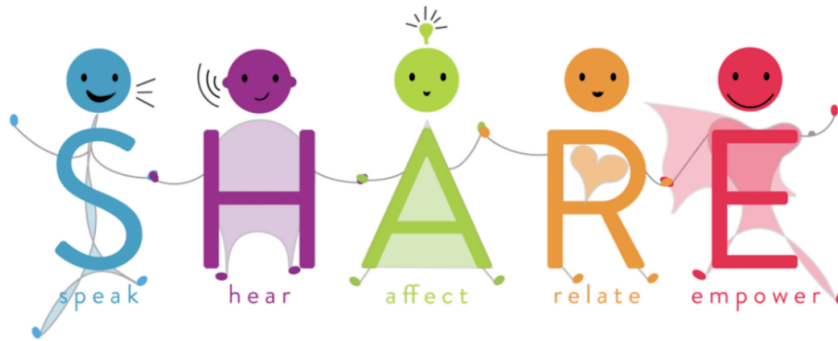


# MINDFULNESS-BASED COMMUNICATION PRACTICES to Help You Lead, Team, and Teach



Curiosities? Ideas? Please share! [stacey@learningtreeliteracy.org](mailto:stacey@learningtreeliteracy.org)

Scan to access  
free tools.



Free Communication Tools @ [LearningTreeLiteracy.org/resources](https://www.learningtreeliteracy.org/resources)

- IEP Goal Bank
- Color-coded Word Banks for Teens/Adults (English)
- No-Fault Zone Feelings & Needs Cards (21 Languages)
- Kid-Friendly Storytelling Framework
- Peace Corner Binder Printables and Step-by-Step Assembly Video (English)

<p><b>*Welcoming Inclusion Activity: Greeting Frenzy</b></p>	<p><b>*Mindful Minute Micro-Practice</b> Start a meeting or class by focusing on a simple action that helps everyone be present.</p>
<p><b>Mindful Listening:</b> Deepen connection with others by listening with attentiveness, kindness, and curiosity.</p>	<p><b>Affective Statements:</b> Expression of emotions in response to behavior without assigning shame or blame.</p>
<p><b>Accessible Affective Statements (FAB)</b> Use a sentence frame and word banks to concisely express feelings and needs. "I <b>F</b>eel __ <b>A</b>bout __ <b>B</b>ecause I need __."</p>	<p><b>Looping:</b> After listening mindfully, ensure understanding by repeating what you heard someone say. "I heard you say you <b>F</b>eel __ <b>A</b>bout __ <b>B</b>ecause you need __. Did I understand?"</p>

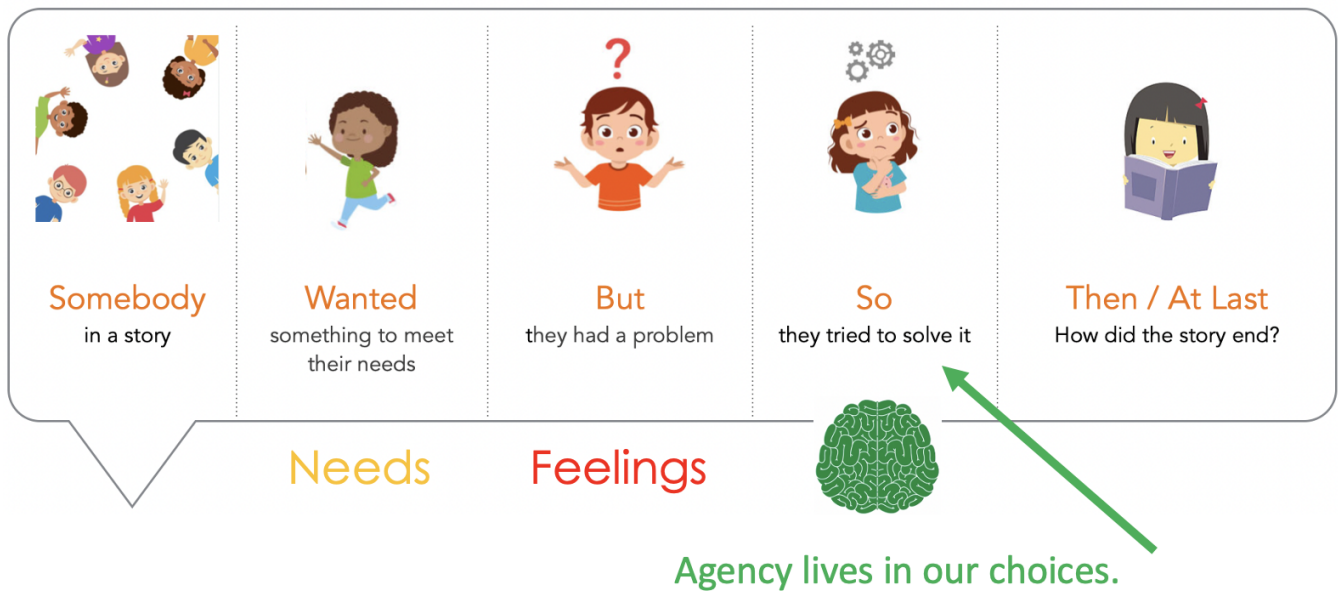
<b>*Optimistic Closure: One Takeaway</b>	<b>Accessible Storytelling:</b> Using a visual framework to tell an organized story that highlights personal agency. <i>Somebody-Wanted-But-So-At Last</i>
<b>Time Out: Reflective Storytelling</b> helps us clarify events, take responsibility for our choices, and learn from our mistakes.	<b>Take 2: Proactive Storytelling</b> helps us identify choices for decision making and peaceful problem-solving.
<b>Empathic Listening:</b> Listening to others at the level of feelings (spoken or unspoken) in addition to the words they are saying.	<b>Taking Perspective: Bust a Wonder FAB:</b> Consider someone else's perspective by thinking or saying, "I wonder if they <b>F</b> eel ___ <b>A</b> bout ___ <b>B</b> ecause they need ___."
<b>*Optimistic Closure: Suit Yourself</b>	<b>*CASEL Signature Practice</b> (Google CASEL Signature Practices to access the entire playbook.)

**Clarify and express your experience with a FAB: "I Feel \_\_ About \_\_ Because I need \_\_."**

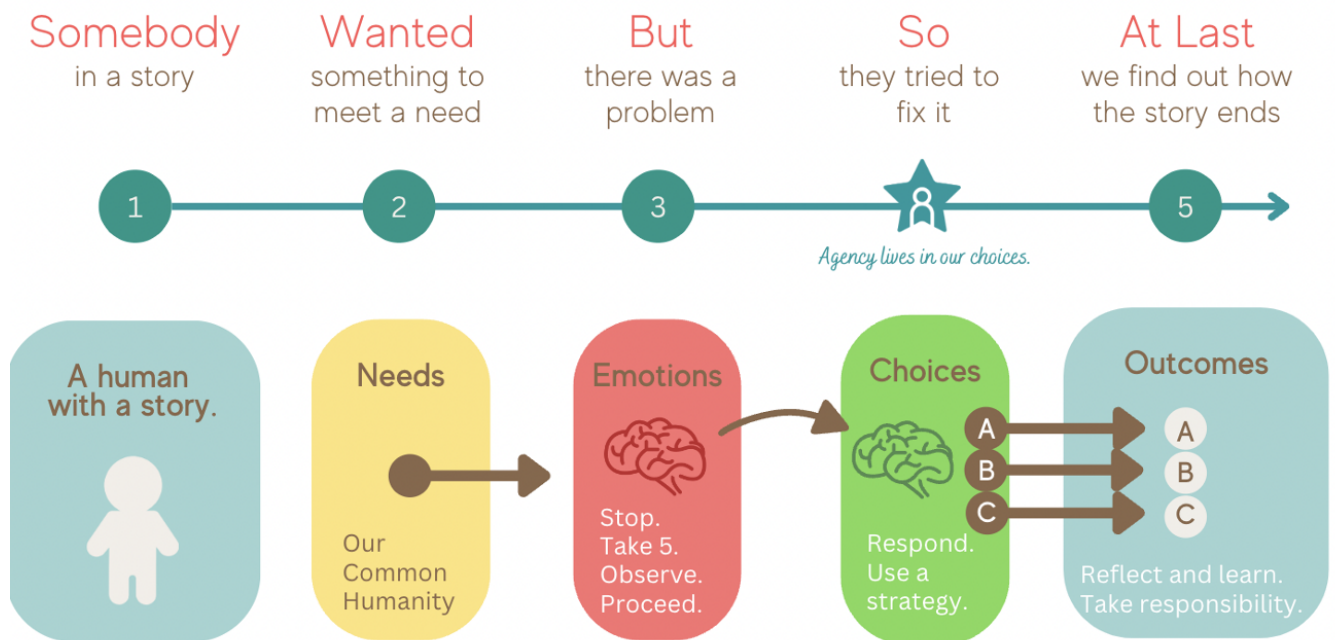
Pleasant Emotions		Unpleasant Emotions	
Curious Interested	Excited, Enthusiastic Energetic, Eager	Angry, Mad Furious, Upset	Confused, Puzzled Mixed Up, Unsure
Thankful Grateful	Playful Exuberant	Worried Scared, Afraid	Tense, Unsettled Concerned
Friendly, Loving Tender, Warm	Happy, Glad Delighted, Cheerful	Frustrated Discouraged	Sad, Unhappy Disappointed
Peaceful, Content Calm, Relaxed	Surprised, Shocked (Pleasant)	Lonely	Surprised, Shocked (Unpleasant)
Other		Other	

Universal Human Needs			
Capability, Skills Competence	Choice, Autonomy Freedom	Community, Friends Belonging	Giving Sharing
Help Support	Learning Exploration, Discovery	Play Fun	Respect, To matter To be considered
Rest Relaxation	Safety Trust	Self-expression Creativity	To be heard To be understood
Self-empathy Understanding Me	Empathy Understanding Others	Predictability Routine	Other

# Primary Storytelling



# Middle & High School Storytelling



## RESOURCES

Arthaud, T. J., & Goracke, T. (2006). Implementing a structured story web and outline strategy to assist struggling readers. *The Reading Teacher*, 59(6), 581-586.

Bliss, L. S., & McCabe, A. (2012). Personal narratives: Assessment and intervention. *SIG 1 Perspectives on Language Learning and Education*, 19(4), 130-138

Brackett, M. A. (2018). The emotional intelligence we owe students and educators. *Educational Leadership*, 76(2), 12-18.

Brefczynski-Lewis, J. A., Lutz, A., Schaefer, H. S., Levinson, D. B., & Davidson, R. J. (2007). Neural correlates of attentional expertise in long-term meditation practitioners. *Proceedings of the National Academy of Sciences*, 104(27), 11483-11488.

Brewer, J. A., Worhunsky, P. D., Gray, J. R., Tang, Y. Y., Weber, J., & Kober, H. (2011). Meditation experience is associated with differences in default mode network activity and connectivity. *Proceedings of the National Academy of Sciences*, 108(50), 20254-20259.

Caporale-Berkowitz, N. A., Boyer, B. P., Lyddy, C. J., Good, D. J., Rochlen, A. B., & Parent, M. C. (2021). Search inside yourself: investigating the effects of a widely adopted mindfulness-at-work development program. *International Journal of Workplace Health Management*, 14(6), 593-604.

Carreker, S., Davis, R., Meisel, P., Spear-Swerling, L., & Wilson, B. (2010). Knowledge and Practice Standards for Teachers of Reading.

Cherniss, C., & Caplan, R. D. (2001). A case study in implementing emotional intelligence programs in organizations. *Journal of Organizational Excellence*, 21(1), 73-85.

Clark, T. R. (2020). *The 4 stages of psychological safety: Defining the path to inclusion and innovation*. Berrett-Koehler Publishers.

Cobb, F., & Krownapple, J. (2019). *Belonging through a culture of dignity: The keys to successful equity implementation*. Mimi & Todd Press.

Costello, B., Wachtel, J., & Wachtel, T. (2019). *The restorative practices handbook: For teachers, disciplinarians and administrators*. International Institute for Restorative Practices.

Davidson, R. J., Kabat-Zinn, J., Schumacher, J., Rosenkranz, M., Muller, D., Santorelli, S. F., ... & Sheridan, J. F. (2003). Alterations in brain and immune function produced by mindfulness meditation. *Psychosomatic Medicine*, 65(4), 564-570.

Decety, J., & Lamm, C. (2006). Human empathy through the lens of social neuroscience. *The Scientific World Journal*, 6, 1146-1163.

Durlak, J., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.

Dymock, S. (2007). Comprehension strategy instruction: Teaching narrative text structure awareness. *The Reading Teacher*, 61(2), 161-167.

- Fey, M. E., Catts, H.W., Proctor-Williams, K., Tomblin, J. B., & Zhang, X. (2004). Oral and written story composition skills of children with language impairment. *Journal of Speech, Language, and Hearing Research, (47)*,1301-1318.
- Flook, L., Goldberg, S. B., 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.
- Glaser, J. E. (2016). *Conversational intelligence: How great leaders build trust and get extraordinary results*. Routledge.
- Goleman, D. (1996). Emotional intelligence. Why it can matter more than IQ. *Learning, 24(6)*, 49-50.
- Coleman, D. (2013). Focus: The Hidden Driver of Excellence, A&C Black. *Business & Economics, 320(8)*.
- Goleman, D. (2006). *Social Intelligence: The New Science of Human Relationships*. New York, NY: Bantam Dell, A Division of Random House.
- Goyal, M., Singh, S., Sibinga, E. M., Gould, N. F., Rowland-Seymour, A., Sharma, R., ... & Ranasinghe, P. D. (2014). Meditation programs for psychological stress and well-being: a systematic review and meta-analysis. *JAMA Internal Medicine, 174(3)*, 357-368.
- Gregory, A., Ward-Seidel, A. R., & Carter, K. V. (2021). Twelve indicators of restorative practices implementation: A framework for educational leaders. *Journal of Educational and Psychological Consultation, 31(2)*, 147-179.
- Hein, G., & Singer, T. (2008). I feel how you feel but not always: the empathic brain and its modulation. *Current opinion in neurobiology, 18(2)*, 153-158.
- Hülshager, U. R., Alberts, H. J., Feinholdt, A., & Lang, J. W. (2013). Benefits of mindfulness at work: the role of mindfulness in emotion regulation, emotional exhaustion, and job satisfaction. *Journal of Applied Psychology, 98*.
- Ivcevic, Z., Moeller, J., Menges, J., & Brackett, M. (2021). Supervisor emotionally intelligent behavior and employee creativity. *The Journal of Creative Behavior, 55(1)*, 79-91.
- Kidd, D. C., & Castano, E. (2013). Reading literary fiction improves theory of mind. *Science, 342*, 377-380.
- Kuypers, L. M. (2011). *The zones of regulation*. Think Social Publishing, Incorporated.
- Marlow, E., Nyamathi, A., Grajeda, W. T., Bailey, N., Weber, A., & Younger, J. (2012). Nonviolent communication training and empathy in male parolees. *Journal of Correctional Health Care, 18(1)*, 8-19.
- National Reading Panel (US), National Institute of Child Health, & Human Development (US). (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. National Institute of Child Health and Human Development, National Institutes of Health.
- Ng, S. J. (2017). Developmental interpersonal neurobiology, attachment style and mindsight. *Psychology and Cognitive Sciences Open Journal, 3(3)*, 9-13.

- Ripley, A. (2021). *High conflict: Why we get trapped and how we get out*. Simon and Schuster.
- Roeser, R. W., Mashburn, A. J., Skinner, E. A., Choles, J. R., Taylor, C., Rickert, N. P., ... & Sorenson, J. (2022). Mindfulness training improves middle school teachers' occupational health, well-being, and interactions with students in their most stressful classrooms. *Journal of Educational Psychology, 114*(2), 408.
- Roeser, R. W., Greenberg, M. T., Frazier, T., Galla, B. M., Semenov, A. D., & Warren, M. T. (2023). Beyond all splits: Envisioning the next generation of science on mindfulness and compassion in schools for students. *Mindfulness, 14*(2), 239-254.
- Roffey, S. (2008). Emotional literacy and the ecology of school wellbeing. *Educational and child psychology, 25*(2), 29-39.
- Rosenberg, M. B., & Chopra, D. (2015). *Nonviolent communication: A language of life: Life-changing tools for healthy relationships*. PuddleDancer Press.
- Sibinga, E. M., Webb, L., Ghazarian, S. R., & Ellen, J. M. (2016). School-based mindfulness instruction: an RCT. *Pediatrics, 137*(1), e20152532.
- Siegel, Daniel J. *The developing mind: How relationships and the brain interact to shape who we are*. Guilford Publications, 2020.
- Siegel, D. J., & Bryson, T. P. (2019). *The yes brain: How to cultivate courage, curiosity, and resilience in your child*. Bantam.
- Sofer, O. J. (2018). *Say what you mean: A mindful approach to nonviolent communication*. Shambhala Publications.
- Suzić, N., Luka, B., Marić, T., & Malešević, D. (2018). Effects of nonviolent communication training program on elementary school children. *Arctic, 71*(8), 35-62.
- Tang, Y. Y., Hölzel, B. K., & Posner, M. I. (2015). The neuroscience of mindfulness meditation. *Nature Reviews Neuroscience, 16*(4), 213.
- Treleaven, D. A. (2018). *Trauma-sensitive mindfulness: Practices for safe and transformative healing*. WW Norton & Company.
- Stone, D., Patton, B., & Heen, S. (2010). *Difficult conversations: How to discuss what matters most*. Penguin.
- Vlasenko, V. V., Rogers, E. G., & Waugh, C. E. (2021). Affect labeling increases the intensity of positive emotions. *Cognition and Emotion, 35*(7), 1350-1364.
- Winfrey, O., & Perry, B. (2021). *What happened to you?: Conversations on trauma, resilience, and healing*. Boxtree.
- Westby, C., & Culatta, B. (2016). Telling Tales: Personal Event Narratives and Life Stories. *Language, Speech, and Hearing Services in Schools, 47*(4), 260-282.
- Westby, C. E. (1991). Learning to talk-talking to learn: Oral-literate language differences. *Communication skills and classroom success, 334-357*.

Wright, H. H., & Newhoff, M. (2001). Narration abilities of children with language-learning disabilities in response to oral and written stimuli. *American Journal of Speech-Language Pathology* (10), 308-319.