Welcome

Toolbox: Webisode Four

Mindfulness "How" Skills

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WHAT WE DO

Youth Eastside Services (YES) is the leading behavioral health service provider for children and youth, ages birth to 22, and their families in East King County.

MISSION

Youth Eastside Services (YES) is a lifeline for kids and families coping with challenges such as emotional distress, substance abuse and violence. Through intervention, outreach and prevention, YES builds confidence and personal responsibility, strengthens family relationships, and advocates for a safer community that cares for its youth.

SERVICES

YOUTH & FAMILY
MENTAL HEALTH COUNSELING

SUBSTANCE USE & CO-OCCURRING
DISORDER COUNSELING

COMMUNITY EDUCATION &
PREVENTION PROGRAMS

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CALL US TO INQUIRE ABOUT SERVICES

425-747-4937

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REACH OUT TO SOMEONE ELSE

KING COUNTY CRISIS LINE (24/7)

1-866-427-4747 or 206-461-3222

TEEN LINK (6-10pm nightly)

1-866-TEENLINK or 1-866-833-6546 or teenlink.org

CRISIS TEXT LINE (24/7)

Text HOME to 741741

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DELANEY KNOTTNERUS

School Based Behavioral
Health Coordinator
LSWAIC, SUDP, MHP

CAILYN GRIFFITH

Behavioral Health Support
Specialist
LMHCA, SUDPT, MHP

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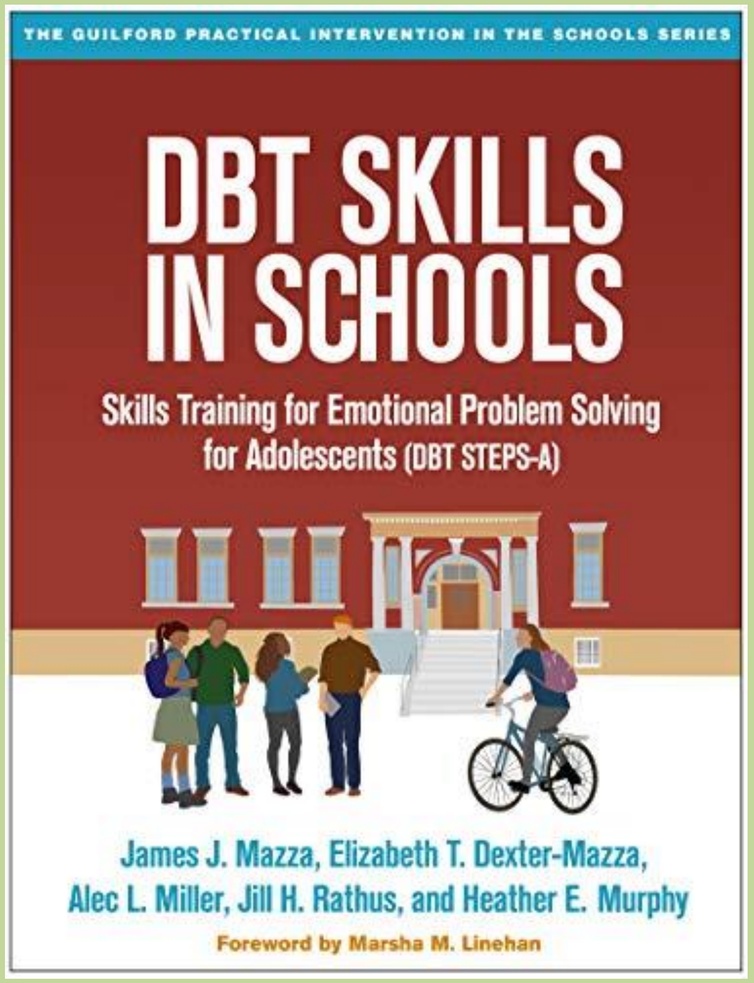
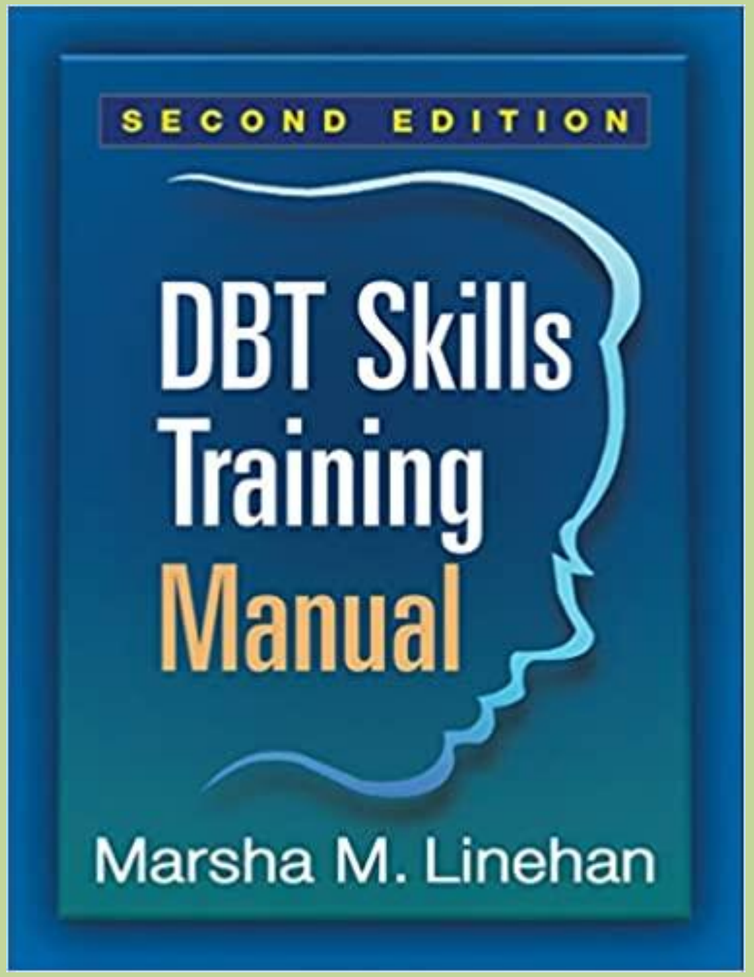
The Materials





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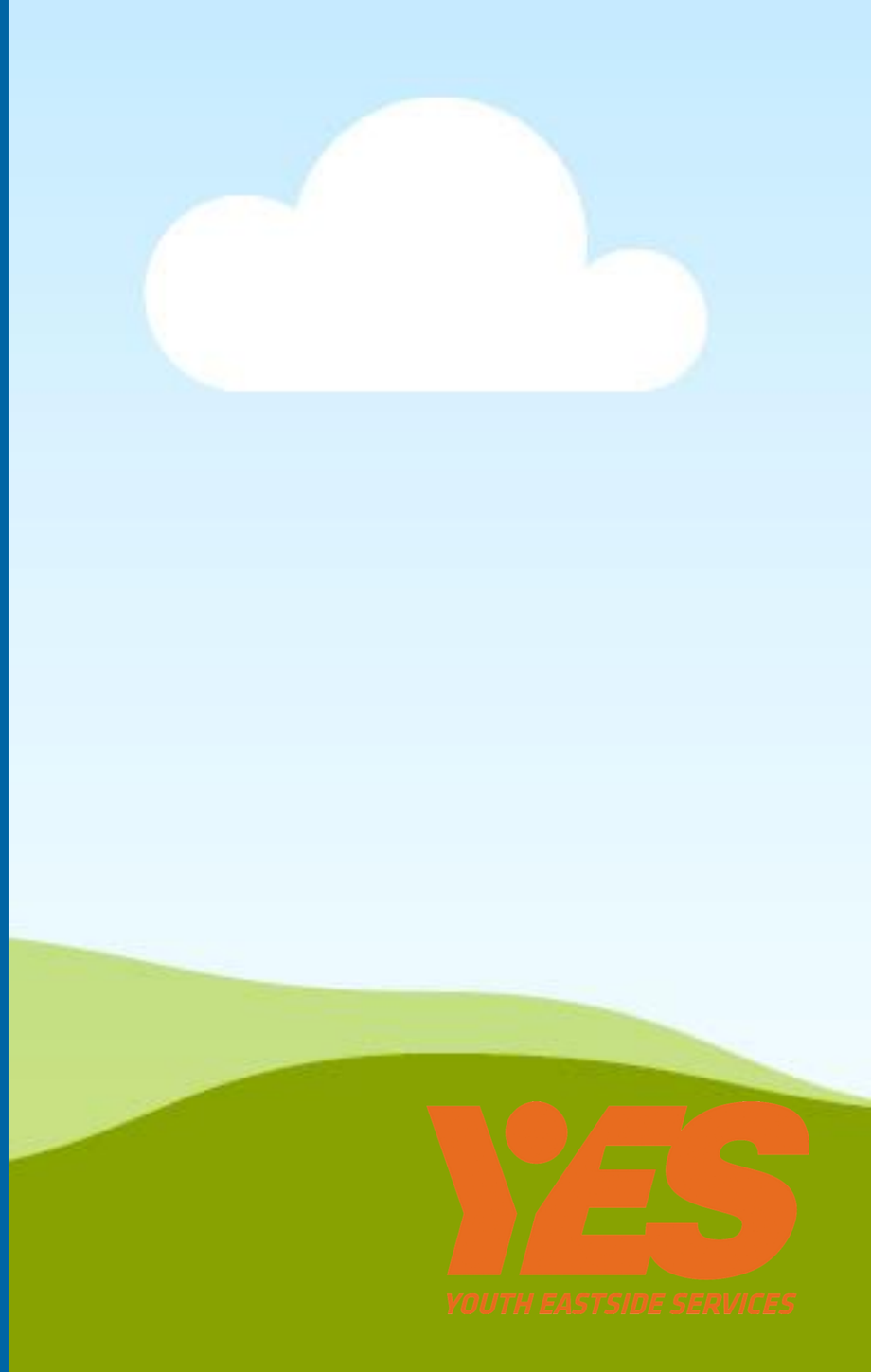
Today's Agenda

- Review of Mindfulness and "What" Skills
- Today's Skill: "How" Mindfulness Skills
- Something to Try at Home
- Q&A

Week 4 of 16 Week Series
May 6th 2021



Your Toolbox:

- Thinking Dialectically
- Wise Mind
- Observe
- Describe
- Participate
- **Nonjudgmentally**
- **One-Mindfully**
- **Effectively**

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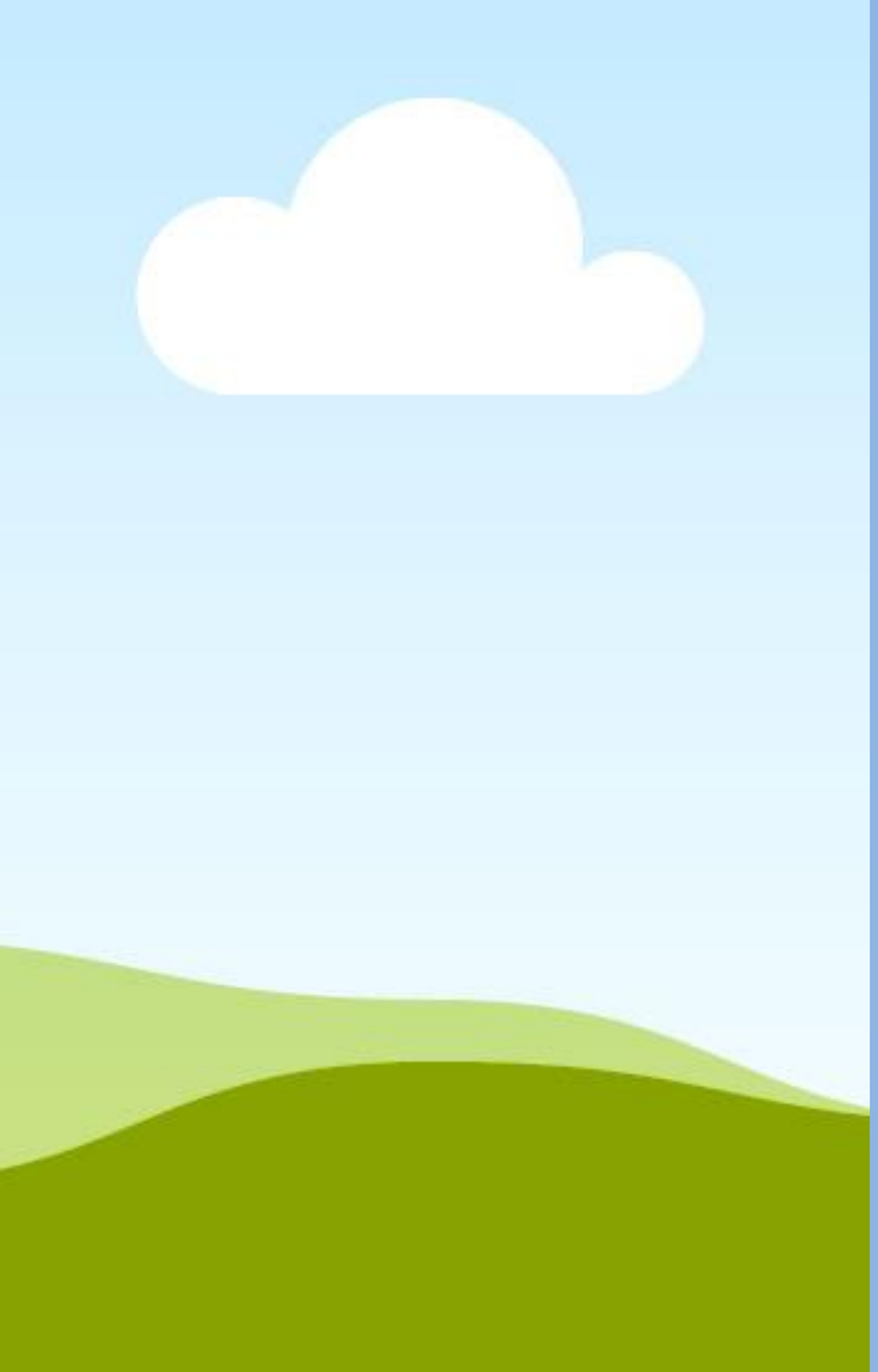

Reminder: What is Mindfulness?

- Building awareness
- Being in the present moment
- Trying to withhold/stop judgements
- Focusing your mind where you want it to be

Being in control of your mind, rather than being controlled by thoughts and emotions

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How does Mindfulness Help?

1. *Gives you more choices and control over your behavior*
2. *Reduces your emotional suffering and increase your pleasure*
3. *Helps you make important decisions*
4. *Helps focus your attention to make you more effective and productive*
5. *Increases your compassion for yourself and others*
6. *Lessens your pain, tension, stress, and improves health*

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What are "What" Skills?

Observe

Describe

Participate

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Mindfulness

Let's Practice

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What are "How" Skills?

HOW we do the WHAT kills

1. Nonjudgmentally
2. One-mindfully
3. Effectively

Unlike the "what" skills, you can use the "how" skills simultaneously!

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#1: Nonjudgmental

The way we observe, describe or participate is by taking a nonjudgmental stance

Do not judge things as:

- *Good or Bad*
- *Valuable or Not Valuable*
- *Worthwhile or Worthless*
- *How things "should" be or "should not" be*

There are two types of judging:

Discriminating & Evaluating

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Discriminating/Differentiating

A judgement that discriminates will determine whether or not two or more things are the same or different, or if it meets a predetermined set of standards

- We need these judgements to survive
- Based on facts
- Goal is to decrease judgements about things being "better" or "worse" than one another, as this is not a factual discrimination

Examples:

Judges decide if something is within the law or outside the law

Teachers decide if a test answer is correct or incorrect

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Evaluating

- Based on opinions, ideas, meaning and values
- Not based on facts and reality
- "Good or Bad" "Valuable or Not Valuable" "Right or Wrong"
- Each person's perception will be different

Example:
Describing fruit as "good" or "bad" instead of "ripe" or "rotten, brown, and full of bugs"

The Problem:

over time, people forget that they are using short-hand to evaluate, and begin to take these evaluations more as facts. Over time, our evaluations have a deep impact on our emotions and the way we engage with the world

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"My friend is a Jerk!"

Saying someone is a "jerk" is an evaluating judgement...

It doesn't tell us what that person did, what their behaviors are and how that is impacting others...

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Discriminating

Eating a banana that is rotten could make you sick. This is a fact.

People have an opinion on when they like to eat a banana. This range is based on the individual.

Evaluating

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Judgements that Discriminate	Judgements that Evaluate
• "I am overweight according to the body mass index"	• "I am fat and ugly, and I look disgusting."
• "I failed the science test because I studied the wrong chapter."	• "I failed the science test because I am an idiot and studied the wrong chapter."
• "I am angry at myself because I studied the wrong chapter"	• "I feel like such a jerk and so stupid because I studied the wrong chapter."
• "My mother repeatedly came into my room this morning to wake me up, and when I wouldn't get out of bed, she poured cold water on me. It made me really angry."	• "My mother was being such a jerk this morning. I hate her and don't want to ever be around her."

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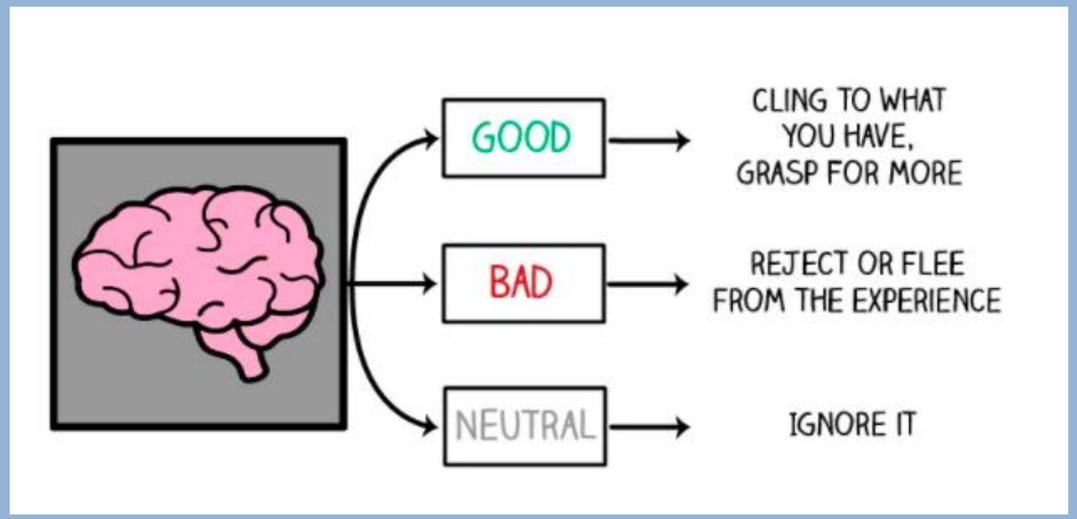
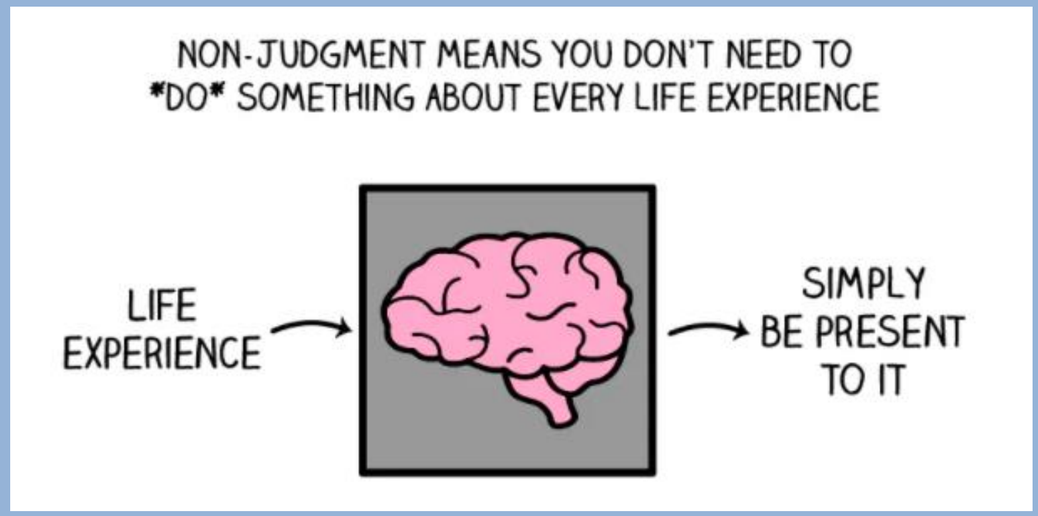
Let's Practice Non-Judgmental Labeling





1) Pick an object around your home

2) Practice describing this object to another person – paying close attention to using words that imply values as 'good' or 'bad'

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Step by Step

We start by practicing being non-judgmental when we describe things

1. We notice our judgements, don't judge yourself for judging!
2. You can start counting your judgements
3. Restate your judgements in a factual way

Our Goal:
Get rid of "good" and "bad" and replace them with the facts!

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#2: One-mindfully

- *Doing only one thing at a time*
- *With awareness and alertness*
- *Immediate present, not past or future*

Doing more than one thing at a time can be dangerous!

What are some examples?

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Sets of Behaviors

Engaging in a set of behaviors that function together is different than attempting to multi-task!

Examples of Behaviors that function together:

- Listening to a teacher or manager while taking notes on a meeting
- Talking to a friend while you walk down a hallway

An example of behaviors that don't function together: Why is this different?

- Have you ever been texting while listening to someone talk, and then you accidentally wrote out what you were hearing and not what you were thinking?

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Multi-tasking

- You have two options:
  - Do one thing at a time
  - Try to multitask

- Experiments show that people who focus on completing things one at a time have greater levels of accuracy and complete the tasks faster! (Rubinstein et al., 2001)

How many of you have tried doing your homework while watching TV?

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What does the research say?

Multitasking: A Human Delusion?

"People can't multitask very well, and when people say they can, they're deluding themselves," said neuroscientist Earl Miller. And, he said, "The brain is very good at deluding itself."

Miller, a Picower professor of neuroscience at MIT, says that for the most part, we simply can't focus on more than one thing at a time.

What we can do, he said, is shift our focus from one thing to the next with astonishing speed.

"Switching from task to task, you think you're actually paying attention to everything around you at the same time. But you're actually not," Miller said.

"You're not paying attention to one or two things simultaneously, but switching between them very rapidly."

Hamilton, J. (2008, October 02). Think You're Multitasking? Think Again. Retrieved from https://www.npr.orl/templates/story/story.php?storyID=95256794

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#3: Effectively

- *Doing what works*
- *Being skillful and not just "giving in"*
- *Do what we need to do to reach our goals*
  - ***Once we recognize our objectives**, we can determine the most effective route to obtaining them*

Example: Say your family is planning a vacation. Some people want to go someplace warm. Some people want to go skiing (someplace cold). What is your objective? Family time OR destination?

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Being Right vs. Being Effective

Sometimes we must let go of "being right" or proving our point... in order to be effective towards our goals

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Emotions vs. Being Effective

Sometimes emotions can get in the way of our goals. We might think fear means we don't want something, or we make choices out of anger.

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At Home Practice:

- Choose an activity that you do multiple times a week. It could be attending class, attending a work meeting, having a meal with friends or family
- Participate in that activity how you regularly would
- Afterwards, think about **how** you participated in that activity and rate it on a scale from 1 to 10, with 1 being "not at all present" and 10 being "totally present"

At Home Practice:

- If you weren't a 10, what would be different if you were a 10? What would that look like? Imagine what it would feel like to be fully present.
- Next time you do that activity, try to participate effectively so you're at a 10. **Remember:** that's about being present and working towards your long term goals, those goals could be graduating, getting promoted, connecting with others, it's about doing what works for YOU

Start Tracking

Another helpful skill is to start tracking your moods and the skills you use throughout the week. This will give you a better idea of what your go to skills are and help remind you to practice other skills!

There are also lots of helpful apps!

Or create a notes page on your phone or in a journal!

	Emotions	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	Happy							
	Sad							
	Anger							
	Irritable							
	Anxious							
	Lonely							
	Physical Pain							
	Fear							
	Shame							

Dialectical Behavior Therapy Skills Diary Card	Initials ID #	Filled out in Session? Y N (Circle)	How often did you fill this card out? ____Daily ____2-3x ____4-6x ____Once	Started: Date_____/_____/_____

DBT Skills Diary Card	Filled out this side?___Daily ___2-3x ___4-6x ___Once ___In session	Check skills; circle days skill was practiced

Mindfulness

MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind	
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe	(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe	(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate	(enter into the experience)
MON	TUE	WED	THUR	FRI	SAT	SUN	5. Non-judgmental	
MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-midnfully	(present moment)
MON	TUE	WED	THUR	FRI	SAT	SUN	7. Effectiveness	(focus on what works)

Questions?
Comments?

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thank you

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