



3-Day Comprehensive Training: Advanced Mindfulness Practitioner *Certificate Course*

Rochelle Calvert, Ph.D., B.C.B.A.-D

WELCOME!



Share your seminar selfie on our wall: [Facebook.com/PESIinc](https://www.facebook.com/PESIinc). You may be in for a sweet surprise!



Tweet us your seminar selfie @PESIinc, or tell us something interesting you've learned. Make sure to include #PESISeminar.



Get free tips, techniques and tools at the PESI Blog:

www.pesi.com/blog • www.pesirehab.com/blog • www.pesihealthcare.com/blog

3-Day Comprehensive Training: Advanced Mindfulness Practitioner *Certificate Course*

Rochelle Calvert, Ph.D., B.C.B.A.-D



Copyright © 2019

PESI, INC.
PO Box 1000
3839 White Ave.
Eau Claire, Wisconsin 54702

Printed in the United States

PESI, Inc. strives to obtain knowledgeable authors and faculty for its publications and seminars. The clinical recommendations contained herein are the result of extensive author research and review. Obviously, any recommendations for client care must be held up against individual circumstances at hand. To the best of our knowledge any recommendations included by the author reflect currently accepted practice. However, these recommendations cannot be considered universal and complete. The authors and publisher repudiate any responsibility for unfavorable effects that result from information, recommendations, undetected omissions or errors. Professionals using this publication should research other original sources of authority as well.

All members of the PESI, Inc. CME Planning Committee have provided disclosure of financial relationships with commercial interests prior to planning content of this activity. None of the committee members had relationships to report

PESI, Inc. offers continuing education programs and products under the brand names PESI HealthCare, PESI, Rehab, PESI Kids, PESI Publishing and Media (PPM), and Psychotherapy Networker. For questions or to place an order, please visit: www.pesi.com or call our customer service department at: (800) 844-8260.



92pp

5/19



MATERIALS PROVIDED BY

Rochelle Calvert, Ph.D., B.C.B.A.-D, is a clinical psychologist and board certified behavior analyst in private practice in San Diego. Dr. Calvert has studied mindfulness for the past 15 years and offers mindfulness-based therapy to individuals struggling with life transitions, eating disorders, depression, anxiety, PTSD, pain conditions, as well as families of developmentally delayed children/adults. She facilitates professional trainings in mindfulness for clinicians and laypersons and has led classes, workshops, and retreats on Mindfulness-Based Stress Reduction (MBSR), Six-Week Introductory Training in Mindfulness (SIT), Mindfulness Based Cognitive Therapy (MBCT), Mindfulness Based Eating, Mindful Parenting and the Mindful Workplace. She is a certified mindfulness teacher and received certification through The Mindfulness Training Institute under teachers Mark Coleman and Martin Aylward. Dr. Calvert was the professional training director for the University of California San Diego's Center for Mindfulness and earned her Ph.D. in clinical psychology from Alliant International University in San Diego.

Speaker Disclosure:

Financial: Rochelle Calvert is in private practice. She receives a speaking honorarium from PESI, Inc.

Non-financial: Rochelle Calvert is a member of the American Psychological Association; and the Association for Behavior Analysis.

Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of mental health professionals. As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your professions standards.

Advanced Mindfulness Practitioner Course

**Rochelle Calvert, PhD, CMT,
SEP, BCBA-D**

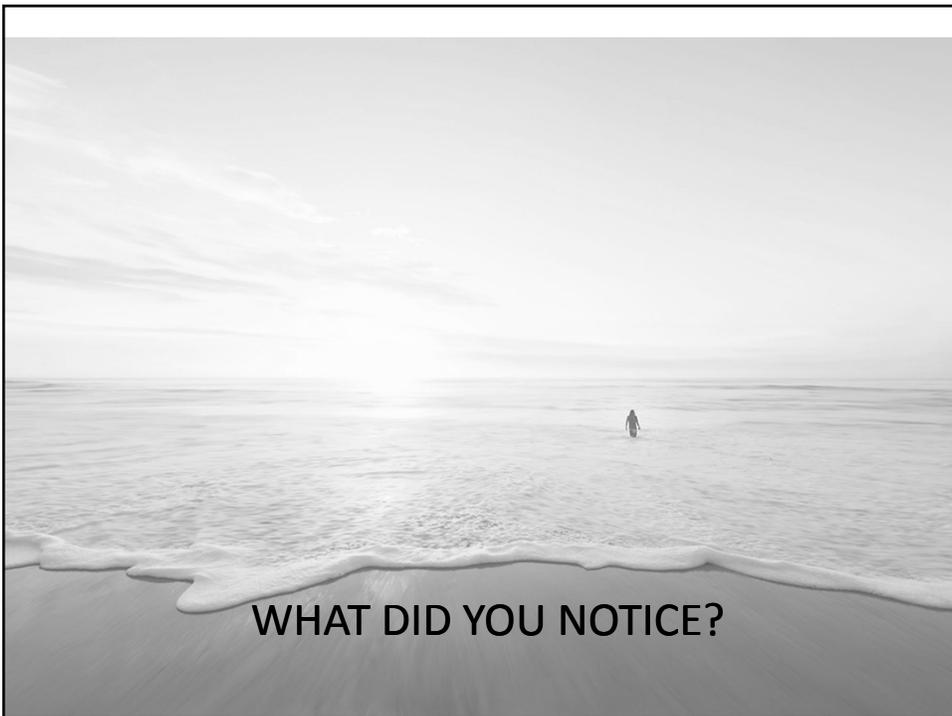


www.newmindfullife.com

Disclaimer

- Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of mental health professionals
- As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your professions standards.

Guided Practice



WHAT DID YOU NOTICE?

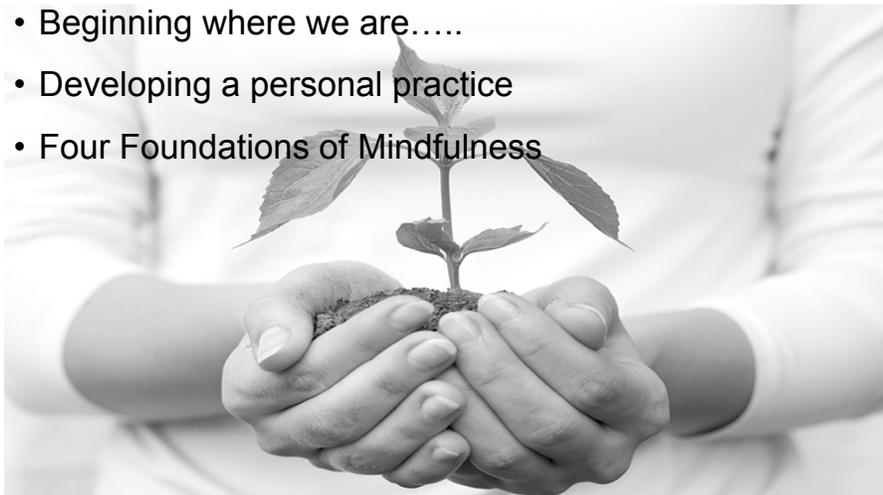
PRACTICE

- 3 minute breathing space
 - Awareness
 - Gathering
 - Expanding
- Introductions
 - Getting to know you
 - What brought you here to this course?



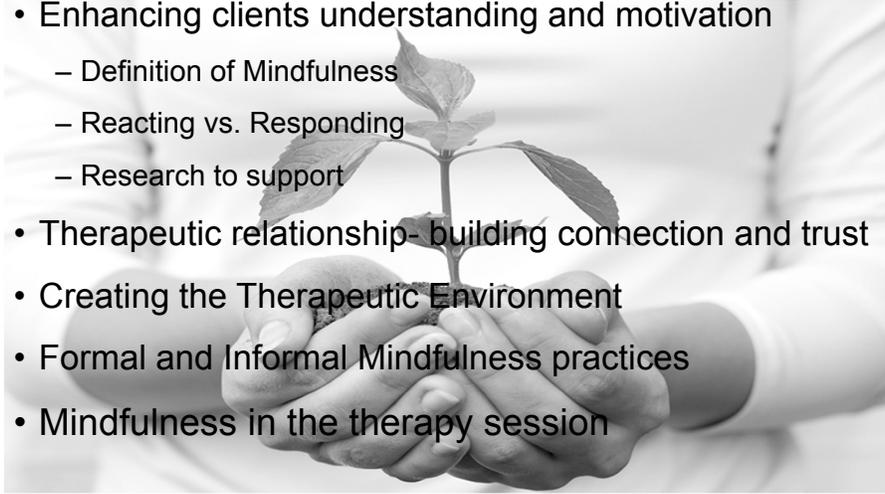
OVERVIEW DAY 1

- Beginning where we are.....
- Developing a personal practice
- Four Foundations of Mindfulness



OVERVIEW DAY 2

- Enhancing clients understanding and motivation
 - Definition of Mindfulness
 - Reacting vs. Responding
 - Research to support
- Therapeutic relationship- building connection and trust
- Creating the Therapeutic Environment
- Formal and Informal Mindfulness practices
- Mindfulness in the therapy session



OVERVIEW DAY 3

- Integrating Mindfulness into Treatment
 - Anxiety
 - Insomnia
 - Depression
 - Trauma
 - Shame and Guilt
 - Chronic Pain
 - Eating Disorders
 - Addiction
 - ADHD
- Ongoing development- assessment, growth and support
- Clinical considerations/Practices and adaptations/Limitations and Risks



The first four words
you see describe you.

X D H I H D A F X
 C A R I N G R A C E F U L
 B Q Y U L D S R C R I T I C A L J
 G C U T F A P G A I G P O L I T E L S
 G T L G T O T H T H T R E I V H L S X
 T C U D I A N Y N T A T C Z Y X U E E
 F N T F E W A E L E E M V I U Y Z F L T L
 Y E N E V M E D L A S T N Z E T T F K
 B P I A C R I V N N R D A T J T H S U G T
 S P T G A E T O E L D E M S Y A G R E N E
 Y A A E E S Z Y N L P A R T S E H N U R E C E
 L Z H P L P R O B S Z D O V E R O F O W K G W O
 U A M M E Y R O B S Z D O V E R O F I H V O N S L
 U L L I H E L P F U L K L O L A H E S T J P I O V
 U N D E R S T A N D I N G A H T V S T S S O U
 U Q J N P G N M V H O T C S I A R E N T G G
 L M Y I T U S T U B B O R N A P R E U T E
 D G U Y X Y G Z S Z C J O N V U U O U
 N T N C A L C U L A T I N G O D K K C Q J O
 W E E C C E N T R I C P U O N R E O E
 R G H K B S R Q G R C V J I K S L H
 C O M P A S S I O N A T E F F Q K L N E
 P C O U R A G E O U S N B D D J I
 M C H A R M I N G Q Z W C
 O S I N C E R E D
 O M A

We are *more* than the “stories” we tell ourselves



Inquiry into mindfulness practice

- What is the definition of mindfulness?
- What is personal mindfulness practice to me?
- What have I learned about myself with mindfulness practice?



What is Mindfulness?

Moment-to-moment . . .

. . . non-judgmental . . .

. . . awareness

“Cultivating present moment awareness without judgment to the experiences that are arising inwardly and outwardly – for the purposes of living a skillful and healthy life”



Understanding Mindfulness

- Micro of mindfulness- attending to what is happening moment to moment
- Macro of mindfulness- attending to a whole context that exemplifies a full engagement of body, mind and heart with skillfulness of how we live and meet experiences in life



Developing Personal Mindfulness Practices

- Four foundations of mindfulness
 - Breath/Body sensations
 - Feeling tones- pleasant, unpleasant and neutral
 - Mind/emotion
 - Wisdom practices
 - Impermanence
 - Relationship to suffering
 - Non-identifying to self



Formal Mindfulness

- Guided or self-guided meditation
- Durations of 3-45 minutes
- Dedicated time of day
- Development of mindfulness “muscle”
- Supports integrating mindfulness into everyday life



Informal Mindfulness



- Mindfulness in Everyday activities
 - Driving, walking, eating, drinking, emailing, texting, talking, showering, dressing
- In the activity- OBSERVE the automaticity
 - Slow down
 - Experience the senses of the activity
 - Notice the arising pleasant or unpleasant of the activity
 - See if another opportunity to BE IN the activity arises to more fully enjoy and experience what is arising
 - Learn skillful ways to choose in everyday life

1st Foundation of Mindfulness

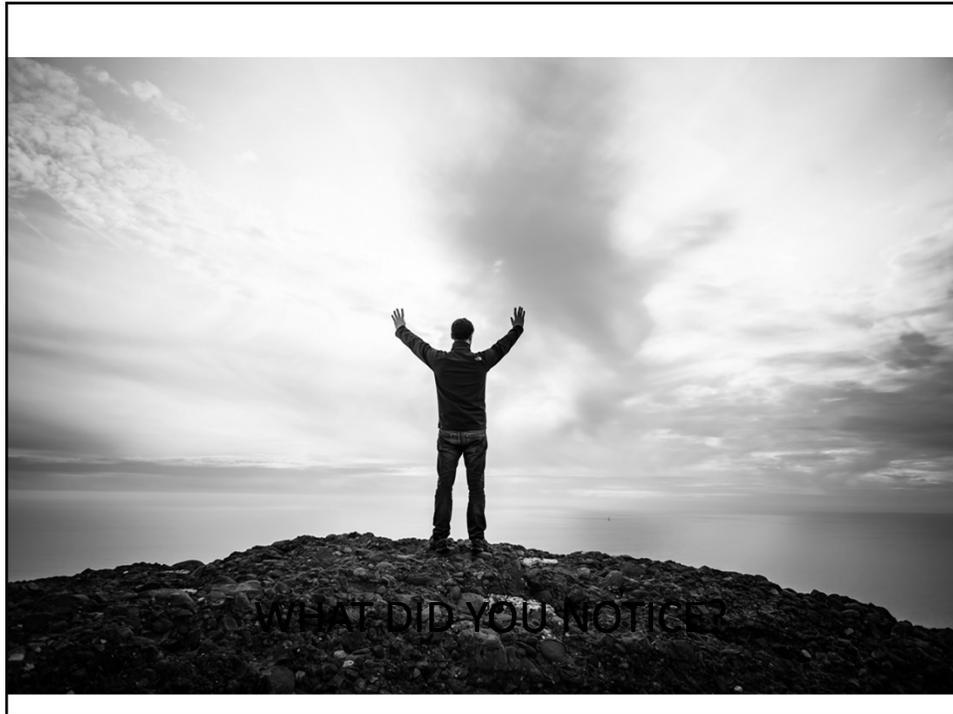
- Breath and the Body
 - Awareness of the Breath
 - Awareness of the body- forms, feelings, mind/perceptions
 - Postures of the body-sitting, standing, walking, lying down
 - Bodily activity- learning to be skillful in our everyday actions



Guided Practice

- Body Awareness
- **“Never let the mind leave the body”**
 - Ajhan Cha





Walking practice

- Practicing Mindful Walking-
 - shifting, lifting, swinging, placing
 - Stay connected to sensations of breath and body
 - Simple walking path of 4-6 feet



2nd Foundation of Mindfulness



- Feeling Tones
 - Pleasant: Like it
 - Unpleasant: Don't like it
 - Neutral: Don't care
- Can be within our body, mind and heart, as well as in the environment
- The problem isn't with the experience of what is pleasant, unpleasant or neutral its what we do with it
- We are learning how to direct the awareness from these reactive habits---into more choice and openness to the experiences that are arising

Guided Practice Feeling Tones



Autobiography in Five Short Chapters

I.

I walk down the street.
There is a deep hole in the sidewalk. I fall in. I am lost. I am helpless.
It isn't my fault.
It takes forever to find a way out.

II.

I walk down the same street.
There is a deep hole in the sidewalk.
I still don't see it. I fall in again.
I can't believe I am in the same place. It isn't my fault.
It still takes a long time to get out.

III.

I walk down the same street.
There is a deep hole in the sidewalk.
I see it there, I still fall in.
It's habit. It's my fault.
I know where I am.
I get out immediately.

IV.

I walk down the same street.
There is a deep hole in the sidewalk.
I walk around it.

V.

I walk down a different street.



Pleasant Events

- Pleasant:
 - Desire
 - Grasping
 - Compulsion
 - Moving towards



Unpleasant Events

- Unpleasant
 - Avoid
 - Discomfort
 - Contraction
 - Pull away



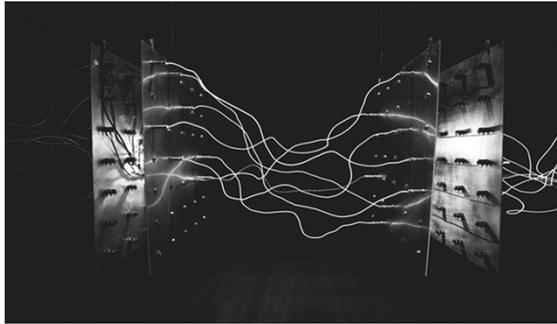
Neutral Events

- Neutral
 - Ignore
 - Distract
 - Confusion
 - Stuck



Informal Practice

- Over next three days- track in calendars to learn your reactivity patterns
- Pick a daily experience to log each:
 - Pleasant
 - Unpleasant
 - Neutral



Describe the experience	Where you aware while the experience was happening?	How did your body feel in sensation during the experience?	What thoughts were occurring during this experience?	What mood/emotions were occurring during this experience?	As you write and reflect on this experience, what do you notice now?
PLEASANT					

Describe the experience UNPLEASANT	Where you aware while the experience was happening?	How did your body feel in sensation during the experience?	What thoughts were occurring during this experience?	What mood/emotions were occurring during this experience?	As you write and reflect on this experience, what do you notice now?

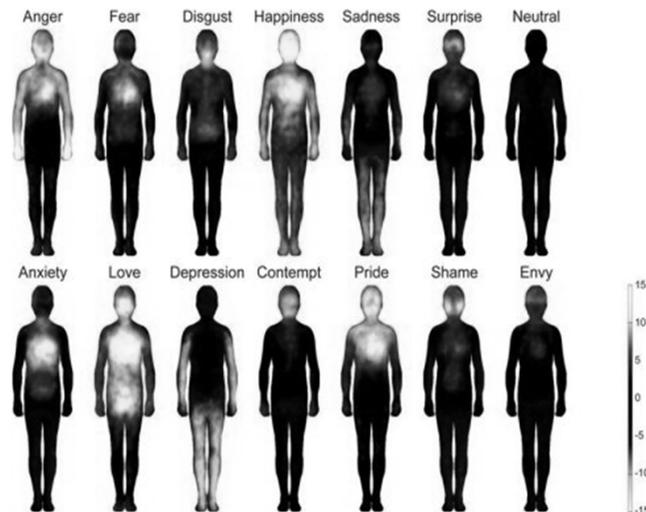
Describe the experience NEUTRAL	Where you aware while the experience was happening?	How did your body feel in sensation during the experience?	What thoughts were occurring during this experience?	What mood/emotions were occurring during this experience?	As you write and reflect on this experience, what do you notice now?

3rd Foundation of Mindfulness



- Mind and Emotion
 - Learning to understand our automaticity of mind and emotions
 - Thoughts/Thought States
 - Emotions/Emotionality
 - Mindfulness of Thought/Emotion-Shifts our awareness to discover
 - Thoughts are just thoughts; emotions are temporary
 - Visceral nature of our thoughts and emotions
 - Nature of inter-relationship of our thoughts/emotions to our body and environment
 - Learning to observe our attachments and judgments, to open into other options or choices for relating to thoughts and feelings
 - Learning to stay with, allow arising and passing of experience
 - Let go of the stories we may carry about ourselves

Awareness of Body and Emotions



Lauri Nummenmaa,
<http://emotion.utu.fi>

Guided Practice



WHAT DID YOU NOTICE?

Working with the 3rd Foundation

- Ways to Practice Mind/Heart
 - Keep close to experience when reactive mind heart experiences arising- begin to note, name, observe the experiences, begin to let go of the story nature of attachment to the experiences
 - Allow permission of seeing the nature of their mind/heart cycles, gently with humor, kindness, curiosity, compassion,
 - As the experiences of mind/heart make them selves known re-relate in a new way
 - If necessary we can help support with awareness wise suppression
 - Trust in the shared experience of awareness. There is power in being present to what is here, whatever is arising.

4th Foundation of Mindfulness

- Wisdom Practices
 - Impermanence
 - body is process, alive, changing, unfolding, not a thing
 - our relationship to experience changes
 - our mind/emotions are temporary
 - Relationship to suffering
 - how are you meeting your experience.....
 - freedom from suffering isn't by getting rid of but through shift in relationship
 - Non-identifying to self
 - naturally the self is changing as the unfolding of life is changing
 - really no fixed sense of self- its constantly evolving as we meet the changing conditions of life
 - Allow opening to sense of self as it is now- not getting attached to what has been, or what should be as self



Practice

- Open Awareness
 - Nothing and everything to rest into
 - Entering the stream of life as it is...
 - Letting go of control or a fixed way of seeing self or how it is...



Heart Practices

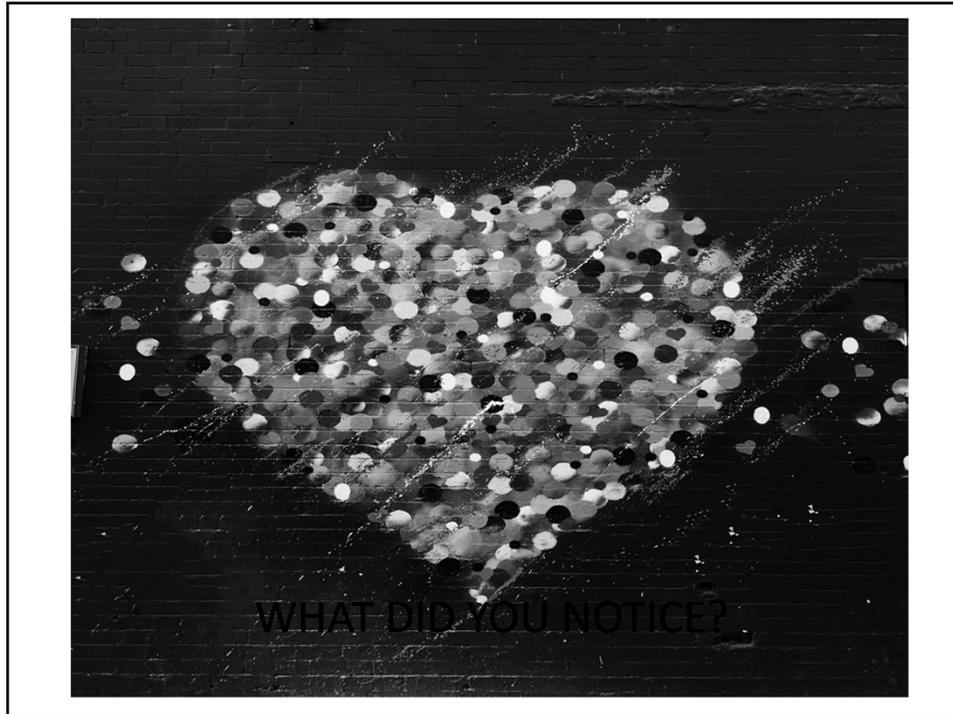


- Loving-Kindness
- Compassion
- Sympatric Joy
- Equanimity

Loving Kindness

- Loving-Kindness practice
 - May I be safe and protected
 - May I be healthy and strong
 - May I be happy and joyful
 - May I be at ease





❧ The Seven Attitudes of Mindfulness
(Antidotes to Suffering)

- 1. Non-Judging**
- 2. Patience**
- 3. Beginner's Mind**
- 4. Trust in Yourself**
- 5. Non-Striving**
- 6. Acceptance**
- 7. Letting Go**

adapted from *Full Catastrophe Living* by Jon Kabat Zinn, PhD

❧ Number One: Non-Judging

- Cultivates impartial observation of experiences
- Refrains from labeling
- Simply takes note of thoughts, feelings and sensations in each moment



1

❧ Number Two: Patience

- The wisdom to allow things to unfold in their own time
- Learn to be patient with yourself



2

❧ Number Three: Beginner's Mind

Sees things:

- as new and fresh,
- as if for the first time,
- with sense of curiosity



3

❧ Number Four: Trust Yourself

- “See for yourself”
- Honor your own feelings and intuition
- Check in with your own experience



What is true for you?

4

Number Five: Non-Striving



- No grasping
- No aversion to change
- No movement away from what is happening

Non-striving means not trying to get anywhere other than where you are.

5

Number Six: Acceptance

- Allowing things to be as they are
- No need to change whatever is present



❧ Number Seven: Letting Go

- Loosening our grasp
 - Releasing likes and dislikes
 - Releasing fears and hopes
 - Releasing the grip of our mind



7

(additional) Antidotes to Suffering

- Compassion
- Kindness
- Caring
- Openness
- Gratitude
- Equanimity
- Joy
- Love
- Others.....?



Developing your Personal Practice

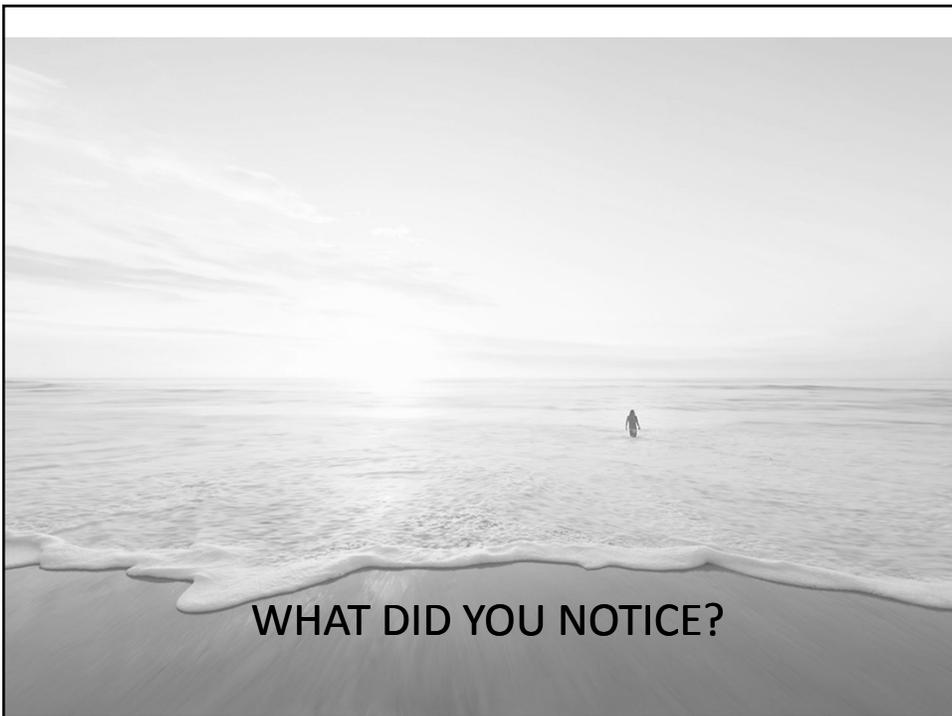
- Daily formal mindfulness practice 20-45 minutes
 - Recordings to support/learn
 - Personal
- Attend a SIT or MBSR course
- Attend local mindfulness meditation groups
- Attend retreats or conferences designated for mindfulness teaching
- Develop informal daily mindfulness practices



Mindfulness Meditation Growth

- Discuss and Brainstorm creating plan for:
 - Formal Mindfulness practice
 - Informal Mindfulness Practice
 - Consider the barriers that might arise and how to support
 - What types of support would help? Dedicated space, community, online/app resources?

Guided Practice



Leading Formal Practice

- Form (the sign posts)
 1. Direct attention to settling in
 - » Posture- Grounded, Alert, Open, Relaxed
 2. Point of focus to direct awareness
 3. Encouraging focus back to point of focus of awareness
 - » Done gently, kindly, with curiosity and compassion
 - » Bring back to point of focus from thought, emotion, sensation, environment, depending on point of focus
 4. Close the practice

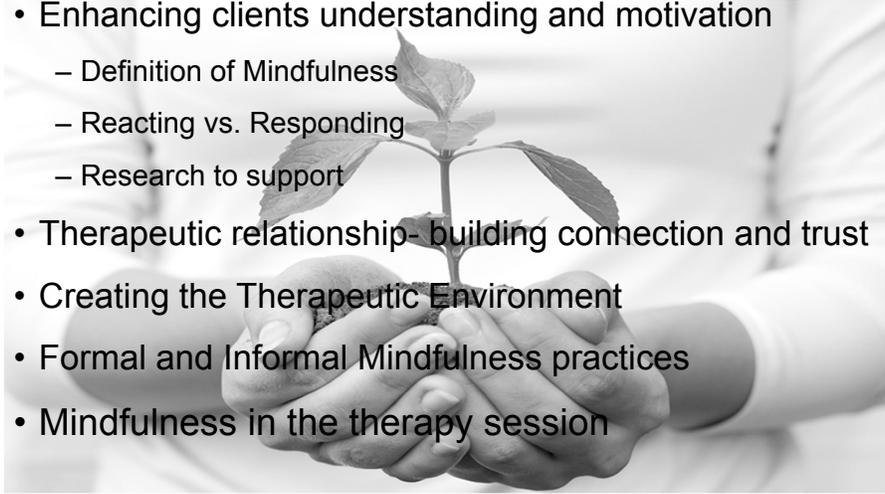


Evening Practice

- Choose a particular client you would like to integrate mindfulness into session
- Give consideration to type of formal mindfulness practice you would like to lead
- Practice the mindfulness practice for yourself tonight
- Consider questions you may pose to client post leading the formal mindfulness practice

OVERVIEW DAY 2

- Enhancing clients understanding and motivation
 - Definition of Mindfulness
 - Reacting vs. Responding
 - Research to support
- Therapeutic relationship- building connection and trust
- Creating the Therapeutic Environment
- Formal and Informal Mindfulness practices
- Mindfulness in the therapy session



Guided Practice





Mindfulness.....

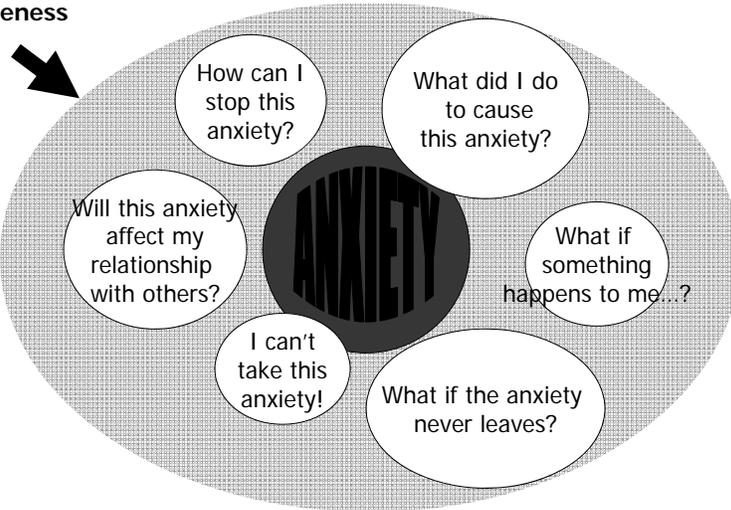
“Cultivating present moment awareness
without judgment to the experiences
that are arising inwardly and outwardly
– for the purposes of living a skillful and
healthy life



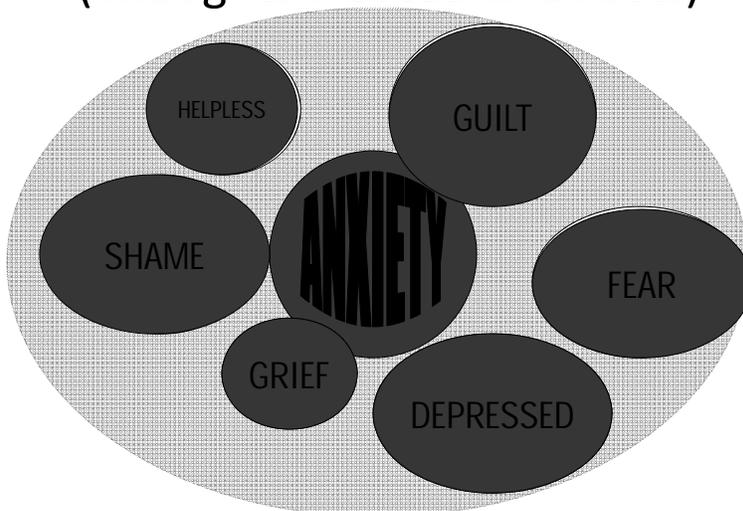
What is your mindfulness definition
now.....

The "Landscape" of Anxiety

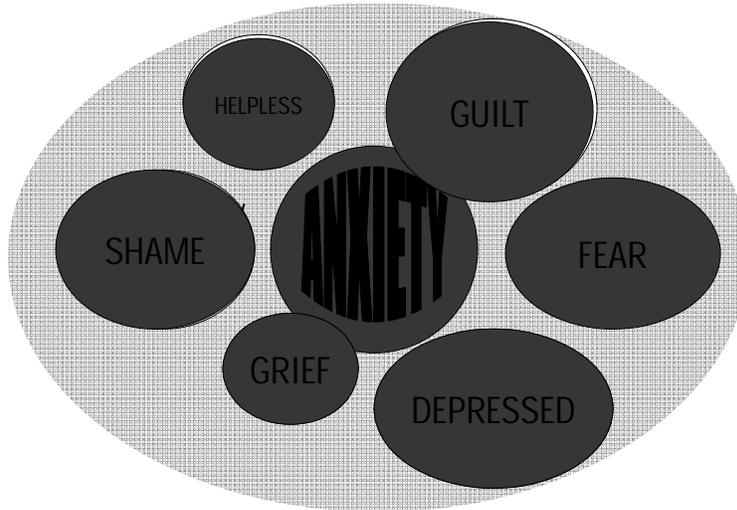
The Field of Awareness



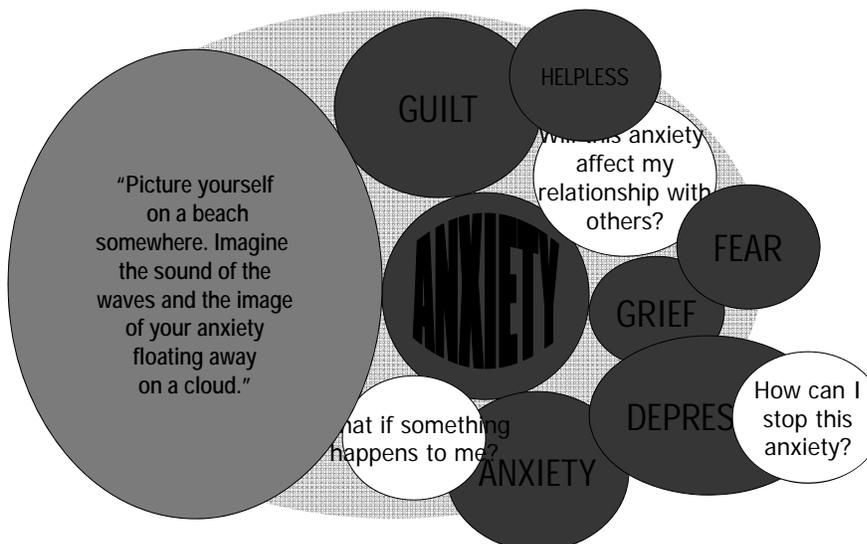
Thoughts Turn to Feelings (Thoughts Treated Like Facts)



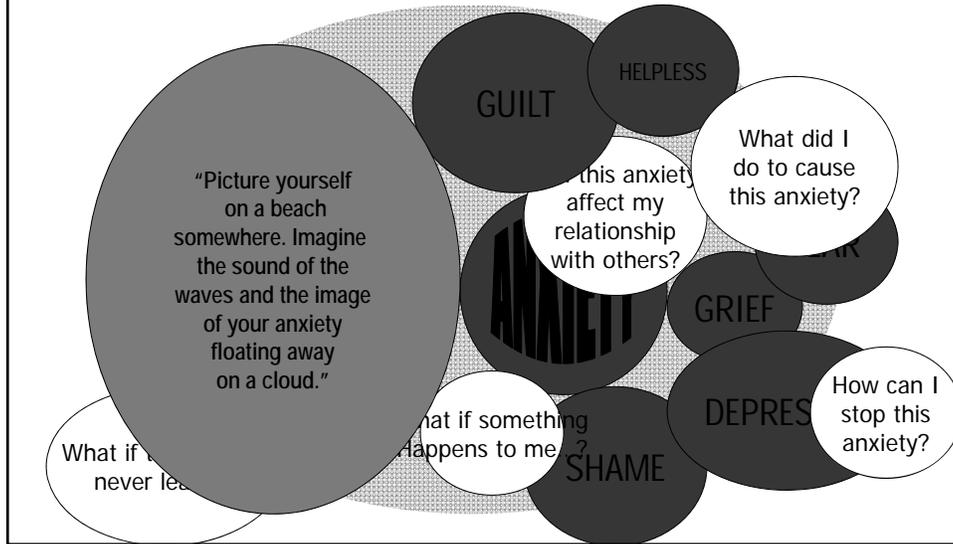
The Thoughts are Still There!



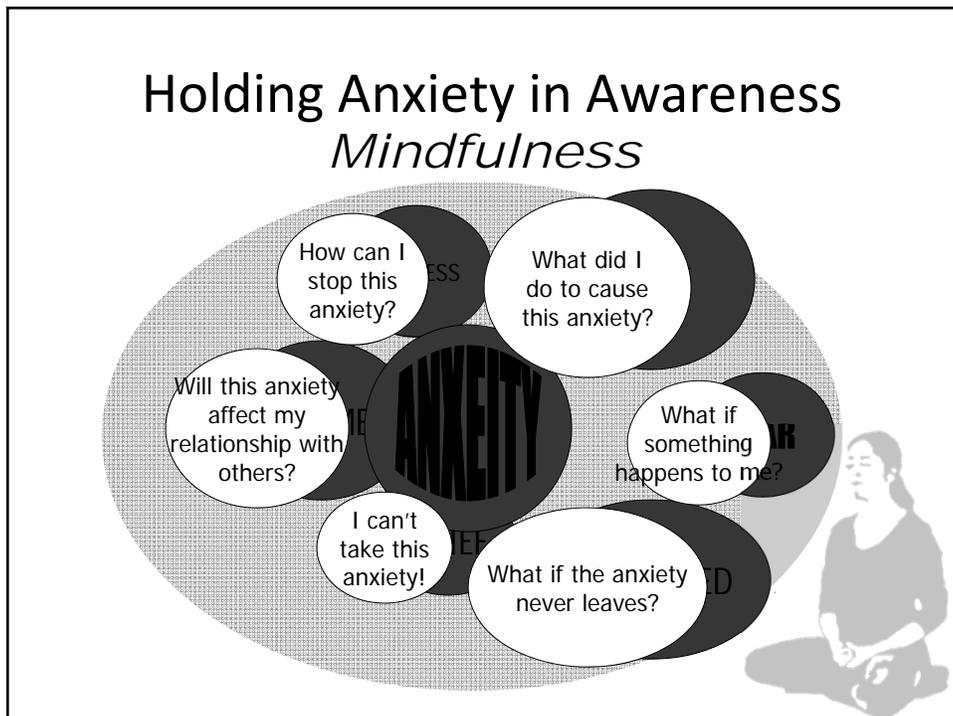
Coping Using Distraction (Guided Imagery)



What Happens When You Stop Guided Imagery?

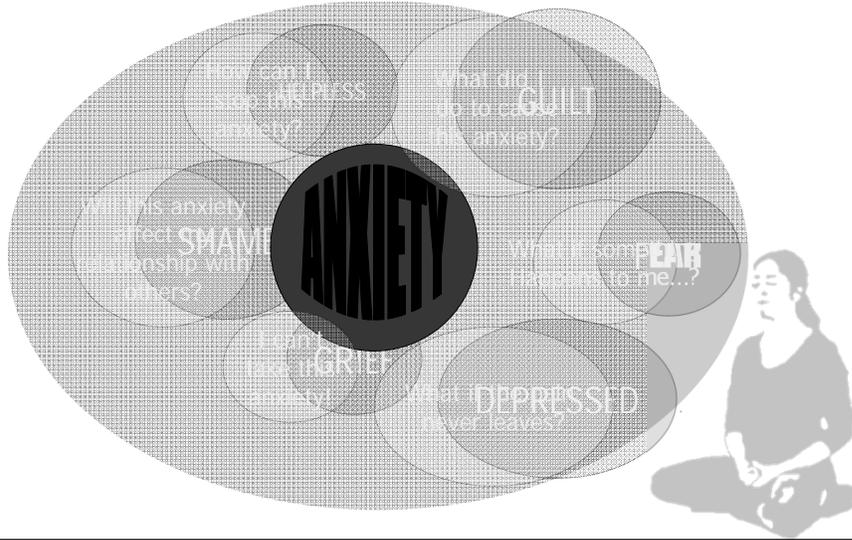


Holding Anxiety in Awareness *Mindfulness*

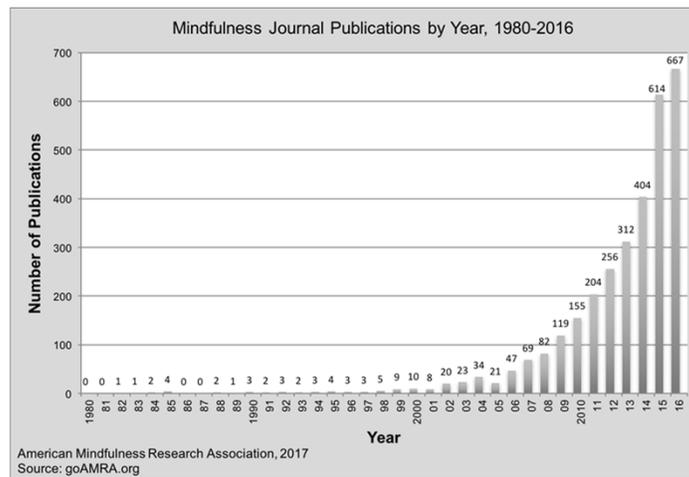


Holding Anxiety in Awareness

Mindfulness



Mindfulness Research



MEDICAL & HEALTH

- Immune System Functioning (psoriasis, influenza), sick less often
- Blood pressure
- Insomnia
- Asthma
- Stress level as measured by cortisol
- Heart disease (1/2s rate of heart attack, strokes, and other deaths)
- Chronic pain management, chronic illness
- Compliance with medication, diet and recommendations
- Counteracts shortening telomere's associated with cardio-vascular disease, cancer, and diabetes



The Brain, Neuroplasticity and Mindfulness

- Improves executive function
 - Attention and focus
 - Inhibits automatic functions
 - Helps make clear decisions
- Emotional regulation
 - Decreases stress
 - Decreases anxiety and depression
 - Responding with flexibility, empathy, compassion
- Build/Strengthen areas of the brain
 - Gray matter grows in areas responsible for learning, memory, and self-regulation
 - Amagylida decreases gray matter associated with stress, blood pressure and fear





- Mindfulness and How the Brain Works

EDUCATION/LEARNING/WORKPLACE

- Concentration capacity / attention control
- Executive functioning
- Sustained attention and selective attention
- “Fluid intelligence”
 - Reasoning, problem solving, working memory and meta-cognition
- Learning
- Memory
- Classroom behavior
- Test anxiety
- Creativity
- Cognitive performance



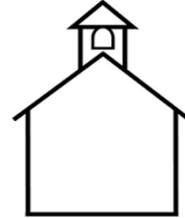
Research: Mindfulness in Schools

- **Educators**

- Improved efficacy in job performance
- Emotionally supportive classrooms
- Job satisfaction improved
- Ability to deliver curriculum with more ease
- Improved ability to manage stress and increase self-compassion

- **Students**

- Cognitive outcomes- Attention and Focus, Improved grades
- Social-emotional skills- emotion regulation, decreased behaviors, empathy and perspective taking
- Improved ability to manage test anxiety
- Improved self-compassion and engagement in school



Workplace-Research Outcomes

- 500 employees- General Mills, Intel, Target, Mayo Clinic and United Way after participation in mindfulness programs found:
 - 80% reported positive change in their ability to make decisions with more clarity
 - 89% reported enhanced listening capabilities to themselves and others
 - 83% take time each day to optimize personal productivity
 - 82% make time to eliminate tasks/meetings with limited productivity value



BEHAVIOR/PSYCHIATRIC

- **Behavioral (Impulse related)**
 - Binge eating (MB-EAT)
 - Self harm (e.g. Cutting) (DBT, ACT)
 - Drug/Alcohol relapse and abuse
 - Medical self-care, (diabetes, etc)
 - Aggressive behaviors
 - Lower drug use
- **Psychiatric**
 - Depression
 - Anxiety
 - GAD
 - OCD
 - PTSD Symptoms
 - Borderline Symptoms
 - Psychosis



Mindfulness-Based Interventions

- Mindfulness Based Stress Reduction (MBSR)
- Mindfulness Based Cognitive Therapy (MBCT)
- Mindfulness Based Eating Awareness Training (MB-EAT)
- Mindfulness-Based Relapse Prevention (MBRP)
- Mindful Self-Compassion (MSC)
- Mindfulness Based Stress Reduction- Teens (MBSR-T)
- Mindful Schools

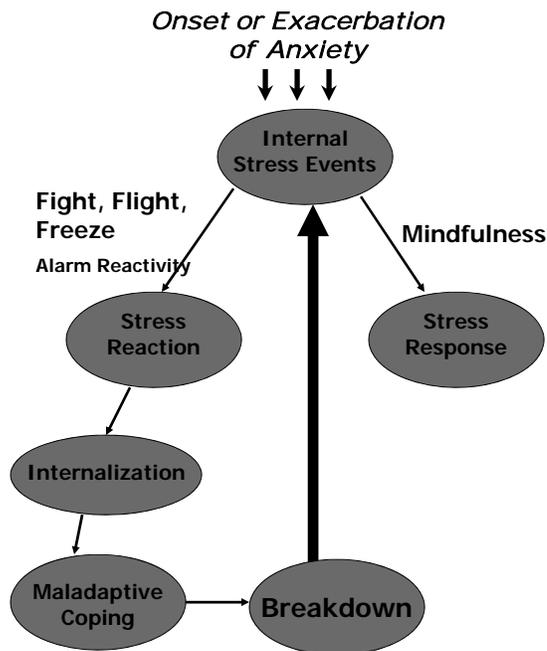


RELATIONAL

- Mindful parenting
 - Promotes secure attachments (Siegel and Hartzell, 2003)
 - More mindful parenting= more positive parenting (less negative) which related to more positive behaviors from child- less anxiety, depression or acting out (Parent et. Al, 2016)
 - Mindful parenting reduces child stress (Waters, 2016)
- Enhanced listening to others
- Perspective taking
- Compassion and Empathy for others



**Coping
With
Stress
Responding
VS.
Reacting**



Stress Reaction Cycle

- The “fight”, “flight or “freeze” reactions drive the moment if we are unaware
- This reaction automaticity can influence therapeutic relationship
 - Creates a reactionary process for patient
 - Creates a reactionary process for therapist
- Mindfulness helps to turn off the automaticity



Understanding the Relationship

- Reactivity vs. Responsivity
 - Understanding automatic pilot in interactions
 - Many possibilities for types of reactions
 - Become aware of patients emotions, sensations and thoughts in different situations and diagnosis
 - Learn to know both patient’s and your unfolding patterns
 - Avoiding
 - Controlling
 - Ignoring
 - See these as sign posts; let them be a road map to change



MINDFULNESS

Stress Reaction:

Mindless
Unaware
Critical-Reactive bias
Non-discerning
Unconscious
Habitual
Autopilot
Out of control-Unclear intention
Lack of Choice
Predetermined

Stress Response:

Mindfulness
Awareness
Non-judging
Discerning
Conscious
Awake
Purposeful
Intentional
Choice/Volition/Free/ Creative
Present, thoughtful and spontaneous

Therapeutic Relationship

- The therapeutic relationship is characterized by:
 - Empathy
 - Unconditional regard
 - Congruence between therapist and client



Therapeutic Relationship

- Mindfulness builds connection and trust in the relationship
 - Develops greater presence and attention to client
 - Cultivates greater empathy
 - Develops deep listening
 - Insight dialogue
 - Improves outcomes in therapy
 - Practices support client developing trust in their own experience
 - Increased Attunement
 - Feeling understood, connected and felt
 - Ability to form attunement with client can lead to clients ability to self-attune to increase well-being



Therapeutic Relationship

- Mindfulness is supporting health in the relationship
 - Compassion Fatigue/Compassionate presence
 - Enhances self-regulation for the therapist
 - Is a self-care strategy for the therapist
 - Counter transference is supported with
 - an observing stance
 - a compassionately curious attitude
 - a holding of emotion
 - deepening therapeutic relationship



Mindfulness in the therapy session

- Leading Formal Practices
- Posing inquiry
- Applying the four foundations
- Linking these to reactivity patterns/presenting symptoms
- Supporting working with barriers to practice
- Providing support between sessions
- Antidotes to suffering; what arises in practice



Mindfulness in group therapy includes:



- Organization and pacing
- Relational skills- authenticity, patience, connection, acceptance, compassion, warmth, curiosity, respect, mutuality
- Embodiment- present moment focus and responsiveness, calm and vitality, attitude and personal ways of conveying in being
- Guiding practices- focus points, working with movements of mind and attitudes to cultivate in practice
- Conveying themes through inquiry and didactic teaching points
- Facilitating the group learning environment- container, group development of course, and common humanity

Guided Practice





Leading Formal Practice

- Form (the sign posts)
 1. Direct attention to settling in
 - » Posture- Grounded, Alert, Open, Relaxed
 2. Point of focus to direct awareness
 3. Encouraging focus back to point of focus of awareness
 - » Done gently, kindly, with curiosity and compassion
 - » Bring back to point of focus from thought, emotion, sensation, environment, depending on point of focus
 4. Close the practice



Leading Formal Practice

Lead from your experience

- » Direct your own attention to point of focus and offer guidance
- » Direct attention back to focus using your own experiences of moving away from point focus as guiding tool

Intention

What is held and cultivated in the background support meditation/mindfulness practice

- 7 attitudes in mindfulness
 - Non-Judging
 - Patience
 - Beginner's Mind
 - Trust in Yourself
 - Non-Striving
 - Acceptance
 - Letting Go



Considering Form for Practice (when leading with the client)

- Be flexible with the experience as it unfolds
- Teach only practices you have had personal experience with
- Remember the touch-points to support progression of the practice
- Offer words that note, describe observations of practice focus, entering into the experience of...
- Offer range of possible experiences when leading (e.g., sensations of cool, warm, neutral; thoughts pleasant or unpleasant)
- Be aware of your reactivity patterns, and possibly client's reactivity patterns



Teach-back

- Lead 10 min mindfulness practice to partner
 - Lead from your own experience
 - Discuss experience of leading practice (therapist)
 - Discuss experience of being lead in practice (client)
 - with feedback to leading practice/inquiry
 - Be considerate
 - What went well
 - What needs continued development



Inquiry into mindful practice experiences

- Inquiry
 - Embodied Mindful Presence
 - Present moment
 - Awareness
 - Compassion
 - Organizing principles and skills
 - Themes- patterns that arise for client
 - Rationale- understanding principles of mindfulness
 - Intentions- what is being newly cultivated or integrated into patient's life
 - Practice skills- specific practices to support mindfulness into patient's life





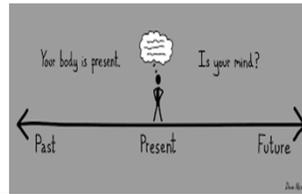
Teach-back

- Lead 5-10 min mindfulness practice to partner/ 5 min of inquiry into experience
 - Lead from your own experience
 - Discuss experience of leading practice (therapist)
 - Discuss experience of being lead in practice (client)
 - with feedback to leading practice/inquiry
 - Be considerate
 - What went well
 - What needs continued development



Encouraging/Leading Informal Practice

- Help to see how automaticity can shift
- Awareness to direct experience as unfolding:
 - Waking up the senses (First Foundation)
 - Seeing- colors, shadows, shapes
 - Touch- smooth, rough, soft, heavy
 - Sounds- close, far, intense, soft, distracting
 - Feeling tones in life (Second Foundation)
 - Preferred activity/Pleasant
 - Distressing activity/Unpleasant
 - see automatic thought/emotion patterns



Daily Mindfulness



- Everyday activities (they are everywhere!)
 - Driving, walking, eating, drinking, emailing, texting, talking, showering, dressing
- In the activity- OBSERVE the automaticity
 - Slow down
 - Experience the senses of the activity
 - Notice the arising pleasant or unpleasant of the activity
 - See if another opportunity to BE IN the activity arises to more fully enjoy and experience what is arising
 - Learn skillful ways to choose in everyday life
- Often our clients everyday activities and their relationship to them is a great place to start having client explore mindfulness

Integrating Mindfulness Into Treatment

Session

- Structure within session
 - Psycho-education, research, teaching on the why of mindfulness
 - Formal practices can be at start, middle or end of sessions
 - 5- 10 minute mindfulness practices
 - Breath
 - Body
 - Thoughts
 - Emotions
 - Open awareness
 - Offer periods of extended silence
 - Practices should support direction of goals and treatment plan
 - Weave in themes and foundations of mindfulness to support re-relating to challenges presenting
 - Support barriers that arise in practice
 - Home practices can be recorded in session/ or reference clients to resources for practice
 - Consider meditation diary to record experiences in between sessions
 - Give suggestions for everyday life/informal practices to support improving symptom concerns



Common Barriers to Practice

- How to work with challenges during mindfulness practice:
 - Craving/Desire- move towards/curiosity and openness
 - Aversion/Ill- will- move towards/curiosity and openness
 - Tiredness/Dullness- explore/bring in more energy
 - Restlessness/Agitation- explore/invite more settling
 - Doubt- recognize the story
- Integration into everyday life/working with the automaticity
 - Remembering to shift the automaticity
 - Slowing down
 - Open the Senses
 - Consider where in everyday life informal practice could support symptom concerns
 - Find creative ways to integrate and remember



Supports for Establishing Consistent Formal Practice

- Consistency- develop plans for making it a routine
 - Start early
 - Prioritize
 - Keep it familiar
 - Relate it to other routines- health of the mind
 - Be flexible in the routine
 - Offer non-judgment
 - Keep the benefits in mind
 - Practice partner support
 - Set realistic expectations/life-long process



Considerations for Reactivity

- Patient diagnosis
- Mental or emotional awareness
- Environmental factors
- Family history- cultural, mental/emotional, developmental, abuse
- Learned ways of relating to others



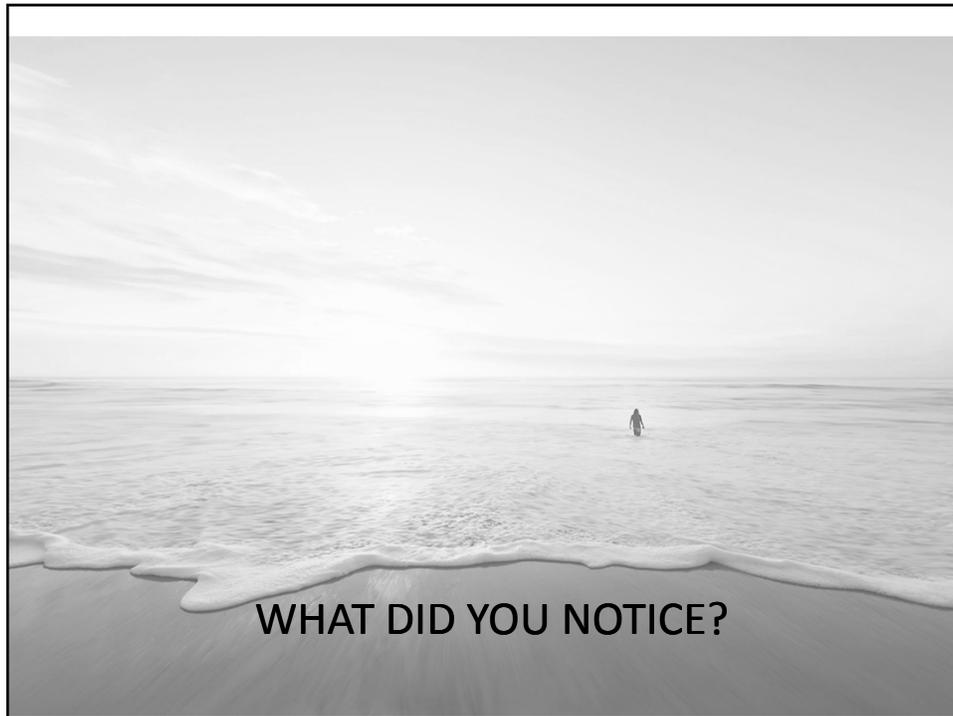
Applying the four foundations of mindfulness in session

- Start with 1st foundation- need to decide if easier for the breath or body for client
- Mindfulness is a muscle- growth needs to be supportive and progressive
- Weave in teachings of 2nd foundation as barriers/reactivity arises
- As consistency in practice grow- offer teachings of 3rd foundation to work with mind/heart
- When insights arise in practice- support with 4th foundation/ relate to shifts and changes in symptom improvement



Guided Practice





Evening Practice

- Choose a particular client and the type of diagnosis concerns you would like to develop a mindfulness treatment plan with:
 - Formal Mindfulness practice
 - Types of practice (based on four foundations) that would be helpful to start with given diagnosis
 - Informal Mindfulness
 - Daily life activities impacting diagnosis
 - Slow down the experience
 - Wake up the senses
 - Notice the reactive tendencies
 - Consider forms to teach with
- Consider what types of education, types of practices, support the client may need for their respective diagnosis

OVERVIEW

DAY 3

- Integrating Mindfulness into Treatment

- Anxiety
- Insomnia
- Depression
- Trauma
- Shame and Guilt
- Chronic Pain
- Eating Disorders
- Addiction
- ADHD

- Ongoing development- assessment, growth and support

- Clinical considerations/Practices and adaptations/Limitations and Risks



Guided Practice





Inquiry into mindfulness practice

- What have I learned about mindfulness practice in my clinical work?
- What support do I need for my work?



Anxiety

- Symptom concerns
 - Feeling nervous, restless or tense
 - Having a sense of impending danger, panic or doom
 - Having an increased heart rate
 - Breathing rapidly (hyperventilation)
 - Sweating
 - Trembling
 - Feeling weak or tired
 - Trouble concentrating or thinking about anything other than the present worry
 - Having trouble sleeping
 - Experiencing gastrointestinal (GI) problems
 - Having difficulty controlling worry
 - Having the urge to avoid things that trigger anxiety



Mindfulness and Anxiety

- Help the Sympathetic Nervous System Relax
 - Meditation supports turning on the relaxation system
 - Short simple practices; e.g., 3 minute breathing space
 - May want to consider limited focus on the breath
 - Support more with body awareness practices and awakening senses
 - Movement practices- walking, yoga, qi gong



Awakening the Senses

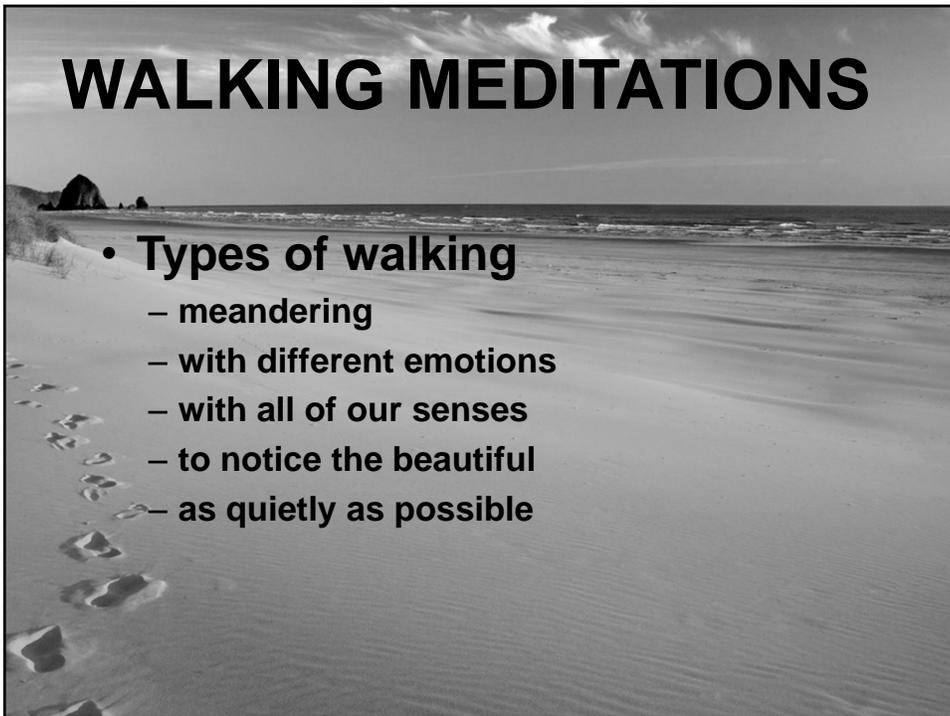
bring awareness to:

- the location of body**
 - external/form**
- awareness of sense**
- internal awareness**
 - of the sense**
- in action, arising**
 - and passing**



WALKING MEDITATIONS

- Types of walking**
 - meandering**
 - with different emotions**
 - with all of our senses**
 - to notice the beautiful**
 - as quietly as possible**



Insomnia



- Symptom Concerns
 - Difficulty falling asleep at night
 - Waking up during the night
 - Waking up too early
 - Not feeling well-rested after a night's sleep
 - Daytime tiredness or sleepiness
 - Irritability, depression or anxiety
 - Difficulty paying attention, focusing on tasks or remembering
 - Increased errors or accidents
 - Ongoing worries about sleep

Mindfulness and Insomnia

- Diaphragmatic breathing
- Working with anxious thoughts/awareness of thoughts
- Body awareness/relaxation practices
- Mindful use of technology



DIAPHRAGMATIC BREATH

- Relaxation and concentration practice
- Standing, sitting or laying down
- A good introduction to mindfulness
- Portable, always available
- Comfort with the body
- Variations: lay down, hands on belly, hands on head, boat, stuffed animal, etc



SETTING LIMITS ON TECH



- Tech-free times: many people try to do the hour before bed, and the first hour after waking up
- Tech-free places: The dinner table, the car, etc.
- Try leaving your phone in the car while you run errands sometimes, or even your bag, rather than your pocket
- Wireless hours, days in the home / school
- “Virtual quiet rooms” where chat or social media are blocked
- Only checking messages when we can actually respond



Mindless Technology

- Screens just when you're emotional; ie., sad, stressed, frustrated, or bored
- Checking at random little times
- Checking when you don't have time to respond thoughtfully
- Continuing to mindless refresh messages, twitter/facebook etc.
- Using screens just for escape
- Experiencing sudden or unconscious urges to check
- On technology when your friends are *right there*
- Multitasking- phone and walking, etc.

Mindful Technology

- Screens when you need to read or write a message, really want to check the news or connect, etc.
- Checking at regular times
- Checking when you have time to send a thoughtful response
- Putting down your phone/screen when you've done what you planned to
- Using screens to escape, but also to connect, research, make plans, etc
- Planning ahead
- On technology together, or when you need to be to connect with others
- Mono-tasking
- Connect with the environment you are in through the senses

Thought Awareness Practice





Depression



- Symptom Concerns
 - Feelings of sadness, tearfulness, emptiness or hopelessness
 - Angry outbursts, irritability or frustration, even over small matters
 - Loss of interest or pleasure in most or all normal activities, such as sex, hobbies or sports
 - Sleep disturbances, including insomnia or sleeping too much
 - Tiredness and lack of energy, so even small tasks take extra effort
 - Reduced appetite and weight loss or increased cravings for food and weight gain
 - Anxiety, agitation or restlessness
 - Slowed thinking, speaking or body movements
 - Feelings of worthlessness or guilt, fixating on past failures or self-blame
 - Trouble thinking, concentrating, making decisions and remembering things
 - Frequent or recurrent thoughts of death, suicidal thoughts, suicide attempts or suicide
 - Unexplained physical problems, such as back pain or headaches

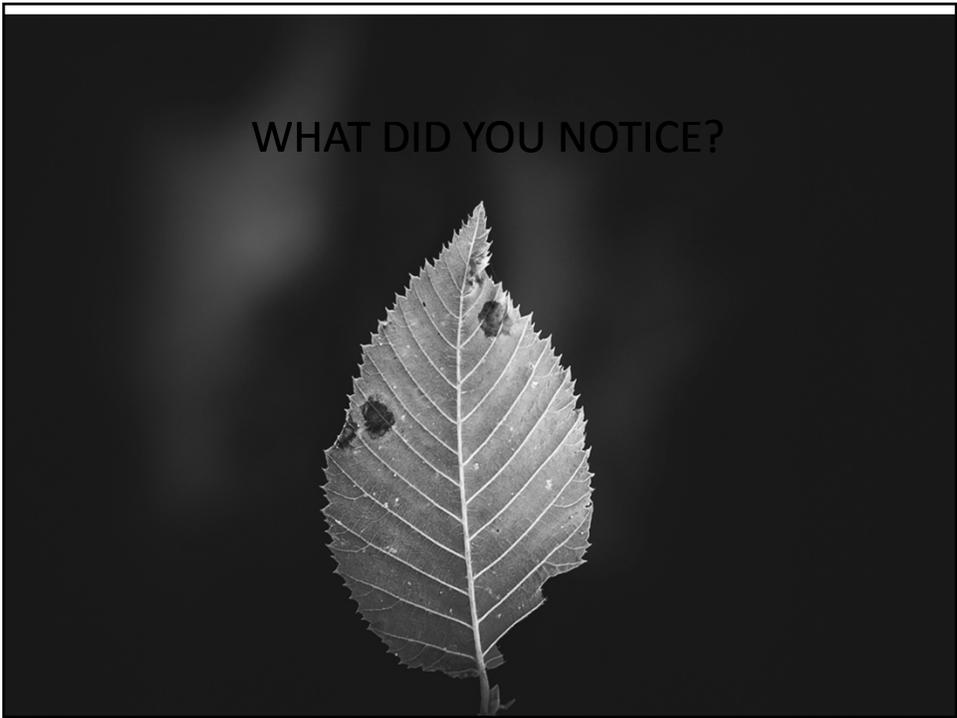
Mindfulness and Depression

- Mindfulness of thoughts
 - learning to re-relate, allow, non-attach and non-judgment
- Awareness of body
 - learning to relate to energy with acceptance and allowing
- Depleting vs. Nourishing activity; gaining balance throughout the day
- Nature meditations



Depleting/Nourishing Activity

- List all the activities you engage in throughout one day- be specific and as detailed as you like
 - Go back through each activity listed and write next to each:
 - D- for depleting, activity took energy from you
 - N- for nourishing, activity gave energy to you
 - Ok to have both a D and an N for each activity
 - Add up the number of D's and N's; observe ratio
 - Take a moment to consider what made a D a Depleting activity and what made an N a Nourishing activity
 - Consider what would help to bring in more N's throughout the day



PTSD/Trauma

- **Avoidance Symptoms:**
 - Trying to avoid thinking or talking about the traumatic event
 - Avoiding places, activities or people that remind you of the traumatic event
- **Negative changes in thinking and mood**
 - Negative thoughts about yourself, other people or the world
 - Hopelessness about the future
 - Memory problems, including not remembering important aspects of the traumatic event
 - Difficulty maintaining close relationships
 - Feeling detached from family and friends
 - Lack of interest in activities you once enjoyed
 - Difficulty experiencing positive emotions
 - Feeling emotionally numb
- **Changes in physical and emotional reactions (arousal symptoms)**
 - Being easily startled or frightened
 - Always being on guard for danger
 - Self-destructive behavior, such as drinking too much or driving too fast
 - Trouble sleeping
 - Trouble concentrating
 - Irritability, angry outbursts or aggressive behavior
 - Overwhelming guilt or shame



Mindfulness and Trauma

- Grounding/Orienting techniques- being in the body and using support from the environment
- Body awareness/sensations- support with eyes open and movement
- Somatic Experiencing
- RAIN practice



Somatic Experiencing

- Somatic Experiencing
 - Learning how to be present in the body with skillfulness to support healing
 - Develop and stabilize a healthy nervous system
 - Supports keeping the person in connection to what is difficult- but also simultaneously resourcing some other type of experience/awareness to support working with what is difficult
 - Grounding/Orienting
 - Pendulation
 - SIBAM



RAIN

RAIN-

- Recognize-(oh- this experience is like this)
- Allow- (let go of following, avoiding or ignoring)
- Investigate- (curiosity, touching the edges, the visceral nature)
- Non-identify- (this is what is arising-now, its an experience unfolding, this experience is not me- it is what it is in this moment)





Both Shame and Guilt are:

*“negative affective states that occur in response to a transgression or shortcoming, and both are **self-conscious emotions**, meaning that self-reflection is critical to their occurrence” (Tignor & Colvin, 2017)*

- Shame – Is a feeling of inferiority
 - perception of oneself as a failure or feeling unacceptable to others
 - feeling “flawed” “unworthy” or “not good enough”
 - Self-blame
 - Linked to low self-esteem
 - Comes from negative messages we may receive childhood or family or origin
 - Frozen assessment that something is fundamentally wrong with you
 - The *function* of **shame** is get us to change or hide behavior that threatens to get us kicked out of social groups or communities

- Guilt- is the uncomfortable feeling we often experience when we have done something wrong
 - Guilt is based on a failure of doing – (which is usually a direct result of our behaviors and choices)
 - Guilt involves a violation of standards
 - The *function* of **guilt** is also to get us to change our behavior or to make amends with the person/group that we have wronged

Mindfulness Shame and Guilt

- Body awareness/sensations-support with eyes open and movement
- Loving Kindness meditation
- Forgiveness meditation
- Non-judgment- working with the critic
 - Bring kind awareness to reactive patterns of negative self-judgment thinking
 - Use reacting vs responding model to explore and shift with practices



Loving Kindness

Loving-Kindness practice

- May I be safe and protected
- May I be healthy and strong
- May I be happy and joyful
- May I be at ease
- Not a generative practice
- Notice what arises as each phrase is offered
- Can be offer to another, self, neutral person, difficult person, community, all-beings
- Helpful to create own phrases
- People with high shame may need to have LK for self later in sequence





Forgiveness Meditation

- Forgiveness meditation
- Take a comfortable and supportive posture
- Bring to mind an experience that of harm to others or self
- Offer phrases
 - If I have hurt or harmed anyone knowingly or unknowingly I ask their forgiveness
 - If anyone has hurt or harmed me, knowingly or unknowingly, I forgive them
 - For all the ways I have hurt or harmed myself, knowingly or unknowingly, I offer myself forgiveness
- Remember its ok if difficulty arises- meet it with kindness and compassion- send forgiveness; use the breath to anchor
- Forgiveness practices is typically offered in this order:
 - Others you have harmed
 - Others who have harmed you
 - Harm to self

Mindfulness with Shame and Guilt

- 5 steps to consider
 - Resourcing – connect to something/someone that feels safe, supporting, nurturing
 - Regulating-mindfulness of the body, feeling tones (reactivity), mind/heart
 - Experience held in compassion, self-compassion, self-empathy- offer phrases and actions
 - Reflect- step back from the experience, observe- witness awareness- one possible expression of one moment
 - Re-pairing-evoke the old pattern/offer the new experience of mindfulness, compassion and empathy to be held in a bigger view, accepting, loving



Chronic Pain

- Symptoms concerns
 - Pain lasting more than 12 weeks (can be months or years)
 - Fatigue
 - Sleep disturbance
 - Decreased appetite
 - Mood changes
 - Limited physical movements
 - Reduced flexibility, strength, and stamina.
 - Difficulty carrying out important and enjoyable activities
 - Types of pain
 - Localized, affecting just a few muscles or a small part of your body
 - Systemic muscle pain — pain throughout your whole body
 - Some causes chronic pain
 - Chronic Fatigue Syndrome
 - Fibromyalgia
 - Influenza
 - Polymyalgia Rheumatica
 - Rheumatoid arthritis
 - Sprains and strains
 - Lupus
 - Lyme Disease



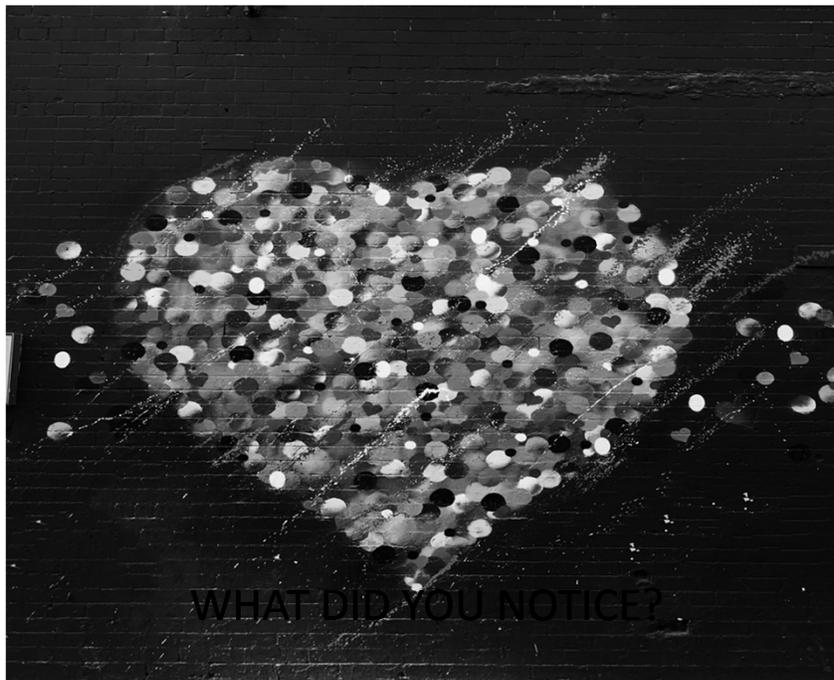
Mindfulness and Chronic Pain

- Pain X Resistance = Suffering
- Breath awareness practices
 - Learning to regulate breath and reactivity
 - Non-judgment to body/pain
- Loving Kindness/Compassion practices
- Mindful Communication



Compassion Practice

- Compassion practice
 - I care
 - I care about THIS pain
 - THROUGH this caring may THIS pain ease
- Can be offer to another, self, neutral person, difficult person, community, all-beings
- Allow touch to heart or part of body that might be helpful



Communication Reactivity

- What you “do” when you don’t understand when someone is attempting to communicate with you?

- Fight/aggressively convey your point
- Flee/passively let you point go
- Freeze- check out, ignore what is being conveyed



- The words and actions of **others** convey meaning
Our reactivity to these experiences may be causing more distress

- **Our** words and actions to others convey meaning
Their reactivity to these experiences may be causing more distress

Mindful Communication

Pause

- Taking a moment to create some space around difficulty, noticing **reaction**
- Noticing habits

Relax

- Bringing awareness to those parts of the body where we accumulate tension
- Allowing relaxation to happen

Open

- Attending to what is around us
- Extending beyond our own experience to the setting and the other person
- Notice how that feels in your body



Mindful Communication



Listen Deeply

- Listen with the “generosity of patience”
- Form an intention to put energy into attending to the other person, don’t “just listen”
- Has a receptive quality that includes stability and sensitivity

Speak the Truth

- What is your intention?
- Are you clear in what you want to express?
- Be as present with the person as you can be, aware of your own **reactions** and see if you can **respond**.

Bringing a Different Quality of Attention and Intention to Engaging in Dialogue

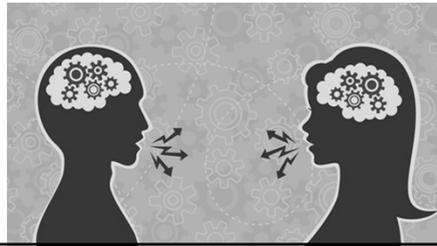
- Moving into dyads
- Designate one person as the speaker and the other as the listener
- Taking a few moments to:
 - Pause
 - Relax
 - Open



Begin, Pause- Relax- Open . . .

- Listen Deeply
- Speak the Truth
- About the topic word:

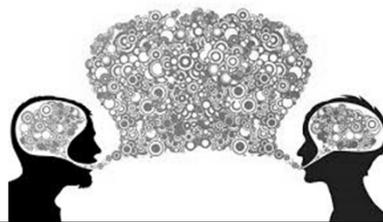
FRUSTRATION



Switch, Pause- Relax- Open . . .

- Listen Deeply
- Speak the Truth
- About the topic word:

HAPPINESS



Eating Disorders

- Symptoms concerns
 - Skipping meals or making excuses for not eating
 - Adopting an overly restrictive diet
 - Excessive focus on healthy eating
 - Making own meals rather than eating what the family eats
 - Withdrawing from normal social activities
 - Persistent worry or complaining about being fat and talk of losing weight
 - Frequent checking in the mirror for perceived flaws
 - Repeatedly eating large amounts of sweets or high-fat foods
 - Use of dietary supplements, laxatives or herbal products for weight loss
 - Excessive exercise
 - Calluses on the knuckles from inducing vomiting
 - Problems with loss of tooth enamel that may be a sign of repeated vomiting
 - Leaving during meals to use the toilet
 - Eating much more food in a meal or snack than is considered normal
 - Expressing depression, disgust, shame or guilt about eating habits
 - Eating in secret



Mindfulness and Eating Disorders

- Awareness of body
 - Learning to be compassionate/accepting/non-judgmental
- Mindful Eating
- Sense awareness
- Awareness of Hungers



The Raisin Exercise: Mindful Eating



WHAT DID YOU NOTICE?



MINDFUL EATING

Sensory awareness- taste, smell, sound, texture, visual, thought...

Contemplate origins of food, interconnection

Awareness of thoughts and emotions, urges that are associated with food

Try raisins/grapes, dried fruit, chocolate, ice cream, fireballs, oranges, ice cubes, unpleasant foods like onion, peppers, weird jelly beans, kale smoothie

Consider one meal a week, or even just first (or last!) three bites of a meal...



Types of Hunger

- Eye Hunger
- Ear Hunger
- Nose Hunger
- Mouth Hunger
- Stomach Hunger
- Cellular Hunger
- Mind Hunger
- Heart Hunger

Jan Chozen Bays –
“Mindful Eating –

A guide to rediscovering a healthy
and joyful relationship with food”.



Addiction



- Symptoms concerns (drug addiction)
 - Feeling that you have to use the drug regularly — daily or even several times a day
 - Having intense urges for the drug that block out any other thoughts
 - Over time, needing more of the drug to get the same effect
 - Taking larger amounts of the drug over a longer period of time than you intended
 - Making certain that you maintain a supply of the drug
 - Spending money on the drug, even though you can't afford it
 - Not meeting obligations and work responsibilities, or cutting back on social or recreational activities because of drug use
 - Continuing to use the drug, even though you know it's causing problems in your life or causing you physical or psychological harm
 - Doing things to get the drug that you normally wouldn't do, such as stealing
 - Driving or doing other risky activities when you're under the influence of the drug
 - Spending a good deal of time getting the drug, using the drug or recovering from the effects of the drug
 - Failing in your attempts to stop using the drug
 - Experiencing withdrawal symptoms when you attempt to stop taking the drug

Mindfulness and Addictions/ Substance Use

- Awareness of body- in stillness and in motion
- Awareness to triggers
 - Mindful of environments, events, people, places
 - Emotions and thoughts
- Urge Surfing
- Taking in the good



Urge Surfing

- Notice where the urge is in the body
- Focus on these sensations in this area of the body- be curious and open
- Bring awareness to the breath, 1-2 minutes
- Gently shift the awareness back to the area of the body with the urge sensations; consider sending breath to this area of the body
- Imagine these sensations are associated with a wave-riding the intensity as it ebbs and flows

-Alan Marlatt, MRBP



Take in the GOOD- Informal Practice

1. Let positive facts become **Positive Experiences**.
 - Take a moment in your immediate experience find ONE thing that is good (getting something done, connecting to a colleague, taking time to pause, reflecting on a good quality about yourself, the environment that supports you)
2. **Take In** the positive experience for 10-30 seconds. Let it fill your body, mind and heart- and be as intense as possible.
3. **Intend and sense** that the positive experience is soaking into you, like water into a sponge, becoming a part of you.



ADHD

- Symptoms concerns:

- **Inattention**

- Fail to pay close attention to details or make careless mistakes in schoolwork
 - Have trouble staying focused in tasks or play
 - Appear not to listen, even when spoken to directly
 - Have difficulty following through on instructions and fail to finish schoolwork or chores
 - Have trouble organizing tasks and activities
 - Avoid or dislike tasks that require focused mental effort, such as homework
 - Lose items needed for tasks or activities, for example, toys, school assignments, pencils
 - Be easily distracted
 - Forget to do some daily activities, such as forgetting to do chores

- **Hyperactivity and impulsivity**

- Fidget with or tap his or her hands or feet, or squirm in the seat
 - Have difficulty staying seated in the classroom or in other situations
 - Be on the go, in constant motion
 - Run around or climb in situations when it's not appropriate
 - Have trouble playing or doing an activity quietly
 - Talk too much
 - Blurt out answers, interrupting the questioner
 - Have difficulty waiting for his or her turn
 - Interrupt or intrude on others' conversations, games or activities

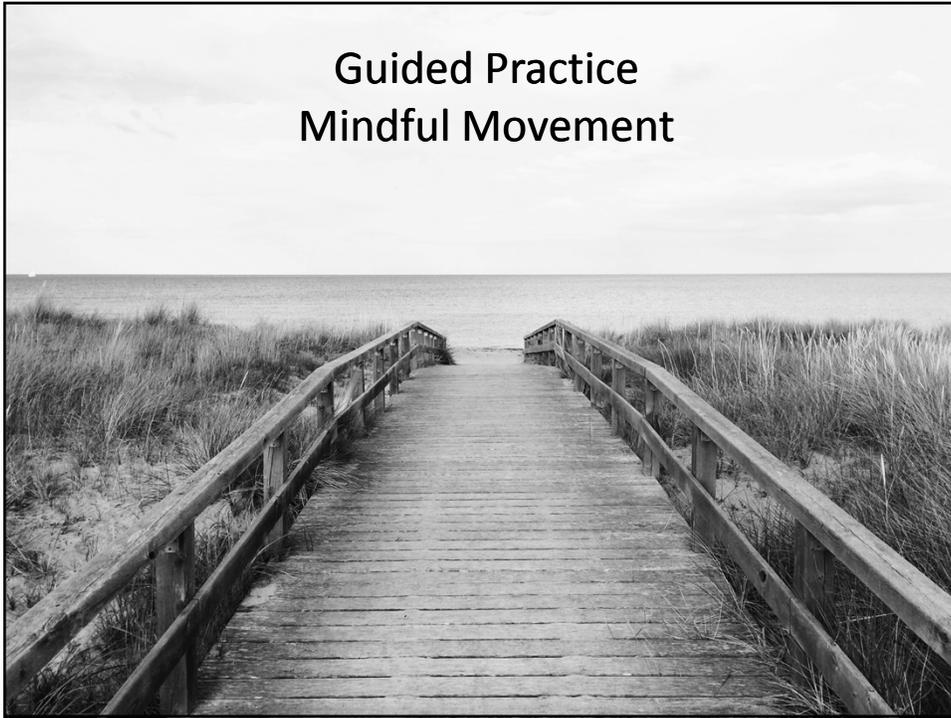


Mindfulness and ADHD

- Mindfulness of breath, body or sounds
 - Encouraging concentration for periods of time
 - Acceptance of wandering mind/body
- Mindful Movement
- STOP Practices
- Encouraging parent/child practices together



**Guided Practice
Mindful Movement**



WHAT DID YOU NOTICE?

Mindfulness of Sound

- **Listen to the Bell**
 - Follow sound until you can't hear anymore
 - Ring 3 times, pause between to let it go all the way to quiet then ring again
- **Listen to the sounds around you**
 - What are the sounds you can hear now?
- **Sounds of silence/Find the silence**
 - Learning to notice sounds are always happening-sounds of trees, wind, breathing



❧ S.T.O.P. - Informal Practice

- **S** – Stop what you are doing
- **T** – Take a breath
- **O** – Observe what is happening: body, emotions and mind
- **P** – Proceed to what is most important right now



Developing A Mindfulness Treatment Plan

- Get into groups- (diagnosis interested in supporting)
- Discuss strategies that can work or have worked to integrate in a session
- Design as a group a mindfulness session to address specific symptom concerns

Mindfulness Session Treatment Plan

- Symptoms being addressed
- Education/Research that may support understanding
- Formal Mindfulness Practices to lead
- Inquiry to pose into session/Integrated-linked to symptom concerns/goals
- Support for working with barriers/struggles
- Home practices- both formal and informal



On-going Mindfulness

- Assessment
- Remember clients are on their own path
 - Pacing should reflect their needs and abilities
 - Twists and turns will arise on the path, be open to follow their turns
- Mindfulness grows when it is consistent
 - Support
 - Nurture
 - Walk with in the process
- Our needs vs the clients needs
 - Be mindful when we feel stuck
 - Allow the resistance to transform



Measures to assess growth and change

- Stress Measures
 - Perceived Stress Scale; Cohen (1994)
 - Distress Tolerance Scale; Simons and Gaher (2005)
- Diagnostic/symptoms Measures
- Mindfulness Measures
 - MAAS, Mindful Attention Awareness Scale; Brown and Ryan (2003)
 - FFMQ, Five Facet Mindfulness Questionnaire; Baer, Smith, Hopkins, Krietemeyer, and Toney (2006)



Limitations of Research

- Individual experiences within meditation
- Comparisons with other treatments
- Qualifications of the teacher's delivering the mindfulness interventions
- Standardized mindfulness treatment programs



Potential Risks of Mindfulness Meditation

- Just like physical exercise there are risks associated with practice
 - Intensity of the practice
 - Vulnerability of the person
 - Quality of the instruction/teaching

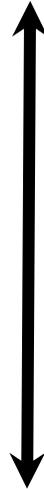


MINDFULNESS

Formal intensive retreat practice
Retreat Practice- from days to weeks

Formal sitting practice
Daily or regular sitting meditation

Informal awareness practice
Regular “mindful moments” and bringing mindful attention to daily tasks – making life a meditation



Intensive Exercise
Running a marathon / Going for a hike

Formal Exercise
Going to the gym, to a yoga class, for a run

Informal exercise practice
Walking to school, taking the stairs, carrying extra groceries, etc.

Potential Risks of Mindfulness Meditation

- Unhealthy approaches to practice
 - Abandoning other coping strategies
 - Chase a “feel” good state
 - Attempting to be mindful of Everything All the Time
 - Over-analysis
 - Creating a “self-improvement” project
 - Pushing away/detaching from painful thoughts/feelings
 - Too much practice (too soon)
 - Meditation as avoidance
 - Suppression of needs
 - Practicing without proper guidance/support from teachers

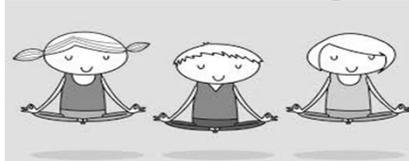


Application of practices into specific clinical concerns

- Consider stability of mental health when choosing to offer mindfulness practice
 - Acute/active psychosis
 - Active or new recovery to addictions
 - Suicidality
 - PTSD

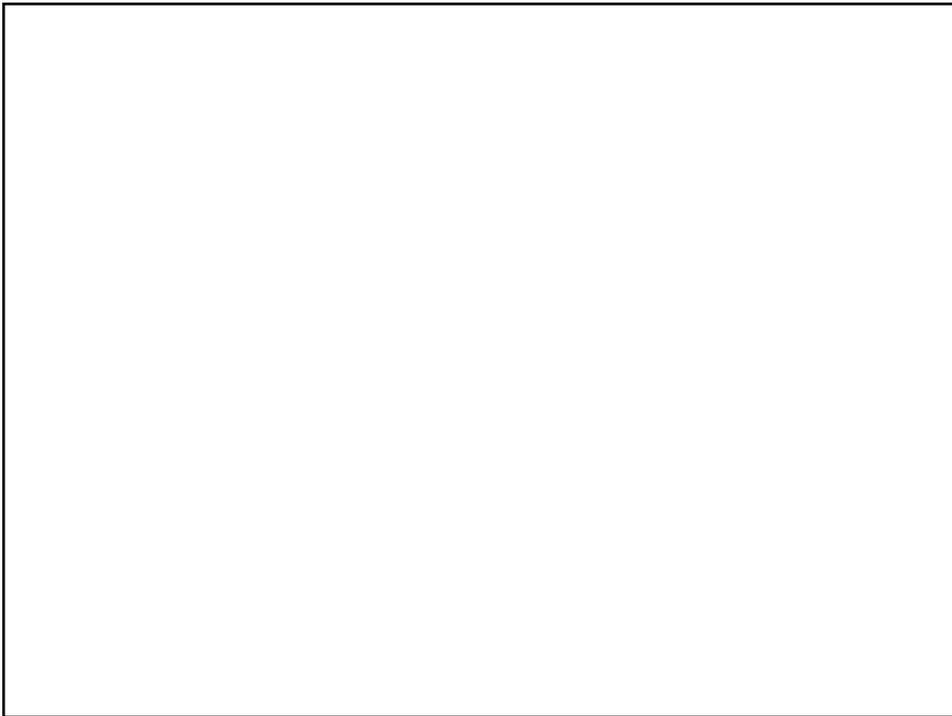


Practice and Adaptations



- Adapt Mindfulness as progress unfolds
- Support with defining Mindfulness-education and research
- Generate Buy In- consider the why/what supports their goals and symptom improvement
- Lead the Practices in session/Inquiry that support clients on-going needs and growth
- Follow up on “home practices”- formal and informal
- Develop and maintain on-going session/treatment plans for mindfulness growth

Closing Practice



Victor Frankl

“Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.”



RESOURCES

Trainings for Certification in Teaching Mindfulness

- MindfulnessTrainingInstitute.com
- Marc.ucla.edu
- Umassmed.edu

Mindful Communication

- Metta.org- mindful dialogue

Children and Teens

- MBCT-c, MBCT-T, MBSR-T
- IBMe, A Still Quiet Place, Susan Kaiser Greenland
- MindfulSchools.org

Online resources

Apps-

- Insight timer, headspace, Calm, Muse
- Mindful.org



NEW MINDFUL LIFE RESOURCES

www.newmindfullife.com

- Free guided meditation audios
- Meditation resources

SIT into your New Mindful Life- Online Class

<https://sit.newmindfullife.com>

- Six week Introduction to Mindfulness
- Daily mindfulness meditations
- Prompts and information to support learning and integration of mindfulness practices
- Access to teacher for support

Individual Mindfulness Supervision/Consultation

CONTACT

rochelle@newmindfullife.com



NewMindfulLife
MINDFULNESS & THERAPY

Colgan, D., Christopher, M., Michael, P. and Wahbeh, H. (2015). The Body Scan and Mindful Breathing Among Veterans with PTSD: Type of Intervention Moderates the Relationship Between Changes in Mindfulness and Post-treatment Depression. *Mindfulness*, 7(2), pp.372-383.

Davis, M., Zautra, A., Wolf, L., Tennen, H. and Yeung, E. (2015). Mindfulness and cognitive-behavioral interventions for chronic pain: Differential effects on daily pain reactivity and stress reactivity. *Journal of Consulting and Clinical Psychology*, 83(1), pp.24-35.

Enkema, M. and Bowen, S. (2017). Mindfulness practice moderates the relationship between craving and substance use in a clinical sample. *Drug and Alcohol Dependence*, 179, pp.1-7.

Fissler, M., Winnebeck, E., Schroeter, T., Gumbertsbach, M., Huntenburg, J., Gärtner, M. and Barnhofer, T. (2017). Brief training in mindfulness may normalize a blunted error-related negativity in chronically depressed patients. *Cognitive, Affective, & Behavioral Neuroscience*, 17(6), pp.1164-1175.

Lacaille, J., Sadikaj, G., Nishioka, M., Carrière, K., Flanders, J. and Knäuper, B. (2017). Daily Mindful Responding Mediates the Effect of Meditation Practice on Stress and Mood: The Role of Practice Duration and Adherence. *Journal of Clinical Psychology*.

Luders, E., Cherbuin, N. and Kurth, F. (2015). Forever Young(er): potential age-defying effects of long-term meditation on gray matter atrophy. *Frontiers in Psychology*, 5.

Marusak, H., Elrahal, F., Peters, C., Kundu, P., Lombardo, M., Calhoun, V., Goldberg, E., Cohen, C., Taub, J. and Rabinak, C. (2017). Mindfulness and dynamic functional neural connectivity in children and adolescents. *Behavioural Brain Research*, 336, pp.211-218.

Mason, A., Lustig, R., Brown, R., Acree, M., Bacchetti, P., Moran, P., Dallman, M., Laraia, B., Adler, N., Hecht, F., Daubenmier, J. and Epel, E. (2015). Acute responses to opioidergic blockade as a biomarker of hedonic eating among obese women enrolled in a mindfulness-based weight loss intervention trial. *Appetite*, 91, pp.311-320.

Ong, J., Manber, R., Segal, Z., Xia, Y., Shapiro, S. and Wyatt, J. (2014). A Randomized Controlled Trial of Mindfulness Meditation for Chronic Insomnia. *Sleep*, 37(9), pp.1553-1563.

Polusny, M., Erbes, C., Thuras, P., Moran, A., Lambert, G., Collins, R., Rodman, J. and Lim, K. (2015). Mindfulness-Based Stress Reduction for Posttraumatic Stress Disorder Among Veterans. *JAMA*, 314(5), p.456.

Taren, A., Gianaros, P., Greco, C., Lindsay, E., Fairgrieve, A., Brown, K., Rosen, R., Ferris, J., Julson, E., Marsland, A. and Creswell, J. (2017). Mindfulness Meditation Training and Executive

Control Network Resting State Functional Connectivity. *Psychosomatic Medicine*, 79(6), pp.674-683.

Witkiewitz, K. and Bowen, S. (2010). Depression, craving, and substance use following a randomized trial of mindfulness-based relapse prevention. *Journal of Consulting and Clinical Psychology*, 78(3), pp.362-374.

van der Zwan, J., de Vente, W., Huizink, A., Bögels, S. and de Bruin, E. (2015). Physical Activity, Mindfulness Meditation, or Heart Rate Variability Biofeedback for Stress Reduction: A Randomized Controlled Trial. *Applied Psychophysiology and Biofeedback*, 40(4), pp.257-268.

van de Weijer-Bergsma, E., Formsma, A., de Bruin, E. and Bögels, S. (2011). The Effectiveness of Mindfulness Training on Behavioral Problems and Attentional Functioning in Adolescents with ADHD. *Journal of Child and Family Studies*, 21(5), pp.775-787.

Zeidan, F., Emerson, N., Farris, S., Ray, J., Jung, Y., McHaffie, J. and Coghill, R. (2015). Mindfulness Meditation-Based Pain Relief Employs Different Neural Mechanisms Than Placebo and Sham Mindfulness Meditation-Induced Analgesia. *Journal of Neuroscience*, 35(46), pp.15307-15325.

