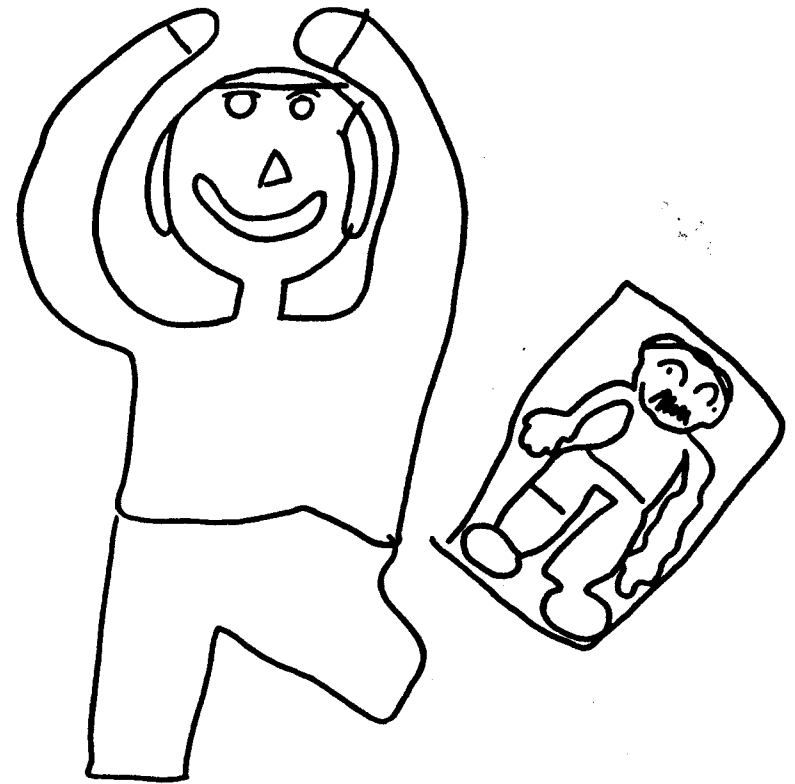


cators to create similar "occupations" for children in the context of the school. The research on the processes of the right and left brain help us refine Dewey's recommendations and educating the whole child is the aim.

APPENDIX: YOGA ASANAS



Two drawings by first graders of yoga asanas. The one on the left is a balance pose called the tree. The one on the right is a deep relaxation pose called the sponge.

Scheduling Yoga Lessons

Consistency is very important in practicing yoga. Repeated practice is necessary in learning deep breathing and deep relaxation. Repeated practice is also necessary to build strength and endurance through the positions.

If done regularly, yoga can become a part of an individual's life rhythm, so that the body comes to expect the stretch and relaxation that yoga brings. Children will start to relax just as a result of yoga beginning if it is done consistently. At a minimum it is best for children to do yoga twice a week. A 10-15 minute yoga session is best for young children, ages 4-7 years. For older children, ages 8-12, sessions can be up to 45 minutes.

Pacing Lessons

The rule with yoga is not to hurry. It does not matter how much yoga is done; more important is the way it is done. The aim of yoga is to develop awareness so it must be practiced with care. If positions seem difficult or children show frustration, it is best to stop and return to an easier, familiar position. The difficult position can wait until the beginning of the next session.

It is very important to stop practicing positions with ten minutes remaining in the session so that time that is left can be used for deep relaxation.

Where To Do Yoga: What To Wear

It is best to practice yoga in an area that is big enough so each student has enough room to move, lie down, and stretch without touching a neighbor.

If yoga is not done on a carpeted surface, students will each need a folded-up blanket, mat or piece of foam. This cush-

ions the spinal column and the head. A good size for mats is 3 x 2 feet.

Comfortable clothes that do not restrict movement are best. Yoga is practiced with bare feet. This helps with traction in various positions and helps stimulate the many nerve endings in the feet.

Group Ecology

The most effective arrangement for maintaining student attention is a circle. The circle must be big enough for students to have their own space to move. A circle allows the teacher to be equidistant to all students, and discourages disruptions by having a student next to only two other students. The circle is also a form that unifies and helps focus attention at a single point.

When introducing a new position for students to practice, it works best to communicate how to do the position if the teacher demonstrates first to one side of the circle, then to another.

Modeling and Checking

Children will learn much more about yoga by what a teacher does, rather than by what is said. They will strive to imitate what they see. Therefore, demonstrating or modeling is very, very important. Teachers can model new positions and other students can model already practiced poses. When positions are reviewed and have already been practiced, a student can be asked to come to the center of the circle and model a position. This builds memory, provides an honor for some students, and may be a more effective model. Children will more likely imitate actions if the person demonstrating is perceived as being similar to them.

Equally important to modeling is checking that positions are done correctly. After a teacher models, it is necessary to ask

children to do the pose on their own. Then the teacher can circulate to check each child. If children are having difficulty, teachers can actually place children's bodies in positions. Children can be encouraged to help each other.

Yoga is fun but it does require attention and discipline. It is important that positions are done correctly for maximum effect.

Motivation and Management

Yoga positions imitate objects and animals that are familiar to students. Children's interest can be enhanced by showing pictures of these objects and animals (e.g., a lotus flower, a bow, a cobra, a lion, a fish, a woodchopper, a table, etc.). Also motivation is heightened by talking about the object or animal—where it is usually found, how it is used, etc. For example, to introduce a cobra, a teacher could tell what a cobra is, where they live, and how they move, encouraging children to do the position slowly and silently like a cobra.

One sitting position can be used throughout a lesson for group management. This position is the rock. It is accomplished by sitting tailor-fashion on the feet, bottom resting on soles of feet. After you model a position and then circulate to check how children are doing, the noise level increases as well as non-directed movement. Simply say, "Who can sit like a rock first? Remember rocks are silent and still." A variation of this is to actually bring a rock to class. Place the rock in front of a child to see how fast the student can sit like a rock. The child with the rock can be praised and given a hand. Another variation is to give an award for those sitting like a rock quickly. The rock sitting position works to regain attention and does not seem to wear off.

Feedback is essential to teaching anything, especially yoga. Specific praise that mentions the correct thing that a child is doing smooths group management and is a good teaching tool. (Examples: 'George is sitting still like a rock. That's

perfect, you have your hands around your knees and you are rocking like a horse.') Touching children when praising enhances the motivation of the words.

Vocabulary

Some words are used in lessons that children may not be familiar with. Teaching the necessary vocabulary before a lesson will make sure children know what you mean and will lessen confusion.

Some of the unfamiliar words are: lungs, exhale, inhale, squat, thigh, grasp (as grasp your leg), interlace (as interlace your fingers), soles (of feet), palms, extend (as extend your leg or extend your arm).

Basic Teaching Goals

There are three basic teaching goals in yoga lessons. The first is to teach children to sense changes and feelings in their bodies, to turn their attention inside to feel what is happening. The second is to teach children to actually talk to their bodies to become relaxed. The third is to teach children to picture images with their eyes closed as another tool for relaxation.

Summary of Teaching Pointers

A lesson follows the following sequence:

1. Name Position. Talk about name of position to heighten interest.
2. Model position to both sides of circle.
3. Ask children to imitate.
4. Circulate to each child checking position and placing child's body in a position, if necessary.
5. Specifically praise attempts and correct positions.

6. Use rock position to regain attention for next model.
7. Praise first student taking rock position.

Other pointers:

- * Practice positions before you present them.
- * Schedule regular yoga sessions; 2 a week, 35-45 minutes.
- * Don't hurry.
- * Use second lesson of week to review and present material did not have time for the first time.
- * Stop instruction 10 minutes before sessions end for deep relaxation.
- * For preschoolers, do yoga 10-15 minutes a day and split up lesson.
- * Do yoga in a spacious area, outside if possible.
- * Provide mats for students to protect their spines.
- * Wear loose fitting clothes. Be barefoot.
- * Arrange children in a circle.
- * Review necessary vocabulary before a lesson.

Rock Sitting Position

"Sit on feet with knees bent and legs together. This is called sitting like a rock."

Practice getting in and out of this position several times, so that when you say, "Sit like a rock", children know what you mean. This can be used as a regrouping position when children are too involved in movement or talking to pay attention. A game can be made of who can sit like a rock first. It would be good to use a quiet voice to teach children to pay careful attention to what you say.

Hopping

"Lift one foot, now hop. (30 seconds) Now lift the other foot up and hop."

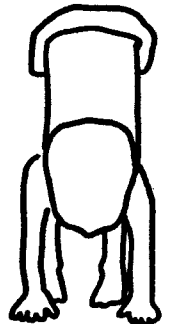
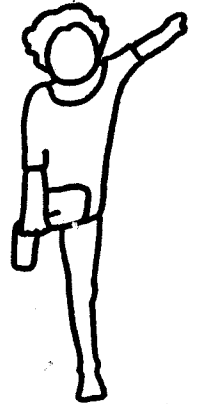
Frog

"Squat down. Be on your toes. Put your hands on your head one on top of another. Now jump around like a frog. Grivet. Grivet."

This one improves posture and strengthens knees, feet and ankles.

Flat on Floor

"Stand tall with both hands above your head. Stretch as high as you can. Try to reach the ceiling. Now bend down and touch the floor. Try to put your palms flat on the floor. Keep your knees straight."

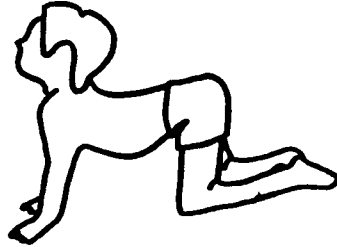


Cat

"Kneel. Put hands out in front of you on the floor. Push bottom up, so you are on all fours like a cat. Put your head up and inhale through your nose, mouth closed. Stretch your neck way back. Have your back sink into a curve.

Now lower your head, exhale through your nose, mouth closed. Put chin to neck. Push your back up. Hiss like an angry cat."

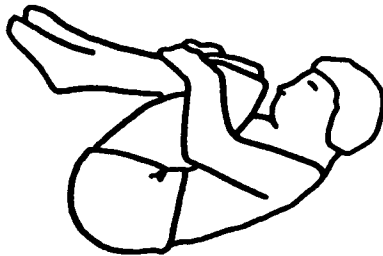
Repeat this several times. Talk to children about stretching slowly as a cat does. This exercise relieves cramped back and neck muscles.



Rocking Horse

"Bring knees to your chest. Surround knees with your arms. Put head against knees. Now rock backwards and forward."

Continue this for 30 seconds. Some children may need assistance rocking.



Lion

"Kneel on floor and sit on your feet, knees together, hands on sides. Lean forward, as if you are springing like a hungry lion. Put your hands on knees and stretch

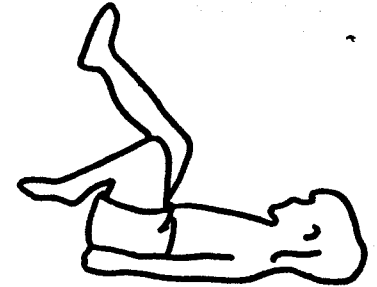


out fingers. Open eyes wide. Open mouth as far as you can. Stick out tongue and try to touch your chin. Say ahhhhhhh."

Repeat several times; substitute any noises that a lion might say or that students suggest.

Ride Your Bike

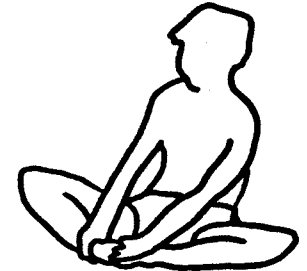
"Lie down on your back. Lift your legs. Move them in circles like you are riding a bike. Now move your hands in a circle, too. Now laugh. What's so funny?"



Butterfly with Legs

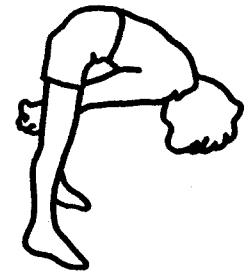
"Sit up. Bring feet together. Hold your feet with both hands. Pull legs towards your body as far as you can. Bounce knees up and down. Fly away."

Continue this for 30 seconds. You can talk about where you are flying to. This is a good leg strengthener and stretcher.



Wood Chopper

"Stand up straight with your legs apart. Put your hands out straight in front of you. Interlace your fingers. (Model this.) Inhale. Now raise your arms up high. High up



there. Exhale and swing your arms through your legs, keeping your hands together. Imagine your arms are an ax, coming down fast to split wood."

Repeat three times.

The woodchopper releases excess energy, and keeps the spine flexible.

Rock-A-Baby

"Sit with your legs stretched out in front of you. Grab one foot with your hand. Bring it up and rest it by your elbow in your other arm. Wrap your arm around your knee. Put your hands together interlacing your fingers. Rock your leg back and forth." (Continue about 20 seconds. Repeat the other leg.) "Pretend your leg is a baby and you are rocking it to sleep. Shhh."

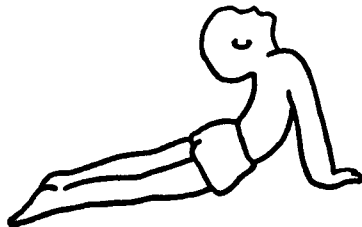


This one is good for hips, knees, and ankles.

Cobra – The Snake

Explain that a cobra is a kind of snake. Explain how snakes move slowly and steadily to stalk their prey. Ask children to imagine that they are a snake very slowly and very silently raise their head out of the tall grass so that they can see what is happening.

"Lie on stomach with your feet together. Your head is on the floor. Put your hands on the floor under your shoulders, palms down. Inhale. Slowly lift your head.



Then slowly lift your chest off the floor as far as you can. Stretch your neck back. Look up. Exhale. Hold while I count to five. Now slowly come down. Lowering your back and then your head. Rest."

Repeat two or three times. On the last one have children hiss-s-s-s-s. It is important that children do this slowly. It may help to count to 10 as they go up and count to 10 as they come down. Make a game of how slowly they can do it. "Many times we try to do things fast. This time we are going to see how slowly we can do something. It will be hard."

The cobra strengthens the lower back and neck. The cobra increases energy through improved circulation and at the same time brings relaxation.

Eye Exercises

"Sit with legs crossed. Straighten your back. Now keeping your face still, slowly look to your right. Slowly look to your left. All the way over. Right again. Left. Right. Left.

Now look up, down, up, down, up, down, up, down. (Say this slowly with pauses in between each direction.) Now make big circles with your eyes, keeping your head still.

Put the palms of your hands on your eyes. Rest. (Hold 30 seconds.)"

Neck Stretch

"Sit cross-legged. Inhale. Move head to right shoulder. Bend and stretch your neck as far as you can. Exhale. Hold neck there (5 seconds). Bring head up. Inhale. Move head to left shoulder. Bend and stretch your neck as far as you can. Exhale. Hold (5 seconds). Bring your head up. (Repeat 2-3 times on both sides.)

Now make big circles with your neck. Round and round and round. Don't turn your face, just your neck. Now let's go round and round the other way."

The idea is not to move the face, but to have the neck really stretched. This exercise relieves tension and stiffness in the neck.

Ballet Dancer

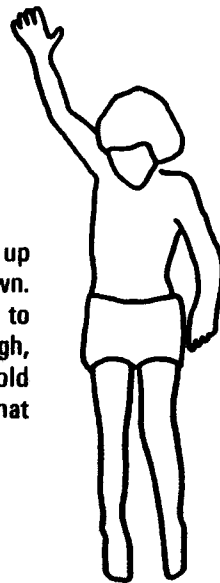
"Sit with your legs in front of you. Bend your right knee and rest your foot on your left thigh. (Now children should have 90° angle made by legs.) Raise your arms high above your head. Stretch up very high. Make your back as straight as you can. Imagine there is a pole down your back. Inhale. Slowly bend forward, keeping your back straight as long as possible. Keep imagining that pole down your back as you bend forward. Hold stretch. Exhale. Slowly come up with your hands above your head. Rest. (Repeat with opposite leg.)"



Fir Tree

This is readiness for balancing positions.

"Stand on your toes. Hold your right hand up as high as you can. Stretch your other arm down. Imagine you are a tall fir tree. Hold as I count to five. Now switch. Hold your left hand up high, high. And stretch your right hand down. Hold as I count to five. Now try both hands. What tall trees."



Back Scratch

"Sit cross-legged. Bring your left hand behind you. Reach over your shoulder with your right hand and try to touch your other hand. Hold and pull your hands together while I count to 5. (1,2,3,4,5). Let go. Rest. Now switch hands. Bring your right hand behind you and reach over your shoulder with your left hand and try to touch your other hand. Hold and pull your hands together while I count to 5. (1,2,3,4,5). Let go. Rest."



If students are having trouble reaching their hands behind their backs, children can hold a piece of cloth or handkerchief with both hands and pull on that.

This is a good exercise after sitting a long period of time since it relieves tension in the back.

Giraffe

This may be a difficult one to explain. Modeling will be very important. To stimulate interest, you could talk about giraffes and the importance of their necks to reach their food.

"This giraffe exercise will help you keep your neck feeling good. Lie down on your stomach. Lift your head up and hold it with your hands. Put your head down. Now put your hands on top of your head and push down slightly.

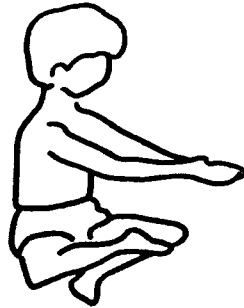


Raise your head. Put your chin in your right hand and your left hand on the back of your neck. Push your chin to the right side with your right hand. (Hold it several seconds.)

Now change hands. Put your left hand on your chin. Your right hand on the back of your neck. (Hold several seconds.) Now put your head straight down and rest."

Elephant Trunk

"Sit cross-legged. Put your hands out in front of you and then put one arm on top of the other one. Turn your palms towards each other and interlace your fingers. Now bring your hands down under and then up through your arms toward your face. Hold while I count to 5. Swing your trunk back and forth."



Repeat this several times. If children find this difficult to do, ask them to loosen their fingers. The elephant trunk strengthens the fingers and keeps the wrists and elbows flexible.

Tree

Before you start this position, it might be good to talk about balance, what it means, and what are examples of balance. As a warm-up to give children the idea, you could ask children to balance on one foot and then the other.

Then ask children to pair up. Ask one child to stand directly behind the other. Explain that we are going to begin a balancing exercise. The behind partner is going to help the other one balance. The behind partner puts hands on the front partner's back to help front partner from weaving around. These are instructions for front partner.

"Try to balance on your left leg. Lift your right



foot up and put this foot on the upper part of your left leg, as high as you can. Now put your palms together, fingers pointed up. Slowly raise your arms over your head. Hold while I count to five. Imagine you are a tall tree. Your hands are the leaves and your bent leg is a twisted branch.

Now let's try it on the other foot. Balance on your right leg. Lift your left foot up and put your foot on the upper part of your right leg, as high as you can. Put your palms together and raise them above your head."

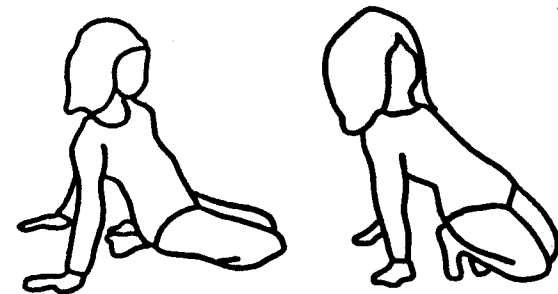
Switch partners. If it is clear that children can stay balanced with no help, of course, the partner is not necessary. Use your judgment. It may help balancing if children fix eyes on a stationary object.

The tree is a strengthener of legs, ankles, and feet. It is also good for balance, concentration, and spinal-column stretch.

Rock on Feet

"Sit like a rock. Put your hands behind you, touching the floor with your hands. Rock back and forth on your feet (30 seconds). Come sitting like a rock again. Now curl your toes under and put your hands behind you again. Rock again. (30 seconds). Come sitting up again. Rest."

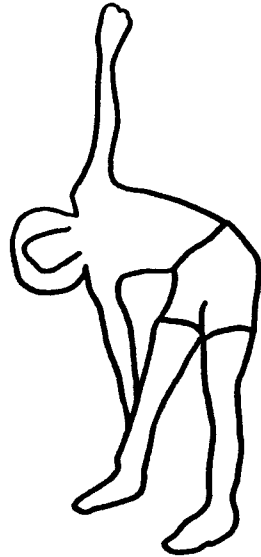
This position helps circulation in feet and helps keep toes flexible.



Triangle

"Stand up. Put your feet way apart. Raise your right arm high above your head. Put your left hand on the upper part of your left leg. Bend to the left, slowly moving your right hand down your leg. Other arm is straight. Go down as far as you can, but stop if it is uncomfortable. Hold while I count to 5 (1,2,3,4,5). Now slowly come up. Take a deep breath. (Repeat other side)."

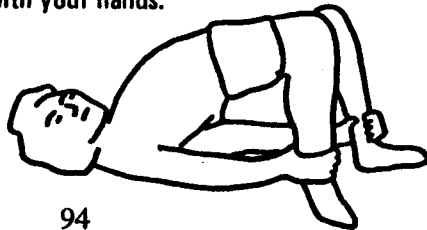
Make sure that children do this slowly. Also insure that children don't lean forward, but actually bend to the side. This exercise helps relieve tension in the neck and gives a fresh supply of oxygen to the brain. It works on thigh, calf and hamstring muscles and increases the blood supply in the lower back.



Bridge

"Lie on your back. Bend your knees. Bring your feet close to your body. Hold your ankles. Push your stomach up keeping the head on the ground and feet flat on the floor. You can now let go of your ankles and put your hands under your back right at your waist. Hold while I count to 5 (1,2,3,4,5). Imagine you are a bridge over a river or a bay. Now very slowly come down."

The bridge position strengthens arms, legs, and spinal column. It is a terrific stretch for upper legs. You can help children by straddling them and supporting their backs with your hands.

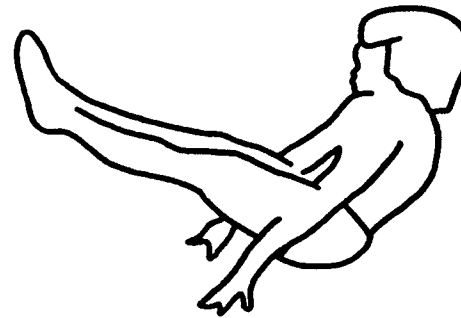


Vee

Motivation for this position could be heightened by talking about words that 'v' occurs in.

"Let's see if you can make the letter V with your body. Sit with legs in front of you. Raise legs keeping both legs straight and together. Stretch hands out straight. Touch the floor close to legs with fingertips to maintain balance. Hold while I count to 5 (1,2,3,4,5)."

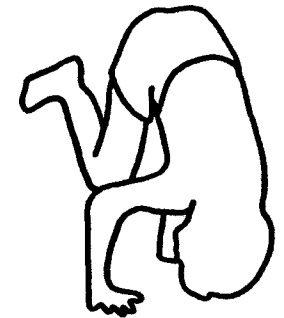
The V strengthens the hips and abdomen.



Crow

"Sit like a rock. Put your hands in front of you on the floor. Palms on the floor. Put your head on the floor a little in front of your hands. Now pick up one knee and rest it on top of your elbow. Pick up the other knee and rest it on top of the other elbow. Try to balance for a short while."

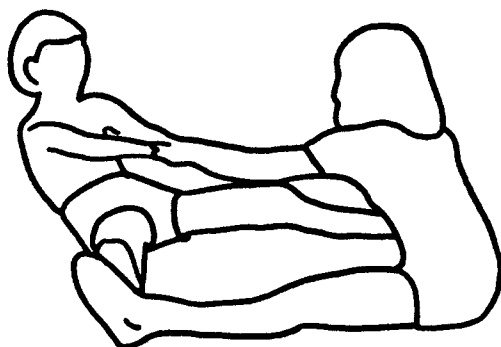
This should be practiced on a cushioned surface. Partners could help each other with balance. Hands are apart the same width as the shoulders. Heads and hands should form a triangle. This is the beginning of a head stand.



Partner Stretch

Have children pair up. Partners sit facing each other.

"Stretch your legs apart. Put your soles of your feet together. (Point to your sole as you say this to explain word. If one partner is shorter than the other, one can put feet inside the other one's legs.) Hold hands. One partner leans all the way back laying on the floor, pulling your partner with you. Now the other partner lays down. (Continue back and forth a bit.) Now move around in a circle. One way and then another."



Deep Relaxation – Reverse Sponge

Ask children to lie on their stomachs head to one side. Feet are comfortably apart. Palms are to the sky. Eyes closed.

Talk children through deep breathing and body relaxation as on page 68. Take your time. Try the following imagery when they are settled and relaxed. Talk slowly. Pause frequently.

"You have walked out of your house. You are going on a walk. Beside you is someone you like very much. Look to your side. See this person. Think this person (Pause) You look up and the sky is very blue. See blue. You walk along. Soon you stop. Near you is a tall green tree. You look up. You see the branches, the green leaves. The wind is blowing the leaves. See this tree. (Pause) Keep your eyes closed; see the tree in

your head. (Pause) There is a red balloon tied to a string. You are holding the balloon. You let go and the balloon flies away. You watch it until it becomes very small. Off it goes flying away."

Hold relaxation another 3-5 minutes.

"Now wake yourself up. Rub your hands together. The soles of your feet. Roll side to side. Come sitting up."



Story with Lion, Cobra, Cat, Tree and Table

Choose one child to be each of the "characters" in the story: a lion, a cobra, a cat, a tree, and a table. The characters come to the center of the circle and sit. Each child in an individual space. Instruct characters that when you say the name of the character that they are, the one child that is that position does it. You could practice before the story, saying names of positions in random order, to make sure that children understand. When they have it down, begin reading the story. . .

The *cat* was sitting on a *table* near the window. The *cat* was looking out the window longing to be out in the wild woods. The *cat* sitting on the *table* had always wanted to be a *lion* out in the woods.

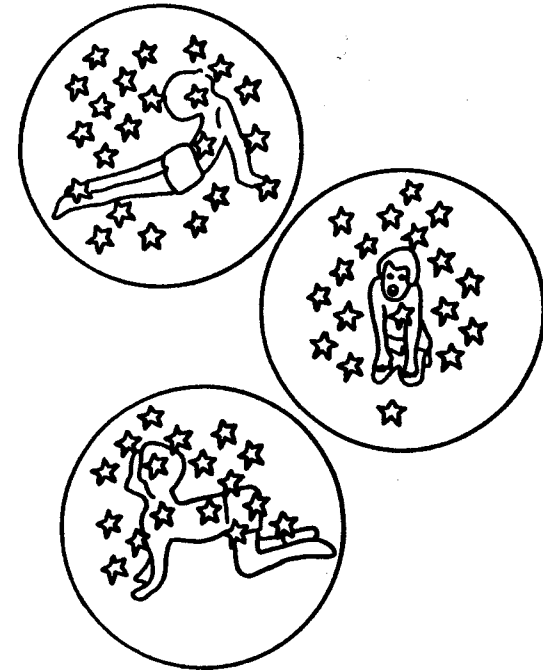
Soon the *cat* on the *table* drifted off to sleep. The *cat* began to dream it was sleeping under big dark *trees* in the wild, fiercesome jungle. But what do you suppose? The cat was no longer merely a house kitten, but had turned into a . . .you guessed it. . .a *lion*. The *lion* awoke and started stretching and rolling and yawning and rolling its eyes. All of a sudden, the *lion* looked up and a *cobra* moved fast toward the *lion*, as if to bite. The *lion* was very afraid because *cobra* bites can be deadly. The *lion* started running, running from the *cobra*.

Soon the *lion* was the *cat* waking up on the *table*. The *cat* was glad it was no longer a *lion* in the woods. Now it was safe. No *cobras* lived in this house.

Awards for Remembering Positions

Duplicate on heavy paper, or glue to heavy backing. Color or let children color.

Use scotch tape or a safety pin to adhere to student's clothes.



RESOURCES FOR TEACHING YOGA

There are a number of yoga books written with children in mind. These are. . .

Carr, R. *Be a frog, a bird, or a tree*. New York: Harper Colophon Book, 1973.

Cohen, K. *Imagine that — a child's guide to yoga*. Santa Barbara: Santa Barbara Book, 1983.

Dass, B. D. *A child's garden of yoga*. Santa Cruz: Sri Rama Publishing, Inc., 1980.

Diskin, E. *Yoga for children*. New York: Warner Books, Inc., 1976.

Terkel, T. *Yoga is for me*. Minneapolis: Lerner Publications Co., 1982.

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3C. H. Delacato, *The Treatment and Prevention of Reading Problems: The Neurological Approach*. (Springfield, Ill.: Charles C. Thomas, 1959).

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K. Kavole and D. P. Mattson, "One Jumped Over the Balance Beam: Meta-Analysis of Perceptual-Motor Training," *Journal of Learning Disabilities* 16(1983): 165-173.

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⁹Ibid., pp. 107-108.

10S. G. Tarver, D. P. Hallahan, J. M. Kauffman and D. W. Ball, "Verbal Rehearsal and Selective Attention in Children with Learning Disabilities: A Developmental Lag", *Journal of Experimental Child Psychology* 22(1976): 375-378.

S. G. Tarver, D. P. Hallahan, S. B. Cohen, and J. M. Kauffman, "The Development of Visual Selective Attention and Verbal Rehearsal in Learning Disabled Boys," *Journal of Learning Disabilities* 10(1977): 491-500.

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H. Palkes, M. A. Stewart, and J. Freedman, "Improvement in Maze Performance of Hyperactive Boys after Training in Self-Directed Verbal Commands," *Journal of Special Education*, 5(1971): 337-342.

B. Egeland. "Training Impulsive Children in the Use of More Efficient Scanning Techniques," *Child Development* 45 (1974): 165-171.

CHAPTER TWO

¹S. P. Springer and G. Deutsch, *Left Brain, Right*

Brain, (San Francisco: W. H. Freeman and Company, 1981).

²Ibid.

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