

The Healing Effects of Yoga on the Holistic Health of Children with Learning Difficulties and Special Needs
2018 by Katri Kaldaru

The Healing Effects of Yoga
on the Holistic Health of Children with Learning Difficulties and Special Needs

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2018

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Methodology

Who?

A small class of 9 children with learning difficulties was observed and worked with over the two year period, 2015-2017. The work started at the first grade and finished at the end of the second grade for this project, otherwise these children are continuing with yoga. The reasons behind their learning difficulties were varied.

All 9 children received yoga classes. A letter or approval to participate in this research was asked from parents. All children wanted to participate. 7 got approval from their parents.

September 2015- May 2016

1. One yoga class per week, 35 classes per the period of study.

2. One individual class for all children in the beginning to get to know them better. In this class every child was observed and interviewed to better understand the starting point. Also to find out family background, child's interests, what they like and what they don't like, character etc. And to build a closer relationship with each child. All children were also taken to a school doctor during this class to get a second opinion about their spine and posture.

Two children attended this class together because of lack of confidence and one refused for the same reason. No child was forced to do anything.

3. Going together with this class to a sports day and outdoor learning day for the reasons of observing and bonding. (Autumn 2015)

4. Observing a gym class to see how their bodies are moving there and how they are doing there in general. (Autumn 2015)

5. Vedic Chant class was introduced in January 2016, voluntary participation. 5 children came to try, 2 chanted till May 2016.

6. In a Spring Yoga Concert 2016 all children participated with the rest of the yoga students doing meditation.

7. A class of special needs children went to teach an Estonian chant to three older grades at different times in Spring 2016.

8. One child was allowed to participate in the regular yoga group for advanced students. As a result this particular child received 65 yoga classes that year.

9. A continual feedback from the class's main teacher and discussion was continued throughout those two years.

Observations.

Especially in the beginning lot of observations were made. Individually and as a group in different environments with different teachers. In a small space and large, outdoors and indoors. How they are interacting? How they are winning and losing? (Sports) How they are listening? Where are their borders and do they have borders? Constant observation was taking place during the whole year.

Yoga classes.

Yoga classes were in constant evolution. Taking into account also children's current needs. If there had been a fight, we might have all class for conversation and relaxing and

drawing. Drawing always calmed them down. Or if children were excited to try new postures we might have all class for trying new postures. Or we might listen to a long mantra or lay in silence for a long time or we might discuss what are the good deeds or how did they make a world a better place?

Sound /Mantra.

Class started with a simple sound in the beginning and evolved into a mantra by the spring.

Asanas.

First a balance asana evolving into a more complex balance asanas by the spring. Bodies were weak. Especially shoulders and arms (heart connection?). Simple postures were introduced first. The aim was to strengthen the back and bring more flexibility and strength overall. Feed the body by improving the circulation and so. Balance was very poorly in the beginning.

Nyasa.

Starting to first be conscious of ones body and know where everything is? Most children for example have to look where their belly button is? First in sitting position, so they can touch and see what I am doing, then laying down, then by thought only. That finished off, them being able to do a full body relaxation by themselves in Spring.

Silence.

Being completely silent in sitting or laying position. Starting from one minute. In spring 2017 we did silence for full academic hour for them, 45 minutes. Two left from half way, but others finished it nicely. This is a challenge even for an adult.

Mind.

Questions were asked. What made you happy today? How did you make a world a better place today? Did yo do some good deeds today? Did you see someone else do some good deeds? Was it by thought, word or action etc.?

Bhavana.

It was slowly used to expand the mind. Most children's minds were so closed and constricted. Starting with simple ways-similar to those how kids play. If I would be a father what would i do with my kids? When I grow up, what kind of home will I be living in? Imagine Sun or light in your heart. Find your heart, lungs etc. Bring peace, strength, protection, light etc. to your different body parts together with nyasa and or relaxation. So in the spring they were able to do their own relaxation at the end of a class giving themselves exactly what they needed at that moment.

Beauty.

These children need beauty. Beauty is something that is lacking in most of their lives and beauty works. Be it a beautiful song or chant with beautiful photos or pictures in the background or an animal or flower or planet.

Extras.

Looking into each others eyes with different partners. Then with touching (hands, fingers) to get the sense of energy.

Recognizing each other only by energy. One child is eyes closed and has to recognize

classmates only by energy.

Sound, movement- very slow dancing with different partners.

Chanting together with different partners with hand gestures.

Little wisdoms-how can the mind be used for good or evil? What is mantra? What finger is connected with what organ? What are the elements? Etc. Do you have a soul? Where is it? Etc.

One child gives a class to others. Learning to read stick figures of yoga.

Kindergarten trauma.

Most children in Estonia are sent to kindergarten at the age of three or even earlier. After managing the conscious or unconscious abandonment and making most of the chakras dysfunctional, they learn to follow orders and not think for themselves, nor express their feelings. They learn to be disempowered and totally alone with their problems.

So first you have to create an environment where thinking, expressing your feelings and creativity is allowed. It takes some time. Even simple things, like allowing them to choose what drawing tools they use by themselves took many months after questions like: "Can I use this pen?" disappeared. This is also one of the reasons creativity classes were created for the next year, so they would learn to be creative again.

Vedic chanting.

Pronunciation of Sanskrit letters were learned and simpler mantras were introduced, like Śiva sutras, Pancamayaśloka, Suryanamaskara mantras.

Advanced classes.

More complex asanas were introduced there. Also chanting was part of a class. Reading a pulse before and after practice. More complex bhavanas and mental concepts, like gunas for example. Every child also had a chance to perform solo his/her best asanas in the Spring Concert for parents and others.

September 2016- July 2017

1. Once a week yoga class. 35 classes per year.
2. Once a week creativity class. 30 classes per year. Voluntary. 2 children did not participate.
3. Two children participate in advanced yoga from January 2017.
4. One child receives private lessons once a week- 12 classes total.
5. Spring yoga camp. Duration 1 day. One charity place was given to this class.
6. Spring yoga party. An event where all the yoga children I teach came together.
7. Summer yoga camp. Duration one week. 2 children participated. One charity place was provided for that class.

Yoga class.

Discussion on different subjects. "Like your world is a reflection of you. Start observing what you give, before you want to get something." "We are all one." "Unconditional love."

“Co-operation.” We also went through our solar system. Starting with the Sun and ending with Uranus. All planets were felt. We looked a little movie about a particular planet, sun or moon. Then we did a meditation with bhavana to feel that planet and where it is in our body and then they drew a picture of the planet.

Observation and discussions.

Observation was continual throughout the year and a teacher was available for the students during the class or afterwards for any subject a student needed to talk about. Students also had an access to a teacher by phone.

Mantra.

Different mantras were introduced, chanted and listened.

Asana.

Balance had improved, so more complex balance postures were introduced.
Strength had improved, so more complex asanas and for longer duration of time, together with mantra sometimes. Learning to read stick figures even better.
Creating their own asanas and showing them to the rest of a class.
Giving lessons to the rest of a class.

Mind.

Perceiving their own body and system. Perceiving someone else's body. Drawing a picture about it or saying it out loud.
More complicated bhavana was used. Longer periods of silence was used, sometimes with a task. Different subjects were discussed.

Extras.

Yantras and mandalas were introduced.

Creativity class.

Very many different materials, methods, tools were used. Starting with simple tasks like making a bracelet, evolving handling a needle and scissors and sewing into more complex classes, like building a castle, that took 3-5 lessons. In January children chose themselves, what exactly are we creating from the school library creativity books. Every child's wish was fulfilled.

Advanced Yoga Classes.

This year we studied Sanskrit letters and 30 asanas with their Sanskrit and Estonian names. How to go and come out from that particular asana and how to represent them in stick figures. Observing ones breath and pulse was continued. Every child got their personal practice and it was performed during the asana part of the class. Mantras were chanted. Different ideas and concepts were introduced. Yantras were introduced, guided meditation was introduced.

Private lessons.

Here the main tool was conversation. A practice was given to deal with back pain and anger and anxiety issues. Practice was observed in private class and in the advanced class, that this student participated. Almost every week a new practice was given. This student did not participate in the group classes for special needs children from February 2017.

Spring camp.

Yoga camps are created, so we can go into some topic in more detail. Also provide the children with similar interests a place to meet and interact. The focus of the spring camp was on the heart and mind. There was also a cooking lesson, a chanting lesson and handicraft lesson.

Summer camp.

The focus was relationship to oneself and others. Morning yoga practice, introduction to 10 yama's, a chanting lesson and evening meditation were part of every day. Seva was introduced. A reawakening and co-creating a holy place around an old oak tree. We found 33 baby oak trees around the old oak tree. Nature walks , swimming in the sea and different creative workshops were part of this camp.

Chapter 4 RESEARCH TOOLS

Observation and questionnaires.

1. Observations of the class by yoga therapist, class teacher, speech therapist and music teacher are included in this research.
2. Children were asked to fill two questionnaires about themselves. One describing September 2015 when they started school and one describing May 2017. Children who had problem with reading or writing or both, questions were read out loud to them and answers were written down by a teacher.
3. Parents were asked to fill three sets of questionnaires about their children. Describing the situation in September 2015, in May 2016 and in May 2017. The questions asked in children's and parents questionnaires were exactly the same except for the medical history part.
4. Evaluation on each student was made. Teachers were asked to evaluate the progress also in the classes they thought, like music, math etc. Questionnaires were about September 2015 and May 2017. Exception being Ruslan, who started a year later, September 2016.

1. OBSERVATION OF THE CLASS.

1.1 YOGA TEACHER

Yoga teacher thought group yoga class 70 hours, creativity class 30 hours, advanced yoga group class 48 hours, Vedic chanting class 18 hours

Goal from the headmaster: "Apply methodology so that this class can be thought by other teachers."

First grade.

2015

September

In the beginning it was almost impossible to conduct a class, because of the behavioral problems. One child just kept running around the class pushing others and others reacted in different ways-crying, anger, hitting, screaming or doing nothing at all. The maximum time a class could be given without some major drama was 15 minutes. Other time was spent trying to prevent children harming each other. When somebody hit or pushed somebody else, everybody got involved and it was a big mess. Exception was Sofia. She never got involved. Out of 9 kids, there was a boy who did not follow anything a teacher said and 3 boys who had anger issues. A girl, who got upset about any little thing, a mute child, a boy who had tendency to run away and two more girls who took part in every drama.

By December the situation was much better, we had much less dramas and incidences of hitting.

As a whole, the physical bodies of these kids were weak, especially arms, shoulders and neck. Most of them had bad posture, poor balance, weak backs. Most of them moved weirdly, too stiff or too loose, staggering walk. Some were so stiff, it seemed it was like stick moving, others were so nervous, their movements were jerky. Voices of these kids were non-existent when it came to talking. Self-confidence was very low, many were very shy, avoiding eye-contact (also because of autism). Minds were as stiff as bodies or in case of Albert with no borders whatsoever. However all of them liked any kind of tool, that involved a connection to Self. Imagine a light in your heart etc. Some had an intuition of their Self and were expressing "spiritual" hints, like having little access to their heart-intelligence, but rest of the world and their own mind doesn't allow that. So there is conflict and confusion in more seeable forms in these kids, than in regular kids. It is interesting to note, that regular kids are usually opposite, trying to avoid these more subtle tools. Can it be, that regular kids are more connected to matter and special needs kids are more connected to Spirit?

2016

January

From January Alex (misbehaving child) moved to another city to live with his mom. By that time all the rest of the class had decided, that he was the cause of all problems. But this class loved dramas and a new bad person was selected soon after. This need for a bad person and dramas continued all the way till May 2017. It almost seemed like an infection, that went from one child to the next. One boy gets rid of his anger and behavioral problems and another emerges and so on.

From January 2016 till May 2016 we had only two dramas with hitting and that was a big improvement. From January onwards classes were at normal duration without interruptions. Less and less kids took part in dramas. By that time I had also had an

individual class with everybody and a bond had been created with each child. More subtle tools could be used, like bhavana, nyasa, silence, relaxation techniques, mantras. In May 2016 we had still 2 boys who had aggressive behavior now and then, usually towards each other. And a boy who still ran away, sometimes. FIRST GOAL HAD BEEN REACHED.

Second grade.

New goal: "Better outcome of their studies."

September 2016 – May 2017

It was agreed with the class teacher, that a creativity class would benefit these kids. Mostly to expand their minds and make them think independently as well as plan, choose, get new skills, interact with others in a positive way, have the courage to try new things and so much more. It is my strong belief, that sannidhi (being close to or in the environment of a teacher) is so very important for them as well.

In the beginning it took a very long time to explain the next move or possibility. Because usually on a good day two kids listened at the same time, others didn't pay attention even though they were like 1 meter from me. So i had to tell the same story about 7 times over. Then others had finished the first task and had to wait. It taught them listening, attention and patience. Eventually they were so attentive they learned from each-other. No idea of mine was ever forced on them. There were certain materials available, we were going to make this, but if someone wanted to make something else from the same materials it was fine. In spring they could work by themselves all lesson, asking guidance when needed. By that time they were the ones who had chosen, what we are going to do.

In yoga classes all of them were so much stronger, except new boy Ruslan and Albert who rarely took part in classes. Albert was there, but only did what he wanted to do, usually non-physical things.

Others could touch their toes by now, be in sarvangasana and count to 100. Stay on one leg, do headstand with the support of the wall, use mantra in their practice together with movement, chant mantras like Suryanamaskrta mantrah. Arms and shoulders had gone stronger and most could do Urdhva-dhanurasana. Some, one leg up or one arm up. They moved differently, more stable, sturdy, more confident. Their physical bodies were going stronger and stronger. Bad posture had almost disappeared. And their downward facing faces had risen up like flowers.

By the spring the ability to be with oneself in silence was great. Not loosing the focus had improved radically. It was especially good that yoga class was next to music class and yoga kids had to do relaxation for example when disco was going on in another class.

Great practice!

Listening the teacher had improved. Minds were more open. Behavior was better. Overall the coherence of this class was better.

During all this time I was always on the lookout for special talents and skills and advising the parents to consider schools of special interest. Two boys went to field and track and one to music class. All the girls, plus Ruslan and Roger went almost daily to Children's Day Centre, where different activities are provided. Girls took part in art lessons.

James and Albert still had problems with each other by May 2017. Who was "bad" was switching between those two.

These two boys happened to come to Summer yoga camp and created a fight in the first day. One warning was given: "Behave or you go home." Since both of them wanted to

participate so much, a great effort from both sides was given. We helped in a way, that one boy was allowed to sleep in another room. That worked and they were fine until the end (7 days total). Both of these kids also revealed their big personal secrets to me during that time. Two years I had to earn their trust. And it happened outside school!

The goal of this year was reached for all of the kids. Some improved more, some less. See the tables from class teacher, music teacher and speech therapist as well as yoga teacher.

1.2 OBSERVATION BY CLASS TEACHER

Class teacher thought Estonian language, math, nature, art, handicraft, human studies and class teachers lesson. All together about 1505 hours plus voluntary work.

Describe the class as a whole. Where did you start and where are you now? What were the most difficult challenges and peculiarities? How did you solve them? Who has changed the most positively and who the least?

Class teacher: "In the beginning of the first grade pupils could not focus on the studies, attention was scattered. Children could sit behind the tables 10-15 min., so the lessons had to be very varied. Study happened through play. Reading- and writing exercises caused an irritation in several students and it expressed with shouting and protest. They broke pencils, through books and notebooks.

There were children with low opinion of themselves, that expressed with crying spells, they did not dare to communicate or ask help.

The fights were happening often, because they could not solve the differences otherwise. It happened also during lessons (i think all the subjects).

The most improvement is noticed in James, Boris and Merilin. Although there has been daily effort with Albert, there is not much change."

How has been the cooperation with parents?

Very good. We have been able to talk about everything in a peaceful way.

In your opinion has yoga been beneficial for the kids? If yes, then how?

They can concentrate better on given activity and control their feelings and solve conflicts better than before.

In your opinion what changes are needed in educational system, schooling, methodology etc., so that special needs children's study would be optimal?

More helping teachers. Work with these kids should be systemic and consistent. Different methods should be used more boldly, so every child would get the one they need. At least in the beginning books and notebooks should not be used and the study should be made interesting and within their capacity.

What could be done within the school, so that special needs children's study would be optimal?

A working supportive network would be necessary.

.1.3 OBSERVATION BY THE SPEECH THERAPIST

Speech therapist gives speech therapy lessons. All together 140 lessons.

Describe the class as a whole. Where did you start and where are you now? What were the most difficult challenges and peculiarities? How did you solve them? Who has changed the most positively and who the least?

“The students in the class of learning difficulties have disfunction in single or multiple basic processes, that are connected with understanding and using spoken and written language; in this class it expresses in the limited ability to listen, think, speak, read, write or calculate. When starting school, all students had poorly developed social and self-respecting abilities. Developing social and self-respecting abilities has been the greatest challenge. Increasing the self-confidence has been the major goal. For improving the social and self-respecting abilities, the students needed lot of security, appreciation, routine, and rules. At the moment children are sensing themselves and other people better, relations between students has improved. Students have accepted the social norms, obey better to rules.”

How has been the cooperation with parents?

Cooperation has worked good, taking into account both sides interests.

In your opinion has yoga been beneficial for the kids? If yes, then how?

Concentration is better and the ability to deal with ones emotions.

In your opinion what changes are needed in educational system, schooling, methodology etc., so that special needs children's study would be optimal?

Education system should be more flexible, less labeling the kids. For all the children in need, supportive services should be available. Teaching special needs children, the cooperation is very important (it means taking into account each other, changing information in the right time, making agreements and keeping with them, helping and supporting each other).

What could be done within the school, so that special needs children's study would be optimal?

No answer.

1.4 OBSERVATION BY THE MUSIC TEACHER

Music teacher teaches music. This particular teacher came to our school in September 2016. The kids were starting their second year with her. Some kids received 68 classes, some 34 classes.

Describe the class as a whole. Where did you start and where are you now? What were the most difficult challenges and peculiarities? How did you solve them? Who has changed the most positively and who the least?

In the fall 2016 I met this class for the first time. Already the experiences in the first lessons were quite frightening, because ...for example, James came to class almost as if a robot that had got his inspiration from some computer game, repeating: “I kill, I kill.” The text and actions were unpredictable and evil. “I need an axe, I need to kill...etc.” The change in James is- a miracle. 1. He can deal with his sudden anger attacks. 2. Speech is friendly. 3. Doesn't need attention from Albert (in the first half of the year an eye contact from Albert, that did not suite him was enough to trigger him.). Unfortunately I don't see improvement in Albert's behavior. In the first half of the year he often jumped on the

window sill and wanted to jump down¹ (when somebody was not “friend” enough), then now he is sometimes in rage and hits classmates. At the same time have seen him being also friendly and nice. Let's hope for the best!

How has been the cooperation with parents?

I have communicated so far with Alberts mother only. Cooperation has not yet happened.

In your opinion has yoga been beneficial for the kids? If yes, then how?

Absolutely! Better example than the change in James is hard to even imagine-magical!

In your opinion what changes are needed in educational system, schooling, methodology etc., so that special needs children's study would be optimal?

Every child, especially with special needs has to get individual attention. In addition to group classes, individual classes could be given in yoga, music and art.

What could be done within the school, so that special needs children's study would be optimal?

Individual classes in yoga.

2. CHILDREN INDIVIDUALLY

All the names of the children have been changed.

Although parents were asked to fill 3 forms, only beginning and end forms were included. Some parents never returned the forms and some did not understand the questions. The forms were left empty on places where questions had not been understood or in some cases they didn't know what to answer.

All the improvements are marked in red and all the fallbacks are marked in blue.

¹ Music class is on the second floor.

ANN

Yoga classes received during two year period:

2 private classes

70 hours group yoga classes

30 hours group creativity class

4 hours Vedic chanting class

10 hours taking part of different events

Total: **106 hours**

TABLE 1

Ann's own view on herself.

ANN	September 2015	May 2017
Do you like school?	yes	yes
What do you like about school?	Estonian, handicraft	Estonian, handicraft
What don't you like about school?	math	Human learning
Are you bullied?	no	no
What lesson is the most difficult?	handicraft	math
What lesson is the most easy?	math	Class Teacher's lesson
Do you have a good memory?	yes	yes
What do you remember best?	Good	Good and bad
What sense is the strongest in you?	eyes	eyes
Through what sense it is easiest to study?	eyes	eyes
How is your attention?	Good	Good
How is your concentration?	Don't remember	Very good
Do you get along with other people?	yes	Yes, with everybody
Do you have friends?	Yes ex. Alex	yes
Do you have pets?	cat	Cat and dog
How is your politeness?	Good	Very good
How is your behavior?	average	average
What makes you happy?	cat	Good mood
What makes you sad?	When somebody hits my friend	When someone who is my friend hits my other friend
What do you hate?	Don't hate anything	Don't hate
What are you afraid of?	darkness	darkness
Where do you feel secure?	With friends who protect me	At home

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How is your ability to express yourself?	Very good	Very good. Am afraid to say my thoughts out loud.
How is your self-confidence?	average	Depends with who and where i am
How are your feelings and emotions?	unstable	Mostly stable
Do you feel free from tension?	Always at ease	Always at ease
How is your energy?	average	average
Falling asleep?	changes	easy
Duration of sleep?	More than 10 h	9-10h
Quality of sleep?	Tired in the morning	Tired in the morning
Consistency of sleep?	constant	Smt. I wake up during the night
Appetite?	average	average
Regularity of meals?	No breakfast. Eats lunch and dinner	No breakfast.
Quality of food?	healthy	healthy
Digestion and urinary system?	Constipation, bed-wetting	Constipation, no bed-wetting
Allergy? Asthma?	no	no
Overall physical fitness?	average	Very good
Body's strength?	good	Very good
Body's endurance?	good	Very good
Body's balance?	poor	average
Coordination?	poor	Very good
Flexibility?	average	changes
What is easy for your body?	running	gymnastics
What is difficult for your body?	Jumping on one leg	running
What are your talents?	Coloring, Estonian language	dancing
What do you like to do?	math	Play, be in phone alone or with friends
Hobbies. Special interest schools, classes.	Vedic chanting 4x	Creativity class, art class, being together with my brother
How can yoga help you?	Very good	Yoga has simply helped me
How can a teacher or school help you?	Yoga private lesson	That someone

		would help me in math. If i was director i would ban hitting.
How many hours per day are you behind a screen?	Don't know	Not all the time. I study and after that i am in my phone until sleeping time.
What do you watch/play in there?	Soap operas, computer games (non-violent, added by a teacher))	Tv-soap operas. Phone- play. (non-violent, added by a teacher))
Are you healthy?	yes	yes

TABLE 2

Ann's mother answered to all questionnaires. We had agreed earlier, that if she does not know what to answer, she leaves it blank.

ANN'S MOTHER	September 2015	May 2017
Does he/she like school?		yes
What does he/she like about school?		
What does he/she not like about school?		
Is he/she bullied?		no
What lesson is the most difficult for him/her?	Math, Estonian	math
What lesson is the most easy for him/her?		
Does he/she have a good memory?	Short term memory	Long term memory
What does he/she remember best?		
What sense is the strongest in him/her?	Hands (grasping)	
Through what sense it is easiest to study for him/her?		
How is his/her attention?	average	good
How is his/her concentration?	average	good
Does he/she get along with other people?		
Does he/she have friends?		yes
Do you have pets?		cat
How is his/her politeness?		good
How is his/her behavior?		good
What makes him/her happy?		
What makes him/her sad?		
What does he/she hate?		

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What does he/she fear?	darkness	
Where does he/she feel secure?		
How is his/her ability to express one self?	good	
How is his/her self-confidence?	good	
How are his/her feelings and emotions?	Mostly stable	
Does he/she feel free from tension?	Mostly free	
How is his/her energy?		good
Falling asleep?	easy	easy
Duration of sleep?	6-8h	6-8h
Quality of sleep?		good
Consistency of sleep?	constant	constant
Appetite?	poor	poor
Regularity of meals?	regular	regular
Quality of food?	fresh	fresh
Digestion and urinary system?	normal	normal
Allergy? Asthma?	no	no
Overall physical fitness?	good	good
Body's strength?	good	good
Body's endurance?	good	good
Body's balance?	good	Very good

Coordination?	average	good
Flexibility?	average	good
What is easy for his/her body?		
What is difficult for his/her body?		
What are his/her talents?		
What does he/she like to do?		Goes to Children's Day Center
Hobbies. Special interest schools, classes.		Art class
How can yoga help him/her?		
How can a teacher or school help him/her?		
How many hours per day is he/she behind a screen?		2 hours
What does he/she watch/play in there?		TV-animations for kids, from phone -plays.
Is he/she healthy?	ADD, takes	glasses

	medication for it.	
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TABLE 3

ANN'S CLASS TEACHER	September 2015	May 2017
Attention	changes	average
Consentration	changes	average
Ability to listen	changes	average
Undrestanding the listened	poor	average
Ability to see	poor	average
Understanding the seen	changes	average
Independent ability to think	poor	average
Directed ability to think	changes	good
Creativity	poor	average
Self-confidence	poor	average
Self-expression by voice by hands by body	Average average poor average	Good good average good
Reading	average	good
Writing	poor	good
Math	poor	poor
Nature	average	good
Art	average	good
Handicraft	average	good
Behaviour	good	Very good
Diligence/tidiness	average	good
Emotions/feelings	Mostly stable	Always stable
Social skills	average	good
Asking help	poor	average
Empathy	good	Very good

TABLE 4

ANN'S SPEECH THERAPIYST	2015 Sept	2017 May
Attention	poor	average

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Consentration	poor	average
Listening	average	good
Undrestanding the listened	average	average
Seeing	average	average
Understanding the seen	average	good
Independent ability to think	poor	average
Directed ability to think	poor	average
Creativity	good	good
Self-confidence	poor	average
Self-expression by voice by hands by body	Average poor good average	Good average good good
Reading	poor	average
Writing	poor	average
Sound analysis	poor	average
Phonetic analysis	poor	average
Text duplicating by writing	poor	average
Handicraft	Poor to average	good
Behaviour	average	good
Diligence/tidiness	average	good
Emotions/feelings	Mostly stable	Mostly stable
Social skills	poor	average
Asking help	average	good
Empathy	average	Good to very good

TABLE 5

ANN'S MUSIC TEACHER	September 2016	May 2017
Attention	poor	good
Consentration	poor	Very good
Listening	Very good	Very good
Undrestanding the listened	good	good
Seeing	average	good
Understanding the seen	average	average
Independent ability to think	average	average

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Directed ability to think	average	Very good
Creativity	average	good
Self-confidence	good	good
Self-expression by voice by hands by body	Poor average average	Average average average
Musical hearing	poor	average
Musical movement	average	good
Musical thinking	average	average
Voice	average	average
Behavior	Very good	Very good
Emotions/feelings	Always stable	Always stable
Social skills	Very good	Very good
Asking help	Very good	Very good
Empathy	Very good	Very good

TABLE 6

ANN'S YOGA TEACHER	September 2015	May 2017
Attention	changes	average
Concentration	changes	average
Listening	changes	average
Understanding the listened	average	average
Seeing	average	good
Understanding the seen	average	good
Independent ability to think	poor	average
Directed ability to think	average	good
Creativity	average	good
Self-confidence	poor	average
Self-expression by voice by hands by body	average average good average	good Average good good
Overall physical fitness	poor	average
Endurance	poor	average
Coordination	average	good
Ability to understand one's	poor	average

wholistic body		
Strength of voice	poor	good
Meditation	average	Very good
Spirituality	average	average
Above the senses abilities	no	no
Emotions/feelings	Mostly stable	Mostly stable
Social skills	average	good
Asking help	average	good
Emphaty	average	good
Ability to follow the agreed rules	average	good

ROGER

Yoga classes received during two year period:

1 private class

100 hours group yoga classes

30 hours group creativity class

16 hours Vedic chanting class

7 hours taking part of different events

Total: **154 hours**

TABLE 1

Roger's own view on himself

ROGER	September 2015	May 2017
Do you like school?	yes	yes
What do you like about school?	Play with others	Play with others
What do you don't like about school?	Alex through a bag at me	When smb hits me
Are you bullied?	no	no
What lesson is the most difficult?	math	handicraft
What lesson is the most easy?	Estonian	Estonian
Do you have a good memory?	yes	yes
What do you remember best?	Good things	Good things
What sense is the strongest in you?	taste	taste
Through what sense it is easiest to study?	hearing	Hearing, seeing
How is your attention?	good	poor

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How is your concentration?	average	Very good
Do you get along with other people?	yes	yes
Do you have friends?	yes	yes
Do you have pets?	A dog	dog
How is your politeness?	good	average
How is your behavior?	Very good	changes
What makes you happy?	New friends	brothers
What makes you sad?	Others hit me	nothing
What do you hate?	Alex hit me with a bag	nothing
What are you afraid of?	That i stay in the first grade	nothing
Where do you feel secure?	At home	At home
How is your ability to express yourself?	good	Depends on people and place
How is your self-confidence?	good	changes
How are your feelings and emotions?	Mostly stable	Smt. stable
Do you feel free from tension?	Sometimes free	Mostly free
How is your energy?	average	changes
Falling asleep?	difficult	easy
Duration of sleep?	More than 10 h	9-10 h
Quality of sleep?	Want to sleep more	Want to sleep more
Consistency of sleep?	continuous	continuous
Appetite?	Very good	changes
Regularity of meals?	changes	regular
Quality of food?	healthy	Healthy, fresh
Digestion and urinary system?	Constipation, wetting day and night (both excrements)	No problems
Allergy? Asthma?	Cat and dog hair, asthma, allergy	no
Overall physical fitness?	average	average
Body's strength?	average	Very good
Body's endurance?	average	poor
Body's balance?	good	average
Coordination?	good	poor

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Flexibility?	good	good
What is easy for your body?	Training, standing on one leg	yoga
What is difficult for your body?	run	Run, swimming: i get tired at both, blowing under water is very difficult
What are your talents?	Estonian, creativity, handicraft	Singing, drawing
What do you like to do?	Paint, do things with my hands, handicraft	Researching planets, draw, hit myself (helps with nervousness), play with little brother, help mother with cooking
Hobbies. Special interest schools, classes.	Yoga, Vedic chanting	Sound class, creativity class, playing with friends
How can yoga help you?	I don't know	It has helped, but i don't know how.
How can a teacher or school help you?	They could make my stupid brain smarter	Help with study, so i can become smart
How many hours per day are you behind a screen?	little	1 hour
What do you watch/play in there?	Animations, computer games	playing
Are you healthy?	yes	yes

Roger's mother never gave back the questionnaires of her view of the son's progress.

TABLE 3

ROGER'S CLASS TEACHER	September 2015	May 2017
Attention	changes	average
Concentration	changes	changes
Ability to listen	changes	average
Understanding the listened	changes	good
Ability to see	changes	average

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Understanding the seen	changes	good
Independent ability to think	poor	average
Directed ability to think	average	good
Creativity	poor	average
Self-confidence	average	average
Self-expression by voice by hands by body	poor poor poor poor	average average average average
Reading	poor	average
Writing	poor	average
Math	poor	good
Nature	poor	average
Art	changes	average
Handicraft	poor	changes
Behavior	average	changes
Diligence/tidiness	poor	changes
Emotions/feelings	Mostly stable	Always stable
Social skills	average	good
Asking help	good	good
Empathy	good	good

TABLE 4

ROGERS'S SPEECH THERAPIYST	2015 sept.	2017 mai
Attention	poor	average
Consentration	poor	average
Listening	average	good
Undrestanding the listened	average	good
Seeing	average	good
Understanding the seen	average	average
Independent ability to think	poor	average
Directed ability to think	poor	average
Creativity	Poor to average	good
Self-confidence	poor	average
Self-expression	Average	good

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by voice by hands by body	average good average	good good good
Reading	poor	average
Writing	poor	average
Sound analysis	poor	poor
Phonetic analysis	poor	poor
Text duplicating by writing	poor	average
Handicraft	Poor to average	good
Behavior	average	good
Diligence/tidiness	average	good
Emotions/feelings	Mostly stable	Mostly stable
Social skills	average	good
Asking help	good	good
Empathy	average	average

TABLE 5

ROGER'S MUSIC TEACHER	September 2016	May 2017
Attention	changes	average
Concentration	poor	poor
Listening	average	average
Understanding the listened	average	average
Seeing	average	average
Understanding the seen	average	average
Independent ability to think	average	average
Directed ability to think	average	average
Creativity	poor	average
Self-confidence	poor	good
Self-expression by voice by hands by body	poor poor average	poor poor average
Musical hearing	poor	average
Musical movement	average	average
Musical thinking	poor	poor

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Voice	average	average
Behavior	average	average
Emotions/feelings	Sometimes stable	Sometimes stable
Social skills	poor	poor
Asking help	average	average
Empathy	average	average

TABLE 6

ROGERS'S YOGA TEACHER	September 2015	May 2017
Attention	average	good
Concentration	changes	changes
Listening	average	good
Understanding the listened	good	good
Seeing	good	Very good
Understanding the seen	average	good
Independent ability to think	poor	average
Directed ability to think	average	good
Creativity	average	average
Self-confidence	poor	average
Self-expression by voice by hands by body	poor poor average poor	good Average good average
Overall physical fitness	poor	good
Endurance	poor	average
Coordination	average	good
understand's one's wholistic body/self-enquiry	poor	average
Strength of voice	poor	good
Meditation	poor	good
Spirituality	poor	average
Above the senses abilities	no	no
Emotions/feelings	Mostly stable	Mostly stable
Social skills	poor	average

Asking help	poor	average
Empathy	average	good
Ability to follow the agreed rules	average	average

JAMES

Yoga classes received during two year period:
 13 private lessons
 70 hours of group yoga classes
 48 hours of advanced yoga group classes
 30 hours of group creativity class
 4 hours taking part of different events
 240 hours of Summer yoga camp
 Total hours received: **405 hours**

TABLE 1

James's own view of himself

JAMES	September 2015	May 2017
Do you like school?	yes	yes
What do you like about school?	Estonian, math, handicraft	I like everything
What don't you like about school?	Alex lied	
Are you bullied?	yes	yes
What lesson is the most difficult?	Estonian	Estonian
What lesson is the most easy?	math	math
Do you have a good memory?	yes	yes
What do you remember best?	Good	Good
What sense is the strongest in you?	ears	speech
Through what sense it is easiest to study?	Hearing, seeing	Hearing, seeing
How is your attention?	Very good	Very good
How is your concentration?	Poor, bcs of the noise in class	Very good
Do you get along with other people?	yes	Yes
Do you have friends?	Yes, 3-4	yes
Do you have pets?	no	dog
How is your politeness?	average	average
How is your behavior?	good	changes
What makes you happy?		Don't know

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What makes you sad?		Don't know
What do you hate?	Alex was screaming	Don't know
What are you afraid of?	nothing	Don't know
Where do you feel secure?	At home	At home
How is your ability to express yourself?	good	Very good.
How is your self-confidence?	good	Very good
How are your feelings and emotions?	unstable	Mostly stable
Do you feel free from tension?	Tension bcs of Alex	Always at ease
How is your energy?	good	average
Falling asleep?	difficult	difficult
Duration of sleep?	9-10h	6-8h
Quality of sleep?	Poor, my ears are hearing and that disturbs me	poor
Consistency of sleep?		Disturbed, see nightmares
Appetite?	poor	good
Regularity of meals?	changes	regular
Quality of food?	healthy	healthy
Digestion and urinary system?	Regular, bed-wetting	regular, no bed-wetting
Allergy? Asthma?	no	To chocolate, it was before as well
Overall physical fitness?	Very good	Very good
Body's strength?	Very good	good
Body's endurance?	Very good	Average, back starts hurting when i run, shoulders hurt when i swim
Body's balance?	poor	Very good

Coordination?	good	Very good
Flexibility?	Very good	good
What is easy for your body?	Stretch, run, writing	Yoga, biking
What is difficult for your body?		Writing-hand gets tired, all movements that you have to repeat for some time are difficult

What are your talents?	Math, running	Handicraft, trying new things, helping mother, house cleaning
What do you like to do?	Play, board games	Bike, play
Hobbies. Special interest schools, classes.	Field and track, yoga, make things i have thought out myself	Creativity class
How can yoga help you?	I thought it could help	Stretch and that i have to do new things, that i could not do before
How can a teacher or school help you?	Teacher helped me in Estonian	Help with study. School-so that nobody would fight
How many hours per day are you behind a screen?	5 hours	All the time
What do you watch/play in there?	Animations, Tv series (adult), computer games	Playing, also war games
Are you healthy?	yes	yes

James's parents did not give back the questionnaires about James.

TABLE 3

JAMES'S CLASS TEACHER	September 2015	May 2017
Attention	changes	average
Consentration	changes	average
Ability to listen	changes	average
Undrestanding the listened	poor	good
Ability to see	poor	changes
Understanding the seen	poor	average
Independent ability to think	changes	average
Directed ability to think	changes	good
Creativity	poor	changes
Self-confidence	poor	average
Self-expression by voice by hands by body	changes changes changes changes	good good average

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		good
Reading	poor	poor
Writing	poor	poor
Math	average	good
Nature	average	good
Art	poor	changes
Handicraft	poor	changes
Behaviour	changes	average
Diligence/tidiness	changes	good
Emotions/feelings	unstable	Mostly stable
Social skills	changes	average
Asking help	changes	changes
Empathy	poor	changes

TABLE 4

JAMES'S SPEECH THERAPIYST	September 2015	May 2017
Attention	poor	average
Consentration	poor	average
Listening	poor	average
Undrestanding the listened	poor	average
Seeing	poor	average
Understanding the seen	poor	average
Independent ability to think	poor	average
Directed ability to think	poor	average
Creativity	average	average
Self-confidence	poor	average
Self-expression by voice by hands by body	Average poor average average	average average average average
Reading	poor	average
Writing	poor	average
Sound analysis	poor	average
Phonetic analysis	poor	average
Text duplicating by writing	poor	average

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Handicraft	average	Average to poor
Behavior	poor	poor
Diligence/tidiness	poor	average
Emotions/feelings	Sometimes stable	Sometimes stable
Social skills	poor	average
Asking help	poor	average
Empathy	poor	poor

TABLE 5

JAMES'S MUSIC TEACHER	September 2016	May 2017
Attention	poor	changes
Consentration	poor	average
Listening	poor	average
Undrestanding the listened	poor	changes
Seeing	poor	average
Understanding the seen	poor	changes
Independent ability to think	changes	average
Directed ability to think	poor	average
Creativity	poor	changes
Self-confidence	poor	good
Self-expression by voice by hands by body	poor poor average	average average average
Musical hearing	poor	Poor/is changing
Musical movement	average	average
Musical thinking	poor	average
Voice	average	average
Behaviour	poor	good
Emotions/feelings	unstable	Mostly stable
Social skills	poor	average
Asking help	poor	good
Empathy	poor	good

TABLE 6

JAMES'S YOGA TEACHER	September 2015	May 2017
Attention	poor	good
Consentration	changes	very good
Listening	changes	average
Undrestanding the listened	average	good
Seeing	changes	average
Understanding the seen	good	good
Independent ability to think	changes	good
Directed ability to think	average	good
Creativity	average	Very good
Self-confidence	poor	changes
Self-expression by voice by hands by body	poor poor average average	average changes good good
Overall physical fitness	average	good
Endurance	average	Very good
Coordination	average	good
Abililty to understand one's holistic body	poor	average
Strength of voice	poor	average
Meditation	poor	good
Spirituality (connection to Self)	good	Very good
Above the senses abilities	Yes, multiple	Yes, multiple
Emotions/feelings	unstable	mostly stable
Social skills	poor	changes
Asking help	poor	average
Empathy	average	Very good
Ability to follow the agreed rules	changes	average

BORISS

Yoga classes received during two year period:

1 private lesson

70 hours of yoga group classes

30 hours of group creativity class

4 hours taking part of different events

Total: **105 hours**

TABLE 1

Boriss's own view on himself

BORISS	September 2015	May 2017
Do you like school?	yes	yes
What do you like about school?	Good school, learning	Kids learn things they don't know yet
What don't you like about school?	screaming	Loud noise and when smb disturbs the lesson
Are you bullied?	no	no
What lesson is the most difficult?	Reading and math	Estonian, nature (i don't live in nature)
What lesson is the most easy?	Physical education	Math , physical education, music
Do you have a good memory?	little	little
What do you remember best?	Good	Good and bad
What sense is the strongest in you?	Legs(movement), all are good	eyes
Through what sense it is easiest to study?	Hearing, seeing	Hearing, seeing
How is your attention?	good	average
How is your concentration?	Good, screaming disturbs me	Very good
Do you get along with other people?	yes	Yes
Do you have friends?	Yes	yes
Do you have pets?	no	no
How is your politeness?	Very good	Average, i help people
How is your behavior?	good	average
What makes you happy?	All children study well and i hope from God they will	When everybody studies and participates in a

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	be smart	lesson
What makes you sad?	Alex and a girl did not study	Kids are screaming and playing and teachers cannot teach.
What do you hate?	Alex is screaming, asking money, toys and things.	When little brother calls me all the time, but i am tired from work.
What are you afraid of?	That i will be bullied	That smb bullies me
Where do you feel secure?	At home, with friends	At home, with friends
How is your ability to express yourself?	Average, little difficult	average
How is your self-confidence?	Average, was afraid a little of class teacher. Bad experience from kindergarten (mean teacher).	average
How are your feelings and emotions?	Mostly stable	Mostly stable
Do you feel free from tension?	I am tense at school, bsc i feel danger.	Mostly at ease
How is your energy?	Average	average
Falling asleep?	Difficult, , i see dark figure and hear voices	Difficult, i see and hear things
Duration of sleep?	9-10h	6-8h
Quality of sleep?	Poor, nightmare	good
Consistency of sleep?	continuous	Disturbed
Appetite?	good	average
Regularity of meals?	Regular, no breakfast	Regular, no breakfast
Quality of food?	healthy	healthy
Digestion and urinary system?	Constipated, don't want to go, it hurts, was afraid every day	constipated
Allergy? Asthma?	Allergy to dust, causes nosebleeds	Allergy to dust, causes nosebleeds
Overall physical fitness?	average	I feel good at the

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		moment
Body's strength?	average	average
Body's endurance?	Average to good	Average, when swimming my arms and legs get very tired. I am afraid of water.
Body's balance?	poor	good

Coordination?	average	good
Flexibility?	poor	good
What is easy for your body?	Field and track	Biking, talking with people
What is difficult for your body?	Legs didn't move how i wanted	I feel, that i don't want to swim.
What are your talents?	I knew how to call mother, school things i didn't know	Playing, sneaking.
What do you like to do?	Play with friends; being with family, watching movie together.	Play with brother. Doings things with family.
Hobbies. Special interest schools, classes.	Field and track	Field and track, creativity class, going to cinema.
How can yoga help you?	Yoga is very good thing. Kids can stretch and parents are cheering.	Yoga is like a work-out and it helps me to do things nicely.
How can a teacher or school help you?	This is the best school i have been. All kids need help and there could be more teachers who help them.	All kids learn things, that are useful, good school. Ruslan's support person has changed things for the better.
How many hours per day are you behind a screen?	4-5 hours	All my free time
What do you watch/play in there?	computer games, shooting zombies	Computer games, also war games, robot games, watching videos
Are you healthy?	yes	yes

TABLE 2

BORISS'S MOTHER	September 2015	May 2017
Does he/she like school?	yes	Very much
What does he/she like about school?	Good teachers	Good curriculum
What does he/she not like about school?		
Is he/she bullied?		Don't know
What lesson is the most difficult for him/her?	Estonian, math	Story telling
What lesson is the most easy for him/her?	Physical ed, yoga, handicraft	Math, estonian
Does he/she have a good memory?	Long term memory	Long term memory
What does he/she remember best?	good	Good and bad
What sense is the strongest in him/her?	Hearing, movement (legs)	Hearing, movement, speech
Through what sense it is easiest to study for him/her?	hearing	hearing
How is his/her attention?	good	good
How is his/her concentration?	average	average
Does he/she get along with other people?	With kids	With kids
Does he/she have friends?	yes	yes
Do you have pets?	dog	dog
How is his/her politeness?	good	Very good
How is his/her behavior?	good	good
What makes him/her happy?	When everything is taken care of	When he accomplishes something
What makes him/her sad?	Cheating, when smb shouts at him	When doesn't accomplish as good as he wanted to
What does he/she hate?	Cheating, and when smb is hurting others	When he cannot handle smt.
What does he/she fear?	Darkness, being hurt	Darkness, being hurt
Where does he/she feel secure?	At home	
How is his/her ability to express one self?	good	good
How is his/her self-confidence?	average	Very good
How are his/her feelings and emotions?	Sometimes stable	Mostly to always

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		stable
Does he/she feel free from tension?	Sometimes free	Sometimes to mostly free
How is his/her energy?	average	good
Falling asleep?		easy
Duration of sleep?	6-8h	6-8h
Quality of sleep?	average	average
Consistency of sleep?	disrupted	continuous
Appetite?	Average to poor	average
Regularity of meals?	regular	Not regular
Quality of food?	healthy	fresh
Digestion and urinary system?	constipated	constipated
Allergy? Asthma?	Adenoids (blocked nose)	adenoids
Overall physical fitness?	Changes, poor	average
Body's strength?	average	average
Body's endurance?	average	average
Body's balance?	good	good

Coordination?	good	good
Flexibility?	average	average
What is easy for his/her body?		twist, run, jump
What is difficult for his/her body?	stretch	stretch
What are his/her talents?	Drawing, handicraft	Drawing, handicraft
What does he/she like to do?	Everything, most stuff he can do	To move, be outdoors, play
Hobbies. Special interest schools, classes.	Creativity class, drawing	Creativity, field and track
How can yoga help him/her?	I think so	Calm him, relax him
How can a teacher or school help him/her?	Keep going like that	Keep going like that
How many hours per day is he/she behind a screen?	1h	1h
What does he/she watch/play in there?	School games	Youtube, different computer games
Is he/she healthy?	Had nose operation	

TABLE 3

BORISS'S CLASS TEACHER	September 2015	May 2017
Attention	poor	average
Consentration	poor	average
Ability to listen	average	average
Undrestanding the listened	poor	average
Ability to see	average	good
Understanding the seen	average	good
Independent ability to think	poor	good
Directed ability to think	average	good
Creativity	poor	average
Self-confidence	changes	average
Self-expression by voice by hands by body	poor poor poor poor	average average good good
Reading	poor	good
Writing	poor	good
Math	poor	very good
Nature	poor	good
Art	poor	good
Handicraft	poor	good
Behaviour	average	average
Diligence/tidiness	good	good
Emotions/feelings	Sometimes stable	mostly stable
Social skills	average	good
Asking help	poor	good
Empathy	average	average

TABLE 4

BORISS'S SPEECH THERAPIYST	September 2015	May 2017
Attention	average	good
Consentration	average	good

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Listening	average	good
Undrestanding the listened	average	good
Seeing	average	good
Understanding the seen	average	good
Independent ability to think	average	good
Directed ability to think	average	good
Creativity	average	good
Self-confidence	poor	good
Self-expression by voice by hands by body	poor poor average poor	good good good good
Reading	poor	good
Writing	poor	good
Sound analysis	poor	average
Phonetic analysis	poor	average
Text duplicating by writing	poor	good
Handicraft	average	good
Behaviour	good	very good
Diligence/tidiness	good	very good
Emotions/feelings	Mostly stable	mostly stable
Social skills	poor	good
Asking help	average	good
Empathy	average	good

TABLE 5

BORISS'S MUSIC TEACHER	September 2016	May 2017
Attention	Very good	Very good
Consentration	Very good	Very good
Listening	Very good	Very good
Undrestanding the listened	Very good	Very good
Seeing	Very good	Very good

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Understanding the seen	Very good	Very good
Independent ability to think	good	good
Directed ability to think	Very good	Very good
Creativity	good	good
Self-confidence	Very good	Very good
Self-expression by voice by hands by body	average average average	good good good
Musical hearing	poor	Poor
Musical movement	average	average
Musical thinking	average	average
Voice	good	good
Behaviour	good	good
Emotions/feelings	Mostly stable	Mostly stable
Social skills	good	good
Asking help	good	good
Empathy	good	good

TABLE 6

BORISS'S YOGA TEACHER	September 2015	May 2017
Attention	average	good
Consentration	good	very good
Listening	average	good
Undrestanding the listened	average	good
Seeing	good	good
Understanding the seen	average	good
Independent ability to think	poor	average
Directed ability to think	poor	average
Creativity	average	good
Self-confidence	average	good
Self-expression by voice by hands by body	average average average average	good good good good
Overall physical fitness	poor	average

Endurance	poor	good
Coordination	poor	average
Ability to understand one's wholistic body	poor	average
Strength of voice	poor	average
Meditation	average	very good
Spirituality (connection to Self)	average	good
Above the senses abilities	Yes, multiple	Yes, multiple
Emotions/feelings	Sometimes stable	mostly stable

Social skills	average	good
Asking help	poor	good
Empathy	average	good
Ability to follow the agreed rules	average	good

ALBERT

Yoga classes received during two year period:

2 private lessons

70 hours of yoga group classes

18 hours of Vedic Chant classes

30 hours of group creativity class

3 hours taking part of different events

240 hours in Yoga Summer Camp

Total: **363 hours**

TABLE 1

Alberts own view on himself

ALBERT	September 2015	May 2017
Do you like school?	no	yes
What do you like about school?	Cluing, folding, painting, yoga	Going home, playing with small brother
What don't you like about school?	math	This day, anger
Are you bullied?	Yes, one time	I don't know. When i am ordered around i get angry.
What lesson is the most difficult?	math	Writing. It is difficult

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		to concentrate, mind gets tired.
What lesson is the most easy?	Art, handicraft, yoga-they are fun.	Math, other lessons
Do you have a good memory?	no	Better than in the first grade
What do you remember best?	Good and little bad	bad
What sense is the strongest in you?	Ears, nose, hands	Moving, hearing, smelling
Through what sense it is easiest to study?	Seeing and hands	Hands and feet-i can do things myself
How is your attention?	poor	Good, but has to be interesting
How is your concentration?	poor	poor
Do you get along with other people?	children	Yes, children
Do you have friends?	Yes. Some friends betrayed me-are bullying	Yes, betrayers are still bullying
Do you have pets?	yes	cat Miisu
How is your politeness?	Poor	poor
How is your behavior?	Poor. Me and James were beating each other.	poor
What makes you happy?	sleeping	Computer, TV, phone, little brother, trampoline, HTV.
What makes you sad?	When i can't sleep	When smb doesn't want to play with me. When i am not allowed to be behind screen.
What do you hate?	Don't know	Girls who are in war with boys (close to my house).
What are you afraid of?	I was afraid, that i cannot handle anything.	I am afraid, that i cannot handle anything.
Where do you feel secure?	At home	At home, with friends, at the playground
How is your ability to express yourself?	good	Poor, i don't want that smb would find

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		out something
How is your self-confidence?	poor	poor
How are your feelings and emotions?	sometimes stable	unstable
Do you feel free from tension?	At school tense, at home free	Mostly at ease
How is your energy?	changes	Changes and good, depends on interest
Falling asleep?	Difficult	difficult
Duration of sleep?	9-10h	9-10h
Quality of sleep?	Poor	Average, want to sleep more
Consistency of sleep?	Disturbed, nightmares. I see and hear robots, even eyes open. Light helps, then they disappear.	Disturbed, nightmares
Appetite?	Very good	Good, changes, depend on the food
Regularity of meals?	Regular	Regular
Quality of food?	Healthy, smt sweets	Healthy, fresh
Digestion and urinary system?	regular	I don't go at the right time and then the need disappears
Allergy? Asthma?	Allergy to chocklate coocies. Makes me itch	
Overall physical fitness?	Average to poor, hands are loose	changes
Body's strength?	Average to good. Feet are strong.	changes
Body's endurance?	Average to poor	changes
Body's balance?	poor	changes
Coordination?	good	average
Flexibility?	poor	average
What is easy for your body?	Jump, long distance jump, biking	Jump, head stand
What is difficult for your body?	judo	cart-wheel

What are your talents?	Make circles with my body, jump, somersault, handicraft.	Jumping, tapping
What do you like to do?	Move, act, long distance jump.	Making snowman, play in the computer
Hobbies. Special interest schools, classes.	Collecting crossword puzzles, vedic chanting, judo (little).	Yoga, creativity class , drawing-want to make a book.
How can yoga help you?	So i would have special abilities.	To get rid of my anger. I don't want to be so angry anymore. Then i am not so nervous.
How can a teacher or school help you?	If i could get rid of my nerves, everything would be so much better. I would not have to suffer so much. Wouldn't get angry.	If i could get rid of my anger, it would be so much better.
How many hours per day are you behind a screen?	A lot	4h
What do you watch/play in there?	computer games, killing games, fighting games, animations, videos	Computer games, videos, animations
Are you healthy?	yes	yes

TABLE 2

ALBERT'S MOTHER	September 2015	May 2017
Does he/she like school?		yes
What does he/she like about school?		
What does he/she not like about school?		
Is he/she bullied?		sometimes
What lesson is the most difficult for him/her?	Estonian, math	Estonian, math
What lesson is the most easy for him/her?	Nature, music, handicraft	Lessons, that involve story
Does he/she have a good memory?	Long term memory	Long term memory
What does he/she remember best?	Good and bad	Good and bad

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What sense is the strongest in him/her?	Hearing, touching, speech	Hearing, movement, speech
Through what sense it is easiest to study for him/her?	Speech, touching	hearing
How is his/her attention?	changes	good
How is his/her concentration?	changes	average
Does he/she get along with other people?	average	With kids
Does he/she have friends?	yes	yes
Do you have pets?	yes	dog
How is his/her politeness?	average	Very good
How is his/her behavior?	average	good
What makes him/her happy?	When something exciting is happening	When he accomplishes something
What makes him/her sad?	When thing don't go as he wanted	When doesn't accomplish as good as he wanted to
What does he/she hate?	When smb. disturbs him	When smb. disturbs him, loud noise
What does he/she fear?	Sometimes darkness	
Where does he/she feel secure?	At home	At home
How is his/her ability to express one self?	average	good
How is his/her self-confidence?	average	changes
How are his/her feelings and emotions?	Always stable	mostly stable
Does he/she feel free from tension?	Mostly free	mostly free
How is his/her energy?	average	average
Falling asleep?	changes	changes
Duration of sleep?	9-10h	9-10h
Quality of sleep?	good	good
Consistency of sleep?		continuous
Appetite?	good	good
Regularity of meals?	regular	regular
Quality of food?	fresh	fresh
Digestion and urinary system?	regular	regular
Allergy? Asthma?	Was to milk products	Respiratory infections, allergies
Overall physical fitness?	average	average

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Body's strength?	average	average
Body's endurance?	average	average
Body's balance?	average	average
Coordination?	good	average
Flexibility?	average	average
What is easy for his/her body?		
What is difficult for his/her body?		
What are his/her talents?	Remembers things good, learns English from videos by himself	Story telling, noticing things, learning English by himself
What does he/she like to do?	Everything that involves hands, handicraft	Invent things, handicraft, biking
Hobbies. Special interest schools, classes.	Creativity class	Creativity class
How can yoga help him/her?	Persistence, flexibility	Persistence, listening to a teacher
How can a teacher or school help him/her?		
How many hours per day is he/she behind a screen?	2-3h	3-4h
What does he/she watch/play in there?	Children programs from TV, videos, plays games	Youtube, different computer games, animations, studies English
Is he/she healthy?	Adenoids and tonsils have been removed at the age of 6	No sure diagnosis confirmed, but they're guessing ADD.

TABLE 3

ALBERT'S CLASS TEACHER	September 2015	May 2017
Attention	poor	poor
Concentration	poor	poor
Ability to listen	changes	average
Understanding the listened	changes	good
Ability to see	poor	average
Understanding the seen	changes	good

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Independent ability to think	poor	poor
Directed ability to think	poor	average
Creativity	average	average
Self-confidence	poor	poor
Self-expression by voice by hands by body	average average average poor	- good changes changes
Reading	poor	poor
Writing	poor	poor
Math	poor	poor
Nature	good	good
Art	changes	changes
Handicraft	changes	changes
Behavior	poor	changes
Diligence/tidiness	poor	changes
Emotions/feelings	unstable	mostly stable
Social skills	poor	average
Asking help	poor	changes
Empathy	average	changes

TABLE 4

ALBERT'S SPEECH THERAPIYST	September 2015	May 2017
Attention	poor	poor
Consentration	poor	poor
Listening	poor	average
Undrestanding the listened	poor	average
Seeing	average	average
Understanding the seen	poor	average
Independent ability to think	poor	poor
Directed ability to think	poor	poor
Creativity	average	average
Self-confidence	poor	poor
Self-expression by voice by hands by body	average average average average	average average average average

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Reading	poor	poor
Writing	poor	poor
Sound analysis	poor	poor
Phonetic analysis	poor	poor
Text duplicating by writing	poor	average
Handicraft	Poor to average	good
Behavior	poor	poor
Diligence/tidiness	poor	average
Emotions/feelings	sometimes stable	sometimes stable
Social skills	poor	average
Asking help	poor	average
Empathy	poor	poor

TABLE 5

ALBERT'S MUSIC TEACHER	September 2016	May 2017
Attention	poor	poor
Consentration	poor	changes
Listening	average	average
Undrestanding the listened	average	average
Seeing	average	average
Understanding the seen	average	good
Independent ability to think	average	good
Directed ability to think	average	good
Creativity	average	good
Self-confidence	good	good
Self-expression by voice by hands by body	average average average	good average average
Musical hearing	poor	average
Musical movement	average	average
Musical thinking	poor	average
Voice	average	average
Behavior	changes	changes
Emotions/feelings	unstable	unstable

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Social skills	changes	changes
Asking help	average	average
Empathy	average	average

TABLE 6

ALBERT'S YOGA TEACHER	September 2015	May 2017
Attention	poor	changes
Consentration	changes	poor
Listening	poor	changes
Undrestanding the listened	poor	changes
Seeing	changes	average
Understanding the seen	changes	good
Independent ability to think	good	good
Directed ability to think	good	good
Creativity	good	very good
Self-confidence	poor	poor
Self-expression by voice by hands by body	changes poor average poor	changes average average average
Overall physical fitness	poor	poor
Endurance	poor	poor
Coordination	poor	average
Abililty to understand one's wholistic body	poor	average
Strength of voice	poor	average
Meditation	poor	average
Spirituality (connection to Self)	good	very good
Above the senses abilities	Yes, multiple	Yes, multiple
Emotions/feelings	unstable	sometimes stable

Social skills	changes	changes
Asking help	poor	average
Empathy	poor	changes
Ability to follow the agreed	poor	changes

rules		
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SOFIA

Yoga classes received during two year period:

70 hours of yoga group classes

1 hour group performance for others

Total: **71 hours**

TABLE 1

Sofia's own view on herself

SOFIA	September 2015	May 2017
Do you like school?	yes	yes
What do you like about school?		math
What don't you like about school?		Estonian
Are you bullied?	no	no
What lesson is the most difficult?	math	Math
What lesson is the most easy?	Estonian	handicraft
Do you have a good memory?	yes	yes
What do you remember best?	Good	Good
What sense is the strongest in you?	Hearing, movement	Hearing, crasping (hands)
Through what sense it is easiest to study?	Hearing	Hearing
How is your attention?	Very good	Very good
How is your concentration?	average	Very good
Do you get along with other people?	yes	Yes
Do you have friends?	no	yes
Do you have pets?	cat	cat
How is your politeness?	Very good	Very good
How is your behavior?	Very good	Very good
What makes you happy?		A friend
What makes you sad?	There is something	There is...
What do you hate?	There is something.	
What are you afraid of?		Speaking
Where do you feel secure?	At home	At home

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How is your ability to express yourself?	poor	At home good, at school poor.
How is your self-confidence?	Very good	Very good
How are your feelings and emotions?	Mostly stable	always stable
Do you feel free from tension?		Always at ease
How is your energy?	Very good	Very good
Falling asleep?	changes	easy
Duration of sleep?	9-10h	9-10h
Quality of sleep?	Very good	Very good
Consistency of sleep?	continuous	continuous
Appetite?	Very good	Very good
Regularity of meals?	Regular, no braekfast	Regular
Quality of food?	healthy	healthy
Digestion and urinary system?	Constipated	constipated
Allergy? Asthma?		
Overall physical fitness?	Very good	Very good
Body's strength?	changes	Very good
Body's endurance?	Poor to average	changes
Body's balance?	average	Very good

Coordination?	Very good	Very good
Flexibility?	changes	Very good
What is easy for your body?	biking	jumping
What is difficult for your body?		Hanumanasana
What are your talents?	drawing	drawing
What do you like to do?	Playing, drawing	games
Hobbies. Special interest schools, classes.	There are hobbies	
How can yoga help you?	Helps.	yes
How can a teacher or school help you?	Could help more.	yes
How many hours per day are you behind a screen?	1h	1h
What do you watch/play in there?	Animations, music	Playing, animations, music, broadcasts
Are you healthy?	yes	yes

TABLE 2

SOFIA'S MOTHER	September 2015	May 2017
Does he/she like school?	yes	yes
What does he/she like about school?		
What does he/she not like about school?		
Is he/she bullied?	no	no
What lesson is the most difficult for him/her?	math	math
What lesson is the most easy for him/her?		
Does he/she have a good memory?	yes	yes
What does he/she remember best?		
What sense is the strongest in him/her?	seeing	Hearing
Through what sense it is easiest to study for him/her?		
How is his/her attention?	good	
How is his/her concentration?	good	
Does he/she get along with other people?	yes	yes
Does he/she have friends?	Yes (3)	Yes (3)
Do you have pets?	Cat, rabbit, dog	Dog, cat, rabbit
How is his/her politeness?	good	
How is his/her behavior?	good	
What makes him/her happy?		
What makes him/her sad?		
What does he/she hate?		
What does he/she fear?		
Where does he/she feel secure?		
How is his/her ability to express one self?	good	
How is his/her self-confidence?	good	
How are his/her feelings and emotions?		
Does he/she feel free from tension?		
How is his/her energy?		
Falling asleep?		
Duration of sleep?		
Quality of sleep?		
Consistency of sleep?		

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Appetite?	good	
Regularity of meals?		
Quality of food?		
Digestion and urinary system?		
Allergy? Asthma?	no	
Overall physical fitness?		
Body's strength?	good	
Body's endurance?	good	Very good
Body's balance?	good	good

Coordination?	good	
Flexibility?	good	Very good
What is easy for his/her body?		
What is difficult for his/her body?		
What are his/her talents?	drawing	drawing
What does he/she like to do?	draw	drawing
Hobbies. Special interest schools, classes.	no	no
How can yoga help him/her?	She likes yoga	Likes yoga
How can a teacher or school help him/her?	She could talk.	
How many hours per day is he/she behind a screen?		
What does he/she watch/play in there?	Animations, draws	Youtube, i-pad
Is he/she healthy?		

TABLE 3

SOFIA'S CLASS TEACHER	September 2015	May 2017
Attention	average	good
Consentration	average	good
Ability to listen	average	good
Undrestanding the listened	average	good
Ability to see	average	average
Understanding the seen	average	average
Independent ability to think	poor	average
Directed ability to think	average	good
Creativity	poor	average

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Self-confidence	poor	average
Self-expression by voice by hands by body	average poor average average	average poor good average
Reading	poor	poor
Writing	poor	poor
Math	poor	poor
Nature	poor	poor
Art	average	good
Handicraft	average	good
Behaviour	good	good
Diligence/tidiness	good	good
Emotions/feelings	Always stable	always stable
Social skills	poor	poor
Asking help	poor	poor
Empathy	poor	poor

TABLE 4

SOFIA'S SPEECH THERAPIYST	September 2015	May 2017
Attention	poor	average
Consentration	average	good
Listening	average	good
Undrestanding the listened	average	good
Seeing	good	good
Understanding the seen	average	average
Independent ability to think	poor	poor
Directed ability to think	poor	poor
Creativity	average	good
Self-confidence	poor	average
Self-expression by voice by hands by body	poor poor average poor	poor poor good poor
Reading	poor	poor
Writing	poor	
Sound analysis	poor	poor

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Phonetic analysis	poor	poor
Text duplicating by writing	poor	Average
Handicraft	average	good
Behaviour	Very good	Very good
Diligence/tidiness	Very good	Very good
Emotions/feelings	Mostly stable	mostly stable
Social skills	poor	poor
Asking help	poor	average
Empathy	average	average

TABLE 5

Music teachers note: “It is difficult to understand a child when one has not met her individually.”

SOFIA'S MUSIC TEACHER	September 2016	May 2017
Attention	poor	poor
Consentration	poor	poor
Listening	average	average
Undrestanding the listened	poor	changes
Seeing	poor	changes
Understanding the seen	poor	changes
Independent ability to think	changes	changes
Directed ability to think	average	average
Creativity	changes	changes
Self-confidence	changes	changes
Self-expression by voice by hands by body	Changes changes changes	Changes changes changes
Musical hearing	Poor/i don't know/don't sing	Poor/i don't know
Musical movement	average	average
Musical thinking	Don't know	Don't know
Voice	Don't know	Don't know
Behaviour	good	good
Emotions/feelings	Always stable	Always stable
Social skills	poor	poor
Asking help	poor	poor
Empathy	Don't know	Don't know

TABLE 6

SOFIA'S YOGA TEACHER	September 2015	May 2017
Attention	good	Very good
Concentration	Very good	Very good
Listening	good	Very good
Understanding the listened	average	good
Seeing	good	Very good
Understanding the seen	Very good	Very good
Independent ability to think	poor	average
Directed ability to think	average	good
Creativity	average	good
Self-confidence	poor	poor
Self-expression by voice by hands by body	poor poor average poor	poor poor average average
Overall physical fitness	poor	average
Endurance	average	good
Coordination	poor	good
Ability to understand one's wholistic body	poor	I don't know how she perceives herself
Strength of voice	Poor, mute	Poor, mute
Meditation	good	Very good
Spirituality (connection to Self)	average	good
Above the senses abilities	Don't know	Don't know
Emotions/feelings	Always stable	Always stable
Social skills	poor	average
Asking help	poor	poor
Empathy	poor	changes
Ability to follow the agreed rules	good	good

RUSLAN

Yoga classes received during two year period:
35 hours of yoga group classes
Total: **35 hours**

Ruslan's own view of himself. Ruslan came to this class in September 2016. A year later than others.

TABLE 1

RUSLAN	September 2016	May 2017
Do you like school?	yes	yes
What do you like about school?	Jekaterina (a girl in their class)	math
What don't you like about school?	Albert shouts at the teacher and doesn't allow me to follow her.	Estonian
Are you bullied?	no	No, big boys bullied Albert.
What lesson is the most difficult?	math	Learning help*
What lesson is the most easy?	Physical education	Estonian
Do you have a good memory?	yes	no
What do you remember best?	I don't know	Good
What sense is the strongest in you?	speech	crasping (hands)
Through what sense it is easiest to study?	hearing	seeing
How is your attention?	average	Very good
How is your concentration?	poor	average
Do you get along with other people?	No, James is pushing me around	Yes
Do you have friends?	Yes, Jekaterina	yes
Do you have pets?	cat	cat
How is your politeness?	average	Average
How is your behavior?	Poor, they start bullying	average
What makes you happy?	To be at home, sit and play in the phone. At school, nothing.	summer
What makes you sad?	Shouting at home.	winter

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What do you hate?		skiing
What are you afraid of?	school	swimming
Where do you feel secure?	At home	At home
How is your ability to express yourself?	average	average
How is your self-confidence?	average	average
How are your feelings and emotions?	Mostly stable, shouting makes me angry.	Mostly stable
Do you feel free from tension?	Mostly free. In my room free.	Sometimes free
How is your energy?	Very good	Very good
Falling asleep?	difficult	easy
Duration of sleep?	9-10h	9-10h
Quality of sleep?	Want to sleep more	Very good
Consistency of sleep?	continuous	disturbed
Appetite?	poor	average
Regularity of meals?	Changes, eats only at school.	Regular, eat mother's cooked meals in the evening smt.
Quality of food?	healthy	healthy
Digestion and urinary system?	Regular, stomach pains	No stomach pains
Allergy? Asthma?		
Overall physical fitness?	average	good
Body's strength?	poor	average
Body's endurance?	poor	average
Body's balance?	poor	average

Coordination?	poor	Very good
Flexibility?	poor	good
What is easy for your body?	Jumping down, jumping down from the window. Putting laundry to dry.	basketball
What is difficult for your body?	Don't know	push-ups
What are your talents?	Make jokes.	Math, Estonian
What do you like to do?	Be in the phone-	walk

	nobody disturbe me.	
Hobbies. Special interest schools, classes.	I go to children's daycenter	Robots and cars
How can yoga help you?	Train my arms and legs.	average
How can a teacher or school help you?	Don't know.	Tell stories about hitting and school violence.
How many hours per day are you behind a screen?	When mother is not around i can be there all the time.	All the time
What do you watch/play in there?	Animations, films, games.	Playing, videos
Are you healthy?	I was healthy, then went sick.	My arms are not well. I am well!

*Children who do not understand a particular subject are offered help in their studies by the school.

TABLE 2

RUSLAN'S MOTHER	September 2016	May 2017
Does he/she like school?	yes	yes
What does he/she like about school?		
What does he/she not like about school?	More attention to children	
Is he/she bullied?	Sometimes yes	sometimes
What lesson is the most difficult for him/her?	math	Math, reading
What lesson is the most easy for him/her?	Swimming, drawing	Estonian
Does he/she have a good memory?	Short-term memory	Short-term memory
What does he/she remember best?	Good and bad	More good
What sense is the strongest in him/her?	Seeing, taste, touch	Seeing, taste, touch
Through what sense it is easiest to study for him/her?		
How is his/her attention?	average	average
How is his/her concentration?	average	average
Does he/she get along with other people?	Yes, children	yes
Does he/she have friends?	Yes	Yes
Do you have pets?	Cat	cat
How is his/her politeness?	good	good

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How is his/her behavior?	average	average
What makes him/her happy?	presents	Good news
What makes him/her sad?	Going to school	When some event is cancelled
What does he/she hate?	Study, read, talking with loud voice	injustice
What does he/she fear?	When he is punished	depends
Where does he/she feel secure?		
How is his/her ability to express one self?	average	good
How is his/her self-confidence?	average	good
How are his/her feelings and emotions?	Mostly stable	Mostly stable
Does he/she feel free from tension?		Mostly free
How is his/her energy?	good	average
Falling asleep?	easy	difficult
Duration of sleep?	<6h	6-8h
Quality of sleep?	Very good	good
Consistency of sleep?	continuous	
Appetite?	average	good
Regularity of meals?	regular	regular
Quality of food?	healthy	Healthy, fresh
Digestion and urinary system?		Regular d.
Allergy? Asthma?	no	no
Overall physical fitness?	average	average
Body's strength?	good	average
Body's endurance?	average	average
Body's balance?	poor	average

Coordination?	average	average
Flexibility?	poor	average
What is easy for his/her body?		Play, calm walking
What is difficult for his/her body?	move	Biking, running
What are his/her talents?		
What does he/she like to do?	Coloring, modeling	Play, draw, modeling
Hobbies. Special interest schools, classes.		
How can yoga help him/her?	Then he is calmer	Lately he is not so

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		nervous anymore.
How can a teacher or school help him/her?	He needs lot of attention.	
How many hours per day is he/she behind a screen?		1h
What does he/she watch/play in there?	Broadcasts (good for development), games	Children's broadcast, study.
Is he/she healthy?	cerebral paralysis	cerebral paralysis

TABLE 3

RUSLAN'S CLASS TEACHER	September 2016	May 2017
Attention	poor	changes
Consentration	poor	changes
Ability to listen	poor	average
Undrestanding the listened	average	good
Ability to see	average	good
Understanding the seen	average	good
Independent ability to think	poor	average
Directed ability to think	average	good
Creativity	poor	average
Self-confidence	changes	average
Self-expression by voice by hands by body	poor poor poor poor	average average average poor
Reading	poor	average
Writing	poor	poor
Math	poor	good
Nature	poor	average
Art	poor	average
Handicraft	poor	average
Behaviour	average	good
Diligence/tidiness	changes	average
Emotions/feelings	always stable	always stable

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Social skills	average	good
Asking help	changes	average
Empathy	good	Very good

TABLE 4

RUSLAN'S SPEECH THERAPIYST	September 2016	May 2017
Attention	poor	average
Consentration	poor	average
Listening	poor	average
Undrestanding the listened	poor	average
Seeing	average	average
Understanding the seen	poor	poor
Independent ability to think	poor	poor
Directed ability to think	poor	poor
Creativity	average	average
Self-confidence	average	good
Self-expression by voice by hands by body	average average average poor	Average average average average
Reading	poor	poor
Writing	poor	poor
Sound analysis	poor	poor
Phonetic analysis	poor	poor
Text duplicating by writing	poor	Average
Handicraft	average	average
Behavior	average	average
Diligence/tidiness	average	average
Emotions/feelings	Mostly stable	mostly stable
Social skills	poor	average
Asking help	poor	average
Empathy	poor	average

TABLE 5

RUSLAN'S MUSIC TEACHER	September 2016	May 2017
Attention	poor	good
Consentration	poor	average
Listening	average	good
Undrestanding the listened	poor	average
Seeing	average	average
Understanding the seen	average	average
Independent ability to think	poor	good
Directed ability to think	average	good
Creativity	average	average
Self-confidence	average	good
Self-expression by voice by hands by body	poor average poor	average average poor
Musical hearing	Poor	Poor
Musical movement	poor	average
Musical thinking	poor	average
Voice		
Behaviour	average	average
Emotions/feelings	sometimes stable	sometimes stable
Social skills	poor	poor
Asking help	poor	poor
Empathy	changes	changes

TABLE 6

RUSLAN'S YOGA TEACHER	September 2016	May 2017
Attention	changes	average
Consentration	changes	average
Listening	changes	average
Undrestanding the listened	average	good
Seeing	average	good

Understanding the seen	average	good
Independent ability to think	poor	average
Directed ability to think	average	good
Creativity	changes	changes
Self-confidence	poor	average
Self-expression by voice by hands by body	average average average poor	good good good average
Overall physical fitness	poor	poor
Endurance	poor	poor
Coordination	average	average
Ability to understand one's wholistic body	poor	poor
Strength of voice	poor	average
Meditation	poor	average
Spirituality (connection to Self)	poor	poor
Above the senses abilities	no	no
Emotions/feelings	sometimes stable	mostly stable

Social skills	average	good
Asking help	poor	average
Empathy	poor	changes
Ability to follow the agreed rules	average	average

CHAPTER 5 DISCUSSION

The goals given by headmaster were both reached. First year was spent to improve the children's listening, attention, concentration, behavior and so many more aspects as can be clearly seen by above observations and questionnaires.

Second year was spent more specifically to improve learning and that has improved as well.

What else happened with the wholistic health of these children? And what and who had

their roles to play here?

Cooperating environment and intention.

I believe, that the best results with children like this (or any other children) are achieved when all sides work together for the common goal without competition of who is the best teacher or therapist etc. Here we had a very good team. We all worked together (Also a gym teacher, who is not included in this research. Not because he didn't want to, but because he didn't like to fill in all those forms. His opinion of the change of the students was very positive.) with the support of the headmaster and the director, who was a bit skeptical at first, but gave yoga a chance. A school doctor was included to give her second opinion of students backs and postures.

All sides also include a student and a parent. At first the cooperation there was very varied. Some parents wanted to work together right from the start. Others didn't know what yoga is or how can it help their child. One parent was even against yoga in the beginning of second year, because I had given his son a private practice, that included chanting and namaste gesture and that freaked the parent out. However, the same parent sent his son to Summer yoga camp by the end of the second year, because his sons sudden anger outbursts had almost disappeared after 12 private lessons of yoga. Now, looking back, I can say it took about 2 and half years to get all the parents to cooperate with trust.

The cooperation with children took some time in the beginning, but the more they started to trust me, the better it went. Here, the private lessons play very important part. After a private lesson, the relationship between me and a student was immediately different. We were acquainted, there was more friendliness, understanding. I had taken interest in his/her life, listened to his/her opinions, had a conversation as if with a respected guest. And that formed a solid foundation for a friendly relationship, that I have now with every single child. The results of private lessons were felt in the group classes, the child who had had his/her private lesson behaved better.

Time and Environment

Having time for a child is very important. This time can be spent on intense study or taking an interest of child's life. Time can also mean to provide a positive environment for the child where they can spend their time in. Being in the environment provided by teacher, parent etc. For example, in case of Albert who came to yoga classes, but rarely took part in the activities in them, one can still see improvement. So, being in the positive environment can be beneficial. Another great example is James and later Robert who took part in advanced yoga classes and miraculously behaved there very well. All it took was the change in the environment. It makes sense, that the first thing, that starts to change a child is the environment, as soon as he/she is born and even well before that.

Unfortunately usually the change is negative. Reverse must be possible! Changing the environment for positive results. Outside environment and inside environment, both. With kids changing the outside environment is easiest and could be the first step.

One of the reasons of creating a Vedic chanting and creativity class was being in the environment of a teacher or being close to a teacher. Also parties, camps etc. that were always a mix of all yoga students. In those events special needs children were a minority. And very importantly, first one and then two boys were included in advanced yoga classes for regular children. Both of them behaved there very well. All it took was the change of the outside environment.

However to make it even more beneficial in the context of self-improvement one-to one sessions are necessary in yoga. Many children are very attentive in private sessions and participate very well. Also, many of the children enjoy private attention. Secrets and personal worries are discussed here, solutions for physical and other problems are discussed and practices given. Some children know exactly what their problem is and want to resolve it, but they don't know how? For example James and Albert who both are well aware about their anger issues. Also many children feel more relaxed and open in private sessions and even more so when they figure out the environment is non-judgmental. Taking an interest in a child in non-judgmental way is a must. Especially, that in Estonian schools so many children feel, that nobody cares. Not only at school, one can add a society and sometimes family in there as well. As a result many kids feel alone with their life and problems.

In my opinion if every first grade teacher would meet all of his/her students right in the beginning of the year as done with this class, so much problems could be avoided and the class would be so much more coherent. For one, a teacher would actually know their students and their starting points.

Concept of time and interest in observation and questionnaires.

Here we can see, that some parents and a teacher did not find time for one or another reason to fill in the forms, although giving their approval at first.

And some parents didn't really know their child that well, so there are lot of blank spaces.

It also reflects from teachers. The teacher (music) who has spent the least time with the kids, seems to know the least about them or we can say her knowing is more superficial or broader without much detail. She has even commented herself, that without a private time with a student, it is very difficult to know them. Also, for some reason she had to deal with behavioral problems for the first half of the second year as described in her overall class observation. So most of her attention was on that.

Other teachers who had spent more time with students knew them better as seen from answers about every individual child.

Relationship with the environment

When the supportive environment with the common goal is set and the time is given for the strong relationship to form with a student, we can start to explore their relationship with the environment-inside and outside of them. It will be not discussed here why they are as they are....that perhaps the lack in the environment, time and inappropriate relationships are the reasons why they have lack in their other areas. It is not a discussion for that work.

However as a teacher one has to consider why? very seriously, especially in yoga therapy.

As seen from the overall questionnaires about the class they all had problems with the relationship with the environment-be it school, be it other students inside the class or outside the class, be it a teacher or teachers and of course within the families. While the relationships within the families are harder to change, at school all of them made an improvement. Relationship with oneself was also poor, lack of self-confidence, being afraid to express oneself, having the feeling that they don't matter-that they cannot do anything for themselves or the environment.

Children

From the questionnaires of children themselves we can see, that at the end of the second year they express themselves better. Many children feel that they are doing worse in some areas -that could be a sign, that they are now more honest with themselves, knowing their system better. In some cases, like Roger it was mostly because of bullying and self-confidence actually went down. But he was honest and that as a whole is a positive sign. All of them could read their systems better. Many children also could express themselves in areas they could not before. It is also interesting to note, that in many cases children knew themselves much better, than their parents. In one way it is obvious, but when we think of their young age and special needs, do we actually listen? Ask questions? Or think about these things? Or allow them to speak freely?

Parents

From the parents questionnaires we can see, that some parents did not bother to fill them in at all. Some did it partially, because they didn't know their child that well and some filled it faithfully, but the information was unusable, because the parent didn't understand the question or didn't know how to answer it.

From parents we find out, that many children behave differently at school and at home and thats why the cooperation between the two is so important. We see, that some parents have come to terms with their child's disability (Albert, James) while others have accepted it right away (Ann, Ruslan, Sofia). While some parents don't seem to care. We see, that a parent and a child have a different view on certain things. Good example is Ruslan, who is afraid of swimming, because he cannot control his body, while his parent thinks he likes swimming. Asking questions like this from a parent can be a initiator for positive change by

itself, because it direct's parents attention to certain areas they should pay attention to or take interest in. In some families you can see the improvement in second year. Many children eat regularly now and some watch better programs from their screens. Many have taken up some hobby activity in a form of additional classes in particular field.

At the end of second year more parents know what they want from yoga as well.

Yoga classes

The first rule of yoga (as presented by yoga teacher) the concept of **ahimsa** was slowly taking affect ,firstly not hitting each-other, then not hurting your own body, then not doing harm by thought, word or action. To support this concept a second rule was added: "Compare yourself only with yourself. How are you doing today and how were you doing yesterday." This kind of self-enquire was also supported by class teacher. These were the only two rules that were introduced and followed. This was one tool, that improved their self-confidence and self-knowledge. Also it empowered them to have some say in their life and in their environment. And they all wanted to be in non-violent environment.

Asanas were making their bodies more stronger, flexible and sturdy as seen from all the questionnaires. They were also ensuring better circulation and metabolism to name the few benefits to feed their bodies better, including their minds so there would be an effect also for learning, that is also clearly seen in questionnaires from teachers. Being able do do something, that was impossible a year ago boosted their self-confidence even more. Doing asanas required some attention and concentration as well as endurance, so those abilities grew as well.

Simple sound mantras (like OM) together with movement and bhavana have expanded their imagination and mind as well, slowly introducing them to higher intelligence level. Listening long mantras and observing how it feels has made them more in contact with their wholistic Self. Different exercises with energy and prana have opened new possibilities for them, including hope and faith. One cannot argue with first hand experience, that they all had.

For learning and study, mind with its tools (10 senses) has to work properly. Expanding the mind and knowingly experiencing different senses has had its results. Making mind a more positive place with questions like: "What made you happy today?" played a part here. Meditation in a form of silence and relaxation was making mind a calmer place, as well as allowed it to rest. Not all students were doing well here. For example Albert and Sofia had not much improvement in their main studies, like language, math and nature. Ruslan wasn't doing so brilliantly here. Albert and Sofia did not participate fully in the classes. Albert just didn't participate and did only what he wanted which was very little. Sofia did everything except talking and voice. She is diagnosed with selective-mutism. Sofia is also the only child who has not taken part in any party, camp or additional lessons, like Vedic chanting or creativity class. And Ruslan is a year behind when it comes to yoga. In my opinion Albert needs one-to one attention in yoga as well as in the main subjects. Sofia

would benefit from additional specialist help and Ruslan just needs more time.

Connection with higher intelligence was encouraged by bhavana and answering questions like: "How did you make this world a better place? All of the children feel at peace there (within themselves). Getting to know and being within themselves has become an experience. Most have improved here. It seems mind is not necessary to reach or be here (within themselves).

It is clear that all children benefited from yoga in one way or another. Some, like Boriss, James, Ann and Roger improved more while Albert, Sofia and Ruslan did less. One can observe, that the children whose attention, concentration, self-expression and behavior had improved, also improved in their studies. Disturbing factors had been removed. Albert still had problems with behavior and concentration as well as attention. Sofia lacked self-expression and Ruslan time. As a conclusion, the children who improved less were still dealing with factors that prevented them from learning and the children who improved more, these factors had been totally or partially dealt with. Finding answers for questions like, what or who does not allow this child to learn?, are of great benefit here.

Other teachers

From these questionnaires about each individual students we can follow their academic improvement as well as confidence, senses, mind, attention and concentration, behavior etc. Other teachers viewpoint here is very valuable, since they are the professionals in their field and know the best how to evaluate academic progress there. Academic progress and the ability to learn is certainly one big component of every child's holistic health.

Health factors and diagnoses as understood by allopathic medicine

Specific health problems were not addressed on group classes, however they improved anyway. Exception is James, who got individual classes where his back pain, anxiety and anger issues were dealt with.

Ann's ADD has improved greatly and the *mild autistic tendencies* are almost invisible, unless you consider positive view of the world and good heart to be autistic tendency. Bed-wetting has disappeared.

Roger's smearing (urine and feces) during school and at home had stopped by his word. However it could be noticed, that when at home things were not all right or he was nervous for some other reason it could still happen. Overall big improvement. **Asthma and allergy** had also disappeared by his word. So much so, that they had taken a cat. However he complains about feeling out of breath during running and swimming.

James's overall nervousness and jerkiness, that even disrupted his speech and ability to read or write has improved. He is the best student, when it comes to self-empowering himself. His anger outbursts have almost disappeared being a daily happening to less than

once a month event. His bed-wetting has disappeared. His back does not hurt him anymore.

Boriss's constipation is still there and i am not aware of any other health problems. He could also get angry in the beginning as told by class teacher, but i witnessed perhaps 5 times during two year period. Boriss's learning improved so much he started his III year with normal curriculum (previously it was simplified curriculum). Saying that, his class teacher suspected in the first grade, that this child had been done injustice by the officials who had told his parents he needed simplified curriculum.

Albert's anger outbursts had become less, but the issue still caused him a lot of suffering as expressed by himself in the questionnaire. His ability to listen had improved, but academic skills not so much. **ADD** is suspected, but no confirmed diagnoses yet.

Sofia's *Selective-mutism* had improved only that much, that sometimes she smiled and sometimes she chanted out loud, correcting herself immediately when becoming aware of it. Speech therapist who used more free play in her classes said, that sometimes she spoke with other children and a class teacher communicated, that sometimes she asked a classmate to come over.

Ruslan has no stomach pains anymore and is not so nervous anymore. Although diagnosed with ***Cerebral paralysis*** his overall body strength has improved. He says his arms are weak and sick, but he himself is healthy.

Children individually

Ann

She is following a regular curriculum.

table 1

Ann likes school. She is a sweet girl who has a positive view on the world. She really likes handicraft, but it is also the most difficult lesson for her at 2015. In 2017 the most difficult lesson is math. Her opinion about herself has improved and she can express herself better, she also feels her emotions are more stable now. Although falling asleep has improved, she wakes up at night and still feels tired in the morning.

She still does not eat breakfast. She is still constipated, but bed-wetting has disappeared. That tells us, that her overall nervous system and mind is in better state. Physically she feels she is much stronger. Running has become more difficult (also because in the second grade the distances are greater in gym class, than before). First year it was jumping on one leg. So she has some heaviness in her legs still. She also has a stiff kind of walking, like an old person with hip and lower back problems. Gymnastics has become easy for her body.

She is more in contact of what she really likes and wants as in the first year it was all about school. She takes part in more hobby classes and develops and enjoy's her talents.

She has faith in yoga and just knows it is helping her, but doesn't exactly know how? She is also convinced a yoga private class would help her as would help in math and non-

violent environment. She is disturbed by students hitting each other.
She feels, she is healthy.

table 2

Ann's mother knows Ann's strongest sense is hands. That would explain her liking handicraft and arts in general. Ann's mother feels her attention and concentration have improved. She is not aware of Ann's more detailed feelings and thoughts. She also doesn't know about Ann's sleeping disturbances or that she feels tired in the morning. Although she says Ann sleeps 6-8 hours while Ann thinks it is 9-10. She also doesn't mention Ann's constipation or bed-wetting. She does mention poor appetite. And she has noticed she is physically in better shape. Poor appetite could be linked to constipation and feeling tired in the morning for lack of sleep. Both could affect overall health and learning. Ann has ADD and takes medication for it. Glasses are prescribed for her at second grade.

table 3

Ann's class teacher sees improvement in all asked areas except math. Math is still difficult for Ann.

table 4

Speech Therapist sees no change in understanding the listened, ability to see, that she has rated average, while class teacher experienced these from poor to average. No change in creativity and expression by hands which are both rated good, while class teacher rated both from poor to average. No change in emotions and feelings, that are mostly stable. Class teacher has seen improvement here from mostly stable to always stable. All other areas have improved.

table 5

Music teacher sees improvement in attention from poor to good and concentration from poor to very good, also in seeing from average to good, in directed ability to think from average to very good, in creativity from average to good, in self-expression by voice from poor to average, in musical hearing from poor to average, in musical movement from average to good. No improvement in other areas. Many of those other areas are much better rated than in other subjects like listening, behavior, social skills, asking help and empathy are all very good and emotions always stable. Ann clearly likes music.

table 6

Ann's yoga teacher sees improvement in most of the asked questions, except understanding the listened (average), self-expression through voice(average), hands (good), spirituality (average), above the senses abilities (no), emotions and feelings (mostly stable). Meditation is rated from average to very good. She has the ability to go deep within oneself.

In the beginning she was very shy and always looked down when talking to you. Sometimes she would get moody and not participate in class. Now you can see her eyes.

Ann visited and still visits my home sometimes or calls.

ROGER

He is following simplified curriculum.

table 1

Roger likes school. He says he is not bullied, yet doesn't like when somebody hits him. More than once it was seen, that children answered they are not bullied, but some hitting or teasing took place. That shows us to choose our words well, children might not understand the meaning of all the words.

Estonian is easy for him. Difficult subjects are math (2015) and handicraft (2017).

Strongest sense is taste and easiest sense to learn is hearing and seeing. Friends are important to him. Roger was teased because of his smearing and his self-confidence went down. He also was disappointed with his classmates and others and kind of resistance towards everything and carelessness towards himself developed. His attention, politeness and behavior have gone worse, while concentration has gone better. Self-confidence, openness towards others and stability of emotions have gone down. He feels he has less tension, but that is most likely, because he has decided not to care on the surface. Falling a sleep is easy now and meals are regular, but feels tired in the morning. Smearing and bedwetting as well as asthma and allergy has disappeared by his word. He feels his body has gone stronger, but has lower opinion in other areas of the body (endurance, balance, coordination). He feels yoga is easy for his body while running and swimming are more difficult, because it is hard to breathe. He was afraid, that he will remain in the first grade. He still thinks his brain is stupid and wants help to make it smarter. He likes to do creative things and takes part in Sound Class (music), Creativity class in 2017. He harms himself by word and action (hitting himself calms him down).

He feels yoga has helped him, but don't know how.

He thinks he is healthy.

table 2

Roger's parent never gave back the forms.

table 3

Rogers's class teacher sees improvement in most areas except in concentration (changes), self-confidence (average), behavior (changes), asking help (good) and empathy (good). While behavior was average in the first grade, than in the second it has started to change.

table 4

Speech Therapist sees improvement in all areas except understanding the seen

(average), self-expression through hands (good), sound analysis (poor), phonetic analysis (poor), emotions and feelings (mostly stable), asking help (good) and empathy (average). Here it is interesting to note, that phonetic and sound analysis are poor, while in Vedic Chant Class he could perfectly pronounce all Sanskrit letters and chant quite well.

table 5

Music teacher sees improvement only in attention, creativity and self-confidence (poor to average).

Here we can see, that self-confidence also depends on a person a child is with. Music teacher was new for him and self-confidence went down with this person. Although he participated in Sound Class given by the same teacher and even performed in Spring Concert, she sees little improvement? For him, Sound Class was very important. He asked me to come to listen his concert. He was very proud and excited about it. I had all forgotten about it, when suddenly one day he appeared in my garden all dressed up and said he is going to rehearsal and then concert later. I attended with my son. We were only "family" he had there and when he had sang his songs he came to sit with us. All other singers had gone to sit with their parent/parents.

table 6

Yoga teacher sees positive change in most of the areas. There has been no change in concentration (changes), understanding the listened (good), creativity (average), above the senses abilities (no), emotions and feelings (mostly stable) and the ability to follow the rules (average).

In the beginning he was quiet. Just came and stood next to you at recess with his big eyes and listened everything very carefully. He was eager to communicate, but didn't know how. Self-expression was very difficult for him and finding the right words or even understanding his feelings. His stability is very dependent on what happens at home and at school with bullying .

Overall he has become more stable in many areas.

In the beginning he liked to run away to get the attention or slam doors or ask you specifically behind the door to tell you something.

Roger visited and still visits me at my home sometimes or calls.

JAMES

He is following regular curriculum.

table 1

In 2015 he doesn't like, that Alex lied. Alex laying makes his school experience negative. Lying is very big subject for James. He has promised his father to never lie and is very critical if others do that. Here we have perfect example of the reader of these questionnaires. I know the background info and read it differently, than someone who does

not know the background info. It is the limitation of forms.

James feels his strong sense in 2017 is speech and yes, his speech has improved. In the beginning when something happened or he was upset he closed up within himself and did not speak a word. Now he can tell us what happened and why he is feeling in a particular way.

James also notes, that his concentration is poor in 2015, because of the noise in the class. You can see from other children as well, especially those who's strongest sense is hearing, that noise disturb's them more, than other children. In 2017 James rates his concentration very good. His concentration has improved as well as noise in the class is less. He still has not used to express his feelings, but expression in general has improved. He has problems with sleep, because his "ears are hearing" and also nightmares. That results in less energy. In further discussion it came out, that he plays and watches violent films and games and that is one of the reasons he sees nightmares. He also goes to sleep very late most of the times.

His bed-wetting has stopped, but overall he is still very tight and anxious. When I first took his pulse in 2015 it was literally boiling. There was so much anxiety, nervousness and fear in his body. This made his movements jerky and even his speech. The latter affected his ability to read and write. Writing was also difficult because his hands got tired. Any kind of repetitive movement in fact made his muscles tired.

Although his appetite and regularity of meals has improved, sometimes he comes to school and is very hungry, so we have asked a peace of bread from the kitchen in the morning. Lunch is served about 10, 11 a.m. In Estonia school lunches are free and for some children these are the only proper meals they get all day.

In the beginning James was very flexible and athletic. He could put his both legs behind his head and so on. He also went to field and track, but few months on he started to complain about back pain. Teachers thought it was an excuse to get out of the field and track. Gym teacher suggested later, that perhaps it could be something with kidneys, since the pain was more prominent with jumping. His parents took him to the doctor, who found nothing. James continued complaining. We worked with his back pain in yoga classes and it did improve, but there were many asanas now he could not perform that he could before. James spends too much time behind screens and it affects his posture, sleep and mind to name a few.

table 2

James's parents did not give back the forms.

table 3

Class teacher sees improvement in all areas except in reading and writing and asking help. Reading and writing are affected by his overall tightness and asking help is still difficult, because he is in the process of learning to express his feelings and emotions. Also, children who are not supported or helped, don't know to ask it or are not used to ask it.

table 4

Here the speech therapist also sees problems with expression. Handicraft is rated average to poor. In creativity class James is actually very creative and he likes to think himself what he makes and how he makes it, but he needs the feeling, that he is supported and helped when needed. Without that feeling he can misbehave and even destroy his work in frustration. Speech Therapist sees no change in behavior while others do. Empathy is also rated poor.

table 5

Music teacher sees a lot of improvement. Music teacher had also a lot of behavioral problems with James in the beginning of second year.

table 6

From Yoga teacher we can see, that James has become more stable in general. The same has been noticed by class teacher (table 3).

It has been easy to help James, because of his honesty about himself. He can analyze himself well. At the same time he has built protective mechanisms around his family and perhaps is not as honest about his family as needed. It is a lot to ask from him as well. He has been the most self-empowering student. He has actually done the practices given and followed other advice. For example, how to control his anger outbursts in class and so on. During summer camp his generosity in any kind of helping expressed and was beautiful. Every evening we listened a guided meditation and he fell to sleep in half way, always. Later he told me it was the only time in his life, that he can remember, that he did not have any nightmares.

BORISS

He was following simplified curriculum and is following regular curriculum.

table 1

Boriss has come to school to study and he is sincere and serious about that. Boriss's one of the strongest sense is hearing and as we can see screaming disturbs him. Although I am sure screaming would disturb me as well, studying or not. Boriss has a low opinion about himself and his abilities. He has a bad experience with teachers from kindergarten. In 2017 he has discovered he is good at math. At the same time nature is alien for him. He told me he lives in an apartment and has no connection nor understanding of nature. It is interesting to note, that Boriss says he has no pets while his mother says, that they have a dog (table 2). Boriss had a very closed mind in the beginning. He had his inner rules and understanding of the world and everything went by that. He didn't even see other possibilities and thinking and creating something by himself was difficult. He rates his concentration very good in 2017. In his case politeness, attention and behavior have gone down in his view, but it is also a sign he is not so critical about himself anymore and not so

in the box.

Boriss has faith in God and genuinely wishes for all classmates and even schoolmates to do well in their studies. From table one we also learn, that he works. In further discussion I learned, that he helps his parent at work. It is after school and sometimes he feels tired because of that.

He is afraid of bullying (kindergarten trauma) and does not feel safe at school during the first year. Also he has difficulty trusting new teachers, understandably. On the second year he feels more at ease.

He has sleep disturbances, because he sees and hears things. He sees a dark figure in his room and that scares him. 2017 he sleeps less and has more screen time. Not according to mother (table 2). He expresses his overall physical health and body better in 2017. Swimming makes his arms and legs tired. He can express himself better in 2017 using words like "I feel". Family is very important for him and he likes to spend time with his family.

He sees, that Ruslan's support person² (this is actually how we call it here "support person") has made things for the better. Teachers have an extra hand in the class. His time behind the screen has increased and what he does there has become more violent. That could be one of the reasons why he has interrupted sleep.

table 2

Boriss's parent notices an improvement in his Math and Estonian and also improvement of speech. The latter indicates also better expression. Story telling is difficult probably because his imagination is still developing for the better. Parent expresses, that most of Boriss's feelings are now connected with himself while in 2015 the cause came from outside (For example, What makes him happy? In 2015 it was when everything is taken care of. In 2017 when he accomplishes something.) Parent values his emotions, self-confidence and being free from tension has improved. He sleeps too less for his age and his meals are not regular. Both of these can make him tired in addition for having to work. His creativity has improved and a parent has noticed it as well. Parent has noticed, that yoga does calm and relax his son. In parents view he spends much less time behind the computer and it is not clear if they are aware what he is doing there?

table 3

Class teacher has seen remarkable improvement in almost all asked areas. Three things remained the same-empathy, behavior and tidiness. In the second grade Boriss's was moved from simplified curriculum to regular curriculum. The preparations to integrate him to a regular class had begun.

table 4

Speech therapist has seen improvement in all areas except emotions, that remain mostly stable.

² "Support person" is a person who attends school with a particular student to help with studies or to deal with behavioral problems of a particular student. In Ruslan's case the person is there for studies.

table 5

Music teacher already got improved Boriss in 2016. She noticed improvement in self-expression. Although our research ended in 2017, here it is beautiful to mark, that Boriss's ability to express himself has improved so much together with his self-confidence, that he chanted a part of Hayagriva Kavacam in Spring Concert of 2018. He was the main chanter, James was chanting Om.

table 6

Yoga teacher also sees improvement in most areas of asked questions. Only seeing has remained the same. That is physical seeing. Imaginative and over the senses seeing has improved a great deal. Look at the appendix for children's drawings about their inner world and their classmates inner worlds.

Boriss can easily go very deep within himself and remain there. He has found out, that he really enjoy's drawing. That is one of the ways he can go out of his box. The edges of this box are not so concrete anymore.

ALBERT

He is following a regular curriculum.

Albert and his parent both had difficulty accepting, that he is somehow not fitting the norm or has some kind of illness, learning disability or behavioral problems. So much so, that when asked from a parent why he is studying in this class, she simply ignores it and says, that everything is good with him. From class teacher and personal experience in yoga Summer camp it came out, that parents themselves were fighting with each other blaming each others children (James and Albert) for the dramas, fights and happenings. Now, during 2018 Alberts mother finally accepted his sons condition and also allowed to help him in better ways.

table 1

From table 1 we can see, that Albert sees some positive changes in himself and can evaluate his function of his holistic body better ("Concentration in writing is difficult because my mind gets tired"). Attention has improved, but the subject has to be interesting. He sees improvement in his movements, especially legs. Also in math and other lessons are getting easier as well as memory.

In relationships there are still problems- betrayals and girls hating boys as he expresses. In general he feels more secure and is more honest with himself. He has learned not to express himself freely and keeps his special abilities (like being aware of the fight between light and dark within himself and hearing voices within himself, seeing things, feeling energies) and the extreme fear of not being good enough for himself. He is especially careful with school psychologist as he told me. He doesn't want them to find out about him,

because he is afraid, they think he is crazy. He told me, that he purposely creates dramas to take the attention away from him and direct it to someone else.

Albert has noticed, that when something is interesting for him he has more energy to do it. Sleeping is still disturbed and nightmares are continuing. He notices his system so much better-his eating, urinary system, sleep, body's physical side. In latter he feels changes are happening. He is totally aware of his anger issues and how much he suffers because of that.

He is still too much in his computer. It does not especially come out from this "table", but I know it from other conversations with him about that. He also does not openly speak what he is watching or doing there exactly, because he knows violent and perverse content is not good for him. The fact, that he was watching absolutely perverse little animations came out in the first grade when he showed me what he was watching. I could barely watch it, it made me sick. And I was thinking, that it is no wonder children get mentally disturbed when they watch something like that.

He thinks he is healthy.

table 2

It is interesting to note here, that Alberts strongest senses and senses that he learns with are hearing, touching, movement and speech. Not exactly how the school curriculum is created for. Main sense, that everything is focused upon now is seeing and thats not in Alberts toolbox. But he has amazing imagination and the ability to tell stories. And imagination is all other way of seeing things. Mother has seen improvement in concentration and attention as well as in behavior. She has noticed, that Albert gets better along with children. His feelings and emotions are mostly influenced by does he feel good enough or not. He hates disturbance and loud noise. I have noticed, that even when it has been necessary to raise my voice in the class Albert gets angry, upset and scared all at once. He is also emotionally very unstable. He can scream at you one day: "You are the worst teacher in the world." And the next day or even a moment: "You are the best". Or when I have been away in India for example and return he has said: "God came back." Overall it has been constant emotional rollercoaster with him. However mother rates his emotions in 2017 mostly stable. Perhaps at home he behaves differently. Here we can take into account, that some children feel free to express themselves at home and all the frustrations and dramas are expressed there while other children feel safer at school or outside of home to express their feelings. And there is also the aspect of denial from a parent, so we don't know exactly what or why? In body the parent sees no improvement, even little setback in coordination. Albert was a student who did not take part in classes, usually. He liked drawing, chanting, musical movement, meditation, planets were his favorites, but no asanas. And so his body did not really improve or did it very slowly. He is the perfect example how simply being in the environment of yoga or in any other positive environment makes a difference.

Although Alberts parent has expressed verbally and also in other questionnaires that are not presented here, that Albert is healthy, here we see some revelations. That he has had

chronic inflammation in his body and his adenoids and tonsils have been removed. That he has had allergy to milk and continues having allergies and respiratory infections. It is also suspected, that he has ADD. This diagnosis was confirmed at the end of the Summer 2017 and medication was prescribed.

table 3

Albert class teacher sees positive changes in seeing, hearing, self-expression, directed ability to think, emotions and social skills. Some changes are happening in self-expression, tidiness, asking help and behavior. Class teacher has mentioned in her observations, that “despite effort not much change has happened in Alberts ability to read, write” and so on.

table 4

Speech therapist sees improvement in listening and seeing, text duplicating by writing, handicraft, tidiness, social skills and asking help.

table 5

Music teacher sees improvement in seeing, thinking, musical hearing, musical thinking and self-expression through voice. Concentration is changing. Music teacher was the one who was shocked by Alberts behavior, because he threatened to jump out of the window several times in the beginning of the school year 2016.

table 6

Yoga teacher sees lot of instability in Albert. Many things have changed from poor to changes, like attention, listening, empathy and ability to follow the agreed rules. Since yoga teacher gave also Vedic chanting and creativity class, plus camps and etc., it was noticed, that Albert wants to take in all at once and too much at the time. For example, when you give a creative subject, like today we are going to sew a doll. Before you can even present all the materials and in your opinion the best order to do things he has already gone with his mind and makes a dog, an elephant and a cat at the same time others are patiently waiting what teachers says next. Many times because of his rush he is unsatisfied, when he finds out, there were other ways to do things.

Concentration has changed to poor in yoga. In other classes, like creativity class he can create 45 minutes in a row, when he has decided what he wants to do and how to do it. He likes to find his own solutions.

Other improvements are seeing, creativity, self-expression through voice and body, coordination, understanding his system, strength of voice, meditation, spirituality, emotions, and asking help.

It has been a challenge with Albert. Firstly because of his resistance to physical movement, his instability, dramas and his big fear of not being good enough, of failure. It took a long time for him to trust me.

SOFIA

She is following a simplified curriculum.

Sofia does not speak at school. Communication with her has been a challenge. She has nodded for yeses and shook her head for nos. Other questions she has selected from multiple options. For example all school subjects were written down and presented for her, so she could choose or all the senses were written down or all the possibilities from poor to very good were given, so she could choose. Questions like, what do you like and so on were difficult and in some cases were left blank.

table 1

She likes school. That in itself is kind of surprising, since she is too afraid to express herself by voice at school. Although math is difficult for her, she likes it. Estonian she does not like, most likely because she cannot do there many things, like read, tell stories etc. It is easiest for her to study through hearing. In 2015 she also feels movement is one of his strongest senses. In 2017 grasping (hands) are a new discovery for her. As well is handicraft. She is also a good drawer. She has always followed yoga classes perfectly, except for voice. And her movements have become much better. She feels her concentration has improved and she has a friend. Friends are important for her. It is difficult to make friends if one doesn't speak. So in school it is very difficult. Although Ann has visited her at her house.

It is interesting, that she feels she is very polite, while we are used to associate politeness with many words. She is afraid of speaking. She feels she is confident. She feels her emotions are more stable, her sleep better and her body stronger in many aspects. She feels yoga helps her. She thinks she is healthy.

table 2

Sofias mother sees some improvements in her body. And says, that Sofia likes yoga. Sofias mother feels her expression and self-confidence are good in 2015. Here we have to remember, that she does speak at home and is completely different child in her behavior there. I have not visited her home, but i remember another case when a boy wanted to come to the first grade some years ago, but refused to speak. Mother told me, that in the kindergarten he is different and speaks. We agreed with his mother, that i go observe how he is behaving there. And true enough, he was playing with other children when i arrived, open, relaxed and cheerful. So i allowed him to be accepted to the first grade (in Waldorf school it was up to the teacher to accept pupils). He sat about two weeks, not speaking and all closed up behind his desk. Sometimes he shouted some nasty words over the class. After two weeks it was like a water had got loose after the dam was opened. He was all over the place. Too much everything. Now he lives in Finland and attends school there.

table 3

Sofias class teacher sees improvement in many areas, attention, concentration, listening,

thinking, self-confidence, self-expression by hands, art and handicraft. Sofia feels, that hands, arts and handicraft are the same. It is interesting, that Class teacher does not see improvement in seeing and Sofia did not feel or mention seeing as one of his strongest senses. Another child, besides Albert who is not in a visual (in a materialistic sense) world.

table 4

Speech therapist sees improvement in attention, concentration, listening, creativity, self-confidence, self-expression through hands, text duplicating by writing, handicraft and asking help. Speech therapist told me, that in her lessons Sofia sometimes speaks (2017). It is during the times she allows free play in the class and Sofia forgets to be quiet.

table 5

Music teacher sees improvement only in listening and seeing. Seeing must be different in music as well as in yoga, because she does see in those classes.

table 6

Sofia has been the best student when it comes to follow exactly what teacher shows (asanas) or says. The question of senses comes here interesting. It is like she sees with her body through movement. She also sees her inner world (look at the drawings). Drawing and handicraft as well as movement and her inner world have become her main ways to express herself. Her attention has improved. She does not allow outside factors to disturb herself so much as before. Listening, seeing, thinking and creativity has improved. Self-expression through body has improved. In the beginning her body was very stiff. She moved like stick who happens to have hands and feet. Very stiff back. Her body has become stronger and more flexible. She can go very deep within herself and silence is easy for her, although relaxing in silence has been a challenge. She has to hold herself back, constantly. Sometimes when something funny happens she cannot help, but smile. But no attention should be brought to it or she corrects herself immediately. She asks help better, in silence still, but one can understand she has some kind of a question or a problem. Her empathy is unique. Sometimes it almost seem's she can feel someone else's pain while they are in distress. In the beginning she did not trust me at all. Her eyes were hostile and evil towards me. With time it changed. And in 2018 she asked help herself (in silence) and does individual practice at home by herself.

RUSLAN

He is following a simplified curriculum.

Ruslan joined with this class a year later, in 2016. He was physically and mentally behind other classmates when looked from the yoga perspective. Often or even most of the times, it is mental and other finer capacities, that are not developed in children who come to yoga

or are first graders. Sometimes it happens, that a child is physically very fit, flexible and so on, but all other layers of human existence (5 mayas) are underdeveloped. First he had some peculiar ideas, like what would happen if I put Albert on a chair and push him down the stairs? Ruslan attended school together with a support person (that is a person who's work is to support Ruslan in his studies during school day as well as behavior. They sit next to each other and the support person will make sure he can follow and do what is requested of him).

table 1

In 2016 his school-life evolves around people, classmates. In 2017 it is about subjects. Bulling disturbs him, although he has not been bullied himself. It is a delicate subject for him, since he is very afraid about his safety and that someone will hurt him. I remember one time, that James hit him in yoga class and it was very big deal for him and his mother. On the question on behavior he does mention, that bulling does happen. He has noticed in 2017, that his memory is not as good as he thought in 2016. He has noticed improvement in his grasping (hands) and seeing, concentration and attention. He also gets along with people better and has more friends. In 2016 we can see, that he is afraid at school, he does not like school and is bullied. We also find out about shouting at his home and that at home he feels secure in his room. We also find out, that shouting makes him angry. In this work I have decided not to include family histories, although I have some insight to all the families. Mostly to protect the children and their families. We are a small community here. To be clear, no child in this work has come from an easy, abundant background. Before the lack manifested in a child it was present in the environment.

We can see, that skiing and swimming are not his favorites and since they happen in winter, together with school, he does not like whole winter. That can give us a clue about his tendency to take a negative or positive detail and make it very big. Like winter I don't like, because i have to ski and summer i do like, because i don't have to ski. He has realized he is quite tense. Although his sleeping and appetite have improved, his sleep is disturbed in 2017. In 2016 he suffered from stomach pains and in 2017 the pains have gone. Perhaps, because he eats better or perhaps because he had constipation. He refused to answer that question (about his bowel movement) and the whole subject was very disturbing for him for some reason.

He feels his body is stronger in many areas. We can see he has come out of his shell a bit more in 2017 and started to discover his talents (Math, Estonian) as well as his likes-basketball. He has also gone to Children Daycare Center in 2016. This institution provides a safe place for kids as well as some guided activities, like art class etc. It is free of charge. In 2017 he is still concerned about school violence. Being a teacher at the same school and hearing stories from other schools I can say, that school violence is a big problem in Estonian schools. There is a lot of talk about it, but in reality not much change is seen. Usually the one who has a problem with violence or being in the violent environment is sent to psychologist and even prescribed medication in order for that child to endure the violence. In Ruslan's case he has his personal body guard in the form of

support person.

He feels he is healthy, but his arms are not well.

table 2

Ruslan's mother confirms the bullying. It is interesting, that Ruslan is afraid of swimming, but mother is under impression it is easy for him. From the senses seeing, taste and touch are mentioned, while Ruslan felt speech and hearing as well as grasping and seeing were his strongest senses. His emotions and feelings have moved from his own fears to more in general events, that could mean he is more relaxed and not so fearful anymore. She notices improvement in self-expression and in self-confidence. Although his duration of sleep is longer it is way too little for his age. She has more sleeping problems in 2017 and his energy has gone down as a result of it. She sees his body's strength has fallen down. It could also be, because in the third grade more difficult skiing, running and swimming is introduced and the weaknesses become more apparent. She sees improvement in flexibility and balance. She feels yoga has made Ruslan less nervous and calmer. Mother says Ruslan spends 1 hour behind screen while Ruslan says he is there all the time? Ruslan is diagnosed with cerebral paralysis.

table 3

Class teacher sees so much improvement, that it is easier to mention, what has not changed or improved. His self-expression through body and writing are still poor. His emotions and feelings are still always stable. A miracle child when it comes to improving his studies and he was a year behind from others.

table 4

Speech therapist sees improvement in attention, concentration, listening, self-expression, self-confidence through body, text duplicating, social skills, asking help and empathy.

table 5

Music teacher sees improvement in attention, concentration, listening, thinking, self-confidence, self expression through voice, musical movement and musical thinking. Here is nice to note, that music teacher sees improvements in her area, speech-therapist in her (like self-expression through body, most likely they do particular games it comes out and can be observed) and class teacher in her area of expertise and yoga teacher in hers. It show how much the results depend on an observer and questions, even when the questions are the same in most of the instances.

table 6

In yoga we see improvement in attention, concentration, listening, seeing, thinking, self-confidence and self-expression. Physically he is behind and his body is weaker and needs more time. Strength of voice has improved as well as an ability to be in silence. In yoga his

emotions and feeling have improved from sometimes stable to mostly stable. Yoga was and is the only class he came without the support person. It was the request of yoga teacher and Ruslan was okay with it. She came few classes in the beginning. His social skills, empathy and asking help have improved as well. First he refused to draw for some reason, although mother says he likes to draw. He also did not know what to respond to questions like: "What made you happy today?" These kinds of thought seemed so alien for him, that it took about half a year before some answers started to come. His own body seemed to be alien to him and knowing and relaxing body parts was very weird to him. Not to mention doing inner observations about our feelings, thought, colors we see etc.

CHAPTER 6

Conclusion

The cooperation and supporting environment from the School Director and Headmaster all the way to teachers and even a school doctor and social worker has made this project, what it is. I am not aware, that anybody from school, that dealt with this class had negative view about yoga. Also students themselves and finally parents. Parents had the most doubts at first and all of them did not support their children in optimal way. For example I do not know any parents who actually encouraged a student to follow a private practice most of them had by second year. The goal given by headmaster was reached (bring these children into a space where actual learning can take place) and a new goal of improved study results and integration to regular curriculums and classes was started. It is clear, that besides these goals from school yoga did its magic and improved holistic health of these children in many other areas. Like illnesses and diseases for example, that were not even individually dealt with, except James. Most children experienced improvement in their senses and actually felt new senses activating. Since all senses are tools for the mind, that by itself improves the learning capacities of children and experiencing the world in new ways. It also comes out, that school provides limited development for all the senses. Main focus is in seeing, lesser extent hearing, some extent (with many limitations and restrictions) speech. Touch, smell, taste are nonexistent. Hands can perhaps develop little bit in handicraft, art, writing. Movement is not there, unless one considers running and skiing a movement, that they no doubt are, but again very limited approach. Elimination of anything toxic is unheard of in Estonian schools and sexual education is kind of animalistic to put it kindly.

In relatively few yoga lessons great improvements were achieved. Yoga was only once per week occasion. One can only imagine what could be achieved with more lessons, yoga therapy individual lessons and a system, where all people dealing with this class actually meet in regular intervals and discuss and share the best ways to support these children, integrating and sharing appropriate tools.

This work would have benefitted from a control group who did not receive any yoga. Right now it is difficult to evaluate what improvement comes from where exactly. Next time I would add a question for parents: "How much time you spend with your child and what are you doing within that time?"

This study can be little hard to follow, because it has so many aspects, all of which are not included in discussion.

This study can be used to bring more yoga therapy into schools as a supportive system. The study shows, that even with one lesson per week, there are great improvements. It also demonstrates the possibilities of cooperation, environment, time, relationships and most importantly giving power back to children. Actually listening how they feel, think and so on. It also demonstrated how questionnaires can be used to bring about positive change. Just by asking right questions from a student and a parent to make them aware of certain areas. It also demonstrates how meeting all students right in the beginning and establishing a good relationship can make a big difference. Also it gives any teacher a starting point of a particular child. With what or who are we comparing students otherwise to?

This study can be used to bring yoga into any kids life. Since viniyoga is always individually based it can be used for anybody. But be warned, it actually works and then you might have children who do not fit into their allocated boxes anymore. This is my challenge in 2018. What to do with children who's potentials are starting to wake up? Are we truly ready for them? Is the school ready? Society? Local town? Parents? Will they be supported or not?

How are children doing today, Spring 2018?

Fortunately enough the school granted one private class per week and one group class per week and that has had even more positive effects.

All of them are physically even more strong and Albert and Ruslan have caught up with others. Improvement has been such, that school was thinking reducing yoga classes, but reconsidered and they will get one yoga group class and one individual class per week next year as well. All of their studies have improved. To continue to help these children further some kind of new system needs to be built, so their talents and interest are supported in a maximum way.

Good news is, that local town allocated funds to yoga to buy head-phones, so kids could all listen the long mantra they need, individually. Also music centre and yoga mats.

James has had his ups and downs and it is clear, that he needs longterm support from yoga to be stable. He wears glasses now and is improving in his studies. He took part in

our cooking class this year. James passed his exams and got his bike license.

Albert went to a specialist and was diagnosed with ADD. He takes a medication for it. He has become much calmer and meditates a lot in yoga classes. He still was struggling with reading, but has improved a lot in this area. He is attending robot-building hobby class and is very happy, that first time he is not been kicked out.

Boriss is becoming more confident and he has found his new talent-drawing. He will quit field and track and wants to go to art school in Fall 2018. He attended cooking class and is prepared to be included in a regular class in Fall 2018 or 2019.

Ruslan has been sick a lot this year (pneumonia). He attended cooking class without his support person and was doing fine. He works in market this Summer. His body has become so much stronger, that now he really does like swimming.

Roger had some problems with cursing, that we solved with couple of lessons. He continued to attend Children's Day Centre, took part in an acting class with a real actor and performed in a play in June. He also started his football career and attends lot of matches. He took part in cooking class.

Ann has found many new interests in her life. Art, music, cooking, dancing, gymnastics. In the fall we are (me and her mom) helping her to choose from different classes she could attend. Luckily city funds for her hobby education.

Sofia is still mute. She refuses to go to physical education classes. This year it was first time, that she asked help herself and did personal practice at home. This year more interaction with her classmates has happened and more students have visited her at home. She wants to attend an art class or a creativity class in the Fall.