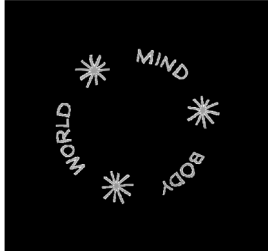


Mindfulness 101: Experiencing Your Mind and the Neurology Behind It



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Disclosure

Scott

Financial: Co-Founder, 3C Digital Media Network, LLC; Act to Live podcast

Non-financial: Professor - University of Akron; Facilitator at Camp Shout Out; Producer of SHOUT OUT documentary (2021)

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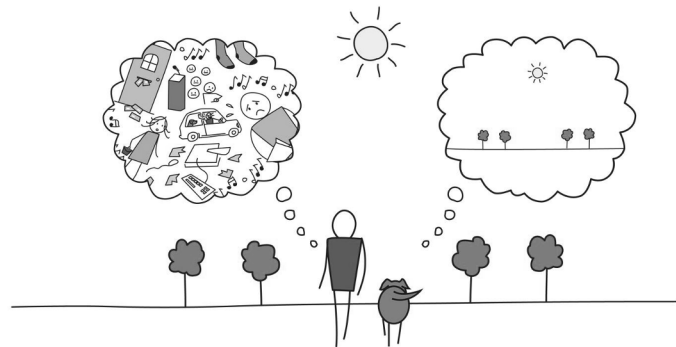


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Overview

- What is mindfulness?
- Mindfulness misconceptions
- Mindful brain changes
- Experiencing mindfulness
- Counseling, mindfulness, and CDIS
- Tips for incorporating mindfulness into therapy
- Additional resources



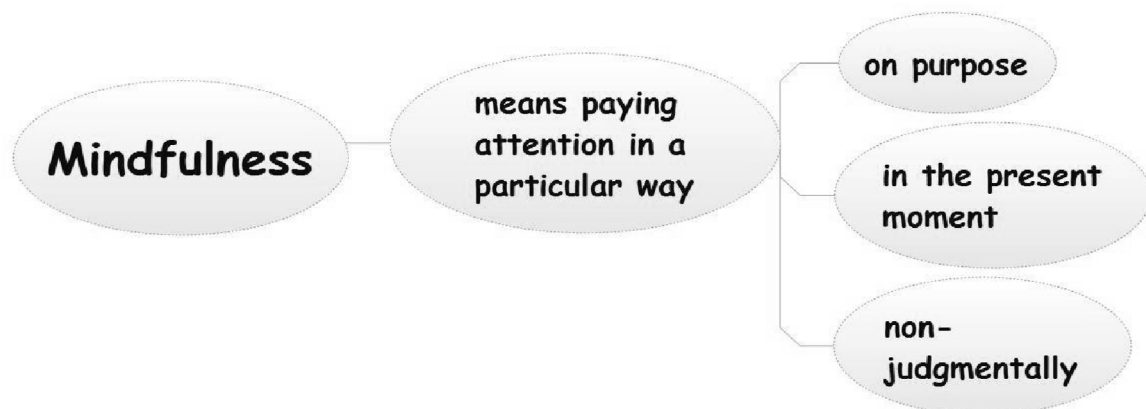
Mind Full, or Mindful?

<https://www.liftcancercare.com.au/lift-off-our-blog/2018/1/5/mind-full-or-mindful>

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EDUCATION: What is Mindfulness?

***When introducing a new concept to our clients – it is essential that we help them to understand WHAT we are doing and WHY we are doing it*



Kabat-Zinn (2003)

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DEBRIEF: Guided Mindfulness Breathing

***Debriefing any experiential exercise helps the client to connect and process – this is where the therapy really happens (it's creating another speaking opportunity)*



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DEBRIEFing: Questions

Possible Questions (*to get you started*)

- What did you notice?
- What thoughts did you have?
- What physical sensations did you observe?
- What emotions did you notice?
 - *What did that look like?*
- How might your thoughts during this exercise be linked to things happening outside of this room?

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DEBRIEFing: Questions

- If you are performing a specific script – you can ask debriefing questions about that topic.

Example: Script about – *letting go of anxiety when talking on the phone*

- What did that look like in your head? What physical/emotional sensations did you notice? Where? How might confidence and anxiety influence how you perceive/visualize a talking on the phone?

Pre- and post-exercise rating scales

- 5- or 10-point scales can be very helpful in getting quantitative data
 - On a scale of 1-10, rate your comfort (anxiety, cognitive load, etc.) during that experience. What makes it a '5' and not a '1'? What makes it a '5' and not a '10'?

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EDUCATION: How Can We Practice Mindfulness?

- What are some examples of mindfulness activities?



<https://bia.ca/why-mindfulness-is-gaining-popularity-in-our-frantic-world/>

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EDUCATION: Mindfulness?



WJlifehacks

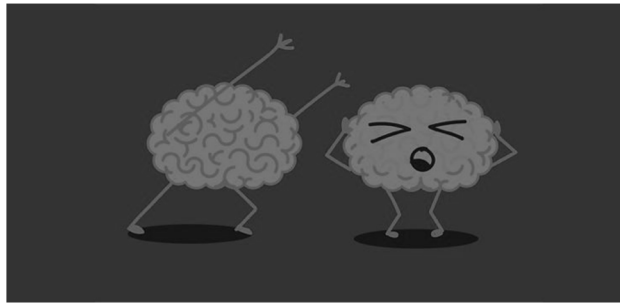


WJlifehacks

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EDUCATION: Mindfulness Misconceptions

- Absence of stress
- Always feeling great
- Absence of thinking
- Being complacent
- Religious
- Automatic
- Simplistic



mindfulschools.org

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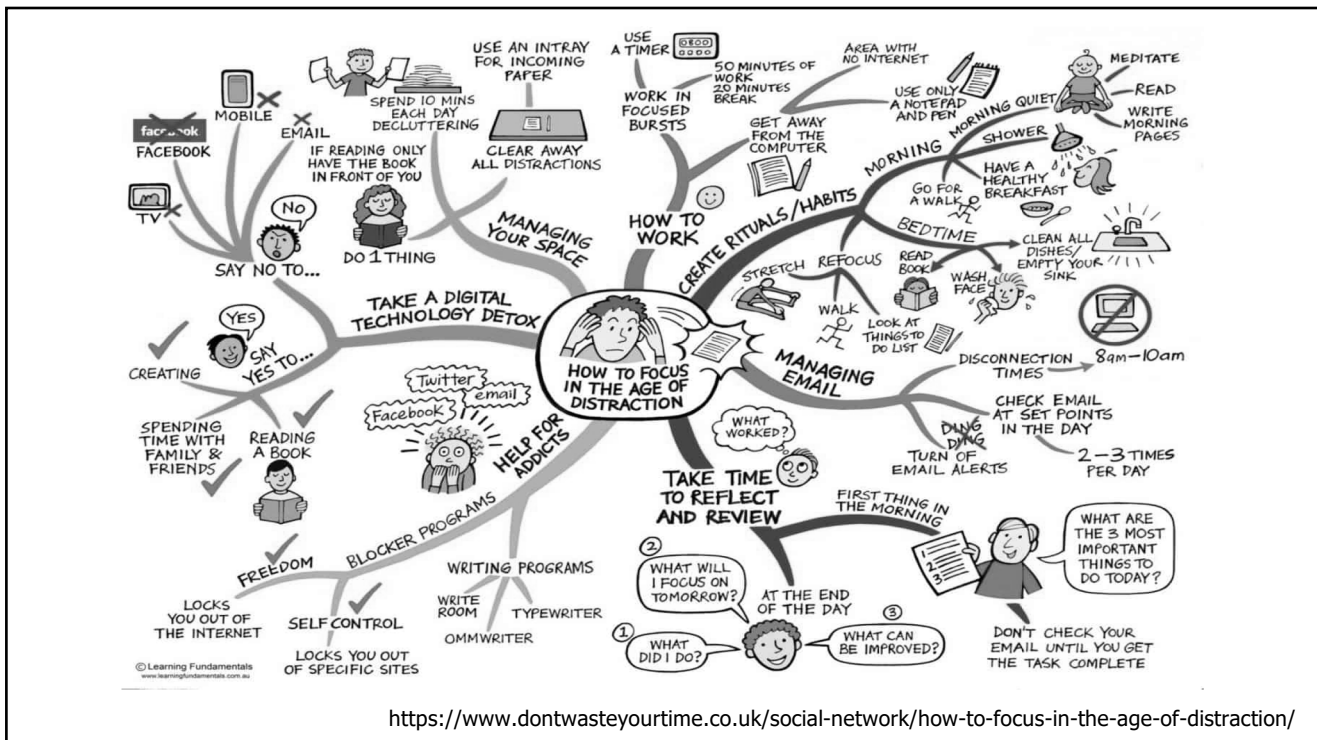
EDUCATION: Why Mindfulness?

Our world is SO much louder than it used to be

- Per household, time spent consuming information at home rose 60% from 1980 to 2008 – from **7.4 hours** to almost **11.8 hours** (*Bohn & Short, 2009*)
- People spend about **75% of time** at home filling brain with information (*US Bureau of Statistics, 2008*)
 - 2008: The average American consumed 100,000 words per day from print, TV, computer, etc. (*Bohn & Short, 2009*)
- A report based on U.S. population data found that adults spend **9 hours of their day in front of screens** (*Nielsen, 2016*)
- **47%** of people **ages 18-75** think they are **on their phones too much** (*Wolfe, 2018*)



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EDUCATION: Mindful Brain Changes

Negative Bias (Rozin & Royzman, 2001)

- In order to survive we developed a brain where negative experiences typically are more powerful than positive experiences
 - Example:
 - Avoiding a stick that could be a snake
 - Avoiding a distant bush that could be a bear
- "Negative experiences and stimuli are perceived more rapidly and easily than positive stimuli" (Hanson, 2013; p. 21)
- Deep brain structures respond more readily to negative bias: hippocampus, amygdala, & hypothalamus



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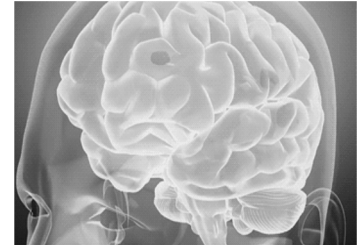
EDUCATION: Mindful Brain Changes

Experience Dependent Neuroplasticity

- The more we do something the more our mind builds our brain
- Intense, prolonged, and repeated neural activity can change neural structures (*Kandel, 1998*)

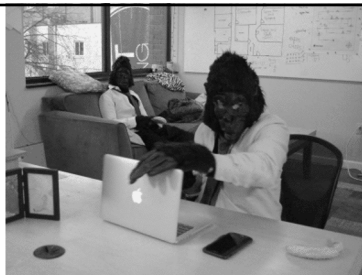
Meditation CAN change your brain (*Hölzel et al., 2011*)

- MRIs showed significant physical changes in the brain
 - Increased gray-matter density
 - Structures ***important for learning and memory*** (hippocampus)
 - Structures associated with ***self-awareness, compassion, and introspection.***
 - Decreased gray-matter density
 - In areas known to play an important role in ***stress and anxiety*** (amygdala)



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Let's Take a Break!

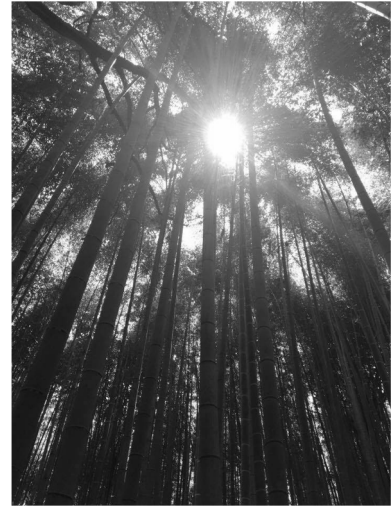


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Let's Experience Mindfulness MORE!

We are going to experience...

- Somatic therapy
 - *Pairing movement with breath, thought, and emotions*
- Mindful eating
- Stream of consciousness writing
- *Keening (walking meditation)*



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Let's Experience Mindfulness

Somatic Therapy

- Facial Fun (*guided oral motor exam*)
- Neck Roll
- Centered Hands
- Eagle Arms
- Spinal Twist



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DEBRIEF: Somatic Therapy



- **What did you notice?**
- What thoughts did you have?
- What physical sensations did you observe?
- What emotions did you notice? What did that look like?
- How might your thoughts during this exercise be linked to things happening outside of this room?

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Let's Experience Mindfulness

Mindful Eating



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Let's Experience Mindfulness

Mindful Eating

1. Explore the food you are about to eat using your *SENSES*. *Look at it; smell it; touch it.*
2. Take a small bite and try to be mindful and conscious of what your body is doing. *What are you observing? Noticing?* Pay attention to the taste; the sensations; the sounds.
3. Turn your attention to your thoughts - what thoughts are you having right now?

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DEBRIEF: Mindful Eating

- **What did you notice?**
- What thoughts did you have?
- What physical sensations did you observe?
- What emotions did you notice?
- What do your emotions look like?
- How might your thoughts during this exercise be linked to things happening outside of this room?



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Let's Experience Mindfulness

Stream of Consciousness Writing

1. When we say go, begin writing.
2. The challenge is to write down anything that comes to your mind - try to have your words match your thoughts (even if you write - "I don't know what to write" over and over).
3. Continue writing until we say stop.
4. Do not worry about spelling, punctuation, grammar, handwriting, etc.



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DEBRIEF: Stream of Consciousness Writing

- **What did you notice?**
- What thoughts did you have?
- What physical sensations did you observe?
- What emotions did you notice? What did that look like?
- How might your thoughts during this exercise be linked to happening outside of this room?



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Let's Experience Mindfulness

Walking Meditation (Keening)

1. Stand up
2. For each inhale, take a step
3. For each exhale, take a step
4. Notice the corners of your lips curl up (*smile*)
5. Feel joy in your heart with each step you take and each breath you accept and release



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COUNSELING

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Audience Responses

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Counseling – Audience Responses

- Listening
- Validation
- Supporting
- Empathy
- Nonjudgmental
- Guidance ("I said oops")
- Acceptance
- Vulnerable and sharing your experience
- Treating the whole child
- Being the stillness and calm
- Giving them skills

***Responses from
OSSPEAC 2019***

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EDUCATE: Counseling, Mindfulness, & CDIS

Beck & Verticchio, 2014

- Mindfulness; Self-Awareness (*used interchangeably*)
 - Allows clinicians to have a **deeper understanding of their own behavior**, the **client's behavior**, and the **dynamics between the two** (*Kaplan & Dreyer, 1974*)
 - Trains the mind to become **aware of awareness** itself and to **pay attention to one's own intentions** in a manner that is **nonjudgmental** and **nonreactive** (*Siegel, 2011*)
 - Assists clinicians in **stilling the "chatter" of the mind**, which can allow for effective observation of the client (*Riley, 2002*)
 - Strengthens clinicians' ability to be **active listeners** (*Riley, 2002*)
 - Allows a clinician to maintain **own emotional stability** (*Flasher & Fogle, 2012*)
 - Assists a clinician in **resonating with a client's emotions without taking them on as their own** or avoiding them because they are too painful (*Riley, 2002*)

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EDUCATE: Counseling, Mindfulness, & CDIS

Beck & Verticchio, 2014

- Mindfulness; Self-Awareness (*used interchangeably*)
 - Allows clinicians to develop the clinical skills of **unconditional positive regard, sensitivity, empathy, self-esteem, and emotional regulation**; and, to **reduce compassion fatigue and professional burnout** (*Brown et al., 2013; Kaplan & Dreyer, 1974*)
 - **Facilitates** the development of **critical counseling skills**, **decrease** a clinician's **stress** level, and **increase** a **clinician's resilience** in the context of clinical work (*Brown et al., 2013*)

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EDUCATE: Counseling, Mindfulness, & CDIS

Beck & Verticchio, 2014

PROCEDURE

- SLP/AUD students enrolled in three-week counseling course
- Incorporated mindfulness into course (yoga/stretching; breath work; reflective writings) along with counseling material
 - *Yoga/movement*: can facilitate mindfulness through improving the practitioner's body awareness, mental clarity, and concentration (Marquez, 2011)
 - *Breath work*: can facilitate a person's ability to notice distractions and to return attention, again and again, to the center of focus (i.e., the breath); develops one's ability to be aware of awareness and to strengthen attention to intention (Siegel, 2011)
 - *Reflective writing*: can facilitate mindfulness through focus on only one activity in any given moment (writing)

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EDUCATE: Counseling, Mindfulness, & CDIS

Beck & Verticchio, 2014

RESULTS

- Significant increase in counseling confidence
- Significant decrease in stress
- Developed understanding of self; definition of mindfulness shifted from external (something taught to others) to awareness of self; learning to control breath is difficult
- Intentionally working with awareness in this way is in direct conflict with habitual modes of human functioning and with many cultural norms (*Brown et al., 2013*)
- Individuals person should commit to a formal mindfulness practice for at least five to ten minutes each day in order to develop these skills

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Incorporating
mindfulness into
therapy

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DEBRIEF: Mindfulness in Therapy

- What are some ways you might incorporate mindfulness into your therapy sessions?
- What are some challenges you may encounter?
- In what ways might your client benefit from these mindfulness practices?

** When answering these questions, try to think about specific clients who this approach would be appropriate for. **

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Audience Responses

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EDUCATE: Tips for Incorporating Mindfulness into Therapy

1. Make it a regular therapeutic activity
2. Use technology (*use of phone or via telepractice*)
3. Introduce new terminology - "observing" "noticing"
4. MIX IT UP! *Do a variety of mindfulness activities*
 - a. Zentangle
 - b. Body scan
 - c. Coloring mindfully
 - d. Five senses meditation
5. Get moving (*somatic psychology*)
 - a. Incorporate yoga moves into therapy - can help get body ready to work/listen
6. Experiment with mindfulness in your own life
7. Encourage your clients to learn more



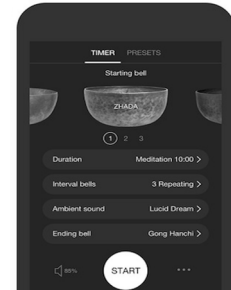
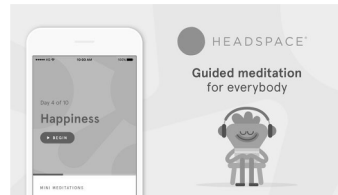
Camp Shout Out 2018

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EDUCATE: Additional Resources

iPhone Apps

- *Insight Timer*
 - Can set own meditation time with chimes and variety of background sounds; contains many free guided meditations on different topics.
- *Headspace*
 - Tons of mini-lessons on mindfulness concepts; guided meditations and mindfulness techniques on a variety of different topics; organized in a set-routine format that takes a few minutes each day.
- *Stop, Breathe, & Think Kids*
 - Interactive “missions” for kids to explore mindfulness.

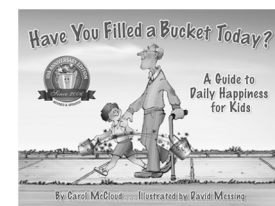
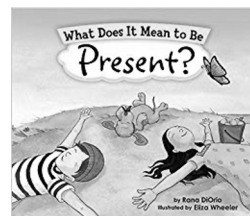


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EDUCATE: Additional Resources

Books - for kids

- *What Does It Mean to Be Present?* by Rana DiOrio
- *Yoga Bug: Simple Poses for Little Ones* by Sarah Jane Hinder
- *Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids* by Carol McCloud
- *Sitting Still Like a Frog* by Eline Snel
- *Mindful Games* by Susan Kaiser Greenland

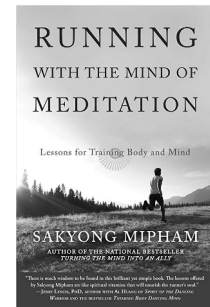
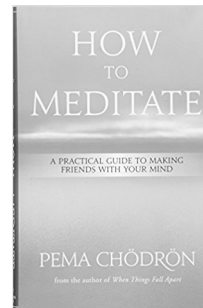
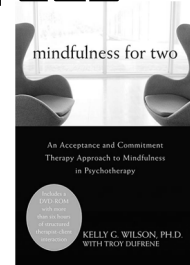
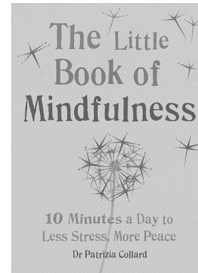


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EDUCATE: Additional Resources

Books - for adults

- *The Little Book of Mindfulness* by Patrizia Collard
- *How to Meditate* by Pema Chodron
- *Mindfulness for Two* by Kelly Wilson
- *Running with the Mind of Meditation* by Sakyong Mipham



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Want to Contact Us? Feel Free!

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The Act To Live Podcast - "*Let's Take a Walk...*"

Want more?? Check out – Are You All Ears? Connecting With Clients Through Active-Mindful Listening – Saturday, March 20 from 8:30-10:30am

'When I Stutter' Documentary Film Screening – Saturday, March 20 from 12:30pm - 2:30pm



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