

Twin Hearts Meditation for Scholastic backward juvenile home girls. Study conducted by Dr. Vrunda J. P.

Introduction :

Multiple psychosomatic problems reflecting in form of poor school performance is main issue for parents, teachers, health care takers, child health care takers express their concern about the cause s and possible interventions. There are many studies on identifying various conditions however there are very limited trials which can throw light about the clear guidelines about the therapeutic aspects.

We report here our 3 months experience with the Juvenile home girls with weekly Twin Heart meditation as self healing measure for 11 girls from JH based at Bangalore.

Aims and objectives :

This activity was planned with the hypothesis that Meditation can be used as self healing for Behavioral disturbances and school performance.

Material and Methods :

All girls from the girls juvenile home tailoring section were started with weekly this group has the background of no interest in formal education, are given the tailoring training to engage them. Twin Heart meditation for 3 months from the Age group of 14 to 16 years mean age being 14.8 years. Once /week , all girls were assembled in the hall, were asked to stand in rows, a senior Healer would lead them with the specific set of physical exercises for 5 minutes, then they were asked to sit with closed eyes/back straight / without any support / crossed legs posture. Girls were asked to follow the instructions in the Twin Heart meditation audio cassette recorded in Grand Master Choáis voice for about 20 minutes , to remain sited for next 5 minutes, then were made to do 10 minutes set of exercises again. According to Healerís evaluation of the bioenergy field of the girls, all chakras were malfunctioning .Most affected chakras were Solar plexus, Heart, Sex, Crown , Ajna and Basic. Solar plexus chakra improved last (emotional center), all chakras improved remarkably by 90th day. Aura Photography changes were consistent with Healerís observations.

Results :

Scholastic backwardness is being increasingly recognized as one of the important problems in children. Scholastic backwardness could be viewed in

Girls needed lot of coaxing for first 2 weeks then started cooperating well for this activity , at any given day 8-9% girls used to present , enthusiastically waiting for the activity.

Most striking changes were noticed in form of less physical health problems, desire to mix up, communicate, and learn. cheerfulness on the face, alertness, tidiness and cleanliness of the hairs and cloths, self appreciation was observed in all and all.

Girls expressed that they are calm, feel comfortable, and hopeful to come up in life.

Caretakers and teachers observed many favorable changes in form of more

Discipline, better attendance for tailoring work, not sleeping in day time. Changes in Bioenergy field are suggestive of emotional reason for all disturbances.

Discussion :

Multiple psychosomatic symptoms, lack of motivation were major issues in this residential school, These were reflecting in form of lack of interest in day today learning, and other activity. Incorporation of specific meditation in the daily routine under supervision of a senior meditator can bring life, better self esteem.

Significant associations have been obtained consistently between reading retardation and antisocial behavior, in the earlier studies {Kolvin et al., 1977; Minde, 1975; Rutter et al., 1970), but not between reading retardation and neurotic disorder. Recently, Schachter, Pless and Bruck (1991) reported that 43% of the learning disabled children in their sample also had behavioral problems. McGee, Williams, Share, Anderson and Silva (1986) showed that in their sample, behavior problems predated reading disability, while reading failure further exacerbated existing problem behaviors.

Quay and LaGreca have suggested the association between poor academic performance and emotional problems such as anxiety, depression and social withdrawal (, 1986). Links, Offord and Boyle (1990) found that poor school performance contributed independently and significantly to the presence of emotional disorder. Minde (1975) observed that maladjusted ,emotionally disturbed children tend to create a non-learning atmosphere around them.

Emotional factors supposed to play the major role in behavioral problems and scholastic performance.

Specially in a set of Juvenile home girls it appears to be the major one. Meditation is used in many chronic disorders in adult population and is found to be playing a significant role. Many studies examining the psycho-neuro-cardio changes with meditation are being conducted (Vrunda 2001, Harper 1996)

However for children meditation has not been tried as a therapeutic measure. To our knowledge our attempt is unique to use meditation the children with emotional disturbances.

However mega studies with a placebo group will be better insight about the added benefits of meditation.

Conclusion :

We conclude that the Meditation with physical exercises may be useful for treating the improve motivation and performance in psychologically disturbed children.