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   Eva Oberle, Kimberly Schonert-Reichl

Executive Summary 5

1. Mindfulness and compassion training in adolescence: A developmental contemplative science perspective
   *Robert W. Roeser, Cristi Pinela* 9
   Embedded in a developmental contemplative science framework, mindfulness is introduced as a skill and habit that can foster positive development in youth; the theoretical and empirical basis of the emerging field “mindfulness in adolescence” is discussed in depth, and a future research agenda is illustrated.

2. Learning to BREATHE: An intervention to foster mindfulness in adolescence
   *Patricia C. Broderick, Jennifer L. Frank* 31
   The Learning to BREATHE program is introduced as a universal, school-based mindfulness intervention designed to promote important social and emotional skills in the school setting; the theoretical and empirical basis and a case example for implementation are discussed.

3. The Mindfulness-enhanced Strengthening Families Program: Integrating brief mindfulness activities and parent training within an evidence-based prevention program
   *J. Douglas Coatsworth, Larissa G. Duncan, Elaine Berrena, Katharine T. Bamberger, Daniel Loeschinger, Mark T. Greenberg, Robert L. Nix* 45
   A mindfulness-based family-centered approach to interventions for adolescents is introduced through the Mindfulness-enhanced Strengthening Families Program for adolescents’ caretakers.
4. Assessing fidelity of core components in a mindfulness and yoga intervention for urban youth: Applying the CORE Process
The development, implementation, and evaluation of core components of a mindfulness and yoga intervention—implemented as a community-academic partnership—are presented and discussed.

5. Mindfulness in practice: Considerations for implementation of mindfulness-based programming for adolescents in school contexts
Molly Steward Lawlor 83
Mindfulness-based intervention and prevention programs for youth and teachers are reviewed, and strategies for successfully bringing mindfulness into the school setting are considered.

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