

I'm Linda Lantieri. I've been in the field of K through 12 education for over 40 years now. In a variety of capacities actually, I started off as a classroom teacher and then I was the administrator of both at the elementary and middle school level in East Harlem. And then served in the New York City public schools for many years. And my interest has always been how the social and emotional children in their hearts and spirits can be connected to their academic development. And one of the things that I'll be talking about today is, how this connects to both the fields of mindfulness and what we have come to know as the field of social and emotional learning which is very alive and well in education in Pre-K through 12 education and even at the college level.

So as recently as the early 1990s, two researchers, Peter Sullivan at Yale and John Mayer at the University of New Hampshire, began to look at the research that was developing around the emotions. And before this time we really had a polarized notion emotions and thoughts being quite separate. And as they began to do that research, they began to see that there is a whole set of things that we can almost call emotional intelligence. That there are some ways in which people can both understand their own emotions and manage their own emotions and also work with others in such a way as...as really coining the phrase Emotional Intelligence. It was then...several years later that Dan Goleman really popularize this idea of emotional intelligence with his book by the same title. And we began to look at what would it mean if we really began to pay more attention to emotions as part of the learning experience.

And that's really how the field of what we now know as Social-Emotional Learning began. It's over 20 years old now. And what we're beginning to see around social and emotional learning is that it's...it's a movement as well as a process by which children and adults can do certain things that are what we call competencies and there a...there are 5 competencies that we

think about when we think about the idea of social and emotional learning. Two of them are more...internal competencies, where we're looking at our self and that's self-awareness and self-management. And then we begin to think about the other and we begin to develop skills and how we relate to the other and that would be social skills and relationship skills. And then finally putting those all together in the fifth competency, which is responsible decision-making. So adults and young people who develop these competencies through skills in social and emotional learning, do better in lots of different ways.

And the good news is we have a lot of research to show that. There's been a meta-analysis that's been released about 5 years ago now, of looking over 200 studies of young people who were experiencing social and emotional learning as a regular part of their curriculum for at least 2 years. So it's a bit of a longitudinal kind of...of study. And what was found is that they had more pro-social behavior, they had less emotional disturbance and they did better on standardized tests and in terms of their academic development. In fact they did 11 percentile points better which is a very, very big difference.

So what we begin to see is that when young people have these skills, they really are more equipped for life, for work, for better relationships and certainly to learn better. So that's what we already know, which is the good news. And I think that the world of mindfulness...needs to really be aware of this field of social-emotional learning that is totally been developed and good things are happening. In fact there's been a recent survey where over 50% of schools will say, in the United States, that they're doing something intentionally to force the social and emotional learning. And so, the movement is happening, the research is there and now we have this new work around mindfulness that can so easily augment this work that is already happening in schools. That's the really good news about what we know. So as we think about integrating

mindfulness with social-emotional learning, we can learn a lot of what is already happening in the field of social-emotional learning. In fact right now, the organization castle the collaborative for academic social and emotional learning, which is really a national, international organization, whose mission is to make sure that social and emotional learning is a regular part of children's education, pre-K through 12 is doing right now a very exciting project.

We are in 10 of the largest school districts in the country over time in really, really figuring out how to implement social and emotional learning in a variety of ways in a school district. So we are learning a lot by that work and I think that what we're learning is of real use to the field of mindfulness. So for example, one of the things we think of when we think of how to implement SEL as we call it is that we think about a couple of ways that we do that. First of all, we really believe that it has, the field itself has concepts, skills and behaviors that need to be learned and so there's direct lessons, there's direct teaching in social-emotional learning through research based programs that Castle has done some work and as identified and there are over 23 programs of pre-K to 12 that have research connected to them etc., and really have a very good framework in terms of rolling out these competencies in a curriculum pre-K through 12. So now what we also have when we think of SEL in the classroom and so that could be very useful for mindfulness, that there are definitely skills, concepts, skills and behaviors in the field of mindfulness that could easily be integrated into the work of SEL. So for example with SEL one direct teaching would not necessarily be a regular practice of calming the body and focusing the mind as most mindfulness programs will do and so what is wonderful about augmenting both of those together is that we're teaching the skills in SEL but we know that skill building needs a lot of practice and what we're doing in the mindfulness world is putting that into practice, we're kind of embodying and being able to really embody this skill by strengthening by those

neuropath ways in the brain that really help us begin to strengthen the part of our brain that really responds to stress, to emotional regulation, to all those things that are connected to learning. So that's the good news.

The other way that social and emotional learning is taught which I think the mindfulness world can learn a lot from is really infusing it into everything that happens throughout the day. So it's not only this separate time we could see it on the agenda and that's true of mindfulness as well, but we also think about ways in which we might be doing a reading lesson and bring in the concepts of SEL and of course we can do that with mindfulness as well. And so that's the other way that we think about it. We think about it through infusing into different subject areas, we think about teaching this work both of SEL and mindfulness in direct teaching because there are some concepts and skills and vocabulary that kids need to learn to be proficient in that area of study and then finally we have a couple of other ways in which it happens, through routines and rituals, through the way in which people and teachers manage their classroom, that there's a positive kind of disciplining that takes place in the school, that classroom management is done in a very what we would call SEL mindful way, so we're not punishing kids but we're really using more sort of practices for example that are happening in schools that I think are a good combination of the mindfulness work and the SEL work. So there's infusion into curriculum areas, there's direct teaching, there's also thinking about integrating it into a variety of rituals and routines of the day, all of this is true for both the SEL and the mindfulness work because they can easily dovetail together.