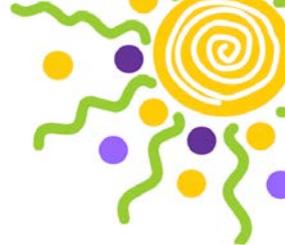


## Some of the Research Supporting BREATH, MOVEMENT AND MINDFULNESS\*



*\*Mindfulness is a practice of bringing your mind into the present moment with non-judgement. It is a practice of cultivating ones awareness of thoughts, actions and emotional experiences moment to moment. In the studies listed below, breath and movement activities are components of many of the mindfulness practices investigated.*

**Broderick, P. C., & Metz, S. (2009).** Learning to BREATHE: A pilot trial of a mindfulness curriculum for adolescents. *Advances in School Mental Health Promotion, 2, 35–46.*  
*The results suggest that mindfulness is a potentially promising method for enhancing adolescents' emotion regulation and well-being.*

**Davidson, R. J., Kabat-Zinn, J., Schumacher, J., Rosenkranz, M., Muller, D., Santorelli, S. F., et al. (2003).** Alterations in brain and immune function produced by mindfulness meditation. *Psychosomatic Medicine, 65, 564–570.*  
*These findings demonstrate that a short program in mindfulness meditation produces demonstrable effects on brain and immune function. These findings suggest that meditation may change brain and immune function in positive ways and underscore the need for additional research.*

**Flook, L.; Goldberg, Simon B.; Pinger, Laura; Davidson, Richard J. (2015).** Promoting prosocial behavior and self-regulatory skills in preschool children through a mindfulness-based kindness curriculum. *Developmental Psychology, 51(1), 44-51.*  
*The present study investigated the effects of a 12-week mindfulness-based Kindness Curriculum (KC) delivered in a public school setting on executive function, self-regulation, and prosocial behavior in a sample of 68 preschool children. The KC intervention group showed greater improvements in social competence and earned higher report card grades in domains of learning, health, and social-emotional development, whereas the control group exhibited more selfish behavior over time.*

**Flook, Lisa; Smalley, Susan L.; Kiti, M. Jennifer; Galla, Brian M.; Kaiser-Greenland, Susan; Locke, Jill; Ishijima, Eric; Kasari, Connie. (2010).** *Effects of Mindful Awareness Practices on Executive Functions in Elementary School Children.* *Journal of Applied School Psychology, 26 (1)70-95.*  
*A school-based program of mindful awareness practices (MAPs) was evaluated in a randomized control study of 64 second- and third-grade children ages 7–9 years. Children in the MAPs group who were less well regulated showed greater improvement in EF compared with controls. Children showed gains in behavioral regulation, metacognition, and overall global executive control. Both teachers and parents reported changes suggesting that improvements in children's behavioral regulation generalized across settings.*

**Meiklejohn, J., Phillips, C., Freedman, M., Griffin, M., Biegel, G., Roach, A., & Frank, J. (2012).** Integrating Mindfulness Training into K-12 Education: Fostering the Resilience of Teachers and Students. *Mindfulness, 3(4), 291-307.*  
*Since 2005, 14 studies of programs that directly train students in mindfulness have collectively demonstrated a range of cognitive, social, and psychological benefits to both*