development of emotion regulation skills through the practice of mindfulness. The total class of 120 seniors from a private girls' school participated as part of their health curriculum. Feasibility and preliminary outcomes of a school-based mindfulness intervention for urban youth. Journal of Abnormal Child Psychology, 38(7), 985-994. Mindfulness training—using age-appropriate activities to exercise children’s reflection on their moment-to-moment experiences—may support the development of self-regulation by targeting top-down processes while lessening bottom-up influences (such as anxiety, stress, curiosity) to create conditions conducive to reflection, both during problem solving and in more playful, exploratory ways. We investigated the impact of mindfulness training (MT) on working memory capacity (WMC) and affective experience. WMC is used in managing cognitive demands and regulating emotions. Mindfulness training (MT) programs offer exercises and didactic guidance to help participants cultivate this. Amishi P. Jha, Anastasia Kiyonaga, Ling Wong, and Lois Gelfand, Department of Psychology, University of Pennsylvania; Elizabeth A. Stanley, Georgetown University Walsh School of Foreign Service and Department of Government. Perhaps greater MT-related availability of WMC benefited negative affect but not positive affect in the context of the pre-deployment interval because only the expression or experience of negative affect required regulation. School-based mindfulness interventions have been linked to a range of positive outcomes for the stress level of teachers and the well-being of students (Taylor et al., 2016). For example, they have been linked to decreased inattentive and hyperactive behaviours (Klatt, Browne, Harpster, & Case-Smith, 2012), reduced stress (van de Weijer-Bergsma, Langenberg, Brandisma, Oort, & Bögels, 2012) and improved classroom behaviour (Black & Fernando, 2014) for the school-aged population. Mindfulness training and...
classroom behaviour among lower-income and ethnic minority elementary school children. Sustained effects of a mindfulness-based classroom intervention on behavior in urban, underserved children.