

Detailed protocol of the procedure with each group

The participants allocated in the autogenic meditation training group (AMT) and the natural reading training group (NRT) followed an equivalent protocol and implementation: i) presentation session, ii) twelve guided training sessions, and iii) daily home training. In the presentation session, we gave and explained the instructions for the training programs. Guided training sessions had a weekly frequency and duration of 20 minutes in a specific classroom. During the guided training sessions, the AMT group practiced the technique and the NRT group participants did reading comprehension exercises. For daily home training, the students had to practice AMT in at least two occasions for about five minutes each time or read an average of 10 minutes each day. All sessions started by reviewing the practices (reading and training) done at home. Furthermore, they had to track and keep a record of their everyday practice. We followed a rigorous control and collected the self-control registers weekly. In order to guarantee home training supervision, we sent notifications to the parents requesting collaboration. Regarding the workshop implementation, the members of both groups (AMT and NRT) were divided into two smaller groups in order to facilitate a more intimate and comfortable experience. We posted an informative practice schedule of each subgroup on the class panel, including the distribution of the members as well as the time and place of the workshops.

Autogenic meditation program and detailed account of training workshop

The dynamic used in all training sessions was the following protocol: First, participants exercised the dual concentration practice in the corresponding mind-body formula: weight, warmth, heart, breathing, solar plexus or fresh forehead, achieved by subvocal repetition of the formula, while also directing their attention to the physiologic-somatic parallel awareness in the body. Second, participants practiced the standard exit of training, consisting of three steps: one, taking a deep breath; two, stretching their arms vigorously forward; and three, opening the eyes. Finally, the workshop sessions concluded with a feedback of the participants' experience, resolution of doubts and recommendation to practice at home.

It is prescriptive to explain to the readers the two norms in this protocol. The first norm is that the formulas follow the rule: 6 plus 1, six repetitions of the corresponding formula, plus one repetition of the rest formula (This cycle can be repeated as many times as considered appropriate or according to the available practice time. During our workshops sessions: 15-20 minutes approximately). The second norm is that the training is cumulative, i.e., the formulas learned in previous sessions are always experienced briefly before a new one is introduced.

What follows is a detailed account of the procedure and temporization during the twelve weeks of autogenic meditation workshop.

Session 1: In the first guided session, we introduced the program. We explained what dual concentration is. The speech used was, "The exercises of training are called formulas and consist of phrases that I say in my mind and also happen in the body at the same time. For example: Like when I say I am sleepy or tired and experienced a yawn, the weight sensation of the body, or other tired perceptions. The practices involve two perspectives of the same experience. What I know and what I feel. Two modalities of processing the reality, a mental one with a preferred channel, acoustic or visual, and a corporal one. In the first phenomenon, you may hear or see the contents of the formula or become conscious of some experience or personal meaning with this content. In the second one,

you feel this same phenomenon in your body — this is the autogenic game. We also highlighted two peculiarities of the practice. First: Usually, we pay attention to what happens outside of us. However, in this practice, we pay attention to what happens inside of us and accept the experience. Second: We habitually do an effort to get something. For example, we study mathematics in order to pass an exam. Nevertheless, in this practice, attention is not focusing on a future goal, only on the process or flow of the present experience. The goal is to pay attention at the moment to moment of the exercises. After introducing the program, the participants practiced the basic postures, mainly lying on a mat and sitting. Then they were asked to practice the dual concentration on the rest formula. The instruction prescribed was the conscious subvocal repetition of "I am calm", paying attention to both their mental processing (acoustic or visual) and to the concurrent awareness perception of the calm state of the body. After that, the beginners practiced the standard exit of training. We told them that the cancellation maneuver was unnecessary when they go to sleep or rest after the practice. Most participants said they had experienced the dual concentration mode. Instead, three children informed of living the experience only through the mental concentration channel. They said, "We have remembered or imagined a place of calm". A common point, independent of the channels of concentration, was that all of them were more calm than at the beginning. The participants had no doubts when being asked. Finally, we recommended practicing at home the postures and the rest formula.

Session 2: The children practiced passive concentration and passive acceptance on the dual meditation formula of the weight. In particular, they were guided to focus their attention on the weight mental representation, activated by the subvocal repetition: "My arm (dominant: left or right) is heavy". They were also recommended to direct their attention to their arm mass awareness. This dual concentration sequence was repeated six times. Afterwards, the participants were guided to evoke the rest formula: "I am calm", directing their attention to their particular mental representation (acoustics, visual, semantic) and the parallel awareness of the calm state experienced in the body. They repeated the previous global sequence (weight and rest) eight times. When the practice of dual concentration in the weight formula concluded, we asked about what they had experienced. About one third of them informed that they had been aware of the weight, another third had felt a slight sensation of weight, and the remaining third had not experienced the sensation. We explained to them that weight sensation is natural, that the body feels heavy because gravity pulls it down and recommended in their future practices to direct their attention selectively and sustained to the mass of the part of the body indicated by the formula with curiosity. We clarified that their capacities to exercises mental contact and weight perception would develop progressively with training. Consequently, we asked them to do daily home training with the arm weight formula on at least two occasions for about five minutes each time.

Session 3: The protocol was the same as in the previous session, but including arms (both) and legs. We noticed that during practice, sometimes itching occurred, as well as muscle shaking, and other processes involved in the autogenic discharges. For this reason, we explained that this event was something natural, something like when we are sleepy and yawn or when we are happy and laugh. As usual, we recommended not forcing the formula in the different parts of the body when they train at home. We encouraged them to follow their rhythms and natural awareness, emphasizing the genuine auto-genic: auto (own) gen (origin), from within, mind-body awareness to be oneself. In this way, they would discover it by themselves.

Session 4: In the first part, the participants focused their attention on the global weight experience: "My body is heavy". The second part was destined for children experiencing

the warmth formula in the dominant arm. We gave instructions, both for the subvocal repetition: "My arm is warm" as for the temperature natural awareness in the dominant arm. Once the practice was over, we asked them about their experience. A quarter of the participants reported a clear thermal perception of a "warm arm", half of them informed a mild tingling sensation or increased hand volume (vasodilatation) expressed as "bigger hand". The remaining quarter did not inform of any thermal perception or about any other indicators of that. Guidelines were provided to practice these mind-body formulas at home.

Session 5: The practice began by focusing attention on the global weight experience: "My body is heavy". The second part focused on the participants exercising the dual concentration on the warmth formula. This one started with a brief rehearsal in the dominant arm: "My arm is warm", continued with both arms: "My arms are warm" following with the legs: "My legs are warm" and concluded in the global experience of the body (including arms and legs): "My body is warm". Most participants reported both the weight and warm arm perception. Approximately two-thirds informed warm sensations in other parts of the body, and two subjects informed of the global experience of warmth in the whole body. Instructions for home training were given.

Session 6: The guided session started with the mind-body formulas of weight and warmth. After this, participants experienced the heart formula, indicating to them both the subvocal repetition of "My heart is quiet" and being aware of the heartbeats. The majority of the participants reported a clear perception of weight and warmth. About one third of the participants reported a clear perception of their heartbeats. Some participants reported that they did not feel anything. Therefore, we asked them to place their hand over their heart and pay attention. These latter participants were reassured by explaining to them that the heart pumped the blood to the body and that thanks to that we live, jump or run. As always, we encouraged the children to practice at home.

Session 7: After remembering and practicing the first, second and third mind-body formulas, we introduced the breathing formula "My breathing is quiet" and invited the participants to subvocal repetitions and perceived respiration awareness. The participants commented on a good perception of the weight, warmth, and heart formulas. Moreover, most participants informed of a tangible breathing perception and pleasant sensations. Finally, we recommended practicing autogenic meditation training every day.

Session 8: As usual, it practiced briefly previous formulas. The new formula, "My solar plexus is pleasantly warm" is sometimes the most difficult to perceive for children (because the solar plexus meaning, and localization is unknown to them). For this reason, the formula used in the session was, "My abdomen is pleasantly warm". The dual concentration practice (mental and corporal) was conducted without problems. Still, some participants informed at the end of the session that they perceived the sensation of warmth in the abdominal area less clearly than other formulas. We explained that most participants report this appreciation, but that this perception would improve as they continued practicing.

Session 9: The session began with a brief dual concentration practice in formulas learned in the previous sessions. After this, the children trained the last mind-body formula: fresh forehead and frontal cephalic region awareness. Practitioners commented they had difficulties experiencing it. Consequently, we explained to them that the meaning of the formula was that when the mind is lucid, clear, calm, and fully focused on the present time, the perception of forehead temperature is fresher than in other situations, for example, when we are tense, hurried, worried, or angry. We would like to remind readers that autogenic meditation training facilitates a paradoxical experience: relaxed alertness while the body is calm; at the same time, the mind is clearer, more lucid,

concentrated and insightful. As usual, we recommended practicing at home.

Session10: This session focused on strengthening the own capacities of the participants. We reinforced the internal control locus of the children versus all their doubts and difficulties. Although all sessions had this goal, this one was a critical moment, especially considering the interruption of the guided sessions at school in a near future. For this reason, reinforcing their autonomic practice was a crucial aspect. When we asked them about inconvenient experiences while training, the participants revealed the following predominant problems: falling asleep and unclear perception of the pleasant warm abdominal formula. We explained that falling asleep is one of the frequent effects of training. However, principally this happens in the initial stages of the training. We recommended them training sit-dawn during the day, but we highlighted its beneficial effect in the evening or during rest times. About abdomen formula solutions, we advised them to put their hand on the abdominal skin and to feel the natural sensation of warmth. Once the doubts were resolved, the participants with difficulties were asked to practice with the adjustments mentioned before, while participants without problems were invited to practice all formulas. The session ended satisfactorily, and we recommended continuing to practice at home.

Sessions 11-12. From here onwards, the context of training developed more silently. In these sessions, the participants practiced and experienced a global maintenance formula: “My body is heavy, my body is warm, my heart is quiet, my breathing is quiet, my abdomen is pleasantly warm, my forehead is fresh, and I am in calm”. Before practicing, we explained that the corporal state awareness becomes particularly relevant because the subvocal repetitions of the formula decrease both in content (no itemization of body parts) and frequency (number of repetitions) while body perception is the principal meditation object-channel. The indication of this alternative direction of selective and sustained attention (processing body-mind or down-up) is highly recommended (to avoid distraction and hence exit of the meditative state). During the sessions, we observed that the children were calm, without any bodily reactions that indicated restlessness. At the end of the sessions, the children commented that they feel happy. Finally, to end the workshop, we expressed our appreciation for their dedication and encouraged them to be responsible with daily practice.

Natural reading program and detailed account of training workshop

The intervention consisted of two parts. First: The stimulation and reinforcement of reading as a natural activity pre-existent in the behavioral repertoire of the children in the school context. For this purpose, every student selected a book, in order to read at home every day for an average of ten minutes. We helped those who did not have a book of their interest and accompanied them to the library. Second: The equivalent workshop to autogenic meditation guided sessions consisted of a storytelling series based on the book *Stories to think about* (Bucay, 2000). In all sessions (1 to 12), one student (randomly selected each time) read to his or her companions the story-fable of the corresponding session. Then, we encouraged the students to express briefly their opinion about the moral or conclusion they drew from the story-fable. The sequence of the sessions and the correspondent fable are described here. Session 1: *The seeker*; session 2: *Chained elephant*; session 3: *Ring value*; session 4: *Little stars and elves*; session 5: *Encourage you to fly*; session 6: *The bear*; session 7: *The feared enemy*; session 8: *Auto-dependency*; session 9: *How to grow*; session 10: *Seed dreams*; session 11: *Obstacles*; session 12: *The look of love*. The sessions elapsed smoothly, and the children enjoyed the readings. In all sessions, we encouraged them to read at home. In the last session, we thanked them for

their participation and recommended them to read every day if they considered that this experience had been satisfying.

Reference: Bucay, J. (2000). *Cuentos para pensar [Stories to think about]*. Grijalbo.

Passive control group

Participants allocated in the passive-control group received no intervention, followed the normal class rhythm and did not participate in any additional training or activity.

Note: Once the post-test evaluation concluded, we provided the autogenic meditation written instructions to the passive control group (waiting list) and the RNT, facilitating all children belonging to the sample of this study their right to access the potential benefits of the technique.