoc Reviewer	<i>Psychology in the Schools</i>	2012 – Present
Ad-Hoc Reviewer	<i>Journal of Applied School Psychology,</i>	2012 – Present
Ad-Hoc Reviewer	<i>Educational Psychology</i>	2012 – Present
Ad-Hoc Reviewer	<i>Evaluation and Program Planning</i>	2011 – Present
Ad-Hoc Reviewer	<i>Prevention Science</i>	2010 - Present
Ad-Hoc Reviewer	<i>Journal of Primary Prevention</i>	2010 - Present
Ad-Hoc Reviewer	<i>Journal of Educational Evaluation and Policy Analysis</i>	2005

Book/Intervention Review

W. W. Norton & Company	2014
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New Harbinger Press 2012

PROFESSIONAL SERVICE

Review Panel Member; Institute for Education Sciences, Social and Behavioral Education Research Panel, FY16	2015-Present
Ad-Hoc Grant Reviewer; Institute for Education Sciences, Education Research Cognition and Student Learning Panel, FY15.	2014-2015
Grant Reviewers, National Fellowships Committee for Sigma Delta Epsilon, Graduate Women in Science	2012
Conference Reviewer Annual Conference of the Society for Prevention Research	2008 - Present
Conference Reviewer Annual Conference of the American Psychological Association – Division 16	2008 - Present
Grant Reviewer for National Fellowships Committee of Graduate Women in Science	2012
Research Advisory Board Member for Mindful Schools	2011 - 2013
Abstract Selection Committee Member on Randomized Controlled Trials – Society for Prevention Research	2011
Director of Research for the Niroga Institute, Oakland CA	2011 - Present
Co-Facilitator & Judge of Society for Prevention Research Sloboda & Bukoski Cup	2010
Workgroup Committee Member on Student Behavioral and Academic Progress Monitoring for the Wisconsin Department of Public Instruction	2004 - 2006
Expert Panel Member for Development of Alternate Assessments for Students with Disabilities Project for the Wisconsin Department of Public Instruction	2003

UNIVERSITY SERVICE & INTERDISCIPLINARY COLLABORATIONS

Penn State Clinical and Translational Science Institute (CTSI) Grant Reviewer	2016
Member, Holistic Education at Penn State Initiative Workgroup	2015-Present
Faculty Affiliate, PAMT Methodology Center	2015-Present
SSRI-Survey Research Center Faculty Advisory Committee (College of Education)	2014
Judge, Penn State Undergraduate Research Exhibition (Social & Behavioral Sciences)	2013, 2014
Grant Reviewer, Penn State COIL Research Initiation Grant Competition	2014, 2015
Faculty Affiliate, Educational Risk Initiative	2014-Present

Research Assistant Professor & Faculty Affiliate, Prevention Research Center	2014-Present
Faculty Affiliate, Child Study Center, College of Liberal Arts	2014-Present
Faculty Affiliate, Evidence-based Prevention and Intervention Support Center	2014-Present
Innovative Methods Faculty, Social Sciences Research Institute	2014-Present
Co-Director, Laboratory for School-Based Prevention at Penn State	2014-Present
Member, edTPA Research Planning and Implementation Committee	2014-Present

COLLEGE & DEPARTMENTAL SERVICE

Member, Graduate Studies and Research Policy Committee	2016-Present
Faculty Sponsor, CB's Rookies (Undergraduate University-Affiliated Service Group)	2016-Present
Member, Prevention Science Program & Certificate Development Workgroup	2015-Present
Member, Admissions Committee (Special Education)	2015-Present
Member, Curriculum Committee	2014-Present
Member, Recruitment Committee (Special Education)	2014

CONSULTING

Vanderbilt University, Center for Evaluation and Program Improvement (CEPI) <i>Program Evaluation of Post-Deployment Health Assessment and Reassessment Process</i> (10/07 - 11/09) U. S. Department of Defense (PI: Leonard Bickman)	2008
Vanderbilt University, Learning Sciences Institute <i>The Development and Validation of the Vanderbilt Assessment of Leadership in Education</i> (PI: Stephen Elliott)	2008
Wisconsin Department of Public Instruction <i>Wisconsin Responsive Education for All Children Initiative (REACH), Early and Ongoing Collaboration & Assistance Initiative, and Reading Excellence and Demonstration of Success Initiative</i>	2003-2006
Wisconsin Cooperative Educational Service Agency #1 <i>Development of the Evidence-Based Intervention Electronic Resource Clearinghouse, Development of REACH and EOCA Implementation Guidebooks, Evidence-Based Reading Intervention Toolkit Development Project</i>	2003-2006
Idaho State Department of Education & Southwest Regional Special Education Association <i>Teacher Professional Development to Support Implementation of the Idaho Alternate Assessment Framework</i>	2002-2003

Wisconsin Cooperative Educational Service Agency #6
Enhancing the Wisconsin Alternate Assessment

2002

CLINICAL EXPERIENCE (DIRECT SERVICES)

Educational and Psychological Training Center (EPTC), Madison, WI

2002-2004

University-based clinic focused on providing diagnostic assessment and intervention services related to common school-based behavioral and academic problems in children grades Pre-K-12.

Intern

The Waisman Center, Madison, WI

1999

The Waisman Center is a University Center for Excellence in Developmental Disabilities (UCEDD) dedicated to advancement of knowledge about human development, developmental disabilities, and neurodegenerative diseases. Participated in interdisciplinary training in the provision of family-centered behavioral & psychiatric wrap-around services for children and adults with developmental disabilities.

Intern

Community Ties, Waisman Center, Madison, WI

1999

Social work internship through Waisman Center UCEDD clinic focused on providing direct case management and intervention services to children with developmental disabilities and their families in home, school and community settings. Provided direct family-centered services to children with disabilities with severe and persistent behavioral concerns and/or co-occurring mental health issues.

Intern

Work in Rural Communities (WORC), Madison, WI

1998

Non-profit agency assisting individuals with disabilities locate and succeed in community job placements.

Service Provider

Family Support and Resource Center, Madison, WI

1999

Non-profit county-based social service agency providing counseling and direct support to families and children with Autism and other developmental disabilities.

Service Provider

SCHOOL-BASED CLINICAL EXPERIENCE (DIRECT SERVICES)

Edgerton Elementary School, Hales Corners, WI.

2004-2006

State Road School, Lacrosse, WI.

Hawthorne Elementary School, Madison, WI.

Consultant and school mentor through the Wisconsin Responsive Education for All Children (REACH) and Early and Ongoing Collaboration and Assistance (EOCA) statewide Response to Intervention (RTI) initiatives. Provided systems-level mentoring to school and district officials on establishing early intervening services, selecting and implementing evidence-based prevention and intervention programs, and establishing RTI

processes (e.g., collaborative planning, data-driven decision making, progress monitoring, tiered interventions, and family-community supports). Position funded through the Wisconsin Department of Instruction.

Consultant & School Mentor

Madison Metropolitan School District, Madison, WI.

2005-2006

Internship at district central office providing support to multiple schools and teams on problem-solving processes

Intern

Landmark Elementary Alternative Program, Madison, WI.

2005-2

Internship in elementary-level alternative school. Populations Served: Elementary school children with severe and persistent emotional-behavioral disabilities (EBD). Worked with Parents, Students, Psychiatrists, Program Staff & Consulting transition schools.

Intern

School Psychology Field Practicum II, Monona-Grove High School, Monona, WI.

2003

Practicum in suburban high school setting. Training emphasis on delivery of positive behavior supports in high school setting.

Intern

School Psychology Field Practicum I, Midvale Elementary School, Madison, WI.

2003

Practicum in urban elementary school setting. Training emphasis on the delivery individual child and family-based interventions for children from diverse linguistic, racial, and cultural backgrounds.

Intern

Prevention Science Practicum, Sherman Middle School, Madison, WI

2002

Prevention Science Practicum in urban middle school setting. Training emphasis on delivery of systems-level interventions and staff support in the implementation of universal prevention program(s) at the middle school level.

Intern Trainee

PROFESSIONAL CREDENTIALS, CERTIFICATES & SPECIALIZED TRAINING

Institute for Education Sciences What Works Clearinghouse Reviewer Certification Training (Randomized Controlled Trial Evaluations) 2012

Society for Research on Educational Effectiveness (SREE) Institute on Hierarchical Linear Modeling (Raudenbush, S. & Bryk, A.) 2012

Penn State & NIDA Summer Institute on Innovative Methods: Causal Inference (Causality, Propensity Methods, & Marginal Structural Models) 2012

Institute for Education Sciences Summer Research Training Institute on Cluster Randomized Control Trials 2010

Nationally Certified School Psychologist (NCSP)	2008
Certificate in Prevention & Intervention Science (University of Wisconsin-Madison)	2008
Certificate in Substance Abuse & Intervention (University of Wisconsin-Extension)	2006
Licensure Provisional K-12 School Psychologist (#61; Wisconsin DPI)	2003

PROFESSIONAL AFFILIATIONS

Society for Research in Child Development
 Society for Prevention Research
 Council for Exceptional Children
 American Psychological Association – Division 16
 American Educational Research Association
 National Association of School Psychologists

COMPETITIVE HONORS & AWARDS

Outstanding Paper, Society for Information Technology and Teacher Education	2017
American Psychological Association Division 16 Editorial Board Service Award	2012
Mind-Life Research Summer Research Institute Fellow	2010
Early Career Scholar, Society for the Study of School Psychology	2009
Institute for Education Sciences (IES) Post-Doctoral Research Fellowship	2008
Michael Vincent O'Shea Fellowship for Advanced Graduate Studies in Educational Psychology	2006
American Psychological Association Division 16 Student Affiliates Research Award	2002
Advanced Opportunity Fellowship	2001
Teddy Kubly Award for Initiative and Efficacy	2000
William F. Vilas Scholarship	2000
Comprehensive Academic Honors in the Major & Liberal Arts	2000
University of Oxford Study Abroad Bursary Scholarship Award Lady Margaret Hall College	1999
Outstanding Achievement in Independent Research Endeavor as an Undergraduate Award	1999
Dean's Undergraduate Excellence in Leadership Award University of Wisconsin-Madison Madison College of Letters & Science	1999

Psychology Research Experience Program (PREP) Summer Research Scholarship	1998
Brenda P. Pfaler Award for Academic Excellence	1998
Letters & Science Summer Research Experience Program (LASER) Summer Research Stipend Award	1997
Trio Award for Academic Excellence	1997
McNair Scholar	1997

**Jennifer Frank
Other Support**

CURRENT

National Institutes of Health \$5,082,547 09/21/16–09/31/18

Early Life Stress and the Environmental Origins of Disease: a Population-based Prospective Longitudinal Study of Children in Rural Poverty (ECHO)

This project will capitalize on the FLP longitudinal sample to investigate the ways in which early life stress alters well-specified developmental processes to adversely affect neurodevelopment in childhood.

Role: Co-Investigator

U.S. Department of Education/IES \$1,345,633 07/01/15–06/30/18

Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in Educational Communications skills Training Program

This project will develop materials needed to teach in-service teachers the principles and skills of effective interpersonal communication and conflict management, and evaluate the success/effectiveness of those materials.

Role: Principal Investigator

U.S. Department of Education/IES \$1,464,537 07/01/14–06/30/17

Promoting Adolescent Well Being and Academic Performance through Mindfulness-based Emotion Regulation Skills Instruction

The aim of this project is to complete the development and evaluation of the Learning to BREATHE (L2B) program, a mindfulness-based curriculum designed to facilitate the development of attention and emotion regulation skills within the context of public high schools.

Role: Co-Principal Investigator

05-042-23 UP10010

Pennsylvania State University \$49,832 09/01/15-12/31/16

Using Virtual Roleplay Modules to Accelerate Student Mastery of Effective Interpersonal Communication and Conflict Resolution Strategies

This project will continue the development and refinement of online virtual role play instructional materials designed to assist teachers in acquiring greater levels of self-efficacy and skill in responding to student bullying.

Role: Co-Principal Investigator

National Institutes of Health \$151,240 09/01/2014 – 08/31/2016

Longitudinal Effectiveness of Communities that Care on Reducing Youth Risk Factors

This project examines the longitudinal effectiveness of the Communities that Care model (CTC) on youth risk and youth risk and protective factors, ATOD use, youth mental health, bullying and gambling behaviors.

Role: Principal Investigator

National Institutes of Health-NICHD \$ 2,124,070 04/01/2015 – 03/31/2020

Stress, Self-Regulation and Psychopathology in Middle Childhood

This project examines the ways that self-regulation development is limited by adversity in families and by high levels of social and economic stratification in more geographically isolated communities characterized by high rates of poverty, unemployment, and low social capital. We hypothesize that self-regulation difficulties and their impact on academic, substance use, and mental health outcomes will be more severe and frequent for children in families facing high levels of poverty-related adversity in infancy through school entry and more likely to lead to disadvantageous outcomes in smaller, more highly stratified communities.

Role: Co-Principal Investigator of PSU Subcontract

R01HD08078601

NIH/NICHD \$639,912 06/30/15 – 06/30/19

An Epidemiological and Longitudinal study of Rural Child Literacy Trajectories

This study examines the acquisition of literacy skills from early elementary to middle school in an understudied, vulnerable, and important group of children who live in low wealth rural communities. Specific aims include examination of how variations in early parenting and quality of teacher instruction across elementary school years are associated with word reading, vocabulary, and reading comprehension development at later grade levels, timing effects of the quality of teacher instruction, durability of the effects of instruction during the transition to middle school, and the variability of effects on the basis of race, poverty, gender, and school-level poverty.

Role: Co-Principal Investigator of PSU Subcontract

R01MH097293

NIH/NIMH \$3,763,102 09/01/12-08/31/17

Stress Exposure and Immune Outcomes in Children

The purpose of this study is to determine how early exposure to psychosocial stress affects children's immune outcomes and health and refine developmental and clinical models of the developing interplay between psychosocial stress and stress in children through the examination of inflammatory biomarkers (circulating levels of the pro-inflammatory cytokines IL-6 and TNF-alpha and the acute phase protein CRP) and indicators of glucocorticoid resistance.

Role: Co-Principal Investigator of PSU Subcontract

U.S. Department of Education/IES \$3,490,162 07/01/2014 – 06/30/2018

Testing the Integration of an Empirically-supported Teacher Consultation Model and a Social-emotional Learning and Literacy Intervention in Urban Elementary Schools

This project is an IES Goal 3 school-randomized trial examining the combined effectiveness of the 4Rs Social-Emotional Learning program combined with My Teaching Partner teacher professional development support on behavioral and academic outcomes for students at teachers in grades 3 and 4 in New York City Public Schools.

Role: Consultant

R305A120180

U.S. Department of Education/IES
02/28/15

\$3,478,902

03/01/12–

Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): A Cluster Randomized Controlled Efficacy Trial

We are conducting a multi-site cluster randomized controlled trial to determine the efficacy of the Cultivating Awareness and Resilience in Education (CARE) professional development program in 32 New York public elementary schools (kindergarten through fifth grade).

Role: Co-Investigator & Methodologist

PENDING PROPOSALS

(b)(4)

DEBORAH L. SCHUSSLER

Pennsylvania State University
 University Park, PA 16802
 (814) 865-2244
 dls93@psu.edu
 www10.homepage.villanova.edu/deborah.schussler

(b)(6)

EDUCATION

Ed.D. Curriculum and Instructional Leadership, August 2002
 Peabody College, Vanderbilt University, Nashville, TN
 Dissertation Title: *At-Risk Students and Learning Communities: Viewing an Alternative School through the Eyes of the Students*

M.Ed. Curriculum and Instruction, August 1997
 Middle Tennessee State University, Murfreesboro, TN

B.S. English, May 1993
 Indiana University, Bloomington
 Magna cum laude

PROFESSIONAL EXPERIENCE

2013- **Associate Professor of Education, Scholar in Residence**
 College of Education, Prevention Research Center, Penn State University.

2008-present **Associate Professor**
 Department of Education and Counseling, Villanova University.

2002-2008 **Assistant Professor**
 Department of Education and Human Services, Villanova University.

2002-2004 **Program Coordinator**
 Elementary Education program. Villanova University.

2001-2002 **Research Assistant**
 COMP Grant, Vanderbilt University, Project Director: Dr. Carolyn Evertson.

2001-2002 **Master Teaching Fellow**
 Center for Teaching, Vanderbilt University.

2001 **Research Associate**
 Pencil Foundation, Nashville, TN.

2000-2001 **Research Assistant**
 Vanderbilt University, Project Director: Dr. Victoria Risko.

- 2000-2001 **Practicum Supervisor/Teaching Assistant**
EDUC 2430: Problems in Literacy Learning, Vanderbilt University.
- 1999, 2000 **Project Assistant**
 Interstate New Teacher Assessment and Support Consortium (INTASC)
 Science Portfolio Assessment Development, Project Director: Dr. Angelo Collins.
- 2000 **Instructor**
EDUC 1020: Society, the School, and the Teacher, Vanderbilt University.
- 2000 **Writing Tutor**
 Private tutoring for 10th grade student. Nashville, TN
- 1999 **Teaching Assistant/Research Assistant**
EDUC 3900: Guiding the Professional Development of Beginning Teachers,
 Vanderbilt University.
- 1998-1999 **Teaching Assistant**
EDUC 1020: Society, the School, and the Teacher, Vanderbilt University.
- 1994-1998 **English Teacher**; Grades 9-11; Honors, Standard, Inclusion
 Brentwood High School, Brentwood, TN.
- 1993-1994 **English Teacher**; Grades 11, 12
 Mt. Juliet High School, Mt. Juliet, TN.
- 1991-1993 **Writing Tutor**
 Writing Tutorial Services, Indiana University, Bloomington.

PUBLICATIONS

Refereed Articles, Books, Book Chapters

- Schussler, D. L., & Berman, L. (under review). The inquiry of identity work for mindful teaching.
- Bercaw, L. A., Stooksberry, L. M., & Schussler, D. L. (under review). The recursive nature of prospective teachers' disposition domains.
- Schussler, D. L., & Knarr, M. (2013). Building awareness of dispositions: Enhancing moral sensibilities in teaching. *Journal of Moral Education* 42(1), 71-87.
- Schussler, D. L., Feiman-Nemser, S., Diez, M., & Murrell, P. M. (2012). Swimming in deep waters: Finding the moral in teacher education. *Democracy & Education*.
- Walker, J. T., & Schussler, D. L. (2011). Introduction. Special issue *Journal of Classroom Interaction* 46(1), 3.
- Schussler, D. L., Stooksberry, L. M., & Bercaw, L. A. (2010). Understanding teacher candidates' dispositions: Reflecting to build self awareness. *Journal of Teacher Education* 61(4) 350-363.

- Murrell, P. M., Diez, M., Feiman-Nemser, S., & **Schussler, D. L.** (Eds.) (2010). *Teaching as a moral practice: Defining, developing, and assessing professional dispositions in teacher education*. Cambridge, MA: Harvard Education Press.
- Feiman-Nemser, S., & **Schussler, D. L.** (2010). Defining, developing, and assessing dispositions: A cross-case analysis. In P. M. Murrell, M. Diez, S. Feiman-Nemser, & **D. L. Schussler** (Eds.), *Teaching as a moral practice: Defining, developing, and assessing professional dispositions in teacher education*. Cambridge, MA: Harvard Education Press.
- Schussler, D. L.** (2009). Beyond content: How teachers manage classrooms to facilitate academic engagement for disengaged students. *Theory Into Practice* 48(2), 114-121.
- Stooksberry, L. M., **Schussler, D. L.**, & Bercaw, L. A. (2009). Conceptualizing dispositions: Intellectual, cultural and moral domains of teaching. *Teachers and Teaching: Theory and Practice* 15(6), 719-736.
- Schussler, D. L.**, & Fierros, E. F. (2008). Students' perceptions of their academics, relationships, and sense of belonging: Comparisons across residential learning communities. *Journal of the First-Year Experience and Students in Transition* 20(1), 71-96.
- Schussler, D. L.**, Bercaw, L. A., & Stooksberry, L. M. (2008). The fabric of teacher candidates' dispositions: What case studies reveal about teacher thinking. *Action in Teacher Education* 29(4), 39-52.
- Schussler, D. L.**, Bercaw, L. A., & Stooksberry, L. M. (2008). Using case studies to explore prospective teachers' intellectual, cultural, and moral dispositions. *Teacher Education Quarterly* 35(2), 105-122.
- Schussler, D. L.**, Poole, I. R., Whitlock, T. W., & Evertson, C. M. (2007). Layers and links: Learning to juggle "one more thing" in the classroom. *Teaching and Teacher Education*, 23(5), 572-585.
- Schussler, D. L.** (2006). Defining dispositions: Wading through murky waters. *The Teacher Educator*, 41(4), 251-268.
- Schussler, D. L.** (2006). The altered role of experienced teachers in PDS's: The present and its possibilities. *Issues in Teacher Education* 15(2), 61-75.
- Schussler, D. L.**, & Collins, A. (2006). An empirical exploration of the who? what? and how? of school care. *Teachers College Record*, 108(7), 1460-1495.
- Schussler, D. L.** (2003). Schools as learning communities: Unpacking the concept. *Journal of School Leadership*, 13(5), 498-528.
- Schussler (May), D. L.** (1995). Cleats and candy: Surviving your first year of teaching. *English Journal*, 84(2), 68-69.

Other Publications

- Schussler, D. L.** (2010, Spring). Learning from the Dalai Lama and Other Intriguing Experts. *Villanova University Graduate Teacher Education Newsletter*, 6.

Schussler, D. L. (2003). Case Commentary on “What visuals can do.” In J. C. Richards & M. C. McKenna, *Integrating multiple literacies in K-8 classrooms: Cases, commentaries, and practical applications in the field* (pp. 197-198). Mahwah, NJ: Lawrence Erlbaum Associates.

Schussler, D. L. (2003). Case Commentary on “Musical chairs: Visual representations that went awry.” In J. C. Richards & M. C. McKenna, *Integrating multiple literacies in K-8 classrooms: Cases, commentaries, and practical applications in the field* (pp. 203-204). Mahwah, NJ: Lawrence Erlbaum Associates.

Works in Progress

Schussler, D. L. (2014, anticipated). Teacher self-awareness. In W. G. Scarlett (Ed.), *Classroom Management: An A-to-Z Guide*. Thousand Oaks, CA: Sage. Invited chapter.

Murrell, P. M., & **Schussler, D. L.** (2014, anticipated). Teaching as moral practice: Teacher preparation as cultivating “practical wisdom.” In J. Chi-Kin Lee & C. Day (Eds.), *Quality and change in teacher education: Western and Chinese perspectives*. New York, NY: Springer.

Schussler, D. L., & Hanley, A. At-risk students and learning communities: Widening the lens for viewing schools.

Schussler, D. L., Carroll, D., Dottin, E., Osguthorpe, R., & Murrell, P. M. Selection IS development: Shifting the conversation to cultivate quality teaching.

Schussler, D. L. Educating as a bodhisattva: Self-awareness and leadership-engagement.

Schussler, D. L., Stooksberry, L. M., & Bercaw, L. A. Looking into a mirror or peering through a looking glass?: Case studies and the development of teacher candidate dispositions.

PRESENTATIONS – National, refereed

Schussler, D. L., & Hanley, A. (2013, April). At-risk students and learning communities: Widening the lens for viewing schools. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Schussler, D. L., Bercaw, L. A. & Stooksberry, L. M. (2012, April). Enhancing moral sensibilities: A cross-sectional analysis of teacher candidates’ dispositions across three domains. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Schussler, D. L. (2011, April). Educating as a bodhisattva: Self-awareness and leadership-engagement. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Schussler, D. L., Berman, L., & Murrell, P. M. (2010, April). The inquiry of “identity work” for mindful teaching. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Bercaw, L. B., Schussler, D. L., & Stooksberry, L. M. (2010, April). Developing dispositions: A cross-sectional analysis of teacher candidates’ intellectual, cultural, and moral domains of

- teaching. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Schussler, D. L., & Culp, M. L. (2009, April). Building Awareness of Dispositions: Enhancing Moral Sensibilities in Teaching. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Stooksberry, L. M., Schussler, D. L., & Bercaw, L. A. (2008, February). Teacher candidate dispositions: What case studies and Alice in Wonderland can teach us about teacher thinking. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans, LA.
- Schussler, D. L. (2007, April). Beyond content: How teachers and schools manage classrooms to facilitate academic engagement for at-risk students. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Stooksberry, L. M., Schussler, D. L., & Bercaw, L. A. (2007, April). Looking into a mirror or peering through a looking glass?: Case studies and the development of teacher candidate dispositions. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Schussler, D. L. (2006, April). Using case studies to develop teacher candidate dispositions. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Schussler, D. L. (2005, April). Defining dispositions: Wading through murky waters. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Bercaw, L. B., Schussler, D. L., & Stooksberry, L. M. (2005, February). Prospective teachers' critical exploration of intellectual, cultural, and moral dimensions of teaching. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Washington, DC.
- Schussler, D. L. (2004, April). Caring for students at-risk of dropping out: Lessons from an alternative high school. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Schussler, D. L., & Risko, V. J. (2004, April). Teacher preparation: Literacy instruction that is responsive to culturally and linguistically diverse students. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Stooksberry, L. M., Bercaw, L. A., & Schussler, D. L. (2004, April). Intellectual, cultural and moral dimensions of teaching: Preparing quality teachers across disposition domains. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Schussler, D. L. (2004, February) Fostering an ethic of care: Exploring directions. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Chicago, IL.
- Schussler, D. L., Stooksberry, L. M., & Bercaw, L. A. (2004, February). Intellectual, cultural, and moral dispositions: Preparing quality teachers across domains. Paper presented at the

- annual meeting of the American Association of Colleges for Teacher Education, Chicago, IL.
- Risko, V. J., Osterman, J. C., & Schussler, D. L. (2003, April). Educating future literacy teachers for diverse settings. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Poole, I. R., Whitlock, T. W., Evertson, C. M., & Schussler, D. L. (2002, April). Who's driving the mouse? The social aspect to managing instruction with technology. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Risko, V. J., Osterman, J. O., & Schussler, D. L. (2002, April). Educating future teachers: Inviting critical inquiry for adopting multiple perspectives. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Schussler, D. L. (2002, April). The value and complexities of caring in a high school. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Whitlock, T. W., Poole, I. R., Evertson, C. M., & Schussler, D. L. (2002, April). Layers and links: Learning to juggle 'one more thing' in the classroom. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Schussler, D. L. (2001, April). A differentiated curriculum: Successful modifications in one teacher's English classes. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Schussler, D. L. (2001, April). A study of an alternative school: Viewing school through the eyes of the students. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Schussler (May), D. L., & Thompson, S. (2000, April). Reflection in-action and on-action: An ethnographic study of beginning teacher educators. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

PRESENTATIONS - Invited

- Carroll, D. Diez, M., Dottin, E., Feiman-Nemser, S., Murrell, P. M., Osguthorpe, R., Schussler, D. L. (2013, February). "Teaching the Moral Work of Teaching: A Task for Teacher Educators." American Association of Colleges for Teacher Education, Orlando, FL.
- Ball, D., Diez, M., Marshall-Bradley, T., Schussler, D. L. (2013, February). "Examining Professional Practice: Evolving Notions of Beginning Teacher Competencies." Major Forum. American Association of Colleges for Teacher Education, Orlando, FL.
- Schussler, D. L. (2012, November). "Mindfulness for Self-Reflection, Self-Awareness, and Self-Care." Presentation to College/Young Adult Group. State College Presbyterian Church, State College, PA.
- Carroll, D. Diez, M., Dottin, E., Feiman-Nemser, S., Murrell, P. M., Osguthorpe, R., Schussler, D. L. (2012, February). "Identifying and Developing Quality Candidates: Building A

- Community of Practice for Teacher Educators." TEAM-C Pre-conference workshop. American Association of Colleges for Teacher Education, Chicago, IL.
- Diez, M., Dottin, E., Feiman-Nemser, S., Murrell, P. M., Osguthorpe, R., Schussler, D. L., Sockett, H. (2011, February). "Democratic Dispositions – The Teacher as Citizen." TEAM-C Pre-conference workshop. American Association of Colleges for Teacher Education, San Diego, CA.
- Schussler, D. L. (2010, April). Invited Speaker. "Educating as a Bodhisattva: Aware of the Self, Engaged as a Leader." Engaged Leadership Colloquium Series, College of Education, Loyola University of Maryland.
- Diez, M., Schussler, D. L., Murrell, P. M., Feiman-Nemser, S., Sockett, H., Dottin, E., & Osguthorpe, R. (2010, February). "Dispositions and Teacher Preparation." TEAM-C Pre-conference workshop. American Association of Colleges for Teacher Education, Atlanta, GA.
- Schussler, D. L. (2009, February). Invited Speaker, "Prof 101: Launching Successful Faculty Careers." Center for Teaching, Vanderbilt University.
- Schussler, D. L. (2009, February). Invited Presenter, "Emerging Questions in the Teacher Dispositions Debate." Teacher Education as a Moral Community (TEAM C). American Association of Colleges for Teacher Education Annual Meeting, Chicago, IL.
- Schussler, D. L. (2009, February). Invited Panelist, "Dispositions in Practice: Case Studies on Developing a Framework for Identifying, Nurturing, and Assessing Dispositions." Teacher Education as a Moral Community (TEAM C). American Association of Colleges for Teacher Education Annual Meeting, Chicago, IL.
- Schussler, D. L. (2009, January). Invited Panelist, New Faculty Orientation. Villanova Institute for Teaching and Learning, Villanova University.
- Schussler, D. L. (2008, November). Invited Presenter, Delaware Valley Minority Student Achievement Consortium Fall Conference. "School Care: What Is It and How Do We Foster It?" University of Pennsylvania.
- Schussler, D. L. (2008, May). Invited Presenter, AACTE Web Conference. "Dispositions in Practice: Enacting Moral Commitments." Archived at www.aacte.org.
- Schussler, D. L. (2008, February). Invited Panelist/Respondent, Teacher Education as a Moral Community (TEAM C), Position paper on the current role and work of dispositions in the field of teacher education, AACTE Annual Meeting, New Orleans, LA.
- Schussler, D. L. (2004, February). *God and grade school: Is there a role for religion in education?* Invited Panelist, Penn Forum, University of Pennsylvania.
- Schussler, D. L. (2004, April). Keynote Address, Kappa Delta Pi Induction Ceremony, Villanova University.
- Myers, C. M., & Schussler (May), D. L. (1999, May). *Introduction to education*. Invited presentation at Peabody Alumni Association Meeting, Vanderbilt University.

GRANTS

- 2013 **Center for Online Innovations in Learning**
 “Using Artificial Intelligence to Accelerate Student Mastery of Effective Interpersonal Communication and Conflict Resolution Strategies,” Penn State University, (under review) \$99,890
- 2011 **Faculty Development Grant**
 “Contemplative Pedagogy, Mindfulness, and Teacher Dispositions,” Villanova University, \$1,400.
- 2007 **Summer Research Fellowship and Research Support Grant**
 “Using Case Studies to Develop Awareness of Dispositions,” Villanova University, \$11,275.
- 2004 **Villanova Institute of Teaching and Learning Mini-Grant**
 “Teacher Education Portfolio Project,” Villanova University, \$3,000.
- 2001 **Dissertation Enhancement Grant**
 Vanderbilt University, \$450.

TEACHING**Courses Developed and Taught**

- Graduate: Methods of Teaching English and Social Studies
 Capstone Seminar (Master + Certification students)
 Action Research Workshop

Courses Taught

- Graduate: Educational Research
 Research and Evaluation (Counseling)
 Curriculum and Instruction
 Reading in the Secondary School
 Student Teaching Supervision
- Undergraduate: Classroom Management
 Research Seminar in Education
 Senior Seminar and Student Teaching
 Methods of Teaching English in Secondary Schools
 Reading and Current Issues
 Student Teaching Supervision

Courses Developed

- Graduate: Qualitative Research

Courses in Development

- Graduate: Mindfulness for Professionals Workshop

Dissertations, Theses, and Independent Studies

- Christa Saggiomo Bialka – Dissertation: “Taking the ‘Dis’ out of Disability: Attending to Pre-Service Teacher Dispositions Related to Students with Special Needs”, University of Pennsylvania, June 2012

Dana Morrison Simone – Master’s Thesis, Villanova University, April 2011
 Emily Scarola – Independent Study, Master’s student, Villanova University, Spring 2011
 Patrick O’Neill – Independent Study, Part-time studies, Villanova University, Fall 2007

Academic Advising (typical load)

Undergraduate – 19 students Graduate – 12 students Part-time Studies – 3

Licensure: Tennessee Professional License grades 5-12; Certification in English, History, Sociology

HONORS AND AWARDS

Honorable Mention – AACTE Book of the Year. *Teaching as a Moral Practice*
 Nomination - Association of Teacher Educators 2010 Distinguished Research in Teacher Education Award
 American Educational Research Association Division K Early Career Seminar (2007)
 American Educational Research Association Division K New Faculty Seminar (2003)
 Otto C. Bassler Award for Excellence in Research, Vanderbilt University (2003)
 High Distinction for doctoral dissertation, Vanderbilt University (2002)
 American Educational Research Association Division K Graduate Student Seminar (2001)
 Dean’s List, Indiana University, Bloomington (1990-1993)
 Pi Lambda Theta Honor Society
 Pi Lambda Theta Scholarship, DePauw University (1990)
 Vadia Hall Scholarship, DePauw University (1989-1990)

SERVICE

Professional

Chair, Teacher Education as a Moral Community (TEAM-C), AACTE taskforce (2013-present)
 Secretary/Treasurer, Moral Development SIG, AERA (2013-2016)
 Program Chair, Moral Development SIG, AERA (2012-2013)
 Co-chair, Teacher Education as a Moral Community (TEAM-C), AACTE taskforce (2012-2013)
The Asia-Pacific Education Researcher Manuscript Reviewer (2013-)
Journal of Moral Education Manuscript Reviewer (2012-present)
Educational Psychology Manuscript Reviewer (2012-present)
Urban Education Manuscript Reviewer (2012-present)
Five Big Ideas, Teachers College Press, book reviewer (2012)
 Guest editor, special issue Care and Control in Classrooms (2011). *Journal of Classroom Interaction* 46(1)
Journal of Teacher Education Manuscript Reviewer (2010-present)
 Teacher Education as a Moral Community Taskforce, AACTE (2009-present)
Teaching and Teacher Education Manuscript Reviewer (2007-present)
 McGraw Hill Manuscript Reviewer (2009, 2008)
 External reviewer, candidates for tenure and promotion (2009, 2010)
 AERA Annual Meeting Session Chair, (2013, 2010, 2009, 2007, 2005, 2004)

AERA Annual Meeting Discussant, (2010, 2008)
 AACTE Annual Meeting Session Chair, (2008)
 AACTE Annual Meeting Discussant, (2008)
 Consortium for Policy Research in Education (CPRE) Manuscript Reviewer (2007)
 AERA Reviewer, Proposals for Annual Meeting, Division K, School Community, Climate, and Culture SIG, Moral Development in Education SIG (2011, 2009, 2007, 2006, 2005, 2004)
 AACTE Reviewer, Proposals for Annual Meeting (2006)
 Alabama Power Foundation, Inc., Grant Evaluator (2001)

University/College

Villanova Institute of Teaching and Learning grant reviewer (2011-2012, appointed)
 Committee on Majors and Concentrations (2007-2010, elected; 2010-2012, appointed)
 College Core Curriculum Taskforce on self-directed learning (2008-2009)
 Distance Learning Policy-Making Advisory Committee, Villanova University (2007-2008)
 Technology Symposium Organizer, *Education in the Palm of Your Hand*, Villanova University, (2006-2007)
 Villanova Quality Improvement (VQI) Evaluation Committee, Villanova University (2006-2007)
 Villanova Institute of Teaching and Learning (VITAL) Faculty Advisory Committee, Villanova University (2004-2007).
 New Student Orientation Facilitator, Villanova University (2003, 2004)
 New Faculty Orientation Speaker, Villanova University (2003, 2009)
 Appellate Review Board, Vanderbilt University (1999-2002)

Department

Chair faculty search, Special Education, Villanova University (2011-2012)
 Department Faculty Evaluation Committee (2010-2012)
 Education & Counseling Week co-chair (2010-2012)
 Self-Study action plan committee (2010-2011)
 Cooperating Personnel dinner speaker committee chair (2008-2012)
 Kappa Delta Pi Honor Society faculty liaison (2007-present)
 Portfolio Program, Developed and run workshops to introduce incoming teacher candidates to standards-based portfolios, Villanova University (2004-2012)
 Graduate Teacher Education Committee (2002-present)
 Certificate of Advanced Study in Education program subcommittee
 Thesis subcommittee
 Undergraduate Education Committee (2002-2012)
 Student monitoring subcommittee
 Educational Studies subcommittee
 Field experiences subcommittee
 Co-chair faculty searches (2), Counselor Education, Villanova University (2006-2007)
 Department Colloquium Series organizer (2003-2004)

Community

Adult Education Council, State College Presbyterian Church (2012-present)
 Spiritual Formation Unit, State College Presbyterian Church (2012-present)
 Classroom Volunteer, Park Forest Elementary School, (2011-present)

Mentor, Confirmation student, Bryn Mawr Presbyterian Church (2009-2010)
 Elder, Bryn Mawr Presbyterian Church, 3,500 member congregation (2007-2010)
 Community Forum Speaker Series, Bryn Mawr Presbyterian Church (2008-2010)
 Adult Education Council, Bryn Mawr Presbyterian Church (2006-2010)
 WXPB Public radio volunteer (2006-2010)
 Congregational Discernment Taskforce, Bryn Mawr Presbyterian Church (2007-2008)
 Pastoral Nominating Committee, Bryn Mawr Presbyterian Church (2004-2006)

PROFESSIONAL MEMBERSHIPS

American Association for Colleges of Teacher Education
 American Educational Research Association – Division K (Teaching and Teacher Education),
 Moral Development SIG
 Association for Contemplative Mind In Higher Education
 Association of Supervision and Curriculum Development
 Kappa Delta Pi Honor Society

ACTIVE

Present

R305A140113 (Greenberg, PI)

07/01/2014–06/30/2017

U.S. Department of Education

Promoting Adolescent Well Being Through Emotion Regulation Skills Instruction

The aim of this project is to complete the development and evaluation of the Learning to BREATHE program, a curriculum designed to facilitate the development of attention and emotion regulation skills within the context of public high schools.

Role: Investigator

Pending

None

NAME Mark T. Greenberg	POSITION TITLE Bennett Chair of Prevention Science Professor of Human Development and Psychology		
INSTITUTION AND LOCATION	DEGREE	YEAR(S)	FIELD OF STUDY
Johns Hopkins University, Baltimore, MD	B.A.	06/73	Social Sciences
University of Virginia, Charlottesville, VA	M.S.	05/76	Psychology
University of Virginia, Charlottesville, VA	Ph.D.	05/78	Psychology

Positions and Honors

Positions and Employment

1978–1983 University of Washington, Assistant Professor of Psychology
 1983–1990 University of Washington, Associate Professor of Psychology
 1990–1997 University of Washington, Professor of Psychology
 1997– Pennsylvania State University, Bennett Professor of Human Development
 Department of Human Development and Family Studies
 1997–2011 Director, Prevention Research Center for the Promotion of Human Development
 1999– Associate Director, Children, Youth and Families Consortium

Other Experience and Professional Memberships

1983–1993 Senior Investigator, MacArthur Foundation Network on Infancy & Early Childhood
 1998 American Psychological Association Presidential Taskforce on Prevention
 1998 Consultant, CDC, Taskforce on Violence Prevention
 Ad hoc Member, Review Committees (NIMH, NIDA, NICHD, NSF)

Honors

1983–present Senior Investigator, MacArthur Foundation, Network on the Infancy
 Fellow, Division 7 and 32 (Developmental Psychology, Community Psych), APA
 Fellow, American Education Research Association
 Fellow, Academy of Experimental Criminology
 2002 Research Scientist Award, Society for Prevention Research
 2008 Distinguished Contributions to Public Policy for Children Award (Society for Research in Child
 Development)
 2008 Friend of Early Career Prevention Network (Society for Prevention Research)

Other Related Experiences and Professional Memberships

Member, Board, CASEL (Collaborative for Academic, Social and Emotional Learning)
 National Advisory Council of NIDA (2005–2008)
 Chair, Leadership Council, Garrison Institute: Initiative on Awareness, Concentration and Learning
 Co-Director, Education Research Network, Mind and Life Institute

Selected Peer-reviewed Publications

1. Greenberg, M. T., Speltz, M. L., & DeKlyen, M. (1993). The role of attachment in the early development of disruptive behavior problems. *Development and Psychopathology, 5*, 191–213.
2. Greenberg, M. T., Kusche, C. A., Cook, E. T., & Quamma, J. P. (1995). Promoting emotional competence in school-aged children: The effects of the PATHS Curriculum. *Development and Psychopathology, 7*, 117–136.
3. Greenberg, M. T., Lengua, L. J., Coie, J., Pinderhughes, E. E., & The Conduct Problems Prevention Research Group. (1999). Predicting developmental outcomes at school entry using a multiple-risk model: Four American communities. *Developmental Psychology, 35*, 403–417. PMID: PMC2775433

4. Greenberg, M. T., Domitrovich, C., Bumbarger, B. (2001). The prevention of mental disorders in school- aged children: Current state of the field. *Prevention and Treatment*. Article 1. Available on the World Wide Web: <http://journals.apa.org/prevention/volume4/pre0040001a.html>.
5. Greenberg, M. T., Speltz, M. L., DeKlyen, M., & Jones, K. (2001). Correlates of clinic referral for early conduct problems: Variable and person-oriented approaches. *Development and Psychopathology*, *13*, 255–276.
6. Greenberg, M. T., Weissberg, R. P., Utne O'Brien, M., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, *58*, 466–474.
7. Greenberg, M. T. (2004). Current and future challenges in school-based prevention: The researcher perspective. *Prevention Science*, *5*, 5–13.
8. Greenberg, M. T. (2006). Promoting resilience in children and youth: Preventive interventions and their interface with neuroscience. *Annals of the New York Academy of Science*, *1094*, 139–150.
9. Conduct Problems Prevention Research Group. (2007). The Fast Track randomized controlled trial to prevent externalizing psychiatric disorders: Findings from grades 3 to 9. *Journal of the American Academy of Child and Adolescent Psychiatry*, *46*, 1263–1272.
10. Greenberg, M. T., Feinberg, M. E., & Meyer-Chilenski, S., Spoth, R. L., & Redmond, C. (2007). Community and team member factors that influence the early phases of local team partnerships in prevention: The PROSPER Project. *Journal of Primary Prevention*, *28*, 485–504.
11. Dodge, K. A., Malone, P. S., Greenberg, M. T., and the Conduct Problems Prevention Research Group. (2008). Testing an Idealized Dynamic Cascade Model of the development of serious violence in adolescence. *Child Development*, *97*, 1907–1027. PMID: PMC2597335
12. Jennings, P. A. & Greenberg, M. (2009). The Prosocial Classroom: Teacher social and emotional competence in relation to child and classroom outcomes. *Review of Educational Research*, *79*, 491–525.
13. Duncan, L. J., Coatsworth, D. J., & Greenberg, M. T. (2009). A model of mindful parenting: Implications for parent-child relationships and prevention research. *Child Clinical and Family Psychology Review*, *12*, 255–270. PMID: PMC2730447
14. Conduct Problems Prevention Research Group. (2010). The effects of a multi-year randomized clinical trial of a universal social-emotional learning program: The role of student and school characteristics. *Journal of Consulting and Clinical Psychology*, *78*(2), 156–168.
15. Lanza, S. T., Rhoades, B. L., Nix, R. L., & Greenberg, M. T. (2011). Modeling the interplay of multilevel risk factors for future academic and behavior problems: A person-centered approach. *Development and Psychopathology*, *22*(2), 315–335. PMID: 20423544; PMID: PMC3005302.
16. Gould, L. F., Dariotis, J. K., Mendelson, T., Greenberg, M. T. (2012). A school-based mindfulness intervention for urban youth: Exploring depressive symptoms as a moderator of intervention response. *Journal of Community Psychology*, *40*, 968–982. DOI: 10.1002/jcop.21505.

17. Catalano, R. F., Fagan, A., Gavin, L. E., Greenberg, M. T., Irwin, C. E., Ross, D. A., & Shek, D. T. (2012). Worldwide application of prevention science in adolescent health, *The Lancet*, 379, 1653–1664. DOI:10.1016/S0140-6736(12)60238-4.
18. Mendelson, T., Dariotis, J. K., Feagans Gould, L., Smith, A. S., Smith, A. A. Gonzalez, A. A. & Greenberg, M. T. (in press). Implementing mindfulness and yoga in urban schools: A community-academic partnership. *Journal of Children's Services*.
19. Jennings, P. A., Snowberg, K. E., Frank, J. L., Coccia, M. A. & Greenberg, M. T. (in press). Improving classroom learning environments by cultivating awareness and resilience in education (CARE): Results of a randomized controlled trial. *School Psychology Quarterly*
20. Greenberg, M. T., & Lippold, M. A. (in press). Promoting healthy outcomes among youth with multiple risks: Innovative approaches. *Annual Review of Public Health*.

ACTIVE**Present**

R305A140113 (Greenberg, PI)

07/01/2014–06/30/2017

U.S. Department of Education

Promoting Adolescent Well Being Through Emotion Regulation Skills Instruction

The aim of this project is to complete the development and evaluation of the Learning to BREATHE program, a curriculum designed to facilitate the development of attention and emotion regulation skills within the context of public high schools.

Role: Co-Principal Investigator

R01MH097293 (Greenberg, PI)

09/01/2012–08/31/2017

NIH/NIMH

Stress Exposure and Immune Outcomes in Children

The purpose of this study is to determine how early exposure to psychosocial stress affects children's immune outcomes and health and refine developmental and clinical models of the developing interplay between psychosocial stress and stress in children through the examination of inflammatory biomarkers (circulating levels of the pro-inflammatory cytokines IL-6 and TNF-alpha and the acute phase protein CRP) and indicators of glucocorticoid resistance.

Role: Co-Principal Investigator of PSU Subcontract

U411C130091 (Greenberg)

01/01/2014–12/31/2017

U.S. Department of Education/i3 Grant

Enhancing Outcomes of an Evidence-Based Social-Emotional Learning Program with a School Support Model

This project (in collaboration with the Collaborative for Academic, Social and Emotional Learning and American Institutes for Research) is a randomized trial involving 28 Chicago Public Schools to test the efficacy of a readiness model for implementing social and emotional learning programs.

Role: Principal Investigator

NoVo Foundation (Greenberg)

01/01/2014–12/31/2017

Enhancing Outcomes of an Evidence-Based Social-Emotional Learning Program with a School Support Model

This project (in collaboration with the Collaborative for Academic, Social and Emotional Learning and American Institutes for Research) is a randomized trial involving 28 Chicago Public Schools to test the efficacy of a readiness model for implementing social and emotional learning programs

Role: Principal Investigator

70985 (Jones)

07/01/2013–06/30/2015

Robert Wood Johnson Foundation

Understanding the Economic Value of Social and Emotional Learning: Monetary Estimates for Program Evaluation and Policy Analysis

This project is analyzing longitudinal data sets in order to develop shadow prices for middle childhood social and emotional and academic outcomes

Role: Co-PI

P01HD039667 (Greenberg, PI)

07/01/2007–06/30/2015

NIH/NICHD

Children in Rural Poverty: Risk and Protective Mechanisms

This project involves a longitudinal study of non-urban children in the United States. This subcontract is for the administrative core at Penn State.

Role: Co-Principal Investigator of PSU Subcontract

1R01DA026217-01A1 (Coatsworth, PI)
NIH/NIDA

09/01/2009–06/30/2015

Efficacy Trial of a Mindfulness-Enhanced Strengthening Families Program

The major goal of this project is to develop and conduct an efficacy trial of a mindfulness-enhanced strengthening families program.

Role: Co-Principal Investigator

P30MH086043 (Ialongo, PI)
NIH/NIMH

07/01/2009–06/31/2015

Center for Prevention and Early Intervention

Focus on the effectiveness of preventive interventions in school-aged populations.

Role: Principal Investigator, Penn State Subcontract

R01DA13709 (Spath, PI)
NIH/NIDA

09/01/2007–08/31/2015

Partnership Model for Diffusion of Proven Prevention

Assess the effectiveness of a model for the diffusion of empirically-validated prevention programs focused on adolescent substance abuse and mental health in 14 communities in Iowa and Pennsylvania.

Role: Principal Investigator, Penn State Subcontract

T32DA017629-01A1 (Greenberg, PI)
NIH/NIDA

07/01/2005–06/30/2015

Prevention And Methodology Training (PAMT)

Prepare students as prevention methodologists using a pre/postdoctoral training program.

Role: Principal Investigator

1R01DA029084 (Caldwell, PI)
NIH

02/01/2009–01/31/2015

HealthWise Dissemination: Translation to Multiple Schools

Translating and disseminating their HealthWise program into multiple school settings.

Role: Investigator

R01DA025047 (Greenberg, PI)
RTI International

04/01/2010–03/31/2015

Underlying Regulatory Mechanisms of Prevention Outcomes in the School-based PATHS Program

The investigators are examining the regulatory mechanisms in prevention outcomes followed in a school-based PATHS program.

Role: Principal Investigator (Subcontract)

(Greenberg, PI)
Johns Hopkins Bloomberg School of Public Health

12/01/2010–11/30/2015

NIDA Yoga Study

This project is developing a yoga/mindfulness-focused study involving urban adolescents.

Role: Principal Investigator (Subcontract)

R01DA030389 (Cleveland, PI)
NIH/NIDA

12/01/2010–11/30/2015

Implications of Genetic Variance for Substance Use Interventions in Adolescence

The goal of this project will be to examine the implications of genetic variations for substance use-

focused interventions among adolescents.
Role: Co-Principal Investigator

Pending Support

None

Peter Marlow Nelson, Ph.D.
Assistant Professor, School Psychology
The Pennsylvania State University

EDUCATION

University of Minnesota , Minneapolis, MN	Ph.D., School Psychology
University of Mississippi , Oxford, MS	M.A., Curriculum and Instruction
St. Olaf College , Northfield, MN	B.A., Psychology

PEER-REVIEWED PUBLICATIONS

- Nelson, P.M.**, Van Norman, E.R., & Lackner, S.E. (in press). A comparison of methods to screen middle school students for reading and math difficulties. *School Psychology Review*.
- Nelson, P.M.** & Christ, T.J. (2015). Responsive Environmental Assessment for Classroom Teaching: Accuracy and Reliability of Class Level Interpretations. *School Psychology Quarterly*.
- Nelson, P.M.**, Ysseldyke, J.E., & Christ, T.J. (2015). Student perceptions of the classroom environment: Actionable feedback as a guide for improving core instruction. *Assessment for Effective Intervention*, 1-12.
- Burns, M.K., Ysseldyke, J.E., **Nelson, P.M.**, & Kanive, R. (2014). Number of repetitions required to retain single-digit multiplication math facts for elementary students. *School Psychology Quarterly*.
- Nelson, P.M.**, Demers, J., & Christ, T.J. (2014). The Responsive Environmental Assessment for Classroom Teaching (REACT): Exploring the dimensionality of student perceptions of the instructional environment. *School Psychology Quarterly*, 29(2), 182-197.
- Christ, T.J., **Nelson, P.M.**, & Van Norman, E.R. Direct Behavior Rating: An evaluation of time-series interpretations as consequential validity. (2014). *School Psychology Quarterly*, 29(2), 157-170.
- Nelson, P.M.**, Burns, M.K., Kanive, R., & Ysseldyke, J.E. (2013). Comparison of a computer-based practice program and a mnemonic strategy approach to improving math fact fluency. *Journal of School Psychology*, 51(6), 659-667.
- Van Norman, E.R., **Nelson, P.M.**, Shin, J., & Christ, T.J. (2013). An evaluation of graphic aids in improving decision accuracy of continuous time-series data. *Journal of Behavioral Education*, 22(4), 283-301.
- Bernstein, G.A., Victor, A.M., **Nelson, P.M.**, & Lee, S.S. (2013). Pediatric obsessive-compulsive disorder: Symptom patterns and confirmatory factor analysis. *Journal of Obsessive-Compulsive and Related Disorders*, 2(3), 299-305.
- Kanive, R., **Nelson, P.M.**, Burns, M.K., & Ysseldyke, J.E. (2013). Comparison of the effects of computer-based practice and conceptual understanding interventions on math fact fluency. *The Journal of Educational Research*, 107(2), 83-89.

BOOK CHAPTERS

- Christ, T.J., & **Nelson, P.M.** (2013). Developing and evaluating screening systems: Practical and psychometric considerations. In Kettler, R.J., Gover, T.A., Albers, C.A. & Feeney-Kettler, K.A. (Eds.), *Universal screening in educational settings*. Washington, DC: American Psychological Association.
- Ysseldyke, J.E., & **Nelson, P.M.** (2012). Assessment in special and inclusive education. In J.A. Banks (Ed.), *Encyclopedia of Diversity in Education*. New York: Sage Publications.

INVITED PRESENTATIONS

Nelson, P.M., Demers, J.A., & Christ, T.J. (2014, January). *Student Perceptions of Classroom Environment: Linking Assessment and Intervention*. Paper presented at the Midwinter Minnesota School Psychologist Association Conference.

PRESENTATIONS

- Nelson, P.M., Zaslofsky, A. & Parker, D.P.** (2015, February). *The Role of Computational Growth in Overall Math Proficiency*. Paper presented at the National Association of School Psychologists (NASP) Annual Convention.
- Nelson, P.M., Christ, T.J., & Van Norman, E.R.** (2013, July). *Adaptive Math (aMath) development and diagnostic accuracy*. Poster presented at the Annual Office of Special Education Programs (OSEP) Project Director's Conference.
- Christ, T.J. & Nelson, P.M.** (2013, July). *Formative Assessment System for Teachers (FAST)*. Poster presented at the Annual Office of Special Education Programs (OSEP) Project Director's Conference.
- Nelson, P.M., & Demers, J.** (2013, February). *Measuring and reacting to students' perceptions of classroom environment*. Paper Presented at the National Associated of School Psychologists (NASP) Annual Convention
- Van Norman, E.R. & Nelson, P.M.** (2013, February). *Visual analysis obstacles and solutions*. Paper Presented at the National Associated of School Psychologists (NASP) 2013 Annual Convention.
- Nelson, P.M., & Kanive, R.** (2012, February). *Building computational fluency: An empirical comparison of three math interventions*. Paper presented at the National Association of School Psychologists (NASP) Annual Convention.
- Nelson, P.M., Van Norman, E.R., & Christ, T.J.** (2012, February). *Decision accuracy using Direct Behavior Ratings*. Poster presented at the National Association of School Psychologists (NASP) Annual Convention.
- Nelson, P.M., Demers, J.A., Karich, A.C., & Christ, T.J.** (2012, January). *Underlying structure and systematic variation in student-ratings of the classroom environment*. Poster presented at the Minnesota School Psychologist Association (MSPA) Midwinter Conference.
- Nelson, P.M.** (2011). *The relationship and relevance of effective instructional components*. Poster presented at the National Association of School Psychologists (NASP) Annual Convention.
- Nelson, P.M., & Kanive, R.** (2011). *Difficulty of single digit multiplication math facts for students*. Poster presented at the National Association of School Psychologists (NASP) Annual Convention.
- Nelson, P.M, Ysseldyke, J.E.** (2010, November). *Measuring whether students with behavior disorders are receiving effective instruction: Current and new directions*. Paper presented at the Annual International Child & Adolescent Conference.

ACTIVE

Present

Co-PI with Dr. David Parker, *Development and Effectiveness of Math Corps*. The Brady Education Foundation. Funded 2015-2017. **218,745 for 2 years.**

Pending Support

None

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Kari C. Kugler		POSITION TITLE Research Associate, The Methodology Center, The Pennsylvania State University	
eRA COMMONS USER NAME (credential, e.g., agency login) KKugler			
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	MM/YY	FIELD OF STUDY
St. Olaf College	B.A.	05/95	Biology and Environmental Studies
University of Minnesota	M.P.H.	09/01	Community Health Education
University of Minnesota	Ph.D.	10/06	Epidemiology
University of Minnesota	Postdoctoral	2008-2010	Adol. Health & Medicine

A. Personal Statement

I am well-positioned to collaborate on this project. For the past few years, I have been applying the Multiphase Optimization Strategy (MOST), a comprehensive, engineering-based, phased experimental approach to optimization and evaluation of behavioral interventions, to numerous interventions to improve the health and well-being of children and youth. As part of an early-career development award, I am building a highly effective and efficient behavioral intervention to prevent pediatric obesity. In addition, I currently have (as co-Investigator) an R01 under review at NIAAA using MOST to engineer an online alcohol/STI preventive intervention among college students. I recently published a technical report on analyzing data generated from factorial experiments and have two other peer-reviewed papers introducing factorial experiments to applied behavioral scientists. I am eager to apply my expertise of MOST to have a lasting impact on preventing conflict within classrooms.

B. Positions and Honors**Research and Professional Experience**

1996–1997	Research Technologist II, Department of Microbiology, University of Massachusetts Medical Center, Worcester, MA
1997–1999	Research Assistant II, Department of Pathology, University of Iowa Hospitals and Clinics, Iowa City, IA
1999–2001	Graduate Research Assistant, Division of Epidemiology, University of Minnesota, Minneapolis, MN
2002–2006	Graduate Research Assistant, Division of Epidemiology, University of Minnesota, Minneapolis, MN
2006–2007	Visiting Researcher, Department of Nutrition, University of Oslo, Oslo, Norway
2007–2008	Senior Research Analyst, Center for Prevention, Blue Cross Blue Shield, Eagan, MN
2008–2010	Post-doctoral Fellow, Department of Pediatrics, University of Minnesota, Minneapolis, MN
2011-	Research Associate, The Methodology Center, The Pennsylvania State University, State College, PA

Honors and Awards

2009	NIH Loan Repayment Program Award (2009-2013)
2012	Penn State's Clinical and Translational Science Institute's Career Development Award (KL2).

C. Peer-reviewed publications

1. Collins, L.M., Dziak, J.D., Kugler, K.C., Trail, J. (In Press). Factorial experiments: Efficient tools for evaluation of intervention components. *American Journal of Preventive Medicine*.
2. Vasilenko, S. A., Kugler, K. C., Butera, N. M. & Lanza, S. T. (2014). Patterns of adolescent sexual behavior predicting young adult sexually transmitted infections: A latent class analysis approach. *Archives of Sexual Behavior*. doi: 10.1007/s10508-014-0258-6
3. Collins, L.M., Trail, J., Kugler, K. C., Baker, T.B., Piper, M., & Mermelstem, R. (2013). Evaluating individual intervention components: Making decisions based on the results of a factorial component screening experiment. *Translational and Behavioral Medicine*, 1-14. doi: 10.1007/s13142-013-0239-7 NIHMSID: NIHMS544386
4. Coffman, D. L. & Kugler, K. C. (2012). Causal Mediation of a Human Immunodeficiency Virus Preventive Intervention. *Nursing Research*, 61(3), 224-230. PMID: PMC2646486
5. Taliaferro, L. A., Muehlenkamp, J. J., Borowsky, I. W., McMorris, B. J. & Kugler, K. C. (2012). Factors distinguishing youth who report self-injurious behaviors: A population-based sample. *Academic Pediatrics*, 12, 205-213.
6. Lanza, S. T., Kugler, K. C., & Mathur, C. (2011). Differential effects for sexual risk behavior: An application of finite mixture regression. *The Open Family Studies Journal*, 4(Suppl 1-M9), 81-88. PMID: PMC3487167
7. Sieving, R. E., McMorris, B. J., Beckman, K. J., Pettingell, S. L., Secor-Turner, M., Kugler, K., Garwick, A. W., Resnick, M. D., & Bearinger, L. H. (2010). Prime Time: 12-month sexual health outcomes of a clinic-based intervention to prevent pregnancy risk behaviors. *Journal of Adolescent Health*, 49(2), 172-179. PMID: PMC3143373
8. Secor-Turner, M., Kugler, K., Bearinger, L.H., & Sieving, R. (2009). A global perspective of adolescent sexual and reproductive health: Context matters. *Adolescent Medicine: State of the Art Reviews*, 20(3), 1005-1025.
9. Komro, K. A., Perry, C. L., Veblen-Mortenson, S., Farbakhsh, K., Toomey, T. L., Stigler, M. H., Jones-Webb, R., Kugler, K. C., Pasch, K. E. & William, C. L. (2008). Outcomes from a randomized controlled trial of a multi-component alcohol use preventive intervention for urban youth: Project Northland Chicago. *Addiction*, 103, 606-618.
10. Kugler, K. C., Komro, K. A., Stigler, M. H., Mnyika, K. S., Masatu, M., Aastrom, A. N. & Klepp, K-I. (2007). The reliability and validity of self-report measures used to evaluate adolescent HIV/AIDS prevention programs in sub-Saharan Africa. *AIDS Education and Prevention*, 19(5), 365-382.
11. Stigler, M. H., Kugler, K. C., Komro, K. A., Leshabari, M. T. & Klepp, K. I. (2005). AIDS Education for primary school children in Tanzania: A mediation analysis. *Health Education and Research*, 21(4), 441-451.
12. Komro, K. A., Perry, C. L., Veblen-Mortenson, S., Farbakhsh, K., Kugler, K. C., Alfano, K. A., Dudovitz, B. S., William, C. L. & Jones-Webb, R. (2006). Cross-cultural adaptation and evaluation of a home-based program for alcohol prevention among urban youth: The Slick Tracy Home Team Program. *Journal of Primary Prevention*, 27(2), 135-154.
13. Schmitz, K. H., Jensen, M. D., Kugler, K. C., Jeffery, R. W. & Leon, A. S. (2003). Strength training for obesity prevention in midlife women. *International Journal of Obesity and Related Metabolic Disorders*, 27(3), 326-333.

Role: Post-Doctoral Fellow (2008-2010)

1U48-DP001939-01 Sieving (PI)
CDC

9/30/09-9/29/14

Encuentro – A Healthy Youth Development Project

The purpose of this study is to use a community-based participatory approach to develop, implement, and assess the feasibility and acceptability of a multi-component, culturally sensitive youth development intervention to reduce sexual risk behaviors among 13-17 year old Latina girls at high risk for teen pregnancy.

Role: Post-doctoral Fellow (2008-2010)

ACTIVE

8KL2TR000126-02 Kugler (PI)

01/01/12–12/31/14

NIH

Building an Effective and Efficient Pediatric Obesity Preventive Intervention

The overall goal of this project is to better understand the feeding practices of low-income mothers to design an effective and efficient intervention to prevent pediatric obesity among this population.

Role: PI (2012–present)

1R03HD079711-01 Kugler (PI)

05/01/14–04/30/16

NIH/NICHD

Social Ecological Determinants of Young Adult Sexual Risk Behavior

The goal of this project is to use modern causal inference methods to strengthen our understanding of individual and combined effects of different psychosocial factors of influence on young adult sexual risk behavior.

Role: PI (2014–present)

P50-DA10075 Collins (PI)

09/01/10–08/31/15

NIH/NIDA

Center for Prevention and Treatment Methodology

The overall theme of the center is bringing prevention science and statistics together to enhance drug abuse prevention research methodology.

Role: Research Associate (2012–present)

PENDING

None

Project Narrative - Fed/Non Fed Budget Form SF 424

Title : Fed/Non Fed Budget Form SF 424

Attachment:

File :

- 1 [SF424_Year2_022817_R305A150391.pdf](#)
- 2
- 3
- 4
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- 10

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - SECTION A, BUDGET PERIOD 1

* ORGANIZATIONAL DUNS: 0034039530000

* Budget Type: Project Subaward/Consortium

Enter name of Organization: The Pennsylvania State University

* Start Date: 03/01/2016 * End Date: 02/28/2017 * Budget Period: 1

A. Senior/Key Person

1. Prefix: Dr. * First Name: Jennifer Middle Name: * Last Name: Frank Suffix:

* Project Role: PD/PI

Base Salary (\$)	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed)(\$)	* Federal (\$)	* Non-Federal (\$)
(b)(6)				26,342.52	10,278.05	36,620.57	36,620.57	0.00

2. Prefix: Dr. * First Name: Karl Middle Name: * Last Name: Kugler Suffix:

* Project Role: Other

Base Salary (\$)	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed)(\$)	* Federal (\$)	* Non-Federal (\$)
(b)(6)				18,354.92	7,093.81	25,448.73	25,448.73	0.00

3. Prefix: Dr. * First Name: Peter Middle Name: * Last Name: Nelson Suffix:

* Project Role: Assistant Professor

Base Salary (\$)	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed)(\$)	* Federal (\$)	* Non-Federal (\$)
(b)(6)				19,989.45	7,725.17	27,715.62	27,715.62	0.00

4. Prefix: Dr. * First Name: Mark Middle Name: * Last Name: Greenberg Suffix:

* Project Role: Other

Base Salary (\$)	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed)(\$)	* Federal (\$)	* Non-Federal (\$)
(b)(6)				932.16	353.29	1,285.45	1,285.45	

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - SECTION A, BUDGET PERIOD 1

* ORGANIZATIONAL DUNS: 0034039530000

* Budget Type: Project Subaward/Consortium

Enter name of Organization: The Pennsylvania State University

* Start Date: 03/01/2016 * End Date: 02/28/2017 Budget Period 1

A. Senior/Key Person (continued)

5. Prefix * First Name Middle Name * Last Name Suffix
 Deborah Schussler

* Project Role
 Co-PI

Base Salary (\$)	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed)(\$)	* Federal (\$)	* Non-Federal (\$)
(b)(6)				32,323.70	12,596.17	44,919.87	44,919.87	

6. Prefix * First Name Middle Name * Last Name Suffix

* Project Role

Base Salary (\$)	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed)(\$)	* Federal (\$)	* Non-Federal (\$)

7. Prefix * First Name Middle Name * Last Name Suffix

* Project Role

Base Salary (\$)	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed)(\$)	* Federal (\$)	* Non-Federal (\$)

8. Prefix * First Name Middle Name * Last Name Suffix

* Project Role

Base Salary (\$)	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed)(\$)	* Federal (\$)	* Non-Federal (\$)

9. Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person

135,990.24	135,990.24	0.00
------------	------------	------

* Additional Senior Key Persons:

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - SECTION B, BUDGET PERIOD 1

* ORGANIZATIONAL DUNS:

* Budget Type: Project Subaward/Consortium

Enter name of Organization:

* Start Date: * End Date: Budget Period

B. Other Personnel

* Number of Personnel	* Project Role	Cal. Months	Acad. Months	Sum. Months	* Req. Salary (\$)	* Fringe Ben. (\$)	* Total (Sal & FB) (Fed + Non-Fed) (\$)	* Federal (\$)	* Non-Federal (\$)
<input type="checkbox"/>	Post Doctoral Associates								
<input type="checkbox"/>	Graduate Students								
5	Undergraduate Students				8,530.59	655.64	9,186.23	9,186.23	0.00
<input type="checkbox"/>	Secretarial/Clerical								
1	Michelle Wright	(b)(6)			4,500.00	1,782.00	6,282.00	6,282.00	0.00
<input type="checkbox"/>									
<input type="checkbox"/>									
<input type="checkbox"/>									
<input type="checkbox"/>									
<input type="checkbox"/>									
<input type="checkbox"/>									
6	Total Number Other Personnel						15,468.23	15,468.23	0.00
							151,458.47	151,458.47	0.00

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - SECTION C, D, & E, BUDGET PERIOD 1

* ORGANIZATIONAL DUNS:

* Budget Type: Project Subaward/Consortium

Enter name of Organization:

* Start Date: * End Date: Budget Period

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

	* Equipment item	* Federal (\$)	* Non-Federal (\$)	* Total (Fed + Non-Fed) (\$)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.	Total funds requested for all equipment listed in the attached file			
	Total Equipment			

* Additional Equipment:

	* Federal (\$)	* Non-Federal (\$)	* Total (Fed + Non-Fed) (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	4,150.05	0.00	4,150.05
2. Foreign Travel Costs			
Total Travel Costs	4,150.05	0.00	4,150.05

	* Federal (\$)	* Non-Federal (\$)	* Total (Fed + Non-Fed) (\$)
1. Tuition/Fees/Health Insurance			
2. Stipends			
3. Travel			
4. Subsistence			
5. Other <input type="text"/>			
<input type="text"/> Number of Participants/Trainees Total Participant/Trainee Support Costs			

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - SECTION F-G, BUDGET PERIOD 1

* ORGANIZATIONAL DUNS:

* Budget Type: Project Subaward/Consortium

Enter name of Organization:

* Start Date: * End Date: Budget Period

F. Other Direct Costs

	* Federal (\$)	* Non-Federal (\$)	* Total (Fed + Non-Fed) (\$)
1. Materials and Supplies	3,463.58	0.00	3,463.58
2. Publication Costs			
3. Consultant Services	420.00	0.00	420.00
4. ADP/Computer Services			
5. Subawards/Consortium/Contractual Costs			
6. Equipment or Facility Rental/User Fees			
7. Alterations and Renovations			
8. <input type="text" value="Subject Payments"/>	1,975.00	0.00	1,975.00
9. <input type="text"/>			
10. <input type="text"/>			
Total Other Direct Costs	5,858.58	0.00	5,858.58

G. Direct Costs

	* Federal (\$)	* Non-Federal (\$)	* Total (Fed + Non-Fed) (\$)
Total Direct Costs (A thru F)	161,467.10	0.00	161,467.10

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - SECTION H-K, BUDGET PERIOD 1

* ORGANIZATIONAL DUNS:

* Budget Type: Project Subaward/Consortium

Enter name of Organization:

* Start Date: * End Date: Budget Period

H. Indirect Costs

* Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	* Federal (\$)	* Non-Federal (\$)	* Total (Fed + Non-Fed) (\$)
1. <input type="text" value="MTDC"/>	<input type="text" value="51.90"/>	<input type="text" value="161,467.10"/>	<input type="text" value="83,801.46"/>	<input type="text" value="0.00"/>	<input type="text" value="83,801.46"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total Indirect Costs			<input type="text" value="83,801.46"/>	<input type="text" value="0.00"/>	<input type="text" value="83,801.46"/>

Cognizant Agency

(Agency Name, POC Name, and Phone Number)

I. Total Direct and Indirect Costs	* Federal (\$)	* Non-Federal (\$)	* Total (Fed + Non-Fed) (\$)
Total Direct and Indirect Costs (G + H)	<input type="text" value="245,268.56"/>	<input type="text" value="0.00"/>	<input type="text" value="245,268.56"/>

J. Fee

K. * Budget Justification

(Only attach one file.)

RESEARCH & RELATED BUDGET (TOTAL FED + NON-FED) - Cumulative Budget

	Total Federal (\$)	Total Non-Federal (\$)	Totals (\$)
Section A, Senior/Key Person	135,990.24	0.00	135,990.24
Section B, Other Personnel	15,468.23	0.00	15,468.23
Total Number Other Personnel			6
Total Salary, Wages and Fringe Benefits (A + B)	151,458.47	0.00	151,458.47
Section C, Equipment			
Section D, Travel	4,150.05	0.00	4,150.05
1. Domestic	4,150.05	0.00	4,150.05
2. Foreign			
Section E, Participant/Trainee Support Costs			
1. Tuition/Fees/Health Insurance			
2. Stipends			
3. Travel			
4. Subsistence			
5. Other			
6. Number of Participants/Trainees			
Section F, Other Direct Costs	5,858.58	0.00	5,858.58
1. Materials and Supplies	3,463.58	0.00	3,463.58
2. Publication Costs			
3. Consultant Services	420.00	0.00	420.00
4. ADP/Computer Services			
5. Subawards/Consortium/Contractual Costs			
6. Equipment or Facility Rental/User Fees			
7. Alterations and Renovations			
8. Other 1	1,975.00	0.00	1,975.00
9. Other 2			
10. Other 3			
Section G, Direct Costs (A thru F)	161,467.10	0.00	161,467.10
Section H, Indirect Costs	83,801.46	0.00	83,801.46
Section I, Total Direct and Indirect Costs (G + H)	245,268.56	0.00	245,268.56
Section J, Fee			

Project Narrative - Grant Performance Coversheet

Title : Grant Performance Coversheet

Attachment:

File :

1 [Coversheet_022817.pdf](#)

2

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4

5



U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

OMB No. 1894-0003
 Exp. 06/30/2017

Check only one box per Program Office instructions.
 Annual Performance Report | Final Performance Report

General Information

1. PR/Award #: R305A150391
(Block 5 of the Grant Award Notification – 11 characters.)
2. Grantee NCES ID#: 21477
(See instructions. Up to 12 characters.)
3. Project Title: Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in...
(Enter the same title as on the approved application.)
4. Grantee Name *(Block 1 of the Grant Award Notification.):* The Pennsylvania State University
5. Grantee Address *(See instructions.):* Office of Sponsored Programs, 110 Technology Center Building, University Park, PA 16802-7000
6. Project Director *(See instructions.)* Name: Jennifer Frank Title: Assistant Professor
 Ph #: (814) 867-2865 Fax #:
 Email Address: jlf51@psu.edu

Reporting Period Information (See instructions.)

7. Reporting Period: From: 03/01/16 To: 02/28/17

Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds <i>(Match/Cost Share)</i>
a. Previous Budget Period	\$205,390	
b. Current Budget Period	\$130,683	
c. Entire Project Period <i>(For Final Performance Reports only)</i>		

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

- a. Are you claiming indirect costs under this grant? Yes No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? Yes No
- c. If yes, provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017
 Approving Federal agency: Office of Naval Research
 Type of Rate *(For Final Performance Reports Only)*: Provisional Final Other *(Please specify):* _____
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement?
 Complies with 34 CFR 76.564(c)(2)?

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? Yes No N/A

Performance Measures Status and Certification (See instructions.)

11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No
- b. If no, when will the data be available and submitted to the Department? ____/____/____ (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

John W. Hanold

Title: Associate V.P. for Research, Director of Sponsored Programs

Name of Authorized Representative:

(b)(6)

Date: 03/24/2017

Project Narrative - IRB

Title : IRB

Attachment:

File :

- 1 [IRB_Approval_2_3_16.pdf](#)
- 2 [IRB_Study_PRotocol.pdf](#)
- 3
- 4
- 5



IRB Program
Office for Research Protections

Vice President for Research
The Pennsylvania State University
205 The 330 Building
University Park, PA 16802

Phone : (814) 865-1775
Fax: (814) 863-8699
Email : orprotections@psu.edu
Web : www.research.psu.edu/orp

APPROVAL OF SUBMISSION

Date: February 3, 2016

From: Tracie Kahler, IRB Analyst

To: Jennifer Frank

Type of Submission:	Initial Study
Title of Study:	Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in Educational Communication Skills Training program.
Principal Investigator:	Jennifer Frank
Study ID:	STUDY00003028
Submission ID:	STUDY00003028
Funding:	United States Department of Education
IND, IDE, or HDE:	Not Applicable
Documents Approved:	<ul style="list-style-type: none"> • online student assent (2), Category: Other • Curriculum summary - main & supplemental (1), Category: Other • Teacher Survey Items (to be collected via Qualtrics) (1), Category: Data Collection Instrument • Appendix 4 Virtual Role Playing application (1), Category: Other • wavier of consent -- parent -- online version (2), Category: Consent Form • RESPECT HRP 591 - Protocol for Human Subject Research (3), Category: IRB Protocol • HRP - Signed Consent for Teachers Project RESPECT (2), Category: Consent Form • Teacher Recruitment Brochure (1), Category: Recruitment Materials • Appendix 3 - Teacher Coaching Protocol (1), Category: Other • Waiver of Consent -- parent paper (2), Category: Consent Form • Quantitative Measures Codebook 11-3-2015 RESPECT (1), Category: Other • Appendix 1- Core Content Areas and Logic Model RESPECT (1), Category: Other • Student Survey items (to be collected via Qualtrics) (1), Category: Data Collection Instrument • Teacher sign-up document (1), Category: Recruitment Materials • Appendix 2 - CLASS and BOSS Observation Protocols

	(1.01), Category: Other <ul style="list-style-type: none"> • active parent consent and student assent-- special study (1), Category: Consent Form • Appendix 5 Qualitative Teacher Interview Protocol (1), Category: Data Collection Instrument • Grant Application (1), Category: Sponsor Attachment
Review Level:	Expedited
IRB Board Meeting Date:	

On 2/3/2016, the IRB approved the above-referenced Initial Study. This approval is effective through 2/2/2017 inclusive. You must submit a continuing review form with all required explanations for this study at least 45 days before the study's approval end date. You can submit a continuing review by navigating to the active study and clicking 'Create Modification / CR'.

If continuing review approval is not granted before 2/2/2017, approval of this study expires on that date.

To document consent, use the consent documents that were approved and stamped by the IRB. Go to the Documents tab to download them.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual ([HRP-103](#)), which can be found by navigating to the IRB Library within CATS IRB (<http://irb.psu.edu>). These requirements include, but are not limited to:

- Documenting consent
- Requesting modification(s)
- Requesting continuing review
- Closing a study
- Reporting new information about a study
- Registering an applicable clinical trial
- Maintaining research records

This correspondence should be maintained with your records.



HRP-591 - Protocol for Human Subject Research

Protocol Title:

Provide the full protocol title as listed in CATS IRB (<http://irb.psu.edu>).

Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in Educational Communication Skills Training program.

Principal Investigator:

Name: Jennifer L. Frank
Department: Educational Psychology, Counseling, and Special Education
Telephone: 814-867-2865
E-mail Address: jfrank@psu.edu

Version Date:

02--16

Clinicaltrials.gov Registration #:

Provide the registration number if applicable to this study.

If you need help...

University Park and other campuses:

[Office for Research Protections Human Research Protection Program](#)

The 330 Building, Suite 205
University Park, PA 16802-7014
Phone: 814-865-1775
Fax: 814-863-8699
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College of Medicine and Hershey Medical Center:

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Instructions for using this protocol template:

1. Add this completed protocol template to your study in CATS IRB (<http://irb.psu.edu>) in the "Basic Information" section. Links to Penn State's protocol templates are available in the same location where they are uploaded and their use is required.
2. This template is provided to help investigators prepare a protocol that includes the necessary information needed by the IRB determine whether a study meets all criteria for approval.
3. There may be sections in this template that do not apply. If a section or question does not apply to the research study in question, provide the response "Not Applicable".
4. **DO NOT TYPE IN THE GRAY BOXES.** All guidance language appears in gray boxes and these boxes **MUST** be deleted from the final version of the protocol prior to upload to CATS IRB.

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1.0 Objectives

1.1 Study Objectives

The development of effective interpersonal communication skills is critical to the success of professionals in a variety of settings. These skills are particularly important for teachers, who must learn to successfully interact with a diverse array of students, colleagues, and parents on a daily basis. Teachers with well-developed interpersonal communication skills are better prepared to provide emotional support by managing student behavior effectively, de-escalating conflict situations, and building more positive relationships with students, parents, and colleagues. Although the features of effective interpersonal communication strategies are fairly well-known, the field lacks feasible and effective programs to support the development of these skills among in-service teachers. Moreover, traditional pedagogy for training interpersonal communication skills (modeling, role-play, and coaching) is inefficient and frequently ineffective. The purpose of this study three-year Goal 2 project is to: (1) develop a manualized communication skills training program, (2) assess program feasibility and

acceptability, (3) iteratively evaluate and revise program content, (4) develop valid measures of program fidelity, and (5) conduct a pilot effectiveness study of the final version of the program.

1.2 Primary Study Endpoints

The research study will proceed in three phases, each with a unique goal and set of endpoints.

Phase One focuses on consumer-focused development of program content. During this phase, we work closely with small representative samples of intended user groups in order to develop the professional development program (including scope & sequence, lessons, activities, training power-points, knowledge assessments and workbook), and program supplementary materials (e.g., self-care activities, virtual role play, coaching protocol) with maximum user acceptability. Concurrently, we will develop and evaluate our virtual role play application using a specialized PARADISE protocol, an information technology industry standard process specifically designed to assess the quality and performance of artificial intelligence applications

During Phase One, we will pilot quantitative measures for assessing the teacher's classroom instructional practice, level of student engagement, classroom management skills, and competence in use of situational strategies for developing positive student relationships. Professional development training will enable teachers to de-escalate conflict situations and to enhance their social-emotional competence levels need to address emotion regulation and conflict resolution.

Teachers will be observed and assessed in the classroom based using the Classroom Assessment Scoring System (CLASS – Hamre, Goffin, & Krafy & Sayre, 2009) [See Appendix 2] In addition qualitative assessments of teachers will be done via interviews and focus groups. Teachers will also nominate 3 -5 students to be observed throughout the intervention. Students whom teachers have nominated will also be observed using BOSS methodology. (See Appendix 2)

The primary endpoint of Phase One will be development of program content, a qualitative summary of teacher evaluations of the curriculum, and completion of pilot of quantitative measures.

Phase Two continues the development process with a focus on examining (a) the effectiveness of our core curriculum pre-post, and (b) relative effectiveness of each supplementary program component. During this phase, we study the relative effectiveness of each program component using a factorial design, examine the contextual barriers to fidelity, and revise products to promote successful implementation.

The primary endpoint of Phase Two will be revised curriculum and supplemental products, based on analysis of effectiveness and fidelity of the program components.

In Phase Three, the final year of the project, a randomized controlled trial (RCT) pilot study will be conducted to provide evidence for promising effects necessary for a Goal 3 study.

1.3 Secondary Study Endpoints

Secondary study endpoints include development of supplemental program components related to stress-reduction, classroom management strategies and classroom skills for developing growth mindsets in teachers and students.

2.0 Background

2.1 Scientific Background and Gaps

Classroom management is a primary concern for many teachers (Weinstein, Romano, & Rigano Jr., 2010; Wideen, Mayer-Smith, & Moon, 1998). A key component of an effectively managed classroom (i.e., a classroom that promotes academic engagement and prosocial behaviors) is quality teacher student interactions (Brackett, Reyes, Rivers, Elbertson, & Salovey, 2011; Hamre & Pianta, 2001; Martin & Dowson, 2009; Solomon, Watson, Delucchi, Schaps, & Battistich, 1988; Weinstein, et al., 2010). Hamre et al. (2013) claim that teacher-student interactions drive student learning and can be conceptualized in three domains—emotional (i.e., students' social-emotional development), organizational (i.e., students' prosocial behavior and attention in class), and instructional (i.e., student learning). When teachers are unable to effectively manage student behavior in an emotionally supportive way, students tend to show lower levels of engagement in learning, shorter durations of on-task behavior, and ultimately diminished achievement (Marzano, Marzano, & Pickering, 2003; Wentzel, 1997). As predicted by Patterson's Coercive Cycle Model (Patterson, Reid, & Dishion, 1992), under these circumstances teachers may resort to using ineffective or excessively punitive measures that undermine the development of student self-regulation and contribute to an ongoing cycle of classroom disruption (Reinke & Herman, 2002). Over time, the characteristics of this interaction, the coercive cycle, encourage students to expect punishment, conflict, and rejection as a normal part of their interactions with teachers. Enduring negative and coercive exchanges with students harms teachers as well, and can contribute to a 'burnout cascade' characterized by increases in teacher emotional exhaustion, and concurrent declines in teacher self-efficacy, classroom climate, and instructional quality (Martin, Sass, & Schmitt, 2012). For teachers to engage in emotionally supportive interactions, they require: 1) the social-emotional competence to develop awareness and emotional regulation in challenging interactions, 2) skills in interpersonal communication and (3) capabilities for conflict resolution in order to be able to interact most effectively.

2.2 Previous Data

None

2.3 Study Rationale

Despite this clear need for training in how to develop emotionally supportive teaching skills, teachers "rarely receive specific training to address the importance of social and emotional issues in the classroom" (Jennings & Greenberg, 2009, p. 496). Specifically, "The lack of an association between teacher education and classroom organization or emotional support suggests that current teacher education programs do very little to teach teachers how to develop positive relationships with students or develop effective management strategies" (Hamre et al., 2013, p. 480).

This project will fill a critical need in the field by developing a feasible and effective professional development program specifically designed to cultivate teachers' capacities to provide emotional support. Project RESPECT will provide direct skills instruction in: (a) strategies to promote social-emotional competence, specifically teacher self-awareness and self-management during emotionally provocative situations; (b) effective interpersonal communication strategies; and (c) strategies to prevent and de-escalate conflict situations. In addition to the core training program, we will develop several supplemental components, including training in self-care, virtual role play applications, and teacher coaching, to reinforce learning concepts and promote transfer of learning. Through three coordinated phases of research, we will iteratively develop and test the effectiveness of this new curriculum.

3.0 Inclusion and Exclusion Criteria

3.1 Inclusion Criteria

All participating teachers must be full-time regular education teachers of grades 6-12. All participating students must be full-time regular education students who are taught at least 1 class by the participating teacher. Participating students will be secondary level students, from grades 9 through 12. If any of the students is 18 years of age or older, he/she will be invited to consent for him/herself. All participants must be fluent in English to fully participate in study activities.

3.2 Exclusion Criteria

Participants will be excluded if (1) they do not speak or read English fluently, or (2) they have a disability that precludes them from participating in study activities.

3.3 Early Withdrawal of Subjects

3.3.1 Criteria for removal from study

Participants may be withdrawn early from the study if they fail to adhere to protocol requirements or voluntarily withdraw consent.

3.3.2 Follow-up for withdrawn subjects

We will request an interview with any teacher participants who voluntarily withdraws from the study to better understand the causes of study attrition. No follow up will be conducted for withdrawn students.

4.0 Recruitment Methods

4.1 Identification of subjects

All participants will be drawn from the Central Bucks School District and the Springfield-Delaware County Schools District in Pennsylvania. We have received the support of district administrators to actively recruit principals and teachers from their districts. Actual contact information (phone and/or email) for teachers will be provided by district administrators. Participating students will include all students in the classrooms of participating teachers whose parents have not declined permission for them to be in the study. Individual students selected for special study, based on classroom performance, will be identified by participating teachers.

4.2 Recruitment process

Prior to recruiting teachers, we will obtain the consent to recruit from building principals. Teachers will then be recruited during presentations made at regularly scheduled professional development training sessions. (recruitment materials attached as supporting documents). Student recruitment will include a letter sent to student parent/guardians via regular school communications explaining the purpose of the study and describing required activities. As a part of the communication with student guardians, parents will be provided with a waiver of consent form to return to study personnel in case they do not consent to have their children participate in the study. In addition, parents of students who are selected for the special individual study will be asked to sign a written parent consent/student assent permitting collection of additional data.

4.3 Recruitment materials

Teachers will be recruited in person with materials containing a description of the study requirements (see attachments in supplemental documents) and including consent forms.

Information packets containing consents will be sent to parents/guardians, via regular home-school communications channels, explaining the nature of the study and including waiver of consent forms (and written parent consent/student assent in the case of students selected for the special study).

4.4 Eligibility/screening of subjects

Teacher participants will not be pre-screened for eligibility. Teachers in the subject school districts will participate on a voluntary basis. Teachers will be asked to identify which students in their classrooms are eligible to participate in the study (*i.e.*, fluent in English and does not have a disability that prohibits participation in study activities).

Eligible students include full-time public high school students in the subject school districts who are enrolled in classes taught by participating teachers, whose parents have consented to allow them to participate in the study, who have provided assent to participate and who do not have any attributes that preclude them from participating in study activities.

5.0 Consent Process and Documentation

5.1 Consent Process

5.1.1 Obtaining Informed Consent

5.1.1.1 Timing and Location of Consent

We will obtain active teacher consent, online student assent, and waiver of parent consent forms to participate in main study activities. For students selected for the special study, active written parent consent and student assent forms will be obtained.

Teachers: We will obtain active teacher consent online. Consent will be obtained prior to engaging in any intervention or assessment activities. Teachers will be asked to consent to having audio/video recordings of the classes being studied so that CLASS observational data can be completed offsite.

Students: We will obtain student assent online. Consent will be obtained prior to engaging in any intervention or assessment activities. Students who are selected for the special study will be asked to provide written assent along with the written parent consent.

Parents: We will obtain passive parent consent for their child to participate in main study activities. All parents will be notified of study activities via letters distributed through pre-existing home-school communication channels set up by the school. Parents will be provided up to 2 weeks to opt their child out of study activities. (attached waiver of consent forms for parents include both written and online versions to be used based on standard school communication methods) Parents of

students chosen for the special individual study will be asked to complete written consent forms.

5.1.1.2 Coercion or Undue Influence during Consent

Participating teachers will be told verbally and in writing that they are voluntarily participating in the study and that participation will not impact their employment position or standing. Parents/guardians will be told in writing that they are voluntarily granting permission for their child to participate in this study and that failure to participate will not impact their student's evaluation, grades, or standing at their school. Students will be told in writing that they are voluntarily participating in this study and that participation will not impact their evaluation, grades, or standing at their school. Students who choose not to participate in study activities will be provided with non-aversive alternative activities to engage in during study activities.

5.1.2 Waiver or alteration of the informed consent requirement

With respect to student participation in quantitative surveys and audio-video recordings, waiver of consent is requested for this study. The school system will distribute information packets, to the parents via regular school-home communication channels, adopted by the subject school. Consent forms will be included in these packets. Parents who wish to consent do not need to return the form. Parents who do not wish to consent (to the entire study or to either surveys or videorecordings) must return the signed forms to the research project office within 2 weeks. (Students will be asked to actively complete an assent form and teachers will also actively consent on a form delivered online.) [See CATS documents – Parent Consent and Student Assent forms]

This approach is taken because the survey involves minimal risk to the students. This part of the research study involves responding only to a questionnaire in class, with no special procedures. Written information will be provided to parents and students in the form of the assent and passive consent documents.

5.2 Consent Documentation

5.2.1 Written Documentation of Consent

Teacher Consent will be active consent on online forms containing the addendum for creating video records.

Parent and Student Quantitative – See descriptions in 5.2.2 below of passive consent process for parents of all students participating in the main study. Parents of students selected for the special study will be asked to complete written consents, with written student assents also attached.

5.2.2 Waiver of Documentation of Consent

A waiver of parent consent is requested for the main portion of this study. School administrators will send passive consent form letters to parents of children potentially participating in the study. The passive consent form will be sent to parents using the regular home-school communication channels adopted by the school district. Parents who consent to allowing their child to participate in the study do not need to return the form. Parents who do not consent to their child

participating in the study will be asked to indicate their refusal by checking the "I do not consent" box on the form and to return the form to project staff within two weeks of its receipt.

We are requesting a waiver of parent consent because the study involves minimal risk to the students. Students will be asked to respond to an online questionnaire in class, with no special procedures.

Passive consent is appropriate in this case given the fact that a goal of this study is to examine the effects of the RESPECT training program for teachers on students who are at high risk for social and/or academic failure. Experience in previous studies suggests that families of high-risk students face many challenges that decrease the likelihood that they will return consent forms within the allotted time frame. As students who are at risk are of particular importance to this study, we believe the low risk level of these measurements, combined with the nature of the study objectives, justify the use of passive consent.

We have reviewed the checklist for Waiver of Consent on HRP 410 and we believe this study conforms to the requirements on the checklist, (i.e., is not regulated by the FDA, does not involve neonates, involves no more than minimal risk for subjects, will not adversely affect the rights and individual welfare of the subjects) and, as explained, it will be difficult to obtain sufficient participation of high-risk students without waiver of consent.

Teachers will sign written consent forms with addendums (for video recordings) and students will complete online assent forms. No waiver of documentation of consent is requested for these parts of the study. Parents and students selected for the special study will complete written consent forms.

5.3 Consent – Other Considerations

5.3.1 Non-English Speaking Subjects

All teachers and students are English-speaking. Non-English speaking participants will be excluded from study activities.

5.3.2 Cognitively Impaired Adults

Participating teachers are not cognitively impaired adults.

5.3.2.1 Capability of Providing Consent

Participating teachers will all be English speaking and screened by data collectors to ensure they are sound of mind and capable of providing consent.

5.3.2.2 Adults Unable To Consent

Participating teachers will all be English-speaking and screened by data collectors to ensure that they are of sound mind and capable of providing consent.

5.3.2.3 Assent

We will not be obtaining assent from adult participants.

5.3.3 Subjects who are not yet adults (infants, children, teenagers)**5.3.3.1 Parental Permission**

Parents will receive letters describing the study and containing waiver of consent forms. These letters will be sent to them via regular home-school communication channels adopted by the school. Parents who wish to permit their students to participate do not have to return the forms. Parents who do not want to permit their children to participate in study activities must sign the form and return it within two weeks. Students will be asked to complete online assent forms. The first page of the online surveys for students will contain an assent, with a box that the student can check to agree to participate. Students who check the box and complete the survey will be deemed to have assented. Parents and students who agree to participate in the special study will complete written consent forms.

5.3.3.2 Assent

Assent will be obtained from all participating students whose parents have not opted out of the study. This assent will be a part of the online survey that the student complete. If the student does not assent on the first page of the online survey, the survey questions will not be shown and the student will be automatically exited from the survey system. If the student does not assent to participate in the audio-video recordings of classroom sessions, the student will be provided with an alternative activity by the teacher. Students selected for participation in the special study will sign written assents that are included as an addendum to the written parent consent form.

6 HIPAA Research Authorization and/or Waiver or Alteration of Authorization**6.1 Authorization and/or Waiver or Alteration of Authorization for the Uses and Disclosures of PHI**

N/A

Check all that apply:

- Authorization will be obtained and documented as part of the consent process.
- Partial waiver is requested for recruitment purposes only (*Check this box if patients' medical records will be accessed to determine eligibility before consent/authorization has been obtained*)
- Full waiver is requested for entire research study (*e.g., medical record review studies*)
- Alteration is requested to waive requirement for written documentation of authorization

6.2 Waiver or Alteration of Authorization for the Uses and Disclosures of PHI**6.2.1 Access, use or disclosure of PHI representing no more than a minimal risk to the privacy of the individual**

N/A

6.2.1.1 Plan to protect PHI from improper use or disclosure

N/A

6.2.1.2 Plan to destroy identifiers or a justification for retaining identifiers

N/A

6.2.2 Explanation for why the research could not be practicably be conducted without access to and use of PHI

N/A

6.2.3 Explanation for why the research could not practicably be conducted without the waiver or alteration of authorization

N/A

6.3 Waiver or alteration of authorization statements of agreement

N/A

7 Study Design and Procedures

7.1 Study Design

The research plan emphasizes a multi-method, multi-informant approach, using a cycle of initial development, implementation, data collection, summative data analysis that follows a Multiphase Optimization Strategy (MOST) development framework (Collins et al., 2011). MOST is a methodological framework for optimizing and evaluating multi-component behavioral interventions that typically begins with product development, followed by optimization of components through factorial experiments, and finally validation of product effectiveness through randomized trials (Collins et al., 2011; Collins, Dziak, & Li, 2009). At each stage of the MOST process, we: (a) evaluate program effectiveness, and (b) evaluate program performance to determine fidelity and acceptability. Consistent with the MOST framework, our iterative development process begins with a six-month Planning Phase followed by three distinct phases.

The RESPECT program is designed to provide teachers with targeted training, coaching support and tools for virtual roleplay in order to improve their communication skills, increase ability to provide emotional support to students, enhance capabilities for developing positive relationships with students and to develop effective classroom management strategies. Supplemental components will include training in self-care, virtual role-play applications and teacher coaching to promote transfer of learning. Throughout three phases of this research, we will iteratively develop and test the effectiveness of this training program.

In Phase One of the study, we will focus on consumer-focused development of program content. We will pilot the RESPECT training program and the assessments/measures for evaluating outcomes and effectiveness. The overall goal of this program is to complete development and evaluation of the RESPECT curriculum and supporting tools/materials within the contexts of public high schools. During this phase, we work closely with a small representative sample of intended user groups in order to develop the professional development program (including scope & sequence, lessons, activities, training power points, knowledge assessments and workbook), and program supplementary materials (e.g., self-care activities, virtual role play, coaching protocol) with maximum user acceptability. Concurrently, we will develop and evaluate our virtual role play application using a specialized PARADISE protocol, an information technology industry standard process specifically designed to assess the quality and performance of artificial intelligence applications.

Phase Two continues the development process with a focus on examining (a) the effectiveness of our core training program, pre-post, and (b) relative effectiveness of each supplementary program component. During this phase, we study the relative effectiveness of each program component using a factorial design, examine the contextual barriers to fidelity, and revise products to promote successful implementation.

During Phase Three, the final year of the project, a randomized controlled trial (RCT) pilot study will be conducted to provide evidence for promising effects necessary for a Goal 3 study. During Phase 3, we address the weaknesses of our Phase 2 design by conducting a randomized pilot study with a business-as-usual (wait-list) control group. Treatment group participants will receive version 3 of the curriculum along with any revised supplemental components our iterative process suggests should be retained. Teachers will be randomized into treatment or control conditions using a computer generated random number table.

During phases 1-3, we conduct a concurrent evaluation of program performance of each version of the intervention designed to determine the usability and acceptability of the program among users, and to identify any barriers to implementation fidelity. At the end of each phase, a curriculum

coordinator aggregates feedback and key investigators review findings with our Advisory Panel. During this review, we examine available data and come to consensus on necessary revisions to program content. The focus and extent of program revisions are guided by empirically informed a-priori decision rules. We have allowed for a minimum of 2 months for our team to implement revisions. The effectiveness, acceptability, and implementation fidelity of the newly revised program is then compared to the previous version to determine whether changes had their intended effect. The documents currently submitted are intended to describe and support Phases 1 & 2 of the study.

7.2 Study Procedures

As required by MOST, we established a-priori program modification decision-rules designed to guide program modification activities for each component. At the end of each phase, we will examine the effect sizes, acceptability, and fidelity of each program component. The specific revision activities will be dictated by how program components perform in each domain. To facilitate this process, we established empirically-based cut points for program effectiveness, acceptability, and fidelity. We will accept a less than 5-pt reduction in fidelity as acceptable, between 5-9% reduction cause for minor modifications, 10-20% as cause for major modifications, anything beyond as unacceptable loss to ES.

In Phase One, we will recruit 20 teachers to participate. We will ask teachers to complete pre-survey questions (identified in the measures section below) and to identify and do a pre-assessment of 4 – 5 students whom they anticipate to be challenged or at risk for failure. We will collect data from classrooms through audio-video recordings that will serve as the basis for observations of the teacher (CLASS) and of the classroom as a whole (BOSS), in order to determine student engagement on a composite level. (Both observational data methods are described in Appendix 2)

Teachers will be asked to complete a pre-test survey containing items from the teacher measures described below. Students will complete classroom and teacher assessments in online surveys administered during the first week of class and again at post-test, approximately 6 – 8 weeks following the intervention. (See Measures section below and "Appendix 5 – Codebook" in supporting documents. Actual teacher and student survey documents have also been included in the supporting documents section).

The research team will analyze student pre-test responses before presenting the RESPECT curriculum to teachers, so that the teachers can be given specific feedback regarding their beginning classroom practices. During the 2 -3 days during which the professional development training is presented to teachers, the teachers will receive instruction in the RESPECT program and will also receive supplemental modules related to stress reduction and the fostering of growth mindsets. We will provide them with manuals, reference guides and the virtual roleplay tools needed to practice communicating in stressful and provocative situations.

Following the training sessions, teachers will be supported in their development with monthly coaching sessions, conducted via phone. (See Appendix 3, "Coaching Protocol" and Appendix 6, "Qualitative Interview Protocol" in supporting documents.) At the end of the semester, we will conduct focus groups of the teachers to receive their feedback and evaluation of the RESPECT program and materials.

At the end of the study cycle, students and teachers will complete online post-surveys using the same metrics as in the pre-survey, along with a series of program evaluation questions to determine program acceptability and value. Also at end of the study cycle, teachers will be interviewed by members of the study team. Questions will focus on the curriculum itself, the teachers' experiences as an educator, teacher thoughts on the intervention and teacher perception of how their students are responding to the program. (Appendix 6) Interviews will be audio-taped

and transcribed with pseudonyms replacing any identifying names. Teacher focus groups will also be taped and transcribed using pseudonyms or numbers to identify group participants.

During this first phase of our study we will study the effectiveness of the curriculum by using both qualitative and quantitative measures to inform the design and implementation of our subsequent experimental studies in Phases 2 and 3.

Each of the 20 teachers will implement Project Respect in one classroom, and that classroom will serve as the subject for CLASS and BOSS observations. Each class consists of @ 20 students, so the number of students studied in Phase One will be approximately 400 students.

Phase 1 will also include a special study. Teachers will be asked to select 4 – 5 students whom they feel can most benefit from the program to be studied in greater detail by the research study teams. The study team will do individualized studies of these students and will seek written parental consent to obtain additional records such as grades, academic achievement test scores and evidence of disciplinary or behavioral problems.

Phase 2 will involve the introduction, implementation evaluation and refinement of the RESPECT curriculum. This phase is designed to improve and enhance the training program and the study materials based on evaluation and input from students, teachers and from our professional Advisory Panel. During Phase 2, evaluation of outcomes will be based on a pre-post research design. Measures of intervention fidelity and quality will be piloted. Pre- and post- intervention program evaluations involving questionnaires and assessments of teacher efficacy, competencies in social-emotional regulation, classroom management strategies and emotion regulation will be administered via a computer-based survey.

Teachers will complete computer-based evaluations regarding their perceptions of program feasibility, program quality and effectiveness. The curriculum and supporting materials will be developed iteratively based on the feedback obtained from the assessments and these enhancements will be reviewed by the Advisory Board.

In Phase 3, we will conduct a pilot study which replicates the pre-post study, but students will be selected both from classes participating in the Project Respect program and from classes participating in the regular curriculum.

7.2.1 Pre- and Post Assessments

Assessments will be conducted via email with teachers and in classroom with students using computer-based online surveys. The student assessment battery includes student reports on engagement and motivation within the subject teacher's class, along with evaluation of the program (at post-test). Surveys will be completed without the use of names. Pre and post results will be matched based on assigned ID's numbers for students and teachers. The key matching ID numbers and names will be maintained in the research study office in a locked file cabinet. Only key study staff will have access to this list.

Interviews with teachers and students will be maintained with the use of pseudonyms and/or numbers. The key associating the name of the teachers with pseudonyms will also be kept in a locked cabinet in the project team office. Only key study staff will have access to this list.

A detailed summary of all measures, items and scoring used in quantitative measures is provided in the Codebook (Appendix 6) that is attached as a supporting document to this study. Student and teacher survey instruments are also attached. The following is a brief list of the quantitative measures that will be used:

TEACHER MEASURES:

Teacher Demographic: We will collect information on the age, gender, ethnicity, race, family configuration, educational level and household income for teachers.

Teachers' Sense of Efficacy Scale (TES) is a 12-item self-report likert measure measuring efficacy in student engagement, instructional practices and classroom management. The 5 point likert scale is based on frequency from 1, "Nothing" to 5, "A Great Deal."

Difficulties in Emotion Regulation Scale (DERS) is a 36 item self-report questionnaire designed to assess multiple aspects of emotion dysregulation. The measure yields a total score as well as scores on six scales derived through factor analysis: non acceptance of emotional response, difficulties engaging in goal-directed behavior, impulse control difficulties, lack of emotional awareness, limited access to emotion regulation strategies, and lack of emotional clarity. Individuals are asked to rate how often a series of statements indicative of emotion regulation skills such as "When I am upset, I become out of control," apply to themselves on a 5-point likert scale from 1, "Almost Never" to 5 "Almost Always."

Student –Teacher Relationship Scale (STRS) – Short Form -- This self-report instrument measures a teacher's perception of the quality of relationship with a given student. Respondents rate on a 5-point Likert scale from 1, "Definitely does not apply" to 5, "Definitely applies," how various statements accurately characterize the relationship they have with a student.

Tacit Knowledge Inventory for Teachers (TKI-HS) is a situational judgment test that presents 12 written scenarios of problem situations typically encountered by secondary school teachers. Each scenario provides several response options stating what the principal actor in the scenario 'should do'. Participants are asked to rate the quality of each response option, using a 1–5 Likert scale, from 1, "Strongly disagree" to 5, "Strongly agree."

Advance Competence Evaluation Scales Short Form (ACES) Teacher is designed to assess a student's academic skills and academic enablers. We will administer items in two subscales, engagement and motivation. For each item two ratings are required. The first rating describes the proficiency of a behavior, skill or attitude. The second describes the importance of the behavior skill, or attitude for academic success in the classroom. The motivation subscale measures student persistence in academic tasks and includes items pertaining to student responsibility and goal-directed behaviors. The engagement subscale measures a student's participation level in the classroom based on the student's frequency in asking and answering questions and engaging in leadership roles with peers. The reports are made on a 5 point likert scale from 1, "Far below" to 5 "Far above" for proficiency and a 3-point likert scale for importance from 1, "Not important" to 3, "Critical."

Behavior Intervention Rating Scale (BIRS) – [Post only] BIRS is a 24-item rating scale assessing teacher intervention acceptability, perceived effectiveness, and time of effect. Utilization of the BIRS will allow us to compare the degree of teacher acceptability of this intervention compared to other viable options. The reports are made on a 6-point likert scale from (, "Strongly Disagree" to 6, "Strongly Agree."

Supplemental teacher assessment tools include:

Teacher Implementation Logs. During implementation, teachers will be asked to

maintain a semi-structured ten-item implementation log in which they provide quantitative ratings (5-point likert-scale) and narrative feedback regarding the acceptability of trainings.

STUDENT MEASURES:

Advance Competence Evaluation Scales Short Form (ACES) – Student Version

is designed to assess a student's engagement and motivation in the classroom. For each item two ratings are required. The first rating describes the proficiency of a behavior, skill or attitude. The second describes the importance of the behavior skill, or attitude for academic success in the classroom. The motivation subscale measures student persistence in academic tasks and includes items pertaining to student responsibility and goal-directed behaviors. The engagement subscale measures a student's participation level in the classroom based on the student's frequency in asking and answering questions and engaging in leadership roles with peers. The reports are made on a 5 point likert scale from 1, "Far below" to 5, "Far above" for proficiency; a 3 point likert scale is used for importance from 1, "Not important" to 3, "Critical."

Responsive Environmental Assessment for Classroom Teaching (REACT)

measures cognitive, social and behavioral supports in the classroom that are under the direct control of the teacher and are supported by empirical research. It measures how students experience the classroom environment in a manner intended to be useful for classroom teachers. It is a guide for teachers interested in learning about their students' experiences and contains 39 items. The scale is a 4-point Likert scale beginning with 1, "No" to 4, "Yes."

Observational Data Measures and Sources:

Classroom Assessment Scoring System (CLASS-Secondary Version).

The CLASS is a classroom observational rating system for assessing specific emotional, management, and instructional elements of quality in educational environments. Scales include emotional support (positive & negative climate, teacher sensitivity, regard for adolescent perspectives), classroom organization (behavior management, productivity, instructional learning formats), and quality of instructional support (content understanding, analysis and problem solving, quality of feedback, instructional dialogue quality).

Behavioral Observation in School Settings (BOSS). The BOSS is a structured observational coding protocol for assessing engagement and motivation in the classroom. Coding identifies on-task and off-task behaviors within the classroom. The BOSS codes behavior into categories of academically engaged (e.g., writing, raising hand), passively engaged (e.g., working silently, listening to instructions), off-task verbal (e.g., calling out), off-task motor (e.g., playing with materials), and off-task passive (e.g., day dreaming). The BOSS also includes a measure of teacher directed instruction (TD) which provides an estimate of the amount of time the teacher is engaged in direct instruction. The BOSS is administered in 15-second intervals for a minimum of 15 minutes. On-task behaviors (active and passive engagement) are scored at the beginning of each interval using momentary time-sampling, and off-task behaviors (motor, verbal, passive) are noted using partial interval scoring. Appendix 2 includes an example of behavioral definitions and protocol for scoring the BOSS.

Teachers' consents will include permission to create video records of teachers and of the classrooms that have been selected for study. Video recordings of classes being studied will serve as the primary basis for both CLASS and BOSS observations/assessments and will be created at the beginning and end of each study cycle. Collection of data through video recordings will permit offsite coding and assessment at remote locations by qualified CLASS and BOSS observers. Use of this method will result in minimal intrusion in the classroom by adult observers, thereby avoiding any disruption of typical classroom dynamics.

There is no intention to use video clips of classrooms in external presentations or conference. Video clips showing teachers only may be used in conference presentations, provided the teacher grants explicit permission in the optional consent that is a part of the teacher consent form.

Office Disciplinary Referrals (ODRs).

All schools in our sample systematically document and electronically store student office disciplinary referral information. ODR forms document the behavior initiating the referral, referring teacher, location, and consequence. Teachers receive training in completing ODR forms and related behavioral definitions annually. These conditions are consistent with recommendations from Irwin et al. (2004) regarding valid use of ODR data. ODR forms may be requested only in the case of students in the special study, whose parents have signed written consents providing for release of student conduct or disciplinary information.

For all observational measures: a minimum of 20% of observations will be double coded, and observers must maintain at least 80% field reliability to remain eligible to observe. If reliability drops below that level, coders will be retrained. All observers will remain blind to condition. Teacher class periods including direct instruction will be randomly selected for observation.

Advisory Panel: We have assembled an Advisory Panel of internationally-recognized scholars to help support our development efforts. Dr. Bridget Hamre (University of Virginia) will provide consultation on the assessment of student-teacher interactions and emotionally supportive teacher behaviors in the classroom. Dr. Kathryn Wentzel (University of Maryland) will provide consultation on student-teacher interactions and linkages to achievement motivation and academic success. Advisors will participate in end-of-phase board review meetings and provide substantive feedback regarding development and data collection protocols (e.g., interview, focus group, observation) prior to implementation. Members of the advisory panel will not have access to private or identifiable data about any of the research subjects.

7.3 Duration of Participation

Teachers and students will participate in the study during the course of one academic semester (e.g., from January through June of the winter semester). Students participating in the program will complete 2 twenty-minute surveys at both pre and post-test. Teachers will complete 2 thirty-five minute surveys at both pre- and post. Teachers will also participate in training for a 2 -3 day session and will participate in interviews and focus groups that will last for approximately forty-five minutes each.

8 Data and Specimen Banking For Future Undetermined Research

8.1 Data and/or specimens being stored - N/A

8.2 Location of storage – N/A

8.3 Duration of storage – N/A

8.4 Access to data and/or specimens – N/A

8.5 Procedures to release data or specimens N/A

8.6 Process for returning results N/A

9 Statistical Plan

9.1 Sample size determination

To complete the PARADISE evaluation, we will recruit a convenience sample of an additional 20 adult individuals (total $n = 40$) from the State College community. Including this convenience sample is appropriate because our goal is to determine whether the technology is operating as intended at this point and identify any problems in usability or design. Ensuring our sample has a mix of novice and experienced technology users is critical. Because our teacher sample skill set is unknown, we will pre-screen our convenience sample on technology proficiency scale (1=novice to 10=expert) to obtain a diverse sample.

During phases 1 the sample size will be @ 20 teachers and @ 400 students.

Phase 2 Sample. Phase 2 participants will include a larger sample representative of our intended user group. We anticipate recruiting at least 104 teachers total (13 x 8 conditions).

Phase 3 Sample. Phase 3 activities focus on evaluating the effectiveness of the program in a small-scale randomized pilot study. We plan to recruit at least 100 teachers total (50 treatment, 50 control) from the Springfield district. Springfield has a total of 138 eligible full time core instructional teachers potentially available for recruitment, allowing for a loss of up to 27% of our possible sample due to failure to recruit or attrition. If for any reason we do not meet our recruitment quota, we will recruit full-time non-core instructional teachers (e.g., art, music, technical education) until our sample quota is met. Teachers will be randomly assigned to the intervention or wait-list control condition using a computer generated random number table

9.2 Statistical methods

Quantitative Data Analysis Preliminary analyses of quantitative data will focus on establishing the psychometric and distributional properties of all measures. We will examine item distributions, possible outliers, or unusual patterns of missing data. If any unexpected item distributions are found, data will be transformed as appropriate (Howell, 2007; Tabachnick & Fidell, 2007). Our preliminary analyses will also include testing for pre-treatment differences between intervention and control groups for any important demographic characteristics, or on

any of the measures we will be using as predictors or outcomes. If group differences are detected in any measures, we will include those measures as covariates in our analytic models. All included covariates will be examined to ensure linear relations with the dependent variable, homogeneity of covariate regression effects, and heteroscedasticity.

To evaluate intervention effectiveness we will use paired t-tests (Phase 1 & 2) and analysis of covariance (ANCOVA) procedures (Phase 2 and 3). These methods are well known and detailed in many statistics texts (e.g., Cohen et al., 2003; Hays, 1988; Tabachnick & Fidell, 1996). During phase 1 & 2, a paired t-test will be used to determine whether within-subjects means on outcome measures vary significantly from pre to post.

To ascertain whether improvements made to program components at the end of each phase have had their intended effect, we will compare phase 1 vs phase 2 (condition 1) participants and phase 2 (condition 1) vs. phase 3 (treatment group) using a repeated-measures Analysis of Variance (ANOVA).

During Phase 2 and Phase 3, ANCOVA will be used to test the value-added of supplementary components (phase 2) and whether outcome measures differ between treatment and conditions (phase 3). We will include pretest variables and any variables demonstrating significant group differences at baseline as covariates in both models. For the phase 2 factorial experiment, we will use effect (-1, 1) coding to ensure that main effects and interactions are orthogonal. For teacher-level outcome data we will examine ICCs (see section on B.3. below), and if ICCs are non-trivial, analyze data using a 2-level fixed-effects hierarchical linear model.

Qualitative Data Analysis. Analysis of qualitative data derived from teacher interviews, narrative feedback in teacher logs, focus group data, and field notes will proceed in a similar fashion across all phases of research. First, all verbal data (interview/focus group) will be audio recorded and transcribed. Permanent products (e.g. teacher logs), will be scanned. All data sources will then be entered into NVivo and tagged with regards to a) information source, b) participant ID, c) demographic information, d) transcript identification number, and when relevant e) the specific lesson, activity, or implementation requirement being referenced. Data will be analyzed following a multiple-stage process 1) development of a broad set of descriptive codes; 2) transformation through three qualitative operations (Skrtic, 1985) 3) development of a parsimonious set of categories that describe the data; and 4) the iterative formulation of an organizational scheme for the entire set of categories (Miles & Huberman 1994). Although some codes will be emergent, our coding scheme will include tags for segments that reference: a) content utility, b) implementation challenges, c) positive aspects of the curriculum, d) negative/unwanted aspects of the curriculum, e) specific suggestions (additions, deletions, modifications), f) required inputs (time, resources, knowledge), and g) references to constructs related to our theory of action. Researchers will use axial coding (Strauss & Corbin 1990) to analyze findings related to specific lessons and convergence and divergence across user groups. We will use descriptive statistics (e.g., mean, standard deviation, range) to analyze quantitative data derived from teacher ratings of each lesson recorded in their log. Analyses of themes related to required inputs will be used to refine and expand our intervention logic model

To compare treatment and control conditions, we will use analysis of covariance (ANCOVA) procedures. We will test whether outcome measures differ between conditions controlling for baseline characteristics and other covariates indicated by group differences in pre-test variables.

Qualitative data collection will be based on teacher interviews and focus groups. Interviews will be transcribed and analyzed using the constant comparative method (Strauss & Corbin, 1990). Researchers will employ selective coding data based on expected outcomes as outlined in the Conceptual Model and Theory of Change (E.g., well-being, efficacy, mindful engagement, belongingness, interpersonal interactions, classroom attention and participation, relationships

with the teacher and classroom climate). Using these criteria, researchers will compare students' pre and post-program responses.

10. Confidentiality, Privacy and Data Management

10.2 Confidentiality

Data that will be stored includes notes/transcripts from teacher interviews and electronic data from teacher and student surveys. The electronic data will be captured and stored in password protected Penn State network drives, open for review and examination only to qualified project personnel. Any hard copy documents will be stored in a locked file cabinet in the Principal Investigator's office.

10.2.1 Identifiers associated with data and/or specimens

No personal identifiers will be associated with data and/or specimens.

10.2.1.1. Use of Codes, Master List

We will create a master list linking personally identifiable information to randomly generated study ID's. This list will be stored on a password protected Penn State networked drive, only accessible by project principal investigators and authorized staff members.

10.2.2.2 Storage of Data and/or Specimens

Data will be stored on a secured password-protected Penn State networked drive. Any hard copy documents will be stored in a locked file cabinet in the project office. **Electronic and hard-copy data will be stored for 7 years AFTER THE CLOSE OF THE STUDY and then permanently destroyed.**

10.1.3 Access to Data and/or Specimens

Electronic and hard copy data will be accessible only to principal investigators and authorized study personnel.

10.1.4 Transferring Data and/or Specimens Data will not be transferred to and/or from outside collaborators.

Data will not be transferred to and/or from outside collaborators. Aggregate summary reports may be made available to school district personnel and to teachers/parents/students who participate; individual responses will not be returned.

10.2 Privacy

The research team will not be accessing any sources of information about the subjects other than what they provide to us in surveys. Teachers and students will be told to share information during

interviews/surveys that they feel comfortable sharing and may opt to not answer any questions which make them feel uncomfortable.

11 Data and Safety Monitoring Plan

11.1 Periodic evaluation of data

N/A: This study involves only minimal risk.

11.2 Data that are reviewed

N/A: This study involves only minimal risk.

11.3 Method of collection of safety information

N/A: This study involves only minimal risk.

11.4 Frequency of data collection

N/A: This study involves only minimal risk.

11.5 Individual's reviewing the data

N/A: This study involves only minimal risk.

11.6 Frequency of review of cumulative data

N/A: This study involves only minimal risk.

11.7 Statistical tests

N/A This study involves only minimal risk

Suspension of research

N/A: This study involves only minimal risk.

12 Risks

There are no foreseeable risks, discomforts, hazards or inconveniences to the subjects. Because the students' and teachers' survey responses will be maintained on electronic files that are not associated with their names, it is highly unlikely that any breach of confidential data could occur that would result in the association of individual survey responses with actual student identities. Pre and post survey data will be matched using numerical codes. Even were there to be an unintended breach of confidentiality, the nature of the survey questions and the interview questions do not pose significant risks. If for any reason, a student's or teacher's responses were identified, we would immediately involve school guidance counselors to evaluate risks and to address any concerns that may occur. Since the research

staff that is interpreting the data does not have access to the key that associates students with their names, it is highly improbable that a breach of confidentiality could occur.

13 Potential Benefits to Subjects and Others

13.1 Potential Benefits to Subjects

Teachers will be provided the Project RESPECT training and supplemental materials. They will receive coaching and technical support in implementing the curriculum. If the intervention is effective, it is possible that the teacher may experience indirect benefits of implementing the curriculum including knowledge of strategies to increase student engagement and improve classroom climate.

The proposed study is unique in its emphasis on promotion of communication skills designed to increase emotional support and to reduce conflict and to strengthen emotion regulation skills and classroom management strategies.

. Teachers may also elect to receive PA Act 48 professional development certification credits for successfully completing the training and required coaching sessions. Penn State is an approved Act 48 provider, and our training is consistent with eligibility requirements.

13.2 Potential Benefits to Others

Current and future students may benefit from teacher's enhanced use of communications that promote social and emotional awareness and that are directed toward the goal of conflict resolution.

This study will increase society's understanding of how to implement and modify the RESPECT program so that it is more feasible and effective when delivered in authentic school settings.

14. Sharing Results with Subjects

Resultant publications from these data will be provided to subjects upon request. Aggregate data summary reports may be shared with teacher and with students and parents who participate in the study.

15. Economic Burden to Subjects

15.1 Costs

There is no financial cost to participants above and beyond the time spent completing study activities.

15.2 Compensation for research-related injury

It is the policy of the institution to provide neither financial compensation nor free medical treatment for research-related injury. In the event of injury resulting from this research, medical

treatment is available but will be provided at the usual charge. Costs for the treatment of research-related injuries will be charged to subjects or their insurance carriers.

16. Number of Subjects

Phases 1 Sample: Phase 1 will include 20 trained teachers and approximately 400 students.

Phase 2 Sample: Phase 2 participants will include a larger sample representative of our intended user group. We anticipate recruiting at least 104 teachers total (13 x 8 conditions).

Phase 3 Sample: Phase 3 activities will include at least 100 teachers total (50 treatment, 50 control).

17 Resources Available

17.1 Facilities and locations

Recruitment and study procedures will be conducted at high schools in the Springfield and Central Bucks School Districts. The principal investigator has conducted studies in these areas before and is very familiar with the local culture.

17.2 Feasibility of recruiting the required number of subjects

We will use multiple methods we have found effective in similar studies to recruit potential teacher participants and obtain buy-in. Participants will be recruited during group presentations during regularly scheduled summer in-service meetings prior to the start of the school year. Participating schools will receive a direct payment of \$2000 for allowing the research team access to teachers and students.. Teachers will also receive PA Act 48 professional development certification credits for successfully completing the training and required coaching sessions. Penn State is an approved Act 48 provider, and our training is consistent with eligibility requirements. We have used these methods in previous studies involving teachers and found them effective incentives.

We will obtain passive parent consent and student assent to collect student questionnaires and extant records. Participation will be offered to all eligible teacher participants, however, prior professional development and experience in implementing similar curricula will be assessed prior to, and during the intervention.

If for any reason we do not meet our recruitment quota, we will recruit full-time non-core instructional teachers (e.g., art, music, technical education) until our sample quota is met. Teachers will be randomly assigned to the intervention or wait-list control condition using a computer generated random number table.

The districts from which we will be recruiting have historically had relatively low attrition rates among teachers (<2%) and low levels of student mobility. To offset expected attrition, we will aim to recruit 10% more teachers than the study protocol requires.

We anticipate significant levels of participation because of the enthusiastic support of the school districts, the teachers and the relative ease of participation in the study by students.

17.3 Time devoted to conducting the research

Dr. Frank has 20% FTE allocated to the project. Dr. Schussler has 30% FTE allocated to the project. Dr. Greenberg has 5% FTE allocated to the project. Combined, PI and Co-PI allocations are adequate to supervise ongoing research activities.

17.4 Availability of medical or psychological resources

We do not anticipate that the nature of these activities will result in any teacher or student requiring medical or psychological treatment. If it became apparent that one of the students is experiencing any medical or psychological distress resulting from participating in the study activities, we will provide them with information about how they can contact their local school counselor or nurse to receive additional medical or psychological resources.

17.5 Process for informing Study Team

The study team will hold weekly meetings to inform them about study progress, protocol procedures, and assign and monitor execution of team member duties. In addition, team members stay in regular email and phone contact.

18 Other Approvals

We have obtained approval from the Central Bucks and Springfield School Districts to conduct study activities. Letters of support were included as an appendix to the original project narrative.

19 Subject Stipend (Compensation) and/or Travel Reimbursements

Individual teachers will be compensated \$100 for participation in main study activities: professional development training, permitting audio-video recordings of 2 – 3 classroom sessions, and for completion of study assessments. This payment is not prorated. Participation in supplemental training programs is not considered necessary in order to be compensated for participation in main study activities. Teachers who elect to participate in optional activities, such as focus groups, will be paid at \$25 per hour of participation. Teachers may also elect to receive PA Act 48 professional development certification credits for successfully completing the training and required coaching sessions. Penn State is an approved Act 48 provider, and our training is consistent with eligibility requirements.

20 Multi-Site Research**20.1 Communication Plans**

N/A: Not a multi-site research study

20.2 Data Submission and Security Plan

N/A: Not a multi-site research study

20.3 Subject Enrollment

N/A: Not a multi-site research study

20.4 Reporting of Adverse Events and New Information

N/A: Not a multi-site research study

20.5 Audit and Monitoring Plans

N/A: Not a multi-site research study

21 Adverse Event Reporting

21.1 Reporting Adverse Reactions and Unanticipated Problems to the Responsible IRB

In accordance with applicable policies of The Pennsylvania State University Institutional Review Board (IRB), the investigator will report, to the IRB, any observed or reported harm (adverse event) experienced by a subject or other individual, which in the opinion of the investigator is determined to be (1) unexpected; and (2) probably related to the research procedures. Harms (adverse events) will be submitted to the IRB in accordance with the IRB policies and procedures.

21.2 Auditing and Inspecting

The investigator will permit study-related monitoring, audits, and inspections by the Penn State quality assurance program office(s), IRB, the sponsor, and government regulatory bodies, of all study related documents (e.g., source documents, regulatory documents, data collection instruments, study data etc.). The investigator will ensure the capability for inspections of applicable study-related facilities (e.g., pharmacy, diagnostic laboratory, etc.).

22 Study Monitoring, Auditing and Inspecting

22.1 Auditing and Inspecting

The investigator will permit study-related monitoring, audits, and inspections by the Penn State quality assurance program office(s), IRB, the sponsor, and government regulatory bodies, of all study related documents (e.g., source documents, regulatory documents, data collection instruments, study data etc.). The investigator will ensure the capability for inspections of applicable study-related facilities (e.g., pharmacy, diagnostic laboratory, etc.).

23 References

24 Appendix/Supporting documents

See CATS Document: HRP 588 – ORP Consent form for Signed Consent -- for Teachers in Project RESPECT

See CATS Documents: HRP 589 – Waiver of Written Consent – Parent Passive Consent Form for Project RESPECT

See CATS Document: Informed Student Assent

See also supporting documents:

Appendix 1: Core content Areas of Project RESPECT and Intervention Logic Model

Appendix 2: CLASS and BOSS observation protocols

Appendix 3: Coaching Protocol

Appendix 4: Virtual Role Play Application

Appendix 5: Project Respect Codebook

Appendix 6: Qualitative Interview Protocol

CONSENT FOR RESEARCH
The Pennsylvania State University

Title of Project: Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in Educational Communication Skills Training Program – Special Study

Principal Investigator: Jennifer L. Frank, PhD

Address: Educational Psychology, Counseling and
Special Education
The Pennsylvania State University
308 CEDAR Building
University Park, PA 16802

Phone: 814-867-2865 Email: jfrank@psu.edu

Subject's Printed Name: _____

We are asking your permission to have your child participate in a special study that is a part of Project RESPECT. This form gives you information about the research.

Whether or not you take part is up to you. You can choose not to take part. You can agree to take part and later change your mind. Your decision will not be held against you.

Please ask questions about anything that is unclear to you and take your time to make your choice.

1. Why is this research study being done?

We are asking your permission to allow your child to participate in a special study that is a part of Project RESPECT.

This study is being done to develop programs designed to promote emotionally supportive interpersonal communications and conflict resolution skills. In this special study, several individual students will be selected from each classroom to be a part of a more in-depth review. The only additional effort required of the students in the special study is to answer a few additional questions on the in-class surveys. If you agree to participate, your child will become a participant in the special study, and the research team will ask the classroom teacher to complete a brief questionnaire about your child. We will also review individual academic performance to find out about the impact of the program on academic performance and classroom conduct. Approximately 55 – 75 students (out of the total of 400 students who will participate in the main study) will take part in this special study.

2. What will happen in this research study?

In this special study, some students will be selected, after consultation with teachers, for more in-depth individual study by the research team. The student's survey and video record files will be reviewed by the research team. The only additional task required of students in the special study will be to answer a few additional questions when completing the surveys that will be completed by all students who participate in the RESPECT program. Each student is free to skip any questions that he/she prefers not to answer. For students participating in the special study, the research study team may also request student achievement test scores, academic grades and classroom performance, as well as any special status related to behavioral performance. The purpose of this more in-depth review is to determine whether or not the RESPECT program results in positive benefits for students.

3. What are the risks and possible discomforts from being in this research study?

There is a risk of loss of confidentiality if the student's information identity is obtained by someone other than the investigators, but precautions will be taken to prevent this from happening. The confidentiality of the survey or audio-video data created by the students or the researchers will be maintained to the degree permitted by the technology used. Absolute confidentiality cannot be guaranteed.

4. What are the possible benefits from being in this research study?

There is no guarantee that your child will benefit from this special study. Your child's participation in this research will help us to understand how to create enhanced learning environments for teachers and students.

5. What other options are available instead of being in this research study?

You may decide not to consent to have your child participate in this special study. There will be no penalties or unfavorable consequences if you decide not to provide your consent. If you elect not to participate, your child will participate in the regular activities available to all students in the RESPECT program, but he/she will not participate in the special individual study.

6. How long will you take part in this research study?

If you agree to take part, it will take your child less than 10 minutes to complete the additional survey questions on each of the two surveys that will be administered this semester as a part of the broader research study.

7. How will your privacy and confidentiality be protected if you decide to take part in this research study?

Efforts will be made to limit the use and sharing of your personal research information to people who have a need to review this information.

- Your child's name will not be included on the records of survey answers. Efforts will be made to limit the use and sharing of your child's personal research information to people who have a need to review this information.

A list that matches your child's names with the number on the survey or on other records that may be collected will be kept in a locked file cabinet in Dr. Frank's office. We will not reveal your child's

data to anyone outside our research group.

The audio-video recordings will be viewed only by members of the research study team and will be maintained in locked and password-protected file in accordance with the policies of Pennsylvania State University for a maximum duration of six years. At the end of the study, audio-video records will be destroyed.

- Some of these records could contain information that personally identifies the student. Reasonable efforts will be made to keep the personal information in your research record private. However, absolute confidentiality cannot be guaranteed

In the event of any publication or presentation resulting from the research, no personally identifiable information will be shared.

We will do our best to keep your child's participation in this research study confidential to the extent permitted by law. However, it is possible that other people may find out about your participation in this research study. For example, the following people/groups may check and copy records about this research.

- The Office for Human Research Protections in the U. S. Department of Health and Human Services
- The research study sponsor, the Institute of Educational Sciences
- Institutional Review Board (a committee that reviews and approves research studies) and
- The Office for Research Protections at The Pennsylvania State University.

Some of these records could contain information that personally identifies you. Reasonable efforts will be made to keep the personal information in your research record private. However, absolute confidentiality cannot be guaranteed.

8. Who is paying for this research study?

The Prevention Research Center at the Pennsylvania State University and research investigators are receiving a grant from the U.S. Department of Education to support this research.

9. What are your rights if you take part in this research study?

Taking part in this research study is voluntary.

- You do not have to permit your child to participate in this special study.
- If you choose to have your child participate, you have the right to stop at any time.
- If you decide not to agree to have you child participate, or if you decide to stop at a later date, there will be no penalty or other adverse consequences due to that decision.

10. If you have questions or concerns about this research study, whom should you call?

Please call the head of the research study (principal investigator), Dr. Jennifer Frank at 814-867-2865 if you:

- Have questions, complaints or concerns about the research.
- Believe you may have been harmed by being in the research study.

You may also contact the Office for Research Protections at (814) 865-1775, ORProtections@psu.edu if you:

- Have questions regarding your rights as a person in a research study.
- Have concerns or general questions about the research.

You may also call this number if you cannot reach the research team or wish to offer input or to talk to someone else about any concerns related to the research.

Project RESPECT
Abbreviated Curriculum

Content	Time
Introductions	15 minutes
Overview: Communication in the Classroom	30 minutes
<p>a. History of science of communication</p> <p>i. Explain that we will spend part of our time becoming more aware of how slight changes in word choice can make a big difference in the messages we convey to others.</p> <p>b. Overview of modalities of communication – verbal, written, etc.</p> <p>c. Research on why communication matters</p> <p>i. Pro-social classroom model</p> <p>ii. CLASS model</p> <ul style="list-style-type: none"> • Emotional support* • Instructional support • Classroom organization • Student engagement <p>1. Components of emotional support; what this looks like in the classroom</p> <p>2. Research on importance of emotional support and student-teacher interactions</p> <p>d. Barriers to Communication</p> <p>i. Refer to challenges teachers mentioned during introductions; elicit more.</p> <p>ii. Present our logic model</p> <p>iii. Connect to SEL – self-awareness, self-management, social awareness, relationship skills, responsible decision-making</p>	
Module 1 Self-Awareness	60 minutes
<p>a. Introductory Activity</p> <p>i. Teacher Beliefs statements. Do on Poll Daddy or as handout Contrast statements of self, what colleagues would say, what students would say.</p> <p>ii. How well do we know ourselves? Give research Why is this important?</p> <p>Handout: Teacher Belief Statements</p> <p>b. Values</p> <p>i. Beliefs and values shape one’s intentions which affects their perceptions which affects the actions they take</p> <p>ii. Car Accident Scenario show dangers of just looking at Actions</p> <p>Handout: Values Clarification</p>	

Module 2 Emotions in the Classroom: Teachers	45 minutes
<ul style="list-style-type: none"> a. Introductory Activity: Discussion <ul style="list-style-type: none"> i. Role of emotions in teaching. b. Emotional Support in the classroom: information <ul style="list-style-type: none"> i. Research on CLASS ii. Emotional Geographies in the classroom c. Controlling emotions <ul style="list-style-type: none"> i. Group Activity - Describe a scenario where you tried to regulate, mask, or control your emotion. ii. "Display rules": Discussion of emotions that are not ok to display iii. Common emotion regulation strategies <p>Handout: Preventive and Reactive Strategies</p> <ul style="list-style-type: none"> iv. Stress/Burnout cascade: Explanation/Discussion 	
Module 3 Emotions in the Classroom: Students	60 minutes
<ul style="list-style-type: none"> a. Introductory Activity <ul style="list-style-type: none"> i. What is the role of student emotions in the classroom? b. Self-determination Theory (SDT) <ul style="list-style-type: none"> i. Overview – autonomy, relatedness, competence ii. SDT and group dynamics iii. External factors impinging on SDT c. Empathy as means of Perspective Taking <ul style="list-style-type: none"> i. Discussion: What is empathy? <ul style="list-style-type: none"> a. Definition ii. Empathy and boundaries <ul style="list-style-type: none"> a. Risks to students b. Risks to teachers iii. Relationship to burnout iv. Definition revisited <ul style="list-style-type: none"> a. Types of Empathy/compassion b. Begins with understanding; must include action c. Recognition of unmet needs v. Importance of empathy vi. Recognizing unmet needs helps circumvent problematic behaviors, establishes a pro-social classroom, builds autonomy, relatedness, competence (SDT) d. Understanding Student Needs <ul style="list-style-type: none"> i. Definitions from SDT, Maslow, Non-violent Communication (NVC) ii. Mis-use of needs: "I need you to sit down." <p>Handout: List of Needs</p>	

<ul style="list-style-type: none"> iii. Activity: Defining and expressing needs in the classroom. Link back to values from 1st module. <p>Handout: Needs in the classroom (4 columns: values, needs, expression, blank column for revision)</p> <ul style="list-style-type: none"> iv. Discussion. Think of on 2 continuum of personal/ impersonal; explicit/implicit. Most potent are the ones we don't use (personal & explicit) v. Activity: Student statements. Identify the unmet needs 	
<p>Module 4 Active Listening</p>	<p>60 minutes</p>
<ul style="list-style-type: none"> a. Reasons we Listen b. Steps to Effective Listening <ul style="list-style-type: none"> i. Active Listening <ul style="list-style-type: none"> a. Paraphrasing b. Clarifying c. Giving Feedback ii. Listening with Empathy iii. Listening with Openness iv. Listening with Awareness c. Blocks to effective listening d. Activity: Listening activity <p>Handout: Circle Emotion</p>	
<p>Module 5 Generative Communication</p>	<p>90 minutes</p>
<ul style="list-style-type: none"> a. Main Idea: GC includes all parts necessary for recipient to act in productive ways. Includes understanding and results in action. b. Activity: Start with short problematic dialogues of incomplete message. Debrief. What did you notice? What is missing? c. 4 parts to Whole Communication <ul style="list-style-type: none"> i. Observation ii. Thought iii. Feelings iv. Needs d. Partial Communication <ul style="list-style-type: none"> i. Diagnosis/moralistic judgment ii. Denial of responsibility iii. Making demands iv. Using "deserved" language e. Observation <ul style="list-style-type: none"> i. Overview & importance ii. Barriers iii. Pair & Share iv. Check-in 	

<ul style="list-style-type: none"> f. Thoughts <ul style="list-style-type: none"> i. Overview & importance ii. Barriers iii. Pair & Share iv. Check-in g. Feelings <ul style="list-style-type: none"> i. Overview & importance ii. Barriers iii. Pair & Share iv. Check-in h. Needs <ul style="list-style-type: none"> i. Overview & importance ii. Barriers iii. Pair & Share iv. Check-in i. Activity – Contaminated messages. Examples/non-examples j. Paralinguistics; Meta-messages k. Activity – Pairs. Use challenging situation mentioned previously and apply observations, thoughts, feelings, needs to think through the interaction. 	
<p>Module 6 Mindset</p>	<p>75 minutes</p>
<ul style="list-style-type: none"> a. Introductory Activity: Self-assessment of Mindset Handout: Mindset self-assessment b. Overview <ul style="list-style-type: none"> i. Self theory of intelligence ii. Research iii. Classroom impacts iv. Examples from real-life c. Neuroplasticity d. Reflection on teacher mindset values e. Communication of mindset messages. Video vignettes and discussion <ul style="list-style-type: none"> i. Progress ii. Persistence iii. Risk taking iv. Goal attainment v. Feedback vi. Mistakes f. Activity: Pair & share discussion of current practices. <p>Handout: Examples & Non-examples</p>	
<p>Module 7 Conflict Resolution</p>	<p>60 minutes</p>

<ul style="list-style-type: none"> a. Introductory Activity: Brainstorm how we think about conflict b. Overview <ul style="list-style-type: none"> i. Definition ii. Realities of Conflict iii. Benefits of Conflict c. Activity: Think of a conflict situation you wish you had handled better. d. Types of Conflict <ul style="list-style-type: none"> i. Relational ii. Data iii. Interest iv. Structural v. Value e. Thomas-Kilman Model of Conflict Styles <ul style="list-style-type: none"> i. Avoid ii. Compete iii. Accommodate iv. Compromise v. Collaborate 	
Module 8 Stress Management	60 minutes
<ul style="list-style-type: none"> 1. Overview of Stress and Attrition (15 minutes) <ul style="list-style-type: none"> a. General information and research b. Daily hassles <ul style="list-style-type: none"> **Group poll—what daily hassles are you experiencing? (You are not alone!) 2. The Biology of Stress (10 minutes) <ul style="list-style-type: none"> a. Stress responses <ul style="list-style-type: none"> i. HPA axis b. Chronic vs. acute stress c. Consequences of stress <ul style="list-style-type: none"> i. Physiological <ul style="list-style-type: none"> 1. Blood sugar 2. Blood pressure 3. Inflammation ii. Cognitive <ul style="list-style-type: none"> 1. Attention 2. Memory iii. Emotional/Behavioral <ul style="list-style-type: none"> 1. Sleep disturbance 2. Anxiety, sadness, anger 3. Burnout (5 minutes) <ul style="list-style-type: none"> a. Burnout cascade <ul style="list-style-type: none"> i. Emotional exhaustion ii. Depression iii. Personal accomplishment 4. Impacts on performance (25 minutes) 	

<p>**Self-evaluation—how does your stress affect...(5 minutes)</p> <ol style="list-style-type: none"> a. Self-awareness b. Self-management c. Social awareness d. Communication e. Conflict resolution <p>5. Evidence-based strategies to address stress(20 minutes total)</p> <ol style="list-style-type: none"> a. Prevention (10 minutes) <ol style="list-style-type: none"> i. Emotional support ii. Classroom organization iii. Instructional support b. Management (20 minutes) <p>**Self-evaluation—inhibitors/motivators</p> <ol style="list-style-type: none"> i. Contemplative practices <ol style="list-style-type: none"> 1. Mindfulness 2. Meditation 3. Compassion (self-other) ii. Exercise iii. Diet/nutrition iv. Breathing exercises 	
<p>Module 9 REACT (Student Feedback) Data</p>	<p>45 minutes</p>
<p>REACT Overview</p> <ul style="list-style-type: none"> • Info - Developed in collaboration with teachers, created to be used by teachers (not principals). • Domains measured • Caveats - Sensitive to change. Doesn't assess everything and not everything relevant to everyone. Private-Don't share. <p>Meaning of the results – related to engagement, achievement, and students are generally truthful.</p> <p>The Data</p> <ul style="list-style-type: none"> • Walk through what you are seeing. (1 slide on each below) <ul style="list-style-type: none"> ○ Classroom Connectedness ○ Instructional presentation ○ Differentiated instruction ○ Formative feedback ○ Goal orientation ○ Class Management • Relate to content • Strategies for each of the domains. <p>Your Data</p> <ul style="list-style-type: none"> • How to narrow focus • Look at items <p>Break for Lunch</p>	

Setting Classroom Priorities <ul style="list-style-type: none">• Pick 1-2 domains to work on. Why?• Action Plan• Optional pair & share Re-visit Action Plan for follow up coaching	
Total instructional time	10 hours

CONSENT FOR RESEARCH
The Pennsylvania State University

Title of Project: Project RESPECT: A Proposal to develop the Responding in Emotionally Supportive and Positive Ways in Educational Communication Skills Training program.

Principal Investigator: Jennifer L. Frank, PhD
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Subject's Printed Name: _____

We are asking you to be in a research study. This form gives you information about the research.

Whether or not you take part is up to you. You can choose not to take part. You can agree to take part and later change your mind. Your decision will not be held against you.

Please ask questions about anything that is unclear to you and take your time to make your choice.

1. Why is this research study being done?

Your school has elected to participate in a research study called Project RESPECT to develop training programs for promoting emotionally supportive interpersonal communications and developing conflict resolutions skills. We are asking you to participate in these professional development and training programs in order to provide us with your evaluation of these programs.

This research is being done to develop an effective program for training teachers in the use of positive communication skills designed to support social/emotional awareness and conflict resolution.

Approximately 20 teachers in your school district will take part in this research study.

2. What will happen in this research study?

As a participating teacher, you will be asked:

- (1) to participate in a two-day professional development program and various other activities before and after the PD training sessions, and
- (2) to complete two online surveys, one at the beginning and one at the end of the study. When completing the surveys, you are free to skip any questions that you prefer not to answer.

In order to evaluate the training program and to provide information to help the research team to improve and enhance it, we will also invite participating teachers to participate in: II

- (a) an individual interview, and
- (a) a focus group

As a participating teacher, you will select one of your class sections to be studied during the Winter semester. We will create and review audio/video recordings of the class that you have selected for 3 -5 class sessions during the semester in order to provide observational data for study by members of the research study. Following review of the videos, the research team will provide you with personalized reports of their findings.

In addition, as a participating teacher you will:

- (i) be eligible to participate in supplemental programs about stress reduction and self-care for teachers, and
- (ii) be provided with manuals and training materials to enable you to practice the new skills learned in the program.

3. What are the risks and possible discomforts from being in this research study?

There is a risk of loss of confidentiality if your information or your identity is obtained by someone other than the research investigators, but precautions will be taken to prevent this from happening. The confidentiality of your electronic data created by you or by the researchers will be maintained to the degree permitted by the technology used. Absolute confidentiality cannot be guaranteed.

4. What are the possible benefits from being in this research study?

4a. What are the possible benefits to you?

The benefits to you may include learning more about yourself as a teacher, your students and the impact on classroom climate of using the information, tools and skills from the professional development sessions. You will receive professional development training, along with manuals and materials as a part of the program.

4b. What are the possible benefits to others?

Students in your classes may also benefit from enhanced interpersonal communications that support social and emotional awareness and effective ways for preventing and de-escalating conflict. Your participation will also help the research study team to learn how to best develop the program for future use in authentic school settings.

5. What other options are available instead of being in this research study?

You may decide not to participate in this research. You can terminate your participation at any time. Only teachers actually enrolled in the study will receive the professional development training and materials that are a part of the Project RESPECT program.

6. How long will you take part in this research study?

The study will be conducted during the Winter semester. You will participate in two days of professional development training. In addition you will be asked to complete two 45-minute surveys and to participate in an interview and a focus group. Total time for the interview and focus group activities should not exceed 2 hours. You will be compensated for some of these activities (see question 9 below).