



Mindfulness-Based Programs and School Adjustment: A systematic Review and Meta-Analysis

SUMMARY

In this systematic review and meta-analysis, 46 studies on mindfulness-based programs were selected and evaluated. Each of the selected studies used a randomized controlled design and consisted of students from preschool to undergraduate levels. Results of this analysis found that in comparison to control groups, there was a small effect for overall school adjustment outcomes, academic performance, and impulsivity; small to moderate effect for attention; and moderate effect sizes for mindfulness outcomes.

IMPORTANCE

- School mental health professionals are able to use **proactive and preventative measures** to support students' mental health and help build resiliency skills.
- To promote the use of mindfulness-based programs, school mental health professionals must **act as advocates** to help clarify the relationship between mindfulness and outcome data when **consulting with decision-makers** such as school/district administrators, school board members, policy makers, etc.

EQUITY CONSIDERATIONS

- Need for more research, as many mindfulness-based programs are being offered across populations, but there is a **lack of research** investigating differences in programs across **participant characteristics**.
- Need to **examine the effects** of mindfulness-based programs as a whole, as well as individual components, for **specific populations**.

PRACTITIONER TIPS

Mindfulness-based programs are encouraged to be implemented at a **Tier 1 (school-wide) approach**, focusing on helping students **build skills** in mindfulness

Rather than targeting psychopathology, it is important for school mental health professionals to take a **strengths-based approach** to build skills in students.

Incorporating a **combination** of research-designed mindfulness activities and yoga-based mindfulness activities have shown **continued positive effects** even after the intervention concludes.

Providing **training** and **professional development** opportunities in how to implement mindfulness can allow teachers to **incorporate** mindfulness strategies and practices **into their classrooms**.

Adaptation of an existing mindfulness program, such as MindUp, have shown **significant effect** on improving overall school adjustment and mindfulness.

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