ISRCTN29529048 https://doi.org/10.1186/ISRCTN29529048

Meditation for school children

Submission date	Recruitment status	[ ] Prospectively registered
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	[ ] Record updated in last year

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
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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 well-being 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

Primary study design
Interventional

Study design
Multi-centre non-randomised interventional trial

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