

In order to contribute to the body of work that supports the use of yoga within the school environment, data was recorded over the course of the 12-week Schmoga program. Seven students (2 females, 5 males) ages 6-11 with special needs participated in the yoga-based self-regulation program three times each week during their regular school day. Primary objectives of the Schmoga group were organized into three categories based on areas for improvement identified by the teachers and therapists of Cherrelyn Elementary. These categories included questions related to sensory issues, self-regulation, and social interactions. Information on each of the students was quantified and recorded in pre-test and posttest surveys administered to regular and special education classroom educators of the Schmoga participants. Using the Teacher Assessment of Targeted Behaviors (Appendix A), results indicated improvements across all three areas with the most significant difference being in the sub-category of self-regulation. Specifically, teachers noted overall improvements in students' ability to cope with changes in the schedule and they saw a decrease in disruptive behaviors in the classroom.

