Mindfulness in Human Development

https://bassconnections.duke.edu/project-teams/mindfulness-human-development-2016-2017

Duke UNIVERSITY EHD Bass Connections Education & Human Development

Background & Goals

- Interdisciplinary team of UNC-CH and Duke students and faculty studying the effects of yoga and mindfulness practices in K-12 educational settings
- Partnership with local community organization Y.O.G.A. for Youth and Orange County and Chapel Hill-Carrboro Public Schools
- Our goals include sparking conversations about mindfulness in US education systems and expanding yoga accessibility to underserved communities

2017 Embodied Learning Summit

- Day-long community event held on Duke's East Campus that included yoga practice, workshops, lunch, and a keynote presentation from Dr. Chelsea Jackson Roberts
- Participation from 100+ students, educators, community members, yoga teachers, and educators from the Triangle and beyond
- Our event focused on creating conversations about the connections between yoga, mindfulness, and racial justice

Research in Action

TEAM: Kibby McMahon (Graduate Team Member-Duke); Moriah Glenn (Community Team Member); Matthew Kaplan (Undergraduate Team Member-Duke); Sarah Jeffries (Undergraduate Team Member-UNC); Dr. Michele T. Berger (Faculty-UNC); Marah Jolibois (Undergraduate Team Member-Duke); Sue Leichliter (Undergraduate Team Member-UNC); Professor Keval Kaur Khalsa (Faculty-Duke); Liz Harden (Faculty)

ACKNOWLEDGEMENTS

We would like to thank Bass Connections and our other partners for helping make our vision for yoga accessibility in education possible! Sat Nam!
2016-2017 Mindfulness in Human Development Team

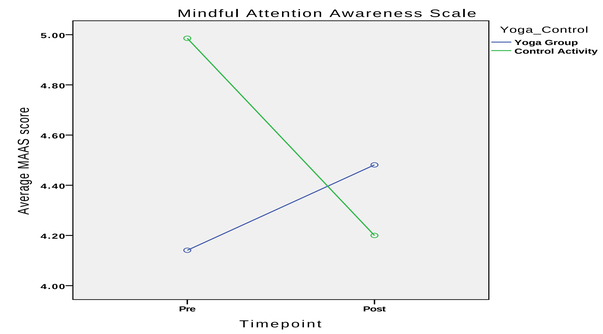
Quantitative & Qualitative Approaches

Quantitative Measures:

- Pre- and Post-Questionnaires
- Social Stress Scale
- DASS2 (Depression, Anxiety, and Stress scale)
- MAAS (Mindful Attention Awareness scale)
- Pre-Yoga & Meditation History Questionnaire
- 5-minute mood measure questionnaires administered before and after 2 individual classes for each sample group
- Control Group (students doing homework)
- Review of academic and behavioral records (de-identified)

Qualitative Measures:

- Pilot Focus Group for students (post study - conducted Fall 2016)

Preliminary Findings

Preliminary data from Spring 2016: Students who participated in the Y.O.G.A for Youth group (n=38) and students in an alternate activity (n=5) completed the Mindful Attention Awareness Scale (MAAS) before ("pre") and after ("post") the after school program. A Mixed Design ANOVA analyses revealed that there was a significant interaction between type of after-school activity and time, F (1, 41)= 12.71, p=.001. The yoga program increased the students' mindful attention, while the control activity reduced it.