

Selected Research Studies in Mindfulness

Beauchemin, J., Hutchins, T.L., & Patterson, F. (2008). Mindfulness meditation may lessen anxiety, promote social skills, and improve academic performance among adolescents with learning disabilities. *Complementary Health Practice Review, 13*(1), 34-45.

- Pilot study using pre-post no-control design examining feasibility of program (5 week mindfulness meditation intervention)
- 34 adolescents diagnosed with Learning Disabilities
- Deemed feasible and predominantly positive attitudes toward the program
- Resulted in decreased state and trait anxiety, better social skills and improved academic performance.

Flook, L., Smalley, S.L., Kitil, M.J., Galla, B.M., Kaiser-Greenland, S. & Locke, J. (2010). Effects of mindful awareness practices on executive functions in elementary school children. *Journal of Applied School Psychology, 26*(1), 70-95.

- Randomized control
- 64 2nd and 3rd graders (ages 7-9)
- Mindfulness program 30 minutes, two times/week for 8 weeks
- Students who were less well-regulated at pre-test demonstrated more improvement in executive functioning than those students who had more skills with self-regulation at the beginning of the intervention
- Parents and teachers noted gains in executive functioning

Singh, N.N., Giulio, E., Medvedev, O.N., Myers, R. E., Chan, J., McPherson, C. L., Jackman, M. M., & Kim, E. (2018). Comparative effectiveness of caregiver training in mindfulness-based positive behavior support (mbpbs) and positive behavior support (pbs) in randomized controlled trial. *Mindfulness*, advanced online publication.

- Population was caregivers on individuals with intellectual and developmental disabilities
- 40-week randomized controlled trial – assigned to either pbs or mbpbs
- 123 caregivers
- client, caregiver and agency outcomes for mbpbs were “uniformly superior” to the pbs condition alone, and more cost-effective

Becker, B.D., Patterson, F., Fagan, J., & Whitaker, R. (2016). Mindfulness among home visitors in Head Start and the quality of their working alliance with parents. *Journal of Child and Family Studies, 25*(6), 1969-1979.

- Looked at dispositional mindfulness of home visitors
- Correlational study
- Those with greater dispositional mindfulness had greater alliance with family members
- Results mediated by higher emotional well-being of the parents

Strawn, J.R., Cotton, S., Luberto, C.M., Patino, L.R., Stahl, L.A., Weber, W.A., DelBello, M.P., (2016). Neural function before and after mindfulness-based cognitive therapy in anxious adolescents at risk for developing bipolar disorder. *Journal of Child and Adolescent Psychopharmacology, 26*(4). 372-379.

- Youth (mean age 13 +/- 2) who had generalized, social or separation anxiety who were at risk for bipolar disorder
- Small sample size (9 participants)
- Intervention was 12 weeks of mindfulness-based cognitive therapy for children
- Results indicated increase in activation of brain structures related to interoception (sense of the internal state of the body) and processing of internal stimuli.

Mindfulness in the Schools: Considerations for Educators - Webinar

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February 2018

See also:

- *Research in Human Development, Vol. 10, Issue 3* (2013). Entire issue dedicated to mindfulness-based interventions in school-based settings
- Hart, R., Ivtzan, I., & Hart, D., (2013). Mind the gap in mindfulness research: A comparative account of the leading schools of thought. *Review of General Psychology, 17*(4). 453-466.
- Mindfulness in Education: Research Highlights – publication by the Greater Good Science Center
(https://greatergood.berkeley.edu/images/uploads/Mindfulness_in_Education_Research_Highlights.pdf)
- Goamra.org – American Mindfulness Research Association – ongoing database of research in field of mindfulness
- Davis, L.C. (2015). When mindfulness meets the classroom. *The Atlantic*.
<https://www.theatlantic.com/education/archive/2015/08/mindfulness-education-schools-meditation/402469/>

Critical Analysis:

- Stetka, B. (2017). Where's the proof that mindfulness meditation works? *Scientific American*.
- Van Dam, N.T., van Vugt, M.K., Vago, D.R. (2017). Mind the hype: A critical evaluation and prescriptive agenda for research on mindfulness and meditation. *Perspectives on Psychological Science, 13*, 36-61.
- Tlalka, S. (2014). Willoughby Britton: The messy truth about mindfulness. *Mindful*.
<https://www.mindful.org/willoughby-britton-the-messy-truth-about-mindfulness/>
- Orienstein, D. (2017). Study documents range of challenging meditation experiences. *News from Brown*. <https://news.brown.edu/articles/2017/05/experiences>
- Mochel, D. (2017). Why the criticism of mindfulness is fair – and why I practice anyway. *Huffington Post*.
- Pursur, R. Loy, D. (2013). Beyond McMindfulness. *Huffington Post*.