Mindfulness-Based Interventions for Elementary School Students

Jocelyn Giammarino  
*University of Southern Maine*

Mary Macaluso  
*University of Southern Maine*

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Mindfulness-Based Interventions for Elementary School Students

Jocelyn Giammarino MOTS
Mary Macaluso MOTS
Mary Anderson OTD, OTR/L

Do K-4th graders who receive an in-school mindfulness-based intervention exhibit increased self-regulation?

Inclusion Criteria
- 13 peer reviewed journals from 2008-2017
- Evidence-based reviews
- Samples included children between ages 3 and 18
- School setting

Clinical Bottom Line
Evidence supports the use of mindfulness-based interventions in the classroom to improve self-regulatory capabilities in chronically stressed and disadvantaged youth.

Findings
Self-regulatory capabilities including:
- Reduced anxiety symptoms, attentional problems, negative affect, and depressive symptoms
- Increased executive functioning, behavioral regulation, emotional-regulation, self-control, social skills, social-emotional development, academic competence, metacognition, and prosocial behaviors
- Improved stress response

For references contact:
jocelyn.giammarino@maine.edu
mary.macaluso@maine.edu

Recommendations
- OT and teacher mindfulness training
- Longer daily sessions
- Implemented throughout school year
- Include in daily routine