# Meditation for school children

Submission date	Recruitment status	<ul><li>Prospectively registered</li></ul>
04/07/2016	No longer recruiting	☐ Protocol
Registration date	Overall study status	Statistical analysis plan
12/07/2016	Completed	Results
Last Edited	Condition category	Individual participant data
11/07/2016	Mental and Behavioural Disorders	<ul><li>Record updated in last year</li></ul>

#### Plain English summary of protocol

Background and study aims

Childhood is considered by many to be a time of happiness and being carefree, without the stress of bills to pay or job to keep. However, even very young children can have worries and may experience stress to some degree. This can be due to the demands of school or social activities, extracurricular activities and feeling worried about world events that they see on the news. Sahaja Yoga Meditation is a technique that can lead to better health and sense of well-being. It is said to help decrease stress and anxiety, strengthen the immune system and improve concentration, amongst other things. This study aims to provide children with meditation skills to better equip them to cope with stress and manage their emotions both at school and at home.

Who can participate?
Primary school aged children

What does the study involve?

Children are placed into one of three groups. Those in group 1 are taught Sahaja Yoga Meditation via face-to-face instruction in 20 minute sessions three times a week. Those in group 2 are taught Sahaja Yoga Meditation via video instruction in 5-10 minute sessions, 3-5 days a week. Those in group 3 are not taught Sahaja Yoga Meditation. The mental health of all children taking part is assessed by questionnaire at the start of the study and after 30 weeks.

What are the possible benefits and risks of participating?

The possible benefits of this study are that the child will learn a simple skill of reducing stress and improving emotional well-being that they can use regularly or at times when they are experiencing difficulty. It is hoped that by using this skill their long term risk of developing a mental health problem will be reduced. The researchers do not foresee any risks associated with taking part.

Where is the study run from? Two primary schools in Australia.

When is the study starting and how long is it expected to run for? October 2011 to December 2016

Who is funding the study? Sydney University (Australia)

Who is the main contact? Dr Ramesh Manocha

# Contact information

#### Type(s)

Public

#### Contact name

Dr Ramesh Manocha

#### Contact details

88 Wentworth Road Burwood Australia 2134

# Additional identifiers

#### Protocol serial number

1

# Study information

#### Scientific Title

Assessment of meditation for enhancement of mental health and well-being of school aged children

#### **Study objectives**

Regular meditation delivered within the school environment enhances mental health and wellbeing of school aged children

## Ethics approval required

Old ethics approval format

## Ethics approval(s)

Sydney University Human Research Ethics Committee, 28/10/2011, ref: 14118

# Study design

Multi-centre non-randomised interventional trial

## Primary study design

Interventional

## Study type(s)

Prevention

#### Health condition(s) or problem(s) studied

General well-being and mental health risk

#### **Interventions**

In this study, primary school children will participate in a controlled trial. They will be placed into one of three groups:

- 1. Face to face meditation instruction, based on sahaja yoga, delivered in class time (three times per week for ~20 minutes each time)
- 2. Video meditation instruction, based on sahaja yoga delivered in class time (three to five times per week for ~5-10 minutes each time)
- 3. No treatment (control)

Mental health will be assessed at baseline and after 30 weeks using the Strengths and Difficulties Questionnaire. The duration will be determined by each participating school, aiming for a minimum of one semester. Follow-up assessment is not anticipated due to practical challenges.

#### Intervention Type

Behavioural

#### Primary outcome(s)

Changes in mental health, assessed using the Strengths and Difficulties Questionnaire at baseline and after 30 weeks

#### Key secondary outcome(s))

- 1. Drop out rates
- 2. Qualitative feedback regarding acceptability and feasibility of the intervention

## Completion date

31/12/2016

# **Eligibility**

#### Key inclusion criteria

Primary school aged children

## Participant type(s)

Healthy volunteer

## Healthy volunteers allowed

No

## Age group

Child

#### Sex

All

## Key exclusion criteria

- 1. No current/ previous history severe mental illness/disability
- 2. No condition that may prevent comprehension and engagement with behavioural intervention being studied

# Date of first enrolment 28/10/2011

Date of final enrolment 31/12/2016

# Locations

#### **Countries of recruitment** Australia

Study participating centre Ashfield Primary School Sydney Australia 2131

Study participating centre Toorak Primary School Melbourne Australia 3142

# Sponsor information

## Organisation

Department of Psychiatry, Sydney University

#### **ROR**

https://ror.org/0384j8v12

# Funder(s)

# Funder type

University/education

# Funder Name

# Sydney University

# **Results and Publications**

Individual participant data (IPD) sharing plan

IPD sharing plan summary

Stored in repository

**Study outputs** 

Output type Details Date created Date added Peer reviewed? Patient-facing?

Participant information sheet Participant information sheet 11/11/2025 No Yes