SAN LEANDRO UNIFIED SCHOOL DISTRICT

SAN LEANDRO ADULT SCHOOL

COURSE OUTLINE

Instructor: Tricia Tangeman Date 2012-2013

Course Title: Transformative Life Skills Quarters offered: _____

Level: ✓ Beg. _____ Int. _____ Adv. _____ Other _____

Credits: (may be one or more)

✓ High School Diploma _____ hours per session

_____ Certificate _____ sessions per week

_____ Non-credit _____ number of weeks

_____ In-service _____ total number of hour

Brief Course Description: (could be used in brochure)

lessons provide students with direct instruction and practice in the use of meditation, yoga, and progressive relaxation techniques. The course is non-sectarian.

I. MAJOR GOALS AND PURPOSES OF THE COURSE:

(A statement of broad direction or intent.)

To teach students emotional regulation skills to effectively enhance learning and academic success, and behavior modification.

II. PERFORMANCE OBJECTIVES:

(Describe what the student is expected to learn.)

Instruction facilitates:

- physical development
- psychological and emotional development
- social development
- intellectual development

Through • Yoga Poses or Mindful Action
• Breathing Techniques or Mindful Breathing
• Meditation or Mindful Centering

INSTRUCTIONAL TECHNIQUES (Check appropriate items)

✓ lecture	_____ role playing
_____ critique	_____ workshop
_____ field trips	✓ grouping
_____ workbook	_____ prepared teacher materials
✓ audio/visual aids	_____ guest speakers
✓ dialogues	_____ dictation
✓ demonstration	_____ technology- smart board, OHP, TV
_____ assignments	_____ handouts-commercial
_____ practice work	_____ time drills
✓ discussion	_____ written reports
_____ individual help	_____ oral reports/presentations
_____ text	✓ small group work
_____ drill-individual	✓ pair work

Other _____

IV. EVALUATION: (Check appropriate items)

_____ written tests	✓ attendance
✓ student participation	_____ conferences
_____ group evaluation	_____ skills – mastery
_____ graded assignments	✓ effort
_____ quality of work	✓ observation
_____ oral tests	_____ reports
✓ attitude	✓ self-evaluation

Other: _____

V. REPETITION: (Conditions for repetition of course.)

_____ additional information	_____ updated information
_____ additional training	_____ taught by different instructor
_____ didn't complete course	_____ further develop techniques
_____ skills not mastered	_____ new topics added to curriculum
_____ slow in learning	

Other: _____

III. UNITS OF INSTRUCTION AND TIME ALLOTMENT FOR EACH: (Amount of time devoted to each unit.)

UNITS OF INSTRUCTION	Approximate Hours
See attached	

One Hour High School Yoga Curriculum

Non-Sectarian Curriculum

Silent sitting- focus on breath (one minute)
Niroga Chant (one minute)
Check in (five minutes)
Asana-yoga postures (thirty-five minutes)
Pranayama- breathing exercises (3 minutes)
Mindfulness exercise (4 minutes)
Savasana- final relaxation (five minutes)
Niroga Chant (one minute)
Check out (five minutes)

Mindfulness Exercises in 3 Week Theme Modules:

Week 1-3	**Introduction and Self- Awareness (BK)**
Week 1	Introduction
Week 2	Who am I? Nature of the world around me?
Week 3	What is the relationship b/w the two? Yoga's role.
Week 4-6	**Awareness of Sensation (Body/ Mind/ Heart – EH)**
Week 4	Sensations of the physical body
Week 5	Emotional Awareness
Week 6	Mind States/ Nature of Mind/ 5 Hindrances
Week 7-9	**Internal Focus (Focus on Breath)**
Week 7	Withdrawing the senses, focus on breath
Week 8	Focus on breath, notice where mind wanders
Week 9	Notice mind wandering, return attention to breath
Week 10-12	**Gratitude**
Week 10	Personal Part 1 (Gratitude for something one has)
Week 11	Personal Part 2 (Gratitude for what one can share)
Week 12	Gratitude for another
Week 13-15	**Loving Kindness**
Week 13	Tonglen (Tibetan yoga practice)
Week 14	Loving Kindness towards a loved one
Week 15	Loving Kindness towards self
Week 16-18	**Review**
Week 16	Review Sensations
Week 17	Review Internal Focus
Week 18	Review Gratitude/ Loving Kindness

Results of Transformative Life Skills (TLS) Evaluation

Jennifer L. Frank, PhD
Pennsylvania State University
Prevention Research Center

Educators have increasingly begun to recognize the importance of emotional regulation skills to effective learning and academic success (Zins, Bloodworth, Weissberg and Walberg, 2007; Lopes and Salovey, 2004; Greenberg et al., 2003). Research conducted over the past two decades has confirmed that students' emotional state affects attention, which in turn influences learning, memory, and behavior (Ohman, Flykt and Esteves, 2001).

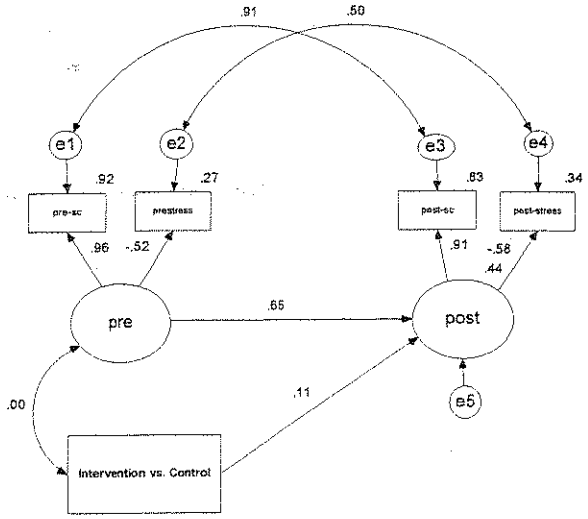
Overview of Transformative Life Skills Program

The Transformative Life Skills (TLS) program is 18-week school-based intervention designed to reduce stress and increase adolescents' adaptive coping skills. The TLS curriculum is delivered in 15-minute lessons (3x lessons per week) in a whole group instructional format. Lessons provide students with direct instruction and practice in the use of meditation, yoga, and progressive relaxation techniques. Below we present the results of two randomized trials of TLS in school settings. Effect sizes (η^2) can be interpreted as .01 = small effect, .06= medium effect, and .14 = large effect.

Study 1

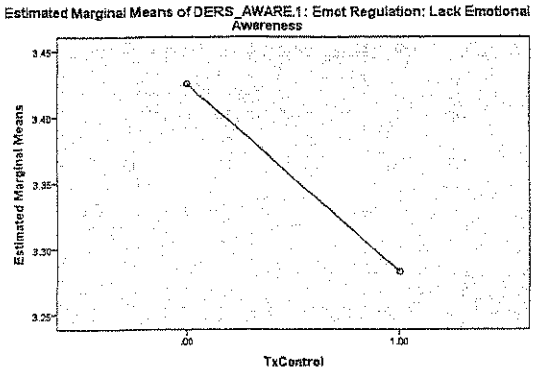
TLS was implemented in 18 classrooms (n = 512) in a highly-diverse inner-city high school in California. Classrooms were randomly assigned to treatment or business-as-usual conditions. We examined whether participating in TLS resulted in significant changes in student perceived stress and self-control and the degree of social validity and treatment acceptability among students and teacher participants.

Finding 1: ITT analyses using a Structural Equation Modeling (SEM) approach revealed a significant overall benefit for students receiving TLS. Obtained effect sizes were comparable to other high-cost/high intensity prevention programs.



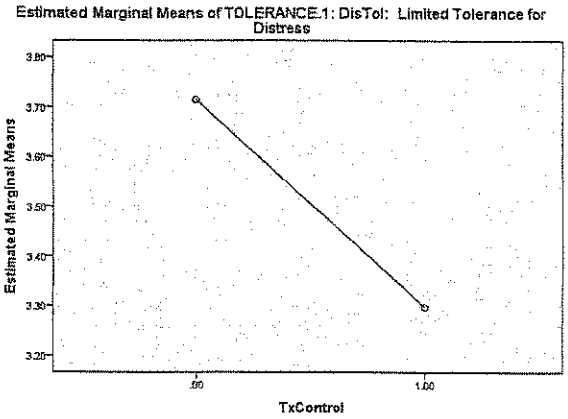
Model Fit Statistics
chi=1.256, df=1, p=0.262
CFI=0.999, RMSEA=0.021, TLI=0.992

Finding 3: After controlling for prior exposure to violence and overall negative affect, students in the control group had more limited emotional awareness as compared to students participating in TLS. This effect was substantial though borderline statistically significant
$F(1,71) = 3.67$, $p = 0.059$, partial $\eta^2 = .049$.



Implication: Emotional awareness is a key prerequisite for the application of emotion regulation; which is a core skill underlying the development of social competence and prevention of psychopathology in youth and adolescence (see Zeman et al., 2006 for a review). Youth who participated in TLS developed greater levels of emotional awareness as compared to students in the control group.

Finding 4. After controlling for overall negative affect, students in the control group had more limited tolerance for distress as compared to students participating in TLS. This effect was substantial though borderline statistically significant $F(1,102) = 3.54$, $p < 0.06$, partial $\eta^2 = .034$.



Implication: The inability to tolerate distress has been linked to a variety of serious risk factors including alcohol, drug, and tobacco use, self-injury, suicidal attempts, eating disorders (Zvolensky et al., 2010; Corsophine et al., 2007), and social problem solving deficits (Nock & Mendes, 2008). Students participating in TLS had greater levels of distress tolerance as compared to students in the control group.

Social Validity & Acceptability: Participant Feedback

In addition to surveys, we also asked teachers and students to tell us about their experiences participating in TLS. Across all studies, both students and teachers reported that TLS was a beneficial and socially valid practice. Below is a representative listing of feedback we have received to date.

Student Feedback	Teacher Feedback
"I really like the TLS program. It helps a lot to calm me down and helps me refocus for class. It clears my mind of distractions and helps me focus on the importance of simple things."	"I am seeing the beneficial effects of TLS on my students; I feel inspired to apply this in my life."
"Since the TLS program, I have used the breathing methods I have learned when I am upset. It really helps to calm me down."	"The quiet meditation seems to work especially well."
"I really like the meditation that we do. I think that it calms me down, focuses me, and really makes my whole day a lot better."	"I think it's a great program overall, and wonderful to expose the kids to it."
"I like how they teach you skills and stretches that you can use whenever you want."	" I appreciate stepping back for a moment to take on a role as co-learner rather than teacher."
" This class is very cool and helps a lot. I wish the class were longer though."	"Something I can use for myself and for my students on Thursday."
	"Helped me! Made me more aware of my own feelings and thoughts. Calmed me way down!"

References

Compas, B. E., & Boyer, M. C. (2001). Coping and attention: Implications for child health and pediatric conditions. *Journal of Developmental & Behavioral Pediatrics, 22*, 323-333.

Compas, B.E., Connor-Smoth, J.K., Saltzman, H., Thomsen, A.H., & Wadsworth, M.E.. (2001). Taxonomy, assessment, and diagnosis of depression during adolescence. *Psychological Bulletin, 127*, 87-127. doi: 10.1037/0033-2909.127.1.87

Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological science, 16*, 939-44. doi:10.1111/j.1467-9280.2005.01641.x

Eisenberg, N. (2000). Emotion, regulation, and moral development. *Annual Review of Psychology, 51*, 665-97.

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., 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. doi:10.1037/0003-066X.58.6-7.466

Jenkins, S. K., Rew, L., & Sternglanz, R. W. (2005). Eating behaviors among school-age children associated with perceptions of stress. *Issues in Comprehensive Pediatric Nursing, 28*, 175-91. doi:10.1080/01460860500227580

Kindermann, T. A. (2007). Effects of naturally existing peer groups on changes in academic engagement in a cohort of sixth graders. *Child Development, 78,* 1186-203. doi:10.1111/j.1467-8624.2007.01060.x

Nock, M. K., & Mendes, W. B. (2008). Physiological arousal, distress tolerance, and social problem-solving deficits among adolescent self-injurers. *Journal of Consulting and Clinical Psychology, 76*, 28-38. doi:10.1037/0022-006X.76.1.28

Ohman, A., Flykt, A., & Esteves, F. (2001). Emotion Drives Attention□: Detecting the Snake in the Grass, *Journal o Experimental Psychology, 130*, 466-478. doi:10.1037/AXJ96-3445.130.3.466

Osofsky, J. D. (1995). The effect of exposure to violence on young children. *American Psychologist, 50*, 782-788.

Siddique, C. M., & D'Arcy, C. (1984). Adolescence, stress, and psychological well-being. *Journal of Youth and Adolescence, 13(6)*, 459-473.

Windle, M. (1992). A longitudinal study of stress buffering for adolescent problem behaviors. Developmental Psychology, 28(3), 522-530. doi:10.1037//0012-1649.28.3.522

Zeman, J., Cassano, M., Perry-Parrish, C., & Stegall, S. (2006). Emotion Regulation in Children and Adolescents. *Journal of Developmental & Behavioral Pediatrics, 27*, 155-168. .

Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2007). The scientific base linking social and emotional learning to school success. *Journal of Educational and Psychological Consultation, 17*, 191-210. doi:10.1080/10474410701413145

van Praag, H. M., de Kloet, E. R., & van Os, J. (2004). *Stress, the brain and depression.* Cambridge University Press Cambridge, UK:

Effects of Transformative Life Skills on Education

Marsha Rose, UC Berkeley School of Public Health
Rebecca Matthew, UC Berkeley School of Social Welfare

A comprehensive multi-component discipline of yoga poses, breathing techniques, and meditation has been shown to increase self-control and self-awareness, improve focus and attention, and reduce stress[1]:

- A 2004 study done by Tangney, Baumeister, and Boone showed that higher scores in self-control assessment tests correlated with higher grade point averages, better adjustment, less binge eating and alcohol abuse, better relationships and interpersonal skills, secure attachment and more optimal emotional responses.[2]
- In a pilot program implemented in the Vancouver school system, teachers and researchers reported that after incorporating mindfulness exercises such as walking meditation, awareness without judgment, goal setting, and conscious breathing, the children are thriving in the program, with improvements in social-emotional competence, attention, behavior, and aggression.[3]
- UCLA's Mindful Awareness Research Center has been conducting research on Mindful Awareness Practices (MAPs). A pilot program implemented at UCLA's Early Education program studied the effects of MAPs on the executive function of forty-eight children who received two MAPs classes per week for eight weeks. The results from their study showed improvement in executive function as reported by teachers and parents.[4]

Working memory, attention and inhibition are examples of executive function, which make up dimensions of behavioral self-regulation.[5] Self-regulated abilities related to executive function play a substantial role in a child's developing academic ability beyond basic intelligence.[6] On the other hand, cognitive deficiencies, poor socio-emotional adjustment, insufficient academic functioning[7], inability to understand consequences, and impulsivity are associated with low executive function.[8]

Given these findings, the integration of yoga and mindfulness training into school-based curricula appears to be an effective mechanism through which the academic potential of students is enhanced, as demonstrated by its ability to improve focus and attention, while simultaneously increasing self-control (i.e. reducing impulsivity), all of which are associated with executive function, academic performance, and positive youth development.

---

[1] B.K. Bose & Connie Philipp (January 2007), Effects of a Healing Yoga Protocol on Stress Resilience in Incarcerated Youth, Research Abstract, *Symposium on Yoga Therapy and Research*, International Association of Yoga Therapists (IAYT), and Internal Report for Alameda County Juvenile Justice Center (ACJJC)

[2] June Tangney, Roy Baumeister, Ange Boone (April 2004), High Self Control Predicts Good Adjustment, Less pathology, Better Grades, and Interpersonal Success. *Journal of Personality* Vol. 72 Issue 2, Pages 271-324. Doi: 10.1111/j.0022-3506.2004.00263.x

[3] Glass, Juniper. (2006). The New ABC's, Learning Awareness, Balance, Compassion & Clarity in the Classroom. *Ascent Magazine 31*, (42-49).

[4] Smalley, S., Flook, L., Kitil, J.M., Dang, Cho, J,. Kaiser-Greenland, S., Locke, J., Kasari, C., et al. Mindful Awareness in Children, Private communication, research report in progress.

[5] Anderson, P. (2002). Assessment and development of executive function (EF) during childhood, *Child Neuropsychol*, 8(2), 71-82

[6] Blair, C & Razza, R.P. (2007). Relating effortful control, executive function, and false belief understanding to emerging math and literacy ability in kindergarten. *Child Development*, 78(2), 647-663

[7] Biederman, J., Monuteaux, M.C., Doyle, A.E., Seudman, L.J., Wilens, T.E., Ferrero, F., et al. (2004). Impact of executive function deficits and attention-deficit/hyperactivity disorder (ADHD) on academic outcomes in children. *Journal of Consulting and Clinical Psychology, 72*(5), 757-766.

Blair, C. (2002). School readiness. Integrating cognitive and emotion in neurobiological conceptualization of children's functioning at school entry. *American Psychologist, 57*(2), 111-127.

[8] Riggs, N.R., Jahromi, L.B., Razza, R.P., Dillworth-Bart, J.E., & Mueller, U. (2006). Executive function and the promotion of social-emotional competence. *Journal of Applied Developmental Psychology, 27*(4), 300-309.