

针对青春期前儿童的基于正念的干预措施: 综合荟萃分析 Mindfulness-based interventions for preadolescent children: A comprehensive meta-analysis

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【摘要】 在众多可用的社会和情感学习 (SEL) 干预措施中, 基于正念的干预措施 (MBI) 变得越来越受欢迎, 特别是对于青春期前的儿童, 他们曾经被认为不具备从此类训练中受益的元认知能力或认知资源。尽管之前的研究综合表明, MBI 在促进一系列领域的积极成果方面表现出了希望, 但 MBI 对青春期前儿童的有效性可能会被年龄较大的儿童的影响所掩盖, 而年龄较大的儿童在过去的荟萃分析中占了大多数样本。因此, 为了更好地了解基于正念的训练对青春期前儿童 (6-12 岁) 的影响, 本研究回顾了一系列结果的治疗效果估计, 包括正念、注意力、元认知和认知灵活性、情绪和行为调节、学业成绩和学校功能、积极情绪和自我评价、消极情绪和主观困扰、外化问题、内化问题、社交能力和亲社会行为以及身体健康。我们确定了 32 项研究 (受试者人数=3640) 并纳入随机效应荟萃分析。本研究中进行的多项荟萃分析的结果表明, 青春期前的青少年在注意力、情绪和行为调节、积极情绪和自我评价、社交能力和亲社会行为方面都获得了显著的益处 ($g=0.19$ 至 0.39)。然而, 总体效果被认为很小 ($g=0.34$)。由于缺乏与 SEL 干预措施的比较研究, 尚不清楚 MBI 在促进青春期前儿童的健康发展和学业成绩方面是否与传统方法一样有效。此外, 目前的荟萃分析结果为未来的研究提出了各种建议, 以确保不断加深对如何将 MBI 用于儿童的理解。

【关键词】 正念; 干预; 青春期前; 荟萃分析; 社会和情感学习

[Abstract] Among the many social and emotional learning (SEL) interventions available, mindfulness-based interventions (MBIs) have become increasingly popular, particularly for preadolescent children who were once thought to not possess the metacognitive abilities or cognitive resources to benefit from such training. Although previous research syntheses indicate that

MBIs show promise in promoting positive outcomes across a range of domains, the effectiveness of MBIs for preadolescent children may be masked by the effects of older children who have comprised the majority of samples in past meta-analyses. Hence, to better understand the impact of mindfulness-based training on preadolescent children (ages 6–12 years), the present study reviewed treatment effect estimates across a range of outcomes, including mindfulness, attention, metacognition and cognitive flexibility, emotional and behavioral regulation, academic achievement and school functioning, positive emotion and self-appraisal, negative emotion and subjective distress, externalizing problems, internalizing problems, social competence and prosocial behavior, and physical health. Thirty-two studies (nparticipants = 3640) were identified and included in a random-effects meta-analyses. The results from multiple meta-analytical analyses conducted in the present study suggest that preadolescents have experienced significant benefits across attention, emotional and behavioral regulation, positive emotion and self-appraisal, and social competence and prosocial behavior ($g = 0.19$ to 0.39). However, the overall effect was deemed small ($g = 0.34$). Due to the lack of comparison studies with SEL interventions, it remains unclear whether MBIs are as effective as traditional approaches in promoting healthy development and academic achievement for preadolescent children. Additionally, results from the present meta-analysis suggest various recommendations for future studies to ensure a continued growth in understanding how MBIs can be used with children.

[Key words] Mindfulness; Intervention; Preadolescence; Meta-analysis; Social-emotional learning

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