



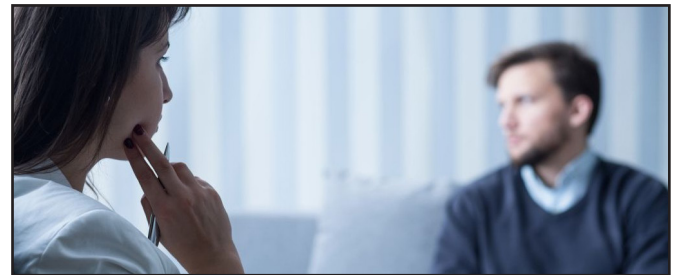
Mindfulness Based Cognitive Therapy: Efficiency in Enhancing Resilience and Well-being of Military Children

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Abstract:

The Mindfulness-Based Cognitive Therapy (MBCT) is a well-known intervention programme that has proven to be efficient in management of emotional and psychological problems through active, purposive and non-judgemental awareness of experiences. The present study aims to evaluate relative efficiency of MBCT in improving resilience and well-being of children of deployed military soldiers. The sample of the study comprised of N=88 students (44 males and females each) from Army school of Central India. The age range of participants was 14-17 years. Using non-randomized control group pre-test post-test design, after pre-test, the participants were randomly assigned to two equal groups (44 participants each) comprising of equal number of boys and girls. The Experimental Group (Mage=15.14, SD=1.11) received MBCT sessions for 8 weeks while the Control Group (Mage=15, SD=.96) in parallel, received weekly Psycho-education sessions. The post-assessment was conducted on n=38 Experimental group and n=35 Control group participants respectively. Post-test results showed a greater improvement in resilience and well-being of Experimental group participants as compared to the Control group. The improvement was observed to be specific to those participants with initial pre-test scores falling below 75th percentile. The magnitude of this effect was found to be significant. The findings support that MBCT is effective in improving stress tolerance and coping and can lead to an improved overall functioning of military children. The findings can prove to be helpful for effective management of academic and non-academic stress and enhancement of the quality of remedial programmes. Early exploration results on three illustrative care based educator preparing activities recommend that individual preparing in care aptitudes can build instructors' feeling of prosperity and showing self-viability, just as their capacity to oversee study hall conduct and set up and keep up steady associ-



ations with understudies. Since 2005, 14 investigations of projects that legitimately train understudies in care have on the whole exhibited a scope of intellectual, social, and mental advantages to both rudimentary (six examinations) and secondary school (eight examinations) understudies.

Biography:

Ms. Anam Masood studied M.A. in Clinical Psychology at Barkhatullah University, Bhopal, India and graduated in the year 2016. Soon after, she joined one of the projects of Defence Research and Development Organisation (DRDO) as a research investigator. She served as Post-graduate Teacher, Psychology at Billabong High International School from 2017-19 and also counseled adolescents in the due course. From 2019, she has been working with DRDO as a research scholar on an Indo-UK collaborative project. She has four articles published in her name and two are in press. She also holds a certification in Guidance and Counseling.

Publication of speakers:

1. Segal, Z.V., Williams J.M.G. and Teasdale, J.D. 2002. Mindfulness-based cognitive therapy for depression: A new approach to preventing relapse. New York: Guilford Press.
2. Gucht, K. V., Kuppens, P., Maex, E. and Raes, F. 2016. Mindfulness-Based Interventions as School-Based Mental Health Promoting Programs. In S. J. Eisendrath (Ed.), Mindfulness-based cognitive therapy: Innovative applications (p. 229-235). Switzerland: Springer International Publishing.

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