



Be REAL Facilitator Training March 2021

Robyn Long, Liliana Lengua, Megan Kennedy
Center for Child and Family Well-Being
University of Washington

1

Agenda

Day 1

- Be REAL pedagogy
- Facilitating seated mindfulness practices
- Facilitating Yoga practices
- Home practice
- Closing

Day 2

- Check-in from home practice
- Leading group inquiry
- Cognitive behavioral skills
- Online teaching
- Creating a safe + inclusive space for students
- Next steps + closing



2

Logistics

Resources from CCFW

- Manual
- Be REAL Newsletter
- Be REAL weekly practice webpage
- Recruitment templates / Be REAL logo
- Online drive with articles on teaching



Be REAL Week 2

Being where you are

In our **second session**, we learned a new practice for tuning into our body and mind, the Stress Check. We also discussed the link between thoughts and how we feel, and practices for observing our mind's patterns. Additionally, we learned skills for tapping into our own wisdom through Wise Mind.

Tuning in with the Stress Check

This Stress Check, also known as a Body Scan, is a practice that can help you pause and tune into physical sensations, as well as strengthen the mind's ability for sustained focus by shifting awareness throughout the body. Try our **10 minute** or **5 minute** audio practices.

What are "sensations"? They are physical feelings we experience inside (and outside) of our bodies. They are signals that your body sends to your brain. E.g., the sensation of thirst tells your brain that you need to drink water. This image lists a few examples of sensations.

Stress Check

Notice, without judgement, physical sensations. Take a few moments observing areas of the body, from your head to feet.

Butterflies Cold Relaxed Still Squishy Mushy Soft Strong Light Heavy Full

Types of Sensations

Shaky Sweaty Wiggly Hot Cool Fiery Sticky Tense Hungry Tingling

3

Be REAL Pedagogy

"Our feelings are our most genuine paths to knowledge."
Audre Lorde



4

Be REAL Skill Areas



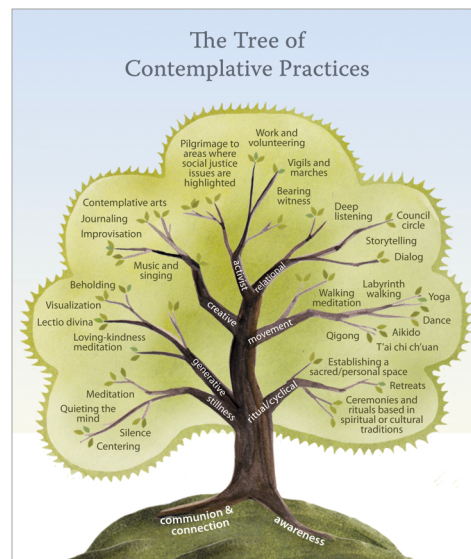
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A Range of Practices

Introduce students to a range of practices so they can find what is supportive to their well-being.

Hold awareness for how colonization aimed to strip Indigenous communities of traditional practices.

Create space for students to tap into and share their own practices and use their language(s) in place of our suggested ones.




<http://www.contemplativemind.org/practices/tree>


6

Research Findings

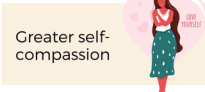
Be REAL has been found to significantly improve student well-being with [1, 2]:




More effective coping




Lower perceptions of stress




Greater self-compassion




Increased social connection




Enhanced executive function




Decreased symptoms in anxiety



Greater mindfulness



Greater resilience



High student satisfaction

What students say:

"The Be REAL program gave me the tools to regulate my emotions in a healthy way and calm down during stressful events."


"The different methods we learned was what I liked the most since they are all different and we can have one that best fits us."

1. Long, R., Halvorson, M., Lengua, L. J. (in press). A Mindfulness-based Promotive Coping Program Improves Well-being in College Undergraduates. *Anxiety, Stress & Coping*.

2. Long, R., Kennedy, M., Spink, K., Lengua, L. J. (2021). Evaluation of the Implementation of a Well-being Promotion Program for College Students. *Frontiers in Psychiatry*.

7

Facilitating Mindfulness Practices



"Teach what is inside of you. Not as it applies to you, but as it applies to the other."

Sri Krishnamacharya

8

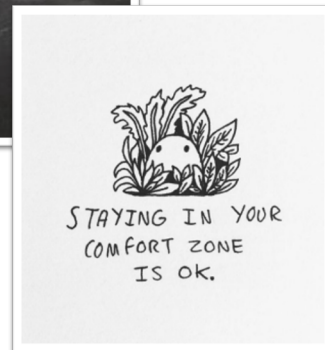
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Facilitator considerations

Finding and expanding our edges
with awareness and self-compassion







9



10

Key skills in mindfulness practices	
Yoga Poses <ul style="list-style-type: none"> • Tune into physical sensations • Experience mindful movement • Release tension • Practice acceptance • Observe habitual patterns • Focus through breathing + mov't • Learn to honor our needs • Strengthen mind-body awareness 	Breath Practices <ul style="list-style-type: none"> • Space for settling into sessions • Tune into our breathing sensations and patterns • Notice mindful vs autopilot • Observe mind's tendency • Learn an in-the-moment skill • Learn to regulate emotions • Strengthen mind-body awareness
Meditation <ul style="list-style-type: none"> • Practice present moment awareness • Connect with themes (e.g., compassion) • Notice aversions or tendency to label, tell stories, etc. • Notice judgements (pleasant/unpleasant) • Practice curious, gentle awareness 	Stress Check <ul style="list-style-type: none"> • Tune into physical sensations • Learn to sustain attention • Practice allowing things to be • Handle difficulty (tired, bored) • Observe and relate to our sensations in new ways

11

Preparing students for practice
<ol style="list-style-type: none"> 1. Purpose of practice 2. Key aspects of the practice 3. Approximate length (e.g., 5 minutes) 4. Options for sitting / standing
  


12

Use of a bell

Purpose:

- Traditionally to signal beginning or end of practice
- Shift attention external and/or internal awareness

Consider: Use of some bells can be cultural appropriation



Mindfulness Chime



Tibetan Tingsha Bells



Japanese Meditation Bowl



13

Flow of a Mindfulness Practices

Key Instructions

Focus
Space to practice
Cue self-wisdom

Awareness Moves In

Breath
Senses

Awareness Moves Out

Breath
Senses

Settle In

Invitation
Posture
Eyes
Thoughts

Transition

Awareness
Movement
Space
Invitation



Normalize Experiences

Distractions, Thoughts, Emotions



14

Key Considerations for Practice

Creating a space inclusive of many experiences

Pacing

- Spaciousness for practice & processing

Invitational

- Trauma Informed
- Encourage self-wisdom

Language

- Social Inclusion
- Trauma aware
- Ability bias
- Privilege bias



Embodiment of Mindfulness

- Warm
- Nonjudgemental
- YOU

Facilitator Immersion

- Aim for a 5 between 0 and 10
- Model & check-in

Your mindfulness and teaching does not need to look like that of anyone else!



15

Stress Check Practice

16

Facilitating Yoga Practices

*"Teach what is inside of
you. Not as it applies to
you, but as it applies to
the other."*

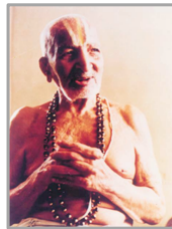
Sri Krishnamacharya



17

Krishnamacharya - Viniyoga Lineage

Sri Krishnamacharya
1888 - 1989



Sri K. Pattabhi Jois
Ashtanga Vinyasa



BKS Iyengar
Iyengar Yoga



TKV Desikachar
Viniyoga

18

Tools for healing in Yoga

<i>Sanskrit Term</i>	<i>English</i>
1. Asana	(posture)
2. Pranayama	(breath control)
3. Dhyana	(meditation)
• Bhavana	(visualization)
• Mantra	(reflection)
• Nyasa	(touch)
4. Nidra	(deep relaxation)



19

Asana (postures)

- Starting point for Yoga
- Adapting asana to individual needs
 1. Stability & comfort
 2. Form versus function
 3. Dynamic & static pose
 4. Breath & movement
 5. Movement & stillness



UW Bothell Student Life Photo



20

1. Stability and comfort

Posture should be steady and comfortable (Yoga Sutra II.46)

Invite students to find the balance between:

	Stability (Sthiram)	Comfort (Sukham)
Body	Firm/stable	Comfortable
Mind	Alert	At ease
Breath	Long	Smooth



21

2. Form vs function

Emphasize safety, comfort, individual pace, and creativity.

Invite participants to do is best for them - they know best!



22

3. Dynamic + static postures

Dynamic: move in & out of a pose with the breath

- Integrate body + breath
- Recommended for stiffness and fatigue
- Improve range of motion
- Develop new muscular patterns
- Develop stamina for static postures

Static: stay in a pose for several breath cycles

- Increased stamina
- Increased muscular strength
- Strengthens breath capacity
- Focus on alignment
- Deepens focus
- Deepens the experience of asana

23

4. Breath and movement

Rule of thumb for linking breath + movement in Be REAL yoga sequences:

- ✓ Exhale when you compress the abdomen (e.g., bend forward) or twist the spine
- ✓ Inhale when you expand the body (e.g., arch the back or open the arms) or stretch sideways/lateral



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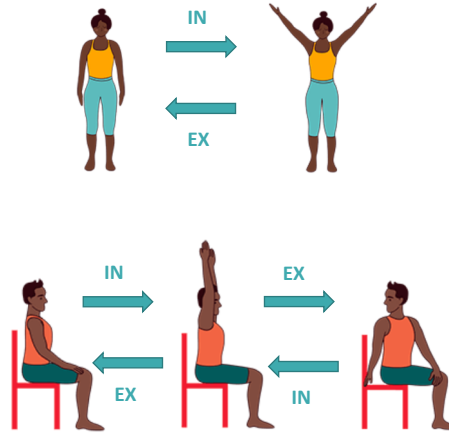
24

4. Breath and movement

Yoga Practice 1
For releasing tension and building a sense of calm

Key: IN = Inhale, EX = Exhale

- Opening Breath Awareness** | 6–8 breaths
 - Take a few breaths at your pace, then link breath and movement.
 - IN, lengthen the spine, EX release the belly, shoulders, jaw
- Neck Rolls** | 4 times each side
 - IN your chin to one shoulder
 - EX your chin back to the chest
 - IN to the opposite shoulder
 - Continue switching sides
- Torso Circles** | A few times each side
 - Move from the hips to sway from side to side. Or make a circular motion as if you are "stirring the pot". Do what feels intuitive for you.
- Mountain Pose Standing** | 6–8 breaths
 - Stand with feet hip distance apart
 - Balance evenly over both feet, and evenly from front to back
 - Take several breaths at your pace
- Mountain Pose with Arms** | 4 times
 - IN raise arms up from the sides; arms can be wide apart; keep shoulders relaxed
 - EX lower the arms down
 - Repeat 4 times
- Standing Twists** | 8–10 times
 - With feet wide, twist from side to side + let your arms swing around your body. You can also alternate raising one arm up as you twist.
- Side Stretch** | 3 times each side
 - IN raise one arm overhead
 - Stay 1–2 breaths reaching overhead
 - EX lower the arm back down
 - Repeat opposite side
- Forward Bend** | 3 times
 - Stand with feet hip distance apart, IN raise your arms up
 - EX bend forward, rest hands on your legs or hold the elbows in "Double Paws", stay for 2 breaths
 - IN arms back overhead, EX arms back to the start position
 - Keep your knees bent and your head relaxed
- Seated Twist** | 2 times each side
 - IN raise the arms up, EX twist to the right, place your left hand on the right knee; right hand at the back of the chair
 - Gaze to the right or over your shoulder; stay 2 breaths
 - IN arms back up to center, gaze forward; switch sides
- Seated Cat Cow** | 4 times
 - Start with your hands on top of your legs; IN gently arch the upper back + broaden your shoulders
 - EX round the back, tuck chin to chest
- Closing Breath Focus** | 10–12 breaths
 - Sit or lie down in any comfortable position.
 - Rest one hand on your heart and one on your belly. Breathe in and out through the nose, or however it feels best today.



Pause between IN (inhale) and EX (exhale) if needed

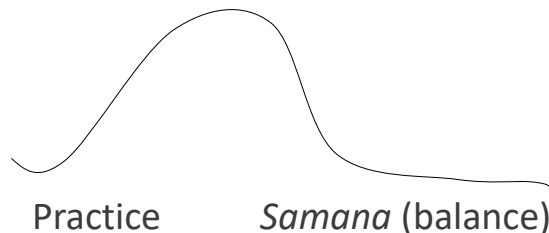
25

5. Balancing movement + stillness

Key times to rest are between poses and the transition between types of poses
(e.g. standing to the chair)



Leave time for rest instead of moving too quickly.



26

Encourage students to:

- Follow their breath pace.
- Work within safe, comfortable limits for that day/moment.
- Listen to the wisdom of their body –should override any cues.
- Come out of a pose whenever they are ready.
- Do a pose differently or not at all (take a few breaths instead of movement).
- Notice sensations without judgement.
- Model poses where modifications might be needed (e.g. twists)

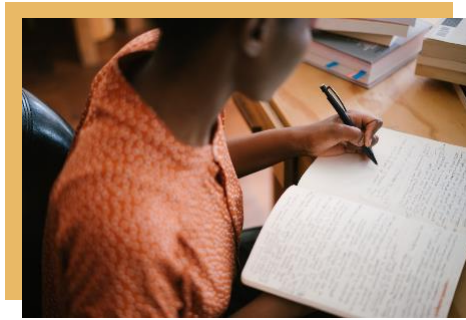
27

Yoga Practice

28

Home Practice

- Generate a list of questions to ask students during inquiry and a list of strategies you can draw upon when students are quiet
 - Lead one seated practice
 - Lead one yoga practice
- <https://ccfwb.uw.edu/community/>



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Guided Mindfulness & Compassion Practices
Click on each title below to link directly to the English or Spanish practice

Breathing Practices <ul style="list-style-type: none"> Tuning into the Breath Sintonizarme con la Respiración *2 Breathing Respiración Extendida Be in the Pause Practice 3 Step Breathing Space 	Compassion Practices <ul style="list-style-type: none"> Self-Compassion Break Un Momento De Autocompasión Peace & Kindness Meditation Paz y Bondad Gratitude Práctica de Gratitud 3 - 2 - 1 Gratitude for Yourself Soften, Soothe, Allow Meditation
Practices for Tuning into the Body & Senses <ul style="list-style-type: none"> Stress Check Chequeo de Estrés Progressive Muscle Relaxation Relajación de Músculos Progresiva Tuning into the Senses Atención Plena en los Sentidos Sounds & Thoughts Meditation Awareness of Thoughts Meditation 	Practices for Parenting & Connecting with Children <ul style="list-style-type: none"> Being with Baby Estando con el Bebé Connecting with a Child Conectando con el Niño Loving Kindness While Feeding Baby Postpartum Compassionate Body Scan

English SoundCloud Library Spanish SoundCloud Library



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2

Facilitating Inquiry



"When admiring other people's gardens, don't forget to tend to your own flowers."

Sanober Khan

3

What is inquiry?

Discussion about experiences with mindfulness practices

Directly after a practice or reflecting on how one applies mindfulness over the last few days/weeks

Linked to 8 key qualities of mindfulness to strengthen students' learning

Process orientated:
Emphasizes paying attention
not a specific outcome

It is not:

Group therapy

Advice

Facilitator all knowing

4

Qualities of Mindfulness

Beginner's Mind

Seeing things as fresh and new, with curiosity and an open attitude.

Patience

Being in the moment without rushing to the next thing.

Trust

Connecting with Wise Mind, your intuition, to know what's effective

Non-judging

Not labeling experiences as good or bad, right or wrong.

Acceptance

Openness to your experience - acknowledging things as they are.

Non-striving

Being in the moment; not pushing for things to be a certain way.

Letting Go

Observing how grasping increases suffering and releasing our hold.

Compassion

Kindness for yourself + others. Recognizing our common humanity.



Additional reading on the 8 qualities, see *Full Catastrophe Living* by Jon Kabat Zin

5

Goals of Inquiry

1. Highlight the universality and normalize experiences such as:

- Wandering mind
- Past and future thinking (rehashing and rehearsing)
- Reactive patterns (thoughts, emotions, behaviors)

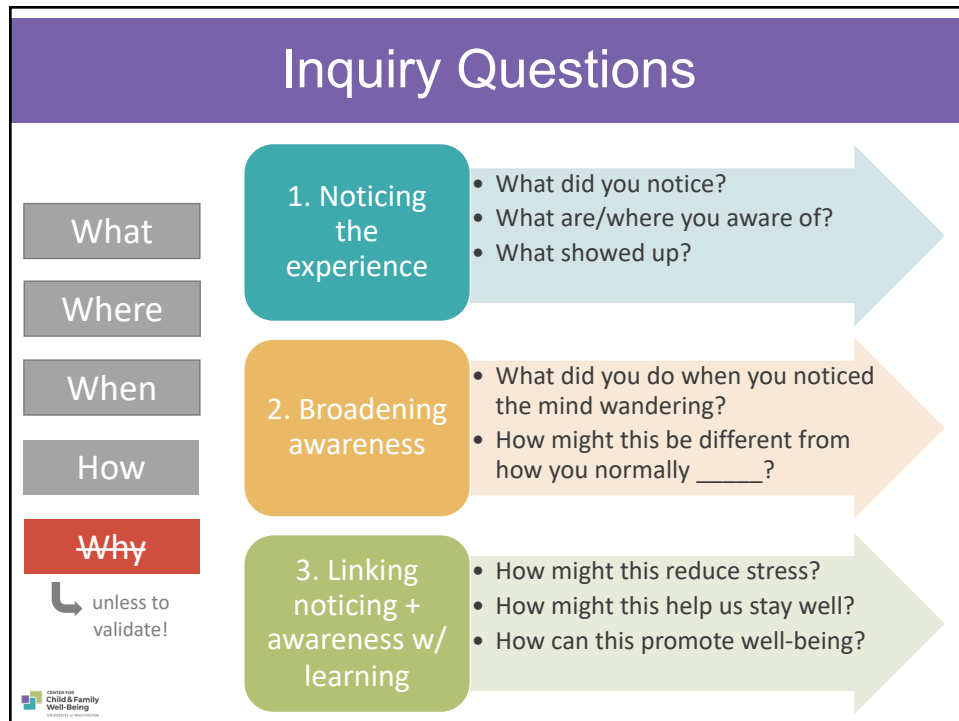


2. Promote reflective, compassionate observations of experiences

- Not story-telling or interpreting
- Building our awareness of our patterns and vocabulary
- Reducing self-criticism and feelings of isolation



6





7

Common Experiences to Normalize

- Mind wandering
- Sleepy
- Boredom
- Physical discomfort
- Emotions
- Relaxation**

Every time we notice these types of patterns or experiences is a mindful moment!

Colorado Child & Family Well-Being

8

Your questions for students?



9

Facilitating Check-ins

Noticing Practices

- Stress response
- Thought patterns
- Wise Emotional, Rational Minds
- Emotional responses
- Window of Tolerance
- Self-talk

Guided + Reflective Practices

- Stress Check
- Breathing practices
- Mindful movement (e.g. Yoga)
- Wise Mind Breathing
- Gratitude Meditation
- Just Like Me
- Self Compassion Break



10

Backdraft & Big Emotions

1. Validate student's experience / emotions
 - Note you appreciate them for sharing so openly
2. Redirect focus away from individual student
3. Connect afterwards 1-1
4. If needed, refer them to campus resources



11

Voluntary Participation

- Giving students authentic space + choice for sharing
- Not calling on students to share
- Popcorn style – or always option to “pass” (friendly spirit “it’s fine, we understand” versus “not participating”)
- Student feedback indicates strong resistance to forced participation
- Voluntary participation applies to home practice/assignments and what they are expected to share - refer to Be REAL manual for details.



12

Your Practice

- Resilience skills require continuous learning and growth
- Your insight carries the practices + discussions forward
- Self-disclosure and building authentic relationships
- Never ask more of your students than you can commit



13

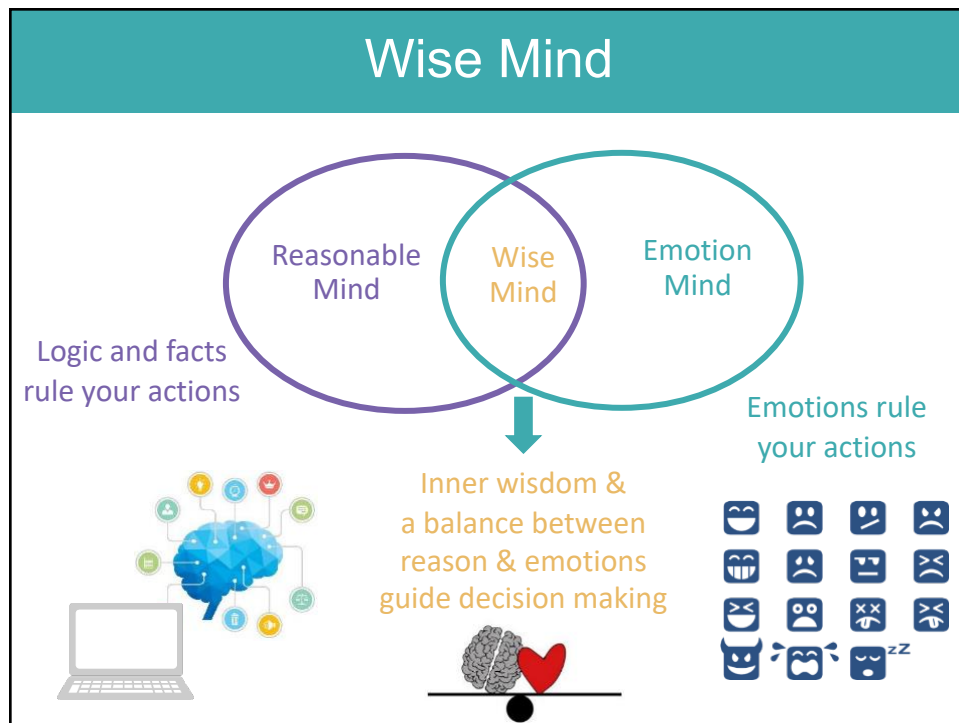
Cognitive Behavioral Skills

"The desire to reach for the stars is ambitious. The desire to reach hearts is wise."

Maya Angelou



14



15

Wise Mind

In Wise Mind we ask:

What is needed?

What will be effective?

Effective
versus
right



Experiencing Wise Mind can be:

Intuition

Gut feeling

Voice inside us

Still quiet place within

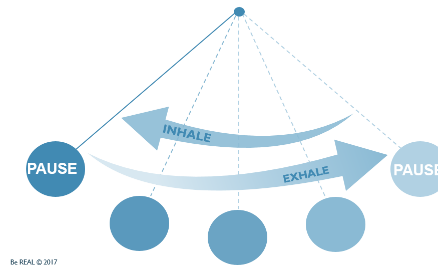
Deep sense of what is true or valid

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16

Wise Mind Breathing

Dropping into
the Pauses



Inhale –
Exhale
Wise Mind

Breathe
in
“Wise”

Breathe
out
“Mind”

17

Inference

Neutral Connotation	Positive Connotation	Negative Connotation
Smell	Fragrance	Stench
Persistent	Persevering	Stubborn
Inactive	Laid-back	Lazy
Young	Youthful	Childish
Unusual	Exceptional	Strange
Inexpensive	Economical	Cheap

Activity purpose:

1. Recognize that there are usually multiple interpretations of a situation or statement.
2. That we can bring awareness to our interpretations and recognize that it is just one possible interpretation.
3. We can begin to recognize the evaluation or judgement in our interpretations and try to bring intention to our interpretations, the intention of being non-judgmental.

18

Radical Acceptance

When we meet our experiences where they are at in each moment – *without judgement*

We accept what is happening and how we feel about it.

It does not mean we approve of the circumstances.

- It means that we accept reality instead of denying what is happening.
- It means we acknowledge the parts we can't change and turn our attention to the parts we can change.

Using Radical Acceptance, we ask ourselves:

What part of this can I change or control?

What part of the situation can I do something about?

What part of my reaction can I do something about?

Not everything that is faced can be changed, but nothing can be changed until it is faced.

James Baldwin



19

Ways to Practice Radical Acceptance

1

Notice if you're resisting reality

Remind yourself, reality is what it is

2

3

Tune into how you feel, body + mind

Accept how you feel

4

5

Allow emotions to surface as they are



Examples

- Feeling resentful
- Thinking "This isn't fair"
- Trying to change others
- E.g., "it is what it is"
- Commit to stop resisting reality
- Observe physical sensations
- Attend to sensations, especially tension
- Allow any emotions to arise
- Act as though you've accepted the situation
- Continually tune into yourself
- Emotions may change over time, allow them to surface without judgement

20

Cognitive Reframing

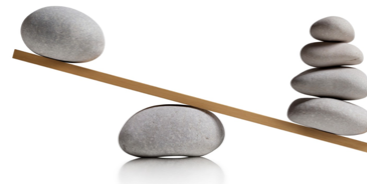


21

Cognitive Reframing

Seeing things in a more balanced way.

Considering both the positive **and** negative – or the potential for a positive outcome.



22

Adapting Be REAL for Online Learners



"Doing your best is the surest way to remind those around you to do their best."

Thich Nhat Hanh

23

Online Best Practices

Preparation

- Pacing and student engagement
- First session, share best practices + strategies for being present
- Considerations for break-out rooms

Promote student comfort

- Camera is always optional
- Creating a culture with cameras – e.g. asking for cameras on during check-in or at end for connection given extended online learning



24

Cultural Humility

Coined by Melanie Tervalon + Jann Murray-García, outlines a pathway for equity:

- Redressing power imbalances
- Developing a life-long commitment to person growth & critical self-evaluation
- Cultivating mutually beneficial, participatory relationships with communities

Table from Yeager and Bauer-Wu (2013).

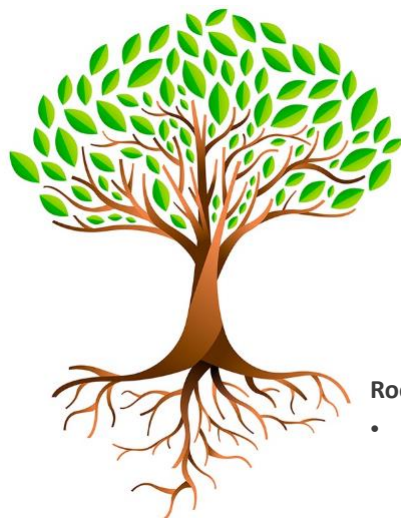


Difference between cultural competence and cultural humility.

Attributes	Cultural Competence	Cultural Humility
View of culture	•Group traits •Group label associates group with a list of traditional traits and practices •De-contextualized	•Unique to individuals •Originates from multiple contributions from different sources. •Can be fluid and change based on context
Culture definition	•Minorities of ethnic and racial groups	•Different combinations of ethnicity, race, age, income, education, sexual orientation, class, abilities, faith and more
Traditions	•Immigrants and minorities follow traditions	•Everyone follows traditions
Context	•Majority is the normal; other cultures are the different ones	•Power differences exist and must be recognized and minimized
Results	•Promotion of stereotyping	•Promotion of respect
Focus	•Differences based on group identity and group boundaries	•Individual focus of not only of the other but also of the self
Process	•A defined course or curriculum to highlight differences	•An ongoing life process •Making bias explicit
Endpoint	•Competence/expertise	•Flexibility/humility

27

Culturally Inclusive



Leaves: Surface Culture, Observable patterns

- Religion, food, clothes, holidays, art, language,

Trunk: Shallow Culture, Unspoken rules

- Concepts of time, eye contact, personal space, nature of relationships, expression of emotions

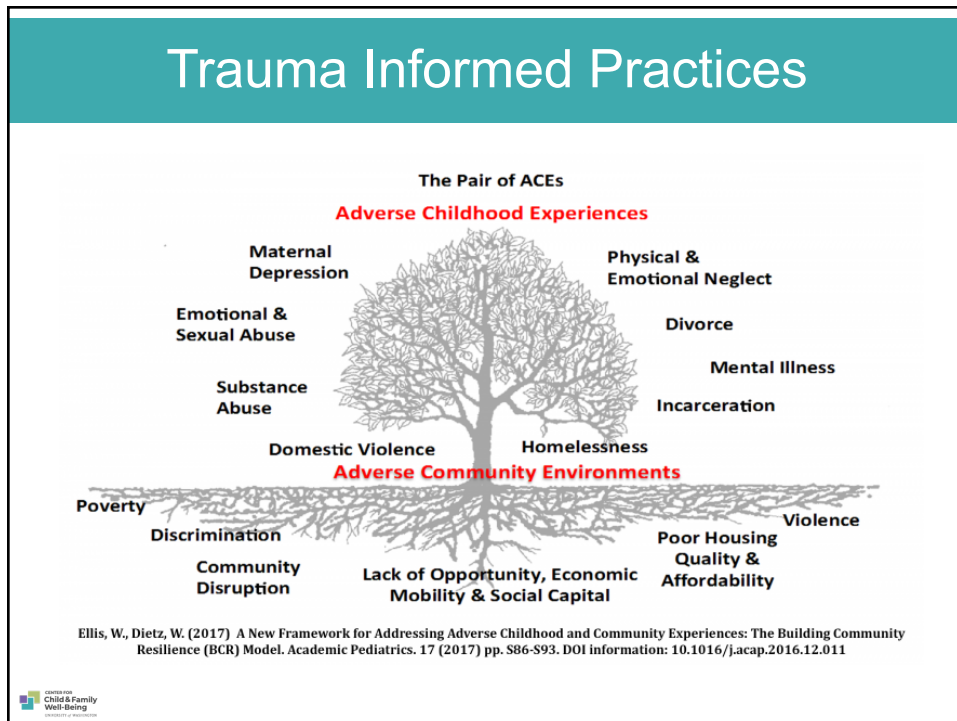
Roots: Deep Culture, Collective unconscious beliefs

- Concepts of self, decision making, notion of fairness, spirituality, definitions of kinship, world view



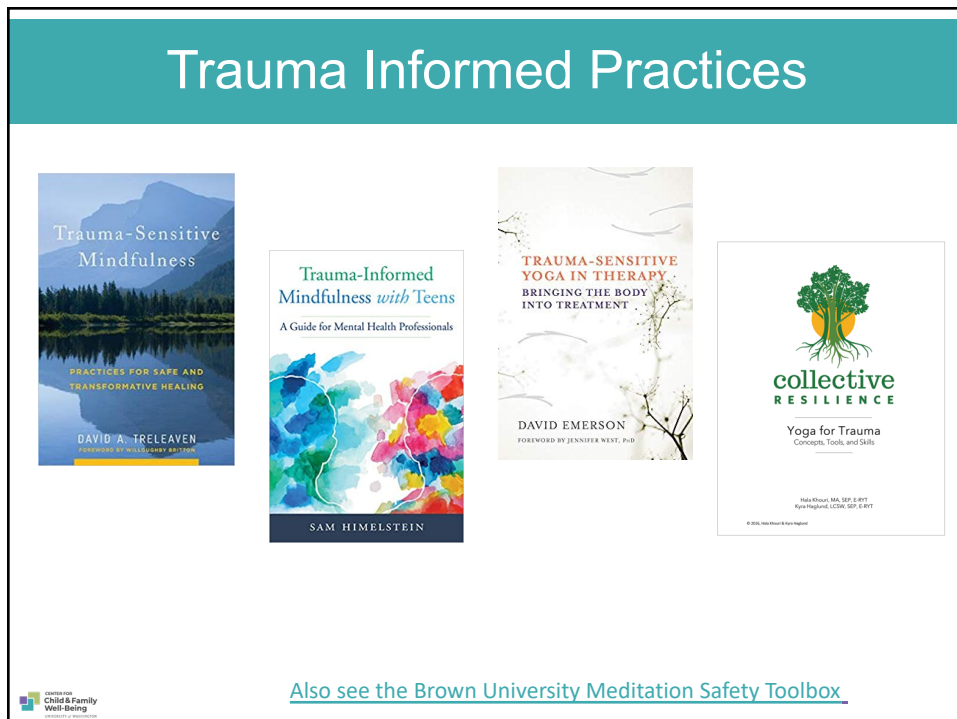
28

Trauma Informed Practices



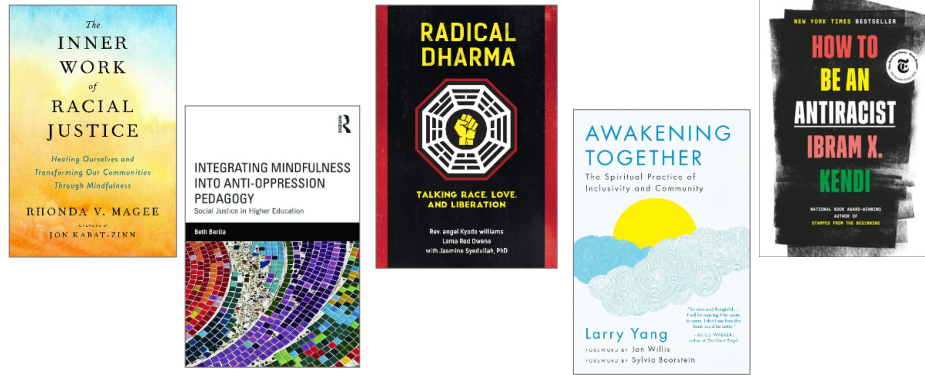
29

Trauma Informed Practices



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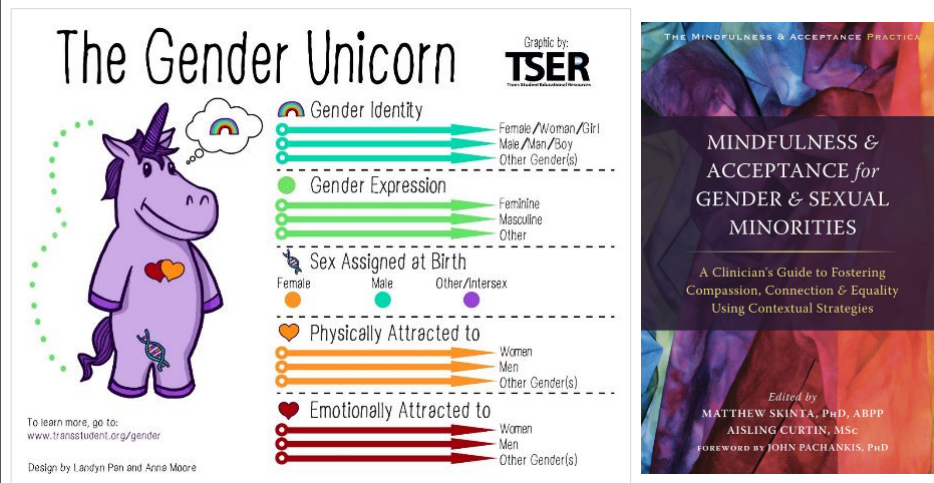
Anti-Oppression & Racial Justice



<https://depts.washington.edu/ccfwb/resource/social-justice-mindfulness-resources/>

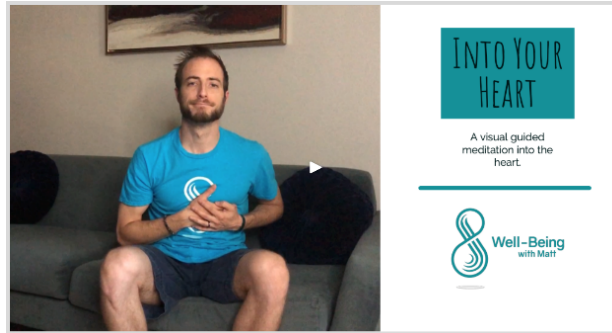
31

Gender Identity & Expression



32

Mindfulness in Sign Language



<https://www.wellbeingwithmatt.com/videos>

More resources in American and British Sign Language at:

<https://depts.washington.edu/ccfwb/resource/mindfulness-resources-in-sign-language/>



33

Next steps

- Certificates of completion: submit reflective papers to Katie at bereal@uw.edu
- We will share URL with resources + password Friday Sept. 25
- Contact Robyn + Megan if you will facilitate Be REAL
 - CCFW + UWRL can help recruit if needed
 - Evaluation + research is ongoing
 - Be REAL program versus research
- Join our Communities of Learning meetings this fall 😊
- Potential for research on integrating Be REAL into advising and other 1-1 work with students this fall



34