



Referenties principe 2: Veiligheid

- ¹ Hart, A.J., Whalen, P.J., Shin, L.M., McInerney, S.C., Fischer, H. & Rauch, S.L. *Differential response in the human amygdala to racial outgroup vs ingroup face stimuli.* **NeuroReport**, 2000, 11(11), 2351–2355.
- Lieberman, M.D., Hariri, A., Jarcho, J.M., Eisenberger, N.I. & Bookheimer, S.Y. *An fMRI investigation of race-related amygdala activity in African-American and Caucasian-American individuals.* **Nature Neuroscience**, 2005, 8(6), 720–722.
- ² Porges, S.W. ***The Polyvagal Theory. Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-Regulation.*** New York, NY: W.W. Norton & Company, 2011.
- ³ Goleman, D. ***Social Intelligence. The New Science of Human Relationships.*** New York, NY: Bantam Books, 2006.
In het Nederlands uitgegeven als ***Sociale Intelligentie***, Business Contact 2014.
- ⁴ Cannon, W.B. ***Bodily Changes in Pain, Hunger, Fear and Rage: An Account of Recent Researches into the Function of Emotional Excitement.*** New York, NY: Appleton and Company, 1915.
- ⁵ Hess, W.R. & Akert, K. *Experimental data on role of hypothalamus in mechanism of emotional behavior.* **Archives of Neurology and Psychiatry**, 1955, 73(2), 127-129.
- ⁶ Young, M.P., Scannell, J.W. & Burns, G.A. ***The Analysis of Cortical Connectivity.*** Austin, TX: Springer, 1994.
- Young, M.P., Scannell, J.W., Burns, G.A. & Blakemore, C. *Analysis of connectivity: Neural systems in the cerebral cortex.* **Reviews in the Neurosciences**, 1994, 5(3), 227-250.
- ⁷ Damasio, A.R., Everitt, B.J. & Bishop, D. *The somatic marker hypothesis and the possible functions of the prefrontal cortex.* **Philosophical Transactions of the Royal Society of London, Series B-Biological Sciences**, 1996, 351(1346), 1413–1420.
- ⁸ Harlow, J.M. *Recovery from the passage of an iron bar through the head.* **Publications of the Massachusetts Medical Society**, 1868, 2, 327–347.
- ⁹ Garcia, R., Vouimba, R.M., Baudry, M. & Thompson, R.F. *The amygdala modulates prefrontal cortex activity relative to conditioned fear.* **Nature**, 1999, 402(6759), 294–296.
- Kim, H., Somerville, L.H., Johnstone, T., Alexander, A.L. & Whalen, P.J. *Inverse amygdala and medial prefrontal cortex responses to surprised faces.* **NeuroReport**, 2003, 14(18), 2317–2322.
- Likhtik, E., Pelletier, J.G., Paz R. & Pare, D. *Prefrontal control of the amygdala.* **The Journal of Neuroscience**, 2005, 25(32), 7429–7437.
- Ochsner, K.N., Bunge, S.A., Gross, J.J. & Gabrieli, J.D. *Rethinking feelings: An fMRI study of the cognitive regulation of emotion.* **Journal of Cognitive Neuroscience**, 2002, 14(8), 1215–1229.
- Quirk, G.J., Likhtik E., Pelletier, J.G. & Pare, D. *Stimulation of medial prefrontal cortex decreases the responsiveness of central amygdala output neurons.* **The Journal of Neuroscience**, 2003, 23(25), 8800–8807.
- ¹⁰ Vincent, J.D. ***The Biology of Emotions.*** Cambridge, MA: Basil Blackwell, 1990.
- ¹¹ Bremner, J.D. *MRI-based measurement of hippocampal volume in post-traumatic stress disorder.* **Biological Psychiatry**, 1997, 41(1), 23–32.

- ¹² Young, C.B., Wu, S.S. & Menon, V. *The neurodevelopmental basis of math anxiety. Psychological Science*, 2012, 23(5), 492-501.
- ¹³ Brod, J., Fencl, V., Hejl, Z. & Jirka, J. *Corculatory changes underlying blood pressure elevation during acute emotional stress (Mental Arithmetic) in normotensive and hypertensive subjects. Clinical Science*, 1959, 18, 269-279.
- ¹⁴ Grannis, J.C. *Students' stress, distress, and achievement in an urban intermediate school. The Journal of Early Adolescence*, 1992, 12(1), 4-27.
- ¹⁵ Iannotti, R.J. Luk, J.W. & Nansel, T.R. *Co-occurrence of victimization from five subtypes of bullying: Physical, verbal, social exclusion, spreading rumors, and cyber. Journal of Pediatric Psychology*, 2010, 35(10), 1103-1112.
- ¹⁶ Lacey, A. & Cornell, D. (2013). *The impact of teasing and bullying on schoolwide academic performance. Journal of Applied School Psychology*, 2013, 29(3), 262-283.
- ¹⁷ Vossekul, B, Reddy, M., Fein, R., Borum, R. & Modzeleski, W. *Safe school initiative. An interim report on the prevention of target violence in schools.* Washington, DC: U.S. Secret Service National Threat Assessment Center and U.S. Department of Education, 2000, p. 7.
- ¹⁸ McCarthy, T. Warning: *Andy Williams here. TIME*, 2001, 157(11), 24-28. (March 19, 2001)
- ¹⁹ Segerstrom, S. & Miller, G. *Psychological stress and the human immune system: A meta-analytic study of 30 years of inquiry. Psychological Bulletin*, 2004, 130(4), 601-630.
- ²⁰ Hess, W.R. & Akert, K. *Experimental data on role of hypothalamus in mechanism of emotional behavior. Archives of Neurology and Psychiatry*, 1955, 73(2), 127-129.
- ²¹ Porges, S.W. *The Polyvagal Theory. Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-Regulation.* New York, NY: W.W. Norton & Company, 2011.
- ²² Porges, S.W. *The Polyvagal Theory. Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-Regulation.* New York, NY: W.W. Norton & Company, 2011.
- ²³ Gold, S. *Mind your body: A higher road to relaxation. Psychology Today*, 2007. Retrieved July, 2013 from: <http://www.psychologytoday.com/articles/200706/mind-your-body-higher-road-relaxation>
- ²⁴ Yerkes, R.M. & Dodson, J.D. *The relation of strength of stimulus to rapidity of habit-formation. Journal of Comparative Neurology and Psychology*, 1908, 18(5), 459-482.
- ²⁵ Lupien, S.J., Maheu, F., Tu, M., Fiocco, A. & Schramek, T.E. *The effects of stress and stress hormones on human cognition: Implications for the field of brain and cognition. Brain and Cognition*, 2007, 65(3), 209-237.
- ²⁶ Mattarella-Micke, A., Mateo, J., Kozak, M.N., Foster, K. & Beilock, S.L. *Choke or thrive? The relation between salivary cortisol and math performance depends on individual differences in working memory and math anxiety. Emotion*, 2011, 11(4), 1000-1005.
- ²⁷ Kagan, S. *Silly Sports & Goofy Games.* San Clemente, CA: Kagan Publishing, 2000. In het Nederlands uitgegeven als *Silly Sports & Goofy Games*, Bazalt 2004.
- ²⁸ Newcomer, J.W., Selke, G., Melson, A.K., Hershey, T., Craft, S., Richards, K. & Alderson, A.L. *Decreased memory performance in healthy humans induced by stress-level cortisol treatment. Archives of General Psychiatry*, 1999, 56(6), 527-533.
- ²⁹ Buchanan T.W. & Lovallo, W.R. *Enhanced memory for emotional material following stress-level cortisol treatment in humans. Psychoneuroendocrinology*, 2001, 26(3), 307-317.

- ³⁰ Lupien, S.J., Gillin, C.J. & Hauger, R.L. *Working memory is more sensitive than declarative memory to the acute effects of corticosteroids: a dose-response study in humans.* **Behavioral Neuroscience**, 1999, 113(3), 420–430.
- ³¹ Kagan, S., Kyle, P. & Scott, S. **Win-Win Discipline.** San Clemente, CA: Kagan Publishing, 2004. In het Nederlands uitgegeven als **Werken aan verantwoordelijk gedrag**, Bazalt 2012
- ³² Kagan, S. & Kagan, M. **Kagan Cooperative Learning.** San Clemente, CA: Kagan Publishing, 2009. In het Nederlands uitgegeven als **Coöperatieve Leerstrategieën**, Bazalt 2010.
- Kagan, S. & Kagan, M. **Multiple Intelligences: The Complete MI Book.** San Clemente, CA: Kagan Publishing, 1998. In het Nederlands uitgegeven als **Meervoudige Intelligentie: Het complete MI-boek**, Bazalt 2000.
- ³³ Kagan, S. & Kagan, M. **Multiple Intelligences: The Complete MI Book.** San Clemente, CA: Kagan Publishing, 1998. In het Nederlands uitgegeven als **Meervoudige Intelligentie: Het complete MI-boek**, Bazalt 2000.
- ³⁴ Dunn, R. & Dunn, K. **Teaching Elementary Students through their Individual Learning Styles: Practical Approaches for Grades 3–6.** Boston, MA: Allyn & Bacon, 1992.
- Riding, R. & Rayer, S. **Cognitive Styles and Learning Strategies. Understanding Style Differences in Learning and Behavior.** London, Great Britain: David Fulton Publishers, Ltd, 2001.
- Stafford, R. & Dunn, K.J. **Teaching Secondary Students through Their Individual Learning Styles.** Boston, MA: Allyn & Bacon, 1993.
- ³⁵ Kagan, L., Kagan, M. & Kagan, S. **Cooperative Learning Structures for Teambuilding.** San Clemente, CA: Kagan Publishing, 1997. In het Nederlands uitgegeven als **Teambouwers**, Bazalt 2004.
- ³⁶ Maslow, A.H., Frager, R. & Fadiman, J. **Motivation and Personality.** New York, NY: Harper & Row, 1954.
- ³⁷ Kagan, L., Kagan S. & Kagan, M. **Cooperative Structures for Teambuilding.** San Clemente, CA: Kagan Publishing, 1997. In het Nederlands uitgegeven als **Teambouwers**, Bazalt 2004.
- Kagan, S. & Kagan, M. **Kagan Cooperative Learning.** San Clemente, CA: Kagan Publishing, 2009. In het Nederlands uitgegeven als **Coöperatieve Leerstrategieën**, Bazalt 2010.
- ³⁸ Kagan, M., Robertson, L. & Kagan, S. **Cooperative Learning Structures for Classbuilding.** San Clemente, CA: Kagan Publishing, 1995. In het Nederlands uitgegeven als **Bouwen aan klasklimaat**, Bazalt 2003
- ³⁹ Shaw, V. **Communitybuilding in the Classroom.** San Clemente, CA: Kagan Publishing, 1993.
- ⁴⁰ McCraty, R., Atkinson, M., Rein, G. & Watkins, A.D. *Music enhances the effect of positive emotional state on salivary IgA.* **Stress Medicine**, 1996, 12(3), 67–75.
- ⁴¹ McClelland, D., Alexander, C. & Marks, E. *The need for power, stress, immune function, and illness among male prisoners.* **Journal of Abnormal Psychology**, 1982, 91(1), 61–70.
- ⁴² Mockel, M., Rucker, L., Stork, T. Vollert, J. Danne, O. Eichstadt, H., Muller, R. & Hochrein, H. *Immediate physiological responses of healthy volunteers to different types of music: Cardiovascular, hormonal, and mental changes.* **European Journal of Applied Physiology**, 1994, 68(6), 451–459.
- ⁴³ Escher, J., Hohmann, U., Anthenien, L., Dayer, E., Bosshard, C., & Gaillard, R.C. *Music during gastroscopy.* **Schweiz Medizinische Wochenschrift**, 1993, 123(26), 1354–1358.

- ⁴⁴ Miluk-Kolasa, B., Obminski, S., Stupnicki, R. & Golec, L. *Effects of music treatment on salivary cortisol in patients exposed to pre-surgical stress. **Experimental and Clinical Endocrinology***, 1994, 102(2), 118–120.
- ⁴⁵ Malyarenko, T.N., Kuraev, G.A., Malyarenko, Y.E. & Khatova, M.V. *The development of brain electric activity in 4-year-old children by long term stimulation with music. **Human Physiology***, 1996, 22(1), 76–81.
- ⁴⁶ Godeli, M.R., Santana, P.R., Souza, V.H. & Marquetti, G.P. *Influence of background music on preschoolers' behavior: A naturalistic approach. **Perceptual and Motor Skills***, 1996, 82(3c), 1123–1129.
- ⁴⁷ Bouhuys, A.L., Bloem, G.M. & Groothuis, T.G. *Induction of depressed and elated mood by music influences the perception of facial expressions in healthy students. **Journal of Affective Disorders***, 1995, 33(4), 215–226.
- ⁴⁸ Hall, J. *The effect of background music on the reading comprehension of 278 eighth and ninth graders. **Journal of Educational Research***, 1952, 45(6), 451–458.
- ⁴⁹ Clarke, L.W. (2006). *Music soothes the soul. **American Chronicle***. Retrieved July, 2013, from: <http://calmingharp.com/2013/05/21/music-soothes-the-soul>
- ⁵⁰ Cockerton, T., Moore, S. & Norman, D. *Cognitive test performance and background music. **Perceptual and Motor Skills***, 1997, 85(3f), 1435–1438.
- ⁵¹ Lamb, G. ***Brain Boosters CDs: Set of 6 CDs (Code: CGBB)***. San Clemente, CA: Kagan Publishing, 2009.
- Lamb, G. ***Music for the Mind: Set of 6 CDs (Code: CGM)***. San Clemente, CA: Kagan Publishing, 2004.
- Mozart, W.A. ***The Magic of Mozart: 4 CD Combo (Code: CMZCD)***. San Clemente, CA: Kagan Publishing, 2005.
- Arcangelos Chamber Ensemble. ***The Sound Health Series: Set of 7 CDs (Code: DAS)***. Advanced Brain Technologies, 2003.
- ⁵² Schoenfeld, T.J., Rada, P., Pieruzzini, P.R., Hsueh, B. & Gould, E. *Physical exercise prevents stress-induced activation of granule neurons and enhances local inhibitory mechanisms in the dentate gyrus. **The Journal of Neuroscience***, 2013, 33(18), 7770–7777.
- ⁵³ Adlard, P.A. & Cotman, C.W. *Voluntary exercise protects against stress-induced decreases in brain-derived neurotrophic protein expression. **Neuroscience***, 2004, 124(4), 985–992.
- ⁵⁴ Kagan, S. ***Silly Sports & Goofy Games***. San Clemente, CA: Kagan Publishing, 2000. In het Nederlands uitgegeven als ***Silly Sports & Goofy Games***, Bazalt 2004.
- ⁵⁵ Finlay, F., Baverstock, A. & Lenton, S. *Therapeutic clowning in pediatric practice. **Clinical Child Psychology and Psychiatry***, 2013, 1–10.
- Oppenheim, D., Simonds, C. & Hartmann, O. *Clowning on children's wards. **Lancet***, 1997, 350(9094), 1838–1840.
- Spitzer, P. Spitzer, P. *The clown doctors. **Australian Family Physician***, 2001, 30(1), 12–16.
- ⁵⁶ Golan, G., Tighe, P., Dobija, N., Perel, A. & Keidan, I. *Clowns for the prevention of preoperative anxiety in children: A randomized controlled trial. **Pediatric Anesthesia***, 2009, 19(3), 262–266.
- Vagnoli, L., Caprilli, S. & Messeri, A. *Parental presence, clowns or sedative premedication to treat preoperative anxiety in children: What could be the most promising option? **Pediatric Anesthesia***, 2010, 20(10), 937–943.
- ⁵⁷ Fernandes, S.C. & Arriaga, P. *The effects of clown intervention on worries and emotional responses in children undergoing surgery. **Journal of Health Psychology***, 2010, 15(3), 405–415.
- Wolyniez, I., Rimon, A., Scolnik, D., Gruber, A., Tavor, O., Haviv, E. & Glatstein, M. *The effect of a medical clown on pain during intravenous access in the pediatric emergency department: A randomized prospective pilot study. **Clinical Pediatrics***, 2013, 52(12), 1168–1172.

- ⁵⁸ Miller, M., Mangano, C., Park, Y., Goel, R., Plotnick, G.D. & Vogel, R.A. *Impact of cinematic viewing on endothelial function.* **Heart**, 2006, 92(2), 261–262.
- Papousek, I. & Schuler, G. *Effects of a mood-enhancing intervention on subjective well-being and cardiovascular parameters.* **International Journal of Behavioral Medicine**, 2008, 15(4), 293–302.
- Sugawara, J., Tarumi, T. & Tanaka, H. *Effect of mirthful laughter on vascular function.* **The American Journal of Cardiology**, 2010, 15(106), 6.
- ⁵⁹ Berk, L.S., Tan, S.A. & Berk, D. *Cortisol and Catecholamine stress hormone decrease is associated with the behavior of perceptual anticipation of mirthful laughter.* **The Journal of the Federation of American Societies for Experimental Biology**, 2008, 22, 9650.
- ⁶⁰ Smith, R.E., Ascough, J.C., Ettinger, F. & Nelson, D.A. *Humor, anxiety and task performance.* **Journal of Personality and Social Psychology**, 1971, 19(2), 243–246.
- ⁶¹ Dworkin, E.S. & Eeran, J.S. *The angered: Their susceptibility to varieties of humor.* **Journal of Personality and Social Psychology**, 1967, 6(2), 233–236.
- Singer, D.L. *Aggression arousal, hostile humor, and catharsis.* **Journal of Personality and Social Psychology Monograph Supplement**, 1968, 8(1p2), 1–14.
- ⁶² Hauck, W.E. & Thomas, J.W. *The relationship of humor to intelligence, creativity and intentional learning.* **Journal of Experimental Education**, 1972, 40, 52–55.
- ⁶³ Isen, A.M., Daubman, K.A. & Nowicki, G.P. *Positive affect facilitates creative problem solving.* **Journal of Personality and Social Psychology**, 1987, 52(6), 112–131.
- ⁶⁴ Ziv, A. *Facilitating effects of humor on creativity.* **Journal of Educational Psychology**, 1976, 68(3), 318–432.
- ⁶⁵ Smith, R.E., Ascough, J.C., Ettinger, F. & Nelson, D.A. *Humor, anxiety and task performance.* **Journal of Personality and Social Psychology**, 1971, 19(2), 243–246.
- ⁶⁶ Amen, D.G. **Change Your Brain Change, Change Your Life.** New York, NY: Rivers Press, 1998.
- ⁶⁷ Adolphs, R. *Trust in the brain.* **Nature Neuroscience**, 2002, 5(3), 192–193.
- Winston, J.S., Strange, B.A., O’Doherty, J. & Dolan, R.J. *Automatic and intentional brain responses during evaluation of trustworthiness of faces.* **Nature Neuroscience**, 2002, 5(3), 277–283.
- ⁶⁸ Porges, S.W. **The Polyvagal Theory. Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-Regulation.** New York, NY: W.W. Norton & Company, 2011, 195.
- ⁶⁹ Montague, A. **Touching: the Human Significance of the Skin.** New York, NY: Harper & Row, 1971.
- ⁷⁰ Bakwin, H. *Emotional deprivation in infants.* **Journal of Pediatrics**, 1949, 35(4), 512–521.
- ⁷¹ Montagu, A. **Touching: The Human Significance of the Skin.** New York, NY: Columbia University Press, 1971.
- ⁷² Morhenn, V.B., Park, J.W., Piper, E. & Zak, P.J. *Monetary sacrifice among strangers is mediated by endogenous oxytocin release after physical contact.* **Evolution and Human Behavior**, 2008, 29(6), 375–383.
- Heinrichs, M., Baumgartner, T., Kirschbaum, C. & Ehlert, U. *Social support and oxytocin interact to suppress cortisol and subjective responses to psychosocial stress.* **Biological Psychiatry**, 2003, 54(12), 1389–1398.
- Kirsch, P., Esslinger, C., Chen, Q., Mier, D., Lis, S., Siddhanti, S., Gruppe, H., Mattay, V.S., Gallhofer, B. & Meyer-Lindenberg, A. *Oxytocin modulates neural circuitry for social cognition and fear in humans.* **Journal of Neuroscience**, 2005, 25(49), 11489–11493.

- ⁷³ Harlow, H.E. *The nature of love. American Psychologist*, 1958, 13, 673–685.
- ⁷⁴ Harlow, H.E. *The nature of love. American Psychologist*, 1958, 13, 684.
- ⁷⁵ Baker, C.R. *Defining and measuring affiliation motivation. European Journal of Social Psychology*, 1979, 9(1), 97–99.
- Schachter, S. *The Psychology of Affiliation*. Stanford: CA: University Press, 1959.
- ⁷⁶ Morhenn, V.B., Park, J.W., Piper, E. & Zak, P.J. *Monetary sacrifice among strangers is mediated by endogenous oxytocin release after physical contact. Evolution and Human Behavior*, 2008, 29(6), 375–383.
- Heinrichs, M., Baumgartner, T., Kirschbaum, C. & Ehlert, U. *Social support and oxytocin interact to suppress cortisol and subjective responses to psychosocial stress. Biological Psychiatry*, 2003, 54(12), 1389–1398.
- Kirsch, P., Esslinger, C., Chen, Q., Mier, D., Lis, S., Siddhanti, S., Gruppe, H., Mattay, V.S., Gallhofer, B. & Meyer-Lindenberg, A. *Oxytocin modulates neural circuitry for social cognition and fear in humans. Journal of Neuroscience*, 2005, 25(49), 11489–11493.
- ⁷⁷ Domes, G., Heinrichs, M., Michel, A., Berger, C. & Herpertz, S.C. *Oxytocin improves “mind-reading” in humans. Biological Psychiatry*, 2010, 61(6), 731–733.
- ⁷⁸ Zak, P.J. 2: *The neuroeconomics of trust*. In R. Frantz (Ed), *Renaissance in Behavioral Economics: Essays in Honour of Harvey Leibenstein*. New York, NY: Routledge, 2007, 17.
- Zak, P.J., Kurzban, R. & Matzner, W.T. *Oxytocin is associated with human trustworthiness. Hormones and Behavior*, 2005, 48(5), 522–527.
- Zak, P.J., Kurzban, R. & Matzner, W.T. *The neurobiology of trust. Annals of the New York Academy of Sciences*, 2004, 1032(1), 224–227.
- ⁷⁹ Carter, C.S., Ahnert, L., Grossman, K.E., Hrdy, S.B. Lamb M.E., Porges, S.W. & Sachser, N. (Eds). *Attachment and Bonding: A New Synthesis*. Cambridge, MA: MIT Press, 2005.
- Carter, C.S. *Neuroendocrine perspectives on social attachment and love. Psychoneuroendocrinology*, 1998, 23(8), 779–818.
- Lee, H.J., Macbeth, A.H., Pagani, J.H. & Young, W.S. *Oxytocin: the great facilitator of life. Progress in Neurobiology*, 2009, 88(2), 127–151.
- Uvnas-Moberg, K. *Oxytocin may mediate the benefits of positive social interaction and emotions. Psychoneuroendocrinology*, 1998, 23(8), 819–835.
- ⁸⁰ Kosfeld, M., Heinrichs, M., Zak, P.J., Fischbacher, U. & Fehr, E. *Oxytocin increases trust in humans. Nature*, 2005, 435(7042), 673–676.
- ⁸¹ Dolcos, S., Sung, K., Argo J.J., Flor-Henry, S. & Dolcos, F. *The power of a handshake: Neural correlates of evaluative judgments in observed social interactions. Journal of Cognitive Neuroscience*, 2012, 24(12), 2292–2305.
- ⁸² Kagan, S. & Kagan, M. *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing, 2009, 10–14. In het Nederlands uitgegeven als *Coöperatieve Leerstrategieën*, Bazalt 2010.
- ⁸³ Chaplin, W.F., Phillips, J.B., Brown, J.D., Clanton, N.R. & Stein, J.L. *Handshaking, gender, personality, and first impressions. Journal of Personality and Social Psychology*, 2000, 79(1), 110–117.
- ⁸⁴ Jacobson, E. *Progressive Relaxation. A Physiological and Clinical Investigation of Muscular States and their Significance in Psychology and Medical Practice*. Chicago, IL: University of Chicago Press, 1929.
- ⁸⁵ Jacobson, E. *Progressive relaxation. A Physiological and Clinical Investigation of Muscular States and their Significance in Psychology and Medical Practice*. Chicago, IL: University of Chicago Press, 1929, 29.

- ⁸⁶ Goleman, D. *The Varieties of Meditative Experience*. New York, NY: Halstead Press, 1977.
- Naranjo, C. & Ornstein, R.E. *The Psychology of Meditation*. New York, NY: Viking Press, 1971.
- ⁸⁷ Benson, H. *The Relaxation Response*. New York, NY: William Morrow & Company, Inc., 1975, 67–68.
- ⁸⁸ Eppley, K., Abrams, A.I. & Shear, J. *Differential effects of relaxation techniques on trait anxiety: A meta-analysis*. *Journal of Clinical Psychology*, 1989, 45(6), 957–974.
- ⁸⁹ So, K.T. & Orme-Johnson, D.W. *Three randomized experiments on the longitudinal effects of the Transcendental Meditation technique on cognition*. *Intelligence*, 2001, 29(5), 419–440.
- ⁹⁰ Benson, H. *The Relaxation Response*. New York, NY: William Morrow & Company, Inc., 1975, 67–68.
- ⁹¹ Pitts, F.N.Jr. & McClure, J.N.Jr. *Lactate metabolism in anxiety neurosis*. *New England Journal of Medicine*, 1967, 277(25), 1329–1336.
- ⁹² Benson, H. *The Relaxation Response*. New York, NY: Harper Collins, 2000.
- ⁹³ *Scientific Research on Maharishi's Transcendental Meditation and TM-Sidhi programme. Collected Papers (Vols. 1–5)*. Fairfield, IA: Maharishi University of Management Press.
- ⁹⁴ Luders, E., Toga, A.W., Lepore, N. & Gaser, C. *The underlying anatomical correlates of long-term meditation: Larger hippocampal and frontal volumes of gray matter*. *NeuroImage*, 2009, 45(3), 672–678.
- ⁹⁵ Elder, C., Nidich, S., Colbert, R., Hagelin, J., Grayshield, L., Oviedo-Lim, D., Nidich, R., Rainforth, M., Jones, C. & Gerace, D. *Reduced psychological distress in racial and ethnic minority students practicing the Transcendental Meditation Program*. *Journal of Instructional Psychology*, 2011, 38(2), 109–16.
- Eppley, K., Abrams, A.I. & Shear, J. *Differential effects of relaxation techniques on trait anxiety: A meta-analysis*. *Journal of Clinical Psychology*, 1989, 45(6), 957–974.
- Nidich, S., Rainforth, M., Haaga, D., Hagelin, J., Salerno, J., Travis, F., Tanner, M., Gaylord-King, C., Grosswald, S. & Schneider, R. *A randomized controlled trial on effects of the Transcendental Meditation program on blood pressure, psychological distress, and coping in young adults*. *American Journal of Hypertension*, 2009, 22(12), 1326–1331.
- Travis, F., Haaga, D., Hagelin, J., Tanner, M., Nidich, S., Gaylord-King, C., Grosswald, S., Rainforth M. & Schneider, R. *Effects of Transcendental Meditation Practice on Brain Functioning and Stress Reactivity in College Students*. *International Journal of Psychophysiology*, 2009, 71(2), 170–176.
- ⁹⁶ Barnes, V., Treiber, F. & Davis, H. *Impact of Transcendental Meditation on cardiovascular function at rest and during acute stress in adolescents with high normal blood pressure*. *Journal of Psychosomatic Research*, 2001, 51(4), 597–605.
- Barnes, V., Treiber, F. & Johnson, M. *Impact of Transcendental Meditation on ambulatory blood pressure in African-American adolescents*. *American Journal of Hypertension, Ltd.*, 2004, 17(4), 366–369.
- Walton, K., Schneider, R. & Nidich, S. *Review of controlled research on the Transcendental Meditation program and cardiovascular disease: Risk factors, morbidity, and mortality*. *Cardiology Review*, 2004, 12(5), 262–266.
- ⁹⁷ Miskiman, D. *The Effect of the Transcendental Meditation Program on the Organization of Thinking and Recall (Secondary Organization)*. Alberta, Canada: Graduate Department of Psychology, University of Alberta, Edmonton, 1973.
- Scientific Research on the Maharishi's Transcendental Meditation and TM-Sidhi programme: Meditation Programme. Collected Papers*, 1977, 1, 385–392.

- ⁹⁸ Travis, F., Haaga, D., Hagelin, J., Tanner, M., Nidich, S., Gaylord-King, C., Grosswald, S., Rainforth, M. & Schneider, R. *Effects of Transcendental Meditation Practice on Brain Functioning and Stress Reactivity in College Students. **International Journal of Psychophysiology***, 2009, 71(2), 170–176.
- ⁹⁹ Beauchemin, J., Hutchins, T.L. & Patterson, F. *Mindfulness meditation may lessen anxiety, promote social skills, and improve academic performance among adolescents with learning disabilities. **Journal of Evidence-Based Complementary & Alternative Medicine***, 2008, 13(1), 34–45.
- Collier, R.W. *The Effect of the Transcendental Meditation Program upon University Academic Attainment*. Honolulu, HI: Department of English as a Second Language, College of Arts and Sciences, University of Hawaii, 1973.
- Hall, P. *The effect of meditation on academic performance of African American college students. **Journal of Black Studies***, 1999, 29(3), 408–415.
- Heaton, D.P. & Orme-Johnson, D.W. *The Transcendental Meditation Program and Academic Achievement*. Fairfield, IA: International Center for Scientific Research Maharishi International University, 1974.
- Kember, P. *The Transcendental Meditation Technique and postgraduate academic performance. **British Journal of Educational Psychology***, 1985, 55(2), 164–166.
- ¹⁰⁰ Barnes, V., Bauza, L. & Treiber, F. *Impact of stress reduction on negative school behavior in adolescents. **Health and Quality of Life Outcomes***, 2003, 1(10), 1–7.
- ¹⁰¹ Shapiro J. *The relationship of the TM program to self-actualization and negative personality characteristics*. In D.W. Orme-Johnson & J.T. Farrow (Eds.), *Scientific research on the Transcendental Meditation program: Collected papers. Volume 1*, 462–467. Rheinweiler, Germany: Maharishi European Research University Press, 1976.
- ¹⁰² Grosswald, S., Stixrud, W., Travis, F. & Bateh, M. *Use of the Transcendental Meditation technique to reduce symptoms of attention deficit hyperactivity disorder (ADHD) by reducing stress and anxiety: an exploratory study. **Current Issues in Education***, 2008, 10(2), 1–15.
- Travis, F., Grosswald, S. & Stixrud, W. *ADHD, Brain functioning, and transcendental meditation practice. **Mind & Brain***, 2011, 2(1), 73–81.
- ¹⁰³ Nidich, S., Rainforth, M., Haaga, D., Hagelin, J., Salerno, J., Travis, F., Tanner, M., Gaylord-King, C., Grosswald, S. & Schneider, R. *A randomized controlled trial on effects of the Transcendental Meditation program on blood pressure, psychological distress, and coping in young adults. **American Journal of Hypertension***, 2009, 22(12), 1326–1331.
- ¹⁰⁴ Dixon, C., Dillbeck, M.C., Travis, F., Msemaje, H., Clayborne, B.M., Dillbeck, S.L. & Alexander, C.N. *Accelerating cognitive and self-development: Longitudinal studies with preschool and elementary school children. **Journal of Social Behavior and Personality***, 2005, 17(1), 65–91.
- ¹⁰⁵ Alexander, C.N., Rainforth, M.V. & Gelderloos, P. *Transcendental Meditation, self-actualization, and psychological health: A conceptual overview and statistical meta-analysis. **Journal of Social Behavior and Personality***, 1991, 6(5), 189–248.
- Gelderloos, P., Hermans, H.J.M., Ahlström, H.H. & Jacoby, R. *Transcendence and psychological health: Studies with long-term participants of the Transcendental Meditation and TM-Sidhi program. **Journal of Psychology***, 1990, 124(2), 177–197.
- Turnbull, M.J. & Norris, H. *Effects of Transcendental Meditation on self-identity indices and personality. **British Journal of Psychology***, 1982, 73(1), 57–69.
- ¹⁰⁶ Fredrick, T. *The Transcendental Meditation technique and creativity: a longitudinal study of Cornell University undergraduates. **The Journal of Creative Behavior***, 1979, 13(3), 169–180.

- So, K.T. & Orme-Johnson, D.W. *Three randomized experiments on the longitudinal effects of the Transcendental Meditation technique on cognition. Intelligence*, 2001, 29(5), 419–440.
- Travis, F. *Creative thinking and the Transcendental Meditation technique. The Journal of Creative Behavior*, 1979, 13(3), 169–180.
- ¹⁰⁷ Dillbeck, M.C. *Meditation and flexibility of visual perception and verbal problem solving. Memory & Cognition*, 1982, 10(3), 207–215.
- ¹⁰⁸ Cranson, R.W., Orme-Johnson, D.W., Gackenbach, J., Dillbeck, M.C., Jones, C.H. & Alexander, C.N. *Transcendental Meditation and improved performance on intelligence related measures: A longitudinal study. Personality and Individual Differences*, 1991, 12(10), 1105–1116.
- Dixon, C., Dillbeck, M.C., Travis, F., Msemaje, H., Clayborne, B.M., Dillbeck, S.L. & Alexander, C.N. *Accelerating cognitive and self-development: Longitudinal studies with preschool and elementary school children. Journal of Social Behavior and Personality*, 2005, 17(1), 65–91.
- So, K.T. & Orme-Johnson, D.W. *Three randomized experiments on the longitudinal effects of the Transcendental Meditation technique on cognition. Intelligence*, 2001, 29(5), 419–440.
- ¹⁰⁹ Cranson, R.W., Orme-Johnson, D.W., Gackenbach, J., Dillbeck, M.C., Jones, C.H. & Alexander, C.N. *Transcendental Meditation and improved performance on intelligence related measures: A longitudinal study. Personality and Individual Differences*, 1991, 12(10), 1105–1116.
- So, K.T. & Orme-Johnson, D.W. *Three randomized experiments on the longitudinal effects of the Transcendental Meditation technique on cognition. Intelligence*, 2001, 29(5), 419–440.
- ¹¹⁰ Barnhofer, T., Duggan, D., Crane, C., Hepburn, S., Fennell, M. & Williams, J.M.G. *Effects of meditation on frontal alpha asymmetry in previously suicidal patients. NeuroReport*, 2007, 18(7), 709–712.
- Orme-Johnson, D.W., Dillbeck, M.C., Wallace, R.K. & Landrith, G.S. *Intersubject EEG coherence: Is consciousness a field? International Journal of Neuroscience*, 1982, 16(3–4), 203–209.
- Travis, F., Haaga, D., Hagelin, J., Tanner, M., Nidich, S. & Gaylord-King, C., Grosswald, S., Rainforth, M. & Schneider, R. *Effects of Transcendental Meditation Practice on brain functioning and stress reactivity in college students. International Journal of Psychophysiology*, 2009, 71(2), 170–176.
- ¹¹¹ Rees, B., Travis, F., Shapiro, D. & Chant, R. *Reduction in posttraumatic stress symptoms in Congolese refugees practicing Transcendental Meditation. Journal of Traumatic Stress*, 2013, 26(2), 295–298.
- ¹¹² Dillbeck, M.C. & Orme-Johnson, D.W. *Physiological differences between Transcendental Meditation and rest. The American Psychologist*, 1987, 42(9), 879–881.
- ¹¹³ So, K.T. & Orme-Johnson, D.W. *Three randomized experiments on the longitudinal effects of the Transcendental Meditation technique on cognition. Intelligence*, 2001, 29(5), 419–440.
- ¹¹⁴ Eppley, K., Abrams, A.I. & Shear, J. *Differential effects of relaxation techniques on trait anxiety: A meta-analysis. Journal of Clinical Psychology*, 1989, 45(6), 957–974.
- ¹¹⁵ Lutz, A., Greischer, L.L., Rawlings, N.B., Ricard, M. & Davidson, R.J. *Long-term meditators self-induce high amplitude gamma synchrony during mental practice. Proceedings of the National Academy of Sciences*, 2004, 101(46), 16369–16373.
- ¹¹⁶ Raes, F., Griffith, J.W., Gucht, K. & Williams, J.M.G. *School-based prevention and reduction of depression in adolescents: A cluster-randomized controlled trial of a mindfulness group program. Mindfulness*, 2013, 1–10.
- ¹¹⁷ Nielsen, L. & Kaszniak, A.W. *Awareness of subtle emotional feelings: A comparison of long-term meditators and non-meditators. Emotion*, 2006, 6(3), 392–405.

- ¹¹⁸ Tang, Y., Ma, Y., Wang, J., Fan, Y., Feng, S., Lu, Q., Yu, Q., Sui, D., Rothbart, M.K., Fan, M. & Posner, M.I. *Short-term meditation training improves attention and self-regulation. **Proceedings of the National Academy of Sciences***, 2007, 104(43), 17152–17156.
- ¹¹⁹ Kaliman, P., Jesus Alvarez-Lopez, M., Cosin-Tomas, M., Rosenkranz, M.A., Lutz, A. & Davidson, R.J. *Rapid changes in histone deacetylases and inflammatory gene expression in expert meditators. **Psychoneuroendocrinology***, 2014, 40, 96–107.
- ¹²⁰ Lazar, S., Kerr, C.E., Wasserman, R.H., Gray, J.R., Greve, D.N., Treadway, M.T., McGarvey, M., Quinn, B.T., Dusek, J.A. Benson, H., Rauch, S.L., Moore, C.I. & Fischl, B. *Meditation experience is associated with increased cortical thickness. **NeuroReport***, 2005, 16(17), 1893–1897.
- ¹²¹ Luders, E., Toga, A.W., Lepore, N. & Gaser, C. *The underlying anatomical correlates of long-term meditation: Larger hippocampal and frontal volumes of gray matter. **NeuroImage***, 2009, 45(3), 672–678.
- ¹²² Gaëlle D., Negi, L.T., Pace, T.W.W., Wallace, A.B., Raison, C.L. & Schwartz, E.L. *Effects of mindful-attention and compassion meditation training on amygdala response to emotional stimuli in an ordinary, non-meditative state. **Frontiers in Human Neuroscience***, 2012, 6, 292.
- ¹²³ Peng, C.K., Henry, I.C., Mietus, J.E., Hausdorff, J.M., Khalsa, G., Benson, H. & Goldberger, A. *Heart rate dynamics during three forms of meditation. **International Journal of Cardiology***, 2004, 95(1), 19–27.
- ¹²⁴ Travis, F. *Are all meditations the same? Comparing the neural patterns of Mindfulness Meditation, Tibetan Buddhism practice “unconditional loving-kindness and compassion,” and the Transcendental Meditation Technique.” **Science of Consciousness Conference***, Tucson, AZ, April, 2006. Retrieved July, 2013, from: <http://www.fredtravis.com/talk.html>
- ¹²⁵ David Lynch Foundation. (2012). *TM/Quiet Time program for students* [Video Clip]. Retrieved November, 2012, from: <http://www.davidlynchfoundation.org/schools.html#video=93-NzNBLCbE>
- ¹²⁶ Stress Free Schools. (2011). *Home Page: The TM Quiet Time program* [Text]. Retrieved November, 2012, from: <http://stressfreeschools.org.nz/index.html>
- ¹²⁷ CBE Schools. (2008). *Home Page: Consciousness-Based Education* [Text]. Retrieved November, 2012, from: <http://cbesa.org/index.html>
- ¹²⁸ Nidich, S., Mjasiri, S., Nidich, R., Rainforth, M., Grant, J., Valosek, L., Chang, W. & Zigler, R.L. *Academic achievement and transcendental meditation: A study with at-risk urban middle school students. **Education Around the World***, 2011, 131(3), 556–564.
- ¹²⁹ Rosaen, C. & Benn, R. *The experience of Transcendental Meditation in middle school students: a qualitative report. **Explore***, 2006, 2(5), 422–425.
- ¹³⁰ Barnes, V.A., Bauza, L. & Treiber, F.A. *Impact of stress reduction on negative school behavior in adolescents. **Health and Quality of Life Outcomes***, 2003, 1(10) 1–7.
- ¹³¹ Barnes, V.A., Treiber, F.A. & Davis, H. *Impact of Transcendental Meditation on cardiovascular function at rest and during acute stress in adolescents with high normal blood pressure. **Journal of Psychosomatic Research***, 2001, 51(4), 597–605.