

# EFFECTIVENESS OF A SCHOOL-BASED DYNAMIC MINDFULNESS PROGRAM ON ADOLESCENT STRESS RESILIENCE

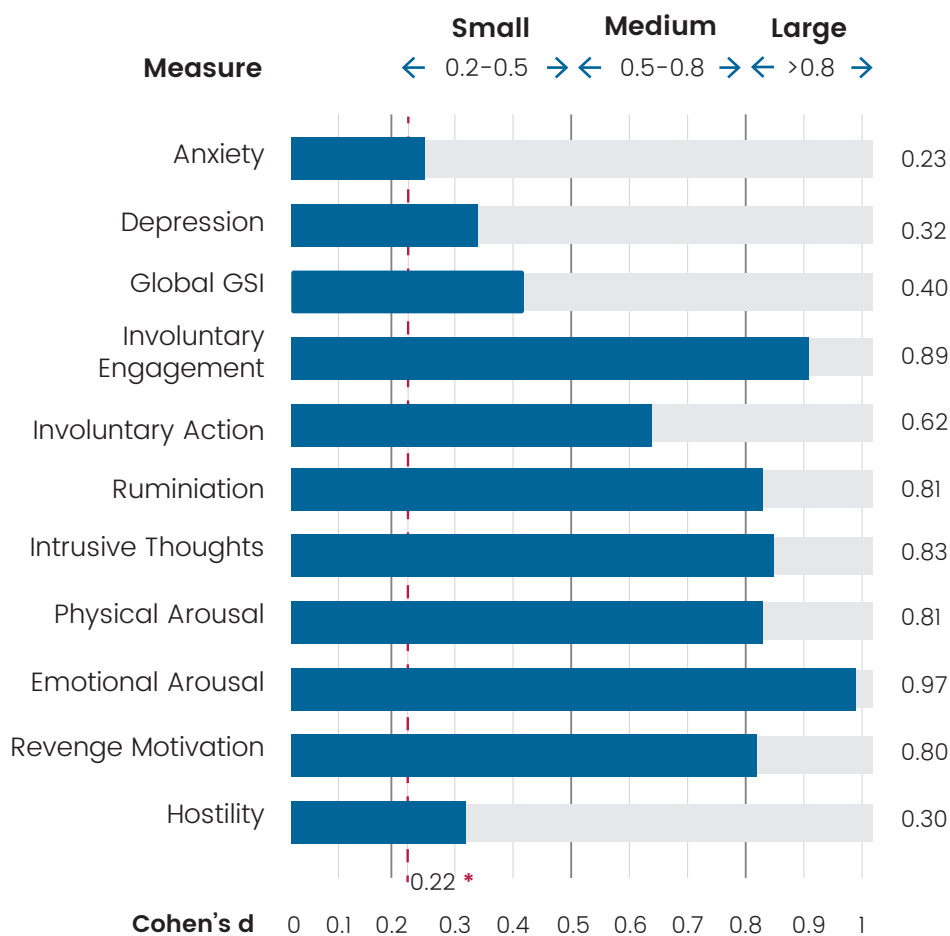
Jennifer L. Frank, PhD, Pennsylvania State University Prevention Research Center  
 Bidyut K. Bose, PhD, Niroga Institute

We report on two studies on Transformative Life Skills (TLS), a Dynamic Mindfulness Social Emotional Learning (SEL) program, consisting of yoga-based mindful movement, breath regulation, and centering practices, in 15-minute sessions in regular classrooms.

**Study 1:** The aim of this quasi-experimental pre-post design was to assess the effectiveness of TLS on indicators of adolescent emotional distress, prosocial behavior, and attitudes towards violence in a high-risk sample. Participants included 49 students in grades 9-11 attending a diverse alternative high school in an urban inner-city school district.

Measures included the Affect Valence Scale, Brief Symptom Inventory (BSI-18), Responses to Stress Questionnaire, and Transgression-Related Interpersonal Motivations Scale (TRIM-12). Analysis involved Paired t-tests to examine significant changes pre to post within treatment group, and p-values were corrected for multiple pairwise comparisons using BH correction.

## Study 1: Effectiveness of TLS/DMind with At-Risk Youth Magnitude of Significant Events (Effect Size)



Results indicated that students who participated in the TLS program demonstrated **significant reductions in anxiety, depression, global psychological distress, rumination, intrusive thoughts, as well as physical and emotional arousal.** Students exposed to TLS reported being **significantly less likely to endorse revenge motivation** orientations in response to interpersonal transgressions and reported **overall less hostility** than did students in the comparison condition. No significant improvements in somatization or general affect were found. **Results of this pilot study provide evidence of the potential for TLS to influence important student social-emotional outcomes among high-risk youth.**

\* Mean effect size for all universal programs targeting conduct problems



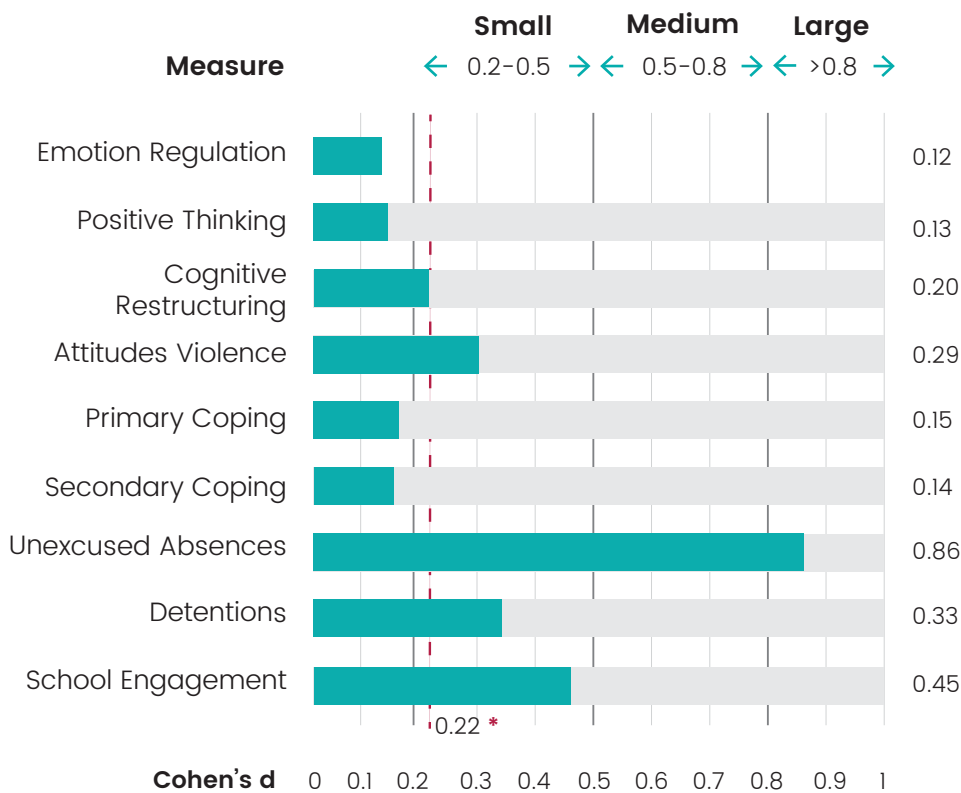
# EFFECTIVENESS OF A SCHOOL-BASED DYNAMIC MINDFULNESS PROGRAM ON ADOLESCENT STRESS RESILIENCE

Jennifer L. Frank, PhD, Pennsylvania State University Prevention Research Center  
 Bidyut K. Bose, PhD, Niroga Institute

**Study 2:** The aim of this randomized controlled trial (RCT) was to assess the effectiveness of TLS on indicators of adolescent mental health and school functioning. Participants included 159 students in grades 6 and 9, attending a diverse inner-city charter school, and were randomly assigned to treatment or wait-list control conditions.

Measures included the School Engagement Scale ( $\alpha = 0.72$ ), Attitude Towards Violence Scale ( $\alpha = 0.75$ ), Positive and Negative Affect Schedule for Children – PANAS-C (Positive Affect ( $\alpha = 0.89$ ) and Negative Affect ( $\alpha = 0.87$ )), and Child Behavior Checklist – CBCL ( $\alpha = 0.74$ ), Responses to Stress Questionnaire – RSQ (Primary Engagement ( $\alpha = 0.74$ ), and Secondary Engagement ( $\alpha = 0.75$ ), Children’s Intervention Rating Profile – CIRP ( $\alpha = 0.74$ ), and extant student records (including unexcused absences, detentions, suspensions, and grades in English and Mathematics. Analysis involved ANCOVA, controlled for student grade, gender and race.

## Study 2: TLS/DMind Randomized Controlled Trial Efficacy Magnitude of Significant Events (Effect Size)



\* Mean effect size for all universal programs targeting conduct problems

Results suggested that students who participated in the TLS program demonstrated **significant reductions in unexcused absences and detentions, and increases in school engagement**. Significant improvements in primary engagement stress coping strategies, and secondary engagement stress coping strategies was noted as well. Specifically, **significant increases in student emotion regulation, positive thinking, and cognitive restructuring in response to stress was found**. No effects were found for measures of somatization, suspensions, academic grades, or general affect. **Student report of treatment acceptability indicated that the intervention was generally well received, and most participants perceived strategies as socially valid.**

