



Educating Heart, Mind & Body

Presentation Overview

- Program History & Development - A work born out of need
- Inhibitors to Children's Wellness & Learning – It's all connected!
- Yoga, Mindfulness & Social/Emotional Learning - An integrated approach



Yoga Calm's Mission

Support a culture of wellness where children and their families thrive physically, mentally and emotionally

By developing and delivering high-quality educational programs for youth (PreK-12) in school, family, therapeutic and clinical settings

That develops self-regulation, attention, mindfulness, social/emotional skills and fitness



Program History

- 2002 - Started in behavior classrooms and counseling settings at a rural Oregon elementary school
- 2005 - First graduate continuing education courses were offered through Portland State University
- 2012 – Over 5,000 teachers, counselors & therapists trained; supporting an estimated 30,000 children; 12 graduate courses at 6 colleges and universities; 8 national book and media awards



Founders – Lynea Gillen

- Lynea Gillen, LPC, RYT, is a national award-winning author, counselor, speaker and educator who has been sharing her love of yoga with children for over 35 years
- Adjunct professor at Portland State University, Lewis & Clark College and Colorado State University
- Child & family counselor, The Children's Program, Portland, Oregon



Founders – Jim Gillen

- Jim Gillen, ERYT-500, is a health educator and yoga teacher with four decades of yoga experience. He has taught thousands of yoga classes to students of all ages and abilities
- Director of Still Moving Yoga in Portland, Oregon, a Yoga Alliance Registered Yoga School
- A national award-winning author and producer of educational media
- Taught and developed education programs for the National Science Foundation and the National Sports Center for the Disabled



Yoga Calm for Children Video

- <http://youtu.be/tuoRXq3fNGo>



Health & Wellness Needs



Nutritious Food



Family & Social Relationships



Exercise/Movement

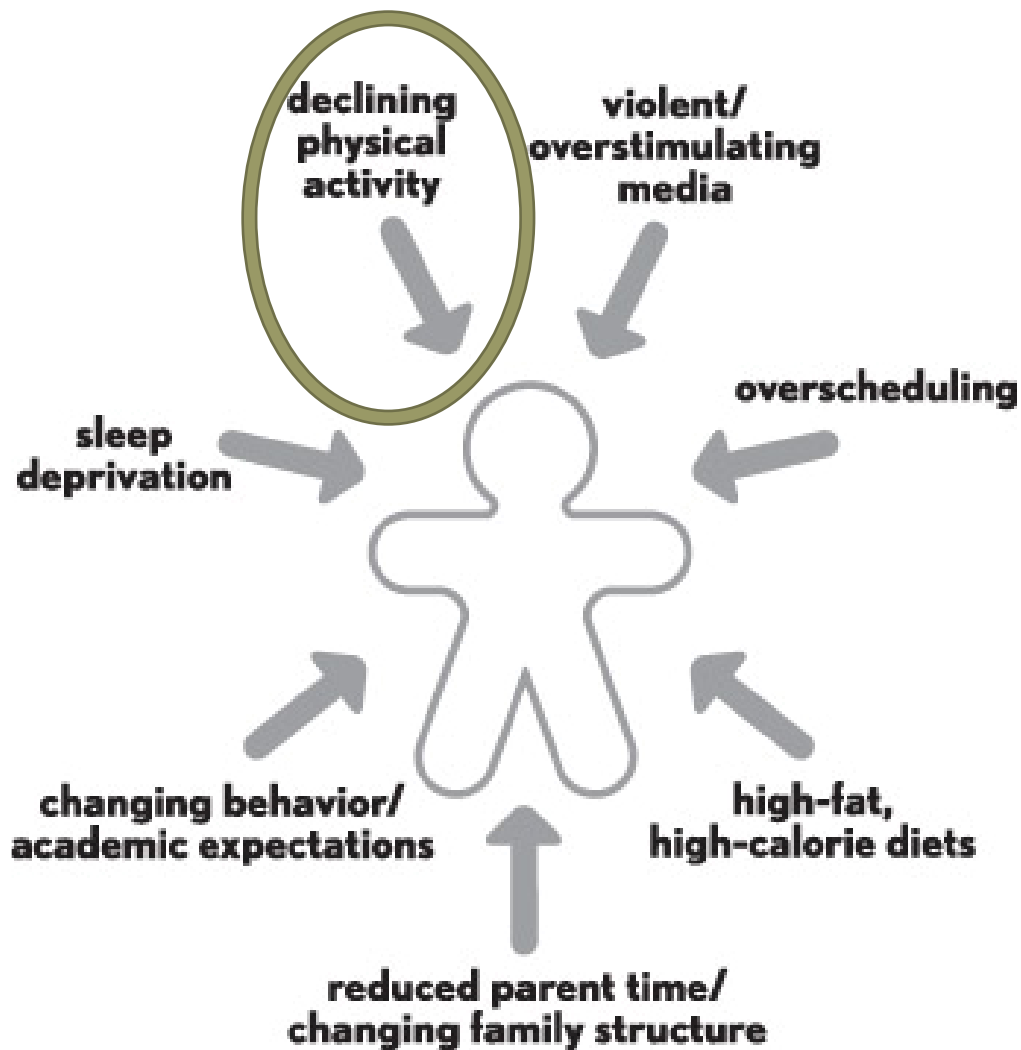


Connection to Nature



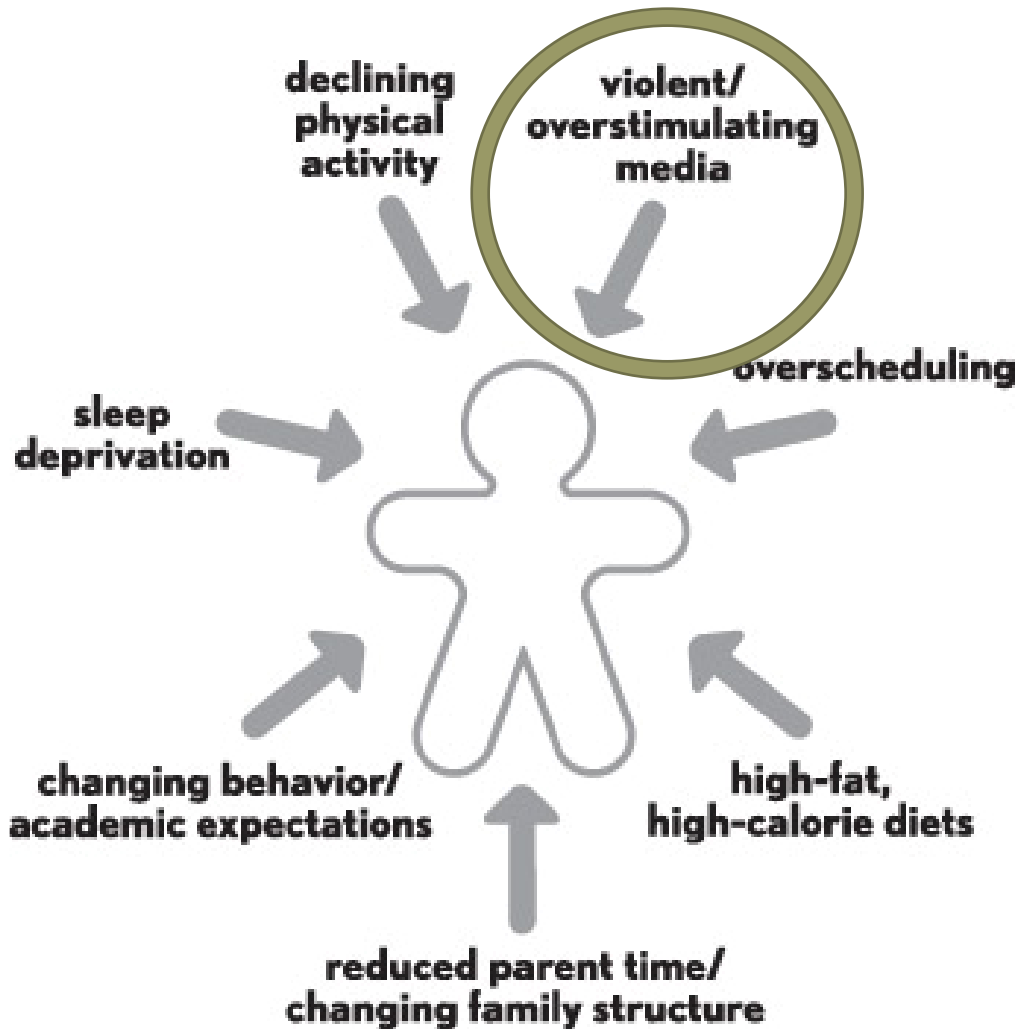
Rest/Sleep

Inhibitors to Learning & Wellness



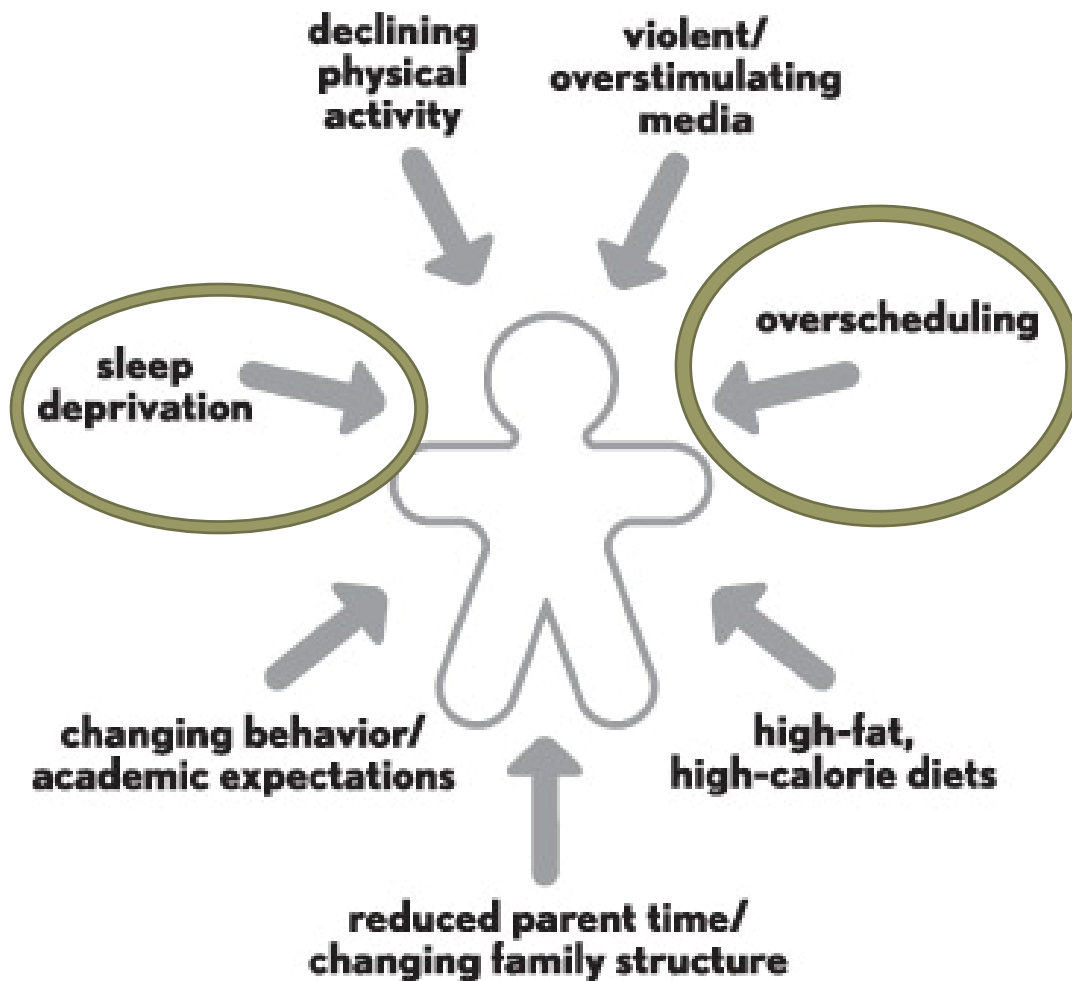
- Daily PE class participation: 33% in 2005
- Schools have cut back PE for more core academics to meet academic mandates
- Results: modest academic growth and soaring obesity rates – double for children and triple for teens since 1980

Inhibitors to Learning & Wellness



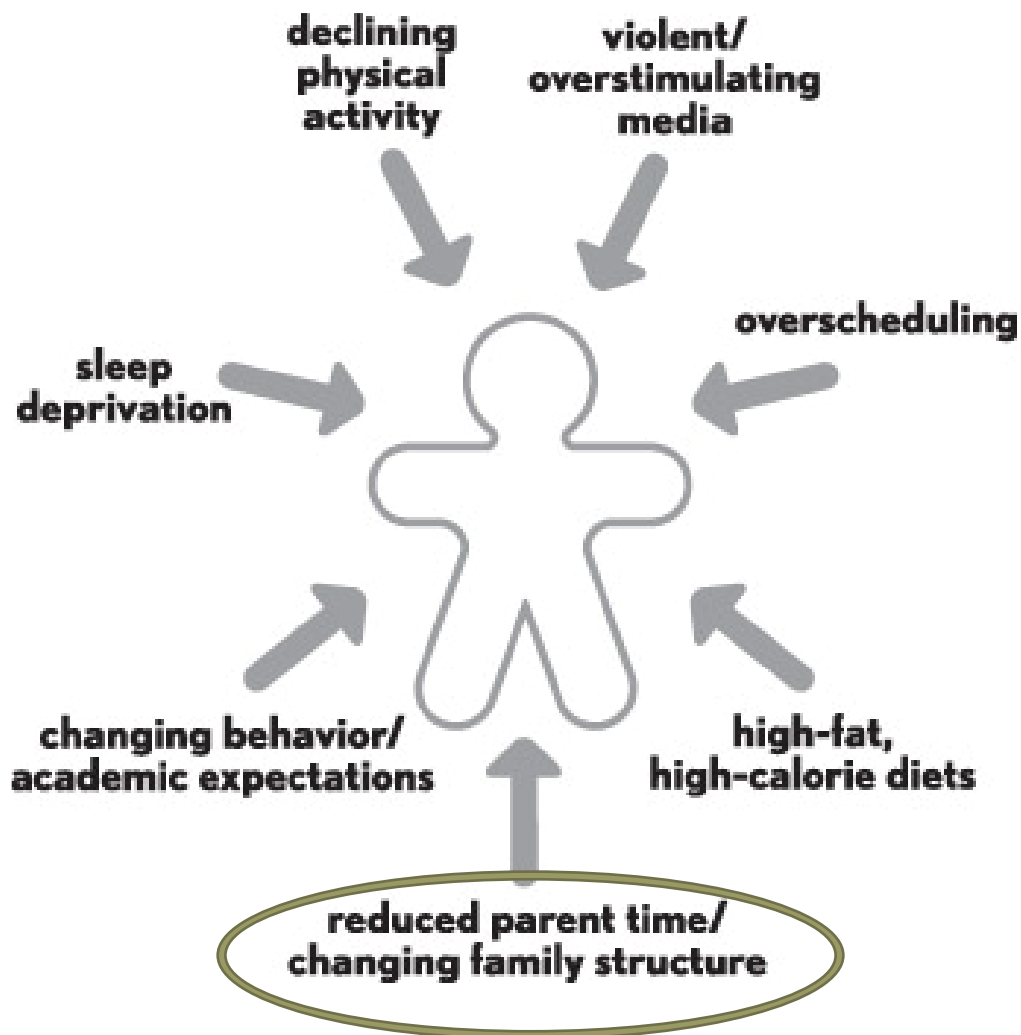
- Rising levels of electronic media consumption – especially violent media
- 13,000 classroom hours vs. 16,000 hours of TV-watching by age 18
- TV and video games linked to antisocial behavior, obesity and increased health problems, sleep issues, lower reading scores

Inhibitors to Learning & Wellness



- Average 1.5 to 2 hours nightly sleep deficit
- Negative effects on mental performance, muscle control and mood
- Loss of psychic space, imagination
- Lost or damaged sleep linked to long-term health problems including, heart disease, diabetes, viral infection, cancer, depression and substance abuse

Inhibitors to Learning & Wellness



- Divorce rates: over 50% in U.S.
- Divorce is second only to death as a significant stressor in children's lives
- Children affected by divorce average 1.5 grade years of academics lost
- Both parents working 12-hour days in many families
- Loss of extended family

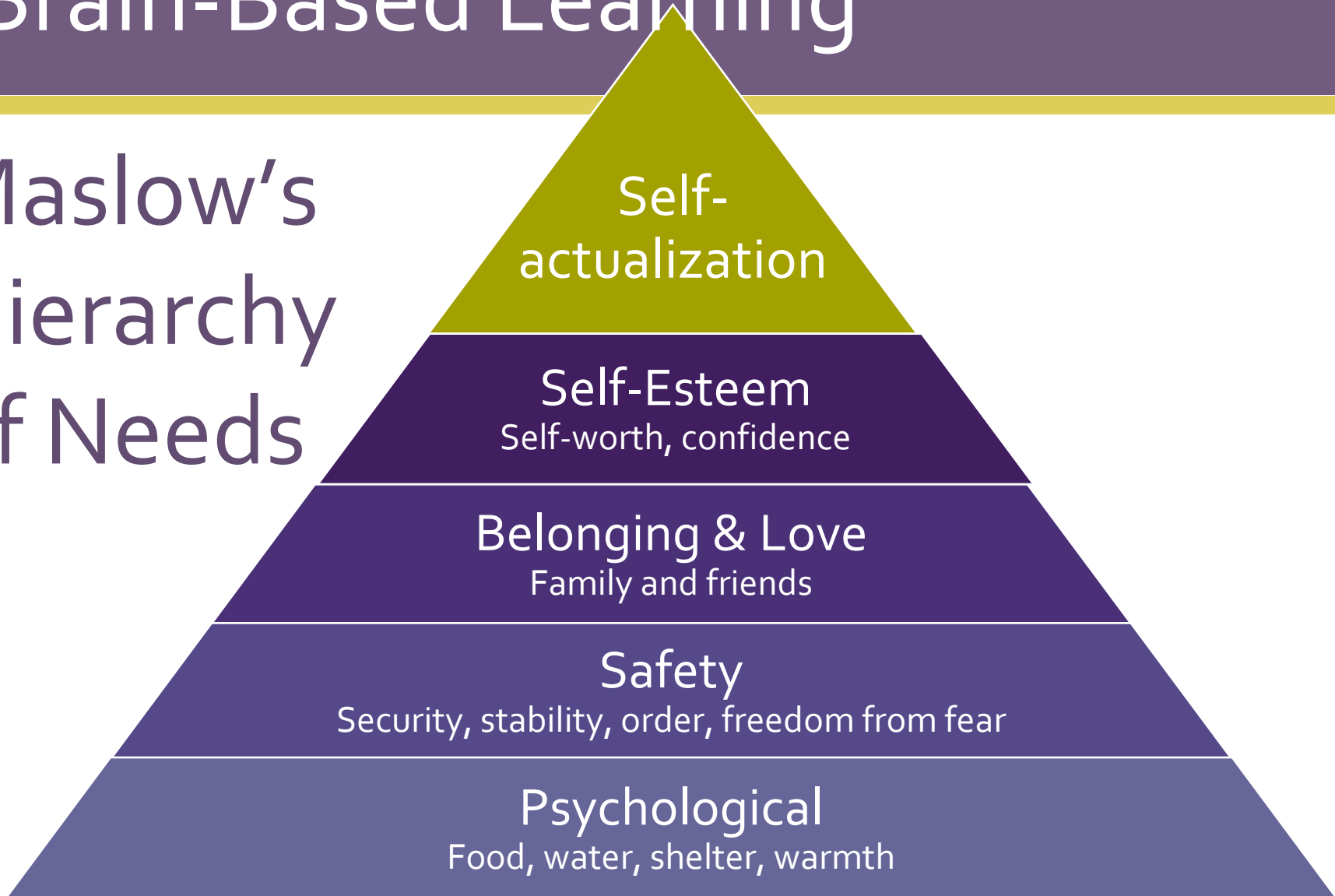
Brain-Based Learning



- Higher level skills builds upon lower level brain development
- Cognitive functioning is impaired when we are under negative stress
- Positive social interactions are essential to healthy brain development

Brain-Based Learning

Maslow's Hierarchy of Needs

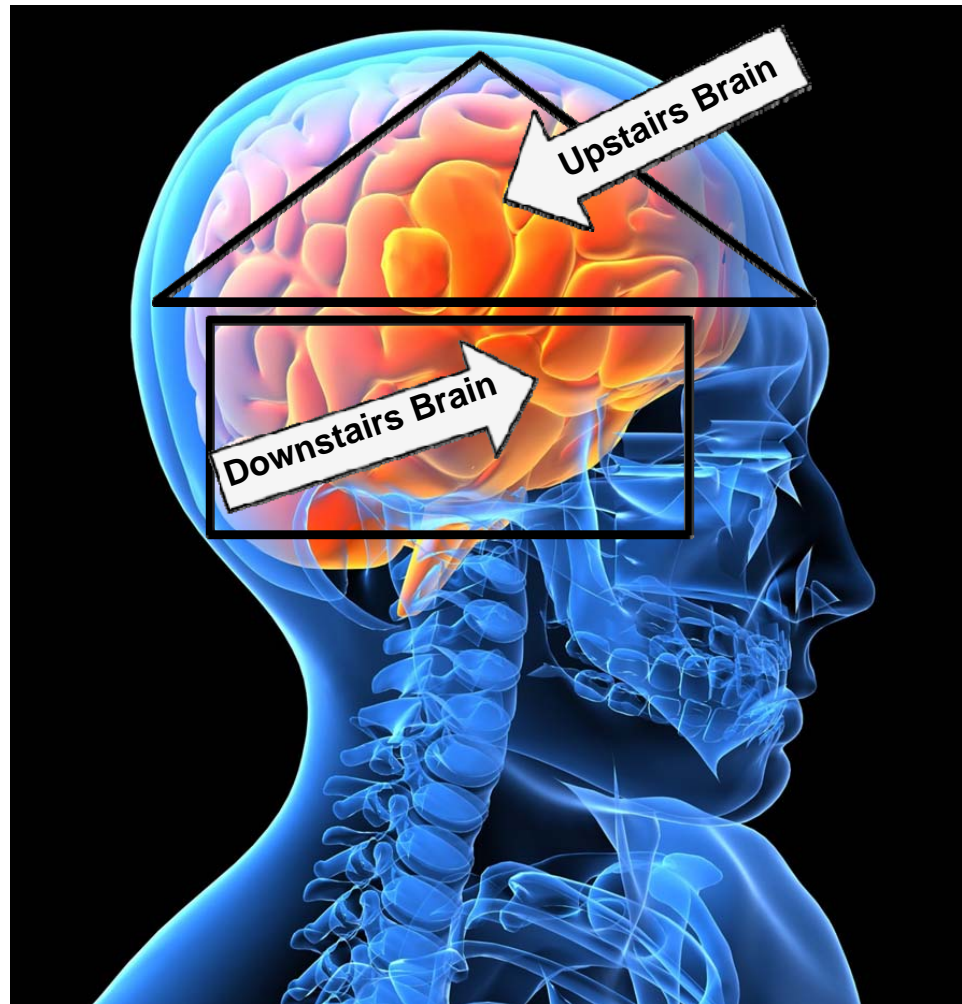


Brain-Based Learning



- Movement stimulates brain growth and neural connectivity
- Sleep, rest and reflective (meta-cognitive) activities are critical to memory consolidation and emotional processing

The Downstairs/Upstairs Brain



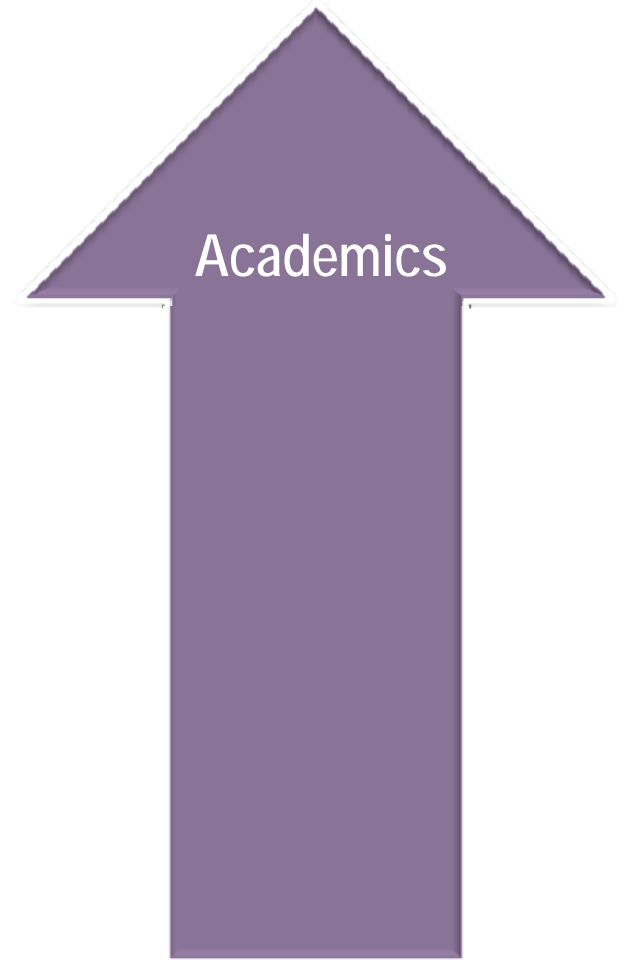
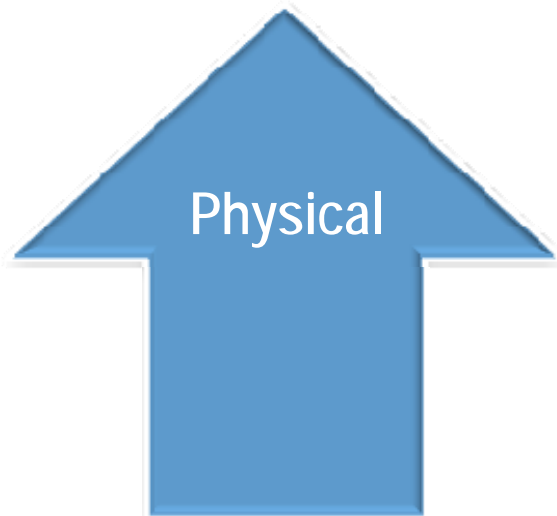
The Downstairs Brain

- The lower parts of the brain, or “primitive” brain, which is made up of the brain stem, the amygdala and the limbic system
- Regulates basic functions like breathing, blinking, fight or flight, and strong emotions like fear and anger
- Controls innate reactions and impulses and the autonomic nervous system/sets off “fire alarm”
- The first floor of the house of the brain and the most developed in infants and young children

The Downstairs/Upstairs Brain

- When in fight or flight response, “upstairs brain,” cognitive interventions, are not as effective
- Sense of control & safety, regulated movement, deep proprioceptive input, breathing techniques to regulate the nervous system are needed

Current Education Focus



Need for Balanced Education



Physical



Social Skills
Skills
&
Emotional
Support



Academics

Learning Preparedness & Wellness

- Breathing Techniques
- Integrative Movement
- Social / Emotional Learning
- Storytelling/Relaxation/Reflection
- Emotional Guidance



Breathing Techniques



Breathing Sphere

- Calm the nervous system and reduces stress
- Develops self-control and attention
- Connects children with their feelings
- Prepares for learning

Integrative Movement

- Releases physical and emotional energy
- Develops fitness, strength and flexibility
- Develops concentration and self-confidence
- Prepares for learning



Social / Emotional Learning

- Develop skills in identifying feelings
- Develop communication skills
- Elicit compassion & sensitivity
- Teaches teamwork & leadership skills



Storytelling/Relaxation/Reflection

- Reduces stress and calms the body and mind
- Develops imagination
- Integrates physical, emotional and cognitive experiences
- Consolidates memory & improves executive



Emotional Guidance Techniques

- Teaching teachers, parents and caretakers how to acknowledge and respond appropriately to emotions
- Identifying emotions in the body
- Emotional “first aid”



Research Support for School Yoga

- Increase in self-regulation & self-esteem (*White, 2012*)
- Preventative effects in psychosocial well-being (*Noggle, Steiner, Minami, Khalsa, 2012*)
- Balance treatment reduces anxiety & improves self-esteem (*Bart, Bar-Haim, Weizman, et al., 2008*)
- Effective complimentary treatment for ADHD (*Haffner, Roos, Goldstein, Parzer, Resch, 2006*)
- Improvement in hyperactivity/impulsiveness (*Jensen & Kenny, 2004*)
- Mental and emotional health (*Slovacek, Tucker, Pantoja, 2003*)



Research Support for School Yoga

- Decreased resting heart rate (Narendran, Raghuraj, Nagarathna, 1997)
- Improvement in static motor performance (*Telles, S., Hanumanthaiah, B., Nagarathna, R. and Hagendra, H. R., 1993*)
- Ability to relax (Agnus, 1989)
- Academics (*Benson, Wilcher, Greenberg, Huggins, Ennis, Zuttermeister, 2000; Zipkin, 1985*)
- Increased attention span (Zipkin, 1985)
- Increased body/self image satisfaction (Clance, Mitchell, Engleman, 1980)
- Concentration skills (Hopkins, 1979)



K-12 Mindfulness Research

- Reduced self-reported scores in anxiety, depression and stress (*Biegel, et al., 2009*)
- Improvement in attention, emotion and metacognitive processes (*Saltzman & Goldin, 2008*)
- Improvement in self-reported ADHD symptoms (*Zylowska, et al., 2008*)
- Improved sleep and reduced worry and mental distress (*Bootzin & Stevens, 2005*)
- Improved attention (*Napoli, et al., 2005*)

Yoga for Mental Health Research

- Effective complementary treatment for major psychiatric disorders (*Cabral, Meyer, Ames, 2010*)
- Down-regulation of HPA axis and sympathetic nervous system (*Ross, Thomas, 2010*)
- Increases levels of serotonin, norepinephrin, and dopamine (*Ratey, 2008*)
- Beneficial effects on mood & anxiety (*Streeter, et al., 2010*)
- Increases self-esteem (*Bart, Bar-Haim, Weizman, Levin, Sadeh, Mintz, 2008*)



Yoga Calm Research Results*

- Increased time on task/self-regulation
- Decreased behavioral referrals
- Improved feelings of community
- Improved auditory comprehension
- Smoother transitions
- Improved reflection in writing
- Decreased classroom volume by 19 decibels
- Greater awareness in how to self-regulate

* Minneapolis Public Schools, Action-based research, 2007



Why Schools Need to Teach SEL

Top 10 Skills Desired by Fortune 500 Companies

1. Teamwork
2. Problem-Solving Skills
3. Interpersonal Skills
4. Oral Communication
5. Listening
6. Personal & Career Development
7. Creative Thinking
8. Leadership
9. Goal Setting & Motivation
10. Writing



“We must allow children to experience the inner and outer world. Allow them to experience rest and beauty and begin to believe in the world as a peaceful and loving place.”

—Lynea Gillen



More information available at
www.yogacalm.org

