TEACHERS’ PERCEPTIONS OF STUDENT BEHAVIOR BEFORE AND AFTER A YOGA TREATMENT

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TEACHERS’ PERCEPTIONS OF STUDENT BEHAVIOR BEFORE AND AFTER A YOGA TREATMENT

A Thesis

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Abstract

of

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by

Dominic Ciaramitaro

Literature has shown that yoga can calm, energize, and focus the body and mind. Additionally, combining the emotional and physical parts of our being, and balance our bodies (Bennett, 2002). Finding that internal balance and calm is one of the reasons elementary public schools are beginning to incorporate these ancient practices in their schools. Ideally, calmer students will lead to less disturbances and more learning. This experimental study will try to identify if general yoga benefits found in previous research produces the same benefits in an elementary public school setting. Instead of evaluating all the benefits of yoga, this study focuses on evaluating yoga’s impact on classroom behavioral control, which is a constant concern in all of our public schools.

The purpose of the study was to administer pre-yoga and post-yoga student behavior surveys to the teachers of 5th grade public school students. The objective was to identify if the teachers’ perceptions of student behavior changed after the implementation of an eight-week yoga treatment.
Results suggest that physical aggression is an area of behavior that could be improved by implementing a yoga program. Further research in this area is suggested to validate these findings.

___________________, Chair
Maureen M. Smith, Ph.D.

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Date
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Schools are encountering students who have suicidal thoughts, anger, depression issues, and have had their attention taken away from the task of learning in school (Caine, 2005). Today’s students are more inclined to test limits, push boundaries, become easily annoyed, lose their temper, argue with adults, refuse to comply with rules, and blame others for their mistakes (Caine, 2005). These behaviors can be attributed to many factors including family conflict (i.e. divorce), peer rejection, and immense peer pressure (Lebelle, 2007).

Teacher time is spent in many forums discussing ways to get a handle on behavior at schools. Many teachers try to find the perfect strategies to handle any, and all behavioral issues they face. Having these reactive strategies to behavior are necessary and all teachers should devise a plan to fit their teaching style, but why spend so much time on how to react to behavior? Instead, faculties should spend more of their time focusing on preventive measures to decrease the negative behaviors instead of having them happen first and then disciplining the student for their actions. Ideally, by focusing and implementing potential preventive measures the school and the individual classrooms will be able to function at a control level that allows for all students to learn without the additional distractions caused by negative/off-task behaviors.

Yoga could be the potential preventive measure used to gain classroom control because it teaches students how to manage feelings, attitudes, behaviors, and deal with
the chaotic process of growing up. A goal in education is to teach the “whole” student and direct them in ways to become productive and successful adults (Bennett, 2002). The use of yoga as part of the school curriculum could be one way to accomplish that goal and it could enhance the learning environment at the same time.

Purpose of the Study

The purpose of this study was to identify if the teachers’ perceptions of student behavior changed after the implementation a yoga treatment. Teachers filled out surveys with questions that fell into the following seven behavior categories: health concerns (HC), emotionally disturbed (ED), unusual behavior (UB), social problems (SP), verbal aggression (VA), physical aggression (PA), and behavior problems (BP).

Significance of the Study

Literature has shown that yoga can calm, energize, and focus the body and mind (Bennett, 2002). Additionally, yoga combines one’s emotional and physical parts, and gives the body more balance (Bennett, 2002). Finding that internal balance and calm is one of the reasons elementary public schools are beginning to incorporate these ancient practices in their schools. Ideally, calmer students will lead to less disturbances and more learning. This experimental study attempted to identify if general yoga benefits, found in previous research, produces the same benefits in an elementary public school setting. Instead of evaluating all the benefits of yoga, this study focused on evaluating yoga’s impact on classroom behavioral control, which is a constant concern in all of our public schools.
Operational Definitions

Balancing pose – Any type of pose used in yoga that is intended to help improve body control (Figura, 2005).

Raj Yoga – Involved eight steps intended to improve self-control, breathing, concentration, and deep mediation (Mishra, 1987).

Relaxation pose – Non-strength enhancing poses used to relax at the end of the yoga workout (Figura, 2005).

Seated pose – Any type of pose used in yoga that takes place on the mat in the sitting position (Figura, 2005).

Standing pose – Any of pose used in yoga that takes place while standing on at least one leg (Figura, 2005).

Yoga – The union of the body, mind, and spirit with the use of physical postures, an awareness of the breath, and meditative exercises (Figura, 2005).

Assumptions

1. It is assumed that during experimentation all the subjects in the yoga group conformed to participation to maximize potential yoga benefits.

2. It is assumed that teachers filling out the pre-yoga implementation survey kept group or individual student biases out of their responses.

3. It is assumed that teachers filling out the post-yoga implementation survey took the appropriate time to properly fill out the survey for accurate depictions of the students’ behavior.
4. It is assumed that the teachers filled out the surveys, not teacher assistants, other students etc.

Delimitations

1. The yoga program used in this study was limited to 45 minutes twice weekly for eight weeks.

2. The groups were not randomized because of logistical difficulties necessitating caution in using this data and applying it to a general population.

3. The sample size of this study was small (n=20 and n=24) necessitating caution in transfer/generalization of the data to a large public school population.

4. Subjects in this study were elementary aged (10-11 years old) from a public school system and the yoga instruction was specifically designed for this group.

Hypotheses

1. The 8-week yoga treatment does not change the teachers’ perception of student behavior for the experimental group.

2. There will be no change in the teachers’ perception of student behavior for the control group (did not receive the 8-week yoga treatment).
Chapter 2

REVIEW OF LITERATURE

There are several theories about changing behavior in school-aged children. During the early stages of behavior correction studies, students were placed in special education and labeled with emotional problems (Landrum, Tankersley, & Kauffman, 2003). As teacher training improved and psychological theorists began to truly understand disabilities and behavior issues, schools began to reclassify students that would be labeled as “problem students”. As time progressed schools began to initiate various types of modification protocols and move toward correcting the route of the problems through relaxation and physical activity (Landrum, et al., 2003).

Yoga has recently taken hold of the mainstream and, in turn, been accepted as a legitimate activity for physical education curriculum. This chapter provides information on the potential benefits yoga has on improving the health, behavior, self-esteem, and learning abilities of middle school aged students. It explores how schools currently manage behavior and how the addition of yoga can enhance a school’s proactive behavioral correction plan.

The chapter is divided into sections that include, (a) understanding yoga, (b) ways of coping with stress, (c) using yoga to reduce stress, (d) what students learn through yoga curriculum, (e) current yoga curricula used in schools, (f) approaches to correcting behavior in schools, (g) student behavior survey data, and (h) a summary.
Understanding Yoga

Yoga, a practice of controlling the mind and body, is an ancient art that began in India over thousands of years ago. Yoga is a systematic process of spiritual unfolding. The path of yoga teaches individuals how to integrate and heal their personal existence (Das, 2008). Since yoga involves breath control, meditation, and physical postures, it is supposed to increase the vitality of the human body, help with concentration, calm the mind, and improve common physical ailments (Vaidyanathan, 2004).

When one practices yoga, the brain remains peaceful and the senses are stilled. This generates a calm feeling of well-being. The focus is on improving strength and power. Unlike other forms of exercise, yoga can rejuvenate the body without leaving it too fatigued at the end of the session (Lad, 2007). Yoga teaches one to distribute the energy to the other parts of the body. Yoga is the only form of exercise that completely involves the mind and soul, which in turn results in the complete well being of the person (Lad, 2007).

Waelde, Thompson, and Gallagher-Thompson (2004) looked at family caregivers of female dementia patients who did a yoga-meditation program. The majority of caregivers found the intervention useful and reported subjective improvements in physical and emotional functioning. Mizuno et al. (1999) looked at family caregivers for elderly people who participated in a program that included relaxation training. All caregivers were found to have lower scores for depression, anger-hostility, tension-anxiety, confusion, general illness, social dysfunction, suicidal depression, anxiety and dysphoria, which is a state of unease or generalized dissatisfaction with life. Raingruber
and Robinson (2007) researched a self-care program consisting of yoga, tai chi, meditation classes, and Reiki healing sessions that were designed for nurses at a university-based hospital. Outcomes of the self-care classes included becoming aware of an enhanced problem solving ability and noticing an increased ability to focus on patient needs. Oman, Hedeg, and Thoresen (2006) looked at the impact of meditation on physicians, nurses, chaplains, and other health professionals. Evidence suggested this program reduces stress and may enhance mental health. Through all of these studies, meditation was an important aspect of the treatments. A big component of yoga is mediation, but yoga consists of more than just mediation/relaxation. Yoga practice emphasizes the use of poses that are intended to help a person not only relax, but also improve balance, flexibility, and strength.

The poses most commonly used at the elementary level include seated poses, standing poses, relaxation and restorative poses, twists, and balancing poses (Yogawiz, 2005). Seated poses are useful for practicing breathing exercises and relaxation or meditation techniques. They are also often used as a warm up or as a starting point for other poses. Performing these poses can help improve posture and open the hips. Standing poses are often used as warm up or as a starting point for other poses. They are beneficial for strengthening legs, opening hips and improving one’s sense of balance. Relaxation and restorative poses are important at the end of each yoga practice. This time can be used to relax the body and mind and allow energy released by the poses to move freely throughout the body. Twists are used to stretch and strengthen the back and abdominal muscles, increase the flexibility of your spine and improve circulation. Twists
improve the functioning of the internal organs by providing them with a fresh supply of blood. Balancing poses are great for improving balance and coordination as well as developing the ability to remain grounded in a pose. Keeping the body balanced encourages focus, quiet and balance of the mind (Yogawiz, 2005).

There are four types of yoga: Raj yoga, Karma yoga, Jnana yoga, and Bhakti yoga. Raj yoga, which is the yoga of meditation or concentration, is the type that is most commonly used in the Western World today. The Raj yoga consists of eight steps, and each step involves self-control, muscle-relaxation postures, breath control, concentration, and deep meditation (Mishra, 1987).

The most widely used steps out of Raj yoga in the Western World are Pranayama, Asana, and Dhayana (Mishra, 1987). Pranayama concentrates on the breathing with a focus on inhalation and exhalation. Asana are the different postures used to help tone the body. Dhayana is the mediation, relaxation, and concentration components (Das, 2008). It is the Dhayana component of yoga that could have the biggest impact on controlling student behavior as relaxation and its effect on stress and behavior are explored in the following sections.

Ways of Coping with Stress

Coping with stress can come in many forms. Doctor Yong-ran Zhu chooses to deal with stress through photography. As Zhu (2002) states:
My chosen distraction is photography. It is good medicine for relaxation and gives esthetical joy while helping to rest the mind. After a stressful day at work, reading photographic books, taking pictures, developing film, or making prints in the basement darkroom brightens my outlook on life. It is a mini-vacation that gives positive rest (p.18).

Photography is just one example of dealing with stress. An important technique that many adolescents do not learn is how to find a way of dealing with their own stress. Staempfil (2007) studied the relationship between adolescent playfulness and the perception of daily stressors. She found that playful teens are less prone to experience stress of a personal nature or in relation to their peers.

For individuals who cannot find a way of managing their own stress, there are specific programs that have been developed to deal with such issues. One such program is the Mindfulness-Based Stress Reduction (MBSR) (Carlson & Garland, 2005). MBSR is program that employs mindful meditation to alleviate suffering associated with physical, psychosomatic, and psychiatric disorders. The program is based upon a systematic procedure to develop enhanced awareness of moment-to-moment experiences. The approach assumes that greater awareness will reduce negative affects and improve vitality and coping. A meta-analysis done by Grossman, Niemann, Schmidt, and Walsh (2004) on the stress reduction and health benefits revealed that MBSR could be useful as an intervention for a broad range of chronic disorders and problems. Mindfulness training might enhance general features of coping with distress and disability in everyday life, as well as under more extraordinary conditions of serious disorder or stress.
Participatory Action Research (PAR) stress project is commonly used to deal with stress and is designed to be used in a manufacturing setting. Research conducted about the PAR stress project found that involvement enhanced employee participation in decision-making, but did not find significant increases in coworker support or decreases in depression symptoms (Heaney, Isreal, Schurman, Baker, House, & Hugentobler, 1993).

Nassiri (2005) evaluated the effects of regular relaxation on perceived stress. The participants consisted of 40 teachers divided equally between the study group and the control group. Participants were asked to complete a Perceived Stress Scale before starting to listen to a ten-minute relaxation tape every day for one month. The results of this study showed that regular relaxation produced lower perceived stress scale scores.

Another way of coping with stress is muscle relaxation. Jacobson (1938) discovered that anxiety could be caused by the sensation of tension experienced when muscle fibers are shortened or contracted as they are during stress. Jacobson devised an elaborate system for teaching people to progressively tighten and then relax the major muscles of the body to relieve some of this stress. Even though this study was done back in 1938, its findings on muscle relaxation and its relationship to stress are still considered valid today. Since muscle relaxation is an effective way of dealing with stress, then providing a relaxation training program like yoga could aid students in learning techniques to help themselves during stressful times.
Using Yoga to Reduce Stress

Yoga practice unites the mind and body activities and offers stress management techniques. Stress is experienced when emotional, physical, and/or environmental demands exceed a person's personal resources and ability to cope effectively (Sheps, 2002). Work related psychosocial stressors are known to affect the body functions through psychological processes, and influence health through four types of closely interrelated mechanisms, which are: emotional, cognitive, behavioral, and physiological (Levi, 1990). Some of these same stressors that exist in the workplace also affect our students. Therefore it is important for schools to find ways to reduce these stress levels. Not only will students be able to focus more on academics, but also teachers will benefit from this focus with less distraction and behavioral issues. In a study done by Sabornie, Cullinan, and Epstein (1993) it showed that negative behavior is directly linked to gaining knowledge. The study found that adolescents with emotional disturbances gained less knowledge than their peers.

The question then is, what are potential solutions for reducing emotional disturbances and anxiety, and is yoga one of them? Vempati and Telles (2002) found that after a two-day yoga treatment the subjects showed a decrease in breath frequency producing a sense of internal calm. Bonadonna (2003) conducted an 8-week study on medical and premedical students to see if regular meditation for the 8-week period would make the students less anxious and stressed during an examination period. The results were positive; the meditation did lower the stress and anxiety level of the students.
Another yoga-based program used to reduce stress is the Training of Relaxation with Elements of Yoga for Children Program. The aim of the Training of Relaxation with Elements of Yoga for Children Program is the communication of self-control and relaxation using breathing exercises, imagination journeys and specifically selected yoga techniques for children (Stueck & Gloeckner, 2005). The training program has been shown to create emotional balance in the long term and reduce fears. Feelings of helplessness and aggression were also shown to be reduced with the implementation of these techniques (Stueck & Gloeckner, 2005).

**What Students Learn Through a Yoga Curriculum**

In addition to stress reduction, integrating yoga into the curriculum can address the emotional side of the student, furthermore balancing the intellectual with the emotional (Wolfe, 2005). Both the emotional and physical well-being must be in balance for the individuals to be healthy and ready to learn (Bennett, 2002). Along with helping individuals find emotional and physical balance, yoga also teaches values, life skills, and the importance of getting along with others (Wenig, 2005). Studies have been done to show that yoga improves brain function, which could contribute to an increase in academic function and student focus (Streeter et al., 2007). Students who stay focused are more likely to stay under control in the classroom, leading to improvements in behavior.

Teachers and parents seem to appreciate yoga’s noncompetitive nature. Gloria Siech, who is in charge of a physical education program in the San Francisco Unified School District, feels that because there is no keeping score, no one participating in yoga
feels as though they are not good enough (Eliaz, 2008). She also observed that yoga helps the students concentrate because they are able to clam down and breathe (Eliaz, 2008).

Davidson (2003) conducted a study with 4th graders determining that standardized tests create a culture of failure for many due to the fears of test taking. The study showed that after implementing yoga, students experienced an increase in developing a calm relaxed state for test-taking and in their overall self-esteem. By having the above data show that yoga has a calming effect, this current research can now evaluate whether yoga’s calming effect will translate into a noticeable difference in classroom behavior.

Current Yoga Curricula Used in Public Schools

Three examples of yoga curricula used in public schools are Yoga Ed, YogaBugs, and Yoga Kids. All are ideal programs to adopt for schools that do not have the privilege of a certified yoga instructor, though empirical data supporting these programs has not been established.

Yoga Ed

The mission of the Yoga Ed program is to inspire, educate, facilitate and support children in developing physical health, emotional intelligence and self-awareness through the experiential and transformational practices and tools of yoga (Guber & Kalish, 2001). Yoga Ed, based in Los Angeles, has developed both a curriculum that can be incorporated into a school’s PE program and a Tools-for-Teachers workshop that instructs regular classroom teachers in yoga-derived teaching methods. Tools-for-Teachers program, in which teachers learn to incorporate breathing exercises, games,
yoga poses and “time-in,” which is relaxation or time for reflection, into the school day, is proving especially popular. The Los Angeles Unified School District allowed Yoga Ed to teach Tools-for-Teachers to 60 soon-to-be teachers in its district intern program, which trains people to teach for LAUSD if they lack state teacher certification. Mary Lewis, director of the intern program, feels that yoga makes the teachers more relaxed both inside and outside the classroom (Shin, 2004). What she enjoyed best about yoga was that she found when the interns taught yoga, their students were able to concentrate better, thereby increasing overall learning time and, in turn, academic achievement. Unfortunately, she lacks the budget to have all 540 district interns take Tools for Teachers, but others are flocking to Yoga Ed. Yoga Ed has led over 700 teachers in California through Tools-for-Teachers. Leah Kalish, director of Yoga Ed, noted that Yoga Ed was only in a few schools around the year 2000, but by pushing Yoga Ed within school districts, she hopes it can expand to the state level (Shin, 2004).

YogaBugs

By 2007, the child yoga specialists YogaBugs estimate that at least 100,000 children will be taking part in classes each week, double the number practicing yoga last year. Fenella Lindsell, founder of YogaBugs, which teaches children from the age of two to 12 feels that it improves children's coordination and balance, builds strength and stamina and promotes healthy sleeping patterns. In an interview, she also added that yoga is valuable for preteen children because they go through an enormous amount of physical, mental and emotional changes (Roberts, 2006).
Karen Conroy, headmistress at Norfold Lodge Nursery and Preparatory School, spends 15 minutes with her pre-schoolers doing simple deep breathing poses after their lunch break. The school has adopted an approach that puts each yoga posture to music. Conroy rationalizes that YogaBugs is a friendly approach to yoga with rhymes that children already know. It is fun and helps the younger children concentrate through practices of calm and control (Roberts, 2006).

_Yoga Kids_

Yoga Kids, another type of yoga curriculum, mission is to lower stress to increase success for all teachers and students (Schwartz, 2004). Yoga Kids, a company based in Indiana, uses yoga, Gardner’s Multiple Intelligences Theory, curriculum integration techniques, and character education to accomplish its mission (Buckenmeyer & Freltas, 2007). Buckenmeyer and Freltas (2007) studied several schools using Yoga Kids curriculum in the classroom, and the corresponding affect on student behavior in class and at home, test scores, self-image, concentration and other factors. The study found an increase in subject retention, an increase in positive attitudes in students, enhanced communication and enhanced problem-solving skills by the students. The implementation of yoga within public schools would preferably be set up like Yoga Kids where the yoga is complimented with other affective elements because yoga alone is not going to cure all the behavioral and/or disciplinary problems a school has. Yoga is a valuable component if used properly in a well-thought out preventative plan. Plus Yoga Kids has many cross-curricular opportunities where students can learn other subjects while learning and/or performing yoga.
A study conducted at California State University, Los Angeles was done over the 2002-2003 academic year on The Acceralated School (TAS), a charter school in South Central LA (Shin, 2004). TAS uses yoga (not following a particular pre-established yoga program) as its dominant component to give students fitness, since the school lacks a gym and a playground. When comparing the scores on the state physical fitness exam to other schools in the Los Angeles Unified School District, TAS students performed significantly better on nearly all fitness tasks, and overall, outshone the rest of the district. At TAS, 89% of the fifth-grade passed the fitness exam, compared to only 66% of the district, and among the seventh-graders, 91% at TAS passed, whereas only 63% of Los Angeles Unified School District seventh-graders passed. The study also noted significant correlations between student yoga participation and fewer discipline referrals, increases in student self-esteem after a year of yoga instruction, and even an improvement in grades (Shin, 2004).

Approaches to Correcting Behavior in Schools

Not all yoga programs can have the success the TAS school did. This is why it is important to combine yoga with other proactive student behavior correction approaches to ensure academic success and to provide a safe learning environment. Two socio-economically disadvantaged schools in the Tasmanian government school system went so far to proactively prevent disciplinary problems that they separated the boys and girls to help with the behavior of the disengaged boys (Wilis, 2007). The teachers of these schools were able to demonstrate that the decrease in social pressures and constraints
helped create an environment where all the boys became empowered and engaged as learners (Wills, 2007).

A popularly used system to prevent bad behavior in public schools is the Positive Behavioral Support (PBS). Positive Behavioral Support (PBS) focuses on the prevention of academic and social failure through a three-tier system (Wessendorf, McGlynn, & Nelson, 2005). The first tier, primary/universal interventions, focuses on enhancing protective factors within the environment to prevent youth from experiencing failure. The second tier, secondary/targeted interventions, focuses on providing support to youth, for whom the first tier was not effective, through more specific strategies. The third tier, tertiary/intensive interventions, is for youth whose behaviors were not positively affected by the first two tiers and focuses on comprehensive and individualized strategies with additional support from faculty (Houchins, Wessendorf, McGlynn & Nelson, 2005). McCurdy, Mannella, and Eldridge (2003) conducted a study on an urban public school in which they implemented the PBS. The school showed a 46% reduction in office discipline referrals, a 46% reduction in class disruptions, and a 55% reduction in fighting just after 2 years. Combining a system like the PBS and with supportive proactive approaches like an effective yoga treatment could contribute to even more improvements in student behavior.

Like the PBS, the Whole-School Positive Behavior Support is a discipline practice that focuses on improving instructional methods, formulating behavioral expectations, increasing classroom activity engagement, reinforcing positive performance, and monitoring efficacy through data-based evaluation (Luiselli, Putnam, Handler, &
Feinberg, 2005). The Whole-School Positive Behavior Support intervention was associated with decreased discipline problems (office referrals and school suspensions) over the course of several academic years. Student academic performance, as measured by standardized tests of reading and mathematics, also improved (Luiselli et al., 2005).

Some other commonly practiced proactive models developed for teachers include: the Effective Management Model and the Reality Therapy Model. The Effective Management Model concentrates on the teachers’ behavior, which leads to better achievements among the students with lower rates for discipline. The teacher practices skills like with-it-ness, smoothness, momentary, and lapping (Kounin, 1970). The Reality Therapy Model concentrates on the student as opposed to the teacher. The teacher helps students choose good options leading to good behavior (Glasser, 1986).

Another form of proactive approaches to correcting student behavior is the use of interventions. Schools have used many forms of interventions to attempt to correct behavior. Walker, Kavanagh, Stiller, Golly, Severson, and Feil (1998) reported the results of a 4-year study designed to develop and initially evaluate a combined home and school intervention approach to preventing school antisocial behavior. First Step to Success was the intervention being evaluated. This intervention claims to help children, who are at risk for developing or who demonstrate anti-social or aggressive behaviors, get off to the best possible start in school. First Step to Success incorporates the use of a trained behavior coach who works with each student and his or her class peers, teacher, and parents for approximately 50 to 60 hours over a 3-month period. It consists of three interconnected modules: (a) proactive, universal screening of all kindergartners;
(b) school intervention involving the teacher, peers, and the target child; and (c) parent/caregiver training and involvement to support the child's school adjustment (Walker, Kavanagh, Stiller, Golly, Severson, & Feil, 1998). The major goal of the program is to divert at-risk kindergartners from an antisocial path in their subsequent school careers. Two cohorts of at-risk kindergartners (n=22 and n=24) were identified and exposed to the First Step to Success program during the 1993–1994 and 1994–1995 school years, respectively. Cohort 1 and 2 subjects were followed up through Grades 1 and 2, respectively, with differing teachers and peer groups. Results indicated a measurable intervention effect for both cohorts and persistence of gains into the primary grades (Walker, et al., 1998).

Ryan, Reed, and Epstein (2004) reviewed interventions on students with emotional and behavioral disorder (EBD) where students take on an instructional role with classmates or other students. The overall consensus was that interventions improve academic outcomes.

Along with proactive approaches and interventions, many reactive approaches to handling discipline have been used and developed for teachers to use in delivering instruction and curriculum. The Assertive Discipline Model focuses on giving the teacher the responsibility of the classroom and no student has the right to disrupt the class. There are direct consequences for bad behavior (Canter, 1976). The Traditional Model uses positive rewards like free time, sweets, or some special benefits to encourage students to act as a particular way in the classroom (Goodlad, 1984). Teachers commonly use both of these reactive approaches, but neither helps to prevent a disciplinary problem from
happening beforehand. Teachers have varying personalities and what works for one teacher may not work for another. This difference indicates that there is a defect in classroom discipline and there is no clear model that can be followed by all teachers (Maglebely & Hawamdeh, 2007).

Since there is no one clear-cut way to handle discipline, schools should focus on developing school-wide proactive strategies to help all teachers deal with the ever-changing dynamics of classroom discipline. This is where the implementation of yoga instruction, along with another proactive approach, can be a valuable addition to any school.

Student Behavior Survey Data

Lachar, Kline, Gruber, and Wingfield (2000) developed the Student Behavior Survey (SBS), a teacher rating scale that takes approximately 10 minutes to complete. The SBS provides a comprehensive description of the student, reflecting academic achievement, adjustment problems, and behavioral assets needed for classroom success. By offering an efficient way to quantify classroom observations, it is an excellent way to measure behavior change over time. The first section of the SBS, academic resources, includes four dimensions that focus on student strengths. The second section, adjustment problems, includes seven areas of concern about student adjustment. The third section, disruptive behavior, consists of three 16-item non-overlapping scales that were constructed from 48 SBS items that describe behavior consistent with ADHD, ODD, and CD. In the course of test development, the SBS was used to rate more than 4,000 students. Over half of these ratings involved concurrent administration of other
instruments providing significant independent evidence supporting use of the SBS. Standardization was based on teacher ratings of more than 2,500 students (K-12, evenly distributed by grade and gender) from 22 school districts in 12 states spanning the U.S. This sample closely reflects census figures in regard to ethnicity and socio-economic status. In addition, SBS ratings were collected on more than 1,300 students referred for behavioral or academic problems in special education, clinical, and juvenile justice settings (Lachar, Kline, Gruber, & Wingfield, 2000).

Schmidt, McVaugh, and Jacobi (2007) used the SBS to help evaluate whether a mentoring program improved psychosocial functioning in 5th grade students. The teachers completed the survey on their students to produce quantitative data on behavioral change. The results for this particular study did not produce any significant changes in behavior.

Another school utilized the SBS because they wanted to identify if their treatments were improving behavior on a particular student (Lacher, 2004). Patrick (name changed to protect identity) could not and/or would not sit still, constantly talked in class, could not pay adequate attention, and frequently started fights with classmates. The teachers of Patrick were asked to complete the SBS. Initial treatment consisted of an extended release stimulant with subsequent psychometric assessment to rule out additional emotional and cognitive issues once Patrick had been stabilized at an optimal medication dose. After the initial treatment, Patrick’s teachers again filled out the SBS. The results showed that positive behavioral changes were brought on by the initial treatment (Lachar, 2004).
More schools are using the Student Behavior Survey because it utilizes a teachers unique perspective on children (Lachar, 2004). Not only do teachers spend a lot of time with the students, but also they are in the best position to evaluate children’s functioning in relation to peers and within the school environment. This is insight clinicians and even the students’ parents can not provide.

Summary

In previous studies, yoga has shown to benefit individuals in the areas of focus, energy, behaviors, and learning comprehension. The Student Behavior Survey has also been found to be useful in many other studies giving valid and reliable results about student behavior (Lachar, et al., 2000). Current research being conducted in this study will try to identify whether those aforementioned benefits of yoga can produce noticeable differences in student behaviors through the implementation of an eight-week yoga treatment.
Chapter 3

METHODS

This investigation used surveys to determine if the implementation of yoga in elementary schools had an impact on behavior and control within the classroom. The design of this research was a pre-survey/post-survey experimental study, with a control group. The design of this research incorporated a control group to make sure the pre-survey/post-survey data from the yoga group was not caused by confounding variables. By having a control group, the data became more reliable knowing that any significant difference in the data for the yoga group was likely a result of the yoga treatment.

Population

The population for this study was two 5th grade classes. The students’ ages ranged from 10-to-11 years old. One of the two 5th grade classes was the experimental group (received the yoga treatment) and the other 5th grade class was the control group (did not receive the yoga treatment). The experimental group consisted of 20 students and the control group consisted of 24 students. All students knew they were involved in a study, but the specifics of the study were not mentioned. They were spoken to and encouraged to try to maximize the benefits yoga can provide to help make this research as valid as possible. Two instructors were present for all yoga sessions. One was the physical education teacher and the other was the certified yoga instructor. The teacher student ratio was 10-to-1.
Instrumentation

The instrument used to measure if the perception of behavior and control improved was the Student Behavior Survey (SBS). The SBS yields ratings that are consistent with the teachers’ casual descriptions of student behaviors. It has been used in general and special education, clinical, and juvenile justice settings. In the course of test development, the SBS was used to rate more than 4,000 students. Over half of these ratings involved concurrent administration of other instruments providing significant independent evidence supporting use of the SBS. Standardization was based on teacher ratings of more than 2,500 students (K-12, evenly distributed by grade and gender) from 22 school districts in 12 states spanning the U.S (Western Psychological Services, 2008).

Procedures

The researcher selected two 5th grade classes to participate in the study. One of the two classes was the experimental group and the other class was the control group. On Mondays and Wednesdays the experimental group received eight weeks of yoga during the 45-minute physical education class period. The other class (the control group) did not receive any yoga during those eight weeks.

Before administering the 8-week yoga treatment, the researcher surveyed all the teachers of both the yoga group and the control group. Before the teachers filled out the surveys, parent permission was received from all the parents/guardians of the students involved in the study. At this school all 5th grade students go to all 5th grade teachers, so the same two teachers filled out the surveys for both the yoga group and the control group. The Student Behavior Survey (SBS) the teachers filled out provided the teachers’
perspective on students’ emotional and behavioral adjustment. Once all the pre-yoga Student Behavior Survey data was collected, the 8-week yoga treatment on the experimental class started. The control group just continued with regularly scheduled physical education class. After the 8-week yoga treatment (16 sessions in all), the researcher surveyed the same teachers to collect post-yoga student behavior data for both the experimental and control groups.

Both teachers involved in the study knew the procedures of the experiment, but they were not informed about filling out post-yoga survey until after the 8-week treatment. This was done to keep the teachers from altering some of their pre-yoga student behavior survey ratings. Ideally, this helped control and improve both validity and reliability.

Analysis of Data

The pre-yoga and post-yoga Student Behavior Surveys yielded quantitative data. Mean raw scores from the surveys were put into a t-score conversion table provided by the Student Behavior Survey (Lachar, Wingenfield, Kline, & Gruber, 2000). Teachers filled out the Student Behavior Surveys with questions that fell into the following seven categories: health concerns (HC), emotionally disturbed (ED), unusual behavior (UB), social problems (SP), verbal aggression (VA), physical aggression (PA), and behavior problems (BP). Appendix C provides a copy of the exact survey the teachers filled out. Any t-score from any of the categories that produces a number above 60 can be interpreted as a potential characteristic behavior of a student, while a t-score above 70 can be interpreted as a characteristic often displayed by the student. Any change in the
pre-yoga and post-yoga surveys that went from a t-score of 60 or higher to below 60 is
significant enough difference to interpret that a change had occurred. Any change in the
pre-yoga and post-yoga surveys that went from a t-score of 70 or higher to below 70 is a
significant enough difference to interpret that a change had occurred.
The present study sought to identify if the teachers’ perceptions of student behavior changed after the implementation of a yoga treatment. It was hypothesized that there would be no significant difference between the teachers’ perceptions of student behavior before the yoga treatment compared to the teachers’ perceptions of student behavior after the yoga treatment for both the experimental and the control group.

Teachers filled out surveys with questions that fell into the following seven categories: health concerns (HC), emotionally disturbed (ED), unusual behavior (UB), social problems (SP), verbal aggression (VA), physical aggression (PA), and behavior problems (BP). The Student Behavior Survey (SBS) developed a scale that interprets t-scores of 70 or higher as having a greater sense of correlation in defining a student's behavior for a particular category. The phrase, “often a characteristic of” is used when describing a student. When the t-score falls between the range of 60-to-69, then the phrase used to describe this student’s behavior would be “may be a characteristic of” or something similar (Lachar, Wingenfeld, Kline, & Gruber, 2000). When evaluating the data only students who had a t-score of at least 60 or higher on the pre-yoga in one of the categories were used in the data assessment. Students who did not reach a t-score of 60 in the pre-yoga surveys in any of the categories are perceived by the teachers to not be a behavior problem and were not used in the data evaluation. The students above a t-score
of 60 on the pre-yoga surveys in any of the seven categories may have the most potential benefit from yoga in terms of student behavior and were used in the data evaluation.

Teacher Perception of Student Behavior with Yoga

Within the group of students (n=20) who received the yoga treatment, four students had a t-score of 60 or above in one of the seven categories. The table below breaks down the differences between the pre-yoga survey data and the post-yoga survey data for these individuals (n=4).

Table 1

*T-Scores for Pre-Yoga Survey and Post-Yoga Survey Data*

<table>
<thead>
<tr>
<th>Category</th>
<th>Pre-Yoga Survey</th>
<th>Post-Yoga Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Concerns</td>
<td>49.5</td>
<td>48.5</td>
</tr>
<tr>
<td>Emotionally Disturbed</td>
<td>49.0</td>
<td>43.8</td>
</tr>
<tr>
<td>Unusual Behavior</td>
<td>50.5</td>
<td>43.3</td>
</tr>
<tr>
<td>Social Problems</td>
<td>51.7</td>
<td>45.5</td>
</tr>
<tr>
<td>Verbal Aggression</td>
<td>59.0</td>
<td>58.5</td>
</tr>
<tr>
<td>Physical Aggression</td>
<td>61.3</td>
<td>48.7</td>
</tr>
<tr>
<td>Behavior Problems</td>
<td>54.8</td>
<td>56.0</td>
</tr>
</tbody>
</table>

The first hypothesis stated there would be no significant difference between the teachers’ perceptions of student behavior before the yoga treatment compared to the teachers’ perceptions of student behavior after the yoga treatment. Based on the data collected, it was identified that there was no significant difference in six of the seven categories of student behavior concerns. Within these six categories none of the pre-yoga
survey data and post-yoga survey data produced a t-score above 60; thus, it cannot be concluded that the yoga treatment made a significant difference in any of these behavior areas. Physical aggression is the one area of behavior concern that did show a significant improvement after the yoga treatment. The pre-yoga survey data produced a t-score of 61.3 (“may be a characteristic behavior of”) and a post-yoga survey t-score of 48.7. These results suggest that physical aggression is an area of behavior that could be improved by implementing a yoga program.

Teacher Perception of Student Behavior without Yoga

Within the group of students (n=24) who did not receive the yoga treatment it was identified that five students had a t-score of 60 or above in one of the seven categories. The table below breaks down the differences between the control groups pre-yoga survey data and the control groups post-yoga survey data for these individuals (n=5).

Table 2

<table>
<thead>
<tr>
<th></th>
<th>Placebo Pre-Yoga Survey</th>
<th>Placebo Post-Yoga Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Concerns</td>
<td>52.5</td>
<td>46.0</td>
</tr>
<tr>
<td>Emotionally Disturbed</td>
<td>50.7</td>
<td>42.5</td>
</tr>
<tr>
<td>Unusual Behavior</td>
<td>49.3</td>
<td>45.7</td>
</tr>
<tr>
<td>Social Problems</td>
<td>51.2</td>
<td>45.5</td>
</tr>
<tr>
<td>Verbal Aggression</td>
<td>54.8</td>
<td>49.8</td>
</tr>
<tr>
<td>Physical Aggression</td>
<td>57.7</td>
<td>46.3</td>
</tr>
<tr>
<td>Behavior Problems</td>
<td>53.3</td>
<td>45.8</td>
</tr>
</tbody>
</table>
The second hypothesis stated that there would be no significant difference between the pre-yoga and post-yoga student behavior surveys for the control group. Based on the data collected, there was no significant difference in any of the seven categories of student behavior concerns. Within these seven categories none of the pre-yoga survey data and post-yoga survey data produced a t-score above 60, so it can be concluded that confounding variables did not have a significant role in changing student behavior.
The primary purpose of administering these Student Behavior Surveys was to examine the impact yoga could have on the teachers’ perception of student behavior. Based on the results, yoga did play a role in improving physical aggression in public school 5th grade students. Before yoga was administered, the group of students (n=4) whose data was evaluated (any student who had a mean t-score above 60 in any of the seven categories) produced a t-score of 61.3. Based on the interpretation set forth by the Student Behavior Survey (SBS), a PA (physical aggression) t-score between 60-to-69 have been found by teachers to often describe students who are likely to hit or push other students and to start fights with them. Their parents describe them as hard to manage at home and at school. These students often admit to becoming violent and attacking/hurting other people (Lachar, Wingenfeld, Kline, & Gruber, 2000).

After the yoga was administered, the group of students (n=4) produced a t-score to 48.7. According to the SBS manual, the t-score must be at least 60 or higher to be significant enough to be interpreted. The teachers’ student behavior perception before the yoga treatment, in terms of physical aggression, were not evident after the yoga treatment for this particular group of students (n=4). Plainly stated, the teachers no longer noticed these physically aggressive characteristics.

This is congruent with past research that suggests yoga can help find emotional and physical balance, and it teaches values, life skills, and the importance of getting
along with others (Wenig, 2005). From this current study, it can be identified that yoga does help 5th grade students find an emotional balance, in terms of physical aggression, and it helps them with getting along with others. This is important information for public schools to have because schools are looking for proactive ways to prevent physical aggression and this could be a new strategy schools choose to use.

Implementing a Yoga Program in Schools

Based on the results that show yoga can potentially decrease physical aggression, having a once or twice weekly yoga class in place for students who have been identified as physically aggressive would be ideal. The biggest obstacle schools have when trying to get yoga in a public school is finding someone to teach it. The best scenario would be to work with your local yoga studio to see if they can instruct the classes. If that is not possible, then using pre-developed programs like Yoga Ed or Yoga Kids is a plausible alternative. Both of these programs, along with others, can be used to guide these physically aggressive students.

Previous research has already found yoga to increase academic retention and fitness scores for elementary and middle school students (Buckenmeyer & Freitas, 2007; Shin, 2004). Now with these current findings on yoga’s potential impact on decreasing physical aggression it can be concluded that yoga could benefit public school students. If used correctly yoga can potentially decrease physical aggression, increase academic retention, and increase fitness scores.
Evaluating the Data

For this particular study, only four students qualified to have their pre-yoga and post-yoga data be evaluated based on the criteria of having at least one of the seven categories of behavior produce a mean t-score of 60 or above. The study focused on those surveys only because out of the group of twenty students, they are the pupils with some characteristic of unfavorable behavior. Since only four students’ behavior surveys were evaluated, it is necessary to use caution when trying to apply these results.

The experimental and control groups used in this study were not randomized because logistically that was not feasible. At this public school, classes are formed based on academic ability, so that may or may not have played a role in producing the results for this study. Finally, this study used a highly trained instructor who has worked for years with children in 5th grade and has developed specific age appropriate yoga for this age group. Other schools may not get the same results if a less trained yoga instructor or an inexperienced classroom teacher uses a pre-established yoga program (i.e. Yoga Ed).

Another correlation to consider is that even though the control group did not show any significant behavior changes in student behavior it is important to note that all the t-scores in all seven categories were lower on the post-yoga surveys. The biggest decrease for the control group took place in the physical aggression category going from a pre-yoga t-score of 57.7 to a post-yoga t-score of 46.3. This shows that even though there is no significant difference in any of the student behavior categories for the control group, it is important to identify that maybe other factors help contribute to the significant t-score decrease in the physical aggression category for the yoga group.
One student in particular out of the yoga group had a major t-score decrease in the physical aggression category. His mean t-score for physical aggression in the pre-yoga survey was 80.0. Students who fall under this category (t-score of 70 or higher) are perceived by teachers to be likely to hit or push other students, to start fights with peers, and to destroy property when angry. They may even be capable of striking or pushing school personnel. They are described as unhappy and angry, with a tendency to become violent. They seem bored with school and usually dislike their teacher/s (Lachar, Wingenfeld, Kline, & Gruber, 2000). After the yoga treatment, this same student had a t-score of only 47.5, which is not an interpretable t-score based on the scale established by the SBS because the t-score is below 60. Yoga is an actual proactive approach that definitely seems to have played some role in getting this student to relax and release some of his stress. Through these surveys it showed that the teachers’ no longer perceived this student as being as physically aggressive and yoga is the change in his routine that seems to have made an impact. The following table gives the t-score data for this student.
Future Research

This study was done to further add data to limited knowledge on yoga and its affect on student behavior. Hopefully from these findings public schools can begin to explore ways of incorporating yoga into their curriculum. To further validate yoga’s impact on student behavior a similar study needs to be done specifically on students who have been identified as physically aggressive. This population seems to get the most benefit from yoga, but that would need to be explored further.

Doing a similar study on more students, maybe district wide, would give more data on the exact impact yoga has on behavior. The results from this study are encouraging, but one study is not enough. More data that correlates these results will increase our certainty that yoga impacts physical aggressiveness.

Table 3

*T-Scores for One Student Pre-Yoga Survey and Post-Yoga Survey Data*

<table>
<thead>
<tr>
<th></th>
<th>Placebo Pre-Yoga Survey</th>
<th>Placebo Post-Yoga Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Concerns</td>
<td>49.5</td>
<td>48.0</td>
</tr>
<tr>
<td>Emotionally Disturbed</td>
<td>48.5</td>
<td>43.0</td>
</tr>
<tr>
<td>Unusual Behavior</td>
<td>50.5</td>
<td>43.0</td>
</tr>
<tr>
<td>Social Problems</td>
<td>51.0</td>
<td>47.5</td>
</tr>
<tr>
<td>Verbal Aggression</td>
<td>60.0</td>
<td>61.0</td>
</tr>
<tr>
<td>Physical Aggression</td>
<td>80.0</td>
<td>47.5</td>
</tr>
<tr>
<td>Behavior Problems</td>
<td>54.5</td>
<td>57.5</td>
</tr>
</tbody>
</table>
APPENDICES
APPENDIX A

Consent Form for Teachers

Sacramento State University

Yoga’s Impact on Student Behavior

(Consent Form)

You are being invited to participate in a research study about the impact yoga has on student behavior. This study is being conducted by Mr. Ciaramitaro from the Kinesiology Dept. at Sacramento State University. The study is for his graduate thesis.

You were selected as a possible participant in this study because you currently teach the 5th grade students who will be receiving the yoga treatment. There are no known risks if you decide to participate in this research study. There are no costs to you for participating in the study. The information you provide will be evaluated to identify if yoga had any impact on student behavior. The survey will take about 5 minutes each to complete. The information collected may not benefit you directly, but the information learned in this study should provide more general benefits.

This survey is anonymous. Do not write your name on the survey. Should the data be published, no individual information will be disclosed. Your participation in this study is voluntary. By completing and returning the surveys to Mr. Ciaramitaro, you are voluntarily agreeing to participate. You are free to decline to answer any particular question you do not wish to answer for any reason.

If you have any questions about the study, please contact
Dominic Ciaramitaro
(209) XXX-XXXX
APPENDIX B

Parental Permission Form

I am interested in the various impacts the yoga unit we offer here at Riverview Middle School has on student behaviors and will be using a student behavior survey to help determine this. Your child’s teacher/s will be completing a student behavior survey related to your child’s classroom behavior as part of my data collection for my master’s degree in kinesiology.

Individual forms completed on each child will be kept in a locked file cabinet in the physical education classroom (#20). No names, either student or teacher, will be used in the reporting of the data. The reporting of the data will be evaluated as a whole class, not as individual student data.

Please contact me with any questions you have related to my study. I would be happy to share the results upon the completion of my thesis. You may contact me by phone at (209) xxx-xxxx, or email me at dxxxxxxx@yahoo.com. You may also contact my faculty advisor, Dr. Maureen Smith, at CSUS at sxxxxxx@csus.edu.

Sincerely,

Dominic Ciaramitaro

Please enter your child's name and sign below to give consent for your child’s teacher/s to complete the student behavior survey on your child.

Your child's name: ____________________________________________________________

Parent/Guardian signature: ________________________________ Date ____________
### APPENDIX C

**Student Behavior Survey (SBS)**

Please rate this student’s current behavior compared to the behavior of regular education students of the same age. Circle one number for each item to record the frequency of that behavior.

#### Adjustment Problems

<table>
<thead>
<tr>
<th>Health Concerns</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Usually</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. Appears tired, exhausted, or sleepy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>37. Complains of headaches</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>38. Complains of stomachaches</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>39. School absences due to poor health</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>40. Talks about being sick</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>41. Visits the school nurse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Emotional Distress

<table>
<thead>
<tr>
<th>Emotional Distress</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Usually</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. Afraid of little things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>43. Appears moody or too serious</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>44. Appears sad or unhappy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>45. Becomes upset by constructive criticism</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>46. Becomes upset for little or no reason</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>47. Blames himself/herself for others’ problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>48. Cries or appears fearful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>49. Does not seem to have fun</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>50. Expects to fail or do poorly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>51. Mood changes without reason</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>52. Overcritical of himself/herself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>53. Pessimistic about the future</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>54. Talks about hurting or killing himself/herself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>55. Worries about little things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>56. Worries about what others think</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Unusual Behavior

<table>
<thead>
<tr>
<th>Unusual Behavior</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Usually</th>
</tr>
</thead>
<tbody>
<tr>
<td>57. Behavior is strange and peculiar</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>58. Confused by what other people say</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>59. Daydreams or seems preoccupied</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>60. Does not trust other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>61. Says strange or bizarre things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>62. Seeks lost or disoriented</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>63. Talks or laughs to himself/herself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Social Problems

<table>
<thead>
<tr>
<th>Social Problems</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Usually</th>
</tr>
</thead>
<tbody>
<tr>
<td>64. Angers other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>65. Appears uncomfortable when talking to others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>66. Avoids social interaction in class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>67. Criticized by other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>68. Engages in solitary activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>69. Ignored/rejected by other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Social Problems (continued)

<table>
<thead>
<tr>
<th>Social Problems</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Usually</th>
</tr>
</thead>
<tbody>
<tr>
<td>70. Interrupts when others are speaking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>71. Overly dependent on other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>72. Prefers the company of adults over peers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>73. Shy/uncomfortable with adults</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>74. Teased by other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>75. Unaware of the feelings of others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>76. Argues and wants the last word</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>77. Complains about the requests of adults</td>
<td>1</td>
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<tr>
<td>78. Insults other students</td>
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<tr>
<td>79. Swears at school personnel</td>
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<tr>
<td>80. Teases or taunts other students</td>
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<tr>
<td>81. Teases or taunts other students</td>
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<tr>
<td>82. Threatens school personnel</td>
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<tr>
<td>83. Attempts to seriously hurt another student</td>
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<tr>
<td>84. Destroys property when angry</td>
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<tr>
<td>85. Hits or pushes other students</td>
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<tr>
<td>86. Starts fights with other students</td>
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<tr>
<td>87. Strikes or pushes school personnel</td>
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<tr>
<td>88. Associates with students who are often in trouble</td>
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<tr>
<td>89. Blames others for his/her own problems</td>
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<tr>
<td>90. Disobeys class or school rules</td>
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<tr>
<td>91. Disrupts class by misbehaving</td>
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<tr>
<td>92. Impulsive; acts without thinking</td>
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<tr>
<td>93. Uses alcohol or drugs</td>
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<td>94. Misbehaves unless closely supervised</td>
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<td>95. Overactive; constantly on the go</td>
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<td>96. Preoccupied with sex</td>
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<tr>
<td>97. Sent to the office because of misbehavior</td>
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<tr>
<td>98. Skips classes</td>
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<td>99. Steals from others</td>
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<tr>
<td>100. Suspended from school due to misbehavior</td>
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<tr>
<td>101. Talks excessively</td>
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</tbody>
</table>
REFERENCES


http://www.yogawiz.com/yoga-poses.html


