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ACTIVEMIND SCHOOL PARTNERSHIP: RESEARCH COMPILATION

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Self-Regulation, Self-Empowerment and Self Determination

Link to site: http://en.m.wikipedia.org/wiki/Self-regulated_learning

Link to site:

http://www.ascd.org/publications/educational_leadership/may13/vol70/num08/Teaching_Self-Regulation_Has_Long-Term_Benefits.aspx

Link to site: http://www.naeyc.org/files/yc/file/201107/Self-Regulation_Florez_OnlineJuly2011.pdf

Article: Self-Regulation in the Classroom: A Perspective on Assessment and Intervention

Source: Applied Psychology: An International Review, 2005, 54(2), 199– 231

Article Excerpt: All children have a desire for positive experiences in school. When children encounter home or school related stressors (ex: achievement related problems, social needs or social difficulties) that impact the positive experiences they are striving for, they will employ coping strategies. Coping strategies are an adaptive method to aid them in coping with their stressors however, children, with their limited skills, may utilize strategies such as physical and verbal aggression, withholding effort, avoidance and cognitive and behavioral distractions to help them cope. These strategies are viewed by the children as adaptive when, in reality, these coping strategies are maladaptive and can be detrimental.

Link to Article:

http://sohs.pbs.uam.es/webjesus/motiv_ev_autorr/lects%20extranjeras/self%20regulation.pdf

Article: Commentary on Self Regulation in School Contexts

Source: Learning and Instruction 15 (2005) 173-177

Quote: “Self-regulation is viewed as a process that can help explain achievement differences among students and improve their achievement.”

Link to Article:

http://www.unco.edu/cebs/psychology/kevinpugh/motivation_project/resources/schunk05.pdf

Article: Biological Processes in Prevention and Intervention: The Promotion of Self-Regulation as a Means of Preventing School Failure

Source: Development and Psychopathology. 2008; 20(3): 899–911.

Quote: “Readiness for school is characterized by the development of cognition–emotion integration, and suggests that the optimal relation between processes of emotionality and processes of cognitive



control is one of balance and mutual reinforcement. Self-regulation emerges in the *coordination* of systems relating to emotional arousal and cognitive control, rather than the dominance of one over the other. For example, Blair and colleagues (Blair, Granger, & Razza, 2005; Blair, Peters, & Granger, 2004) found that children who exhibit increased arousal to moderate stress (as indicated by change in levels of salivary cortisol) are more sensitive to aversive contingencies (as rated by parents) and exhibit higher levels of executive functions (as assessed by age appropriate measures of inhibitory control, working memory, and attention shifting.)

Link to Article: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2593474/>

Article: Examining the Correspondence between Self-Regulated Learning and Academic Achievement: A Case Study Analysis

Source: Education Research International, 2013, 1-18

Article Summary: The Self Regulation Empowerment Program (SREP) in this study taught numerous young adolescent students how to cope and manage with the quality of their learning and overcome individual challenges that may negatively impact their achievement. A structured environment enables the students to practice the cognitive and regulatory strategies such as, self reinforcement, while receiving feedback. They then can use these learned skills in other environments as well. The study showed an increase in academic achievement in all of the adolescent students as a result of the SREP by the end of the program.

Link to Article: <http://www.hindawi.com/journals/edri/2013/272560/>

Chewing and Attention

Link to site: <http://www.scientificamerican.com/podcast/episode/gum-chewing-may-improve-concentration-13-03-26/>

Link to site: <http://www.bps.org.uk/news/chewing-gum-helps-you-concentrate-longer>

Article: Chewing Gum Moderates the Vigilance Decrement

Source: British Journal of Psychology; Volume 105, Issue 2 (May 2014), pages 214–225

Abstract Summary: Forty participants completed a 30-min auditory Bakan-task. Some participants were provided with chewing gum during the period of task completion while others were not. Self-rated measures of mood were taken both pre- and post-task. Results show that reaction time increases as time increased in addition to a decrease in correct target detections for both groups however; the decrease in reaction time and the decline in correct target detections was less in the gum chewing group vs the non gum chewing group. In addition, results show that the declines in both performance and subjective alertness were less in the gum chewing group vs the non gum chewing group.

Link to Article: <http://onlinelibrary.wiley.com/doi/10.1111/bjop.12025/abstract>

Article: Effects of chewing gum on mood, learning, memory and performance of an intelligence test

Source: Nutritional Neuroscience, Volume 12, Issue 2 (01 April 2009), pp. 81-88

Abstract Summary: A cross over design was performed over a number of consecutive weeks with two groups. Each group was given the identical task to complete; one group was provided chewing gum throughout the session while the other group was not. The article results indicate a 10% increase in



attention at the end of each session for the gum chewing group which shows that chewing gum improves attention.

Link to Article: <http://www.ncbi.nlm.nih.gov/pubmed/19356310>

Movement/Physical Activity and Attention

Link to Site:

http://blogs.edweek.org/edweek/time_and_learning/2014/03/is_less_classroom_time_more_outdoor_play_the_secret.html

Link to Site:

http://www.californiaprojectlean.org/docuserfiles/AcademicAchievement_FactSheet_WEB_final.pdf

Link to Site: <http://activelivingresearch.org/blog/2015/01/infographic-active-kids-learn-better>

Article: Physical Activity and Student Performance at School

Source: Journal of School Health, 75(6), 214-218

Article Summary: The author of this study provides a survey of published studies on the connection between physical activity among elementary aged children and academic outcomes. The current research demonstrates a likelihood that there are short-term improvements from engaging in physical activity to certain academic achievements such as concentration.

Link to Article: <http://www.ncbi.nlm.nih.gov/pubmed/16014127>

Article: Effects of Acute Bouts of Exercise on Cognition

Source: Acta Psychologica, 297–324

Article Summary: This study looks at a review of studies that shows the effects of acute bouts of physical activity on cognitive performance in young adults. Three groups of studies were extrapolated upon in this study. In the last section, 11 of the 15 studies indicate that moderate intensity aerobic exercise performed for durations between 20 and 60 min facilitates many cognitive processes that are important for concentration, problem solving and adaptive behavior.

Link to Article: <http://onlinelibrary.wiley.com/doi/10.1002/acp.1561/abstract>

Article: Exercise and Children's Intelligence, Cognition and Academic achievement

Source: Educational Psychology Review, 20(2), 111-131

Article Summary: A review of studies and results based upon three areas of focus: contemporary cognitive theory development in terms of exercise, recent research that shows positive effects of exercise on adult cognition, and studies conducted with animals that have shown a connection between physical activity and neurological development and behavior changes. In children, exercise promotes the cognitive processes necessary to select, organize, and adequately carry out goal-directed actions.

Link to Article: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2748863/>

Article: A Short Physical Activity Break from Cognitive Tasks Increases Selective Attention in Primary School Children Aged 10–11



Source: Mental Health and Physical Activity, September 2014, Vol. 7, Issue 3

Article Summary: The effects of taking a physical break on attention while learning was studied on 123 children ages 10-11. The study incorporated a variety of four breaks: no break during cognitive studies, a passive break (ie: listening to a story), a moderate intensity physical break (ie: jogging) and a vigorous intensity physical break (ie: running). Attention was evaluated by administering the TEA-Ch standardized test pre and post break. The results show that attention scores increased after each break in comparison with attention levels following no break. Attention scores increased the most after the moderate intensity physical break indicating that implementing a moderate intensity physical activity break during the school day can optimize attention levels, thereby improving school performance.

Link to Article: <http://www.sciencedirect.com/science/article/pii/S1755296614000374>

Fidgeting and Attention

Link to Site: <http://www.wsj.com/video/why-fidgeting-may-make-you-think-clearly/F9963D96-976E-4CC3-B7BB-A3729935D8A1.html>

Article: What Does Doodling Do?

Source: Applied Cognitive Psychology, 24, 100-106

Article Summary: Is doodling productive? This article describes the author's study of 40 monitored participants divided in two randomly assigned groups listening to a monotonous recording. One group was assigned to a condition of shading boxes on a paper for the duration of the recording while the other group did not doodle. The doodling group recalled 29% more information on a memory test and performed better on the monitoring task.

Link to Article: <http://onlinelibrary.wiley.com/doi/10.1002/acp.1561/abstract>

Weighted Vests, Attention and Behavior

Numerous research studies have been performed over the years on the effects of weighted vests on children to help promote attention and learning. Previous studies have been done on small groups of children (ex: 4 children, 5 children) with weighted vests at 5% of the child's total body weight and the results have been mixed. The most recent article was studied on 110 children with weighted vests at 10% of the child's total body weight and the results show that they have beneficial effects.

Article: Effects of Weighted Vests on Attention, Impulse Control, and On-Task Behavior in Children with Attention Deficit Hyperactivity Disorder

Source: American Journal of Occupational Therapy, March/April 2014, Vol. 68

Article Summary: This randomized, crossover design study examined the effectiveness of the use of weighted vests on 110 children with ADHD to improve attention, impulse control and on task behavior. The results showed that the children who wore the weighted vest showed significant improvement in attention, speed of processing and responding and executive management. They also showed significant improvement on three out of four on task behaviors including off task, out of seat and fidgeting behaviors.

Link to Article: <http://www.ncbi.nlm.nih.gov/pubmed/24581401>



Seating with Movement for Attention, In- Seat and On Task Behavior

Article: Stability Balls and Students with Attention and Hyperactivity Concerns: Implications for On-Task and In-Seat Behavior

Source: American Journal of Occupational Therapy, July/August 2011, Vol. 65

Article Summary: This study evaluated the effect stability balls have on attention and hyperactivity levels for 76 children. It also evaluated the effect on in-seat and on-task behavior for 8 children who were above the 92nd percentile for hyperactivity and attention difficulties. The results show that all of the children had improved attention and decreased hyperactivity levels with the implementation of stability balls. Results also show that the greatest effects occurred for the 8 children that had significant difficulties prior to the intervention implementation. Subjective teacher reports indicated that the teachers were satisfied with the effectiveness of stability balls in their classrooms on the attention and hyperactivity levels of their students.

Link to Article: <http://www.siddebold.dk/wp-content/uploads/2013/01/AJOTstudy.pdf>

Article: Classroom Seating for Children with Attention Deficit Hyperactivity Disorder: Therapy Balls Versus Chairs

Source: American Journal of Occupational Therapy, September/October 2003, Vol. 57

Article Summary: This article studies the effects of using therapy balls versus chairs on in seat behavior and legible handwriting for 3 students who have a diagnosis of ADHD. The study was conducted during a 4th grade Language Arts class. The results show that in-seat behavior and handwriting legibility increased with the use of the therapy balls.

Link to Article: <http://www.ateachabout.com/pdf/ClassroomSeatingUsingBalls.pdf>

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Movement/ Physical Activity and Attention

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Seating with Movement, Attention, Hyperactivity and On-Task Behavior

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