



Ethical Considerations and Implications of Mindfulness in Practice

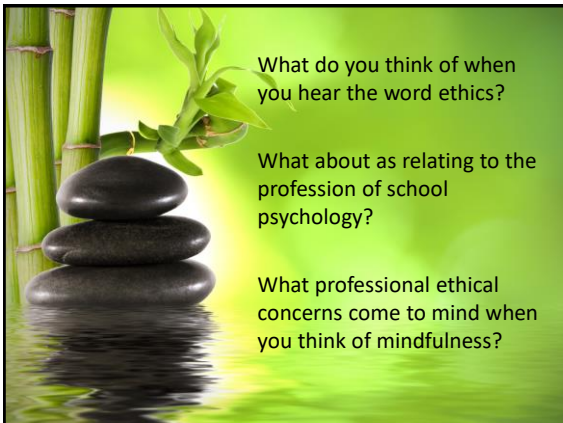
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2018 Summer Institute
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 TASP and ASPA



Experiential Practice

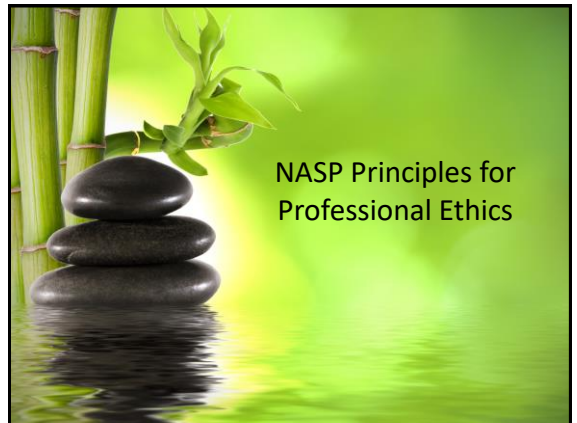
Let's take a few minutes to drop into the present moment with a guided meditation practice so our minds are more available to receive and integrate the wisdom shared today.



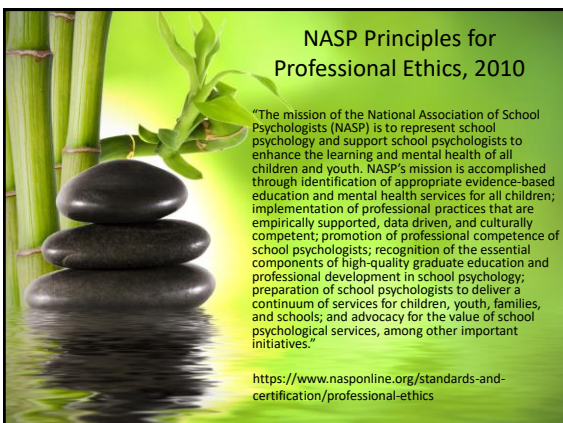
What do you think of when you hear the word ethics?

What about as relating to the profession of school psychology?

What professional ethical concerns come to mind when you think of mindfulness?



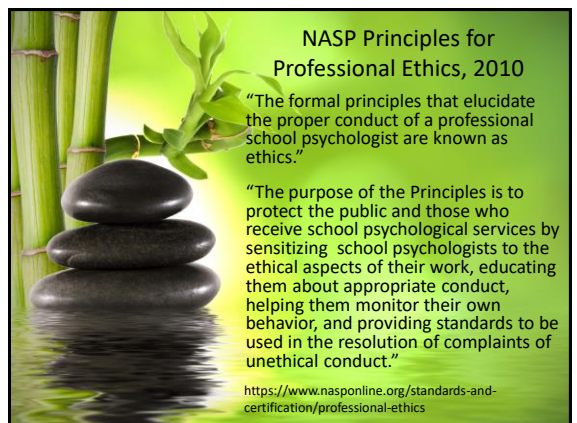
NASP Principles for Professional Ethics



NASP Principles for Professional Ethics, 2010

"The mission of the National Association of School Psychologists (NASP) is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth. NASP's mission is accomplished through identification of appropriate evidence-based education and mental health services for all children; implementation of professional practices that are empirically supported, data driven, and culturally competent; promotion of professional competence of school psychologists; recognition of the essential components of high-quality graduate education and professional development in school psychology; preparation of school psychologists to deliver a continuum of services for children, youth, families, and schools; and advocacy for the value of school psychological services, among other important initiatives."

<https://www.nasponline.org/standards-and-certification/professional-ethics>




NASP Principles for Professional Ethics, 2010

"The formal principles that elucidate the proper conduct of a professional school psychologist are known as ethics."

"The purpose of the Principles is to protect the public and those who receive school psychological services by sensitizing school psychologists to the ethical aspects of their work, educating them about appropriate conduct, helping them monitor their own behavior, and providing standards to be used in the resolution of complaints of unethical conduct."


<https://www.nasponline.org/standards-and-certification/professional-ethics>



NASP Principles for Professional Ethics, 2010

Standard I.3.2 School psychologists pursue awareness and knowledge of how diversity factors may influence child development, behavior, and school learning. In conducting psychological, educational, or behavioral evaluations or in providing interventions, therapy, counseling, or consultation services, the school psychologist takes into account individual characteristics as enumerated in Standard I.3.1 so as to provide effective services.

<https://www.nasponline.org/standards-and-certification/professional-ethics>




NASP Principles for Professional Ethics, 2010

Principle II.1. Competence To benefit clients, school psychologists engage only in practices for which they are qualified and competent.

Standard II.1.1 School psychologists recognize the strengths and limitations of their training and experience, engaging only in practices for which they are qualified. They enlist the assistance of other specialists in supervisory, consultative, or referral roles as appropriate in providing effective services.


<https://www.nasponline.org/standards-and-certification/professional-ethics>



NASP Principles for Professional Ethics, 2010

Standard II.1.4 School psychologists engage in continuing professional development. They remain current regarding developments in research, training, and professional practices that benefit children, families, and schools. They also understand that professional skill development beyond that of the novice practitioner requires well-planned continuing professional development and professional supervision.


<https://www.nasponline.org/standards-and-certification/professional-ethics>



NASP Principles for Professional Ethics, 2010

Standard II.3.10 School psychologists encourage and promote parental participation in designing interventions for their children. When appropriate, this includes linking interventions between the school and the home, tailoring parental involvement to the skills of the family, and helping parents gain the skills needed to help their children. School psychologists discuss with parents the recommendations and plans for assisting their children. This discussion takes into account the ethnic/cultural values of the family and includes alternatives that may be available. Subsequent recommendations for program changes or additional services are discussed with parents, including any alternatives that may be available. Parents are informed of sources of support available at school and in the community.


<https://www.nasponline.org/standards-and-certification/professional-ethics>



NASP Principles for Professional Ethics, 2010

Standard II.3.11 School psychologists discuss with students the recommendations and plans for assisting them. To the maximum extent appropriate, students are invited to participate in selecting and planning interventions.

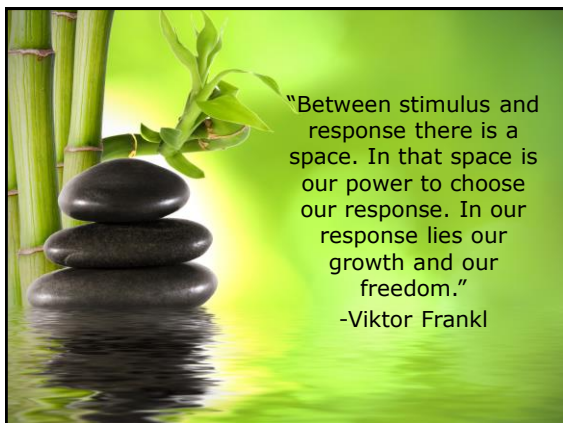
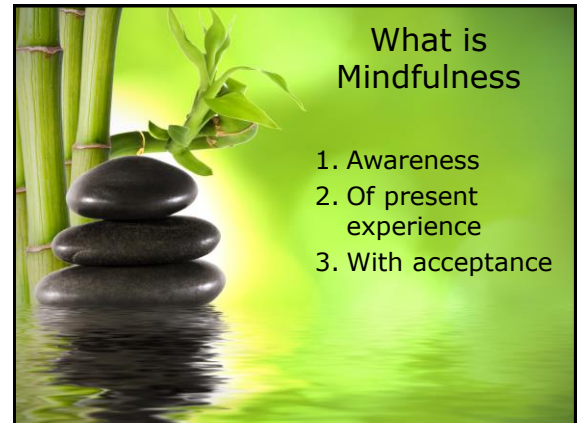
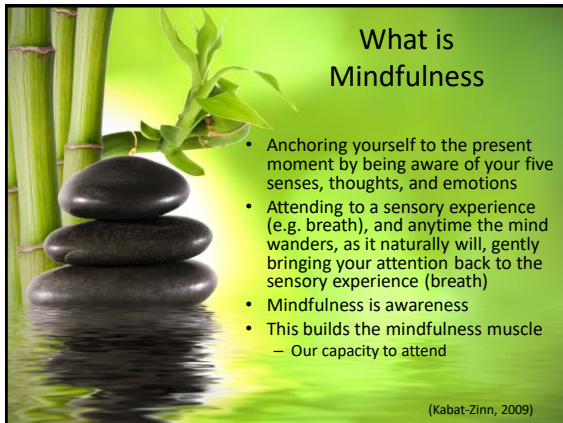
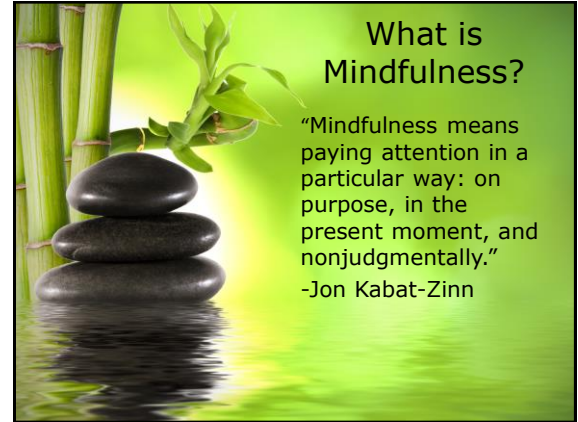
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NASP Principles for Professional Ethics, 2010

Standard IV.1.2 School psychologists use their professional expertise to promote changes in schools and community service systems that will benefit children and other clients. They advocate for school policies and practices that are in the best interests of children and that respect and protect the legal rights of students and parents.

<https://www.nasponline.org/standards-and-certification/professional-ethics>





Breaking the Feedback Loop

- Expanding the space between stimulus and response
 - Responding vs. reacting
- Noticing negative unconscious thoughts that perpetuate the feedback loop
- Understanding our thoughts are not facts
 - In fact, they are often inaccurate
 - The misperception that our thoughts are facts can lead us to getting caught in the feedback loop
- This awareness gives you control of behavior as opposed to being at the whim of your thoughts, feelings, and bodily sensations

(Goldstein, 2015)

Mind Wandering

- Autopilot-body is doing one thing and the mind is elsewhere
- Planning for the future
- Thinking about the past
- Concerned with FOMO
- Trying to get through the current moment to get to something better
 - "I just need to finish my counseling notes so I can go home!"

(Siegel, 2017)

Mind Wandering

- Researchers from Harvard created an iPhone app that randomly sampled responses from several thousand people on several questions
 - Level of happiness
 - What they were doing in the present moment
 - Mind wandering
- Results
 - Participant's minds wandered about 50% of the time
 - Mind wandering decreased happiness
 - People experienced greater levels of happiness when their minds were focused on the present moment

(Killingsworth & Gilbert, 2010)

"The only constant in life is change."
-Heraclitus


- Everything changes
- It's impossible to hold on to anything
- We cling to what feels pleasant and resist what feels unpleasant
 - This creates suffering
- Mindfulness practices can help us be present with the moment to moment changes more richly with less holding on and pushing away what is here now.

(Siegel, 2017)

The Problem with Selfing

- Our endless thinking about ourselves
- Social comparisons
 - Who is more intelligent/kind/creative?
 - Facebook, Twitter, Instagram
- Selfing causes suffering
- Mindfulness helps us to free ourselves from attachments of comparisons

(Siegel, 2017)



The Thinking Disease

- Reviewing past pleasure and pain
- Maximize future pleasure and minimize future pain
- Negativity bias
- Mindfulness helps see our thoughts just as thoughts so we don't believe all of them

(Siegel, 2017)



Attitudinal Foundations


By Jon Kabat-Zinn



Non-Striving

- The art of being
- "Non-doing"
- Intentionally bringing your attention to your inward experience
- Not the same thing as doing nothing
 - Intention and consciousness are key
- Cultivating "non-doing" makes us more efficient and effective when in "doing" mode
 - We do better


(Kabat-Zinn, 2009)



Beginner's Mind

- Approaching each moment with a beginner's mind as if it were a moment you have never experienced before
- Childlike curiosity
- So often, our thinking and beliefs shaped from past experiences cloud our ability to see and experience things as they really are, thus, creating self-fulfilling prophecies and reinforcing unproductive thought patterns and behavior.

(Kabat-Zinn, 2009)



Patience

"If you cultivate patience, you almost can't help cultivating mindfulness, and your meditation practice will gradually become richer and more mature. After all, if you aren't really trying to get anywhere in this moment, patience takes care of itself."

-Jon Kabat-Zin

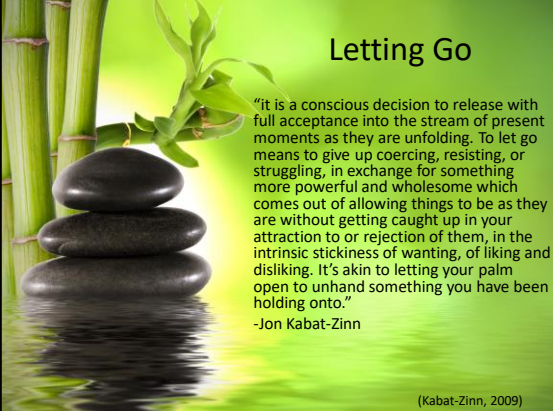
(Kabat-Zinn, 2009)



Letting Go

- An invitation to release clinging and grasping to anything (an idea, event, outcomes, expectations, results, etc.)
- We can get stuck with our minds, narrow view points or self-serving hopes and wishes.
- Letting go requires us to be present with our fears, insecurities, and uncomfortable emotions and allow them to play out as they will in our full awareness.

(Kabat-Zinn, 2009)




Letting Go

“it is a conscious decision to release with full acceptance into the stream of present moments as they are unfolding. To let go means to give up coercing, resisting, or struggling, in exchange for something more powerful and wholesome which comes out of allowing things to be as they are without getting caught up in your attraction to or rejection of them, in the intrinsic stickiness of wanting, of liking and disliking. It’s akin to letting your palm open to unhand something you have been holding onto.”

-Jon Kabat-Zinn

(Kabat-Zinn, 2009)



Non-Judging

“While our thinking colors all of our experience, more often than not our thoughts tend to be less than completely accurate. Usually, they are merely uniformed private opinions, reactions and prejudices based on limited knowledge and influenced primarily by our past conditioning. All the same, when not recognized as such and named, our thinking can prevent us from seeing clearly in the present moment. We get caught up in thinking we know what we are seeing and feeling, and in projecting our judgements out onto everything we see off a hairline trigger. Just being familiar with this entrenched pattern and watching it as it happens can lead to greater non-judgement, receptivity, and acceptance.”

-Jon Kabat-Zinn

(Kabat-Zinn, 2009)



Non-Judging

- The comparing mind causes suffering
 - Attributed to depression
- Cultivating non-judging attitude about thoughts and emotions
 - Emotions and thoughts are not good or bad. They just are.
- Mindfulness is about noticing what comes up without stopping or judging it


(Kabat-Zinn, 2009)



Acceptance

- Cultivating a willingness to see and be with things as they are in this moment.
- Resisting and grasping creates suffering
- This does not mean
 - You have to like what’s here now
 - Abandon values
 - Be passive
 - Resign
 - Tolerate things being out of integrity

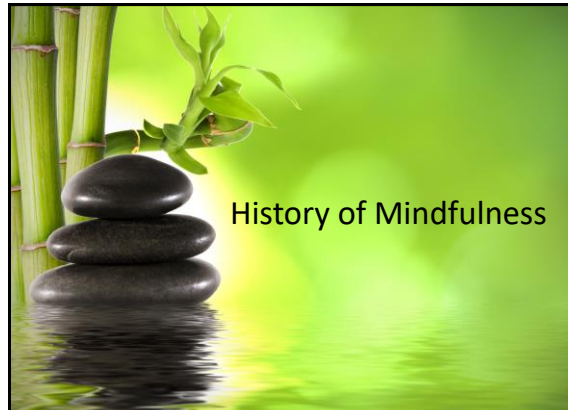
(Kabat-Zinn, 2009)



Trust

- Trusting in ourselves
- Our innate wisdom that comes from dwelling in stillness
- We have a lot more influence over our lives than we realize. We are often oblivious to this when we get stuck in patterns of mindlessness and automaticity. When we spend time being, we can see the influence we have on our lives with greater clarity.
- Honoring your feelings. Knowing that there are no wrong emotions to experience.

(Kabat-Zinn, 2009)




History of Mindfulness



Mindfulness' Roots

- Mindfulness' roots are most widely attributed to Buddhism and Hinduism
 - Mindfulness is considered the English translation of the Pali word Sati
 - Remembering
- Mindfulness is interwoven into many of the world's religions and spiritual traditions



Mindfulness in the West

- Jack Kornfield
 - American Buddhist teacher, clinical psychologist, and bestselling author
 - Credited as being one of the key teachers to bringing Buddhist mindfulness practice to the west
 - Vipassana tradition
- Has been teaching meditation internationally since 1974
- Co-founded the Insight Meditation Society with Sharon Salzberg and Joseph Goldstein

<https://jackkornfield.com/>



Making Mindfulness Secular

Jon Kabat-Zinn

- Credited with first implementing mindfulness in the medical field in the US
- Founded the Stress Reduction Clinic at the University of Massachusetts Medical School in 1979
- Developed the 8 week Mindfulness Based-Stress Reduction program, a standardized 8 week course that has been rigorously researched
- Founded Oasis Institute for Mindfulness-Based Professional Education and Training
- MBSR was founded to help medical patients manage chronic illness, pain and other medical conditions

(Kabat-Zinn, 2013)



Mindfulness-Based Stress Reduction

- MBSR is not synonymous with any mindfulness-based intervention
- An 8 week training in mindfulness
- Highly evidence-based
 - Over 30 years of research from the medical field
- Research
 - Increasing ability to cope with stress
 - Reducing perception of chronic pain
 - Increase attention and short-term memory
 - Boosts immune system

(Kabat-Zinn, 2013)



Mindfulness-Based Cognitive Therapy

- Developed from MBSR
- Empirically supported 8 week program was designed for people with depression
- Combines clinical application of mindfulness with cognitive-behavioral therapy
- Based on research by Drs. Zindel Segal, John Teasdale and Mark William
 - Mindfulness-Based Cognitive Therapy for Depression: A New Approach to Preventing Relapse

<https://www.umassmed.edu/cfm/mindfulness-based-programs/mbct-courses/about-mbct/>



Mindfulness-Based Cognitive Therapy

- Research shows MBCT
 - Reduces symptoms of depression
 - Helps prevent depression relapse
 - As effective as maintenance doses of antidepressant medication in preventing relapses
 - Many who go through the MBSR course are able to safely come off of antidepressant medication under care of their physician
 - Increased self-esteem and well-being
- Recommended by the National Institute for Health and Care Excellence

<https://www.umassmed.edu/cfm/mindfulness-based-programs/mbct-courses/about-mbct/>



Mindful Self-Compassion

- Developed from MBSR
- Empirically supported 8 week program designed to cultivate self-compassion
- Developed by Christopher Gerner and Kristin Neff
- Research demonstrates MSC is associated with
 - Emotional well-being
 - Coping with life changes
 - Lower levels of anxiety and depression
 - Healthy habits such as diet and exercise
 - More satisfying interpersonal relationships

<http://mbpti.org/programs/msc/>



Making Friends with Yourself

- Adopted MSC teen program by Karen Bluth and Lorraine Hobbes called Making Friends with Yourself
- Empirically supported 8 week program
 - Decreases in depression, anxiety, and stress
 - Increases in resiliency
 - Positive risk taking (willingness to take on new challenges)
 - Gratitude

<http://centerformsc.org/msc-teens-adults/>



Research



Neuroscience of Mindfulness

- Increased gray matter/cortical thickness
 - Prefrontal cortex
 - Hippocampus
 - Anterior Cingulate Cortex
 - Insula
- Decreased amygdala size
- Right to left shift in prefrontal activity
- Decreased activation of the Default Mode Network

(Davidson et al., 2003; Lazar et al., 2005; Siegel, 2017)



Neuroscience of Mindfulness

Mindfulness is associated with increases in

- Executive functioning
- Sustained attention
- Short-term memory
- Perceptual speed
- Fluid reasoning

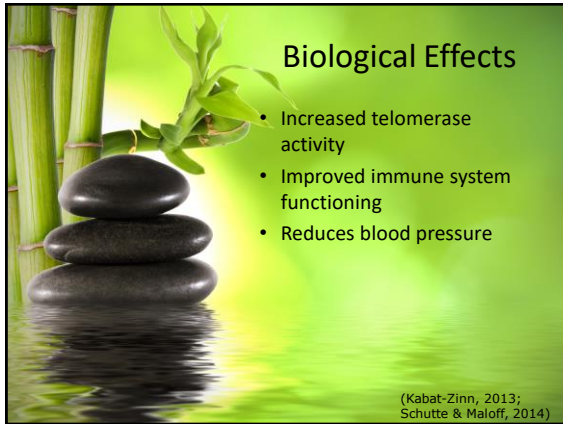
(Siegel, 2017)



Emotional Well-Being

- Improvements in ability to cope with short and long-term stress
- Decreases in perception of physical and emotional pain

(Kabat-Zinn, 2013)



Biological Effects

- Increased telomerase activity
- Improved immune system functioning
- Reduces blood pressure

(Kabat-Zinn, 2013; Schutte & Maloff, 2014)



Benefits of Diaphragmatic Breathing

- Also known as belly breathing or abdominal breathing
- What is it?
 - Diaphragm contracts
 - Belly expands
 - Deepening of inhalations and exhalations
- Decreases in negative affect
- Increases in sustained attention
- Activates Parasympathetic Nervous System
- Lowers cortisol levels
- Reduces blood pressure
- Reduces anxiety, stress, and depression

(Ma et al., 2017)



Mindfulness with Preschoolers

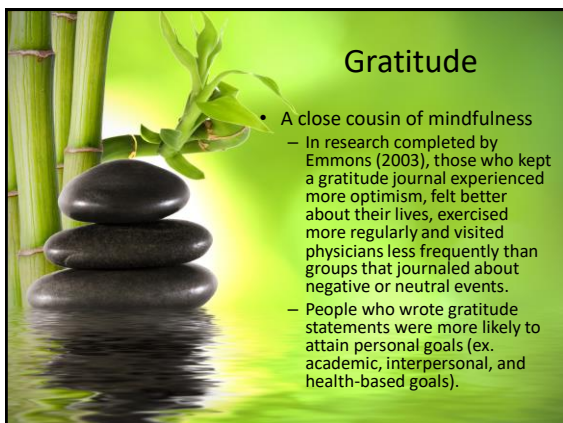
- Flook et al. (2015) implemented a 12 week mindfulness-based kindness curriculum with preschoolers
 - Increased social competence
 - Higher report card grades in the areas of
 - Learning, health, and social-emotional development
 - Increased cognitive flexibility and delays of gratification



Mindfulness for Teachers

- Reduced stress
- Less burnout
- Greater efficacy
- More emotionally supportive classrooms

(Roeser et al., 2013; Jennings et al., 2013; Jennings et al., 2015)



Gratitude

- A close cousin of mindfulness
 - In research completed by Emmons (2003), those who kept a gratitude journal experienced more optimism, felt better about their lives, exercised more regularly and visited physicians less frequently than groups that journaled about negative or neutral events.
 - People who wrote gratitude statements were more likely to attain personal goals (ex. academic, interpersonal, and health-based goals).




More Ethics



Mindfulness in the Media

- <https://www.wfaa.com/article/news/nation-world/christians-object-to-this-schools-yoga-mindfulness-routine/507-546895351>
- School in Maryland announced it was starting a mindful moments practice
- Some members of the community expressed objectives that this violated their religious beliefs
- The school district invited those with concerns in for a meeting
- The school decided to continue with the mindfulness program
- The word "yoga" was changed to stretching



Mindfulness in the Media

- https://www.washingtonpost.com/news/morning-mix/wp/2016/03/24/ga-parents-offended-by-the-far-east-religion-of-yoga-get-namaste-banned-from-school/?hpid=hp_hp-top-table-main-school%7Fnooredirect=on&utm_term=.6e93cd4586e4
- School in Georgia implemented mindfulness/de-stressing exercises into the school routine
- School received complaints from parents for the practicing contradicting their Christian beliefs
- School attempted to clear up misperceptions of the program
- Changes made
 - Avoiding use of Sanskrit terms
 - No longer placing hands to heart center
 - Stop using mandala coloring pages



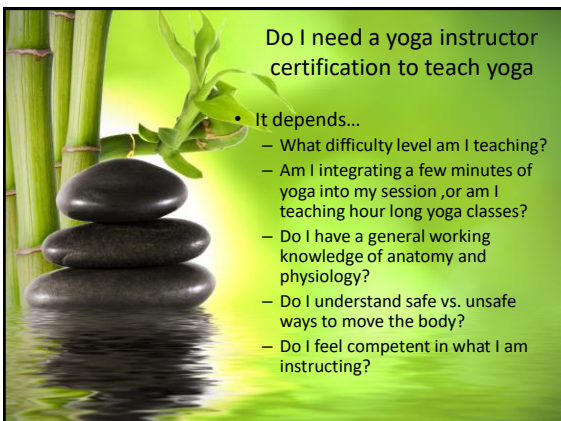
Mindfulness in the Media

- https://www.washingtonpost.com/local/education/how-mindfulness-practices-are-changing-an-inner-city-school/2016/11/13/7b4a274a-a833-11e6-ba59-a7d93165c6d4_story.html?utm_term=.3b0fe020ced
- Elementary school in Baltimore, Maryland has implemented schoolwide mindfulness program through the Holistic Life Foundation
- School replaced detention with a Mindful Moments room
- There are two daily 15 minute guided practices and weekly yoga classes
- There were 0 suspensions the first two years of the program



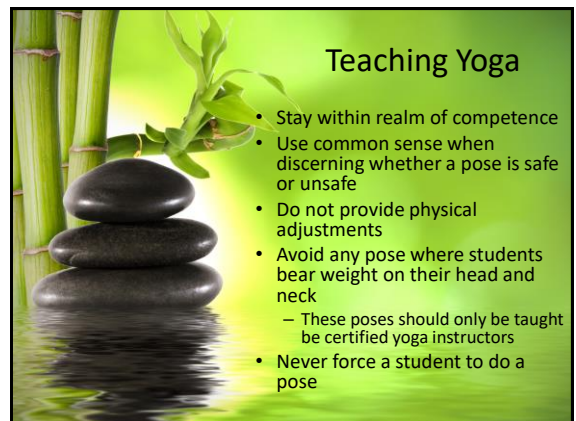
Mindfulness vs. MBSR What's the Difference?

- Mindfulness-Based Stress Reduction (MBSR) is not interchangeable with mindfulness-based interventions
- MBSR is a standardized 8 week course developed by Jon Kabat-Zinn
- While there is no MBSR credentialing board, one must ethically be trained in the 8 week course to teach it or claim that they are an MBSR teacher
- There are MBSR training programs through University Massachusetts Medical School and University of California San Diego's Center for Mindfulness to become certified to teach MBSR
- MBSR is not a psychotherapeutic intervention, but many mental health professionals integrate it into their practice
- One does not have to be a licensed mental health professional to teach MBSR



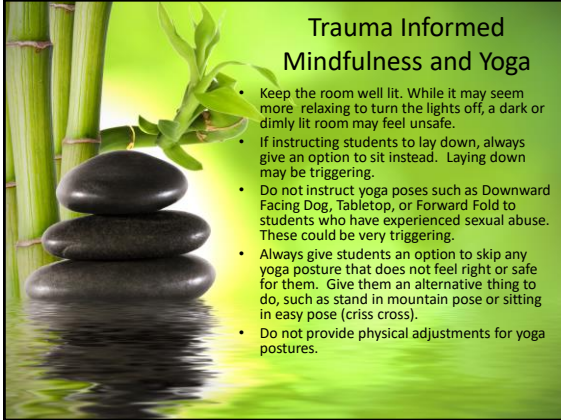
Do I need a yoga instructor certification to teach yoga

- It depends...
 - What difficulty level am I teaching?
 - Am I integrating a few minutes of yoga into my session ,or am I teaching hour long yoga classes?
 - Do I have a general working knowledge of anatomy and physiology?
 - Do I understand safe vs. unsafe ways to move the body?
 - Do I feel competent in what I am instructing?



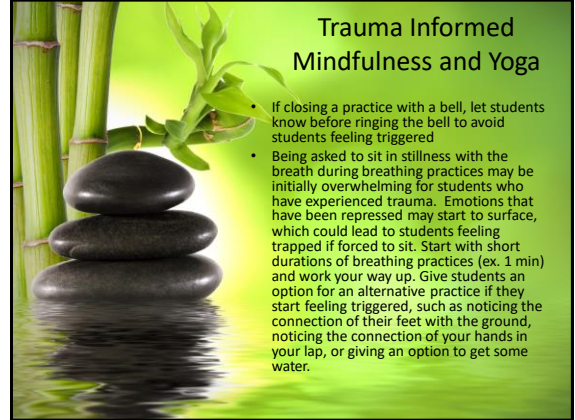
Teaching Yoga

- Stay within realm of competence
- Use common sense when discerning whether a pose is safe or unsafe
- Do not provide physical adjustments
- Avoid any pose where students bear weight on their head and neck
 - These poses should only be taught by certified yoga instructors
- Never force a student to do a pose



Trauma Informed Mindfulness and Yoga

- Keep the room well lit. While it may seem more relaxing to turn the lights off, a dark or dimly lit room may feel unsafe.
- If instructing students to lay down, always give an option to sit instead. Laying down may be triggering.
- Do not instruct yoga poses such as Downward Facing Dog, Tabletop, or Forward Fold to students who have experienced sexual abuse. These could be very triggering.
- Always give students an option to skip any yoga posture that does not feel right or safe for them. Give them an alternative thing to do, such as stand in mountain pose or sitting in easy pose (criss cross).
- Do not provide physical adjustments for yoga postures.



Trauma Informed Mindfulness and Yoga

- If closing a practice with a bell, let students know before ringing the bell to avoid students feeling triggered
- Being asked to sit in stillness with the breath during breathing practices may be initially overwhelming for students who have experienced trauma. Emotions that have been repressed may start to surface, which could lead to students feeling trapped if forced to sit. Start with short durations of breathing practices (ex. 1 min) and work your way up. Give students an option for an alternative practice if they start feeling triggered, such as noticing the connection of their feet with the ground, noticing the connection of your hands in your lap, or giving an option to get some water.



Resources in DFW

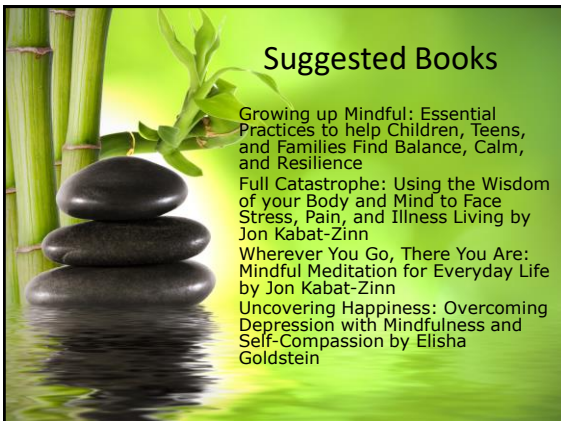
North Texas Center for Mindfulness
www.northtexasmindfulness.com
jaime@northtexasmindfulness.com

Keller Yoga
www.kelleryoga.com
kelleryoga@gmail.com



Resources

- Mindfulness Trainings
 - Mindful Schools
 - Heart-Mind Education
- Mindfulness-Based Stress Reduction Trainings
 - University of California San Diego Mindfulness-Based Professional Training Institute
 - University of Massachusetts Center for Mindfulness in Medicine, Healthcare, and Society
- Kids Yoga Trainings
 - YogaKids International
 - Little Flower Yoga



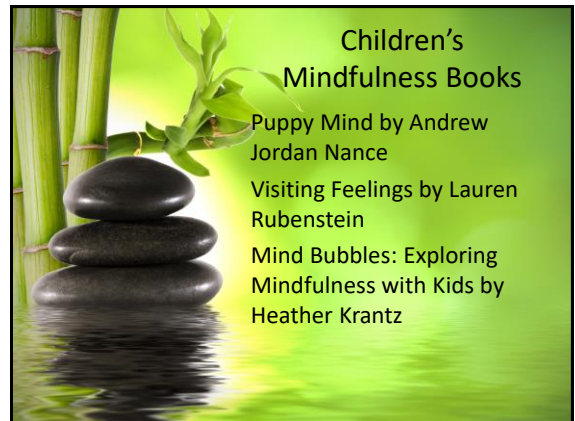
Suggested Books

Growing up Mindful: Essential Practices to help Children, Teens, and Families Find Balance, Calm, and Resilience

Full Catastrophe: Using the Wisdom of your Body and Mind to Face Stress, Pain, and Illness Living by Jon Kabat-Zinn

Wherever You Go, There You Are: Mindful Meditation for Everyday Life by Jon Kabat-Zinn

Uncovering Happiness: Overcoming Depression with Mindfulness and Self-Compassion by Elisha Goldstein



Children's Mindfulness Books

Puppy Mind by Andrew Jordan Nance

Visiting Feelings by Lauren Rubenstein

Mind Bubbles: Exploring Mindfulness with Kids by Heather Krantz

