

Critical Research Summary
The MindUP Approach to Social and Emotional Learning
2005-2011

Since its inception in 2003, The Hawn Foundation has been actively involved in educational programming and investigating ways to demonstrate the effectiveness of Social Emotion Learning and mindful education curricula. The Foundation's intention is to promote a deeper understanding of approaches and strategies to help children develop self-awareness, focused attention, and emotion-regulation and to gain those necessary SEL skills for enhanced academic success. To date, two research studies have been conducted evaluating the effectiveness of the MindUP program by Dr. Kimberly Schonert-Reichl and her colleagues at the University of British Columbia. In both of these, a rigorous experimental design was employed in which MindUp children and control children (those who did not receive the MindUP program) completed pre- and posttest assessments of a battery of measure assessing multiple domains of functioning. In the first of these studies (Schonert-Reichl & Lawlor, 2010), results revealed that children who participated in our program, compared to those who did not, showed significant increases in optimism and teacher-rated socially competent behaviors. The second study (currently under peer review) used multiple-methods to gather information about neuroendocrine regulation, executive functions, and self- and peer-reports of behaviors.

Finding 1

Children exhibited improved optimism and self-concept.

Children who received the MindUP program, in contrast to those who did not, reported improved optimism. As such,

*82% of children became more optimistic and thought more positively

*81% of children learned to make themselves happy

*58% of children tried to help others more often

Finding 2

Children evinced improvements in social-emotion competence and decreases in aggression and antisocial behaviors.

Multi-dimensional research reveals students show:

*24% gain in positive social behaviors from participation in the MindUP program

*87% were more accepting of other perspectives

*20% increase in self-reported social and emotional competencies and skills

*24% decline in aggressive behaviors

Finding 3

Student response to the MindUP curriculum show acceptance of and interest in the program.

100% of students reported that they learned something from the program, and of those students 92% said that they learned "quite a few" or "a lot" of new things.

Finding 4

Children learn to focus their attention and develop a more positive outlook on school.

Self and teacher reports in pre- and post-program evaluations indicate that children feel better about their ability to do well in school. Teachers report they saw a 15% of students saw a rise in math achievement.

Finding 5

Teachers see and experience positive gains in their classrooms.

Teacher self-assessment measures show that 100% thought MindUP positively influences students' social emotional development and witnessed an appreciable decline in aggressive behaviors. They saw students as significantly more attentive and emotionally regulated.

Finding 6

Teachers feel better about teaching as a profession and their jobs.

Teachers report seeing changes in their students behaviors in a very short time span (inhibitory control, focused and ready for learning) and report that these changes benefit them by reducing their own stress and helping them become more effective, empathetic teachers.