

# **Mindfulness Based Interventions for Elementary School Students in Turkey**

**Bilge Uzun<sup>1</sup>, Ozen Yazgan<sup>2</sup>, Sinem Vatanartiran<sup>1</sup>**

*<sup>1</sup>Bahcesehir University, Faculty of Educational Sciences, Istanbul, Turkey*

*<sup>2</sup>General Directorate of Bahcesehir Schools, Istanbul, Turkey*

Research has shown that mindfulness-based interventions may be effective for a range of mental and physical health in adult populations; however, little is known about the effectiveness of such interventions for treating school-aged children. The main purpose of this study is to examine the effectiveness of mindfulness-based intervention on elementary school students' quality of life. In this respect, the present study is formed of two phases. In the first phase of the study, a mindfulness intervention was developed for children between ages 8 and 11. The program was designed to be integrated into the academic school curriculum and administered by school counselors during the first and second semesters, 8 weeks each time. In the first semester, weekly concepts of mindful bodies, mindful breath, mindful listening, sending kind thoughts, body scan map, anchor words, generosity, and mindful thoughts are introduced. In the second semester, other mindfulness themes are added namely as mindful seeing, kind and caring on the playground, mindfulness of emotions, mindful movement, gratitude, mindful walking, mindful eating, and mindful test taking. The second phase of the study included the implementation of the program together with the pre- and post-tests used to understand the effects of mindfulness skills on students' quality of life. The data collection instruments were BAU Mindfulness Scale for Children and Quality of Life Scale for Children and were administered to students before the program implementation as pre-tests and after the implementations as post-tests.

5.448 participants (2647 female and 2801 male) were included in the study. 2120 of these students were in the 2nd grade, 1749 were in the 3rd grade, and 1579 students were 4th graders.

Collected data was analyzed through paired sample t-test. Findings revealed that mindfulness based interventions were significantly effective on participants' school related quality of life ( $t = 2.22; p < .05$ ).

Since this study is thought to be the first scientific study to develop Mindful School Implementations in Turkey, it is expected that the findings will provide comprehensive information on the art of mindful living.