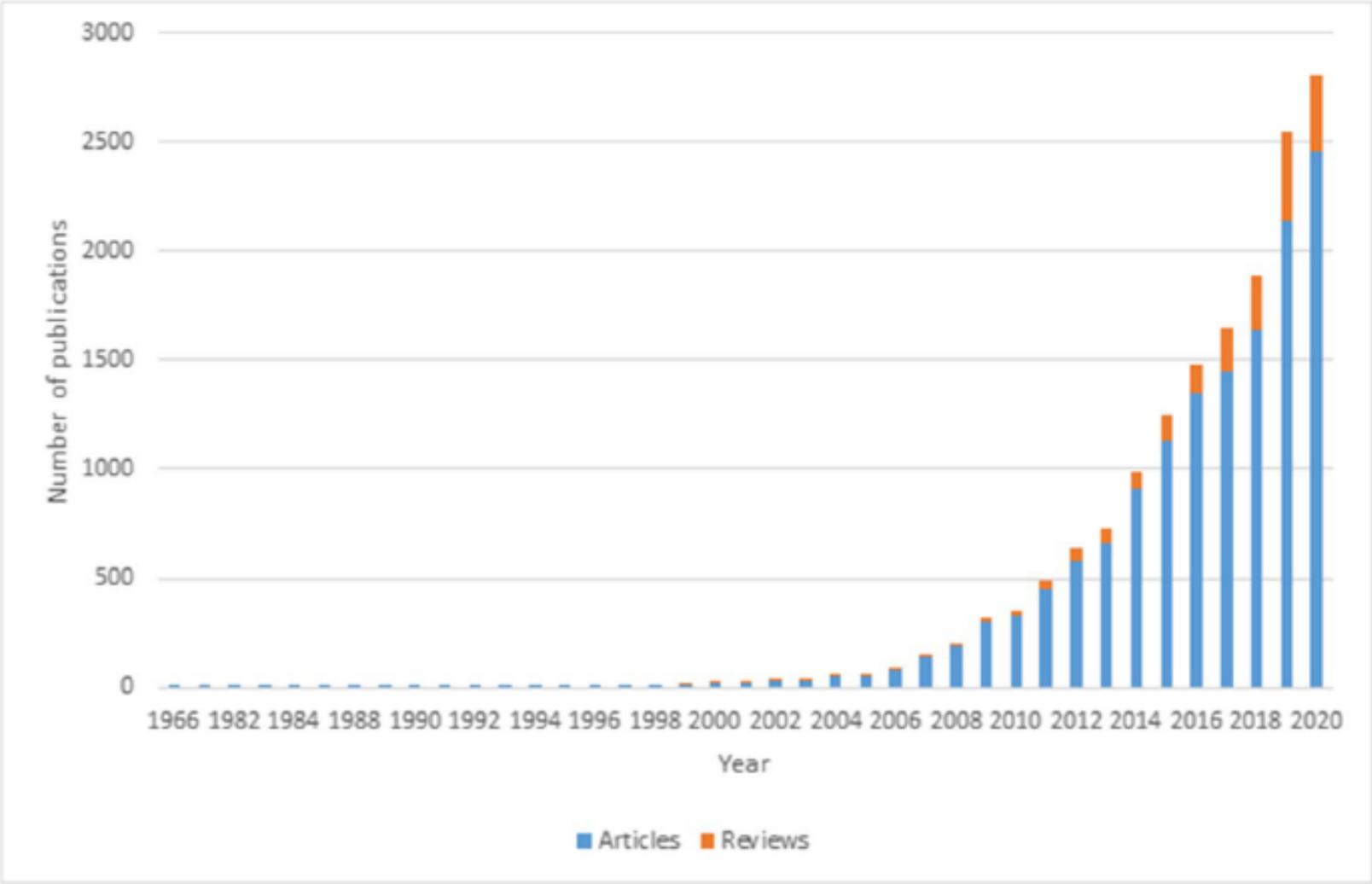


La Meditazione Orientata alla Mindfulness (MOM) nelle scuole del Friuli Venezia Giulia

Cristiano Crescentini
Università degli Studi di Udine

Numero di pubblicazioni sulla mindfulness indicizzate su Web of Science nel periodo 1966-2020



Principali aree di ricerca sulla mindfulness

<u>1966–2015</u>			<u>2016–2021</u>		
Research area	Number of publications	%	Research area	Number of publications	%
1. Psychology	2776	50.5	1. Psychology	5044	45.2
2. Psychiatry	1083	19.7	2. Psychiatry	2386	21.4
3. Neurosciences neurology	424	7.7	3. Neurosciences neurology	790	7.1
4. Education educational research	328	5.9	4. Education educational research	677	6.1
5. Integrative complementary medicine	252	4.6	5. Public environmental occupational health	584	5.2
6. Business economics	200	3.6	6. Nursing	499	4.5
7. Nursing	181	3.3	7. Integrative complementary medicine	398	3.6
8. Public environmental occupational health	181	3.3	8. Social sciences other topics	390	3.5
9. Religion	180	3.2	9. General internal medicine	389	3.5
10. Social sciences other topics	169	3.1	10. Health care sciences services	382	3.4
11. Substance abuse	153	2.8	11. Business economics	371	3.3
12. Health care sciences services	130	2.4	12. Science technology other topics	262	2.3
13. General internal medicine	123	2.2	13. Rehabilitation	239	2.1
14. Rehabilitation	114	2.0	14. Oncology	219	1.9
15. Social work	103	1.9	15. Family studies	207	1.8
16. Oncology	99	1.8	16. Substance abuse	200	1.8
17. Family studies	93	1.7	17. Environmental sciences ecology	195	1.7
18. Science technology other topics	81	1.5	18. Social work	193	1.7
19. Behavioral sciences	78	1.4	19. Religion	192	1.7
20. Philosophy	59	1.1	20. Behavioral sciences	158	1.4
21. Geriatrics gerontology	53	0.96	21. Geriatrics gerontology	124	1.1
22. Research experimental medicine	53	0.96	22. Research experimental medicine	116	1.0
23. Anesthesiology	50	0.90	23. Pharmacology pharmacy	115	1.0
24. Biomedical social sciences	41	0.74	24. Pediatrics	111	0.99
25. Pediatrics	41	0.74	25. Medical informatics	97	0.86

Mindfulness in età evolutiva

Molti programmi di mindfulness utilizzati:

- MBSR
- Still Quiet Place
- MBCT-C
- Mind-UP
- LEARNING TO BREATHE
- InnerKids
- MOM
- SOLES OF THE FEET E SURFING THE URGE

(Matiz e Cimenti, 2023 cf. Chiesa e Crescentini, 2023)

Miglioramenti rispetto:

- all'ansia
- allo stress
- alle funzioni cognitive (attenzione/mindfulness, funzioni esecutive)

(Zoogman et al., 2015 ; Dunning et al., 2022; Matiz e Cimenti, 2023 cf. Chiesa e Crescentini, 2023)



BMJ Mental Health

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Systematic review

Do mindfulness-based programmes improve the cognitive skills, behaviour and mental health of children and adolescents? An updated meta-analysis of randomised controlled trials 

[Darren Dunning](#)¹, [Kate Tudor](#)², [Lucy Radley](#)², [Nicola Dalrymple](#)², [Julia Funk](#)^{1, 3},  [Maris Vainre](#)¹, [Tamsin Ford](#)⁴, [Jesus Montero-Marin](#)^{2, 5},  [Willem Kuyken](#)², [Tim Dalgleish](#)^{1, 6}

Findings. Sixty-six RCTs, involving 20 138 participants (9552 receiving an MBP and 10 586 controls), were identified. Compared with passive controls, MBPs were effective in improving anxiety/stress, attention, executive functioning, and negative and social behaviour. Compared against active controls, MBPs were more effective in reducing anxiety/stress and improving mindfulness. In studies with a follow-up, there were no significant positive effects of MBPs. No consistent pattern favoured MBPs as a universal versus selective intervention.

Conclusions. The enthusiasm for MBPs in youth has arguably run ahead of the evidence. While MBPs show promising results for some outcomes, in general, the evidence is of low quality and inconclusive.

Mindfulness nei disturbi del neurosviluppo

Applicazioni in:

Disturbo di attenzione e iperattività (ADHD)

Disturbo dello spettro dell'autismo (DSA)

Disturbo dello sviluppo intellettivo (DSI)

Disturbi dell'apprendimento e disturbi della Comunicazione e del Movimento

(Matiz e Cimenti, 2023 cf. Chiesa e Crescentini, 2023)

Mindfulness e ADHD

È un disturbo caratterizzato da sintomi di disattenzione, impulsività e iperattività

La mindfulness

- Aumenta la consapevolezza nel momento presente → regola l'attenzione sostenuta
- Agisce sull'autocontrollo
- Switching attenzionale → rifocalizza dopo la distrazione
- Inibisce i processi di elaborazione → evita la ruminazione

(Cf. Crescentini e Menghini, 2019; Matiz e Cimenti, 2023 cf. Chiesa e Crescentini, 2023)



Article

Clinical Application of Mindfulness-Oriented Meditation: A Preliminary Study in Children with ADHD

Ornella Santonastaso ¹, Vittoria Zaccari ¹, Cristiano Crescentini ², Franco Fabbro ², Viviana Capurso ², Stefano Vicari ^{1,3} and Deny Menghini ^{1,*}

Int. J. Environ. Res. Public Health **2020**, *17*, 6916; doi:10.3390/ijerph17186916

Clinical application of mindfulness-oriented meditation in children with ADHD: a preliminary study on sleep and behavioral problems

Vittoria Zaccari^a, Ornella Santonastaso^a, Laura Mandolesi^b, Franco De Crescenzo^{c,d,e}, Francesca Foti^f, Cristiano Crescentini^g, Franco Fabbro^g, Stefano Vicari^{a,h}, Giuseppe Curcio and Deny Menghini^a

PSYCHOLOGY & HEALTH

2022, VOL. 37, NO. 5, 563–579

<https://doi.org/10.1080/08870446.2021.1892110>

CRITERI DI INCLUSIONE:

- bambini con ADHD
- età dai 7 anni a 11 anni (ultimo anno della primaria)
- QI: > 85

CRITERI DI ESCLUSIONE:

- trattamento farmacologico in corso
 - psicoterapia in corso
 - comorbidità con psicopatologia, disabilità intellettiva, autismo
-
- 25 bambini con ADHD, Età media $8,9 \pm 1,2$, QI medio 108 ± 10

DURATA

Frequenza tri-settimanale (8 settimane); 24 incontri; attività pensate e adattate all'età evolutiva; ampliamento temporale progressivo della meditazione e della condivisione



Mindfulness-Oriented Meditation for Primary School Children: Effects on Attention and Psychological Well-Being

Cristiano Crescentini^{1*}, Viviana Capurso^{1,2†}, Samantha Furlan³ and Franco Fabbro^{1,4}

¹Department of Human Sciences, University of Udine, Udine, Italy; ²Department of Psychology, European University



Cristiano Crescentini e Dany Menghini
(a cura di)

La mindfulness per l'ADHD e i disturbi del neurosviluppo

Applicazione clinica della Meditazione Orientata alla Mindfulness – MOM

Neuropsicologia in età evolutiva
Teoria, modelli, strumenti di diagnosi e intervento
Direttore: Stefano Vicari



Mindfulness Through Storytelling for Mental Health of Primary School Children: Impact on Acceptability and Its Associations with Personality

Alessio Matiz^{1,2}, Franco Fabbro³, Cristiano Crescentini^{1,3}



Mindfulness Training and Reductions in Teacher Stress and Burnout:
Results From Two Randomized, Waitlist-Control Field Trials

Robert W. Roeser
Portland State University

Kimberly A. Schonert-Reichl
University of British Columbia

Amishi Jha
University of Miami

Margaret Cullen
Berkeley, California

Linda Wallace and Rona Wilensky
Boulder, Colorado

Eva Oberle and Kimberly Thomson
University of British Columbia

Cynthia Taylor and Jessica Harrison
Portland State University

The effects of randomization to mindfulness training (MT) or to a waitlist-control condition on psychological and physiological indicators of teachers' occupational stress and burnout were examined in 2 field trials. The sample included 113 elementary and secondary school teachers (89% female) from Canada and the United States. Measures were collected at baseline, post-program, and 3-month follow-up; teachers were randomly assigned to condition after baseline assessment. Results showed that 87% of teachers completed the program and found it beneficial. Teachers randomized to MT showed greater mindfulness, focused attention and working memory capacity, and occupational self-compassion, as well as lower levels of occupational stress and burnout at post-program and follow-up, than did those in the control condition. No statistically significant differences due to MT were found for physiological measures of stress. Mediation analyses showed that group differences in mindfulness and self-compassion at post-program mediated reductions in stress and burnout as well as symptoms of anxiety and depression at follow-up. Implications for teaching and learning are discussed.

Applicazioni della mindfulness nel contesto educativo (bambini/ragazzi e insegnanti)

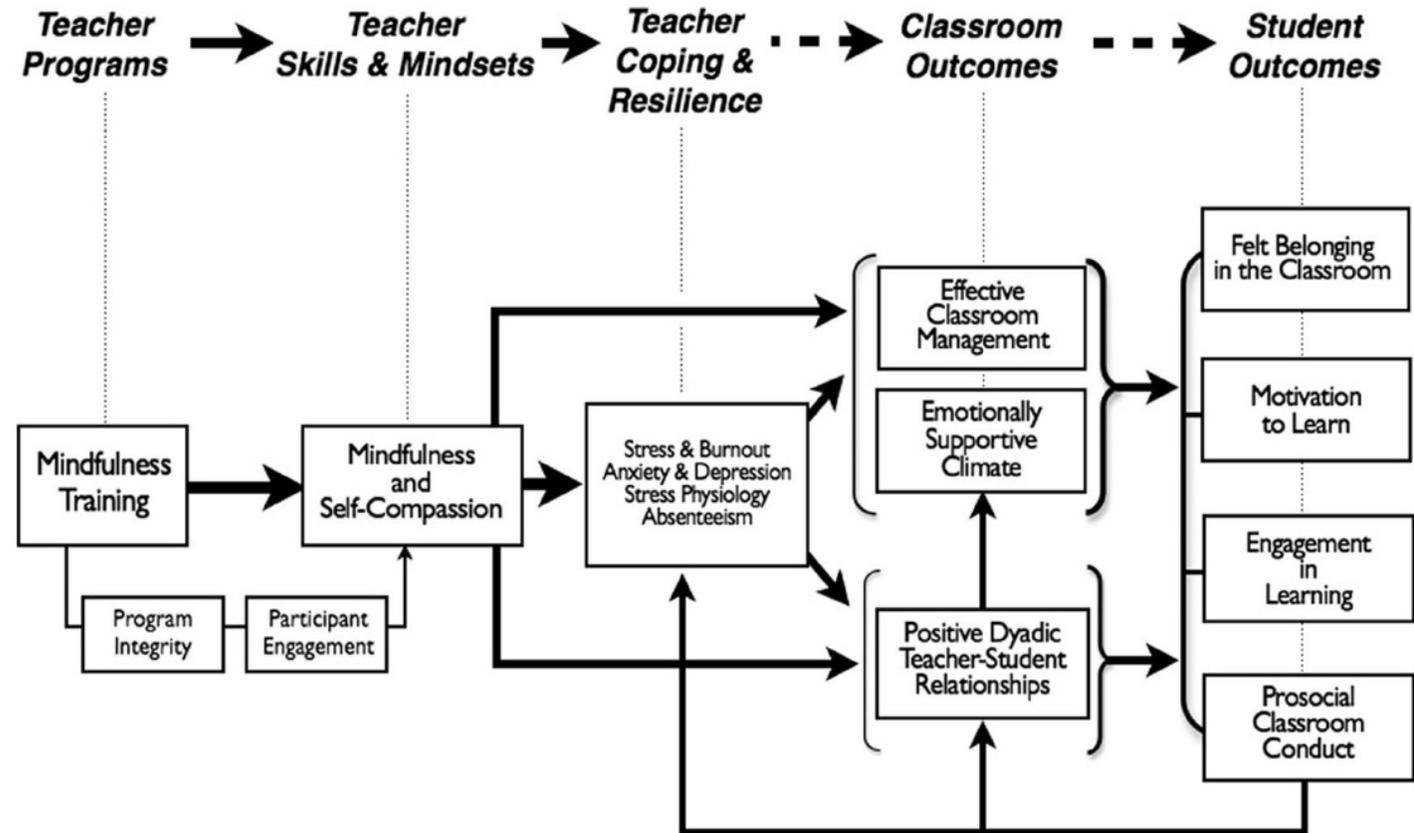
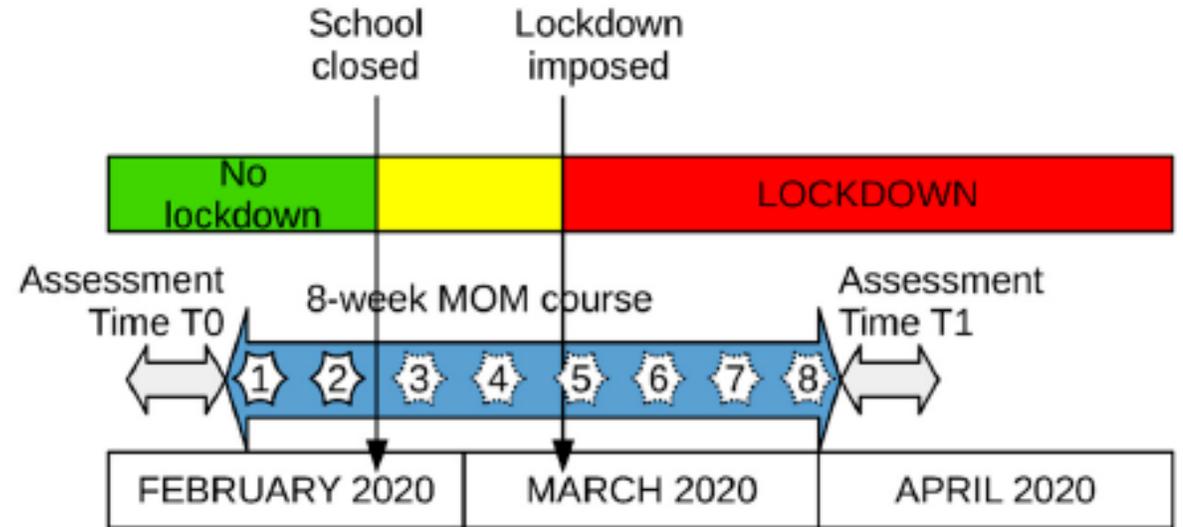


Figure 1. Teacher mindfulness training logic model and theory of change.

Effects of Mindfulness Training on School Teachers' Self-Reported Personality Traits As Well As Stress and Burnout Levels

Fabbro et al., 2020

Perceptual and Motor Skills
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Matiz et al., 2000



Il gruppo MOM dell'Università di Udine. Da destra: Franco Fabbro, Susanna Feruglio, Cristiano Crescentini, Alessio Matiz e Andrea Paschetto

Meditazione Orientata alla Mindfulness (MOM)

Educare alla mindfulness nel Friuli-Venezia Giulia: sinergia fra enti pubblici per il benessere a scuola

Vari studi di meta-analisi hanno evidenziato che la meditazione *mindfulness* in ambito educativo e scolastico è potenzialmente utile sia per gli insegnanti – per la riduzione dello stress lavorativo e il miglioramento di abilità attentive, consapevolezza enterocettiva e regolazione emotiva – sia per gli studenti, per il miglioramento delle abilità emotive, sociali e comportamentali.

Su questa base, la Direzione Centrale Salute, Politiche Sociali e Disabilità della Regione Friuli-Venezia Giulia ha finanziato, presso il Dipartimento di Lingue e Letterature, Comunicazione, Formazione e Società dell'Università di Udine e con responsabile il professor Franco Fabbro, progetti di ricerca volti

a valutare gli effetti della Meditazione Orientata alla Mindfulness (MOM; Fabbro, Crescentini, 2016) su insegnanti e studenti della scuola primaria della provincia di Udine. Durante la crisi sanitaria, che ha messo in grande difficoltà anche il mondo delle famiglie e della scuola, lo stesso gruppo di ricerca dell'Università di Udine si è poi curato della situazione di bambini, adolescenti e dei loro genitori, indagando i livelli di sofferenza psicologica di quasi un migliaio di famiglie del territorio friulano per rilevare i fattori socio-demografici e ambientali collegati alle situazioni di maggiore difficoltà vissute dalle persone durante il *lockdown* della primavera 2020 (Crescentini et al., 2020, Feruglio et al., in stampa).

**Alessio Matiz,
Cristiano Crescentini,
Franco Fabbro**
Dipartimento di Lingue e Letterature,
Comunicazione, Formazione e Società
(DILL), Università di Udine

PER RSDA GIUNTI: manca in bibliobase almeno il titolo del contributo (probabilmente è già deciso) – verificare poi la situazione del contributo al momento di andare in stampa con questo numero della rivista

I progetti di ricerca-azione

■ MOM per insegnanti e bambini

Il progetto si è svolto dal febbraio 2020 al gennaio 2021 in coordinamento con il Dipartimento di Prevenzione alla Salute dell'Azienda Sanitaria Universitaria Friuli Centrale e con dirigenti e insegnanti degli Istituti comprensivi della provincia di Udine. Nel progetto sono stati realizzati due interventi di MOM di 8 settimane (febbraio-aprile 2020) per un gruppo di circa 70 insegnanti e misurati gli effetti degli interventi in termini di cambiamenti auto-percepiti dagli insegnanti su consapevolezza enterocettiva, abilità di empatia, maturità del carattere, sintomi di ansia/depressione ed esaurimento emotivo legato all'attività professionale. Gli insegnanti sono stati poi seguiti (aprile-settembre 2020) nel consolidare e approfondire le conoscenze acquisite durante l'intervento MOM e formati per utilizzare il metodo MOM adattato ai bambini (Crescentini et al., 2016) con i loro studenti. Infine, gli insegnanti sono stati

supportati durante il loro intervento MOM in classe (ottobre-dicembre 2020). Anche per i bambini sono stati utilizzati alcuni strumenti di valutazione per misurare gli effetti dell'intervento MOM su consapevolezza enterocettiva, carattere e benessere emotivo. La ricerca sugli insegnanti ha messo in luce miglioramenti nella maggior parte delle misure raccolte; inoltre, classificando i 70 insegnanti in un gruppo a bassa e uno ad alta resilienza sulla base dei loro tratti di personalità, si è visto che, in termini di riduzione dei sintomi depressivi e di miglioramento del benessere psicologico generale, gli insegnanti con il profilo di resilienza più debole hanno potuto beneficiare dell'intervento MOM in misura maggiore rispetto ai colleghi con il profilo più resiliente. Questo studio (Matiz et al., 2020) è stato il primo documentato a riportare gli effetti positivi di un *training* di meditazione *mindfulness* durante la pandemia da Covid-19.

■ Estensione del progetto sul territorio

In continuità con l'intervento condotto nel 2020-21, la Regione Friuli-Venezia Giulia ha rifinanziato l'Università di Udine nel biennio 2021-23, estendendo la collaborazione ai Dipartimenti di Prevenzione alla Salute e agli Istituti Scolastici di tutto il territorio friulano insieme all'Ufficio Scolastico Regionale, per offrire la formazione MOM anche agli istituti scolastici delle altre provincie del territorio regionale ed estendere progressivamente l'intervento MOM in classe anche per gli studenti delle scuole secondarie. In replica a quanto svolto nel 2020-21, le fasi del progetto prevedono:

1. intervento MOM di 8 settimane per gli insegnanti;
2. percorso di mantenimento di 2-3 mesi;

3. formazione degli insegnanti per erogare l'intervento MOM adattato ai propri studenti;

4. supervisione degli insegnanti durante il loro intervento MOM in classe.

Vista la numerosità delle richieste di partecipazione al progetto da parte di insegnanti e istituti scolastici, nel progetto sono previsti almeno 8 cicli di lavoro con insegnanti e studenti (ogni ciclo include le 4 fasi del progetto appena descritte). Ci si attende di condurre il progetto su circa 250-300 insegnanti e 800-1000 bambini e ragazzi. Tutte le fasi del progetto saranno oggetto di studio da parte dell'Università di Udine per valutare gli effetti su insegnanti e studenti, comparando alcune misure psicologiche ottenute prima e dopo l'intervento MOM.

PER APPROFONDIRE

- Crescentini C. et al. (2016), «Mindfulness-oriented meditation for primary school children: Effects on attention and psychological well-being», *Frontiers in Psychology*, 7, 805. doi: 10.3389/fpsyg.2016.00905
- Fabbro F., Crescentini C. (2016), «La meditazione orientata alla mindfulness (MOM) nella ricerca psicologica», *Ricerche di Psicologia*, 4, 457-472. doi:10.3280/RIP2016-004001
- Matiz A. et al. (2020), «Positive impact of mindfulness meditation on mental health of female teachers during the COVID-19 outbreak in Italy», *International Journal of Environmental Research and Public Health*, 17(18), 6450. doi:10.3390/ijerph17186450
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Temperament and Character Moderate the Effects of Mindfulness Training on Psychological and Professional Well-Being of School Teachers

Alessio Matiz^{1,2} · Stefania Pascut³ · Franco Fabbro⁴ · Cristiano Crescentini^{1,4}

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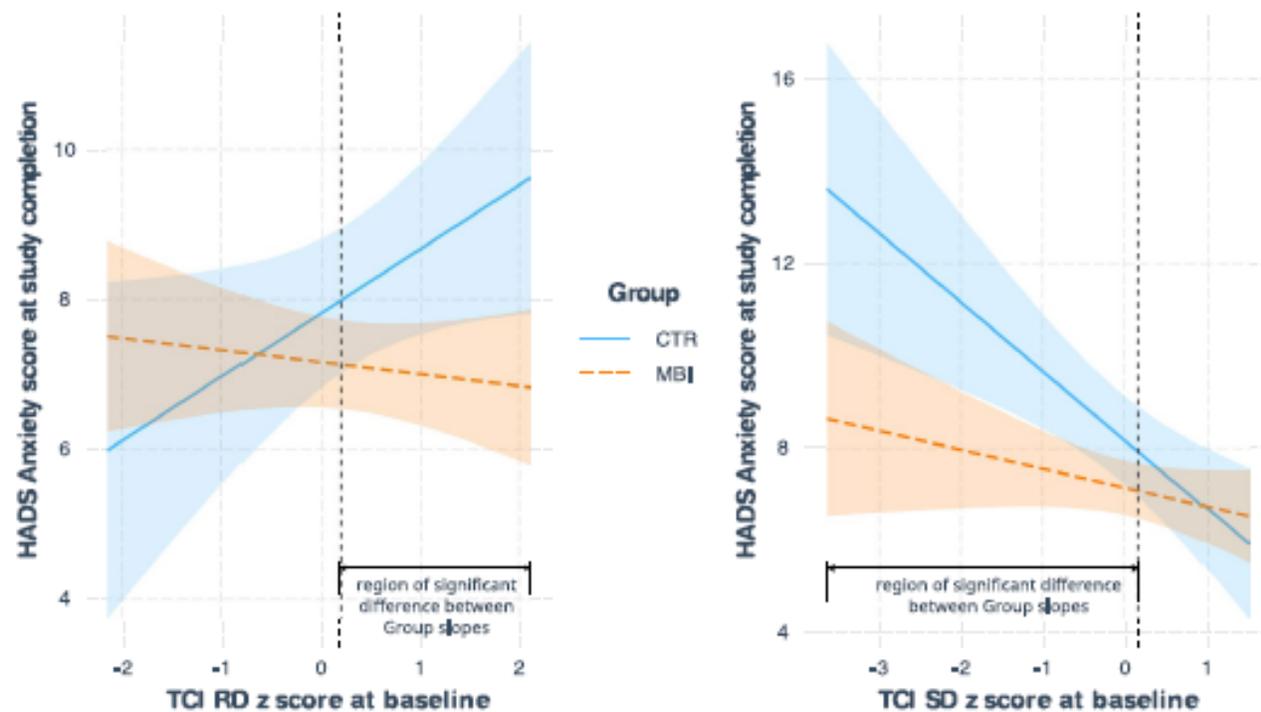
Abstract

Objectives The study aimed to investigate the pre-to-post effects of mindfulness training on school teachers' psychological and professional well-being, as well as to explore the moderating role of temperament and character on these effects.

Method An 8-week mindfulness-based intervention was delivered via internet-based group meetings to Italian teachers ($n = 139$), who were assessed within two weeks before and after the intervention with self-report measures of emotional distress (Hospital Anxiety and Depression Scale), interoceptive awareness (Multidimensional Assessment of Interoceptive Awareness), and professional efficacy (Teachers' Sense of Efficacy Scale), as well as with the Temperament and Character Inventory. A control group of teachers ($n = 47$) was tested with the same measures in two temporally-matched sessions.

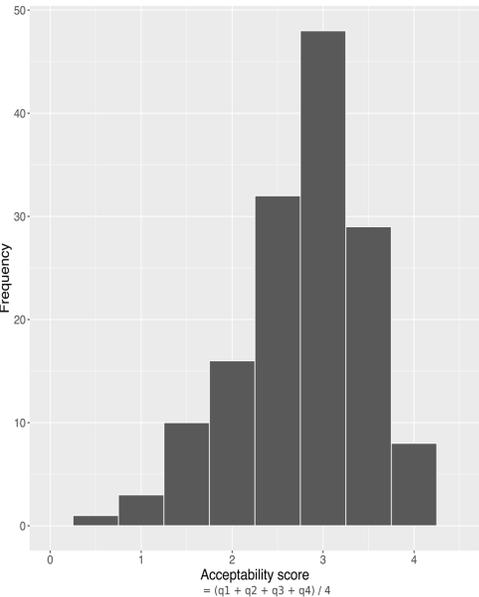
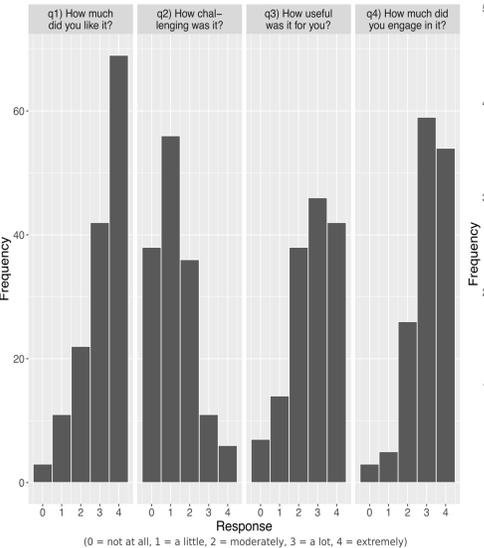
Results Analysis of variance showed positive intervention effects on anxiety (medium effect size), on six of the eight dimensions of interoceptive awareness (medium-to-large effect size) and on two of the three scales of professional efficacy (small-to-medium effect size). Moderation analysis identified the following effects of temperament and character on outcomes: (1) reduced anxiety only for higher baseline reward dependence, or lower-to-middle baseline self-directedness; (2) improved interoceptive attention regulation specifically for middle-to-higher baseline persistence; (3) improved teacher efficacy for student engagement only for lower baseline self-transcendence.

Conclusions The study shows the positive effects of mindfulness training on teachers' psychological and professional well-being. It also highlights the importance of considering the impact of temperament and character dimensions on these effects, for example for developing effective mindfulness-based interventions for teachers. Future research should explore potential mechanisms of action underlying the observed effects and evaluate them in the long term.



Results:

the program was well **accepted** by children:



Results:

Children' subjective experience:

Question	Answer/Theme	Number of children (%)
q5) What children learned during the j-MOM program	Theme 1: calm, relax, tranquility	54 (36.7%)
	Theme 2: help for difficulties (emotional, mental and physical)	53 (36.1%)
	Theme 3: resilience, positiveness, personal growth	39 (26.5%)
	Theme 4: self-exploration, interoception	35 (23.8%)
	Theme 5: attention, concentration and "here and now"	20 (13.6%)
	Other topics	20 (13.6%)
	Vague answers	3 (2.0%)
No answer	1 (0.7%)	

Question	Answer	Number of children (%)
q6a) Use, in a moment of difficulty, of the techniques taught during the j-MOM program	Yes	85 (57.8%)
	No	56 (38.1%)
	Vague answer	4 (2.7%)
	No answer	2 (1.4%)
q6b) Which technique was used	Mindfulness of breath	46 (54.1%)
	Mindfulness of breath with acts of kindness after mind-wandering	7 (8.2%)
	Mindfulness of bodily sensations (body scan)	0 (0%)
	Mindfulness of unpleasant bodily sensations	10 (11.8%)
	Mindfulness of bodily sensations arising from emotions	5 (5.9%)
	Mindfulness of thoughts	12 (14.1%)
	Mindfulness of thoughts (noticing their temporal collocation)	3 (3.5%)
	Mindfulness of thoughts with letting go	2 (2.4%)
	All the techniques	5 (5.9%)
	No answer	8 (10.6%)
q6c) When the technique was used	During negative emotions	27 (31.8%)
	During physical pain	13 (15.3%)
	During tests or moments of difficulty	12 (14.1%)
	During agitation	8 (9.4%)
	During challenging thoughts	5 (5.9%)
	Sometimes or often	5 (5.9%)
	Vague answers	10 (11.8%)
	No answer	9 (10.6%)

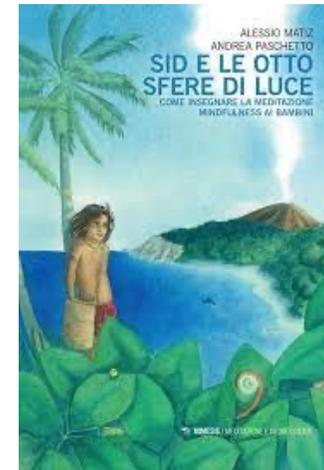
Notes: Percentages in q6b and q6c are computed on the number of children (n = 85) who answered "yes" in q6a.

Question	Answer/theme	Number of children (%)
q7a) Recommendation of the j-MOM program to friends and parents	Yes	138 (93.9%)
	No	6 (4.1%)
	Other (vague answer, no answer)	3 (2.0%)
q7b) Reason for recommending the j-MOM program	Theme i: negative emotions, negative thoughts, stress, pain, conflict, difficulties	51 (34.7%)
	Theme ii: calm, tranquility, relax and well-being	43 (29.3%)
	Theme iii: helpful, educative, transformative	40 (27.2%)
	Theme iv: beautiful, interesting, funny	37 (25.2%)
	Other topics	11 (7.5%)
	Vague answers	3 (2.0%)
	No answer	8 (5.4%)
q7c) Reason for not recommending the j-MOM program	Uninteresting, boring	3 (2.0%)
	Not useful	2 (1.4%)
	Not daring to tell it	1 (0.7%)

Notes: Percentages in q7b and q7c are computed on the total number of the children (n = 147).

Mindfulness Through Storytelling for Mental Health of Primary School Children: Impact on Acceptability and Its Associations with Personality

Matiz, Fabbro e Crescentini, 2024





Training for Mindfulness Teachers: Benefits for Mindfulness, Well-being, and Emotion Regulation

Alessio Matiz^{1,2} · Alberto Chiesa^{3,4} · Fabio D'Antoni⁵ · Rachele Barbieri⁵ · Cristiano Crescentini^{1,6}

Accepted: 14 January 2025
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Abstract

Objectives This study examined the effects of a 9-month mindfulness teacher training (MTT) program on mindfulness skills, emotion regulation, and psychological well-being among future mindfulness instructors, compared to a control group.

Method Eighty-seven mindfulness instructors-in-training participated in the MTT program. The control group consisted of age- and gender-matched individuals. Mindfulness skills, emotion regulation, and psychological well-being were assessed at baseline, mid-intervention, and post-intervention using validated measures.

Results In comparison with the control group, participants in the MTT group showed significant improvements in most facets of mindfulness (i.e., observe, describe, non-react, and act with awareness). They also reported decreased rumination, as well as increased personal growth and purpose in life compared to the control group. However, there were no significant differences between the groups in other dimensions of emotion regulation or psychological well-being.

Conclusions This study provides preliminary evidence that mindfulness teacher trainings positively affect mindfulness skills, as well as specific aspects of psychological well-being (personal growth and purpose in life), and emotion regulation (rumination). Future research should investigate the long-term effects of these trainings and how instructors' well-being relates to their teaching effectiveness.

Preregistration This study is not preregistered.

Mindfulness teacher training enhances interoceptive awareness and reduces emotional distress: a controlled study

Alberto Chiesa^{1,2*}, Cristiano Crescentini^{3,4}, Fabio D'Antoni⁵ and Alessio Matiz^{3,6}

¹Istituto Mente Corpo, Bologna, Italy, ²Scuola Di Psicoterapia Cognitiva, Roma, Italy, ³Department of Languages and Literatures, Communication, Education and Society, University of Udine, Udine, Italy, ⁴School of Advanced Studies Sant'Anna, Institute of Mechanical Intelligence, Pisa, Italy, ⁵Maternal Infant Services Unit of Udine, Azienda Sanitaria Universitaria Friuli Centrale (ASUFC), Udine, Italy, ⁶Department of Psychology, Sapienza University of Rome, Rome, Italy

Introduction: Several mindfulness-based interventions (MBIs) have shown efficacy in enhancing interoceptive awareness (IA), the ability to perceive and interpret bodily signals, leading to improved mental and physical wellbeing. However, no study has yet explored the effects of mindfulness practice on IA in individuals training to become MBI teachers. Thus, we investigated the impact of a mindfulness teacher training (MTT) program on emotional distress and IA in individuals training to become mindfulness teachers.

Methods: A group of 38 individuals undergoing MTT and a control group of 24 matched individuals were assessed before (T0) and after (T1) the 9 months MTT program. Emotional distress was assessed through the Hospital Anxiety and Depression Scale (HADS) and IA was assessed through the Multidimensional Assessment of Interoceptive Awareness (MAIA).

Results: The MTT group showed significantly higher increases in the awareness of mind-body integration in comparison with the control group. Although no significant between-group changes were observed in emotional distress, increases in MAIA self-regulation scores within the MTT group were associated with decreases in HADS depression and total emotional distress scores.

Discussion: This study offers further support to the positive impact of mindfulness practice on IA within an MTT program, suggesting that mindfulness training for future MBI teachers further enhances their ability to attend to and to regulate and interpret bodily signals. Future research should investigate the long-term impact of mindfulness training on IA and on mental health in comparison with active comparators.