

# Mindfulness-based interventions in secondary education: a qualitative systematic review

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## Resumen

In order to study the effects of mindfulness meditation interventions administered to adolescents within their educational institutions, a qualitative systematic review was conducted. Sixteen studies published in main databases were analysed. The results show that mindfulness, as a prevention strategy in educational contexts, resulted in significant changes in the following variables: (a) psychological (e.g., reduction in depressive symptoms); (b) psychosocial (e.g., increased social skills); and (c) physiological (e.g., improvement of blood pressure). Although the results were conclusive, their interpretation and generalization should be carefully analysed as there were no medium- and long-term follow-up evaluations, in addition to the fact that there has been a minimal assessment of the psychological mechanisms involved in the change processes.

## Palabras clave

**Palabras clave de autor:** [mindfulness](#); [prevention](#); [mental health](#); [schools](#); [adolescent development](#)

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[PRESSURE](#); [ADOLESCENTS](#); [MEDITATION](#); [PROGRAM](#); [SCHOOLS](#); [IMPACT](#); [FEASIBILITY](#); [THERAPY](#); [STRESS](#)

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