

Razza, R. A., et al. (2015). Enhancing preschoolers' self-regulation via mindful yoga. *Journal of Child and Family Studies*, 24(2), 372-385.

- Mindful yoga to enhance preschoolers' self-regulation promoted effortful control (EC), executive function (EF), and attention.
- Significant advantages of ability to delay gratification and inhibit behavior and attention were seen in students.
- Students with low EC and EF were positively influenced by the integrated program.
- Results showed that mindful yoga can enhance self-regulation among preschoolers → it allows children to inhibit and control their impulses.

Chaya, M. S., et al. (2012). Effects of yoga on cognitive abilities in school children from a socioeconomically disadvantaged background: A randomized controlled study. *The Journal of Alternative and Complementary Medicine*, 18(12), 1161-1167.

- Yoga interventions can enhance cognitive performance, specifically in attention and visuo-spatial abilities.
- May increase alertness in subjects.

Butzer, B., et al. (2015). Effects of a classroom-based yoga intervention on cortisol and behavior in second- and third-grade students: A pilot study. *Journal of Evidence-Based Complementary & Alternative Medicine*, 20(1). 41-49.

- Cortisol levels decrease significantly after a 10-week yoga intervention.
- Perceived improvements were demonstrated in creativity, ability to be in control of behavior, and ability to manage anger → These improvements in social and emotional learning skills underlie core social and emotional learning competencies of self-management, social awareness, and responsible decision making, suggesting that yoga may have beneficial effects on the skills that are targeted by social and emotional learning goals.
- Yoga may increase mental health and well-being, positive behaviors, and social and emotional learning skills in children and adolescents.

Velasquez, A. M., et al. (2015). Yoga for the prevention of depression, anxiety, and aggression and the promotion of socio-emotional competencies in school-aged children. *Educational Research & Evaluation*, 21(5-6), 407-421.

- Yoga may be beneficial in preventing depression problems if practice is [regularly attended], especially for elementary students, [boys specifically].
- Yoga prevents decreases in prosocial behaviors over time in high-school [students].

- Aggressive behavior decreased over a 4-month period in both experimental and control groups → can be from result of a number of unidentified variables.
- Students in focus groups noticed an awareness of calmness and relaxation, and an experimentation of less stress.
- Students showed a cognitive acknowledgement of the usefulness of yoga to control their emotions.
- The yoga training was possibly more effective in regulating stress reacting function that is associated with anxiety and depression rather than [focus and cognitive control].
- Yoga has a potential for diminishing anxiety and depression in school settings → research has shown that children who exhibit these problems tend to be more prone to victimization by their peers, which increases aggression in classrooms.

Hagins, M. & Rundle, A. (2016). Yoga improves academic performance in urban high school students compared to physical education: A randomized controlled trial. *Mind, Brain, & Education, 10(2), 105-116.*

- Students who participate in (specifically 49) yoga classes showed to have a higher GPA by 2.7 percentage points over students who participated in standard PE classes.

Steiner, N. J., et al. (2013). Yoga in an urban school for children with emotional and behavioral disorders: A feasibility study. *Journal of Child & Family Studies, 22, 815-826.*

- National Health Statistics Report indicates that 6% of children practice yoga.
- Yoga has been found to promote relaxation and greater self-awareness, self-control, and concentration among children with a variety of physical diagnoses such as epilepsy, asthma, and irritable bowel syndrome.
- Teachers reported improved attention and adaptive skills in class, and reduced depressive symptoms, behavioral symptoms, and internalized symptoms.
- Teachers reported participants experienced statistically significantly improved focus and significantly reduced behavioral symptoms.