

# MENTAL HEALTH CONFERENCE

# Danish Center for Mindfulness Aarhus University



# WHY DO WE NEED MINDFULNESS AND COMPASSION?

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# World Health Organization

Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

Depression is the leading cause of ill health and disability worldwide.

Suicide is the second leading cause of death among 15–29-year-olds.







SUSTAINABLE  
DEVELOPMENT

# GOALS

# #SDGsketch

17 GOALS TO TRANSFORM OUR WORLD

is a project by @Club17Africa <http://club17africa.org> in collaboration with @xLontrax and @DrMinaOqbang

## GOAL 3: Ensure healthy lives and promote well being for all at all ages

\* By 2030

100.000  
LIVE  
BIRTHS

12

1.000  
LIVE  
BIRTHS

25

\* Global Maternity  
Mortality Ratio  
down to less than  
70 per 100.000

\* Neonatal  
Mortality  
at least as low  
as 12 per 1000

\* Under-5  
Mortality  
at least as low  
as 25 per 1000

Premature mortality  
from  
non-communicable diseases

\* Reduced by 1/3

\* Strengthen prevention  
and treatment of  
SUBSTANCES ABUSE

\* End Epidemics  
Universal  
access to sexual  
and reproductive  
health-care services

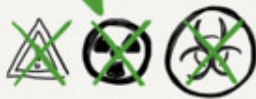


By 2020, 50% less  
Global deaths and  
injuries by car  
accidents



Universal Health-Care  
COVERAGE

Reduce deaths  
from hazardous  
pollution and  
contamination



IMPLEMENT  
FCTC

WHO Framework  
Convention for  
Tobacco Control



Support R&D of Vaccines  
and Medicines

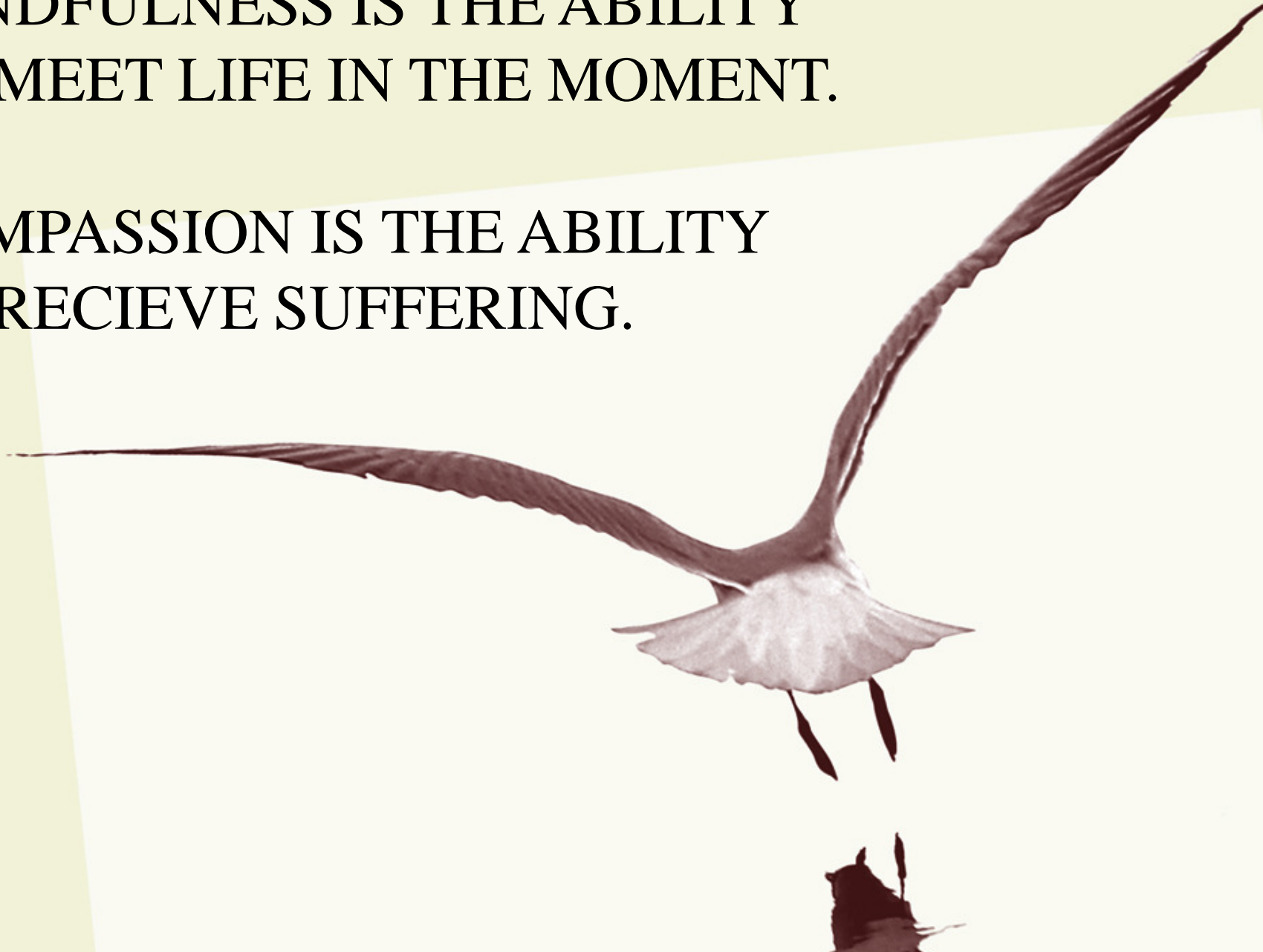
Finance Health  
workforce growth  
in developing countries

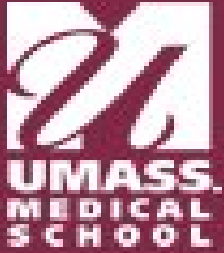


Improve • early warning  
• risk reduction  
• management  
of Health Risks

MINDFULNESS IS THE ABILITY  
TO MEET LIFE IN THE MOMENT.

COMPASSION IS THE ABILITY  
TO RECIEVE SUFFERING.





Center for Mindfulness  
in Medicine, Health Care, and Society

# Mindfulness-Based Stress Reduction MBSR

Evidence-based and cost-effective stress reduction.

Educational approach which uses intensive training in mindfulness meditation as the core of a program to teach people how to take better care of themselves.

<https://www.ncbi.nlm.nih.gov/m/pubmed/28797556/#fft>

[http://mindfulness.au.dk/fileadmin/migrated/content/uploads/Mindfulness\\_therapy\\_economic\\_analysis.pdf](http://mindfulness.au.dk/fileadmin/migrated/content/uploads/Mindfulness_therapy_economic_analysis.pdf)





# Mindfulness-Based Cognitive Therapy

## MBCT

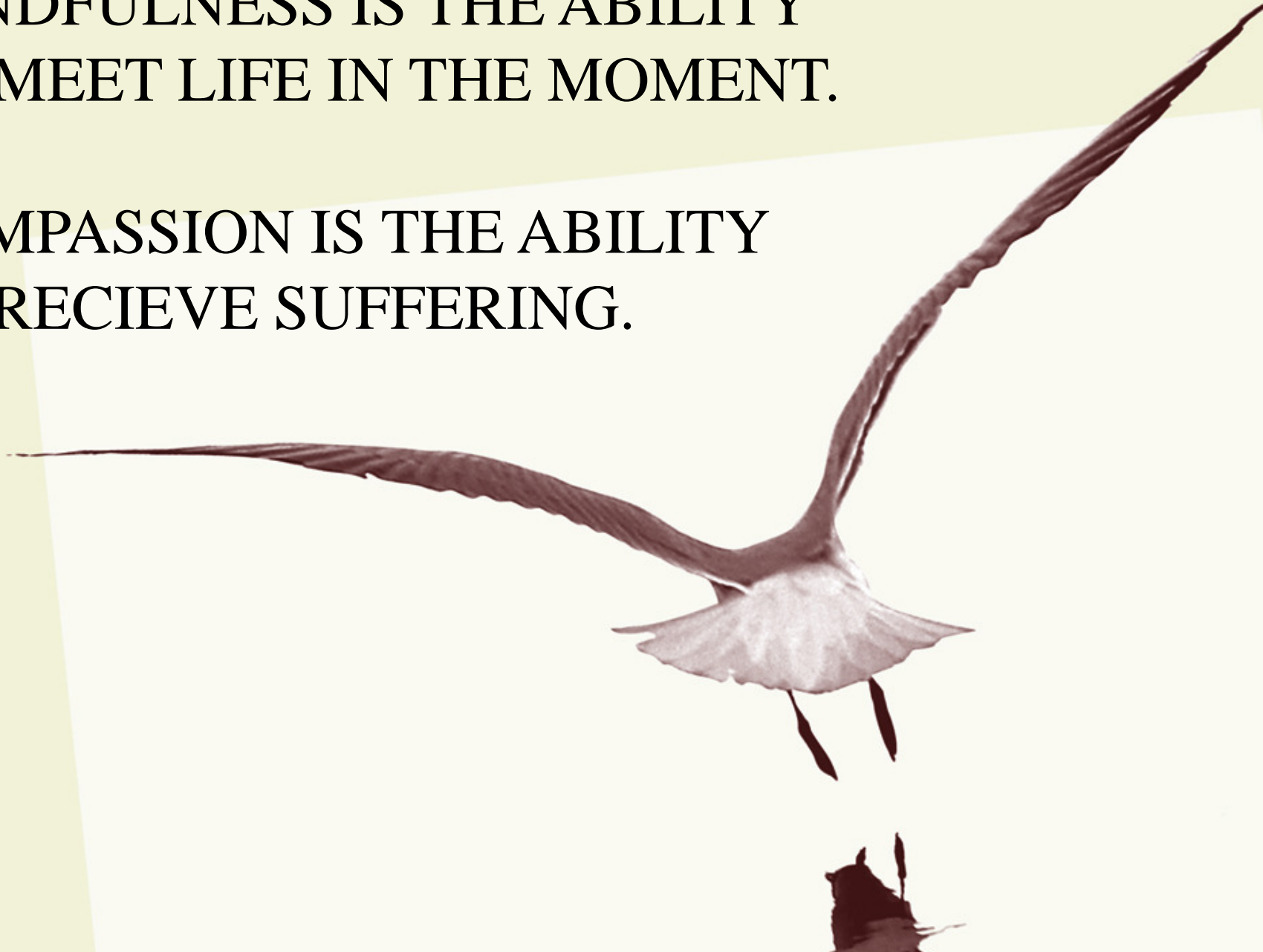
Evidence-based and cost-effective treatment for the prevention of recurrent depression.

Since 2009 recommended as the highest priority for implementation by the National Institute for Health and Care Excellence (NICE).

<http://ugeskriftet.dk/videnskab/mindfulness-baseret-kognitiv-terapi-er-effektiv-i-behandlingen-af-tilbagevendende>

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Compassion Cultivation Training CCT  
Center for Compassion and Altruism Research and Education  
Stanford University



# Healty habits of minds



<http://mindfulness.au.dk/film/film/>

# Styr på det hele...



<http://mindfulness.au.dk/mindfulness/mindfulness-for-unge/film/>



# Mindful Medicine



<http://mindfulness.au.dk/film/film/>

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AN ANTIDOTE TO  
STRESS?



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KAREN JOHANNE  
STRESS

# MENTAL HEALTH CONFERENCE



LISE  
PUBLIC HEALTH, MRC, COMPLEX  
INTERVENTIONS

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PIET  
MINDFULNESS  
TEACHER  
TRAINING

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# MINDFUL NATION UK





Attention

Positive outlook



Resilience

Empathy

Richard J. Davidson  
The Emotional Life of Your Brain

## Promoting Prosocial Behavior and Self-Regulatory Skills in Preschool Children Through a Mindfulness-Based Kindness Curriculum

Lisa Flook, Simon B. Goldberg, Laura Pinger, and Richard J. Davidson  
University of Wisconsin-Madison

Self-regulatory abilities are robust predictors of important outcomes across the life span, yet they are rarely taught explicitly in school. Using a randomized controlled design, the present study investigated the effects of a 12-week mindfulness-based Kindness Curriculum (KC) delivered in a public school setting on executive function, self-regulation, and prosocial behavior in a sample of 68 preschool children. The KC intervention group showed greater improvements in social competence and earned higher report card grades in domains of learning, health, and social-emotional development, whereas the control group exhibited more selfish behavior over time. Interpretation of effect sizes overall indicate small to medium effects favoring the KC group on measures of cognitive flexibility and delay of gratification. Baseline functioning was found to moderate treatment effects with KC children initially lower in social competence and executive functioning demonstrating larger gains in social competence relative to the control group. These findings, observed over a relatively short intervention period, support the promise of this program for promoting self-regulation and prosocial behavior in young children. They also support the need for future investigation of program implementation across diverse settings.

**Keywords:** mindfulness, executive function, prosocial behavior, preschool, early childhood

**Supplemental materials:** <http://dx.doi.org/10.1037/a0038256.supp>

Social, emotional, and cognitive functioning are deeply intertwined throughout the life span. As such, self-regulatory skills are increasingly recognized as important contributors to school success. The capacity to regulate attention and emotion are forms of self-regulation that provide a foundation for school readiness by supporting dispositions conducive to learning and maintaining positive social relationships (Blair, 2002). The importance of developing such competencies early in life is underscored by longi-

tudinal research demonstrating that self-regulation in childhood predicts health, financial stability, and educational attainment into adulthood (Moffitt et al., 2011). There is particular interest in training during early childhood, given the malleability and plasticity associated with this period of development. Furthermore, economists have demonstrated that investments in early childhood education pay for themselves, yielding a return of 7% or more (Heckman, 2011). Investment in early education, therefore, has the potential to increase health and reduce risk behaviors over the life span, thus reducing overall societal costs.

Healthy functioning across academic and social contexts requires exercising self-regulatory ability in the pursuit of short- and long-term goals. Self-regulation involves modulating feelings, thoughts, and behavior, and is associated with academic achievement and social competence, both concurrently and prospectively (Eisenberg, Spinrad, & Smith, 2004; Spinrad et al., 2006). In a classic delay of gratification paradigm, self-regulatory ability at age 4 (indexed by waiting a longer time for a reward) predicts attentional capacity, self-control, and frustration tolerance years later during adolescence (Eigsti et al., 2006; Mischel, Shoda, & Peake, 1988; Shoda, Mischel, & Peake, 1990). Furthermore, children who are better able to delay also score higher on the SAT and are perceived as more interpersonally competent by parents and peers (Mischel, Shoda, & Rodriguez, 1989). In contrast, deficits in self-regulation can significantly interfere with learning (Barkley, 2001). Thus, the ability to enhance and strengthen attention and emotion regulatory resources warrants further investigation.

Attention and executive functioning play a key role in effective self-regulation. Executive functions (EFs) refer to an array of related, yet distinct cognitive processes, such as cognitive flexibility, inhibitory control, and working memory, which impact all

This article was published Online First November 10, 2014.

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This project was also made possible in part by an National Institute of Child Health and Human Development (NICHD) core grant to the Waisman Center (P30 HD003352) and support from the Templeton Foundation and Fetzer Institute.

We are grateful to all of the students and parents who participated in this project and the Madison Metropolitan School District for making this collaboration possible; Sharon Salzberg for her inspiration and feedback on the Kindness Curriculum; Lisa Thomas Prince for curriculum support; Lionel Newman and David Findley for their skillful project coordination; and undergraduate RAs for data collection. This research was generously supported by funding from the Caritas Foundation, Mental Insight Foundation, Mind & Life Institute, Cremer Foundation, Baumann Foundation, Drs. Fran and Tim Orrok, Edward L. and Judith Steinberg, Chade-Meng Tan, Peggy Hedberg, and Arlene and Keith Bronstein.

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# DANISH POLITICIANS INSPIRED...



Se Radikalt besøg her: <https://vimeo.com/182533788>

# HOW TO MOVE FORWARD?

