



Transformative Life Skills Research Findings and the Habits of Mind

Findings of 3 independent research studies evaluating in-class TLS (15-minute sessions, 3 x per week for 18 weeks) offered at 3 urban schools in California (Frank, 2012) and their alignment with the “Habits of Mind” (from Association for Supervision and Curriculum Development: Ed. Costa & Kallick, 2008).

TLS Research Findings	Habits of Mind (HoM)
Significantly lower levels of perceived stress Greater tolerance for distress	TLS teaches stress management skills enabling students to persist through challenges. Greater stress-resilience supports flexible, clear and precise thought and communication. (HoM: 1. Persisting, 4. Thinking Flexibly, 8. Thinking and Communicating with Clarity and Precision)
Greater emotional awareness	Through TLS students develop the ability to become more aware of their thoughts, feelings and behaviors—hence, directly teaching metacognitive skills. From a place of expanded self-awareness, students are more aware of, and more confident to express, the questions they have. Additionally, they learn to become more sensitive to all domains of experience (e.g. cognitive, emotional, kinesthetic, etc.) and are able to gather data using all of their senses. (HoM: 5. Metacognition, 6. Questioning/Posing Problems, 9. Gathering Data through All Senses)
Significant improvements in self-control Significantly lower levels of rumination, intrusive thoughts, physical arousal, emotional arousal, and negative thinking Significantly lower levels of depression and negative emotion	By facilitating self-regulation and self-control, TLS empowers students to have more control over their internal states and external behaviors. This leads to increased patience, decreased impulsivity and the capacity to persevere towards accuracy and precision. The increased awareness of personal agency in regulating inner states and emotions allows students to engage their education and lives with greater curiosity, wonderment and awe. (HoM: 2. Managing Impulsivity, 5. Striving for Accuracy & Precision, 12. Responding with Wonderment and Awe)
Significantly lower attitudes towards violence and revenge motivation	Along with developing self-awareness and self-control, students learn about their interconnection with others, develop in empathy and conscious listening/communication skills. (HoM: 3. Listening to Others with Understanding and Empathy, 14. Finding Humor, 15. Thinking Interdependently)
Significantly greater levels of school engagement	The TLS curriculum as a whole supports students in acting with creativity, confidence and self-determination. TLS inspires authentic curiosity, which is the basis for engagement with school as well as lifelong learning and success. (HoM: 7. Applying Past Knowledge to New Situations, 11. Creating, Imagining and Innovating, 13. Taking Responsible Risks, 16. Learning Continuously)



Transformative Life Skills Research Findings

and National Research on Positive Youth Development

Findings of 3 independent research studies evaluating in-class TLS (15-minute sessions, 3 x per week for 18 weeks) offered at 3 urban schools in California (Frank, 2012) and their alignment with the national research on positive youth development circulated by CDE (National Research Council, 2002).

TLS Research Findings	Personal and Social Assets that Facilitate Positive Youth Development
Significantly lower levels of perceived stress Significantly lower levels of rumination, intrusive thoughts, physical arousal, emotional arousal, and negative thinking	<p><u>Physical development:</u> TLS instills good health habits including appreciation of physical activity, stress management and relaxation.</p> <p>These habits in turn support good health risk management skills (e.g. healthy diet, exercise, avoidance of substance abuse and risky behaviors, etc.).</p>
Significantly greater levels of school engagement	<p><u>Intellectual development:</u> TLS teaches essential life skills, thereby supporting school engagement and success as well as promoting rational habits of mind (critical thinking and reasoning skills) and good decision-making skills.</p> <p>Additionally, TLS can serve as a catalyst for learning essential vocational skills, in-depth knowledge of more than one culture and knowledge of skills needed to navigate through multiple cultural contexts</p>
Greater emotional awareness Significant improvements in self-control Significantly lower levels of depression and negative emotion Greater tolerance for distress	<p><u>Psychological and emotional development:</u> TLS supports good mental health, including positive self-regard, emotional self-regulation skills, coping skills and conflict resolution skills.</p> <p>Through increased self-awareness and self-control, TLS helps youth develop a sense of personal autonomy and responsibility for self, mastery/positive achievement motivation as well as time management and future planning skills. Over time, this bolsters students' confidence in their personal efficacy and instills realistic optimism.</p> <p>TLS also supports youth development of a coherent and positive personal and social identity grounded in pro-social and culturally sensitive values, strong moral character and a sense of a "larger" purpose in life.</p>
Significantly lower attitudes towards violence and revenge motivation	<u>Social development:</u> TLS also explores healthy relationships and interconnection, helping youth to feel connected to peers, family, school and their communities. This sense of integration into community supports youth to navigate multiple cultural contexts and instills a commitment to civic engagement .