

La meditazione mindfulness in età evolutiva

28/3/2023
Alessio Matiz



Meditazione

Orientata alla Mindfulness (MOM)

- pratica
- studio
- insegnamento/divulgazione
- ricerca



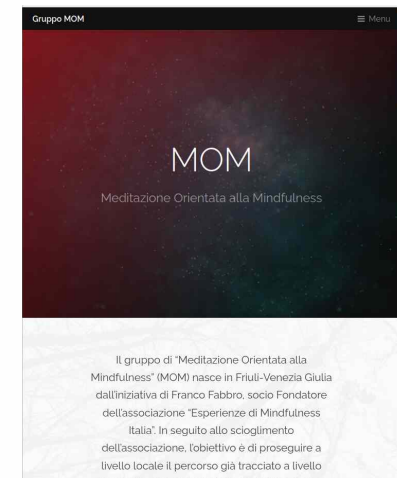
**UNIVERSITÀ
DEGLI STUDI
DI UDINE**



Prof. Franco Fabbro



Prof. Cristiano Crescentini



www.medita-mom.it

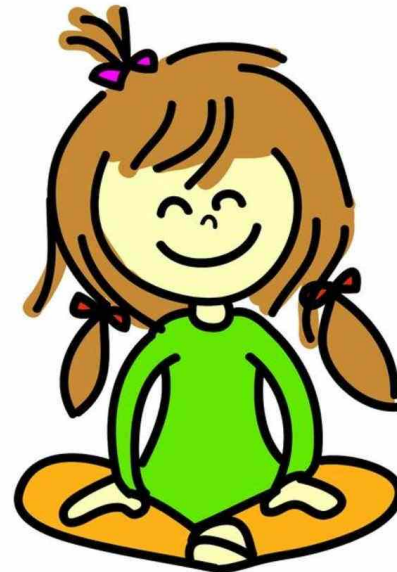


Programma

- 1) perchè la MM in età evolutiva
- 2) i programmi di MM
- 3) le evidenze sperimentali
- 4) esperienza pratica

Programma

1) perchè la MM in età evolutiva





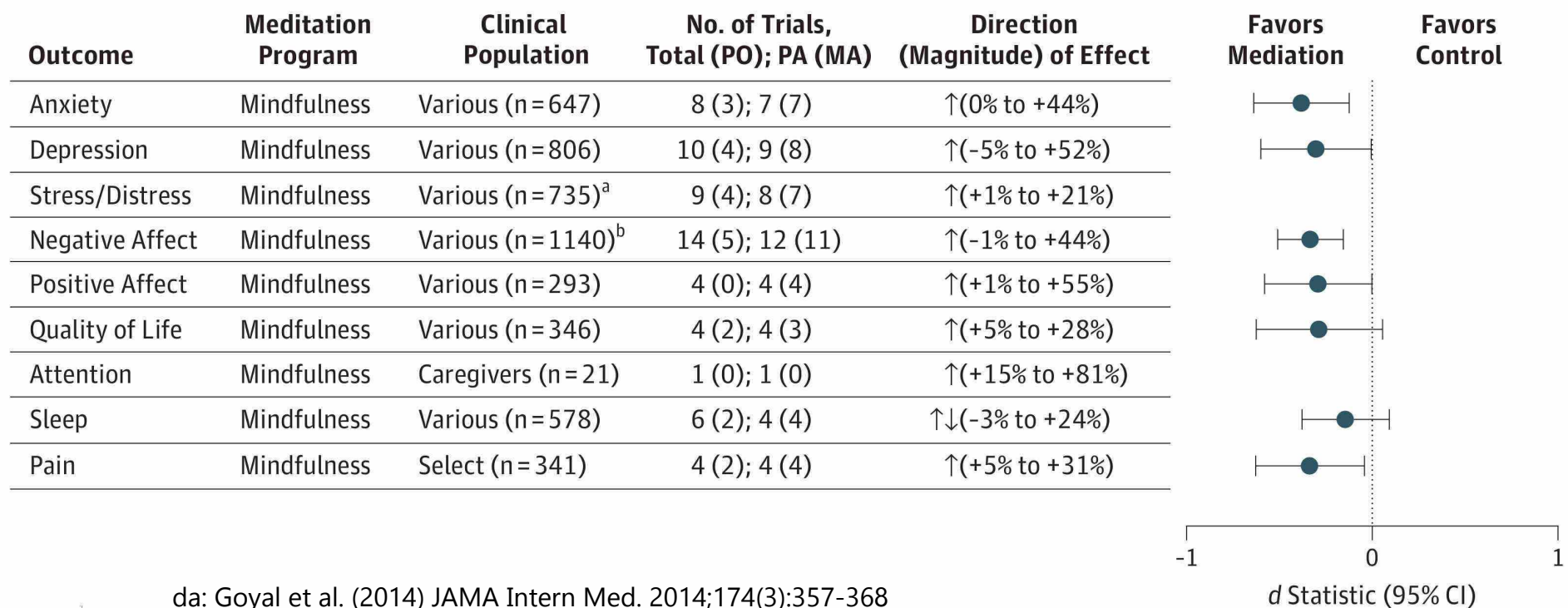
Perchè - 1

- compito MM: fermarsi per prestare attenzione e diventare consapevoli di ciò che sta avvenendo dentro/attorno a sé
- inibizione, regolazione attentiva, essere coscienti: fondamentali per **benessere psico-fisico**
- corretto **sviluppo** di queste capacità è fortemente condizionato dagli stimoli ambientali ed educativi che una persona riceve in età evolutiva

Perchè - 2

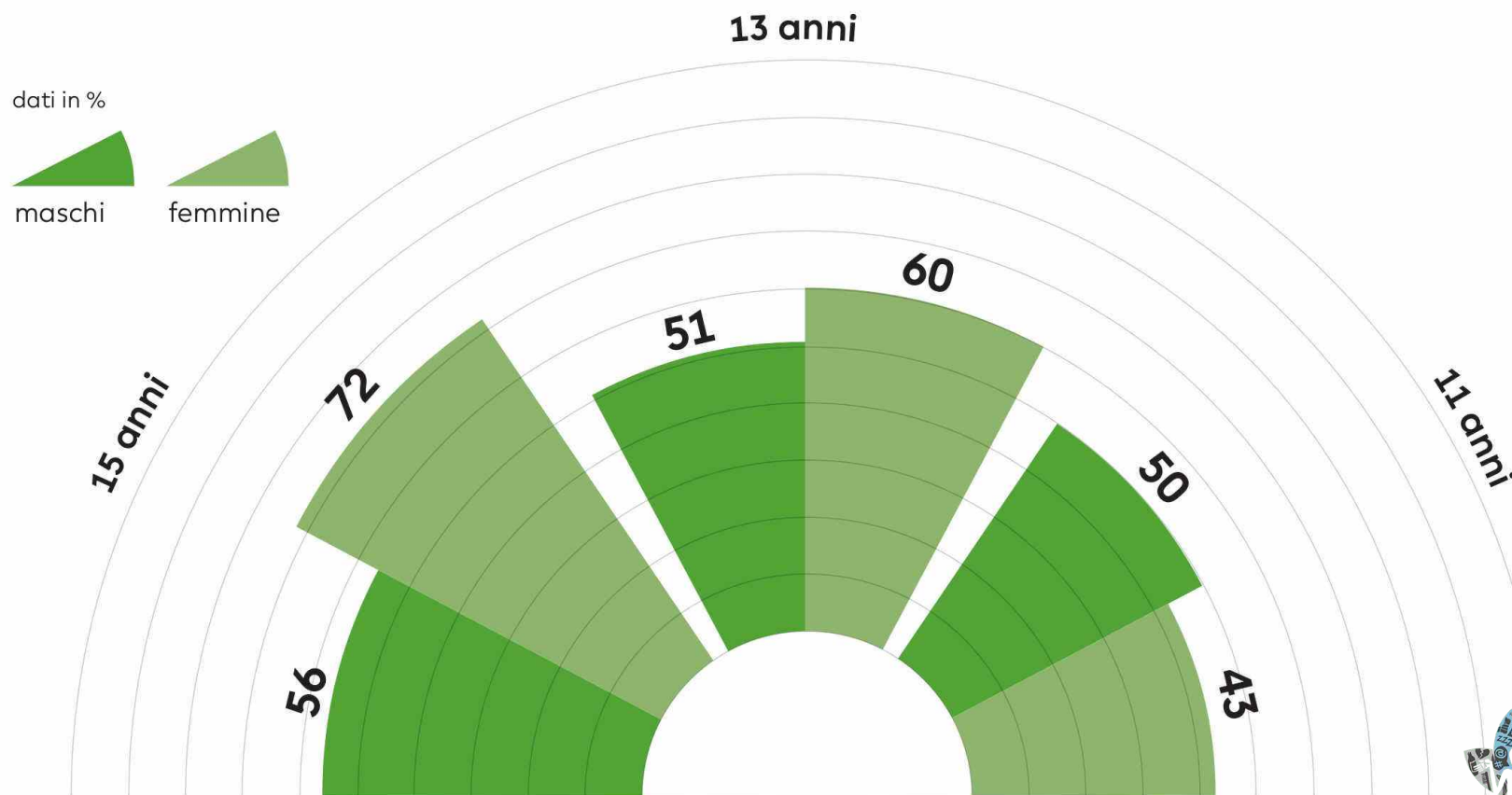
Figure 1. Strength of Evidence on the Trial Outcomes

Comparisons of Meditation Programs With Nonspecific Active Controls (Efficacy)



Perchè - 2

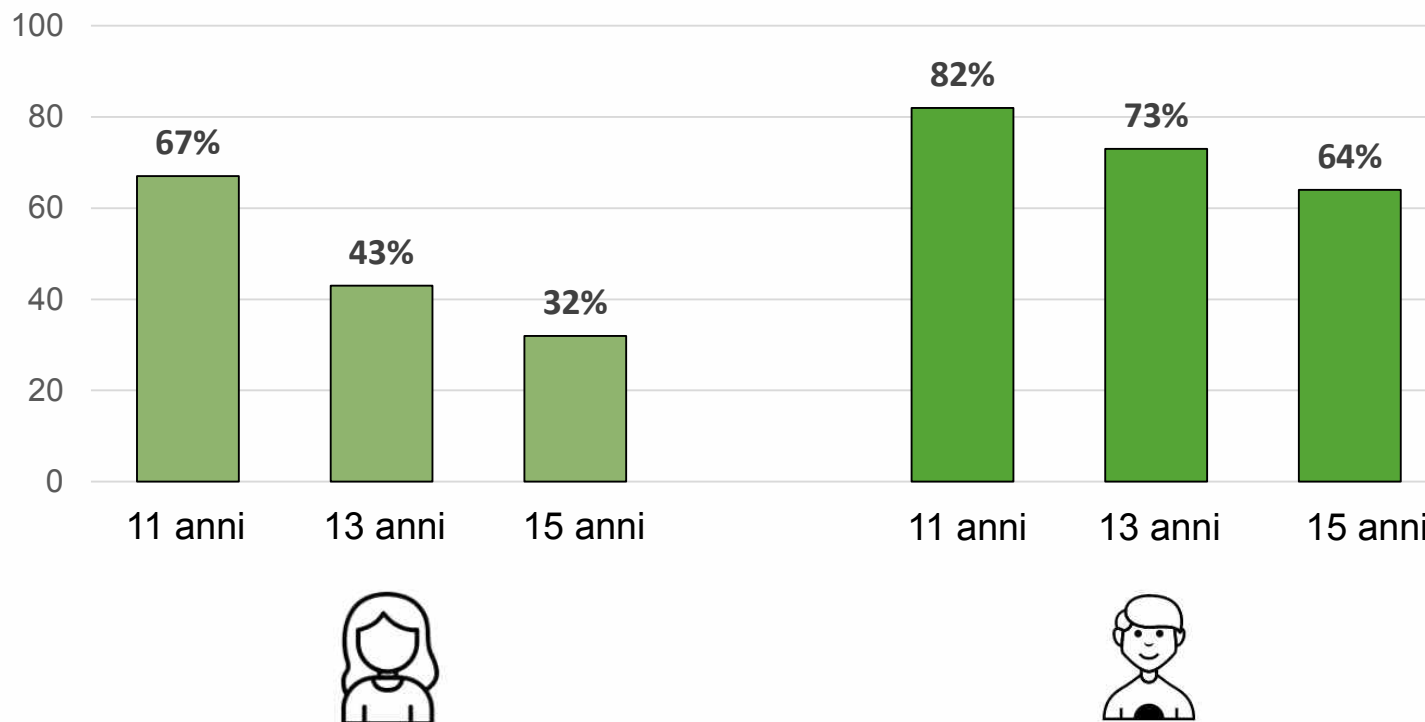
Adolescenti molto o abbastanza stressati dall'impegno scolastico



media internaz. 15 anni: 38 (M), 51 (F)

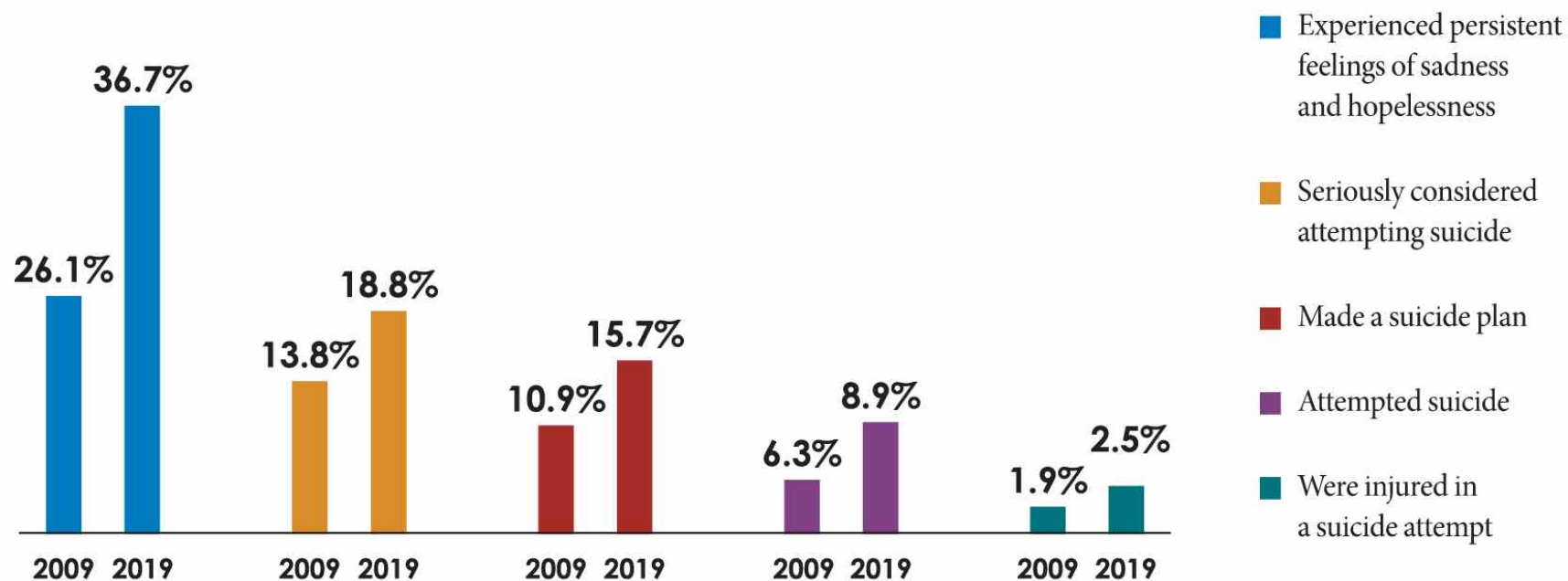
Perchè - 2

Benessere psicologico buono (scala WHO-5)



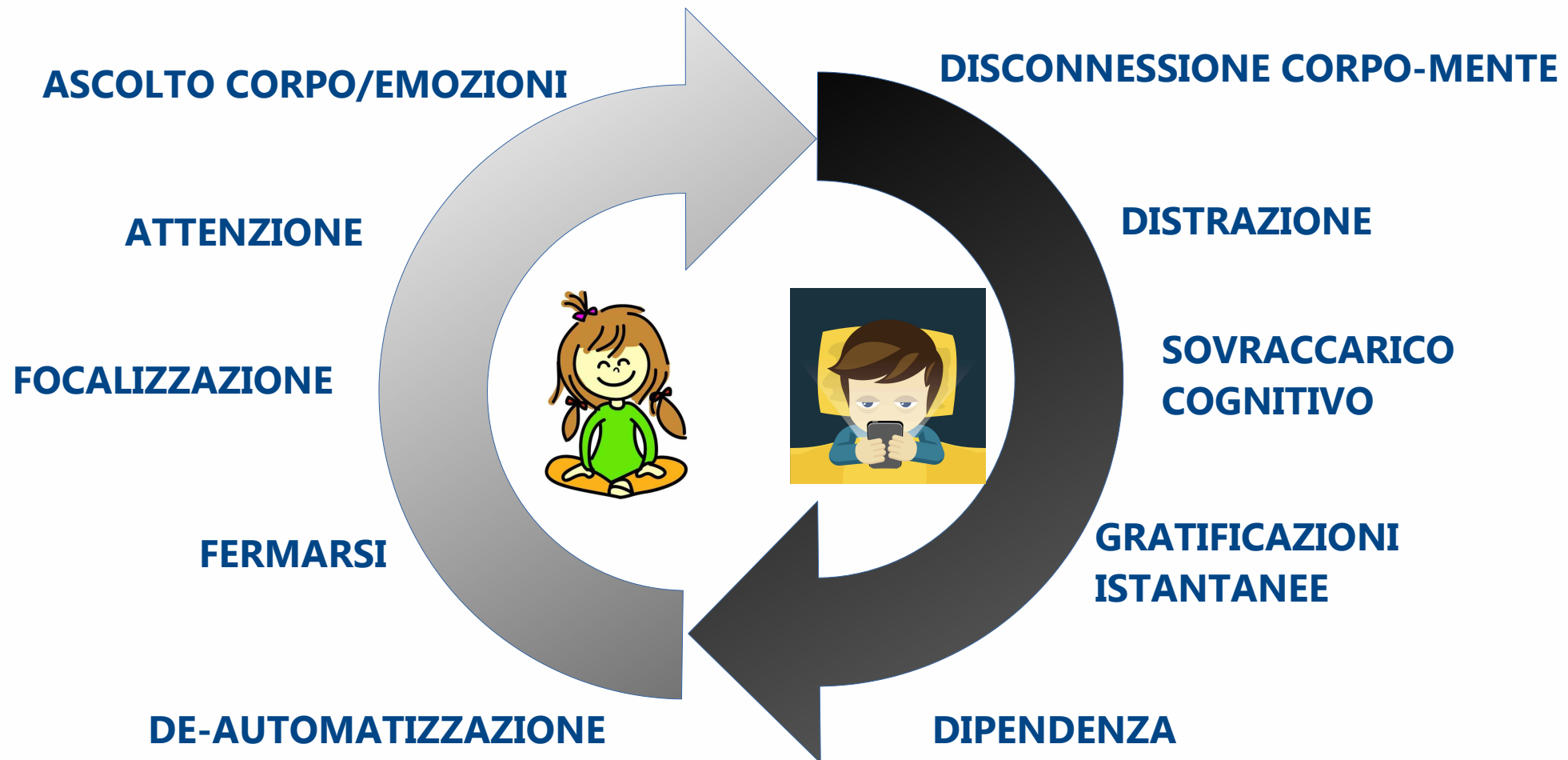
Perchè - 2

Mental Health and Suicide Behaviors Among U.S. High School Students, 2009-2019



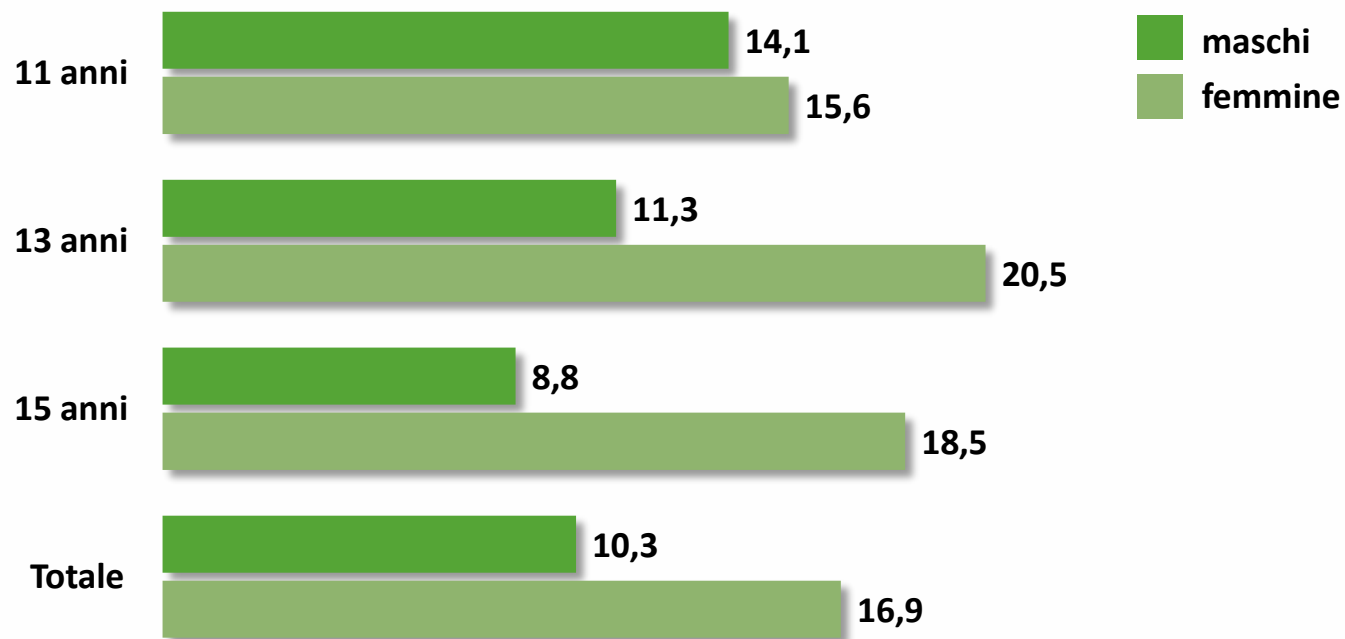
Source: [CDC YRBS Data Summary & Trends Report: 2009 - 2019](#)

Perchè - 3



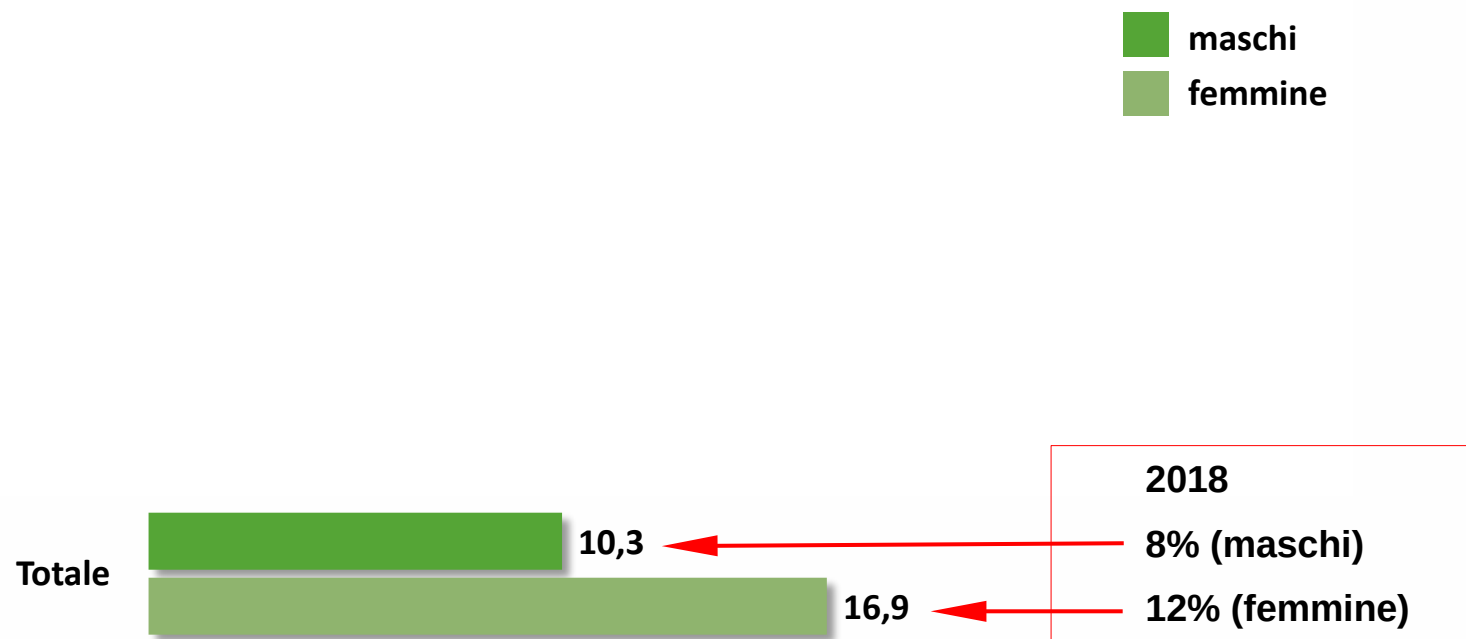
Perchè - 3

Ragazzi che fanno uso problematico dei social media



Perchè - 3

Ragazzi che fanno uso problematico dei social media



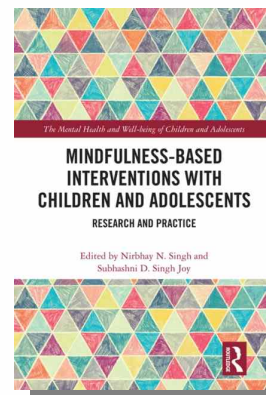
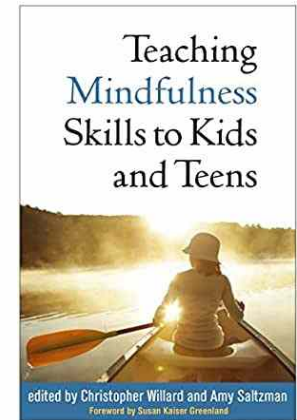
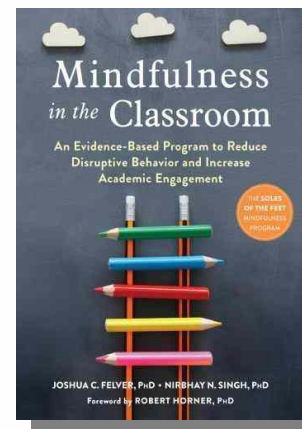
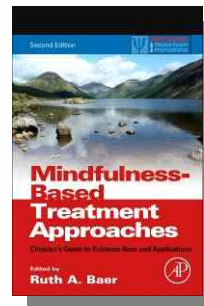
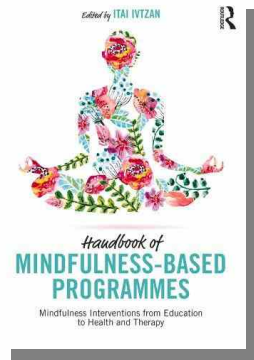
Perchè "NO"



- MM in età evolutiva: novità (E e O)
- MM a scuola: spesso attività "obbligatoria"

Programma

2)i programmi di MM



Adattamento



- linguaggio/contesto
- tipologie e tempi delle pratiche

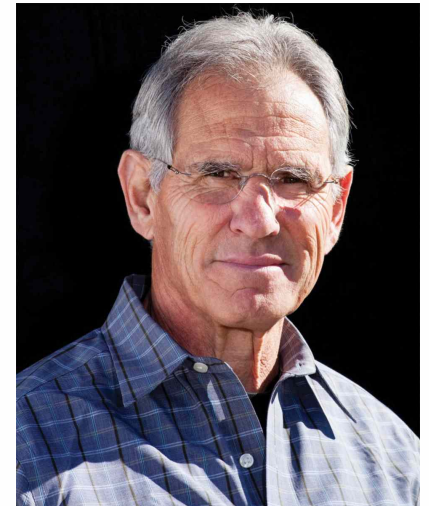
Adattamento: difficoltà



- fasce d'età con caratteristiche diverse
- mancanza modello di riferimento

Mindfulness-based stress reduction (MBSR)

- programma di 8 settimane
- 1 incontro di gruppo a settimana (insegnamento, esercizi, condivisione)
- pratica quotidiana a casa in autonomia
- una giornata intensiva ("ritiro")



Jon Kabat-Zinn



Programma MBSR



Biegel, Brown, Shapiro, Schubert (2009). MBSR for the treatment of adolescent psychiatric outpatients: A randomized clinical trial. J of consulting & clinical psychology, 77(5), 855.

- 50 (34) ragazzi (14-18 anni)

Adaptations from the adult MBSR program. In an attempt to develop a course specific to the needs of adolescents, several modifications to the standard MBSR intervention were made (Biegel, 2005). First, at-home mindfulness practices were reduced from 45 min to 20–35 min in length. Further, there was no day-long retreat. Finally, presentations and discussion topics on stress and behavior focused on issues predominant among adolescents, and adolescents with psychiatric disorders more specifically, including self-image, life transitions, self-harming behaviors, and difficulties related to communication and interpersonal relationships.

Programma MBSR



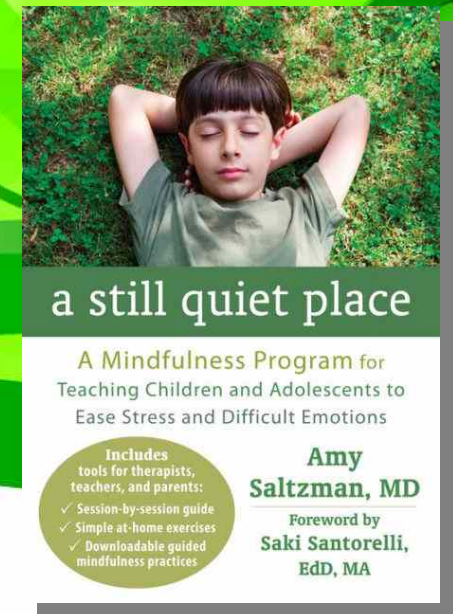
Sibinga et al. (2011). MBSR for urban youth. The journal of alternative and complementary medicine, 17(3), 213-218.

- 33 (26) ragazzi (13-21 anni) da clinica pediatrica (42% HIV+)

Adaptations focused on two aspects of the MBSR program—logistics and language. Logistical changes related to class scheduling, facilitating transportation to class, reminder phone calls, providing snacks, and class duration. Alterations in language centered on simplifying and concretizing the language used to describe class content and activities. The content, course structure, sequence of content presentation, and activities were relatively unchanged. The adapted MBSR program remained consistent with typical MBSR programs for adults and with MBSR core content, as delineated in Grossman's 2004 meta-analysis.⁸

"A still quiet place"

- pratiche riproposte da MBSR:
 - compiti formali (body scan, meditazione seduta, meditazione camminata, alimentazione consapevole, consapevolezza aperta ai processi sensoriali e mentali)
 - informali (mantenere consapevolezza in attività quotidiane)
- per 5-18 anni (con varianti su registro linguistico e durata pratiche: es. pratica respiro con durata in minuti pari agli anni dei partecipanti)
- limite: valutato in pochi studi di bassa qualità

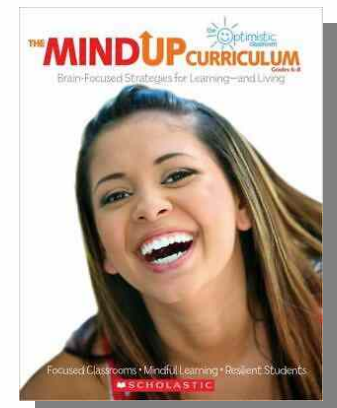
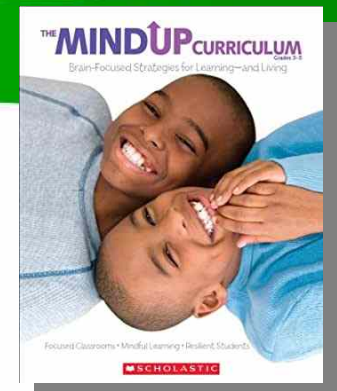
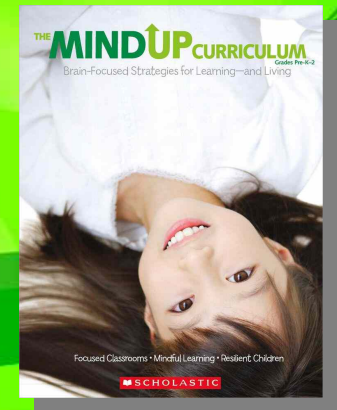


"MindUP"

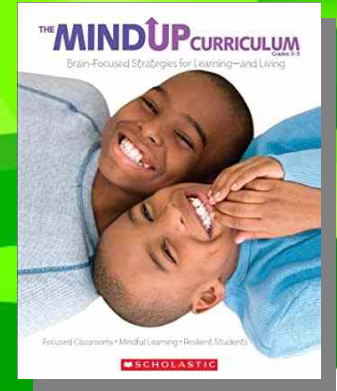
MindUP program. MindUP is a simple-to-administer mindfulness-based education SEL program that consists of 12 lessons taught approximately once a week, with each lesson lasting approximately 40–50 min. The core mindfulness practices in the program (done every day for 3 min three times a day) consist of focusing on one's breathing and attentive listening to a single resonant sound. The curriculum includes lessons that promote EFs and self-regulation (e.g., mindful smelling, mindful tasting), social–emotional understanding (e.g., using literature to promote perspective-taking skills and empathy), and positive mood (e.g., learning optimism, practicing gratitude). In addition, the MindUP curriculum includes lessons that involve performing acts of kindness for one another and collectively engaging in community service learning activities. These activities are aimed at changing the ecology of the classroom environment to one in which belonging, caring, collaboration, and understanding others is emphasized to create a positive classroom milieu (e.g., [Noddings, 1992](#); [Staub, 1988](#)). Also incorporated in the MindUP intervention model is an ecobehavioral systems orientation ([Weissberg, Caplan, & Sivo, 1989](#)) in which teachers generalize the curriculum-based skills throughout the school day and support children's use and internalization of skills to support a positive classroom environment.



Kimberly
Schonert-
Reichl



"MindUP"



**How Our
Brains Work**

**Understanding
Mindfulness**

Focused Attention

**Neuroscience
Foundations**

Mindful Listening

**Mindful
Seeing**

Mindful Smelling

Self Awareness

Mindful Tasting

**Mindful Moving
(Pt 1)**

**Mindful Moving
(Pt 2)**

**Self
Management**

Perspective Taking

**Choosing
Optimism**

**Savoring Happy
Experiences**

**Social
Awareness**

**Acting with
Gratitude**

Acts of Kindness

**Mindful Action in
Our Community**

Social Action

Meditation on the Soles of the feet



Nirbhay Singh

Training steps for *Meditation on the Soles of the Feet* procedure.

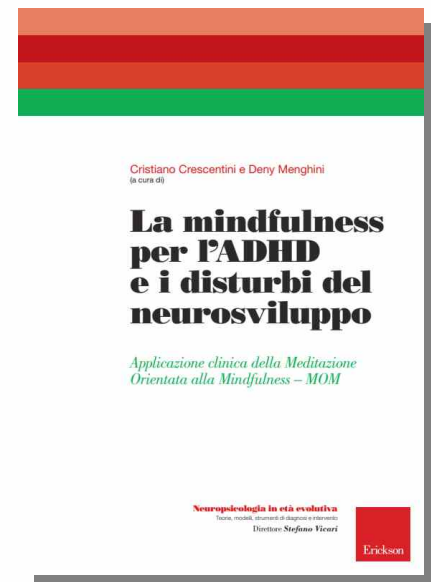
1. If you are standing, stand in a natural rather than an aggressive posture, with the soles of your feet flat on the floor
2. If you are sitting, sit comfortably with the soles of your feet flat on the floor
3. Breathe naturally, and do nothing
4. Cast your mind back to an incident that made you very angry. Stay with the anger
5. You are feeling angry, and angry thoughts are flowing through your mind. Let them flow naturally, without restriction. Stay with the anger. Your body may show signs of anger (e.g., rapid breathing)
6. Now, shift all your attention fully to the soles of your feet
7. Slowly, move your toes, feel your shoes covering your feet, feel the texture of your socks, the curve of your arch, and the heels of your feet against the back of your shoes. If you do not have shoes on, feel the floor or carpet with the soles of your feet
8. Keep breathing naturally and focus on the soles of your feet until you feel calm
9. Practice this mindfulness exercise until you can use it wherever you are and whenever an incident occurs that may otherwise lead to you being verbally or physically aggressive
10. Remember that once you are calm, you can walk away from the incident or situation with a smile on your face because you controlled your anger. Alternatively, if you need to, you can respond to the incident or situation with a calm and clear mind without verbal threats or physical aggression

MOM bambini



Cristiano
Crescentini

Week	Timing per day (min)	Timing per week (min)	Mindfulness-oriented meditation (MOM)
1	9	27	<ul style="list-style-type: none"> • Feeling the abdomen moving while breathing. • Listening to the sounds of the body after a run. • Observing thoughts as they were clouds in the sky.
2	12	36	<ul style="list-style-type: none"> • Feeling the hand on the abdomen while breathing. • Slowly walking in the class feeling every single part of the leg moving. • Trying to see the main thought – the main cloud - in the mind and writing it down on paper.
3	15	45	<ul style="list-style-type: none"> • Feeling a mate's breath putting the hands on his/her abdomen. • Taking a mate's hand and feeling the contact. • Trying to feel the emotions related to the main thought of the moment.
4	18	54	<ul style="list-style-type: none"> • Trying to feel the breath in the nose, without controlling it. • Touching the different parts of the face. • Trying to see the path of a thought: where it comes from and how it disappears.

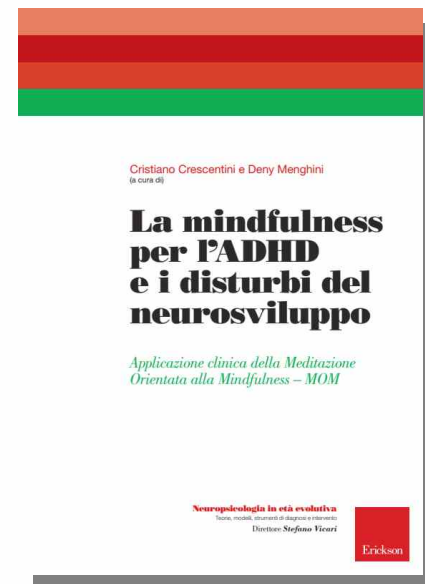


MOM bambini

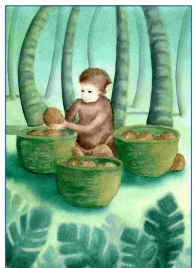
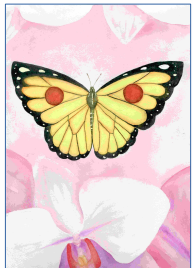
Week	Timing per day (min)	Timing per week (min)	Mindfulness-oriented meditation (MOM)
5	21	63	<ul style="list-style-type: none"> • Trying to think the word “in” when air enters the nose, “out” when air comes out from the nose. • Imaging an object and drawing it. Then observing the chosen object in details and drawing it again. • Drawing a mate or a relative and mentally addressing some friendly wishes to the mate (peace, happiness, health).
6	24	72	<ul style="list-style-type: none"> • Trying to feel the difference of breath by putting the hands on the throat, on the chest, on the abdomen. • Raisin meditation: trying to smell, watch, and touch the raisin before eating it. • Silently watching the eyes of the mates. Trying to understand their thoughts.
7	27	81	<ul style="list-style-type: none"> • Feeling the points that air touches when it comes in and out. • Imaging to be an animal and moving like it. • Visualizing thoughts as a masquerade parade. Observing them and noticing that they are external to the person.
8	30	90	<ul style="list-style-type: none"> • Imaging a little man in the nose that moves, following the air coming in and out. • Laying down pretending to be a paper and imaging to scan the body, as if you were in a copying machine. • Visualizing thoughts as a masquerade parade, drawing them and observing the differences between thoughts and drawing.



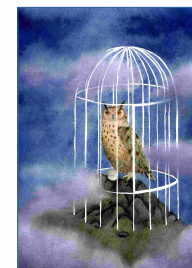
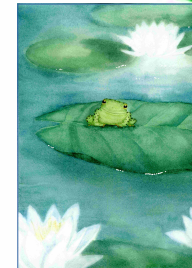
Cristiano
Crescentini



MOM junior











Incontro	Tema del racconto	Meditazione
1	Il Delfino del Risveglio	respiro (3')
2		
3		
4	La Rana del Sorriso	respiro (5')
5		
6		
7	La Farfalla del Sentire	respiro (3') corpo (5')
8		
9		
10	Il Cervo Foresta Nera	respiro (4') corpo (5')
11		
12		
13	Il Lupo dell'Emozione	respiro (5') corpo (6')
14		
15		
16	La Tartaruga Spontaneità	respiro (4') corpo (4') mente (5')
17		
18		
19	La Scimmietta del Tempo	respiro (5') corpo (5') mente (5')
20		
21		
22	Il Gufo del Lasciar andare	respiro (6') corpo (6') mente (6')
23		
24		



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Session	Theme	Mindfulness meditation practice (duration)
1	Suffering as part of life	—
 2	Awareness of distractions	breath (3')
3		"
 4	Kindness to oneself	breath (5')
5		"
6		"
 7	Listening to the body for well-being	breath (3'), body (5')
8		"
9		"
 10	Facing physical pain	breath (4'), body (5')
11		"
12		"
 13	Emotions in the body	breath (5'), body (6')
14		"
15		"
 16	Observation of spontaneous thoughts	breath (4'), body (4'), mind (5')
17		"
18		"
 19	Temporal orientation of thoughts	breath (5'), body (5'), mind (5')
20		"
21		"
 22	Letting go	breath (6'), body (6'), mind (6')
23		"
24	Harmony	—

L'istruttore



- qualità?
- competenze?

L'istruttore

Journal of Autism and Developmental Disorders (2021) 51:4147–4159
<https://doi.org/10.1007/s10803-020-04729-4>



BRIEF REPORT

Brief Report: Mindfulness Training for Chinese Adolescents with Autism Spectrum Disorder and Their Parents in Hong Kong

Ryan Yuk Fai Ho^{1,2} · Dexing Zhang^{1,2} · Stanley Kam Chung Chan^{3,5} · Tiffany Ting Gao^{1,2} · Eric Kam Pui Lee^{1,2} · Herman Hay Ming Lo⁴ · Peter Au Yeung⁵ · Kelly Yee Ching Lai⁷ · Susan M. Bögels⁶ · Esther I. de Bruin⁶ · Samuel Yeung Shan Wong^{1,2} 

The intervention was offered by trained mindfulness teachers who were either educational/clinical psychologists or social workers and had (1) experience in treating adolescents with special needs and their families; (2) undergone an 8-week mindfulness-based stress reduction (MBSR) or mindfulness-based cognitive therapy (MBCT) program; (3) completed a 4-day MYmind advanced teacher training by one of the developers of the MYmind program, Professor Bögels from the University of Amsterdam; (4) completed a 6 or 7-day MBCT/MBSR teacher training; (5) at least 4-year experience of own mindfulness practice.

The interven-

L'istruttore



- corso introduttivo MM
- pratica personale MM
- formazione istruttore MM (adulti e bambini)
- esperienza con bambini

Progetto MOM scuola

FVG 2020-23



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Giuliano Isontina

corso MOM
8 settimane
per insegnanti

incontri mensili
mantenimento
per insegnanti

formazione
MOM junior
per insegnanti

corsi MOM junior
per bambini

Programma

3) le evidenze sperimentali



Comportamenti- problema

Journal of Cognitive Psychotherapy: An International Quarterly

Volume 19, Number 4 • 2005

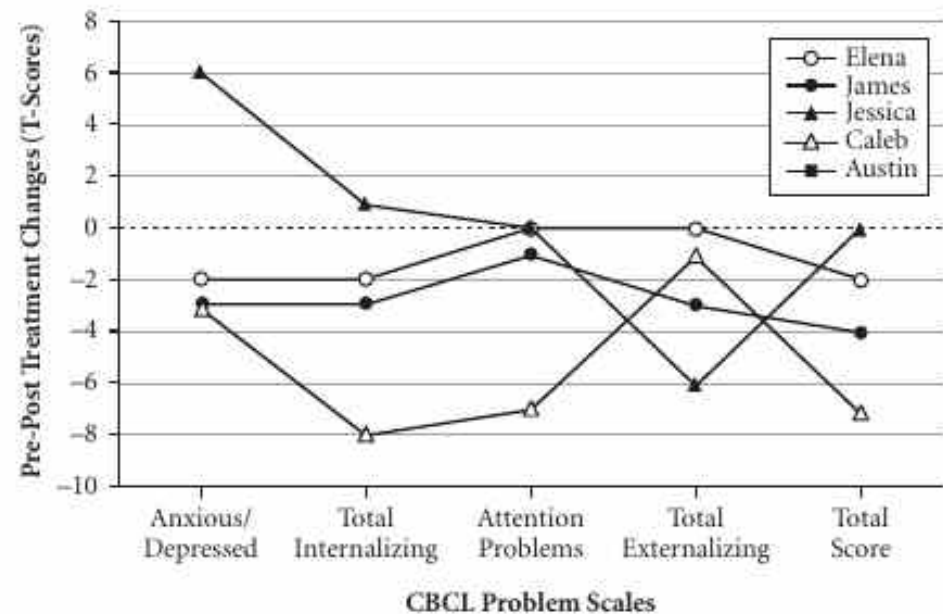
Treating Anxiety With Mindfulness: An Open Trial of Mindfulness Training for Anxious Children

Randye J. Semple, PhD

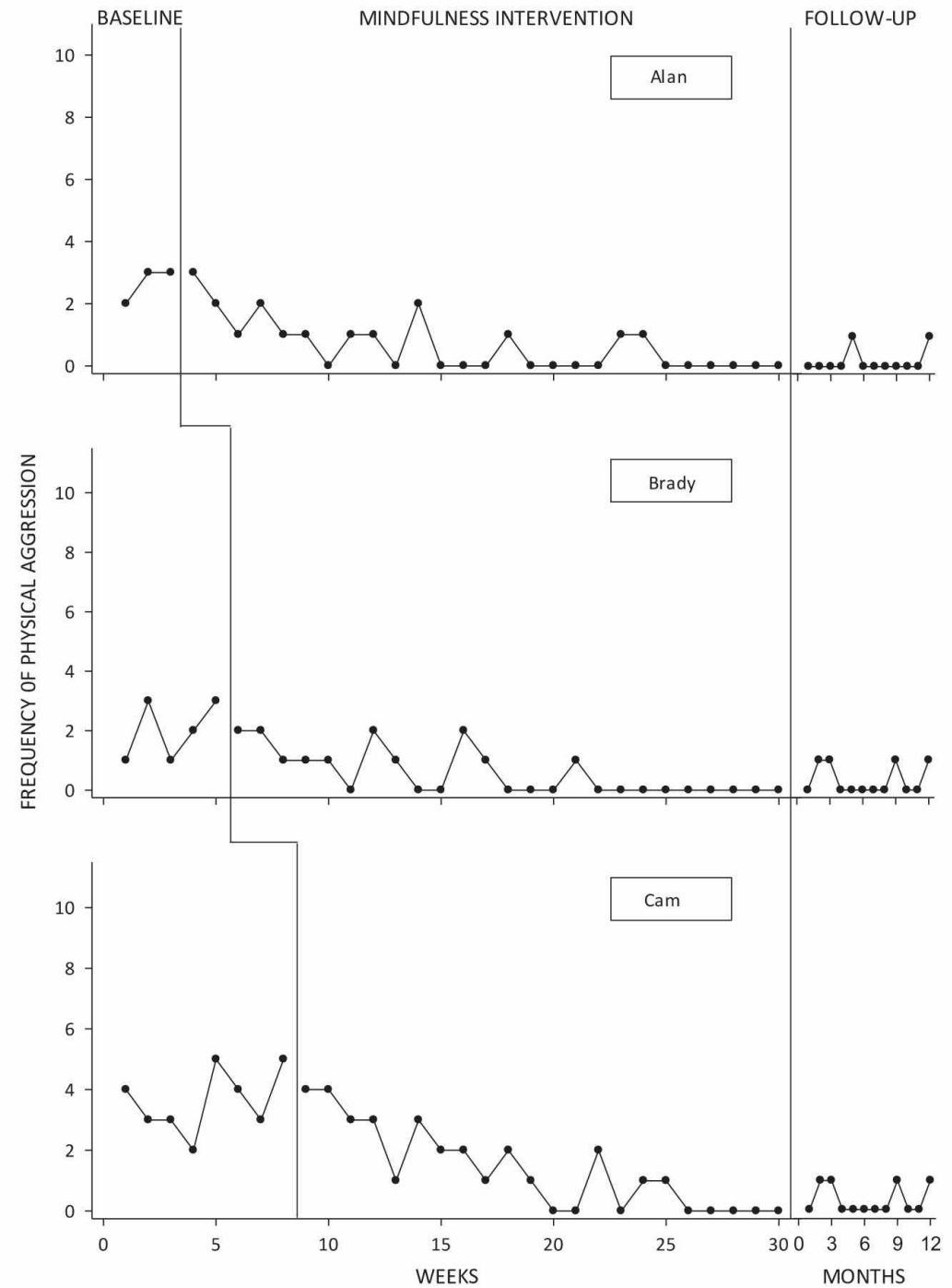
Elizabeth F. G. Reid, MS

Lisa Miller, PhD

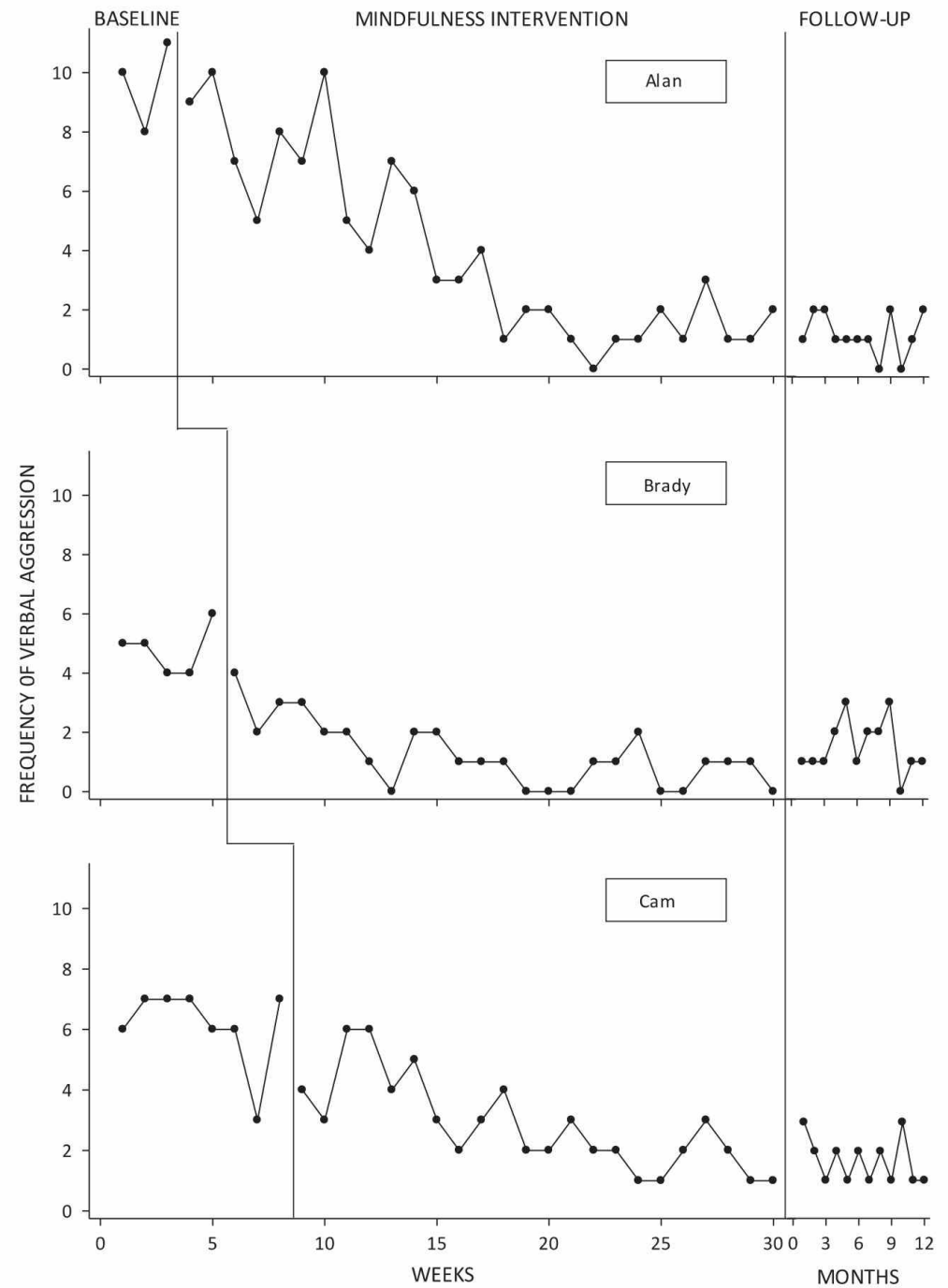
*Teachers College, Columbia University
New York, NY*



Aggressività fisica



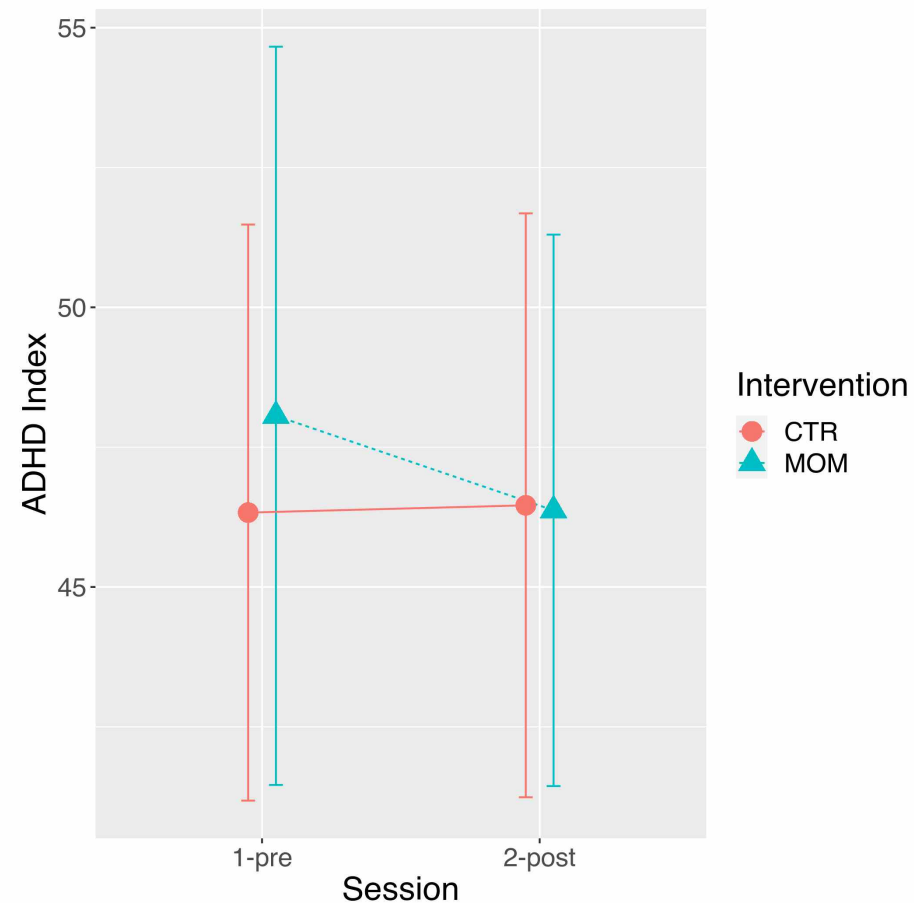
Aggressività verbale



Sintomi ADHD

Mindfulness-Oriented Meditation for Primary School Children: Effects on Attention and Psychological Well-Being

Cristiano Crescentini^{1*}†, Viviana Capurso^{1,2†}, Samantha Furlan³ and Franco Fabbro^{1,4}



Funzioni esecutive

Journal of Applied School Psychology, 26:70–95, 2010
Copyright © Taylor & Francis Group, LLC
ISSN: 1537-7903 print / 1537-7911 online
DOI: 10.1080/15377900903379125

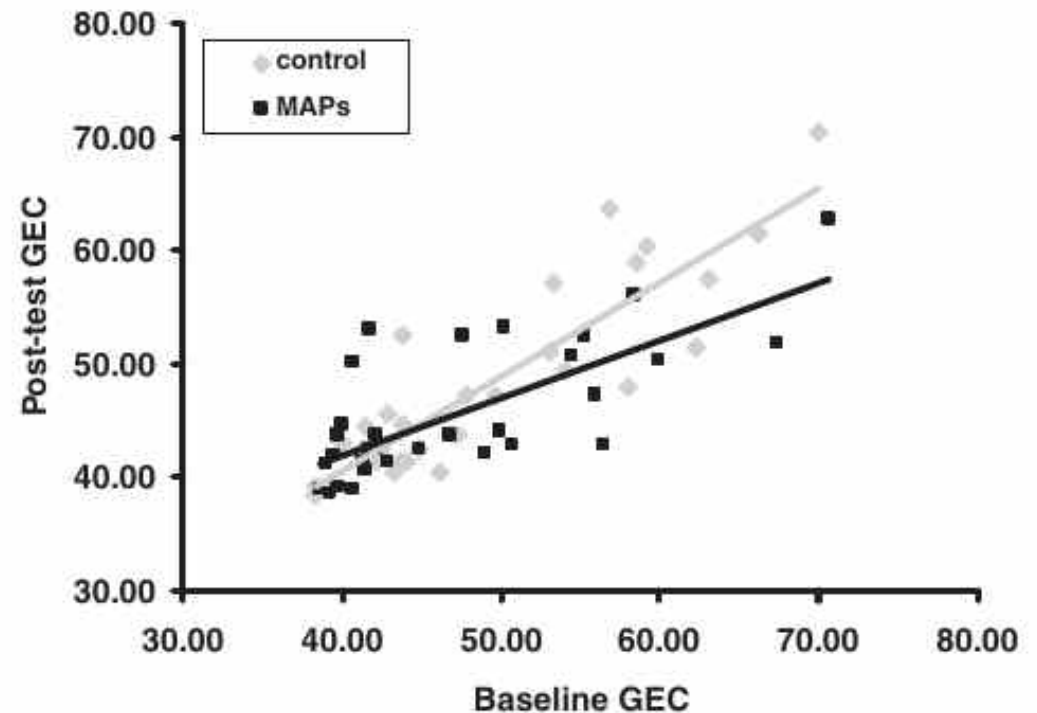


Effects of Mindful Awareness Practices on Executive Functions in Elementary School Children

LISA FLOOK and SUSAN L. SMALLEY

*Department of Psychiatry and Biobehavioral Sciences, University of California, Los Angeles,
Los Angeles, California, USA and Mindful Awareness Research Center, Semel Institute for
Neuroscience & Human Behavior, University of California, Los Angeles, California, USA*

Teacher BRIEF



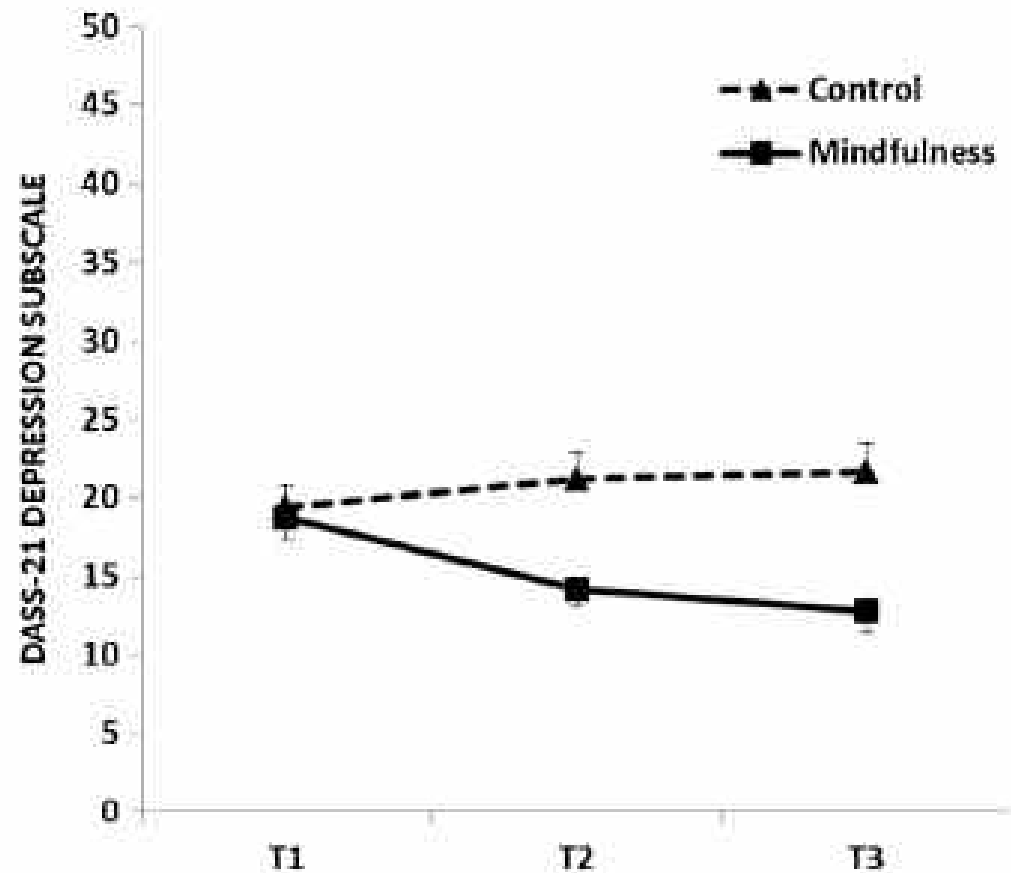
Sintomi depressivi

Mindfulness (2014) 5:477–486
DOI 10.1007/s12671-013-0202-1

ORIGINAL PAPER

School-Based Prevention and Reduction of Depression in Adolescents: a Cluster-Randomized Controlled Trial of a Mindfulness Group Program

Filip Raes • James W. Griffith • Katleen Van der Gucht •
J. Mark G. Williams





Meta-analisi

Systematic review



Do mindfulness-based programmes improve the cognitive skills, behaviour and mental health of children and adolescents? An updated meta-analysis of randomised controlled trials

Darren Dunning,¹ Kate Tudor,² Lucy Radley,² Nicola Dalrymple,² Julia Funk,^{1,3} Maris Vainre ,¹ Tamsin Ford,⁴ Jesus Montero-Marin,^{2,5} Willem Kuyken ,² Tim Dalgleish^{1,6}

ABSTRACT

Question Mindfulness-based programmes (MBPs) are an increasingly popular approach to improving mental health in young people. Our previous meta-analysis suggested that MBPs show promising effectiveness, but highlighted a lack of high-quality, adequately powered randomised controlled trials (RCTs). This updated meta-analysis assesses the-state-of-the-art of MBPs for young people in light of new studies. It explores MBP's effectiveness in active vs passive controls; selective versus universal interventions; and studies that included follow-up.

Study selection and analysis We searched for published and unpublished RCTs of MBPs with young people (<19 years) in PubMed Central, PsycINFO, Web of Science, EMBASE, ICTRP, ClinicalTrials.gov, EThOS, EBSCO and Google Scholar. Random-effects meta-analyses were conducted, and standardised mean differences (Cohen's d) were calculated.

Findings Sixty-six RCTs, involving 20 138 participants (9552 receiving an MBP and 10 586 controls), were identified. Compared with passive controls, MBPs were effective in improving anxiety/stress, attention, executive functioning, and negative and social behaviour (d from 0.12 to 0.35). Compared against active controls, MBPs were more effective in reducing anxiety/stress and improving mindfulness (d=0.11 and 0.24, respectively). In studies with a follow-up, there were no significant positive effects of MBPs. No consistent pattern favoured MBPs as a universal versus selective intervention.



Studi neuro- scienze

Effetti MM su:

- controllo cognitivo (Bauer et al. 2019a)
- elaborazione emotiva (Bauer et al. 2019b)
- enterocezione ed elaborazione emotiva (Strawn et al. 2019)
- controllo esecutivo, regolazione emotiva (Qin et al. 2021)
- controllo attentivo, reattività emotiva (Dumontheil et al. 2020)
- controllo attentivo, sistema del sè (Kennedy et al. 2022)



Programma

4) esperienza pratica