



# Mind UP

## Program Overview

---

Generated: 2024-12-01 10:46:15



## **Author of this description**

Amila Mujezinovic, University of Tuzla

Alma Dizdarevic, University of Tuzla

## **Program name**

Mind UP

## **Country of Origin**

United States

## **Other Countries**

Canada, United Kingdom, Finland, Ireland, Greece, Venezuela, Uganda, Portugal, Serbia, Jordan, Hong Kong, Australia

## **Implementation level of the program**

Organisational

## **Type of Program**

Evidence-based intervention

## **Description**

The MindUP curriculum is a 15-lesson series published by Scholastic and is based on the four pillars: neuroscience, social-emotional learning, positive psychology, and mindful awareness. Coupled with formal professional development in the program, MindUP allows students to build a scaffolding of awareness and self-regulation that will increase selfcontrol, empathy, optimism, and academic goals.

## **Age Range**

3-7 years

## **Age Range Information**

3-14 years

## **Group Size**

No information

## **SEL Skills Targeted**

Responsible decision-making, Relationship skills, Social awareness, Self-awareness, Self-management

## **Sequenced Activities**

The activities are sequenced by age of children and program include three main curriculums for the implementation based on age-range of children.

## **Active Learning**

MindUp includes 15 lessons and in each lesson students are introduced to key concepts and offered the opportunity to practice skills related to the concepts. Lessons are related to neuroscience and teach children about the role of brain in emotion, learning and playing.

## **Outcomes / Results**

Program is evidence based and previous studies present to participants positive results to significant increasing of self-reported optimism, improvement of aggressive prosocial behaviour, attention and SEL competence.

## **Strengths and Weaknesses**

No information

## **Additional Information**

<https://pg.casel.org/mindup/>

## **References**

Schonert-Reichl, K. A., & Lawlor, M. S. (2010). The effects of a mindfulness-based education program on pre-and early adolescents' well-being and social and emotional competence. *Mindfulness*, 1(3), 137-151. <https://doi.org/10.1007/s12671-010-0011-8>

Schonert-Reichl, K. A., Oberle, E., Lawlor, M.S., Abbott, D., Thomson, K., Oberlander, T. F., & Diamond, A. (2015). Enhancing cognitive and social-emotional development through a simple-to-administer mindfulness-based school program for elementary school children: A randomized controlled trial. *Developmental Psychology*, 51(1), 52-56. <https://doi.org/10.1037/a0038454>

## **Citation**

This document was generated from the database used to create the Programs Compendium: Koltcheva, N., Wastijn, B., Achten, M., Van Rossem, L. & Costa, I. S (2022). Programs for Social and Emotional Skills Development for Early and Preschool Children Applied in European Countries. Compendium. EU-SELF Project. ISBN 978-619-233-211-2 (can be downloaded from <https://euself.nbu.bg>)