



CENTER FOR
**Child & Family
Well-Being**
UNIVERSITY *of* WASHINGTON

Be REAL Facilitator Training, Day 1 | April 22, 2022

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

Agenda

Day 1

- Be REAL pedagogy
- Facilitating seated mindfulness practices
- Practice session and discussion
 - Leading group inquiry
- Home practice
- Closing

Day 2

- Check-in from home practice
- Leading Yoga sequences
- Cognitive behavioral skills
- Yoga practice session and discussion
- Closing


Day 3

- Panel with Be REAL Facilitators
- Check-in from home practice
- Future research
- Online teaching
- Group shareout
- Next steps + closing

Logistics

Resources on SharePoint

- Manual, worksheets, outlines
- Be REAL newsletters, handouts
- Be REAL audio recordings, videos
- Recruitment templates / Be REAL logo
- Videos and articles re: skillful facilitation



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.

Stress Check

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

What are "sensations"? They are experiences that we feel in our bodies. Our bodies are the bridge between our brain and the world around us. This is how we experience the world.

Butterflies Cold Relaxed Still Squishy Mushy Soft Strong Light Heavy Full

Types of Sensations

Shaky Sweaty Wiggly Hot Cool Fiery Sticky Tense Hungry Tingling

TUNING INTO THE BREATH

Use your breath as an anchor for awareness

Start by taking a few breaths at your pace. Then, for a few breaths, move your awareness to your:

Inhalation

Notice where the body expands as you breathe in for 5 breaths.

Exhalation

Notice where the body softens as you breathe out for 5 breaths.

Breath's complete movement

Notice the breath's movement as you breathe in and out for 5 breaths.



+2 Breathing


First

Count how many seconds you inhale.

Then

Breathe out 2 seconds longer.






Self-Compassion

Overview and key practices

Self-compassion


Self-compassion is caring for ourselves the same way that we would care for a friend during a difficult time. When we are kind to ourselves, we create space for our emotions and experiences – which allows us to work through difficult situations more easily. There are three key elements of self-compassion:

Mindfulness




Being aware of our experiences

Common Humanity



Knowing other people struggle too

Self-Kindness



Giving yourself space for grace

Consider: How would you treat a friend?


We can be harder on ourselves than we are on friends. If you find yourself being critical of yourself, ask:

- How would I treat a loved one who was going through this?
- What would I say to them?

See if you can give yourself the same support, grace and patience you extend to them.

Soothing Touch

Place a hand over your heart, or any other place that feels comforting. Take a few slow breaths, feeling the support of your hand and breath.



Be REAL Pedagogy

*“Our feelings are our
most genuine paths to
knowledge.”*

Audre Lorde



Aspects of Be REAL

Be REAL aims to provide participants with tools to:

- Tuning into oneself and tending to one's emotions
- Navigating challenging situations
- Enhancing relationships with friends, family, and more
- Building a culture of compassion among staff and students

Grounded
in research
from:

Mindfulness Psychology Neuroscience
Cognitive Behavioral Therapy Dialectical Behavioral Therapy

Key Values

Cultural Humility
└──┘
Culturally Inclusive & Affirming Reciprocal Learning & Collective Wisdom Trauma Aware & Sensitive
Responsive & Adaptive to Group Needs

Be REAL Skill Areas

Reducing Stress:

Managing acute and chronic stress through contemplative practices

Coping with Challenging Situations:

Learning strategies to change a situation or one's response

Resilience + Well-being

Managing Emotions:

Building skills and practices to become aware of and regulate emotions

Building Connections & Compassion:

Cultivating kindness for others and ourselves

A Range of Practices

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

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

Normalize the need to experiment and find what works for each of us (and that changes from day to day!).



Origins of Practices

Most contemplative practices have origins in multiple spiritual and religious traditions as well as more recent programs. A few specific ones in Be REAL include:

- Buddhism (Loving Kindness / Peace & Kindness)
- Viniyoga / Hatha Yoga (Yoga poses, breathing practices)
- Mindfulness Based-Stress Reduction (Body Scan / Stress Check)
- Mindful Self-Compassion (Self-compassion Break)
- Dialectical Behavioral Therapy (Wise Mind, Radical Acceptance, Emotion Regulation)
- Cognitive Behavioral Therapy (Cognitive Reframing)

Some of the above concepts are also found in other traditions. There are also **universal themes** such as common humanity and gratitude.

General Be REAL Session

1. Opening Practice

For grounding & centering (e.g., a breathing practice, brief stress check, etc.)

2. Group- Check-In

Large or small groups.
A brief prompt and/or reflecting on skills from the previous session

3. Interactive Discussion

Topics (stress response, emotion regulation, wise mind, window of tolerance, etc.) along with:

1. A reflective activity and/or contemplative practice
2. Small and/or large group discussions

4. Closing Practice

May be linked to the topic & to provide a deeper experiential practice.

5. Intention / Summary

Space for participants to identify what they want to work on and/or a 1 - 2 minute summary.

Session Overview

1. Learning to tune In

Introduce key terms & concepts; lay a foundation for discussing the connection between mind, body, & emotions

1. Welcome
2. Introductions
3. Group Norms
4. Practice: Tuning into the Breath
5. **Discussion: Stress & Key Concepts**
6. Activity: Mindful Listening
7. Practice: Yoga
8. Intention Setting

2. Be right where you are

Emphasize link between thoughts & emotions; build skills for tuning in and learning to pause

1. Practice: Stress Check
2. Check-in
3. **Discussion: Observing Our Thoughts** (with Word Association, Labeling Thoughts)
4. **Discussion & Practice: Wise Mind**
5. Activity: Values
6. Intention Setting

3. Coming back to balance

Introduce participants to emotion regulation & several in-the-moment coping skills

1. Practice: +2 Breathing
2. Check-in
3. **Discussion: Emotion Regulation** (with coping skills)
4. Practice: Yoga
5. Activity: How would I treat a friend?
6. Practice: Mindfulness of the Senses
7. Intention Setting

Session Overview Continued

4. Widening the Window of Tolerance

Build on participants' knowledge of stress & well-being by introducing the Window of Tolerance

1. Practice: Mindful Check-in
2. Check-In
3. **Discussion: Stress Tolerance** (with Progressive Muscle Relaxation, 3Ps)
4. **Discussion: Radical Acceptance**
5. Activity: Just Like Me
6. Practice: Peace & Kindness
7. Intention Setting

5. Checking the facts

Emphasize topics and skills relevant to cognitive reframing

1. Practice: +2 Breathing
2. Check-in
3. **Discussion: Cognitive Reframing**
4. Practice: Take in the Good
5. Practice: Gratitude
6. Practice: Self-Compassion Break; Anchor Phrases
7. Intention Setting

6. Moving forward

Review key concepts & practices & discusses strategies for sustaining skills

1. Practice: Stress Check
2. Check-in
3. **Discussion: Review main concepts;** Vignettes
4. Letter Writing or Action Planning
5. Practice: Peace & Kindness
6. Closing Circle: Be in the Pause Breathing and Gratitude Circle

Facilitating Mindfulness Practices

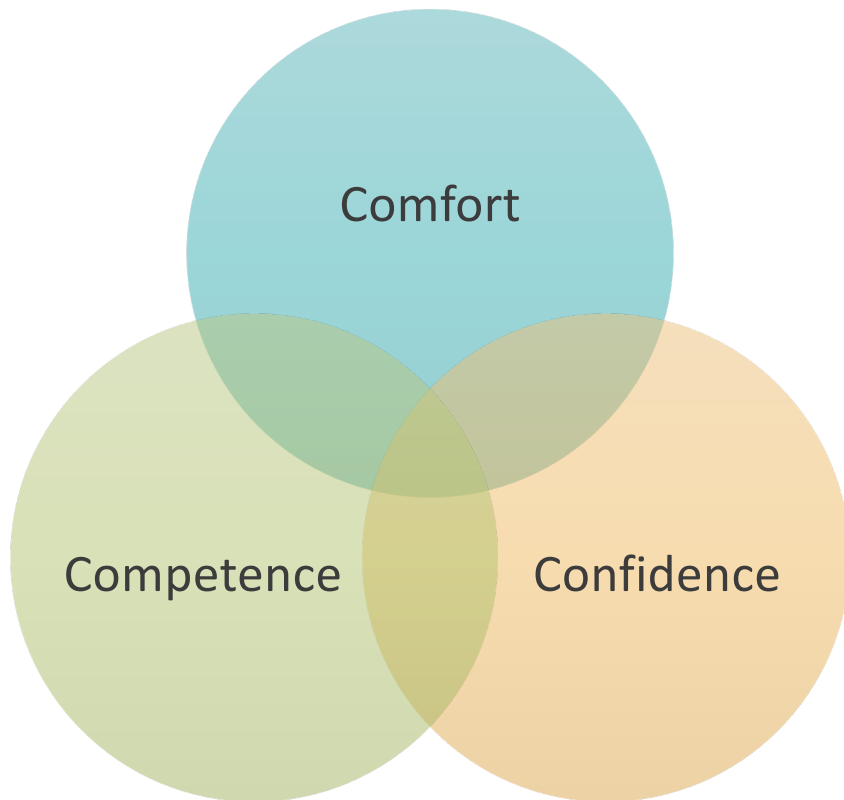


*“Teach what is inside of you. Not as it applies to you,
but as it applies to the other.”*

Sri Krishnamacharya

Facilitator considerations

Finding and expanding our edges
with awareness and self-compassion



Your
Comfort
Zone



Where the
magic happens



STAYING IN YOUR
COMFORT ZONE
IS OK.

Mindfulness

~~Concentration~~

~~Relaxation~~

Mindfulness can reduce stress but it is not about stress reduction.



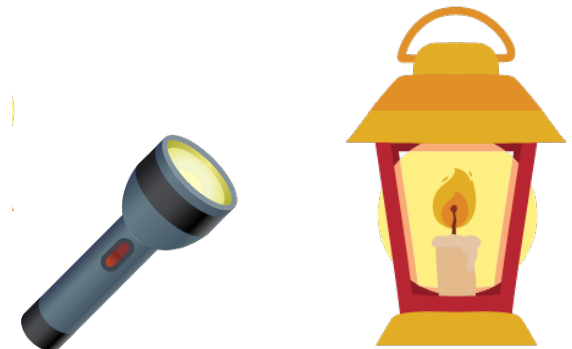
Changing our relationships with stress.

Mindfulness is not about having a “clear” or “empty” mind.



Noticing our thoughts and not over-identifying with them.

Facilitators hold space for a range of participant experiences.



Key skills in mindfulness practices

Yoga Poses

- 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

- 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

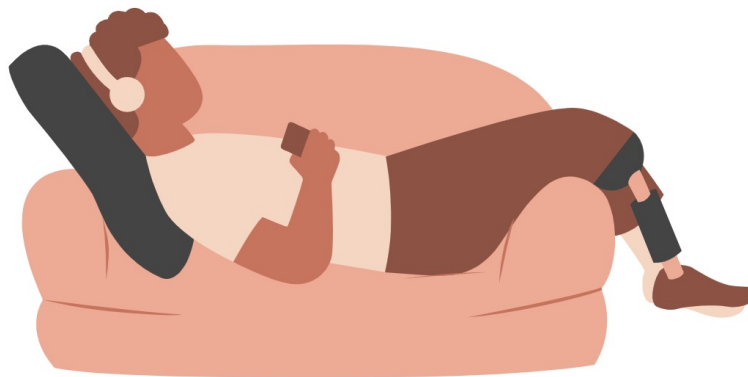
- Practice present moment awareness
- Connect with themes (e.g., compassion)
- Notice aversions or tendency to label, tell stories, etc.
- Notice judgements (pleasant/unpleasant)
- Practice curious, gentle awareness

Stress Check

- 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

Preparing students for practice

1. Purpose of the practice
2. Key aspects of the practice
3. Approximate length (e.g., 5 minutes)
4. Options for sitting / standing



Use of a bell

If used, share the purpose with students:

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

"In a moment I will ring a bell. As you listen to the sound, allow your awareness to shift back into our collective space."



Mindfulness Chime



Tibetan Tingsha Bells



Japanese Meditation Bowl

Consider: Use of some bells can be cultural appropriation

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

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

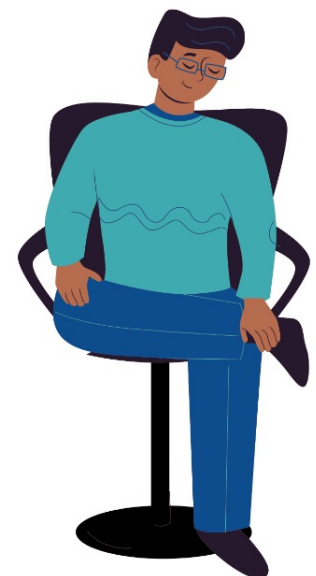
Embodiment of Mindfulness

- 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!



Stress Check Practice

Facilitating Inquiry



“When admiring other people’s gardens, don’t forget to tend to your own flowers.”

Sanober Khan

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

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

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



** Extends learning to the entire group **

Inquiry Questions

What

Where

When

How

~~Why~~

↳ unless to
validate!

1. Noticing
the
experience

- What did you notice?

2. Broadening
awareness

- What did you do when you noticed the mind wandering?

3. Linking
noticing +
awareness w/
learning

- How might this help us stay well?

Brainstorm Session

In small groups:

- a) Generate a list of questions for engaging students in discussions after a guided practice.
- b) Share ideas for how you do/will navigate silence among students.

Inquiry Questions

What

Where

When

How

~~Why~~

↳ unless to
validate!

1. Noticing the experience

- What did you notice?
- What are/where you aware of?
- What showed up/came up for you?

2. Broadening awareness

- What did you do when you noticed the mind wandering?
- How might this be different from how you normally _____?

3. Linking noticing + awareness w/ learning

- How might this reduce stress?
- How might this help us stay well?
- When might this be useful/supportive to you?

Common Experiences to Normalize

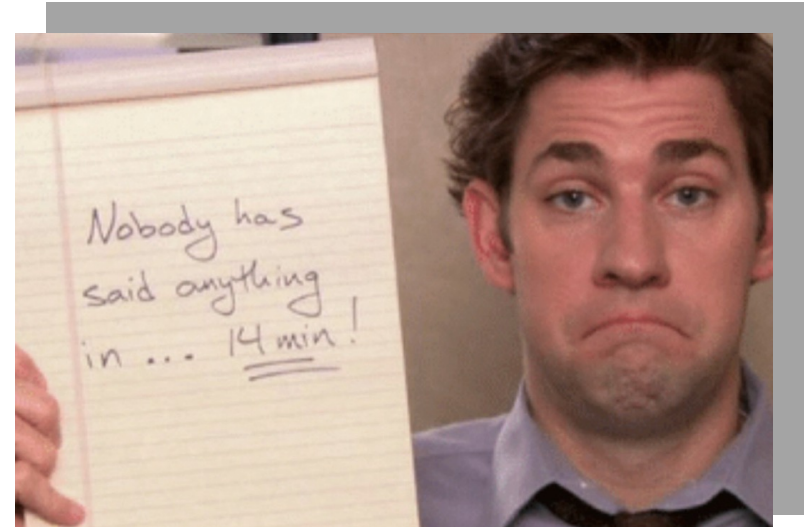
- Mind wandering
- Sleepy
- Boredom
- Physical discomfort
- Emotions
- Relaxation**

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



Navigating Silence

- Normalize silence
- Disclose waiting for others
- Asking for alternative experiences
- Prep ahead (online chat/ google docs; Think– Pair – Share)



Facilitators need to develop comfort with silences

- Opportunity to notice what comes up for you – and extend self-compassion

Facilitating Check-ins

Guided + Reflective Practices

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

Noticing Practices

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

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. Refer them to campus resources



Voluntary Participation

- Giving students space + choice for sharing
- Popcorn style – or always option to “pass” (friendly spirit “it’s fine, we understand” versus “not participating”)
 - * Creative Zoom modifications *
- Voluntary participation applies to home practice/assignments and what they are expected to share - refer to Be REAL manual for details.



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 – be real with them 😊



Home Practice

Lead

- One breathing practice (+2 or Breath Awareness)

AND

- One guided practice (Peace & Kindness, Stress Check, Gratitude, Mindfulness of the Senses, Progressive Muscle Relaxation)
- Notice (with compassion & nonjudgement) your 3 Cs: comfort, confidence, competence





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Facilitating Yoga Practices

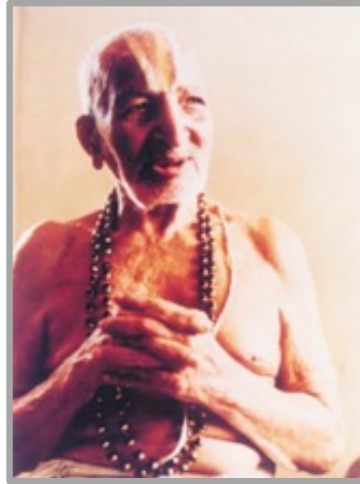
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you. Not as it applies to
you, but as it applies to
the other.”*

Sri Krishnamacharya



Krishnamacharya - Viniyoga Lineage

Sri Krishnamacharya
1888 - 1989



Sri K. Pattabhi Jois
Ashtanga Vinyasa



BKS Iyengar
Iyengar Yoga



TKV Desikachar
Viniyoga

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)

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

1. Stability and comfort

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

Invite students to find the balance between:

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

* Sanskrit term

2. Form vs function

Emphasize safety, comfort, individual pace, and creativity.

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



Yoga Thrive for Youth: Pediatric Cancer Patients Program Photo

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

4. Breath and movement

General 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



4. Breath and movement

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

Key: IN = Inhale, EX = Exhale

1 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

2 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

3 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.

4 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

5 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

6 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.

7 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

8 Forward Bend | 3 times

Keep your knees bent and your head relaxed

- Stand with feet hip distance apart, IN raise your arms up
- EX bend forward, rest hands on your legs or hold the elbows in "Dangle Pose"; stay for 2 breaths
- IN arms back overhead, EX arms back to the start position

9 Seated Twist | 2 times each side

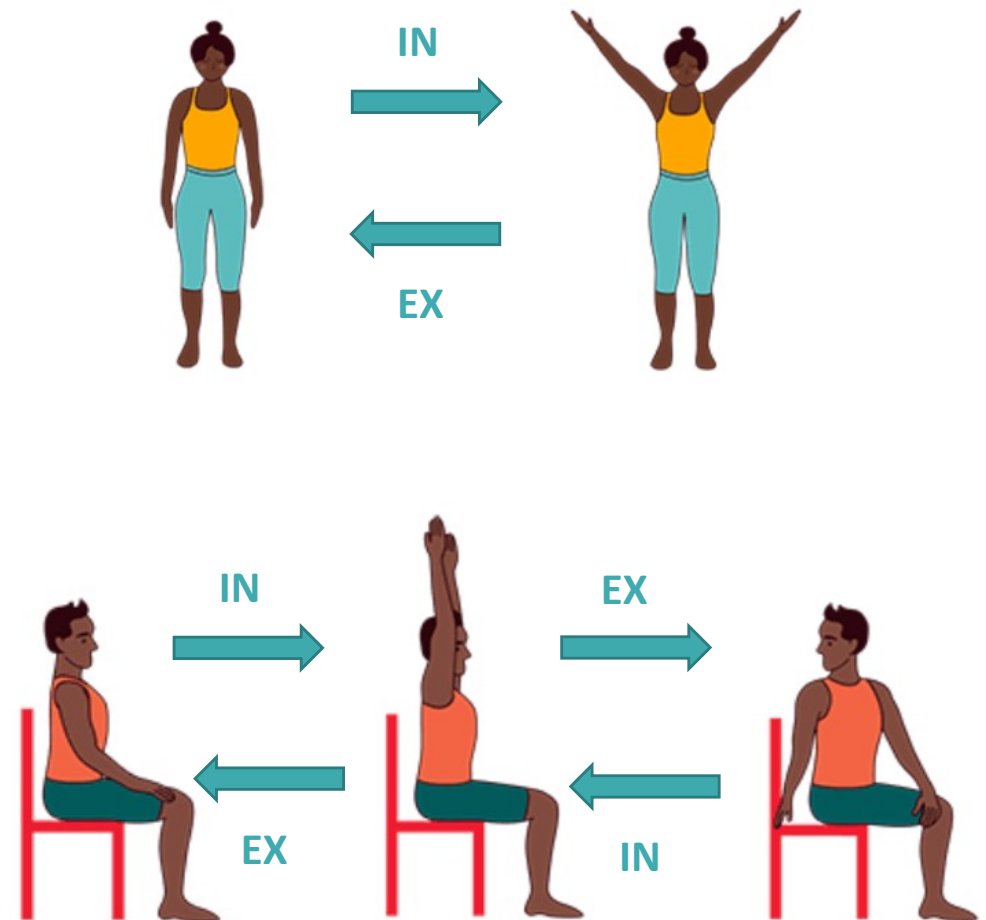
- IN raise the arms up; EX twist to the right, place your left hand on the right knee; right hand at the back of the chair
- Gaze to the right or over your shoulder; stay 2 breaths
- IN arms back up to center, gaze forward; switch sides

10 Seated Cat Cow | 6 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

11 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

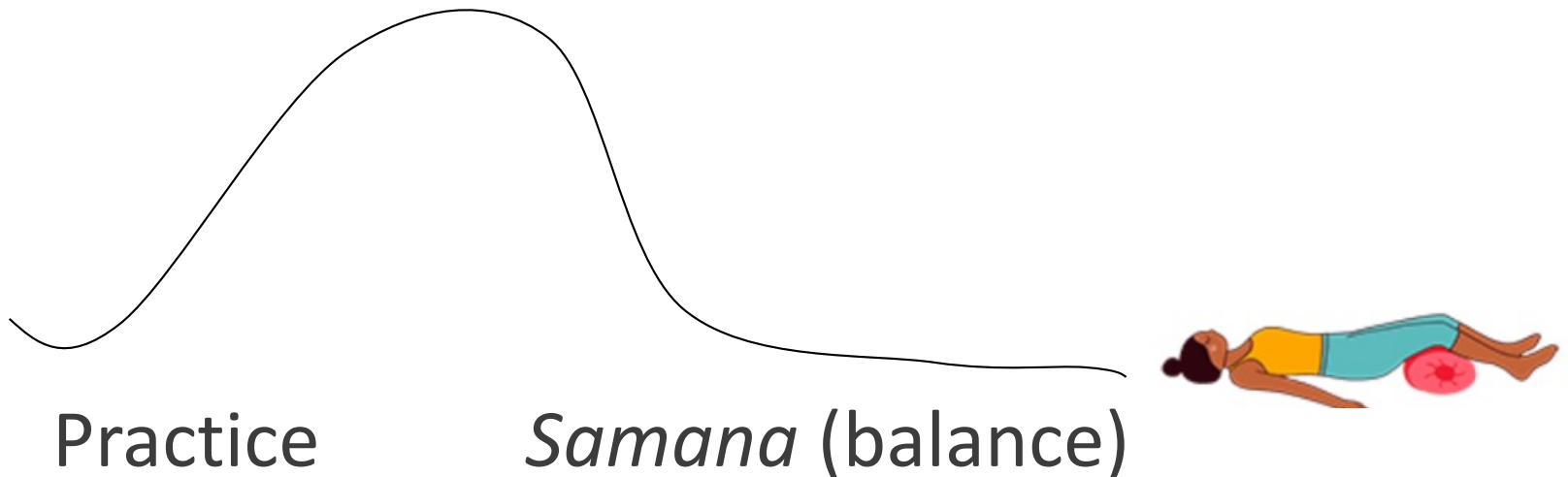
5. Balancing movement + stillness

Key times to rest

- 1) Between poses
- 2) The transition between types of poses (e.g. standing to the chair)



Leave time for rest instead of moving too quickly.



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).
- Notice sensations, range of motion, etc. without judgement.
- Model poses where modifications might be needed (e.g. twists)

Model/suggest “easier” modifications first – “**try this OR this**” versus “Do this, but if you can’t/that’s not comfortable then do this instead...”

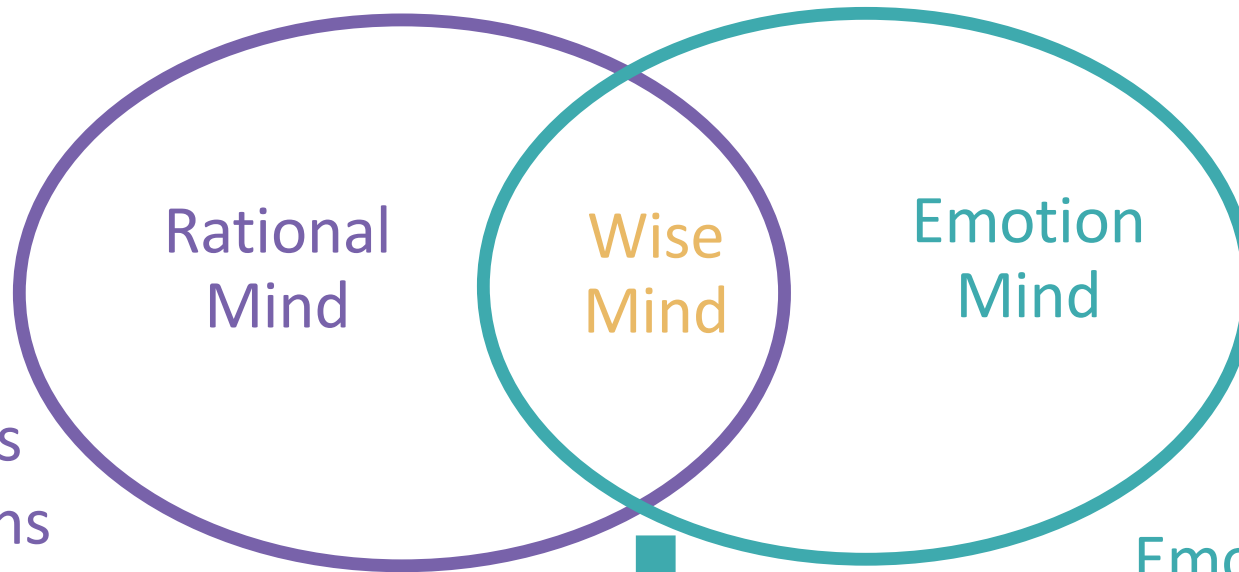
Cognitive Behavioral Skills

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

Maya Angelou



Wise Mind



Logic and facts
rule your actions

Emotions rule
your actions



Inner wisdom &
a balance between
reason & emotions
guide decision making



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

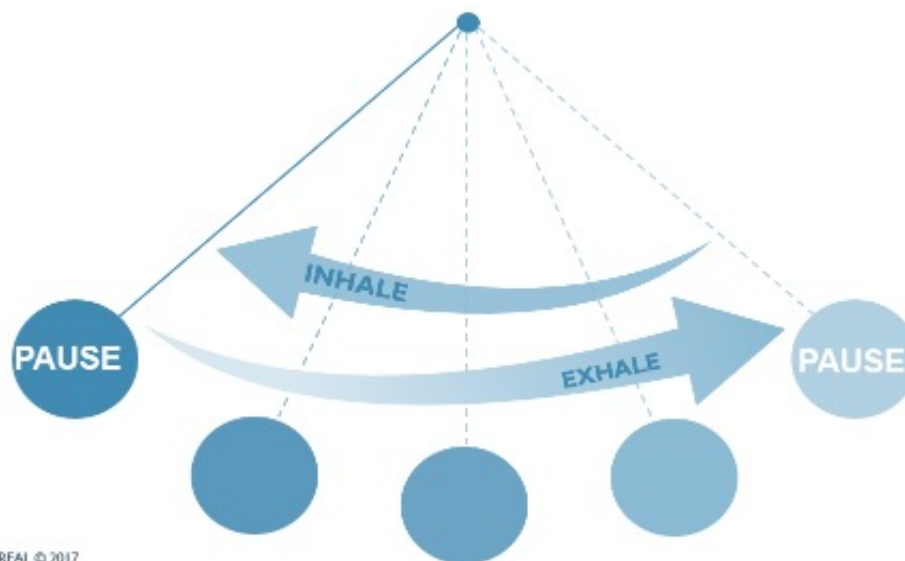
Voice inside us

Still quiet place within

Deep sense of what is true or valid

Wise Mind Breathing

Dropping into
the Pauses



Inhale –
Exhale
Wise Mind

Breathe
in
“Wise”

Breathe
out
“Mind”

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.

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

Ways to Practice Radical Acceptance

1

Notice if you're resisting reality



- Feeling resentful
- Thinking "This isn't fair"
- Trying to change others

Remind yourself, reality is what it is

2



- E.g., "it is what it is"
- Commit to stop resisting reality

3

Tune into how you feel, body + mind



- Observe physical sensations
- Attend to sensations, especially tension
- Allow any emotions to arise

Accept how you feel

4



- Act as though you've accepted
- Continually tune into yourself

5

Allow emotions to surface as they are



- Emotions may change over time, allow them to surface without judgement

Examples

Cognitive Reframing

Seeing things in a more *balanced* way.

** Not simply seeing the situation as “positive”.*



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

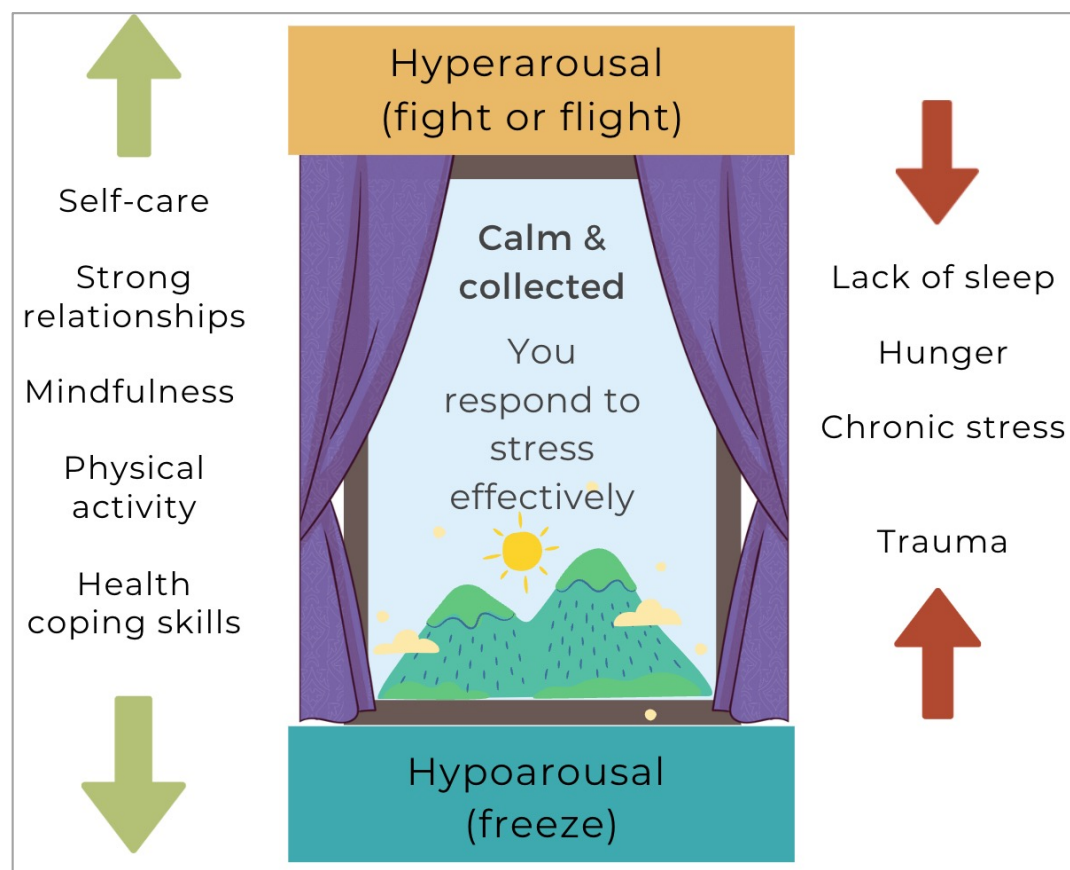


Cognitive Reframing



Participants' interpretations can vary widely here.

Window of Tolerance



When outside our window, we need to change our physiology:

- +2 Breathing
- Physical activity / exercise
- Progressive Muscle Relaxation

The 3 Ps: Pause, be Present, Proceed:

- Can create space before we react
- We need to build the habit regularly – e.g., in daily tasks for it to work in moments of distress

Yoga Practice



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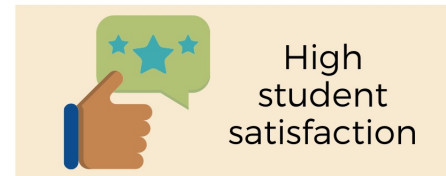
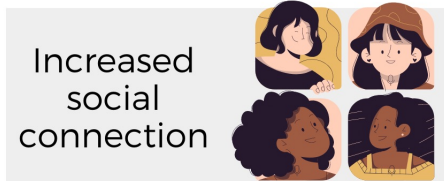
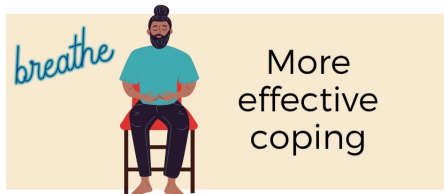
- Check-in from home practice
- Leading Yoga sequences
- Cognitive behavioral skills
- Yoga practice session and discussion
- Closing

Day 3

- Panel with Be REAL Facilitators
- Check-in from home practice
- Future research
- Online teaching
- Group shareout
- Next steps + closing

Research Findings

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



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*.

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

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



Online Engagement

- Zoom chat - quick check-ins
- “Chat Storm”: students change names to a % sign for anonymity and generate ideas
- PollEverywhere
- Google docs



Respond at PollEv.com/ccfw
Text CCFW to 22333 once to join, then text your message

Share an example of a time someone from this group added a marble to your trust jar. If you prefer, you do not have to specify names.

"Being transparent" "checking in about personal things like how my family is doing" "When my boss listened to me with love and compassion" "When others offer grace and patience." "x"

"when leaders make time to hear my thoughts, concerns, questions, even when they are super duper busy" "Sharing cultural tidbits" "Providing wonderful baked goods 🍪" "Saesta asked about my family"

"When we all pick up slack for others who need help." "Checking on me the last few days, making sure I didn't need anything." "Being heard, not just listened to." "test" "Asks how I am really doing."

"Trust me" "Shared extremely private information" "Laughing together" "Being able to cry and break down and not be made felt weak." "IT WORKS! Yay!" "As we laugh with children in true simple joy"

"Just being an person I can talk to when I need a listening ear." "Give me a note of appreciation"

"I found out that my grandpa died right before I had left to work & my team member I insisted on telling someone so I could go home. Someone from leadership let me cry in their office and said it was ok to go home."

