Mindfulness-Based Interventions for Elementary School Students

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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

Level 1 Evidence 85%
Level 2 Evidence 15%

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

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