ABSTRACT

This study was carried out to examine the effects of yoga practice on the cognitive and scholastic abilities of children with learning disabilities. 57 children, aged between 9 to 13 years, who were identified with learning disability from All India Institute of Speech and Hearing, Mysore, participated in the study. There were three intervention groups; yoga and academic activities intervention group (Y&AA), neuropsychological and academic activities intervention group (N&AA) and only academic activities intervention group (AA). The Y&AA group and N&AA groups underwent 120 days of intervention program while AA group received 30 days of intervention program. A control group (C) was also present which did not get any form of intervention. The effect of the intervention was assessed on planning, attention, simultaneous processing, successive processing, phonological processing in two languages; English and Kannada, word reading ability in two languages; English and Kannada, arithmetic ability and behavioral adjustments. Post intervention assessment and follow up assessment was made and the within group and between group effects was analyzed using non parametric methods such as Wilcoxon signed rank test, Kruskal Wallis test and Mann Whitney U test. The results showed that children improved in all the areas in all the intervention groups. The Y&AA group improved as much as the N&AA group. The Y&AA group showed marked improvement in attention, phonological processing in Kannada and reading ability in Kannada and that the Y&AA group maintained the intervention effect better than the other groups. From the results of the study, it can be said that yoga can be used as a complementary intervention with academic activities for children with learning disabilities.