

DO NOW

Please take an index card and record a thought/answer regarding one of the following questions:

1. What would you like to get out of tonight's session?
2. Describe a situation when you are feeling most challenged when working or interacting with your child/student(s)

The background is a light blue gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance.

CREATING MINDFUL HOMES AND CLASSROOMS

MARLEE SCHWARTZ, PH.D.

DEANNA SPOTO, PSY.D.

KATONAH-LEWISBORO SCHOOL DISTRICT

BUT FIRST...A MINDFUL MOMENT



WHAT IS MINDFULNESS?

Complete awareness: increasing one's awareness to thoughts, feelings, feelings, physical sensation, behaviors, etc. In the present moment.

Attentional control: staying focused on one thing at a time in the moment; opposite of multi tasking

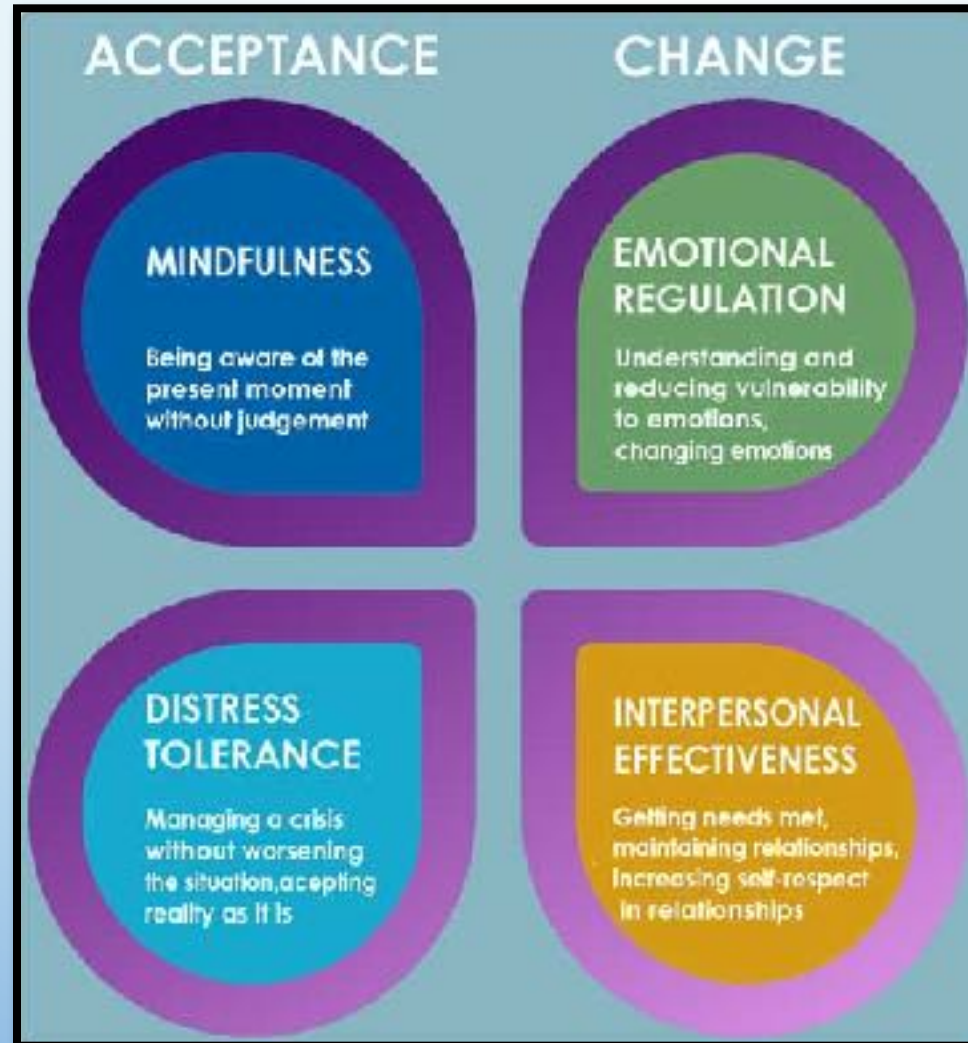
PAYING ATTENTION...

ON PURPOSE

IN THE MOMENT

WITHOUT JUDGEMENT

DIALECTICAL BEHAVIOR THERAPY (DBT)



DIALECTICAL BEHAVIOR THERAPY (DBT)

- *Dialectical* = two opposite things can be true at the same time
- There is always more than one way to think about a situation
- A meaningful life has both happiness and sadness, joy and pain, and all of these aspects are necessary and valuable
- Much of DBT is helping students see life in “gray”, rather than “black or white”
 - This is done with balancing acceptance, pushing change, and validating emotions, while trying to solve problems
- Mindfulness allows us to achieve a dialectical mindset**



ASSUMPTIONS OF DBT

1. People are doing the best they can.
2. People want to improve and be better.
3. People need to do better, try harder, be more effective, and more motivated to change.
4. People may not have caused all of their own problems, and they have to solve them anyway.
5. All people must learn new behaviors in different situations in their lives (e.g., home, school, work, community).
6. There is no absolute truth.

The background is a light blue gradient with several realistic water droplets of various sizes scattered across the surface. The droplets have highlights and shadows, giving them a three-dimensional appearance.

SKILL #1: ACTIVATING “WISE MIND”

Rational Mind

- Approaches knowledge intellectually
- Thinks logically and uses past experience
- Uses facts and research as well as planning
- Focused

Wise Mind

- Intuitive thinking
- Arrangement and balance between Rational and Emotional Mind
- Living Mindfully

Emotional Mind

- Reason and logical thinking difficult
- Uses only emotions to make decisions
 - Reactive
- Tells us how we are really doing
- Uses core psychological needs

Rational Mind

- Reading a subway map
- Measuring ingredients to bake a cake
- Creating a budget

Wise Mind

- Taking a time-out in the middle of a fight to avoid saying something you don't mean
- Going with a "gut" feeling


Emotion Mind

- Riding a rollercoaster
- Fighting with your partner
- Learning about the death of a loved one
- Falling in love

HOW TO ACHIEVE “WISE MIND”

- **Observe:** Don't push away thoughts and feelings, just let them happen, even when they are distressing
- **Describe:** Label what you observe with words and without judgement (e.g. “I feel angry with my son or daughter for talking back to me”)
- **Participate:** Experience even negative emotions fully to help your wise mind make a decision about what to do (instead of acting impulsively or avoiding)
- **Validate:** Acknowledge and empathize with your own feelings, as well as you child's or student's feelings.



The background is a light blue gradient with several realistic water droplets of various sizes scattered across the surface. The droplets have highlights and shadows, giving them a three-dimensional appearance.

**SKILL #2:
“RIDE THE WAVE”
NOTICE THE “META MOMENT”**

EVENT:
Something happens in the environment, or you think about something (like a memory)

THOUGHTS:
What goes through my mind
What I think happened

CONSEQUENCES:
Thoughts, feelings, behaviors, actions, rewards, punishments

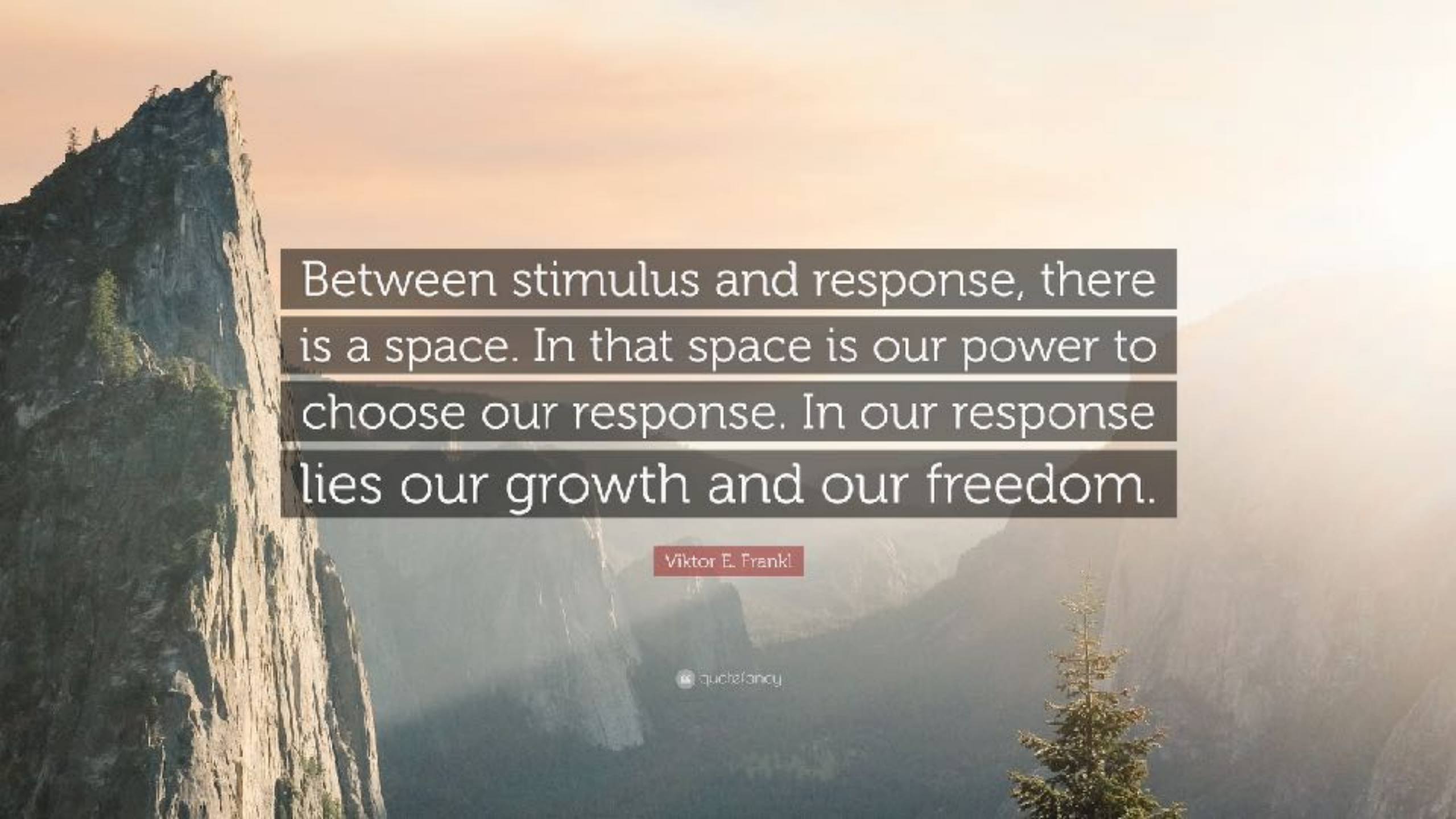
FEELINGS:
Emotional reaction
Physiological reactions

ACTIONS:
What you do with your words or behaviors

META MOMENT (URGE):
What you WANT to do or say?


STOP and breathe
Press Pause
Be mindful
"Ride the Wave"
Notice your "best self"





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.

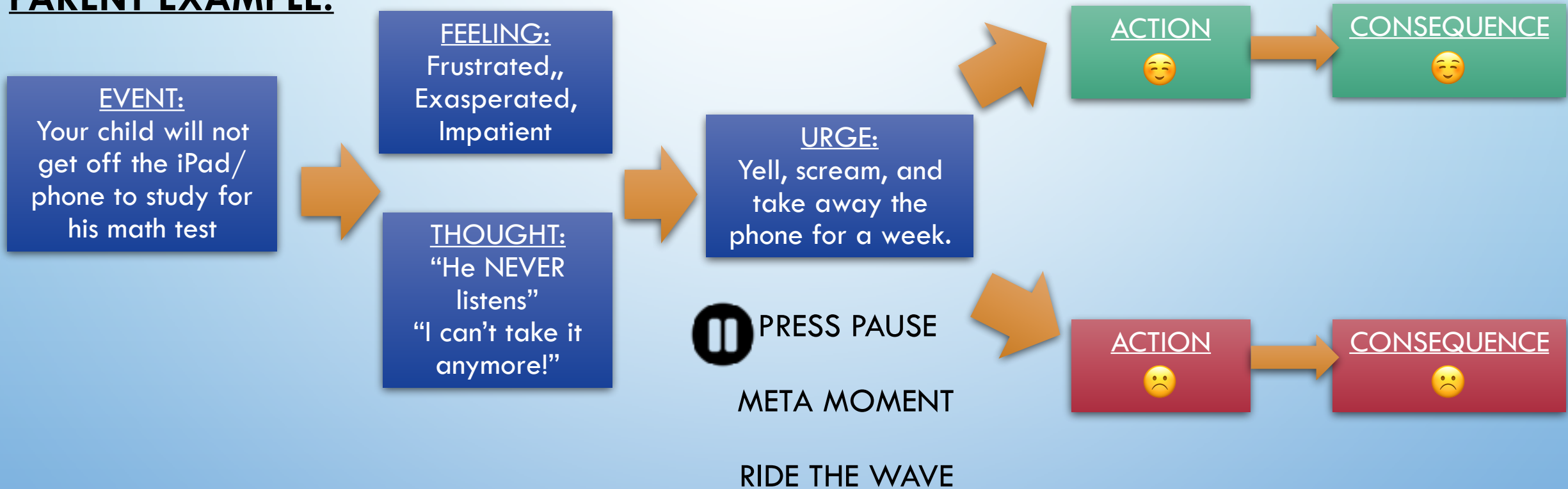
Viktor E. Frankl

 quote fancy

“RIDE THE WAVE”

“NOTICE THE META-MOMENT”

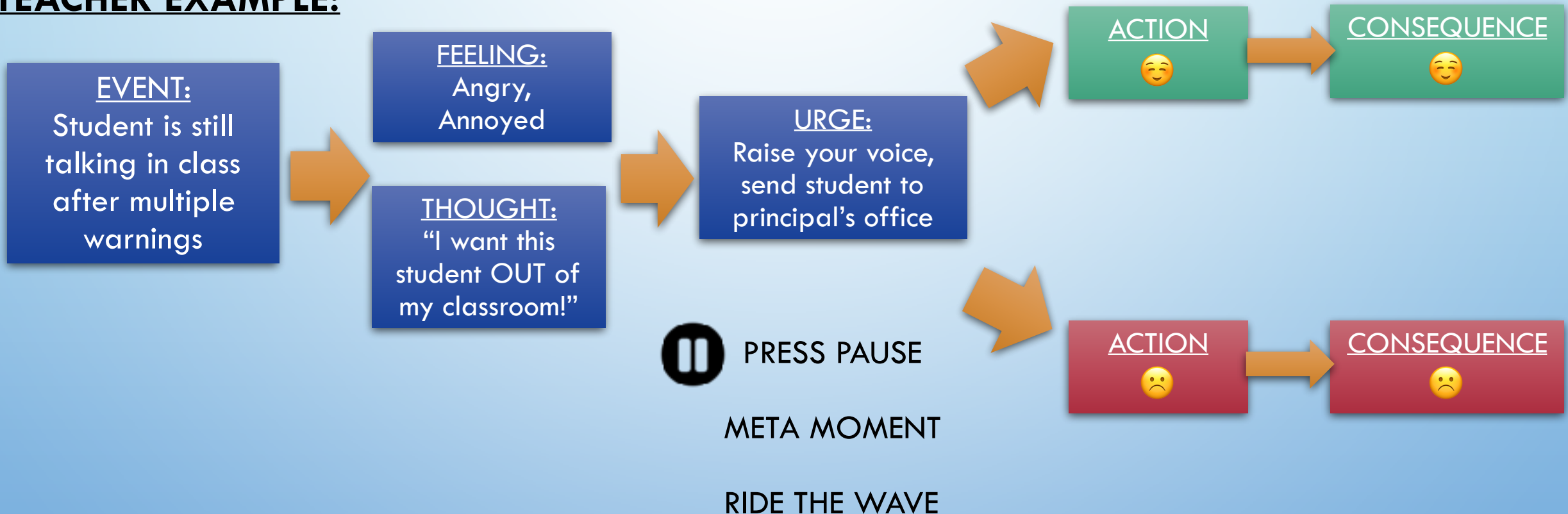
PARENT EXAMPLE:



“RIDE THE WAVE”

“NOTICE THE META-MOMENT”

TEACHER EXAMPLE:



QUESTIONS?

SMALL GROUP DISCUSSION

Share with your group the challenges/needs from your index cards and how you can use the skills (wise mind, ride the wave/meta-moment) to better address these situations with your child/student.

LARGE GROUP DISCUSSION