

THE QUIET TIME PROGRAM

**Restoring a positive culture of academics
and well-being in high-need school communities**

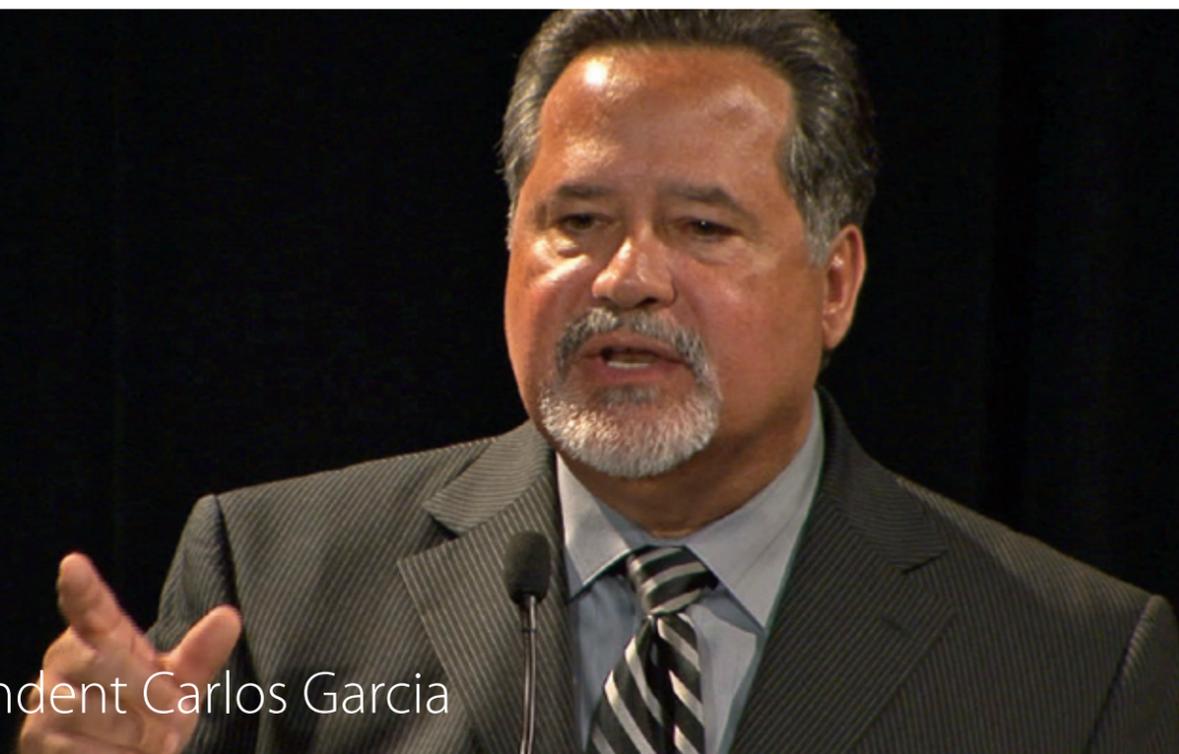
The San Francisco Unified School District

Schools Around the World



DAVID LYNCH FOUNDATION

Why Quiet Time?



Superintendent Carlos Garcia

“Isn’t it ironic that we teach students about everything except about themselves? Quite simply, *Quiet Time* should be in every school.”

—Carlos Garcia, Superintendent, San Francisco Unified School District

The *Quiet Time* program serves urban schools that have high rates of youth behavior challenges, teacher turnover, and academic achievement gaps. By introducing meditation to the entire school community—students, teachers, and principals alike—this innovative program has effectively restored a positive culture of academics and well-being in high-need school communities.

1. Does Quiet Time work? Yes.

High-quality evaluations document that schools with the *Quiet Time* program have significantly improved in key areas:

1. Decreased teacher turnover

After three years of the *Quiet Time* program at Visitacion Valley Middle School, teacher turnover dropped to zero, leading to the institution’s removal from the district’s “Hard to Staff” school list.

2. Greater academic achievement

Youth who meditated at *Quiet Time* schools had improved grades, attendance, and standardized test scores in comparison with control groups.

3. Improved youth wellness

Youth who meditated at *Quiet Time* schools showed improvements in interpersonal relations, quality of sleep, and self-esteem; and significant reductions in depressive symptoms and anxiety.

4. Improved classroom climate

Schools with the *Quiet Time* program experienced strong reductions in fighting and student suspensions—much more so than controls.

At a pivotal point of expansion...

SFUSD educational leaders are encouraging the David Lynch Foundation to further scale up the *Quiet Time* program, based on the exceptional outcomes to date. With sufficient funds, the Foundation is prepared to do the following:

1. Expand the program to serve 7,500 high-need youth and school faculty in San Francisco and Oakland.

2. Create a national dissemination model to bring *Quiet Time* into more high-need schools.

3. Conduct rigorous research in conjunction with SRI International (formerly Stanford Research Institute) to document program outcomes and best practices for program implementation.

2. The #1 enemy of public education? Stress.



Principal James Dierke

“Stress is the number one enemy of public education, especially in inner city schools. It creates tension and violence, and compromises the cognitive and psychological capacity of students.”

—James S. Dierke, 2008 National Middle School Principal of the Year;
Principal Visitacion Valley Middle School

In low-income urban schools nationwide, chronic and traumatic stress is a systemic problem—affecting youth, teachers, principals, and school district leaders simultaneously. Leaders in the education field recognize that an innovative new approach is needed.

How stress damages teaching and learning

Among teachers, principals and school leaders

American education cannot be restructured without reducing educators' stress and burnout.

- Turnover in the teaching profession is 40 percent higher than in other jobs.
- Nearly 50 percent of new teachers quit within five years, and in urban schools, burnout rates are twice as high.
- Stress reduces educators' capacity for teamwork, creativity, and innovation.
- Stress reduces educators' daily attendance, productivity, and professional longevity.
- Stress has a negative impact on classroom climate and instructional skills.

Among youth (in particular, low-income youth and youth of color)

The stress of neighborhood violence, family chaos, and pressures to acculturate deeply affect readiness for learning.

- High levels of stress contribute to youth attention deficits, anxiety, depression, obesity, high blood pressure, and impaired cognitive function.
- When the trauma of daily life becomes too much, urban youth too often choose violence, substance use, or gang affiliation to mask their symptoms and alleviate their pain.

Students and teachers need tools to overcome stress

Urban youth need practical tools for reducing their stress, anger, and anxiety, while strengthening their personal capacity to learn, make positive choices, and achieve their dreams. Educators need evidence-based and cost-effective tools for providing relief from chronic stress to students, faculty, and staff.

3. Quiet Time helps those who need help the most

The *Quiet Time* program serves middle schools and high schools with high rates of student absenteeism, behavior challenges, teacher turnover, and academic achievement gaps. During the 2011–2012 school year, the David Lynch Foundation will support 1,750 youth, faculty, and school leaders in the Bay Area *Quiet Time* program. Among the youth served, 98% are of color and 64% live in low-income homes.



Visitation Valley Middle School students

How schools implement Quiet Time

The *Quiet Time* program operates schoolwide, reaching 100% of youth and faculty, in order to transform the school culture. There are two key activities:

1. Quiet Time periods in all classrooms

To incorporate stress reduction into students' daily lives, the participating school adds a twice-daily "quiet time" period to the morning and afternoon schedule. These 15-minute breaks are held in all classrooms and are overseen by all teachers. Most students meditate at this time, while others choose another quiet and educationally valuable activity such as reading. The schoolwide *Quiet Time* periods allow youth to quiet their minds, rest their bodies, and restore their readiness to learn.

2. Transcendental Meditation lessons for all interested youth and faculty

Simultaneously, the school principal, teachers, other staff, and all students are invited to learn how to use meditation to reduce their chronic stress. This approach also helps faculty become more effective leaders of *Quiet Time* for their students. The Transcendental Meditation technique was selected as the primary strategy taught in the *Quiet Time* program because it is a simple, easily learned, and secular (non-religious) technique that has a large body of evidence supporting its effectiveness for youth and adults (see Appendix 2). This meditation technique provides a lifelong tool for stress reduction and positive development.

3. Coaching and follow-up support

To ensure long-term success, the *Quiet Time* staff also provide extensive coaching for all teachers and individualized follow-up support for all students at the school. These activities are core to the *Quiet Time* program design:

- Individual instruction and peer support groups for any interested faculty member or student, from certified meditation instructors.
- School assemblies, special events, and workshops that promote health and wellness.
- Retreats that integrate yoga, meditation, exercise, and group discussions.
- Capacity-building activities that address the school's unique needs, such as mentoring of at-risk youth, coaching a sports team, or starting an afterschool chess club.
- Follow-up support for the meditation practice of both students and teachers throughout their lifetime, from a network of Transcendental Meditation centers nationwide. This is a lifelong resource for sustaining personal health and learning.

4. Quiet Time site leader and teaching team

At each participating school, a *Quiet Time* Site Leader and a team of full-time *Quiet Time* instructors implement the program. They teach youth, co-facilitate workshops, and liaison with school district leaders and researchers.

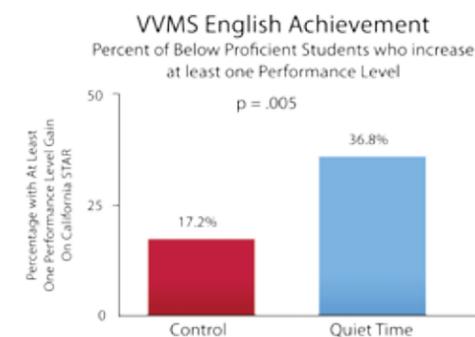
4. Validated for students

Research on the *Quiet Time* program shows promising results for improving student learning, attendance, and behavior. Highlights from the program in San Francisco include:

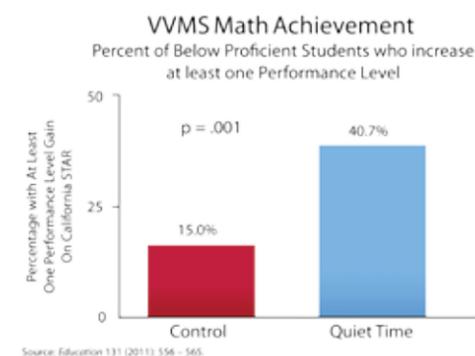
- 1.Improvement in STAR test performance** when compared to non-meditating controls at the same school (published in *Education*, Spring 2011)
- 2.Increased schoolwide GPA** at both *Quiet Time* middle schools over four years, coinciding with the start of the *Quiet Time* program
- 3.Improved GPA in meditators** compared to a non-meditating control group
- 4.Reduction in the achievement gap**, as measured by GPA, between African American and Asian students at Visitation Valley Middle School
- 5.Improvements in daily attendance** every year since the *Quiet Time* program began, following three years of increasing truancy, at two *Quiet Time* middle schools (2007–2011)
- 6.A steep drop in student suspension rates from 28% to 4% after three years** of the *Quiet Time* program at Visitation Valley Middle School, which means that youth are rarely fighting, vandalizing, or disrupting their school—translating into more classroom learning for all youth (2007–2010)

Recent controlled studies in other communities have also shown significant improvements in grades, test scores, and graduation rates among youth who have been meditating regularly.

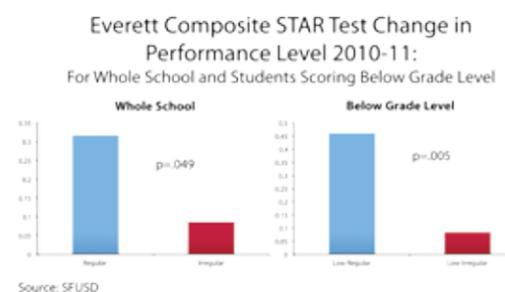
Increased academic achievement



This research, published in the journal *Education*, shows that meditating students improved significantly more than non-meditating students on the California state-mandated English standardized test. This change was after one semester of meditation. This change was seen in lower performing students—students scoring below “proficient” on the standardized tests—who comprised 75% of the student body.

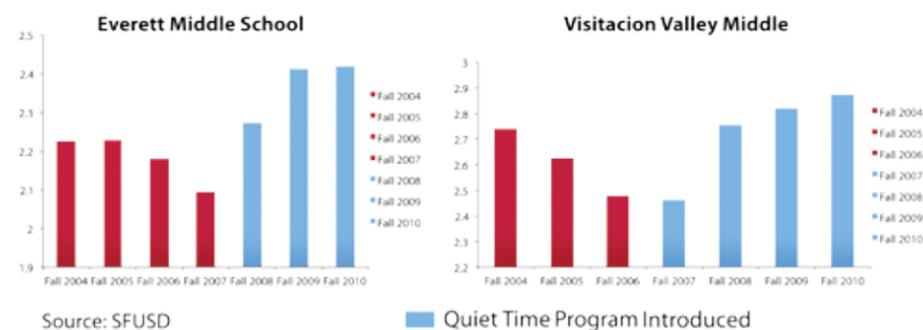


This research, from the same study mentioned above, shows that low-performing students who learned to meditate improved significantly more than low-performing students who did not learn to meditate on the state-mandated Math standardized test.

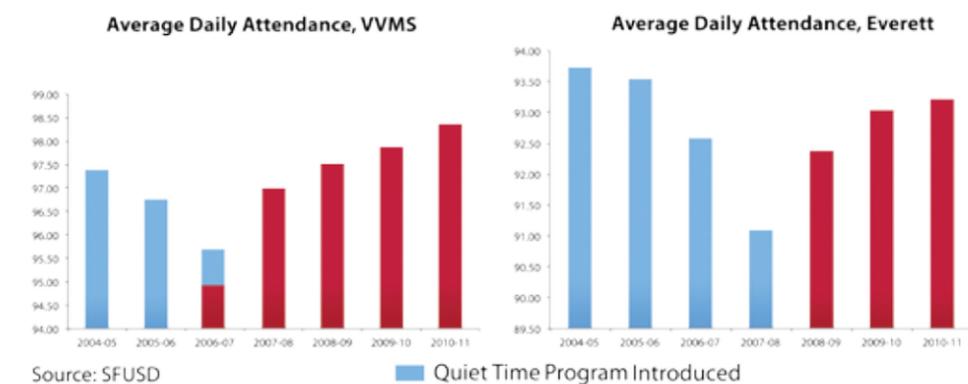


This randomized research study showed significant decreases in psychological distress in teachers and administrators who learned Transcendental Meditation compared to teachers and administrators who did not learn the technique.

Increased GPA and attendance

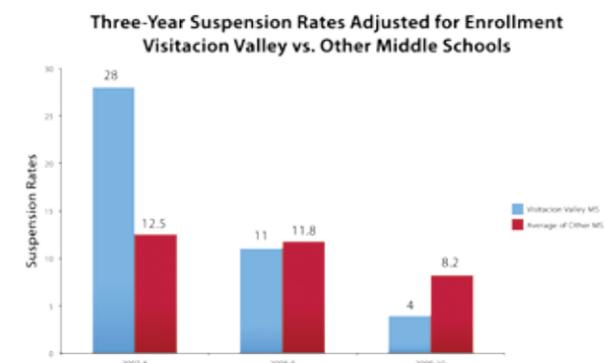


School-wide GPA data for the fall semester shows that academic performance, as measured by GPA, improved at both middle schools in San Francisco where the *Quiet Time* program was introduced. This data indicates that school-wide GPA was falling prior to introduction of the QT program (blue bars) and then increased after the introduction of the program.



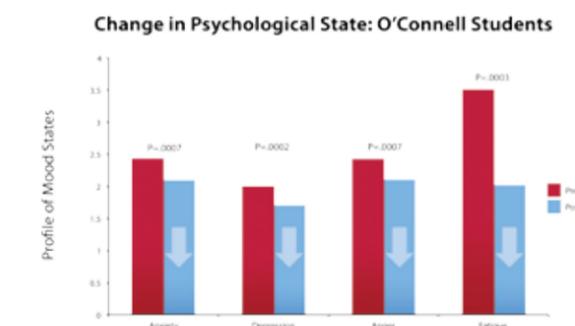
Attendance data from the San Francisco Unified School District showed that average daily attendance was declining at the two *Quiet Time* schools prior to the introduction of the *Quiet Time* program. After the program was introduced, attendance increased markedly at both schools.

Improved mood and behavior



Suspension numbers calculated as total number of incidents divided by total school enrollment. From SF Middle School Accountability Report Cards published 2010-11.

This data shows that suspension rates dropped over time as the *Quiet Time* program became more established at Visitacion Valley Middle School. In the first full year of the program, the suspension rate was 28%, more than twice the District average for middle schools. In the third full year of the program, suspension rates were 4%, less than half the District average.



O'Connell students experienced significant improvement in psychological state compared to their own baseline over a 7-month period. Source: CWAE Research

This study, using well-normed psychological tests, showed that anxiety, depression, anger, and fatigue all dropped significantly compared to baseline for students who had learned Transcendental Meditation at John O'Connell High School in San Francisco.

5. Validated for educators

Key findings from a randomized controlled study of school staff/leaders and from our three-year evaluation at Visitacion Valley Middle School are presented below:

1. Teacher absences due to illness dropped by 30% at Visitacion Valley Middle School after the first year of the *Quiet Time* program. (2006–2007)

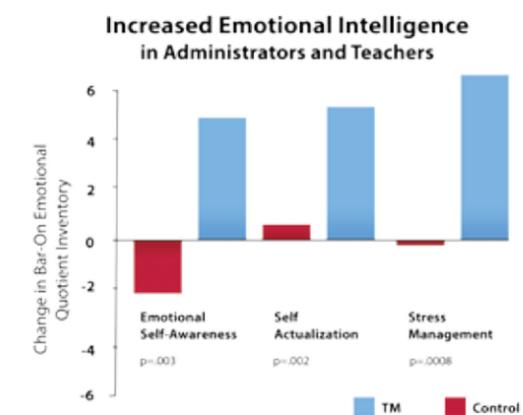
2. Teacher turnover dropped to zero at Visitacion Valley Middle School after three years of *Quiet Time*, leading to the school’s removal from the district’s “Hard to Staff” school list. (2008–2009)

3. Educators experienced significant reductions in depression, anxiety, anger, and fatigue at *Quiet Time* schools and a significant increase in emotional intelligence after just four months, compared to a control group. (2008–2010)

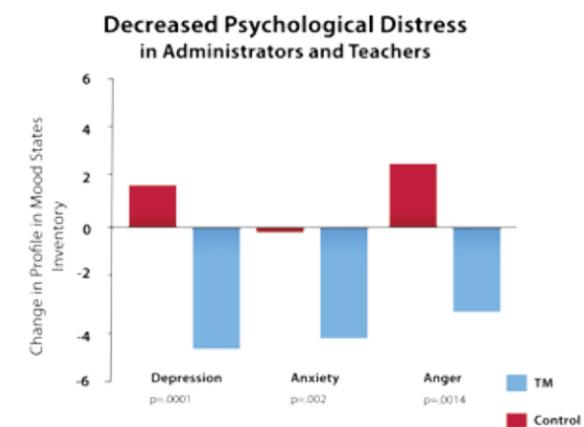


Everett Middle School faculty

Improved mood and awareness



This randomized research study showed that key elements of emotional intelligence—emotional self-awareness, self-actualization, and stress management—increased significantly in San Francisco school administrators and teachers who learned Transcendental Meditation compared to administrators and teachers who did not learn.



This randomized research study showed that key elements of emotional intelligence—emotional self-awareness, self-actualization, and stress management—increased significantly in San Francisco school administrators and teachers who learned Transcendental Meditation compared to administrators and teachers who did not learn.

6. Commitment to Quiet Time

The *Quiet Time* schools have experienced important turnarounds during the past four years, and the principals and teachers have demonstrated a profound commitment to this program. Faculty members have worked together to support the *Quiet Time* model, to assist in research, and to serve as role models for other schools. Their positive personal experiences have influenced the decisions made by other schools to request the *Quiet Time* program, by foundations to support the program, and by research institutions to document the program's effectiveness.

Visitation Valley Middle School students



Program support

1. More than 200 local school principals, teachers, and other key decision-makers have worked with the San Francisco Bay area *Quiet Time* team to learn about the *Quiet Time* program's positive impact on children, youth, and schools. For example, San Francisco Superintendent Carlos Garcia began meditating as a teenager, and he credits meditation with providing the strong inner center that allowed him to avoid the pull of violence in his rough neighborhood and achieve a high level of success in his career.

2. Fifteen San Francisco Bay Area schools are on a waiting list...

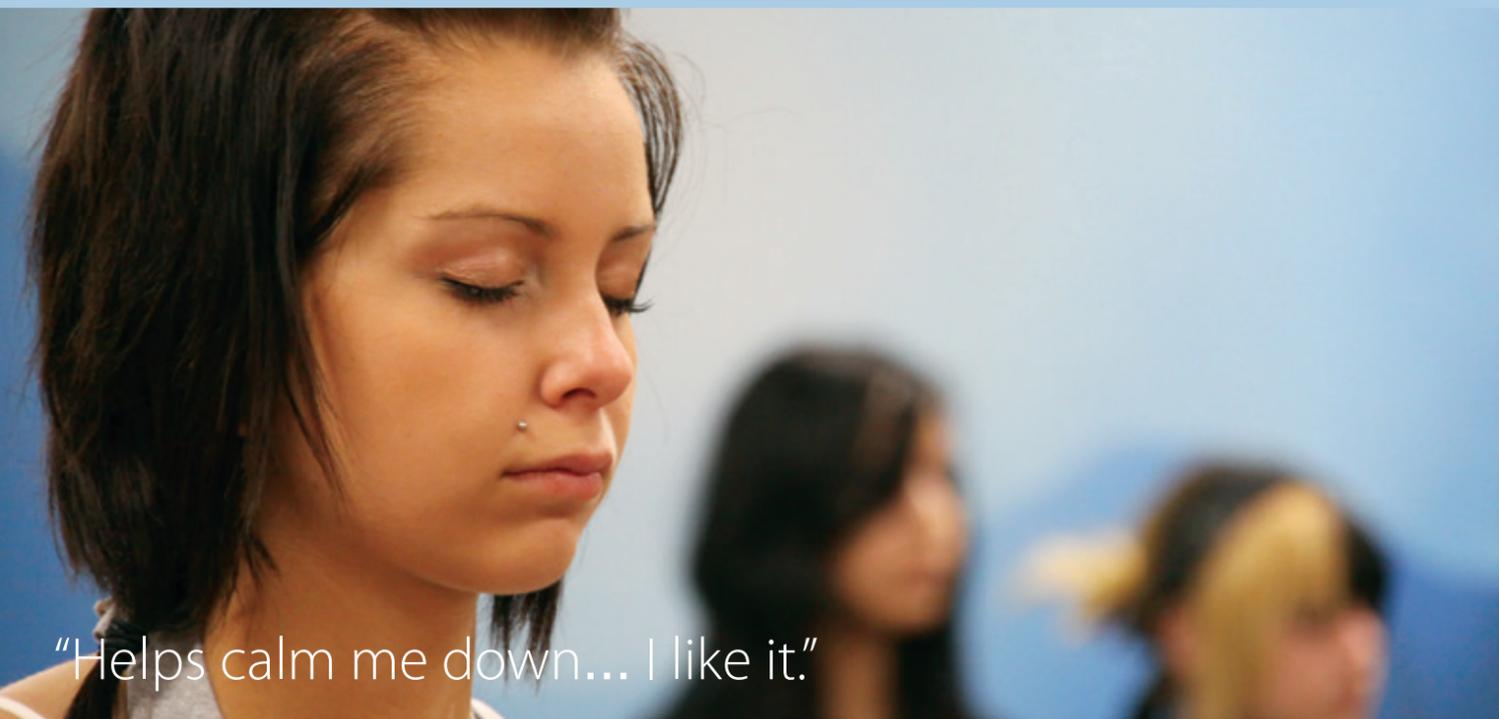
School district leaders have invited expansion of the *Quiet Time* program into more schools. At present, about 15 schools in the Bay Area have expressed interest in having the *Quiet Time* program and are on a waiting list to receive it.

3. Philanthropic partners supporting the Quiet Time program include the Hellman Family Foundation, Walter and Elise Haas Fund, the 1440 Foundation, and the Metta Fund.

4. The SRI International (formerly Stanford Research Institute) is partnering with us to rigorously document program outcomes and best practices for program implementation. SRI has extensive experience with evaluation of large-scale educational research projects and is funded by entities such as the U.S. Department of Education, the National Science Foundation, and the Bill and Melinda Gates Foundation.

7. Quiet Time in Los Angeles

The David Lynch Foundation is partnering with several Los Angeles-based institutions which deliver excellence in academics and holistic student development through innovative educational models. These schools include New Village Charter High School, Children of the Night, Semillas Community Schools, and Soledad Enrichment Action.



"Helps calm me down... I like it."

Partnering institutions

New Village Charter High School

The New Village Charter High School serves girls who need a smaller, more personal learning environment. The school opened its doors in 2006 to girls of all backgrounds and provides the children with a nurturing learning environment. In addition to a traditional course curriculum, the school offers classes in the arts and in self-development.

Children of the Night

Children of the Night, a private, non-profit organization founded in 1979, is dedicated to rescue and rehabilitation of children forced into street prostitution. The school provides child-specific education within a highly structured and supportive environment. All services and programs are provided with the support of private donations.

Semillas Community Schools

Semillas Community Schools, an elementary charter institution, provides indigenous children from Mexico with an education in keeping with their native culture and taught in their mother tongue. Since its formation in 2001, Semillas has grown to become one of the highest performing schools in LA and the city's first International Baccalaureate. The schools' 500 k-12 students exhibit high levels of attendance and are rarely suspended.

Soledad Enrichment Action

The mission of Soledad Enrichment Action (SEA) is to provide education, job training, and counseling services to youth and their parents who have been unsuccessful in receiving and benefiting from traditional educational services. Since 1972, SEA Educational Centers have provided over 4,400 high-risk youth and their families an alternative to gangs, drugs and violence. It was the first Non-Profit Charter organization in Los Angeles and was founded by Mothers of East Los Angeles whose sons were killed by gang violence.

8. Quiet Time Around the World



Australia



England



Thailand



New Zealand



India



Uganda



Bali



Kenya

9. Scientific Research Summary

Research findings on the Transcendental Meditation program relevant to education

INCREASED BRAIN FUNCTIONING, INTELLIGENCE, AND ACADEMIC PERFORMANCE

Improved Brain Functioning

1. *Human Physiology* 25 (1999): 171–180.
2. *Psychophysiology* 31 Abstract (1994): S67.
3. *Psychophysiology* 27 Supplement (1990): 4A.
4. *Psychophysiology* 26 (1989): 529.
5. *International Journal of Neuroscience* 15 (1981): 151–157.
6. *International Journal of Neuroscience* 14 (1981): 147–151.
7. *International Journal of Neuroscience* 13 (1981): 211–217.
8. *Psychosomatic Medicine* 46 (1984): 267–276.

Increase Blood Flow to the Brain

1. *Physiology & Behavior* 59(3) (1996): 399–402.
2. *American Journal of Physiology* 235(1) (1978): R89–R92.
3. *Psychophysiology* 13 (1976): 168.
4. *The Physiologist* 21 (1978): 60.

Increased Flexibility of Brain Functioning

1. *Biological Psychology* 55 (2000): 41–55.
2. *Psychophysiology* 14 (1977): 293–296.

Increased Efficiency of Information Transfer in the Brain

1. *Motivation, Motor and Sensory Processes of the Brain*, Progress in Brain Research 54 (1980): 447–453.
2. *International Journal of Neuroscience* 10 (1980): 165–170.
3. *Psychophysiology* 26 (1989): 529.

Mobilization of the Latent Reserves of the Brain

1. Proceedings of the International Symposium Physiological and Biochemical Basis of Brain Activity, St. Petersburg, Russia (June 22–24, 1994).

Increased Intelligence in Secondary and College Students

1. *Intelligence* 29/5 (2001): 419–440.
2. *Journal of Personality and Individual Differences* 12 (1991): 1105–1116.
3. *Perceptual and Motor Skills* 62 (1986): 731–738.
4. *College Student Journal* 15 (1981): 140–146.
5. *Journal of Clinical Psychology* 42 (1986): 161–164.
6. *Gedrag: Tijdschrift voor Psychologie [Behavior: Journal of Psychology]* 3 (1975): 167–182.
7. *Dissertation Abstracts International* 38(7) (1978): 3372B–3373B.
8. *Higher Education Research and Development* 15 (1995): 73–82.

Increased Creativity

1. *Journal of Personality and Social Psychology* 57 (1989): 950–964.
2. *The Journal of Creative Behavior* 19 (1985): 270–275.
3. *Dissertation Abstracts International* 38(7) (1978): 3372B–3373B.

Improved Memory

1. *Memory and Cognition* 10 (1982): 207–215.

Improved Academic Performance

1. *Education* 131 (2011): 556–564
2. *Education* 107 (1986): 49–54.
3. *Education* 109 (1989): 302–304.
4. *British Journal of Educational Psychology* 55 (1985): 164–166.

Benefits in Special Education

1. *Journal of Clinical Psychiatry* 42 (1981): 35–36.
2. *Journal of Biomedicine* 1 (1980): 73–88.

INCREASED INTEGRATION OF PERSONALITY

Increased Self-Confidence and Self-Actualization

1. *Journal of Social Behavior and Personality* 6 (1991): 189–247.
2. *Higher Stages of Human Development: Perspectives on Adult Growth* (New York: Oxford University Press, 1990), 286–341.
3. *British Journal of Psychology* 73 (1982): 57–68.
4. *College Student Journal* 15 (1981): 140–146.
5. *Journal of Counseling Psychology* 20 (1973): 565–566.
6. *Journal of Counseling Psychology* 19 (1972): 184–187.

Improved Perception

1. *Perceptual and Motor Skills* 49 (1979): 270.
2. *Perceptual and Motor Skills* 64 (1987): 1003–1012.

Increased Efficiency of Perception and Memory

1. *Memory and Cognition* 10 (1982): 207–215.

Orientation Towards Positive Values

1. *Perceptual and Motor Skills* 64 (1987): 1003–1012.

Improved Problem-Solving Ability

1. *Personality and Individual Differences* 12 (1991): 1105–1116.
2. *Dissertation Abstracts International* 38(7) (1978): 3372B–3373B.

Decreased Hostility

1. *Criminal Justice and Behavior* 5 (1978): 3–20.
2. *Criminal Justice and Behavior* 6 (1979): 13–21.

**Improved Left Hemispheric Functioning—
Improved Verbal and Analytical Thinking**

1. *The Journal of Creative Behavior* 13 (1979): 169–180.
2. *The Journal of Creative Behavior* 19 (1985): 270–275.
3. *Perceptual and Motor Skills* 62 (1986): 731–738.

**Improved Right Hemispheric Functioning—
Improved Synthetic and Holistic Thinking**

1. *The Journal of Creative Behavior* 13 (1979): 169–180.
2. *Journal of Clinical Psychology* 42 (1986): 161–164.
3. *Biofeedback and Self-Regulation* 2 (1977): 407–415.

Increased Field Independence—**Increased Resistance to Distraction and Social Pressure**

1. *Perceptual and Motor Skills* 39 (1974): 1031–1034.
2. *Perceptual and Motor Skills* 65 (1987): 613–614.
3. *Perceptual and Motor Skills* 59 (1984): 999–1000.
4. *Dissertation Abstracts International* 38(7) (1978): 3372B–3373B.

Reduced Anxiety

1. *Journal of Clinical Psychology* 45 (1989): 957–974.
2. *Anxiety, Stress, and Coping: An International Journal* 6 (1993): 245–262.
3. *Journal of Clinical Psychology* 33 (1977): 1076–1078.
4. *Dissertation Abstracts International* 38(7) (1978): 3372B–3373B.
5. *Hospital & Community Psychiatry* 26 (1975): 156–159.

Decreased Depression

1. *Journal of Counseling and Development* 64 (1986): 212–215.
2. *Journal of Humanistic Psychology* 16(3) (1976): 51–60.
3. *Gedrag: Tijdschrift voor Psychologie [Behavior: Journal of Psychology]* 4 (1976): 206–218.

IMPROVED SCHOOL-RELATED BEHAVIOR**Reduction of Anger, Absenteeism, Disciplinary Infractions, and Suspensions**

1. *Annals of Behavioral Medicine* 23 (2001): S100.
2. *Health and Quality of Life Outcomes* 1 (2003): 10.

Increased Tolerance

1. *The Journal of Psychology* 99 (1978): 121–127.
2. *International Journal of the Addictions* 26 (1991): 293–325.
3. *Dissertation Abstracts International* 38(7) (1978): 3372B–3373B.

Reduced Substance Abuse

1. *Alcoholism Treatment Quarterly* 11 (1994): 1–524.
2. *Bulletin of the Society of Psychologists in Addictive Behaviors* 2 (1983): 28–33.
3. *The International Journal of the Addictions* 12 (1977): 729–754.
4. *Journal of Offender Rehabilitation* 36 (2003): 127–160.
5. *American Journal of Psychiatry* 132 (1975): 942–945.
6. *American Journal of Psychiatry* 131 (1974): 60–63.

Accelerated Cognitive Development in Children

1. *Perceptual and Motor Skills* 65 (1987): 613–614
2. *Journal of Social Behavior and Personality* 17 (2005): 65–91.
3. *Journal of Social Behavior and Personality* 17 (2005): 47–64.

Greater Interest in Academic Activities

1. *Western Psychologist* 4 (1974): 104–111.

IMPROVED HEALTH

Physiological Rest

1. *American Physiologist* 42 (1987): 879–881.
2. *Science* 167 (1970): 1751–1754.
3. *American Journal of Physiology* 221 (1971): 795–799.

Increased Muscle Relaxation

1. *Electroencephalography and Clinical Neurophysiology* 35 (1973): 143–151.
2. *Psychopathométrie* 4 (1978): 437–438.

Faster Reactions

1. *Personality and Individual Differences* 12 (1991): 1106–1116.
2. *Perceptual and Motor Skills* 38 (1974): 1263–1268.
3. *Perceptual and Motor Skills* 46 (1978): 726.
4. *Motivation, Motor and Sensory Processes of the Brain*, Progress in Brain Research 54 (1980): 447–453.
5. *L'Encéphale [The Brain]* 10 (1984): 139–144.

Decreased Stress Hormone (Plasma Cortisol)

1. *Hormones and Behavior* 10(1) (1978): 54–60.
2. *Journal of Biomedicine* 1 (1980): 73–88.
3. *Clinical and Experimental Pharmacology and Physiology* 7 (1980): 75–76.
4. *Experientia* 34 (1978): 618–619.

Increased Stability of the Autonomic Nervous System

1. *Psychosomatic Medicine* 35 (1973): 341–349.
2. *Psychosomatic Medicine* 44 (1982): 133–153.

Healthier Response to Stress

1. *NeuroReport* 17 (2006): 1359–1363
2. *Psychosomatic Medicine* 35 (1973): 341–349.
3. *Journal of Counseling and Development* 64 (1986): 212–215.
4. *Psychosomatic Medicine* 49 (1987): 212–213.
5. *Journal of Psychosomatic Research* 33 (1989): 29–33.
6. *Psychosomatic Medicine* 44 (1982): 133–153.
7. *International Journal of Neuroscience* 46 (1989): 77–86.

Reduced Blood Pressure in Adolescents

1. *Annals of Behavioral Medicine* 22 (2000): S133.
2. *American Journal of Hypertension* 17 (2004): 366–369.

Decreased Blood Pressure in Hypertensive Subjects

1. *Archives of Internal Medicine* 166 (2006): 1218–1224.
2. *Hypertension* 26 (1995): 820–827.
3. *Journal of Personality and Social Psychology* 57 (1989): 950–964.

Decreased Insomnia

1. *The New Zealand Family Physician* 9 (1982): 62–65.
2. *Journal of Counseling and Development* 64 (1986): 212–215.
3. *Japanese Journal of Public Health* 37 (1990): 729.

Healthier Family Life

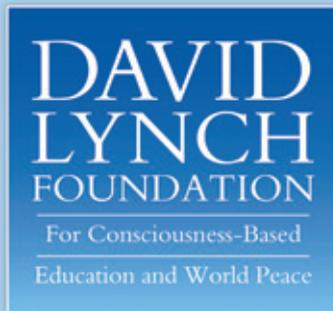
1. *Psychological Reports* 51 (1982): 887–890.
2. *Journal of Counseling and Development* 64 (1986): 212–215

Lower Health Insurance Utilization Rates

1. *Psychosomatic Medicine* 49 (1987): 493–507.
2. *American Journal of Health Promotion* 10 (1996): 208–216.

Improved Mind-Body Coordination

1. *Journal of Clinical Psychology* 42 (1986): 161–164.
2. *Perceptual and Motor Skills* 46 (1978): 726.
3. *Perceptual and Motor Skills* 38 (1974): 1263–1268.



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