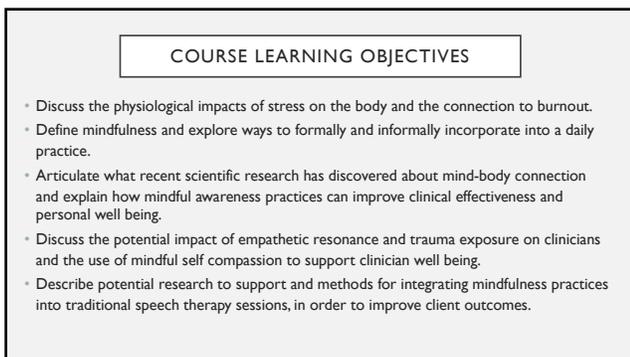




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A MINDFUL MOMENT; CENTERING



4

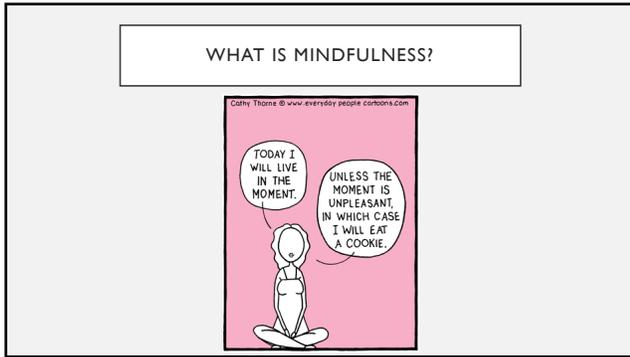
MY JOURNEY



5

“ULTIMATELY, SELF CARE FOR ALL HELPING PROFESSIONALS IS CRUCIAL SO THAT THEY CAN CONTINUE TO SERVE THEIR RESPECTIVE CLIENTS WITH MAXIMUM EFFECTIVENESS. FURTHERMORE, THE ABILITY OF A HELPING PROFESSIONAL TO BE ABLE TO UNDERSTAND THEMSELVES IS JUST AS IMPORTANT AS THE INDIVIDUALS THEY ARE TRYING TO UNDERSTAND”.
(KOSTOURROS & MCLEAN, 2006)

6



7

WHAT IS MINDFULNESS? DEFINITIONS

"Mindfulness is awareness that arises through paying attention, on purpose, in the present moment, non-judgmentally."
-Jon Kabat-Zinn

mindfulness
(n) a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations.

"Paying attention to our present moment experience with openness, curiosity, and a willingness to be with what is."
(UCLA MARC)

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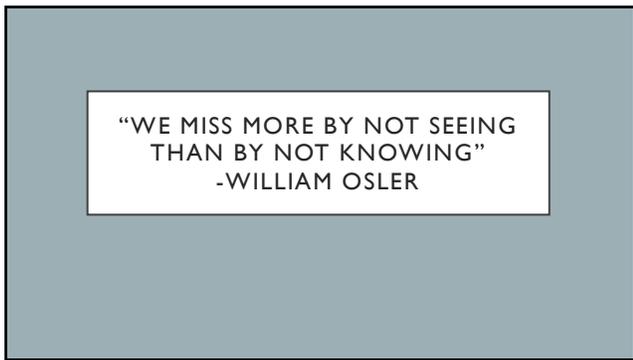
WHAT IS MINDFULNESS? DEFINITIONS

Mindfulness is a multifaceted construct that includes:

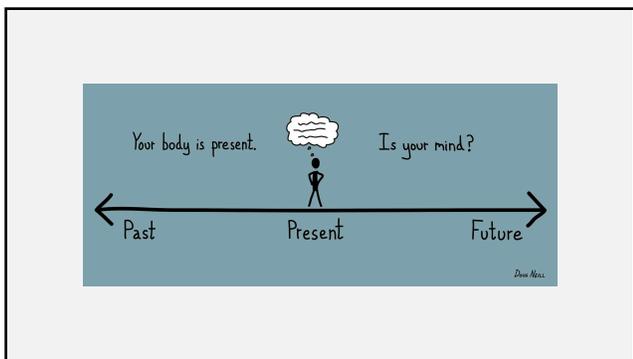
- observation of inner and outer experiences (e.g., noticing when one's mood begins to change)
- acting with awareness (e.g., noticing the mind wandering and becoming distracted when doing an activity), and
- acceptance of internal and external phenomena (e.g., not being judgmental of oneself for feeling negative emotions)

(Baer, Smith, & Allen, 2004).

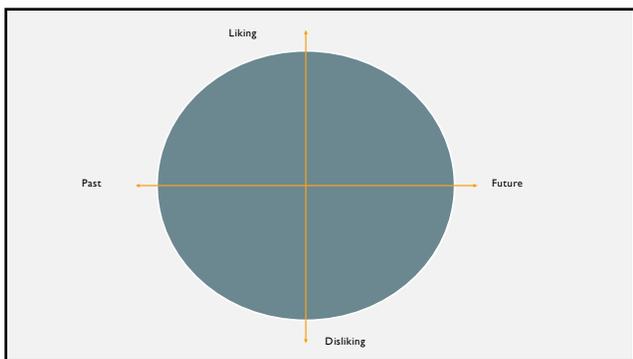
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12

KEY POINTS OF MINDFULNESS

- Automatic pilot
- Labeling
- Judgement
- Attachment/clinging to the pleasant
- Avoidance of the aversive
- Challenge of being in the moment
- Mind wandering

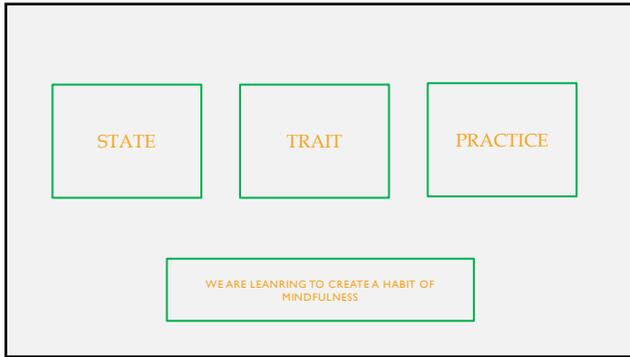
13

“HOW MANY TIMES HAS YOUR MIND TAKEN A SMALL PIECE OF UNCERTAIN INFORMATION AND SPUN A STORY THAT ENDS UP CONSUMING YOUR THOUGHTS?”
-YUNG PUEBLO

14



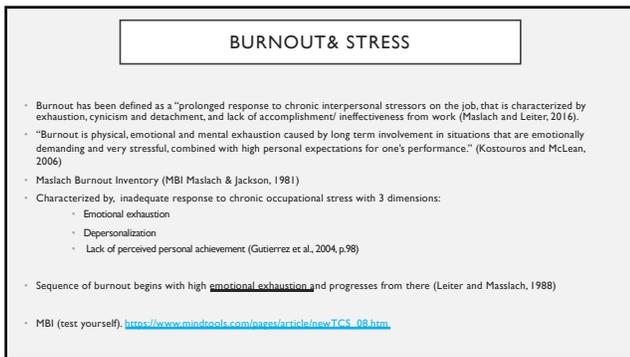
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18

BURNOUT & STRESS

Burnout results in:

- exhaustion
- reduced personal and professional accomplishment
- hopelessness
- disconnectedness
- difficulty dealing with and effectively engaging in work

Compassion fatigue results from witnessing or knowing the difficulties and trauma experienced by others

Seyern, Searchfield, and Huggard (2012)

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BURNOUT & STRESS IN HELPING PROFESSIONS

Physicians:

- Up to 60% of physicians report symptoms of burnout defined as emotional exhaustion, depersonalization and low sense of accomplishment.
- Physician burnout linked to poorer quality of care, reduced patient satisfaction, increased medical errors and decreased ability to express empathy
- High level of stress linked to attrition, poor quality of life
- Nearly 1/2 of 3rd year medical students report burnout with strong associations between medical student burnout and suicidal ideation.

(Krasner et al, JAMA Vol 302, 2009)

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BURNOUT & STRESS IN HELPING PROFESSIONS

Nurses (survey of 257 nurses):

- 28% admitted to calling in sick just to get some rest because they felt over fatigued from their job
- 56% reported driving home drowsy after a 12 hour shift
- 90% said that at one time or another they had seriously considered leaving the hospital where they worked to find a different job with a better life-work balance.

(Kronos Workforce Management Consultants, 2017)

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BURNOUT & STRESS IN HELPING PROFESSIONS

Teachers:

- 61% of teachers report that their work is “always” or “often” stressful (American Federation of Teachers, 2017)
- 93% of elementary school teachers surveyed reported experiencing high levels of stress (Walker, NEA 2018)

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BURNOUT & STRESS IN HELPING PROFESSIONS

Physical Therapists:

2014 survey of approx. 1,400 PTs nationwide found:

- 29% reporting high levels of Emotional Exhaustion
- 7.8% reported depersonalization

(E.Z. Anderson, 2014)

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BURNOUT & STRESS IN HELPING PROFESSIONS

Occupational Therapists:

- Study from 2012 surveying OTs in Canada (Gupta, Sangeeta et al, 2012)
- Found high rates of burnout using the MBI
 - 34.8% High Emotional Exhaustion
 - 43.5% High Levels of Cynicism and Depersonalization

Reasons Cited: unrealistic case loads, time constraints and productivity standards, unwanted and forced overtime, spill over of work into non-work hours

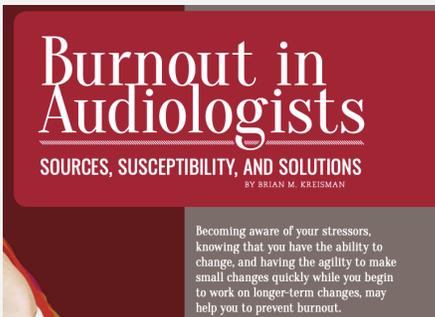
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BURNOUT & STRESS IN HELPING PROFESSIONS

Speech Language Pathologists:

- Study in 1991 by Fimian, Leiberman and Fastenau designed to measure job-related sources of stress by SLPs in the schools.
 - Random sample of 2,000 school SLPs in US, 48 questions
 - Used the Speech-Lang Pathologist Stress Inventory (SLPSI) developed by authors and the Maslach Burnout Inventory (MBI) to ID presence/absence but also degree
- Results:
- SLPs and teachers experience burn out in a similar manner and similar degree
 - 47.8% of SLPs experienced stress and burnout in areas measuring degree and presence in beurocratic restriction, time and workload management, instructional limitations and emotional fatigue.

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(Audiology Today, March/April Issue 2017)

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BURNOUT & STRESS IN HELPING PROFESSIONS

Audiologists:

- Study on burnout in NZ: 56% (82 clinical audiologists) responded to questionnaire addressing time demand, work load, patient contact, administration
- Audiologists (in general) had a low prevalence of burnout and low levels of compassion fatigue, and reduced compassion satisfaction.
 - However, as the audiologist's age increases, so too, does the correlation with "burnout."
 - Setting: Audiologists with the highest stress levels were those in the public hospitals (Severn, Searchfield and Huggard, 2012)
 - Burnout impacts those in the field for under 10 years (emotional exhaustion) and those at the end of their careers.
 - However, as the audiologist's age increases, so too, does the correlation with "burnout."

Stressors that are audiology-specific may include time demands, audiological management, patient contact, clinical protocols, accountability, and administration or equipment (Severn et al, 2012).

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BURNOUT & STRESS IN HELPING PROFESSIONS

- Being fueled by constant adrenaline makes it hard to go back to a more measured and natural emotional state.
- Workplaces often adopt a hurried pace and action for its own sake keeps people moving and productive
- Overwork and overscheduling may cause our bodies to secrete adrenaline, a hormone that keeps up alert and racing around but may block our awareness of the feelings underneath.
- In many fields a sense of fatigue can become an accepted aspect of a seasoned worker's demeanor.
- "As you care for people with your heart wide open, you often don't realize how much of what you are being exposed to is being taken in and held in your body. It isn't until later that your body starts to let you know" (Lipsky, 2009)

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CLINICIANS "INJECT THEMSELVES INTO THE TREATMENT PROCESS OF THEIR CLIENTS, OFTEN RELYING ON THERAPEUTIC USE OF SELF TO EMPATHIZE WITH AND FACILITATE PARTICIPATION OF THE CLIENT."

(GUTIERREZ ET AL., 2004)

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NOURISHING AND DRAINING LIST

1. MAKE A GENERAL LIST (DOES NOT NEED TO BE DETAILED) OF WHAT YOU DID ONE DAY THIS PAST WEEK FROM THE MOMENT YOU WOKE UP UNTIL THE TIME YOU WENT TO BED.
2. NOW GO BACK OVER THAT LIST AND PUT A "N" NEXT TO THAT WHICH WAS NOURISHING AND A "D" NEXT TO THAT WHICH WAS DRAINING.
3. NOTICE THE BALANCE OR LACK OF BALANCE IN YOUR DAY, YOUR WEEK, THIS PAST MONTH...
4. REFLECT ON HOW YOU MAY BRING MORE BALANCE TO YOUR DAY TO SUPPORT YOUR WELL BEING.

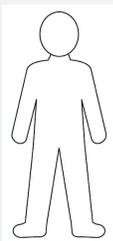
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HOW DO WE MANAGE STRESS & BURNOUT?

THOUGHTS
EMOTIONS
BODY SENSATIONS

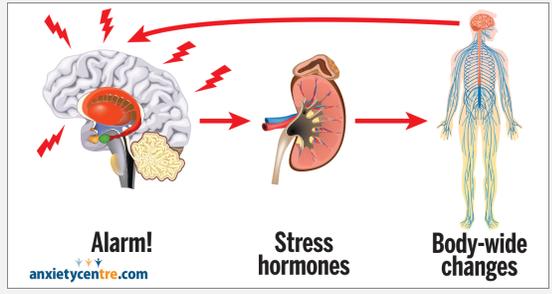
31

**STRESS SIGNALS:
WHAT IS YOUR BODY TELLING YOU?
ARE YOU LISTENING?**



Consider:
What are some of the early warning signs (start with the body)?
What bodily sensations, emotions, and thoughts accompany these signs of stress?

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Alarm!
anxietycentre.com

Stress hormones

Body-wide changes

33

THE AMYGDALA (AKA "THE SECURITY GUARD", "THE WATCH DOG")

AMYGDALA ACTIVATION

- Primitive Fight or Flight
- Processes emotions and central to survival, arousal and autonomic responses.
- It is associated with fear responses, hormonal secretions and emotional (implicit) memory
- Today the amygdala can be activated from every one of life's annoyances, difficult situations and negative thoughts.
- When emotions take over, the amygdala drives prefrontal circuitry and paralyzes executive functioning
- When physiologically unable to stop stress response there is no recovery time. (Burdick, 2013)

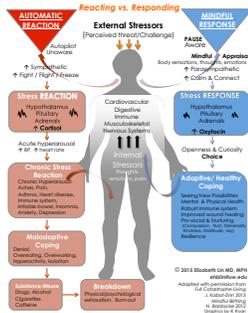
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QUIETING THE AMYGDALA

Brain imaging shows that when we take control of our attention through meditation that we activate the PFC to quiet the amygdala and reduce stress reactivity (Kral, T.R. et al., 2018)

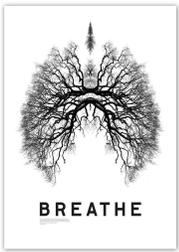
35

COPING WITH CHANGE



36

A MINDFUL MOMENT; CENTERING AND CONNECTING WITH THE BREATH



BREATHE

37

MINDFUL PRACTICE IS A MEANS FOR HELPING PROFESSIONALS TO:

- Enhance their self-awareness, wellness, and resilience
- Cultivate strong relationships with patients and colleagues
- Listen deeply, be present and offer compassion in the face of suffering and distress
- Advance the quality of care they provide, reduce errors and make sound decisions
- Be leaders in creating mindful organizations that support teamwork, mindfulness and clinician health and well-being

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BENEFITS OF MINDFULNESS; WHY IT MATTERS

- Reduced stress and burnout
- Improved attentiveness
- Increased positive emotion and energy
- Cognitive de-biasing and flexibility
- Greater comfort with uncertainty
- Improved safety (falls, needlesticks, errors)
- Improved empathy and person-centered orientation
- Better patient/student ratings of communication, relationship
- Greater sense of community

(Beach MC; Sibinga E; Crokerry P; Epstein RM; Krasner MS)

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RESEARCH ON MINDFULNESS

MEDITATION

- Davidson and Kabat-Zinn et al. (2003) measured brain electrical activity before, immediately after and 4 months after an 8-week training program on mindfulness meditation
- Tested 25 subjects enrolled in this program and a wait-list control group. Injected with influenza vaccine at the end of 8 weeks
- Noted "significant increases in left-sided anterior activation, a pattern previously associated with positive affect, in the meditators compared with the non-meditators." and "significant increases in antibody titers to influenza...among the meditators and compared to those in the wait-list control group"
- Demonstrated effects on brain and immune function.

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RESEARCH ON MINDFULNESS

MINDFULNESS & BRAIN FUNCTION

- Study using fMRI with a small group of individuals with social anxiety underwent an 8 week MBSR program
- fMRI before and after evaluated reactions to stressors
- Participants instructed beforehand to either incorporate mindful awareness of breath or complete mental arithmetic when being exposed to stressors.
- Only mindfulness group demonstrated lowered activity of the amygdala along with subjective report of less stress reactivity (Goldin, Phillippe and Gross, 2010)

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RESEARCH ON MINDFULNESS

MINDFULNESS IN MEDICAL EDUCATION

- Shapiro et al. (1998) studied premedical and medical students
- Randomly assigned to mindfulness training, compared to a wait list group.
- Those who participated in mindfulness showed reduced psychological distress and increased empathy on measures.

42

RESEARCH ON MINDFULNESS

MINDFULNESS, MEDICAL EDUCATION & PATIENT OUTCOMES

- Grepmair et al. (2007) in randomized control trial examined the course of 124 psychiatric patients in an inpatient setting treated by 18 psychotherapy interns
- Patients of interns who had received mindfulness training did significantly better on measures of symptom severity compared to patients of interns who had not received this training.

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RESEARCH ON MINDFULNESS

- Mindfulness leads to decreases in rumination and this accounts for reductions in depressive and anxious symptoms (Ramel et al., 2004).
- Mindfulness appears to help one differentiate between natural emotional reactivity and the process that adds extra meaning to those emotional reactions. Emotions continue to be experienced as they arise, however, the potential for these emotions to perpetuate the cycle of maladaptive behavioral responses and negative appraisals is interrupted (Williams, 2010).

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Benefits

Solid scientific evidence suggests that mindfulness interventions improve attention, self-control, emotional resilience, recovery from addiction, memory and immune response. Here's a summary of benefits particularly relevant to educators:

 Attention Strengthens our "mental muscle" for bringing focus back where we want it, when we want it.	 Emotional Regulation Observing our emotions helps us recognize when they occur, to see their transient nature, and to change how we respond to them.	 Adaptability Becoming aware of our patterns enables us to gradually change habitual behaviors wisely.
 Compassion Awareness of our own thoughts, emotions, and senses grows our understanding of what other people are experiencing.	 Calming Breathing and other mindfulness practices relax the body and mind, giving access to peace independent of external circumstances.	 Resilience Seeing things objectively reduces the amount of narrative we add to the world's natural ups and downs, giving us greater balance.

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**MINDFUL SELF COMPASSION:
BEING THERE FOR OURSELVES
WITHOUT LOSING OURSELVES**

"Compassion is a resource that enables someone to hold pain without immediately having to make it go away." (Neff, 2018)

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WHAT IS MINDFUL SELF COMPASSION?

WHAT IS SELF-COMPASSION?

 Mindfulness <small>Self-compassion involves recognizing when we're stressed or struggling without being judgmental or over-reacting.</small>	 Self-Kindness <small>Being supportive and understanding towards ourselves when we're having a hard time, rather than being harshly self-critical.</small>	 Connectedness <small>Remembering that everyone makes mistakes and experiences difficulties at times. We are not alone!</small>
---	--	---

INNER RESILIENCE!!!

47

MINDFUL SELF COMPASSION (MSC)

- 8 week course, 2 hours a week and a day long retreat at the end of the session.
- Research reveals long lasting increases in:
 - Self compassion and mindfulness
 - Reduced anxiety and depression
 - Stabilization of glucose levels in diabetics

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THE WAY THAT YOU CHOOSE TO DEAL WITH EMOTIONALLY CHARGED EVENTS, SUCH AS TELLING PARENTS ABOUT THEIR CHILD'S HEARING LOSS, CAN IMPACT YOUR PERSONAL AND PROFESSIONAL WELL-BEING. CONSIDER BEING PRESENT IN THE MOMENT. IF YOU CAN ENTER INTO THE GRIEF OF THE FAMILY, IT MAY ALSO BE EASIER TO EXIT OUT OF THE GRIEF RATHER THAN CARRYING IT WITH YOU.

(KREISMAN, 2017)

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EMPATHETIC RESONANCE

- Clinicians are at risk for perceiving in their bodies what others are experiencing. The brain is "hardwired" to evaluate social situations and to resonate with emotions of others.
- Empathy is good but also a challenge to balance while resonating with others in pain.
- Biopsychosocial approach to care-emphasized that healthcare providers are human too-that their emotional responses to uncertainty, tragedy, grief and loss would affect the care that they provide (G.L. Engel 1980)

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EMPATHETIC RESONANCE

- The people we are caring for are also resonating with us.
- If you are working with someone else and your brain is full of exhaustion and overwhelm others will perceive (on a preverbal level) the fact that you are burned out and exhausted.
- Research shows that if we are able to approach ourselves with self compassion that we can better sustain our ability to care for others without burning out.

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“COMPASSION IS THE ANTIDOTE TO EMPATHETIC DISTRESS. IT IMPLIES, I MAY NOT BE ABLE TO FIX YOUR SUFFERING, BUT I CAN SIMPLY BE WITH YOU AS WE BOTH TURN TOWARD ITS CAUSE AND WALK TO A BETTER PLACE TOGETHER..

Rakel, p 224 (2018)

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TRAUMA EXPOSURE RESPONSE

Trauma Exposure Response defined as:

- The transformation that takes place within us as a result of exposure to the suffering of other living beings or the planet (Lipsky & Burk, 2009)

We need to take an honest evaluation our response to trauma exposure

- The present work impacts future work
- The relationship with our work influences our inner lives as well as experiences with others
- Awareness allows one to interrupt and acknowledge

Study with Social Workers exposed to trauma (secondary trauma) are double the risk of developing PTSD

- Rate of secondary trauma is high, awareness of trauma's effects on them is low (Lipsky & Burk, 2009)

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COMPASSION & THE INNER CRITIC



Healthcare practitioners often have a very forceful inner critic

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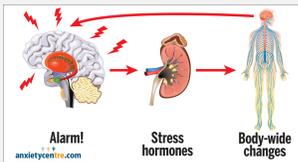
FRAMING IMPERFECTION

Everyone is imperfect and leads an imperfect life. If we get bad news or have a difficult day we think "something has gone wrong". We illogically think that normal is perfect and when things don't go perfectly then we wonder why is it just me who is struggling with this issue. Knowing I am not the only one and I am not alone. This is part of the human experience.

55

ACCEPTING OURSELVES AS WHO WE ARE-DOES NOT MEAN THAT WE DON'T WANT TO GROW AND CHANGE. WE MOTIVATE CHANGE BUT NOT BECAUSE WE ARE UNACCEPTABLE IF WE DON'T ACHIEVE THESE STANDARDS BUT BECAUSE WE WANT TO FURTHER OUR WORK.
(NEFF, 2018)

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"WHEN WE FEEL INADEQUATE, OUR SELF CONCEPT IS THREATENED, SO WE ATTACK THE PROBLEM-OURSELVES"

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STRESS RESPONSE AND SELF COMPASSION

Stress Response	Stress Response turned Inward	Self- Compassion
Fight	Self-Criticism	Self-kindness
Flight	Isolation	Common Humanity
Freeze	Rumination	Mindfulness

DIANAPISARRI.COM

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SELF COMPASSION STUDY

- Researchers asked participants to imagine receiving compassion and feel it in their bodies.
- Every minute they were presented with messages of compassion
- Participants given these instructions had lower cortisol levels after the imagery than those in the control group.

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SELF CARE VS SELF COMPASSION

60

HOW DO WE SUBDUDE THE INNER CRITIC?!

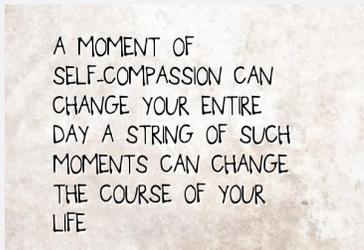
- NOTICE YOUR PATTERNED RESPONSES
- SELF COMPASSION BREAK
- IMAGINE TALKING TO A CHILD THE WAY YOU TALK TO YOURSELF
- BREATH
- ACKNOWLEDGING COMMON HUMANITY-EVERYONE STRUGGLES

Neff Self Compassion Scale:

<https://self-compassion.org/test-how-self-compassionate-you-are/>

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GUIDED SELF COMPASSION MEDITATION



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MINDFUL COMMUNICATION

- Much of our speaking and listening is carried out on autopilot
- Words are powerful and connect us with others; allowing people to connect and share an experience in a moment right here and now that neither person will have again.

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MINDFUL COMMUNICATION: CONVENTIONAL COMMUNICATION-LISTENING

- Most of our listening is distracted listening. Our attention is on ourselves...not the words of the other person.
 - Preoccupied with:
 - Planning what we are going to say
 - How we might fix the other person through the benefit of our experience
 - Unconsciously comparing or ranking
- (Boiston, 2019 "Effective Mindfulness Interventions" presentation)

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MINDFUL COMMUNICATION: CONVENTIONAL COMMUNICATION-SPEAKING

- Often we do not say what we might really like to say because of societal norms
 - Think about our rote, conditioned response when someone asks us how we are doing?
 - So much of our speech is mechanical or rote
 - It is very efficient in a hectic busy world that calls for speed, efficiency and productivity. But it is not very mindful.
- (Boiston, 2019 "Effective Mindfulness Interventions" presentation)

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MINDFUL COMMUNICATION DYAD

Listener: Focus on your partner's experience... and be aware of your own responses

- Set your intention to:
- Spend most of the time listening
- Be curious about your partner's experience
- Ask questions that aim to deepen understanding.

Don't:...

- plan what you are going to say next
- try and fix, compare or judge.
- interrupt or tell your own story... even if it may seem uncomfortable to wait until your partner is finished

Speaker: focus on your experience

- Set your intention to:
- Speak authentically
- Take your time to speak and to formulate your thoughts.
- Speak with intention and purpose
- Increase self-awareness through attention to your internal and external sensations, thoughts (notice how you are showing up to this experience)

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DEEP LISTENING EXERCISE

Speaker:

1. Focus on a time during your work as a clinician or an educator around an experience that was particularly meaningful for you. Perhaps it was a time when you were moved in some way, or may have been a time associated with great joy or great difficulty.
2. How did you feel – in your body? Your emotions? Your thoughts? Try to recall aspects of the situation that caught your attention, and perhaps other aspects of the situation that only became obvious to you later.
3. Share the experience in pairs.
4. The speaker will have 3 minutes to talk and then you will switch roles; the speaker now becoming the listener.

-Adapted from the Teaching in Two Minds workshop by Ronald Epstein, MD and Michael Krasner, MD, University of Rochester Medical

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DEEP LISTENING REFLECTION

Talk with each other for a few moments about....

- What it is like to be listened to in this way...
- What it is like to listen without inserting yourself into the narrative...
- The most challenging part of the process...
- The most surprising part of the process...

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MINDFUL COMMUNICATION

Notice your tendencies!

- Are you often inclined to try and "fix" the problem?
- Do you validate other's pain?
- Do you listen deeply without interrupting?
- What level of distress do you empathetically take on (subconsciously/consciously)?
- How do you maintain emotional connection to others in pain?

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"MOST PEOPLE DO NOT LISTEN WITH THE INTENT TO UNDERSTAND; THEY LISTEN WITH THE INTENT TO REPLY"
—STEVEN R. COVEY, SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE

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THE MINDFUL CLINICIAN

Active listening – paying attention to the clients' verbal and nonverbal messages is an essential component of our clinical work (Beck and Verticchio, 2014b; Davis and Hayes, 2011).

Emotional regulation – this involves being able to stay calm, even in the face of difficult situations (Davis and Hayes, 2011).

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INFORMAL MINDFULNESS PRACTICE

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INFORMAL MINDFULNESS PRACTICE

- Start your day with QUIET time-5 minute focus on breath, sit and watch nature
- Before going to work create an intention to care for yourself to sustain you throughout your day
- Take a mindful breath every time you enter a room
- Doorknobs- "Just like me"
- Mantras ("I did not create this but I can do my best to support")
- Try to notice when your body tense and take three deep breaths
- At the end of the day practice REFLECTION-something you are grateful for in the day, ask yourself what you can put down for the day.

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INFORMAL MINDFULNESS PRACTICE

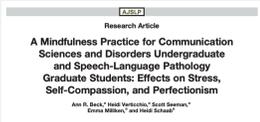
- When driving/commuting to work, turn off the radio and be present with the experience of driving
- Use a specific sound or time of day to pause and check in with yourself...noticing your thoughts, emotions, and physically how the body is feeling.
- Resist the temptation to frequently check your phone or emails. Consider designating a certain time of day to do this.
- Between work and home create a clear TRANSITION-take 5 minutes to connect, take a walk, change out of your work clothes, do something to refuel, refocus and move to the next part of your day.
- Choose something each week to complete mindfully (eating, brushing teeth, shower, washing dishes)

74

MINDFULNESS IN CLINICAL WORK

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MINDFULNESS IN UNDERGRADUATE AND GRADUATE EDUCATION



- Students completed a semester long, one day/wk mindfulness practice; incorporating breath work, yoga and self compassion exercises
- Pre and post-participation self-report scales completed measuring perceived stress, self-compassion, attention and perfectionism.
- Electrophysiological measures completed pre and post to determine changes in biological markers of stress and attention.
- Results: experimental participant's perceived stress levels and potentially negative aspects of perfectionism decreased and biological markers of stress and self-compassion improved. No significant effect was noted with attention.

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MINDFULNESS AND APHASIA

- Laures-Gore and Marshall (2016) completed a study assessing an adult with aphasia. Completed a five-day mindfulness training, and was assessed on measures of language, attention, and physiological measures of cortisol and heart rate variability.
- RESULTS: Overall, changes were observed in both psychophysiological measures (heart rate and heart rate variability) and behavioral measures (word productivity, phrase length, word generation, decreased impulsivity, and increased attention)
- Single subject case study so more research needed in this area

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MINDFULNESS AND COGNITION

- Pilot study examining effect of MBSR on symptoms of chronic MTBI/Post-Concussive Syndrome
- 22 individuals <7 months post, ages 18-62.
- Evaluated outcome measures pre-and post-treatment
- Participated in a 10 week (2 hrs/wk) mindfulness program modeled after MBSR
- Main Outcome Measures: Perceived Quality of Life Scale, Perceived Self-Efficacy Scale, and the Neurobehavioral Symptom Inventory. Secondary measures included neuropsychological tests, a self-report problem-solving inventory, and a self-report measure of mindfulness
- Results: Clinically meaningful improvements were noted on measures of quality of life and perceived self-efficacy with smaller but still significant effects on measures of central executive aspects of working memory and regulation of attention (Azulay et al, 2013)

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Journal of Fluency Disorders 36 (2011) 122–129

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Journal of Fluency Disorders




Mindfulness training in stuttering therapy: A tutorial for speech-language pathologists

Michael P. Boyle*

Department of Communication Sciences and Disorders, The Pennsylvania State University, 308 Ford Building, University Park, PA 16802, United States

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MINDFULNESS AND STUTTERING

- Behavior therapy that involves approaches that are focused more on awareness, acceptance, and understanding the context of thoughts rather than challenging and changing their content (Hayes, Luoma, Bond, Masuda, & Lillis, 2006).
- Boyle, (2011) :“The notion that emotional reactions to stuttering are one of the fundamental components of the disorder has a long history. PWS often experience an escalation in negative emotions in response to real or anticipated stuttering. Often, a feeling that one will stutter triggers negative thoughts (e.g., “I can’t say this, they will all laugh at me”) which then leads to behaviors of escalating tension, escape or avoidance. The vicious cycle of emotions, thoughts, and behaviors then increases in negativity. If emotions are regulated more effectively, PWS may be more able to focus on the behavioral targets of their treatment (whether they be fluency shaping, stuttering modification, or any other desired strategy), and less likely to experience an escalation of tension.”
- “It is possible that PWS would benefit from mindfulness training that explicitly focuses on improving attentional skills that could be integrated with traditional speech therapy techniques”

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MINDFULNESS AND STUTTERING

- Mechanisms in mindfulness parallel existing treatment for stuttering
- Behavioral exposure- openness to all experiences; whether negative or positive.
- Emotional Regulation
- Changes in perceptions of thoughts and increased sensory-perceptual processing
- Attentional control
- Acceptance

Application:

1. Awareness of breath
2. Body Scan
3. Changing one’s relationship to thoughts
4. Taking action mindfully

(BOYLE, 2011)

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MINDFULNESS FOR CHILDREN

MINDFULNESS BOOKS FOR CHILDREN AND TEENS

- Mindful Monkey, Happy Panda by Lauren Alderfer
- Mouse was Mad by Linda Urban
- Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh
- The Mindful Teen: Powerful Skills to Help You Handle Stress One Moment at a Time (The Instant Help Solutions Series) by Dzung X. Vo MD FAAP

MINDFULNESS ANIMATIONS



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MINDFULNESS RESOURCES

ORGANIZATIONS/LINKS

- Peace in Schools: <https://www.peaceinschools.org/>
- Mindful Medicine: <https://www.mindfulmedicine.org/>
- Mindful Schools: <https://www.mindfulschools.org/>
- TED Talk ("All It Takes is 10 Mindful Minutes") https://www.ted.com/talks/robert_emmons_all_it_takes_is_10_mindful_minutes?language=en
- Stop, Breathe, Think for Educators: <https://www.stopbreathethink.com/educators/>
- Self Compassion: <https://self-compassion.org/>

APPS

Headspace
Insight Timer
UCLA Mindful
Headspace
10% Happier
Breathe/Breathe Kids
iBreathe

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INTERESTED IN A DEEPER DIVE INTO MINDFULNESS?!

Mindful Education Summit (Online)



<https://www.mindfuleducationsummit.com/free-online-event>
<https://www.mindfuleducationsummit.com/free-online-event>

Mindful Medicine PDX Retreat



www.mindfulmedicinepdx.org/health-care-congress-11-13-2019

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QUESTIONS?
THANK YOU

"In a world that is changing and growing so quickly, inner calmness is your most valuable asset-the type of calmness that remains and stands firm no matter the struggle happening around you, the type of calmness that helps you breathe deeply and think clearly."
-Yung Pueblo

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