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Yoga in public school improves adolescent mood and affect.

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Abstract (English): The purpose of the present study was to directly compare the acute effects of participating in a single yoga class versus a single standard physical education (PE) class on student mood. Forty-seven high school students completed self-report questionnaires assessing mood and affect immediately before and after participating in a single yoga class and a single PE class one week later. Data were analyzed using paired-samples t tests and Wilcoxon-signed ranks tests and by comparing effect sizes between the two conditions. Participants reported significantly greater decreases in anger, depression, and fatigue from before to after participating in yoga compared to PE. Significant reductions in negative affect occurred after yoga but not after PE; however, the changes were not significantly different between conditions. In addition, after participating in both yoga and PE, participants reported significant decreases in confusion and tension, with no significant difference between groups. Results suggest that school-based yoga may provide unique benefits for students above and beyond participation in PE. Future research should continue to elucidate the distinct psychological and physiological effects of participating in yoga compared to PE activities. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)

Links: UC-eLinks

Subject: Educational Programs (major); Emotional States (major); Physical Education (major); Yoga (major); Mindfulness (major);

Classification: 3530: Curriculum & Programs & Teaching Methods

Age: Adolescence (13-17 yrs)

Population: Human Male Female

Location: US

Identifier (keyword): Yoga Education context Mindfulness Students Schools

Test and measure: Self-Report Questionnaire, Brunel University Mood Scale, Yoga class—Kripalu Yoga in the Schools (KYIS) Curriculum, Positive and Negative Affect Scale for Children

Methodology: Empirical Study, Experimental Replication, Quantitative Study

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Yoga and cognition: A meta-analysis of chronic and acute effects.

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Abstract (English): Objectives: To review and synthesize the existing literature on the effects of yoga on cognitive function by determining effect sizes that could serve as a platform to design, calculate statistical power, and implement future studies. Methods: Through electronic databases, we identified acute studies and randomized controlled trials (RCTs) of yoga that reported cognitive outcomes. Inclusion criteria included the following: use of an objective measure of cognition and sufficient data reported to estimate an effect size. The meta-analysis was conducted using Comprehensive Meta-Analysis software. A random-effects model was used to calculate the overall weighted effect sizes, expressed as Hedge g. Results: Fifteen RCTs and 7 acute exposure studies examined the effects of yoga on cognition. A moderate effect (g = 0.33, standard error = 0.08, 95% confidence interval = 0.18–0.48, p < .001) of yoga on cognition was observed for RCTs, with the strongest effect for attention and processing speed (g = 0.29, p < .001), followed by executive function (g = 0.27, p = .001) and memory (g = 0.18, p = .051). Acute studies showed a stronger overall effect of yoga on cognition (g = 0.56, standard error = 0.11, 95% confidence interval = 0.33–0.78, p < .001). The effect was strongest for memory (g = 0.78, p < .001), followed by attention and processing speed measures (g = 0.49, p < .001) and executive
functions \((g = 0.39, \ p < .003)\). Conclusions: Yoga practice seems to be associated with moderate improvements in cognitive function. Although the studies are limited by sample size, heterogeneous population characteristics, varied doses of yoga interventions, and a myriad of cognitive tests, these findings warrant rigorous systematic RCTs and well-designed counterbalanced acute studies to comprehensively explore yoga as a means to improve or sustain cognitive abilities across the life span. (PsycINFO Database Record (c) 2015 APA, all rights reserved)(journal abstract)

Links: UC-eLinks

Subject: Cognitive Processing Speed (major); Life Span (major); Yoga (major); Executive Function (major); Attention; Cognition;

Classification: 3350: Specialized Interventions

Population: Human

Identifier (keyword): executive function memory mind-body exercise effect size

Test and measure: Trail Making Test

Methodology: Meta Analysis

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Applying the deployment focused treatment development model to school-based yoga for elementary school students: Steps one and two.

Author: Smith, Bradley H. ¹ ; Connington, Alison ² ; McQuillin, Samuel ² ; Bierman, Leigh Crowder ³ ¹
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Department of Psychology, University of South Carolina, Columbia, SC, US ³ TBonz Community Foundation, Charleston, SC, US

Abstract (English): There is growing interest in yoga to enhance positive youth development, but many challenges to overcome before introducing yoga to schools. Weisz et al. [Weisz, J. R., Jensen, A. L., McLeod, B. D. (2004). Development and dissemination of child and adolescent therapies: milestones, methods, and a new deployment-focussed model. In E. D., Hibbs &P. S. Jensen (Ed.), Psychosocial treatments for child and adolescent disorders: Empirically-based approaches (2nd ed.). Washington, DC: American Psychological Association] describe the multi-phased deployment focused treatment development model (DFM) as a means of overcoming barriers to implementing evidence-based interventions. Consistent with the first phase of the DFM, which involves manual development with input from stakeholders, we describe teachers' reactions to implementation of school-wide yoga in an urban elementary school. In keeping with the second phase of DFM, we conducted a pilot efficacy study of a yoga curriculum. We got mixed results on academic performance, and no effect on behavior and attendance. This is first study we know of that systematically collected teacher data about yoga and used school grades and standardized test scores as outcome measures. Teacher involvement, retention of students, fidelity and documentation of treatment delivered, and efficacy for grades, attendance, and behavior are paramount considerations for future school-based yoga studies. (PsycINFO Database Record (c) 2014 APA, all rights reserved)(journal abstract)

Links: UC-eLinks

Subject: Development (major); Elementary School Students (major); School Based Intervention (major); Teacher Attitudes (major); Yoga (major); Models;

Classification: 3580: Educational/Vocational Counseling & Student Services

Age: Childhood (birth-12 yrs) School Age (6-12 yrs) Adulthood (18 yrs & older)

Population: Human Male Female

Location: US

Identifier (keyword): deployment focused treatment development models school-based programs elementary school students teachers' reactions
Meditation and mindfulness in clinical practice.

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ProQuest document link
Abstract (English): This article describes the various forms of meditation and provides an overview of research using these techniques for children, adolescents, and their families. The most researched techniques in children and adolescents are mindfulness-based stress reduction, mindfulness-based cognitive therapy, yoga meditation, transcendental meditation, mind-body techniques (meditation, relaxation), and body-mind techniques (yoga poses, tai chi movements). Current data are suggestive of a possible value of meditation and mindfulness techniques for treating symptomatic anxiety, depression, and pain in youth. Clinicians must be properly trained before using these techniques. (PsycINFO Database Record (c) 2014 APA, all rights reserved)(journal abstract)

Links: UC-eLinks

Subject: Clinical Practice (major); Meditation (major); Mindfulness (major); Dualism; Family;

Classification: 3310: Psychotherapy & Psychotherapeutic Counseling

Population: Human

Identifier (keyword): mindfulness meditation clinical practice family body-mind techniques


Methodology: Literature Review

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Yoga for children and young people’s mental health and well-being: Research review and reflections on the mental health potentials of yoga.

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Abstract (English): This article discusses yoga as a potential tool for children to deal with stress and regulate themselves. Yoga provides training of mind and body to bring emotional balance. We argue that children and young people need such tools to listen inward to their bodies, feelings, and ideas. Yoga may assist them in developing in sound ways, to strengthen themselves, and be contributing social beings. First, we address how children and young people in today’s world face numerous expectations and constant stimulation through the Internet and other media and communication technologies. One reason why children experience stress and mental health challenges is that globalization exposes the youth all over the world to various new demands, standards, and options. There is also increased pressure to succeed in school, partly due to increased competition but also a diverse range of options available for young people in contemporary times than in the past. Our argument also partially rests on the fact that modern society offers plenty of distractions and unwelcome attractions, especially linked to new media technologies. The dominant presence of multimedia devices and the time spent on them by children are clear indicators of the shift in lifestyles and priorities of our new generation. While these media technologies are valuable resources in children and young people’s lives for communication, learning, and entertainment, they also result in constant competition for youngster’s attention. A main concept in our article is that yoga may help children and young people cope with stress and thus, contribute positively to balance in life, well-being, and mental health. We present research literature suggesting that yoga improves children’s physical and mental well-being. Similarly, yoga in schools helps students improve resilience, mood, and self-regulation skills pertaining to emotions and stress. (PsycINFO Database Record (c) 2014 APA, all rights reserved) (journal abstract)
Effect of yoga or physical exercise on physical, cognitive and emotional measures in children: A randomized controlled trial.

Author: Telles, Shirley 1; Singh, Nilkamal 1; Bhardwaj, Abhishek Kumar 1; Kumar, Ankur 1; Balkrishna, Acharya 1 Patanjali Research Foundation, Haridwar, India shirleytelles@gmail.com

Abstract (English): Background: Previous studies have separately reported the effects of physical exercise and yoga in children, showing physical, cognitive and emotional benefits. Objectives: The present randomized controlled trial assessed the effects of yoga or physical exercise on physical fitness, cognitive performance, self-esteem, and teacher-rated behavior and performance, in school children. Methods: 98 school children between 8 to 13 years were randomized as yoga and physical exercise groups \( n = 49 \) each; (yoga: 15 girls, group mean age 10.4 ± 1.2 years), (physical exercise: 23 girls, group mean age 10.5 ± 1.3 years)). Both groups were blind assessed after allocation, using: (i) the Eurofit physical fitness test battery, (ii) Stroop color-word task for children, (iii) Battle’s self-esteem inventory and (iv) the teachers’ rating of the children’s obedience, academic performance, attention, punctuality, and behavior with friends and teachers. After assessments the yoga group practiced yoga (breathing techniques, postures, guided relaxation and chanting), 45 minutes each day, 5 days a week. During this time the physical exercise group had jogging-in-place, rapid repetitive movements and relay races or games. Both groups were assessed at the end of 3 months. Data were analyzed with RM ANOVA and post-hoc tests were Bonferroni adjusted. Results: There was one significant difference between groups. This was in social self-esteem which was higher after physical exercise compared to yoga \( p <0.05 \). All the changes reported below are based on after-before comparisons, within each group. Both groups showed an increase in BMI, and number of sit-ups \( p <0.001 \). Balance worsened in the physical exercise group, while plate tapping improved in the yoga group \( p <0.001 \). In the Stroop task both groups showed improved color, word- and color-word naming \( p <0.01 \), while the physical exercise group showed higher interference scores. Total, general and parental self-esteem improved in the yoga group \( p <0.05 \). Conclusion: Yoga and physical exercise are useful additions to the school routine, with physical exercise improving social self-esteem. (PsycINFO Database Record (c) 2014 APA, all rights reserved)(journal abstract)

Links: UC-eLinks

Subject: Cognitive Ability (major); Exercise (major); Physical Fitness (major); Self Esteem (major); Yoga (major); Childhood Development; School Based Intervention;

Classification: 3580: Educational/Vocational Counseling & Student Services

Age: Childhood (birth-12 yrs) School Age (6-12 yrs) Adolescence (13-17 yrs)

Population: Human Male Female

Location: India

Identifier (keyword): yoga physical exercise physical fitness cognitive performance emotional benefits self-esteem children

Test and measure: Eurofit Fitness Test Battery, Flamingo Balance Test, Battle’s Self-Esteem Questionnaire-Indian Adaptation, Stroop Color and Word Test-Children’s Version, Visual Analogue Scale

Author: Wang, Chunyun 1 1 Indiana U., US

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Database: PsycINFO
Abstract (English): INTRODUCTION: Children today are under much more stress than a few decades ago due to academic pressure, family financial hardship, competition with peers, and stressed parents. Consequently, stress-related health issues and behavioral problems, such as cardiovascular diseases, headaches, insomnia, anxiety, depression, violent or withdrawal behaviors, have dramatically increased and cost billions of dollars annually. Research has shown that regular exercise can reduce stress and improve psychological health. However, most Western exercises: 1) are competitive in nature, and 2) emphasize developing physical strength and skills, which may add more stress for children who don't fit in or enjoy these conventional exercises. Thus, alternative exercise modalities which emphasize the balance of mind-body health are in demand for reducing stress among pediatric population. The purpose of this study is to describe the development of a mind-body exercise program and compare its effectiveness with aerobic exercise in reducing stress and improving physical health in children. METHODS: A comprehensive literature review and a five-step process, including i) identifying the program, ii) developing educational strategies, iii) teaching pilot lessons, iv) consulting experts, and v) drafting the curriculum, which are based on a theoretical framework (i.e., a formative evaluation approach) were used to develop the Health Qigong for Children program. A pre- and post-test quasi-experimental design was used to compare the effects of two different modes of exercise: (1) aerobic exercise (Energize), (2) mind-body exercise (Health Qigong), with conventional physical education (PE) activities as a control group, in terms of reducing stress from both psychological and physical perspectives among elementary school children during a 16-week intervention, as measured by State-Trait Anxiety Inventory -1(STAIC-1), Heart Rate (HR), Sit-and-Reach (SR), and Body Mass Index (BMI). RESULTS: Sixteen theme-based lesson plans were generated based on two traditional Health Qigong forms (Baduanjin and Wuqinxi). Five promising teaching strategies were synthesized from personal teaching experience with the pedagogy of some other similar mind-body exercise programs, such as Tai Chi and Yoga. Suggestions from an expert panel and student volunteers were solicited and incorporated into the program. One hundred and one (101) children provided valid data for STAIC-1 and 105 completed the physical measurements. The repeated measures analyses of variance revealed a significant decrease in the stress level with STAIC-1 (F =6.89, p<.05, η² =.064), HR (F=70.54, p<.001, η² =.409), SR (F=11.68, p<.001, η² =.103), and BMI (F=41.97, p<.001, η² =.292). In particular, BMI decreased more quickly in the Health Qigong group, with a mean change of 0.698 (P<.001), than the Energize (0.197, P<.05) and the PE group (0.224, P<.05). CONCLUSIONS: The use of a theoretical framework was effective in developing a Health Qigong for Children program. Theme-based lessons and synthesized teaching strategies helped the Health Qigong program to be fun and age-appropriate for children. Suggestions from experts in a variety of fields strengthened the program design. The novel findings of this study were that Health Qigong was as effective as Energize and physical education activities in relieving stress symptoms (STAIC-1), reducing HR, and increasing SR among elementary school children. Given the significant reduction in BMI, mind-body exercise (i.e., Health Qigong) should be further investigated with larger and various pediatric populations to identify a possible mechanism to help lose body weight. (PsycINFO Database Record (c) 2013 APA, all rights reserved)

Links: UC-eLinks

Subject: Aerobic Exercise (major); Body Weight (major); Childhood Development (major); Dualism (major); Elementary Schools (major);

Classification: 3300: Health & Mental Health Treatment & Prevention

Age: Childhood (birth-12 yrs) School Age (6-12 yrs)

Population: Human

Identifier (keyword): health improvement elementary school children aerobic exercise mind body exercise body weight
Respiratory patterns in students enrolled in schools for disruptive behaviour before, during, and after Yoga Nidra relaxation.

Author: Jensen, P. S. ¹; Stevens, P. J. ²; Kenny, D. T. ³ ¹ Discipline of Behaviour and Social Sciences in Health, Faculty of Health Sciences, University of Sydney, Lidcombe, NSW, Australia
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Abstract (English): This study investigated the effects of one session of Yoga Nidra (relaxation technique) on the breathing patterns/respiratory effort in the thoracic and abdominal chest regions of boys with disruptive behaviour using a Respiratory Inductive Plethysmography (RIP). The participants (n = 7) were aged 10–15 years and attending NSW, Department of Education (DET) special schools for children with disruptive behaviour (DB). Results were compared with three students (one female) aged 15 years without DB. The seven boys had previously participated in a 13-week yoga program. During this program participants were progressively taught the practice of Yoga Nidra. The comparison group did not participate in the yoga program but underwent the same procedure for collection of data as the yoga group. Using Compumedics “ProFusion Polysomnography (PSG)” software and further analyses in “Polyman” European Data Format + (EDF), data were analysed by identifying breathing as unstable or stable. Unstable breathing was identified as fluctuations in rate/s of breathing effort, amplitude, cessation of breath, and thoracic or abdominal predominance. Results indicated that
boys with disruptive behaviour generally displayed unstable breathing patterns throughout the pre-recording period and showed more stable breathing during Yoga Nidra compared with pre- or post-recording periods. There were also examples of reductions in thoracic dominance during Yoga Nidra. The comparison group’s breathing patterns throughout the three phases of the process were found to be stable. (PsycINFO Database Record (c) 2012 APA, all rights reserved) (journal abstract)
Benefits of yoga for psychosocial well-being in a US high school curriculum: A preliminary randomized controlled trial.

Author: Noggle, Jessica J. 1; Steiner, Naomi J. 2; Minami, Takuya 3; Khalsa, Sat Bir S. 1 1 Division of Sleep Medicine, Department of Medicine, Brigham and Women’s Hospital, Harvard Medical School, Boston, MA, US jnoggle@rics.bwh.harvard.edu 2 Division of Developmental-Behavioral Pediatrics, Center for Children with Special Needs, The Floating Hospital for Children, Tufts Medical Center, Boston, MA, US 3 Department of Counseling Psychology, School of Education, University of Wisconsin, Madison, WI, US

Abstract (English): Objective: To test feasibility of yoga within a high school curriculum and evaluate preventive efficacy for psychosocial well-being. Methods: Grade 11 or 12 students (N = 51) who registered for physical education (PE) were cluster-randomized by class 2:1 yoga:PE-as-usual. A Kripalu-based yoga program of physical postures, breathing exercises, relaxation, and meditation was taught 2 to 3 times a week for 10 weeks. Self-report questionnaires were administered to students 1 week before and after. Primary outcome measures of psychosocial well-being were Profile of Mood States—Short Form and Positive and Negative Affect Schedule for Children. Additional measures of psychosocial well-being included Perceived Stress Scale and Inventory of Positive Psychological Attitudes. Secondary measures of self-regulatory skills included Resilience Scale, State Trait Anger Expression Inventory-2TM, and Child Acceptance Mindfulness Measure. To assess feasibility, yoga students completed a program evaluation. Analyses of covariance were conducted between groups with baseline as the covariate. Results: Although PE-as-usual students showed decreases in primary outcomes, yoga students maintained or improved. Total mood disturbance improved in yoga students and worsened in controls (p = .015), as did Profile of Mood States—Short Form (POMS-SF) Tension-Anxiety subscale (p = .002). Although positive affect remained unchanged in both, negative affect significantly worsened in controls while improving in yoga students (p = .006). Secondary outcomes were not significant. Students rated yoga fairly high, despite moderate attendance. Conclusions: Implementation was feasible and students generally found it beneficial. Although not causal due to small, uneven sample size, this preliminary study suggests preventive benefits in psychosocial well-being from Kripalu yoga during high school PE. These results are consistent with previously published studies of yoga in school settings. (PsycINFO Database Record (c) 2014 APA, all rights reserved)(journal abstract)

Links: UC-eLinks

Subject: Curriculum (major); High School Students (major); Well Being (major); Yoga (major); Physical Education; Psychosocial Development;

Classification: 3530: Curriculum & Programs & Teaching Methods

Age: Adolescence (13-17 yrs)

Population: Human Male Female

Location: US

Author: Khalsa, Sat Bir S. ; Hickey-Schultz, Lynn ; Cohen, Deborah ; Steiner, Naomi ; Cope, Stephen
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ProQuest document link

Abstract (English): The goal of this study was to evaluate potential mental health benefits of yoga for adolescents in secondary school. Students were randomly assigned to either regular physical education classes or to 11 weeks of yoga sessions based upon the Yoga Ed program over a single semester. Students completed baseline and end-program self-report measures of mood, anxiety, perceived stress, resilience, and other mental health variables. Independent evaluation of individual outcome measures revealed that yoga participants showed statistically significant differences over time relative to controls on measures of anger control and fatigue/inertia. Most outcome measures exhibited a pattern of worsening in the control group over time, whereas changes in the yoga group over time were either minimal or showed slight improvements. These preliminary results suggest that implementation of yoga is acceptable and feasible in a secondary school setting and has the potential of playing a protective or preventive role in maintaining mental health. (PsycINFO Database Record (c) 2014 APA, all rights reserved)(journal abstract)

Links: UC-eLinks

Subject: Mental Health (major); Physical Education (major); Secondary Education (major); Yoga (major); Protective Factors;

Classification: 3530: Curriculum & Programs & Teaching Methods

Age: Adolescence (13-17 yrs) Adulthood (18 yrs & older) Young Adulthood (18-29 yrs)

Population: Human Male Female

Location: US

Identifier (keyword): mental health yoga secondary schools physical education


Methodology: Empirical Study, Quantitative Study

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A study of yoga therapy to increase attention in preschool children.

Author: Rich, Nichole F.  

ProQuest document link

Abstract (English): There are important gaps in research regarding how and to what extent yoga therapy can be integrated into the preschool curriculum to help young students develop their attention spans. This study was an attempt to determine the impact of yoga therapy on the development of behaviors that are related to the regulation of emotions in preschool students. John Locke’s theory of environmentalism and Heinz Werner’s theory of physiognomnic perception provided the theoretical framework for this study, in the sense that these theories suggest that children require focused attention on their physical health and sensory input. The study involved 49 preschool students, aged 3–6 years, from two suburban integrated preschool settings. Participants took part in 20-minute yoga sessions led by a Certified Yoga Teacher 2 days per week for a total of 4 weeks. A one-way analysis of variance (ANOVA) and a paired-samples t test were utilized to examine the results of Conners’s Teacher Rating Scales—Revised: Short Version to determine the impact of yoga therapy on the attention span of preschool students. Data were examined for male versus female preschool students as well as
for the total population of students. The findings of the study proved that overall, exposure to yoga did not have an impact on the attention of the preschool students. However, posttest scores for a subtest proved that girls demonstrated increased attention at the conclusion of the study. Further research should be conducted on yoga for preschool students that would examine behaviors throughout the course of an academic year to gain more insight into the rate of development as it corresponds to all other variables that impact students in an integrated setting. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Links: UC-eLinks

Subject: Attention Span (major); Curriculum (major); Preschool Students (major); Treatment (major); Yoga (major);

Classification: 3500: Educational Psychology

Age: Childhood (birth-12 yrs) Preschool Age (2-5 yrs) School Age (6-12 yrs)

Population: Human Male Female

Identifier (keyword): yoga therapy attention preschool children preschool curriculum

Methodology: Empirical Study, Quantitative Study

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Effects of yoga versus walking on mood, anxiety, and brain GABA levels: A randomized controlled MRS study.
Author: Streeter, Chris C. ¹; Whitfield, Theodore H. ²; Owen, Liz ³; Rein, Tasha ¹; Karri, Surya K. ⁴; Yakhkind, Aleksandra ⁵; Perlmutter, Ruth ⁶; Prescott, Andrew ⁷; Renshaw, Perry F. ⁸; Ciraulo, Domenic A. ¹; Jensen, J. Eric ⁹ ¹ Division of Psychiatry, Boston University School of Medicine, Boston, MA, US streeter@bu.edu ² Division of Actuarial Science, Boston University, Boston, MA, US ³ Liz Owen Yoga, Arlington, VA, US ⁴ Department of Neurosurgery, Harvard University, Boston, MA, US ⁵ Children’s Hospital Boston, Boston, MA, US ⁶ School of Medicine, University of Massachusetts, Boston, MA, US ⁷ Department of Radiology, University of Utah, Salt Lake City, UT, US ⁸ Department of Psychiatry, University of Utah, Salt Lake City, UT, US ⁹ Department of Psychiatry, Harvard University, Belmont, MA, US

ProQuest document link

Abstract (English): Objectives: Yoga and exercise have beneficial effects on mood and anxiety. γ-Aminobutyric acid (GABA)-ergic activity is reduced in mood and anxiety disorders. The practice of yoga postures is associated with increased brain GABA levels. This study addresses the question of whether changes in mood, anxiety, and GABA levels are specific to yoga or related to physical activity. Methods: Healthy subjects with no significant medical/psychiatric disorders were randomized to yoga or a metabolically matched walking intervention for 60 minutes 3 times a week for 12 weeks. Mood and anxiety scales were taken at weeks 0, 4, 8, 12, and before each magnetic resonance spectroscopy scan. Scan 1 was at baseline. Scan 2, obtained after the 12-week intervention, was followed by a 60-minute yoga or walking intervention, which was immediately followed by Scan 3. Results: The yoga subjects (n = 19) reported greater improvement in mood and greater decreases in anxiety than the walking group (n = 15). There were positive correlations between improved mood and decreased anxiety and thalamic GABA levels. The yoga group had positive correlations between changes in mood scales and changes in GABA levels. Conclusions: The 12-week yoga intervention was associated with greater improvements in mood and anxiety than a metabolically matched walking exercise. This is the first study to demonstrate that increased thalamic GABA levels are associated with improved mood and decreased anxiety. It is also the first time that a behavioral intervention (i.e., yoga postures) has been associated with a positive correlation between acute increases in thalamic GABA levels and improvements in mood and anxiety scales. Given that pharmacologic agents that increase the activity of the GABA system are prescribed to improve mood and decrease anxiety, the reported correlations are in the expected direction. The possible role of GABA in mediating the beneficial effects of yoga on mood and anxiety warrants further study. (PsycINFO Database Record (c) 2012 APA, all rights reserved)(journal abstract)

Links: UC-eLinks

Subject: Anxiety (major); Brain (major); Gamma Aminobutyric Acid Agonists (major); Yoga (major); Emotional States;

Classification: 3350: Specialized Interventions

Age: Adulthood (18 yrs & older) Young Adulthood (18-29 yrs) Thirties (30-39 yrs) Middle Age (40-64 yrs)

Population: Human Male Female

Location: US

Identifier (keyword): yoga moods anxiety brain gamma aminobutyric acid agonists

Test and measure: Exercise-Induced Feeling Inventory, Exercise-Induced Feeling Inventory-Positive Engagement, Exercise-Induced Feeling Inventory-Revitalization, Exercise-Induced Feeling Inventory-Tranquility, Exercise-Induced Feeling Inventory-Physical Exhaustion, Time Line Follow Back, Spielberger State Trait Anxiety Inventory, Structured Clinical Interview for DSM-IV Axis I Disorders
Promoting healthy lifestyles in children: A pilot program of be a fit kid.

**Author:** Slawta, Jennifer ¹ ; Bentley, Jeff ² ; Smith, Joan ³ ; Kelly, Jessica ⁴ ; Syman-Degler, Lucien ⁵ ¹

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**Abstract (English):** Be a Fit Kid is a 12-week program aimed at improving physical activity and nutritional habits in children. The physical activity component of the program emphasized cardiovascular fitness, flexibility, muscular strength, and bone development through running, yoga, jumping, and strength exercises. All activities were individualized and noncompetitive. The nutrition component focused on current dietary guidelines that emphasize a diet rich in vegetables, fruits, unsaturated fats, and whole grains, and low in saturated fat and sugar. Following the 12-week intervention, significant improvements were observed in body composition, fitness, nutrition knowledge, dietary habits, and in those who participated 75% of the time, significant reductions in total cholesterol and triglyceride levels were observed. Findings from the pilot trial suggest that health promotion programs can be well received by children and may favorably alter overweight and the development of adult lifestyle-related diseases. (PsycINFO Database Record (c) 2012 APA, all rights reserved)(journal abstract)

**Links:** UC-eLinks

**Subject:** Diets (major); Eating Behavior (major); Health Promotion (major); Physical Activity (major); Lifestyle; Nutrition;

**Classification:** 3365: Promotion & Maintenance of Health & Wellness

**Age:** Childhood (birth-12 yrs) School Age (6-12 yrs)

**Population:** Human Male Female

**Identifier (keyword):** health promotion healthy lifestyles physical activity nutritional habits

**Methodology:** Empirical Study, Quantitative Study

**Publication title:** Health Promotion Practice

**Volume:** 9

**Issue:** 3

**Pages:** 305-312

**Publication date:** Jul 2008

**Format covered:** Electronic

**Publisher:** Sage Publications (, US )

**ISSN:** 1524-8399

**eISSN:** 1552-6372
Yoga for children in the mirror of the science: Working spectrum and practice fields of the Training of Relaxation with Elements of Yoga for Children.

Author: Stueck, M. ; Gloeckner, N. Leipzig University, Leipzig, Germany stueck@rz.uni_leipzig.de

Abstract (English): The latest research work showed a clear increase in stress consequences for younger children related to experience, behaviour and health (among other things, fear to fail and psychosomatic disorders). In contrast, only a few stress-handling programmes are available specifically for children; a large part covers stress-handling training courses orientated to behaviour and cognition. The aim of the Training of Relaxation with Elements of Yoga for Children technique introduced and evaluated is the communication of self-control and relaxation based on experience using breathing exercises, imagination journeys and specifically selected yoga techniques for children. This stress-handling programme has been investigated by means of a test/control/group design with 48 pupils of the fifth grade. During a pre/post comparison with three measuring times one could give proof that the training will increase emotional balance in the long term and reduce fears. Feelings of helplessness and aggression were clearly reduced. Beyond this, the participants transferred the learned breathing techniques and self-instructions to situations beyond school, in order to relax after the lessons, to improve well-being and to control negative feelings. The effects found out here indicate that yoga is suited for children as an independent control method. (PsycINFO Database Record (c) 2012 APA, all rights reserved)(journal abstract)

Links: UC-eLinks

Subject: Program Evaluation (major); Relaxation (major); Respiration (major); Stress Management (major); Yoga (major); Sciences;

Classification: 3530: Curriculum & Programs & Teaching Methods

Age: Childhood (birth-12 yrs) School Age (6-12 yrs)
Yoga education and scholastic achievement.

Author: Barnes, B. L. ¹; Nagarkar, Sushma ¹ SND Woman's U, Dept of PG Studies &Research, Bombay, India

Abstract (English): Determined whether practicing yoga would lead to better concentration, functioning, and scholastic achievement. 40 student volunteers (aged 13–14 yrs) were trained in yoga techniques for 4 mo. Ss were tested on standardized measures before and after yoga training. Results show a definite positive effect of yoga practice on scholastic aptitude and intelligence. It is concluded that yoga facilitates an increased ability for concentration, a changed attitude toward scholastic achievement, and a relaxed mental state. (PsycINFO
A controlled comparison of Progressive Relaxation and Yoga Meditation as methods to relieve stress in middle grade school children.

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Document URL: http://search.proquest.com/docview/619228126?accountid=14524

Subject: Mediation (major); Progressive Relaxation Therapy (major); Stress (major);