Attention And Self Regulation A Control Theory Approach To Human Behavior
Springer Series In Social Psychology

Description of human behavior which sees all behavior as aimed at attaining goals.

The Oxford Handbook of Emotion Dysregulation

Keeping children's bodies, minds and emotions on task just got easier with this new book from self-regulation expert Teresa Garland. Self-Regulation Interventions and Strategies features more than 200 practical and proven interventions, strategies and adaptations for helping children gain more control over their lives. Each chapter provides rich background and theoretical material to help the reader better understand the issues our children face. Topics include: Basic and advanced methods to calm a child and to preventing outbursts and melt-downsInterventions to help with attention problems, impulse control, distractibility and the ability to sit stillStories and video-modeling for autism, along with techniques to quell repetitive behaviorsSensory strategies for sensitivity and cravingBehavioral and sensory approaches to picky eatingWays to increase organization skills using technology and appsStrategies for managing strong emotions as well as techniques for releasing them

Handbook of Self-Regulation
The first and foremost concrete fact which every one will affirm to belong to his inner experience is the fact that consciousness of some sort goes on. I —William James, 1893 We are witnessing today a mounting interest among behavioral and biological scientists in problems long recognized as central to our understanding of human nature, yet until recently considered out of the bounds of scientific psychology and physiology. Sometimes thrown into the heading of "altered states of consciousness," this growing research bears directly upon such time-honored questions as the nature of conscious experience, the mind–body relationship, and volition. If one broadly views this research as encompassing the two interrelated areas of consciousness and self-regulation, one can find many relevant contemporary examples of creative and experimentally sophisticated approaches, including research on the regulation of perception and sensory experience, attention, imagery and thinking, emotion and pain; hypnosis and meditation; biofeedback and voluntary control; hemispheric asymmetry and specialization of brain function; drug-induced subjective states; and biological rhythms. Because the material is spread over many different kinds of publications and disciplines, it is difficult for anyone person to keep fully abreast of the significant advances. The overall aim of the new Plenum Series in Consciousness and Self-Regulation: Advances in Research is to provide a scholarly forum for discussing integration of these diverse areas by presenting some of the best current research and theory.

Handbook of Biobehavioral Approaches to Self-Regulation

From leading authorities, this significantly revised and expanded handbook is a highly regarded reference in a rapidly growing field. It thoroughly examines the conscious and unconscious processes by which people manage their behavior and emotions, control impulses, and strive toward desired goals. Chapters explore such vital issues as why certain individuals have better self-control than others; how self-regulation shapes, and is shaped by, social relationships; underlying brain mechanisms and developmental pathways; and which interventions can improve people’s self-control. The volume also addresses self-regulatory failures and their consequences, with chapters on attention-deficit/hyperactivity disorder, criminality, addictions, and money management challenges. As a special bonus, purchasers of the third edition can download a supplemental e-book featuring two notable, highly cited chapters from the second edition. New to This Edition * Incorporates the latest topic areas, theories, and empirical findings. *Updated throughout, with 21 new chapters and numerous new authors. * Cutting-edge topics: implicit self-regulation processes, the role of physical needs and processes (such as the importance of sleep), the benefits of dampening positivity, the frequency and consequences of emotional control in the workplace, and self-regulation training. *Expanded coverage of motivational factors, romantic relationships, and lapses of self-control. * Supplemental e-book featuring selected chapters from the prior edition.

The Development of Self-Regulatory Mechanisms

This authoritative handbook reviews the breadth of current knowledge on the conscious and nonconscious processes by which people regulate their thoughts, emotions, attention, behavior, and impulses. Individual differences in self-regulatory capacities are explored, as are developmental pathways. The volume examines how self-regulation shapes, and is shaped by, social relationships. Failures of self-regulation are also addressed, in chapters on addictions, overeating, compulsive spending, and attention-deficit/hyperactivity disorder. Wherever possible, contributors identify implications of the research for helping people enhance their self-regulatory capacities and pursue desired goals. New to This Edition: * Incorporates significant scientific advances and many new topics. * Increased attention to the social basis of self-regulation. * Chapters
on working memory, construal-level theory, temptation, executive functioning in children, self-regulation in older adults, self-harming goal pursuit, interpersonal relationships, religion, and impulsivity as a personality trait.

Handbook of Self-Regulation, Third Edition

How can people master their own thoughts, feelings, and actions? This question is central to the scientific study of self-regulation. The behavioral side of self-regulation has been extensively investigated over the last decades, but the biological machinery that allows people to self-regulate has mostly remained vague and unspecified. Handbook of Biobehavioral Approaches to Self-Regulation corrects this imbalance. Moving beyond traditional mind-body dualities, the various contributions in the book examine how self-regulation becomes established in cardiovascular, hormonal, and central nervous systems. Particular attention is given to the dynamic interplay between affect and cognition in self-regulation. The book also addresses the psychobiology of effort, the impact of depression on self-regulation, the development of self-regulation, and the question what causes self-regulation to succeed or fail. These novel perspectives provide readers with a new, biologically informed understanding of self-awareness and self-agency. Among the topics being covered are: Self-regulation in an evolutionary perspective. The muscle metaphor in self-regulation in the light of current theorizing on muscle physiology. From distraction to mindfulness: psychological and neural mechanisms of attention strategies in self-regulation. Self-regulation in social decision-making: a neurobiological perspective. Mental effort: brain and autonomic correlates in health and disease. A basic and applied model of the body-mind system. Handbook of Biobehavioral Approaches to Self-Regulation provides a wealth of theoretical insights into self-regulation, with great potential for future applications for improving self-regulation in everyday life settings, including education, work, health, and interpersonal relationships. The book highlights a host of exciting new ideas and directions and is sure to provoke a great deal of thought and discussion among researchers, practitioners, and graduate-level students in psychology, education, neuroscience, medicine, and behavioral economics.

Handbook of Self-Regulation of Learning and Performance

As humans, we self-regulate whenever we adapt our emotions and actions to situational requirements and to internalized social standards and norms. Self-regulation encompasses skills such as paying attention, inhibiting reflexive actions, and delaying gratification. We need self-regulation for navigating in the social world (e.g., when we inhibit revealing a secret, even though it is tempting to tell it), academic life (e.g., when we study for the test, even though we would prefer to watch our favorite TV show), and much more indeed, in every aspect of life. While both environmental and genetic factors have direct, long-lasting influences on an individual's ability to self-regulate, these factors also interact with each other in critical ways. On one hand, environmental factors such as parental attachment can shape the epigenetics and the expression of the individual genotype; on the other hand, gene variations may increase vulnerability to certain environmental pathogens. This book presents self-regulation as a crucial link between genetic predisposition, early experience, and later adult functioning in society. Individual chapters examine what self-regulation is, how it functions, how genetic and environmental factors influence its development, how it affects social and academic competence in childhood and adulthood, what pathologies can emerge if it is under-developed, and how it might be fostered in children. Part of the Human Brain Development Series, edited by Michael Posner, this book will appeal to developmental psychologists, developmental neuroscientists, educational psychologists, and educational practitioners interested in the link between brain sciences and education.
Emotion Regulation and Psychopathology


The Self-Regulation of Health and Illness Behaviour

Self-regulation theory focuses on the ways in which individuals direct and monitor their activities and emotions in order to attain their goals. It plays an increasingly important role in health psychology research. The Self-regulation of Health and Illness Behaviour presents an up-to-date account of the latest developments in the field. Individual contributions cover a wide range of issues including representational beliefs about chronic illness, cultural influences on illness representations, the role of anxiety and defensive denial in health-related experiences and behaviours, the contribution of personality, and the social dynamics underlying gender differences in adaptation to illness. Particular attention is given to the implications for designing effective health interventions and messages. Integrating theoretical and empirical developments, this text provides both researchers and professionals with a comprehensive review of self-regulation and health.

The OPEN FOCUS Handbook

The Handbook of Personality and Self-Regulation integrates scholarly research on self-regulation in the personality, developmental, and social psychology traditions for a broad audience of social and behavioral scientists interested in the processes by which people control, or fail to control, their own behavior. Examines self-regulation as it influences and is influenced by basic personality processes in normal adults Offers 21 original contributions from an internationally respected group of scholars in the fields of personality and self-regulation Explores the causes and consequences of inadequate self-regulation and the means by which self-regulation might be improved Integrates empirical findings on basic personality traits with findings inspired by emerging models of self-regulation Provides a comprehensive, up-to-date, and stimulating view of the field for students and researchers in a wide range of disciplines

Self-regulated Learning

Consciousness and Self-Regulation

This volume examines the developmental aspects of the general psychological construct of self-determination. The term refers to self- (vs. other-) caused action—to people acting volitionally—as based on their own will. Research conducted in the fields of psychology and education shows the importance of self-determination to adolescent development and positive adult outcomes. The first part of this volume presents an overview of theories and historical antecedents of the construct. It looks at the role of self-determination in major theories of human agentic behavior and of adolescent development and individuation. The second part of the volume examines the developmental origins and the trajectory of self-determination in childhood, adolescence, and adulthood, and looks as aging aspects. The next part presents studies on the evolutionary
aspects, individual differences and healthy psychological development. The last part of the book covers the development of causal and agentic capability.

**The Role of Joint Attention, Social Cognition, and Self-regulation in the Development of Social Competence**

*Montessori*

"Seek simplicity and distrust it. " Alfred North Whitehead "It will become all too clear that an ability to see patterns in behavior, an ability that some might feel proud of, can lead more easily to a wrong description than a right one. " William T. Powers The goal of the theorist—the scholar—is to take a collection of observations of the world, and perceive order in them. This process necessarily imposes an artificial simplicity upon those observations. That is, specific observations are weighed differently from each other whenever a theoretical account is abstracted from raw experiences. Some observed events are misunderstood or distorted, others are seen as representing random fluctuations and are ignored, and yet others are viewed as centrally important. This abstraction and oversimplification of reality is inevitable in theory construction. Moreover, the abstracted vision builds upon itself. That is, as a structure begins to emerge from continued observation, the structure itself guides the search for new information. The result is a construction that is more elaborate than what existed before, but it still is usually simpler than reality. It is important for scholars to believe in the value of their task, and in the general correctness of the vision that guides their work. This commitment, and the hope of progress that follows from it, make it possible to continue even when the work is difficult and slow.

**Attention and Self-regulation**

**The Self-regulation of Health and Illness Behaviour**

**Handbook of Self-Regulation, Third Edition**

"While we have learned a great deal about mindfulness in the past 30 years, unquestionably the field of mindfulness science is still maturing, and in the chapters herein the authors have taken pains to point out how the current research is limited in its methods and conclusions, and have pointed to specific ways in which future research studies can overcome these limitations. That said, the work represented in this Handbook is among the best conducted to date, measured in terms of scientific creativity, sophistication, and insight. Our hope is that this volume offers readers both a panoramic view of the current science of mindfulness and a compass to help guide its ongoing evolution"—

**Self-Regulation**
Self-regulation has been identified as an important predictor of school readiness and academic achievement in young children. Children who struggle with self-regulation are at risk of experiencing peer rejection and academic difficulties. Teachers report that there is high variability in children’s self-regulatory abilities at school entry and that children with an accumulation of risk factors are especially likely to enter school without adequate self-regulation skills. Moreover, early academic skills are often cumulative, so children who fail to acquire early skills are at risk of falling behind their peers academically and facing achievement gaps that widen over time. Although the relation between self-regulation and school-related outcomes has been clearly documented, our understanding of the pathways through which self-regulation influences early achievement and school success remains unclear. This special issue considers previously neglected areas in the current understanding of self-regulation. The seven articles focus on issues including (a) the complex relations between self-regulation and school readiness, (b) predictors of self-regulation and academic achievement, and (c) advances in measurement of self-regulation and related skills. Research that continues to investigate the complex relations and mechanisms that influence early self-regulation and related outcomes will inform policy and practice in ways that help all children develop the self-regulation skills they need. The volume will be of interest to researchers in the field of child development or education, and educators and policy makers who are interested in promoting school readiness and academic success. This book was originally published as a special issue of Early Education and Development.

Development of Self-Determination Through the Life-Course

There’s no such thing as a bad kid. That’s what a lifetime of experience has taught Dr. Stuart Shanker. No matter how difficult, out of control, distracted, or exhausted a child might seem, there’s a way forward: self-regulation. Overturning decades of conventional wisdom, this radical new technique allows children and the adults who care for them to regain their composure and peace of mind. Self-Reg is a groundbreaking book that presents an entirely new understanding of your child’s emotions and behavior and a practical guide for parents to help their kids engage calmly and successfully in learning and life. Grounded in decades of research and working with children and parents by Dr. Shanker, Self-Reg realigns the power of the parent-child relationship for positive change. Self-regulation is the nervous system’s way of responding to stress. We are seeing a generation of children and teens with excessively high levels of stress, and, as a result, an explosion of emotional, social, learning, behavior, and physical health problems. But few parents recognize the “hidden stressors” that their children are struggling with: physiological as well as social and emotional. An entrenched view of child rearing sees our children as lacking self-control or willpower, but the real basis for these problems lies in excessive stress. Self-regulation can dramatically improve a child’s mood, attention, and concentration. It can help children to feel empathy, and to cultivate the sorts of virtues that most parents know are vital for their child’s long-term wellbeing. Self-regulation brings about profound and lasting transformation that continues throughout life. Dr. Shanker translates decades of his findings from working with children into practical, prescriptive advice for parents, giving them concrete ways to develop their self-regulation skills and teach their children to do the same and engage successfully with life for optimal learning, social, and emotional growth.

Comprehensive Developmental Neuroscience: Neural Circuit Development and Function in the Healthy and Diseased Brain

Emotion dysregulation, which is often defined as the inability to modulate strong negative affective states including
impulsivity, anger, fear, sadness, and anxiety, is observed in nearly all psychiatric disorders. These include internalizing disorders such as panic disorder and major depression, externalizing disorders such as conduct disorder and antisocial personality disorder, and various others including schizophrenia, autism, and borderline personality disorder. Among many affected individuals, precursors to emotion dysregulation appear early in development, and often predate the emergence of diagnosable psychopathology. The Oxford Handbook of Emotion Dysregulation brings together experts whose work cuts across levels of analysis, including neurobiological, cognitive, and social, in studying emotion dysregulation. Contributing authors describe how early environmental risk exposures shape emotion dysregulation, how emotion dysregulation manifests in various forms of mental illness, and how emotion dysregulation is most effectively assessed and treated. Conceptualizing emotion dysregulation as a core vulnerability to psychopathology is consistent with modern transdiagnostic approaches to diagnosis and treatment, including the Research Domain Criteria and the Unified Protocol, respectively. This handbook is the first text to assemble a highly accomplished group of authors to address conceptual issues in emotion dysregulation research, define the emotion dysregulation construct across levels of cognition, behavior, and social dynamics, describe cutting edge assessment techniques at neural, psychophysiological, and behavioral levels of analysis, and present contemporary treatment strategies.

Self-Regulation in the Classroom

Handbook of Self-Regulation, Second Edition

The Handbook of Self-Regulation represents state-of-the-art coverage of the latest theory, research, and developments in applications of self-regulation research. Chapters are of interest to psychologists interested in the development and operation of self-regulation as well as applications to health, organizational, clinical, and educational psychology. This book pulls together theory, research, and applications in the self-regulation domain and provides broad coverage of conceptual, methodological, and treatment issues. In view of the burgeoning interest and massive research on various aspects of self-regulation, the time seems ripe for this Handbook, aimed at reflecting the current state of the field. The goal is to provide researchers, students, and clinicians in the field with substantial state-of-the-art overviews, reviews, and reflections on the conceptual and methodological issues and complexities particular to self-regulation research. Coverage of state-of-the-art in self-regulation research from different perspectives Application of self-regulation research to health, clinical, organizational, and educational psychology Brings together in one volume research on self-regulation in different subdisciplines Most comprehensive and penetrating compendium of information on self-regulation from multi-disciplinary perspectives

Self-Regulation Interventions and Strategies

The Development of Self-Regulatory Mechanisms contains the papers presented at the conference on Early Childhood: The Development of Self-Regulatory Mechanisms, held at The Pennsylvania State University in January, 1970. The theme of the conference is divided into four areas of interest: biological regulatory mechanisms, early self-regulatory behavior, thoughtful self-regulation, and models of human self-regulation. Papers focused on subjects on neurophysiological and neuroendocrinological regulatory mechanisms; infant cognitive development based on cardiac response and attention patterns; factors affecting communication abilities; and similarity of self-regulatory features of computer programs to human
The Effect of Outdoor Environment on Attention and Self-regulation Behaviors on a Child with Autism

Consciousness and Self-regulation

The development of self- and emotional regulatory processes helps children to regulate their behavior based on their cultural context and to develop positive social relationships. This handbook brings together heretofore disparate literatures on self- and emotional regulation, brain and physiological processes, mastery motivation, and atypical development to highlight how mastery motivation is related to self-regulation and to clarify the relation between these various processes. Authors from a variety of countries and backgrounds provide an integrated, up-to-date review of the research and the key theoretical models to demonstrate how these processes relate to cultural and individual differences in both typical and atypical development. The renowned editors, all experts in a particular domain of self-regulation, provide section opening chapters that review the literature, provide a perspective that explains the findings, and suggest directions for future research. Although the focus is on quantitative studies, some qualitative findings and research using brain imaging methodologies are included.

Outstanding features include: Reviews the development of self and emotional regulation from infancy through adolescence. Contributors from various countries and backgrounds provide an integrative review of the literature to guide the direction of future research. Features contributions from those who have had a strong impact on self-regulation research. Reviews research on developmental disorders that have implications for self-regulation. There are four sections. Section one introduces the development of self- and emotional regulation. This section reviews how self-regulation adapts based on personal and culturally-based goals and how individual differences predispose some to behavior disorders. Socialization influences are examined including a look at when typical regulation processes go awry. Section 2 examines physiological and brain processes as they relate to the development of typical and atypical processes, along with neurocognitive development of performance monitoring and how these processes change over time, cortical activation differences, and behavioral and electrocortical measures of attentional bias. Section 3 reviews the development of self-regulation and mastery motivation including a review of the Dimensions of Mastery Questionnaire (DMQ), cross-national comparisons, and what the DMQ can tell us about self-regulation. The section concludes with a look at the development of self-regulation and mastery motivation in individuals with a developmental disability. Section 4 examines self-regulation in atypical development and evidence-based treatment approaches in children with ADHD, autism, and Down syndrome. This book is intended for researchers, graduate students, and practitioners in psychology, neuroscience, human development, and education interested in the development of self and emotional regulatory processes.

Self-regulation

Regardless of their specific diagnosis, many people seeking treatment for psychological problems have some form of difficulty in managing emotional experiences. This state-of-the-art volume explores how emotion regulation mechanisms are implicated in the etiology, development, and maintenance of psychopathology. Leading experts present current findings on emotion regulation difficulties that cut across diagnostic boundaries and present psychotherapeutic approaches in which emotion regulation is a primary target of treatment. Building crucial bridges between research and practice, chapters describe cutting-edge
assessment and intervention models with broad clinical utility, such as acceptance and commitment therapy, mindfulness-based therapy, and behavioral activation treatment.

The Effects of Others on Individual Attention and the Implications for Self-regulation

Sustained Attention, Self-regulation, and Motivation During a Maze Task for Preschool Children

Handbook of Mindfulness

To succeed in school, students need more than subject area knowledge—they must learn how to learn. Self-regulation, an executive functioning skill, describes the ways that students focus attention on achieving success. Self-regulated learners find personal value in learning, develop effective study habits, welcome challenges, seek help, and use failure as a learning tool. This user-friendly guide makes the process of developing self-regulation as easy as ABC: Affect (how you feel), Behavior (what you do), and Cognition (how you think). Teaching students to balance these three elements builds motivation, resilience, and college and career readiness. Digital content includes customizable forms from the book.

Self-Reg

Everyone interested in education, at all levels and in all forms, will take from this book a wealth of insights on how to improve teaching effectiveness." --BOOK JACKET.

Anxiety and Self-Focused Attention

Self-regulated learning (or self-regulation) refers to the process whereby learners personally activate and sustain cognitions, affects, and behaviours that are systematically oriented toward the attainment of learning goals. This is the first volume to integrate into a single volume all aspects of the field of self-regulation of learning and performance: basic domains, applications to content areas, instructional issues, methodological issues, and individual differences. It draws on research from such diverse areas as cognitive, educational, clinical, social, and organizational psychology. Distinguishing features include: Chapter Structure - To ensure uniformity and coherence across chapters, each chapter author addresses the theoretical ideas underlying their topic, research evidence bearing on these ideas, future research directions, and implications for educational practice. International - Because research on self-regulation is increasingly global, a significant number of international contributors are included (see table of contents). Readable - In order to make the book accessible to students, chapters have been carefully edited for clarity, conciseness, and organizational consistency. Expertise - All chapters are written by leading researchers from around the world who are highly regarded experts on their particular topics and are active contributors to the field.

Handbook of Personality and Self-Regulation
Establishing and maintaining a clear and stable view of oneself is one of the major goals that human beings are motivated by. Individuals' environment is overflowing with a variety of self-relevant feedback. Yet, humans are able to generalize their experience into idiosyncratic self-concept, that despite being the largest, and most complex of all cognitive structures provides a good frame of reference for regulation of action, emotion, and cognition. This research project examined a dynamic model of self-regulation that explains how humans manage to arrive at and maintain a coherent understanding of who they are and what they are like despite the abundance and constant influx of often contradictory self-relevant information. The dynamic model of self-regulation emphasizes the role of selective attention to specific regions of the self-concept as a prerequisite for self-concept adaptive development and functional expression. From a dynamical systems perspective, the self-concept is conceptualized as a dynamic cognitive structure of knowledge that becomes organized into meaningful self-aspects (i.e., identities, self-perceived traits, roles) that differ with respect to evaluative coherence. Some self-aspects are coherent and comprise exclusively positive or exclusively negative elements, while other do not achieve evaluative coherence and are comprised of self-beliefs with mixed evaluations. As the focus of conscious attention changes between coherent and incoherent areas, the experience of Self and implications of self-concept for ongoing processes change accordingly. The total number of 296 participants took part in four studies conducted in Poland and in the United States. The studies utilized interesting procedures to investigate the dynamics and structure of the self-concept and the consequences of the evaluative differentiation of the self-concept for intrapersonal and interpersonal processes. Participants filled out personality and self-concept measures on-line, performed the cardsorting and mouse procedure tasks, and interacted with a chat-bot conversational program. Results of the studies attest to the validity of the model and suggest that individuals focus their attention on incoherent self-aspects to facilitate the formation and development of the self-concept and that focus on coherent self-aspects facilitates effective use of the self-concept for the regulation of ongoing processes.

Role of Strategic Attention Deployment in Development of Self-Regulation: Predicting Preschoolers' Delay of Gratification From Mother-Toddler Interactions

Attention and Self-Regulation

Self-Regulation and Early School Success

Handbook of Self-Regulatory Processes in Development

Self-regulation theory focuses on the ways in which individuals direct and monitor their activities and emotions in order to attain their goals. This text presents recent developments in health psychology research, covering topics such as representational beliefs, anxiety and personality.

Modes of Self-directed Attention
First published in 1991, this book consists of 13 articles that were originally published in the journal Anxiety Research. They address the topic of anxiety and self-focused attention from a variety of perspectives, representing recent advances in social, clinical and personality psychology at the time. As a whole, the book poses a stimulating theoretical challenge to traditional anxiety research, which had been dominated by psychometric issues, clinical case studies and stable personality constructs. The contributors share the view that anxiety is an emotional state of distress dependent upon specific antecedent cognitive processes such as self-awareness, perceived role discrepancy or unfavourable expectancies.

Attention and Self-regulation in Infancy and Toddlerhood

The first and foremost concrete fact which every one will affirm to belong to his inner experience is the fact that consciousness of some sort goes on. I —William James, 1893 We are witnessing today a mounting interest among behavioral and biological scientists in problems long recognized as central to our understanding of human nature, yet until recently considered out of the bounds of scientific psychology and physiology. Sometimes thrown into the heading of "altered states of consciousness," this growing research bears directly upon such time-honored questions as the nature of conscious experience, the mind-body relationship, and volition. If one broadly views this research as encompassing the two interrelated areas of consciousness and self-regulation, one can find many relevant contemporary examples of creative and experimentally sophisticated approaches, including research on the regulation of perception and sensory experience, attention, imagery and thinking, emotion and pain; hypnosis and meditation; biofeedback and voluntary control; hemispheric asymmetry and specialization of brain function; drug-induced subjective states; and biological rhythms. Because the material is spread over many different kinds of publications and disciplines, it is difficult for anyone person to keep fully abreast of the significant advances. The overall aim of the new Plenum Series in Consciousness and Self-Regulation: Advances in Research is to provide a scholarly forum for discussing integration of these diverse areas by presenting some of the best current research and theory.

On the Self-Regulation of Behavior

This text provides a framework for teaching students how to be students, and offers practical guidance on how academic learning, at its best can be brought about.

Fostering Mindfulness