ACEs/Trauma on the Whole Child

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Scott Biskup MSOT OTR/L - Occupational Therapist
Introductions

HELLO
MY NAME
IS

Amy Wassmann
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- Occupational Therapist Currently Serving the Saginaw City Schools.
- Previously worked in a Collaborative Outpatient Setting alongside BCBA’s and BT’s in an OT/ABA Clinic in Saginaw MI.
- Previously Worked as a part of the Trauma Assessment Team at the Westlund Guidance Clinic in Saginaw MI.
- Passionate about spreading awareness of Trauma Responsive practices and the value they hold for ALL Children.
Objectives for the session

- Understand what ACEs are and their impact on students and youth
- Strategies to mitigate trauma and build resilience in youth
Walking a Mile

BIGGEST worry?

A day of worry is more exhausting than a week of work. —John Lubbock
Maslow’s Hierarchy of Needs

1. **Physiological**
   - breathing, food, water, sex, sleep, homeostasis, excretion

2. **Safety**
   - security of body, of employment, of resources, of morality, of the family, of health, of property

3. **Love/Belonging**
   - friendship, family, sexual intimacy

4. **Esteem**
   - self-esteem, confidence, achievement, respect of others, respect by others

5. **Self-actualization**
   - morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts
“Could someone help me with these? I’m late for math class.”
Nadine Burke-Harris

https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime
Trauma and ACEs: (Adverse Childhood Experiences)

Three Types of ACEs

**ABUSE**
- Physical
- Emotional
- Sexual

**NEGLECT**
- Physical
- Emotional

**HOUSEHOLD DYSFUNCTION**
- Mental Illness
- Incarcerated Relative
- Mother treated violently
- Substance Abuse
- Divorce

When ACEs rise, academics fall

A study of 2,100 elementary schoolchildren in Spokane makes clear the relationship between Adverse Childhood Experiences and problems in school.

![Graph](image)

Source: Washington State University Area Health Project

MARK NOWLIN / THE SEATTLE TIMES
ACE Pyramid

“The ACE Study has uncovered how ACEs are strongly related to the development of risk factors for disease and well-being throughout the life course.”

https://www.cdc.gov/violenceprevention/acestudy/about.html
As the # of ACEs increases, so does the risk for:

- Alcoholism
- COPD
- Depression
- Illicit Drug Use
- Liver Disease
- Risk for intimate partner abuse
- Poor academic achievement
- Unintended Pregnancies
- Early initiation of smoking
- Risk for Sexual Violence
- Suicide Attempts
- STI’s
- Heart Disease
- Financial Stress
Study Findings

1. ACEs are common
2. ACEs cluster
3. ACEs have a dose-response relationship with many health issues
How Common are ACES?

ACE Study

- Zero: 36%
- One: 26%
- Two: 16%
- Three: 9.5%
- Four or more: 12.5%

How Common are ACES?
The ACE study looked at three categories of adverse experience: **childhood abuse**, which included emotional, physical, and sexual abuse; **neglect**, including both physical and emotional neglect; and **household challenges**, which included growing up in a household were there was substance abuse, mental illness, violent treatment of a mother or stepmother, parental separation/divorce or had a member of the household go to prison. Respondents were given an **ACE score** between 0 and 10 based on how many of these 10 types of adverse experience to which they reported being exposed.

### Abuse
- **Emotional**: 11%
- **Physical**: 28%
- **Sexual**: 21%

### Household Challenges
- **Mother treated violently**: 13%
- **Substance Abuse**: 27%
- **Mental Illness**: 19%
- **Separation/Divorce**: 23%
- **Incarcerated household member**: 5%

### Neglect
- **Emotional**: 15%
- **Physical**: 10%

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**What are the Prevalence of the various ACEs?**
Effects of ACEs in Children

● Improper brain development
● Impaired learning ability as well as social and emotional skills
● Lower language development
● Anxiety
Effects of ACEs in Children

- Stress of chronic abuse may also cause the following:
  - Responses in the brain resulting in hyperactivity and sleep disturbances
  - Post-Traumatic Stress Disorder (PTSD)
  - Conduct Disorder
  - Learning, attention and memory difficulties
Trauma & Brain Development

Typical Development
- Cognition
- Social/Emotional
- Regulation
- Survival

Developmental Trauma
- Cognition
- Social/Emotional
- Regulation
- Survival

Adapted from Holt & Jordan, Ohio Dept. of Education
Effects of ACEs in Children

- 25% more likely to experience delinquency, teen pregnancy and low academic achievement

- Greater risk of being arrested as juveniles, being a teen parent & less likely to graduate high school

- Increased risk for smoking, alcoholism, and drug abuse as well as high risk sexual behaviors
Learning Challenges

- Half of our nation’s children have experienced at least 1 or more types of childhood trauma.
- Nearly ⅓ of our youth ages 12-17 have experienced 2 or more ACEs.
Learning Challenges

● About 11% of children (6.4 million) had a diagnosis of ADHD as of 2011.
  ○ this is primarily about emotional regulation and self-control - not just about inattention, impulsivity, and hyperactivity.
  ○ Emotional regulation, foundational to social, emotional and academic success, is *underdeveloped* in these young people.
National Data: Effects of ACEs on Long Term Health

Having an ACE score of 4 increases your risk of:

- Being a smoker (2x)
- Contracting emphysema/chronic bronchitis (4x)
- Being an alcoholic (7x)
- Attempted Suicide (12x)
1. Acting Out = Communication

1. This student needs a NEW behavioral language--maladaptive, not appropriate in school setting.

1. Defiance is their response to the feeling of having no control
Trauma Impacts on Child Development

● Trauma causes the brain to adapt in ways that contributed to their survival (i.e. constant fight/flight/freeze)

● These adaptations can look like behavior problems in “normal” contexts, such as school

● When triggered, “feeling” brain dominates the “thinking” brain

● The normal developmental process is interrupted, and students may exhibit internalizing or externalizing behaviors.
Common Triggers

● Unpredictability
● Transitions
● Loss of Control
● Feelings of vulnerability or rejection
● Confrontation, authority or limit setting
● Loneliness
● Sensory Overload
Common Triggers

● Yelling/fighting/sudden loud outbursts
● Physical similarities
● Certain smells/sounds
● Physical touch
● Isolation
● Time of the year
What Does Trauma Look Like in the Classroom?
Fight Behaviors

- Hyperactivity
- Verbal aggression
- Oppositional behavior
- Limit testing
- Physical aggression
- “Bouncing off of the walls”
Flight Behaviors

● Withdrawal
● Escaping
● Running away
● Self-isolation
● Avoidance
Freeze

- Stilling
- Watchfulness
- Looking Dazed
- Daydreaming
- Forgetfulness
- “Shutting down”
What to Look for:

● Does the intensity of a student’s response not match the intensity of the stressor?

● Is the student’s behavior inexplicable or confusing?
After Implementing Trauma Informed Practices

Administrators report:

- Decreased suspension and expulsion rates
- Increased academic testing results
- **Decreased rates of teacher burnout / Increased job satisfaction**
- Increased student independence with identifying and regulating their emotional states in appropriate ways.
- **Improved relationships between students and staff**
- More time teaching, less time disciplining
What Can we Do in the Classroom?

Use a “Trauma Lens”

Instead of asking, “What is wrong with this student?”

Ask, “What has happened to this student?”
Classroom/Group Activities

- **PBIS**
- Social/Emotional Learning curriculum *(Michigan Model for Health)*
- Mindfulness (centering activities, deep breathing, yoga, etc)
- **Restorative Practices**

And the MOST important thing you can do...
... build a positive relationship with that student.

A positive adult relationship = Resilience in youth
Resilience in School

- School wide SEL program that focuses on problem solving and stress management
- Activities outside of academics (clubs, etc)
- Help them preserve their feeling of control
- Access to Mental Health Services
How Can You Help: Classroom

- Established classroom agreements on behaviors
- Provide Routines and Consistency
- Give opportunities for creative expression
How can You Help: Classroom

● Give opportunities for control

● When needing to redirect, focus on the behavior, not on the student
How Can You Help: Classroom

- Give clear instructions
- Create time for community building and mindfulness
How can you help: Individuals and groups

- Build relationships
- 3:1 ratio
- Allow student breaks
- Mind-Brain-Body breaks
- Check in/Check out
Trauma Responsive Schools

Interventions To Assist Students With Trauma

Saginaw ISD
Serve • Innovate • Empower
Why Do we Need trauma Responsive schools?

**The Silent Tragedy Affecting Today's Children**

**Today:**
- 1 in 5 children has mental health problems
- 43% increase in ADHD

**Within the Past 15 Years:**
- 37% increase in teen depression
- 100% increase in suicide rate in kids 10-14 years old
Washington School Classroom (30 Students)
Adverse Childhood Experiences (ACEs)

- 6 students with no ACE
- 5 students with 1 ACE
- 6 students with 2 ACEs
- 3 students with 3 ACEs
- 7 students with 4 or 5 ACEs
- 3 students with 6 or more ACEs

- 58% (17) students with no exposure to physical abuse or adult to adult violence
- 29% (9) of students exposed to physical abuse or adult to adult violence
- 13% (4) of students exposed to physical abuse and adult to adult violence

Population Average
The Power Of Positive Relationships at school

2 different school days video (3 min)
Trauma and Behavior

- “A stern school teacher maybe an intimidating presence to an average kid but for a child who stepfather beat them up they may represent a torturer and a precipitate a rage attack or leave the child terrified cowering in the corner.”

- “One thing is certain, yelling at someone who is already out of control can only lead to further dysregulation.”

(Van Der Kolk, 2014)
Resilience Trumps ACES

Safe connections are fundamental to meaningful and satisfying lives. Social support is the most powerful protection against becoming overwhelmed by stress and Trauma (Van Der Kolk, 2014) For many children that form of social support is a TEACHER!!!
Greetings Students

https://www.youtube.com/watch?v=TdukPkU030c
Focus on the Positive

- Our Brains are hardwired to focus on the negative.

- Sometimes we forget about the good things and ruminate on the bad.

- Teachers and Students can both write down or draw pictures of good things that happen in the classroom.
“Charts that keep (public) track of whether a student's behavior is in some equivalent of a red (problem), yellow, or green ("well-behaved") zone are commonly found in elementary schools. This strategy based on shaming students is due to be retired because (1) it promotes only compliance, not social-emotional learning; (2) charts don't teach self-regulation; and (3) shaming harms students.”

Obtained from the September 2018 issue of classroom management reimagined.

http://www.ascd.org/publications/educational-leadership/sept18/vol76/num01/Tear-Down-Your-Behavior-Chart!.aspx
# What To Use Instead

## The ZONES of Regulation®

<table>
<thead>
<tr>
<th>BLUE ZONE</th>
<th>GREEN ZONE</th>
<th>YELLOW ZONE</th>
<th>RED ZONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>Happy</td>
<td>Frustrated</td>
<td>Mad/Angry</td>
</tr>
<tr>
<td>Sick</td>
<td>Calm</td>
<td>Worried</td>
<td>Terrified</td>
</tr>
<tr>
<td>Tired</td>
<td>Feeling Okay</td>
<td>Silly/Wiggly</td>
<td>Yelling/Hitting</td>
</tr>
<tr>
<td>Bored</td>
<td>Focused</td>
<td>Excited</td>
<td>Elated</td>
</tr>
<tr>
<td>Moving Slowly</td>
<td>Ready to Learn</td>
<td>Loss of Some Control</td>
<td>Out of Control</td>
</tr>
</tbody>
</table>
What zone am I in?

Use tools to get in the green zone:
- drink of water
- count
- deep breaths
- squeeze and release
- wall push-ups
- use fidgets
- draw
- write this
- talk with adults
- take a break
- self talk
- take a walk
- stretch
- volcano breath
- lift something heavy
- ask for a snack
- think of a calm place
- listen to music
Other Tools and ZONES Visuals
How are the ZONES useful?

- A critical aspect of the Zones is that all team members know and understand The ZONES language. (Common Language building wide)
- This creates a comfortable and supportive environment for the student to practice his or her self-regulation skills.
What are The ZONES of Regulation®?

• The ZONES are designed to help the students recognize when they are in different zones as well as learn how to use strategies to change or stay in the zone they are in.

• In addition to addressing self-regulation, the students have an increased vocabulary of emotional terms, skills in reading other people’s facial expressions, perspective about how others see and react to their behavior, insight into events that trigger their behavior, calming and alerting
There is no such thing as a bad ZONE.

- It is important to note that everyone experiences all of the zones—the Red and Yellow Zones are not the “bad” or “naughty” zones.
- This is different than classroom behavior charts.
- All of the zones are expected at one time or another.
- The Zones of Regulation is intended to be neutral and not communicate judgment.
Tools for The **BLUE** Zone

For the Blue Zone – increase arousal:

- think happy thoughts
- talk about your feelings
- rub hands together
- run on the spot
- shoulder rub
- ask for a hug
- listening to loud music

- swinging or spinning
- stretching or jumping jacks
- strong scents
- vibration
- drink water
- crunchy foods
- bright lights
Tools for the **GREEN** Zone

Maintaining

- keep your eyes on the teacher
- remember your daily goals
- finish your homework
- think happy thoughts
- be a good friend
- help others
- work hard
- smile
Tools for the **YELLOW** Zone

• **For the Yellow – decrease arousal:**

- talk to my parents/teacher
- take 3 deep breaths
- do a wall push up
- use a fidget
- go for a walk
- take a break
- read

- deep pressure
- slow movement
- heavy work to muscles
- soft lighting
- listen to music
- chewy foods
Tools for the **RED Zone**

For the Red Zones – decrease arousal:

- take three deep breaths
- how big is my problem – the size of your reaction should match the size of the problem.
- jump on a trampoline
- relax your muscles
- talk to an adult
- sensory break
- listen to music

- push the wall
- count to 20
- walk away
- STOP!
- deep pressure
- slow movement
- heavy work to muscles
- soft lighting
- chewy foods
Here are a few ideas for a person's (child's) toolbox.

These strategies can be used to move from a blue, yellow, or red zone to a green zone.

**Toolbox**

**Blue Zone Tools**
- Talk to someone
- Play with a friend
- Go outside/Run
- Smile/Think happy
- Deep breaths
- Take a nap
- Stretch/Stand up
- Jump/Ask for help

**Green Zone Tools**
- Eye contact
- Good body language
- Sit up/sit still
- Good attitude
- Good listener
- Focused
- Feeling okay
- Paying Attention

**Yellow Zone Tools**
- Deep breaths
- Positive self-talk
- Ask for help
- Do your best
- Jump around
- Take a nap
- Think positive
- Calm down

**Red Zone Tools**
- Deep breaths
- Apologize
- Quietly stamp feet
- Hug or talk to someone
- Count to 10 slowly
- Color/run
- Do something else
Proper Breathing Techniques and Posture

- Important to remember kids with traumatic histories may not want to close their eyes for Mindfulness Practices and that is ok.
- Instead they can just look at the ground or do what is comfortable for them.
Mindful Posture
How To Breath Properly

Breathe in like your smelling the flowers and blow out like your blowing out birthday candles
Lazy 8 Breathing

Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

As you cross over to the other side of the Lazy 8, slowly let your breath out.

Continue breathing around the Lazy 8 until you have a calm body and mind.
Rectangle Breathing

Breathe In

Breathe Out

Breathe In

Breathe Out
Listen to Calming Music

\[ \text{https://www.youtube.com/watch?v=-Gj76Ma8zLU&list=PLbVh8t9flteObcKMKFZ04yyXwJEikUZbO&index=3} \]
Calming/Peace Corners
Calming Box
<table>
<thead>
<tr>
<th>WHAT TO PUT IN A CALM DOWN BOX</th>
<th><a href="http://www.andnextcomesL.com">www.andnextcomesL.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Items that provide proprioceptive support</strong></td>
<td><strong>Items for auditory sensory support</strong></td>
</tr>
<tr>
<td>• Weighted lap cushion or weighted stuffed animal</td>
<td>• Noise cancelling headphones</td>
</tr>
<tr>
<td>• Weighted vest or pressure vest</td>
<td>• MP3 player with music</td>
</tr>
<tr>
<td>• Stretchy resistance bands</td>
<td>• Audiobooks</td>
</tr>
<tr>
<td>• Sensory tunnel</td>
<td></td>
</tr>
<tr>
<td>• Mini massager</td>
<td><strong>Items for oral motor sensory support</strong></td>
</tr>
<tr>
<td>• Body sock</td>
<td>• Chew toy or chew necklace</td>
</tr>
<tr>
<td>• Small blanket</td>
<td>• Chewing gum, hard candies, or lollipops</td>
</tr>
<tr>
<td></td>
<td>• Snacks with a variety of textures</td>
</tr>
<tr>
<td><strong>Items to squeeze &amp; keep hands busy</strong></td>
<td>• Whistle, harmonica, party blowers, or similar</td>
</tr>
<tr>
<td>• Fidgets like Tangle Jr. or puffer ball</td>
<td>• Rescue Remedy Spray</td>
</tr>
<tr>
<td>• Rubik's Cube</td>
<td></td>
</tr>
<tr>
<td>• Play dough or silly putty</td>
<td><strong>Items that give kids a brain break</strong></td>
</tr>
<tr>
<td>• Pipe cleaners</td>
<td>• Puzzle</td>
</tr>
<tr>
<td>• Stress balls</td>
<td>• Books to read</td>
</tr>
<tr>
<td>• Bubble wrap</td>
<td>• Blank notebook and writing utensils</td>
</tr>
<tr>
<td>• Bag of tissue paper to rip</td>
<td>• Coloring books</td>
</tr>
<tr>
<td>• Scarves or fabric scraps</td>
<td>• Scratch art doodle pad</td>
</tr>
<tr>
<td>• Spinning top</td>
<td>• Small chalk board, Magna-Doodle, Etch-a-Sketch, or Boogle Board</td>
</tr>
<tr>
<td></td>
<td>• Activity books</td>
</tr>
<tr>
<td></td>
<td>• Photo album</td>
</tr>
<tr>
<td><strong>Items to support breathing &amp; relaxation</strong></td>
<td><strong>Items to visually calm</strong></td>
</tr>
<tr>
<td>• Bottle of bubbles</td>
<td>• Visual calm down cards</td>
</tr>
<tr>
<td>• Pinwheels</td>
<td>• Sensory bottle or calm down jar</td>
</tr>
<tr>
<td>• Straws and cotton balls or pom poms</td>
<td>• Light up toys</td>
</tr>
<tr>
<td><strong>Items for olfactory sensory support</strong></td>
<td>• Flashlight</td>
</tr>
<tr>
<td>• Calming essential oil spray</td>
<td>• Plastic snow globe</td>
</tr>
<tr>
<td>• Smelling bottles</td>
<td>• Kaleidoscope</td>
</tr>
<tr>
<td>• Scratch and sniff stickers</td>
<td>• Hourglass</td>
</tr>
<tr>
<td><strong>Items to get kids moving</strong></td>
<td>• Eye mask</td>
</tr>
<tr>
<td>• Book of yoga poses or yoga activity cards</td>
<td></td>
</tr>
<tr>
<td>• Skipping rope</td>
<td></td>
</tr>
</tbody>
</table>
Anger Rules

It is o.k. to be angry but...

* Don't hurt others

* Don't hurt yourself

* Don't hurt property

Talk about how you feel...
Peace Corners in Action

https://youtu.be/dxBv1w4SQyw
Cosmic Kids Yoga

https://www.youtube.com/user/CosmicKidsYoga
What Do They All Have in Common?
Mindfulness

All these high level athletes who perform under high pressure all practice mindfulness to help them perform at the highest levels.
What is Mindfulness?

“Mindfulness means paying attention in a particular way; On purpose, in the present moment, and non-judgmentally.”

Jon Kabat-Zinn
Ways to Practice Mindfulness

GoNoodle Mindfulness and Empower Videos (Youtube)
Cosmic Kids Yoga Mindfulness (Youtube)

Here is a playlist of some of my favorites
https://www.youtube.com/playlist?list=PLbVh8t9flteObcKMKFZ04yyXwJEikUZbO
Free Mindfulness Apps

Calm

SMILING MIND

STOP, BREATHE & THINK KIDS
Free Apps Continued

Smiling mind is completely Free just search for it in app store.
Calm and Stop Breathe Think Kids are free to educators when you log in with your school email. Below are the links to sign up.

https://www.stopbreathethink.com/educators/

https://www.calm.com/schools

Fill out form at the bottom with your school email.
I have found it is very important to model this to the students and show them you are doing it with them. Don’t just turn it on and walk away or do something else! It can help you keep yourself regulated as well.
Progressive Muscle Relaxation

1. Sit on a chair.
2. Scrunch up your face... then relax it.
3. Tense your arms... then relax them.
4. Tense up your shoulders and chest... then relax them.
5. Tense up your legs... then relax!
6. Breathe in relaxation... breathe out tension.
Breathe In
Wrinkle Your Nose
Breathe Out
Relax
Repeat

Breathe In
An Elephant's Gonna Step On Your Stomach
Breathe Out
Relax
Repeat

Breathe In
Be Skinny To Go Through Fence
Breathe Out
Relax
Repeat

Breathe In
Squish Your Toes
Breathe Out
Relax
Repeat

Breathe In
Make Limp Spaghetti Out Of Your Whole Body
Breathe Out
Relax
Repeat
Breathe In
Squeeze Lemons
Breathe Out
Relax
Repeat

Breathe In
Stretch Like A Cat
Breathe Out
Relax
Repeat

Breathe In
Hide Your Head
Breathe Out
Relax
Repeat

Breathe In
Bite Hard
Breathe Out
Relax
Repeat

Breathe In
Make Hard Spaghetti Out Of Your Whole Body
Breathe Out
Relax
Repeat
Providing Movement Opportunities

Brain Break Videos
Do not take away recess as a punishment.
Cosmic Kid Yoga Videos (youtube)
My Favorite Movement website is https://movetolearnms.org/
Videos are organized by grade level and all end with a calming cool down.
Flexible Seating
Create A Contract

Establish Ground Rules

Have Kids Help Come Up with rules so they feel invested in it.

Teacher and Students sign the contract

Flexible Seating Rules

1) Choose a WORKING spot that helps you do your best.
2) Use each seat correctly.
3) Find a working spot, move to do your best.
4) Take ownership of OUR classroom supplies and clean your area.

Mrs. Condon has the right to move anyone at anytime for ANY reason.
Alternative Lighting

Can help create a calm atmosphere where kids feel safe.
Classroom Visual Schedules

Predictability and routine.
Knowing what’s coming next can decrease anxiety and assist with transitions which can be difficult for those with trauma.
Universal Supports

Many of the strategies we use for special education students are beneficial for all students.

Instead of just implementing these techniques for a few it is much easier to just implement it for all students.
A new study reveals that students who participate in school-based programs focused on social and emotional learning benefit in multiple ways as compared to students who do not experience programming in social and emotional learning. Check out these incredible findings!

9% improvement in prosocial behavior
9% improvement in attitudes about self, others, and school
9% reduction in problem behaviors
10% reduction in emotional distress
11% increase in standardized achievement test scores
23% increase in social and emotional skills

Scientists have recently determined that it takes approximately 400 repetitions to create a new synapse in the brain - unless it is done with play, in which case, it takes between 10 - 20 repetitions.

DR. KARYN PURVIS
“Nine times out of ten, the story behind the misbehavior won’t make you angry; it will break your heart.”

~Annette Breaux

@TraumaSensitiveTeachers
IN THIS CIRCLE
WE ARE TRAUMA-INFORMED
WE CONNECT BEFORE WE CORRECT
WE STAY CURIOUS NOT FURIOUS
WE UNDERSTAND BEHAVIOR IS
COMMUNICATION
WE BELIEVE IN CO-REGULATION,
THAT KIDS REGULATE
OFF THE ADULTS IN THEIR LIVES
WE THINK CAN'T-NOT WON'T
WE EMPATHIZE WHEN SOMEONE
IS FLIPPING THEIR LID
WE BELIEVE IN RESTORATION-NOT PUNISHMENT
WE BELIEVE THAT RELATIONSHIPS BUFFER STRESS
AND BUILD RESILIENCE
ALL OF US NEED ONE ANOTHER. ALWAYS.
RESILIENCE MEANS, WE SEE YOU, WE
HEAR YOU, WE ARE WITH YOU...
Questions? Comments?


Research On Mindfulness

Mindfulness Articles

Mindfulness Research
Research on Movement and Learning

Movement and Learning
Research on Yoga

Yoga Research