



Shining a light on the future

Northumberland, Tyne and Wear



NHS Foundation Trust

What do mindfulness principles have to offer behavioural analysis in supporting those who care for adults with intellectual disabilities and or autism and behaviours that challenge

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Milan

12th September 2017



Acknowledgements

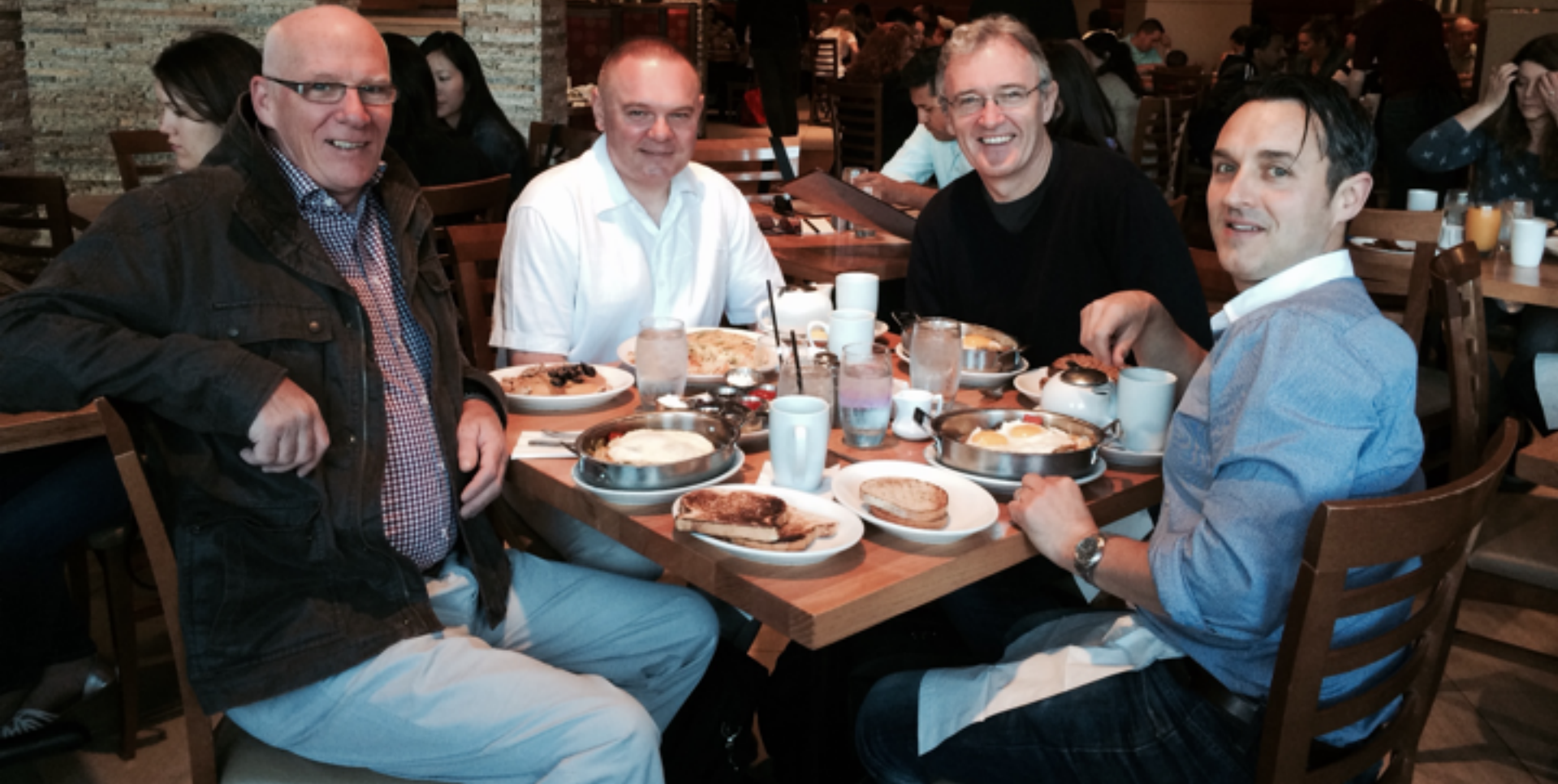
- Collaborators and conspirators



My Collaborators and Friends

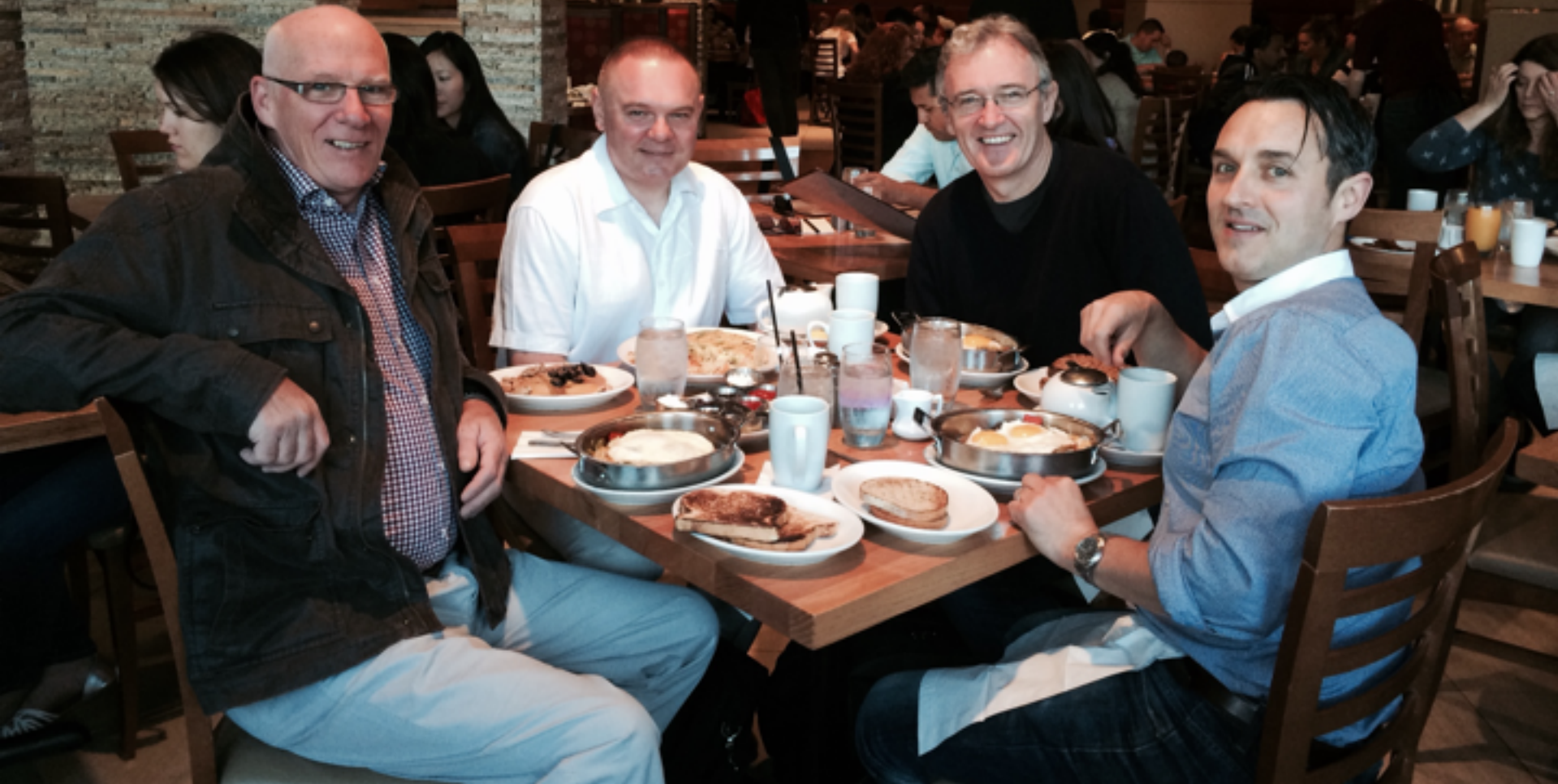


Sandy Toogood



Sandy Toogood

Richard Hastings



A photograph of four men sitting around a wooden table in a restaurant, eating breakfast. The man on the far left is wearing a dark jacket and glasses. The man next to him is in a white shirt. The man in the center is wearing a black sweater and glasses. The man on the far right is in a blue sweater. The table is set with various breakfast items like pancakes, eggs, and coffee. The background shows other diners and a brick wall.

Sandy Toogood

Richard Hastings

Carl Hughes



- Newcastle
- Large mental health, autism and learning disability service





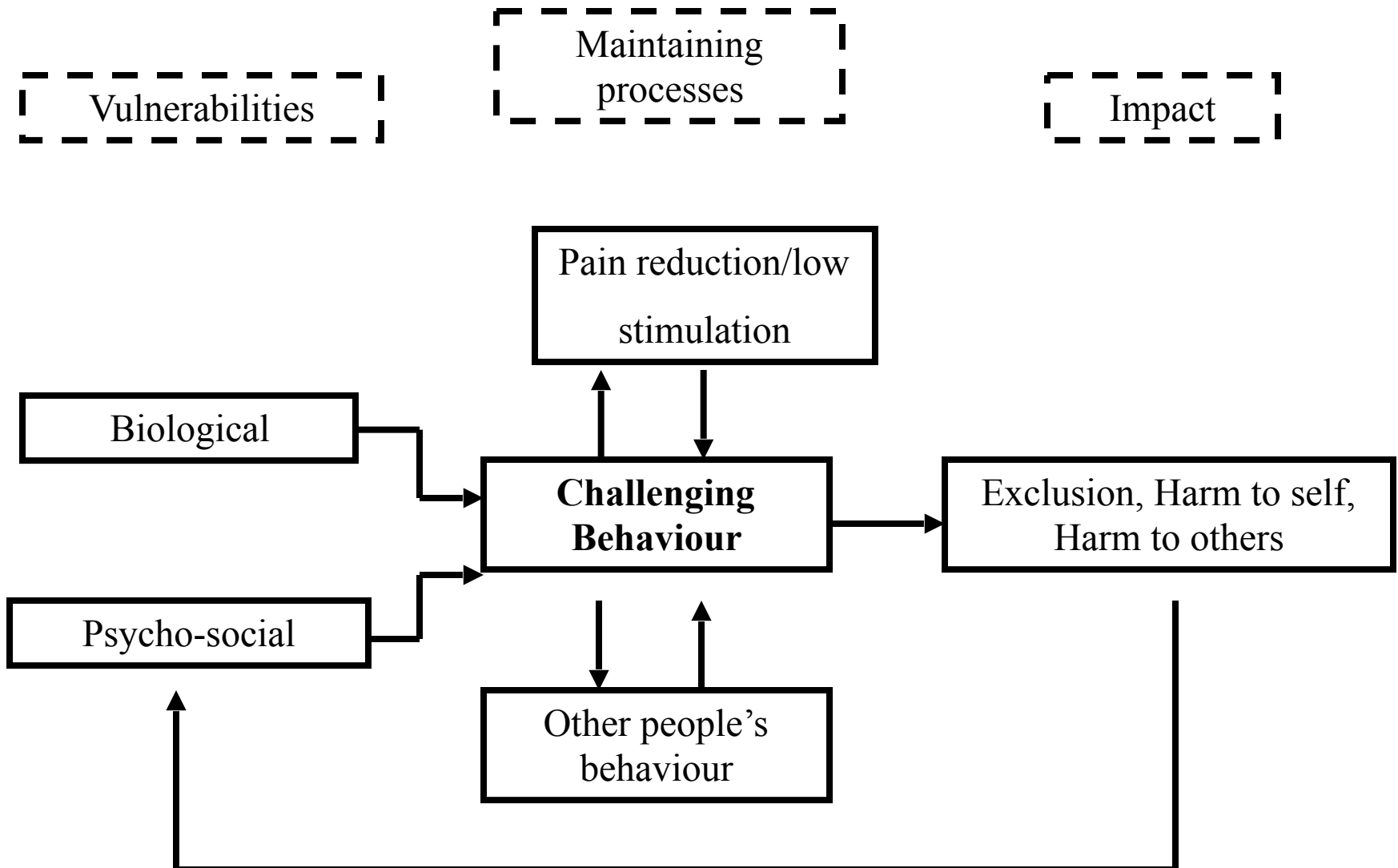
Aims

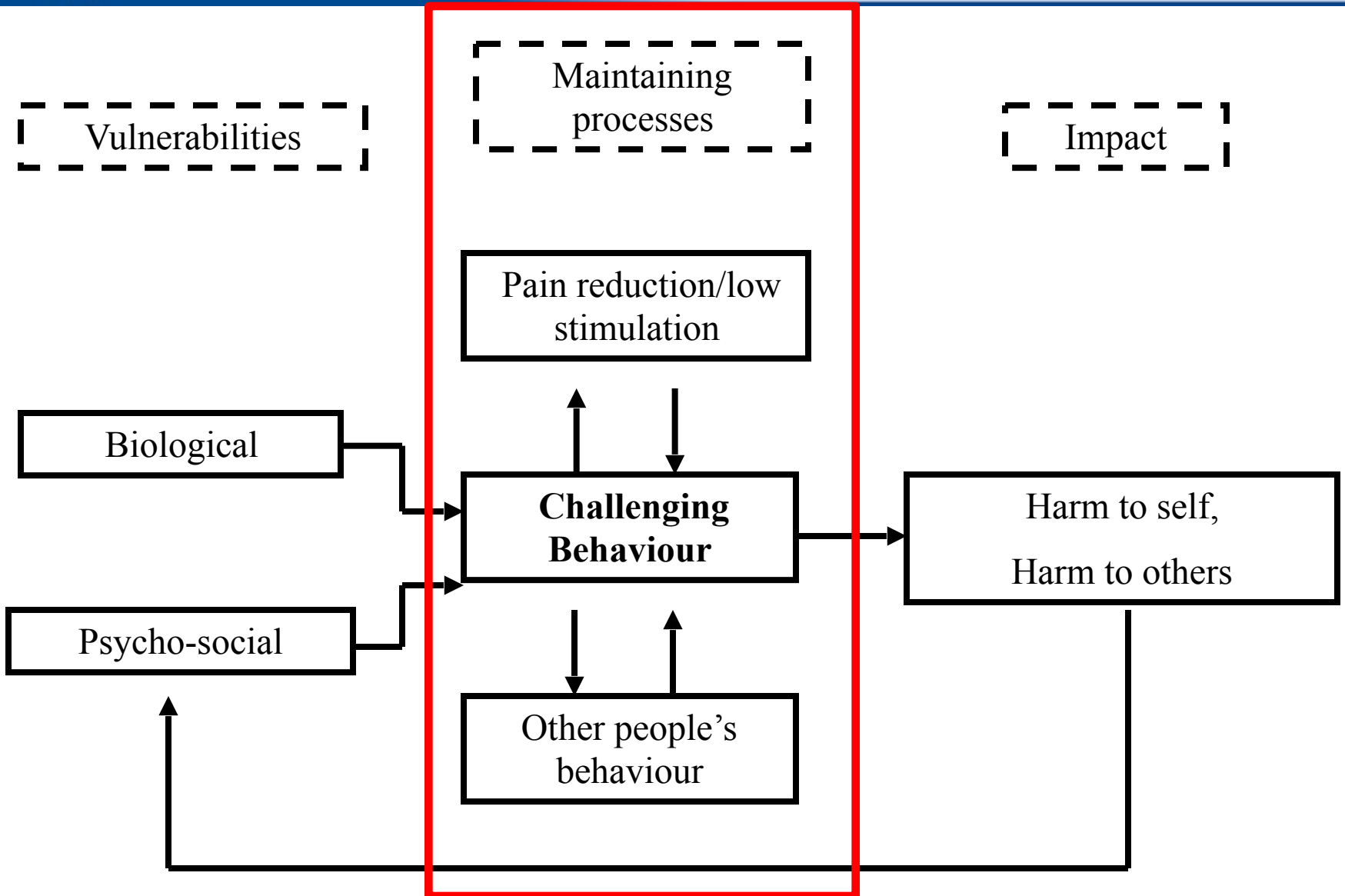
1. Why might mindfulness be important?
 - a) What is the problem ?
2. Mindfulness in ID
3. How does this relate to behavioural analysis ?
4. What do we need to do next

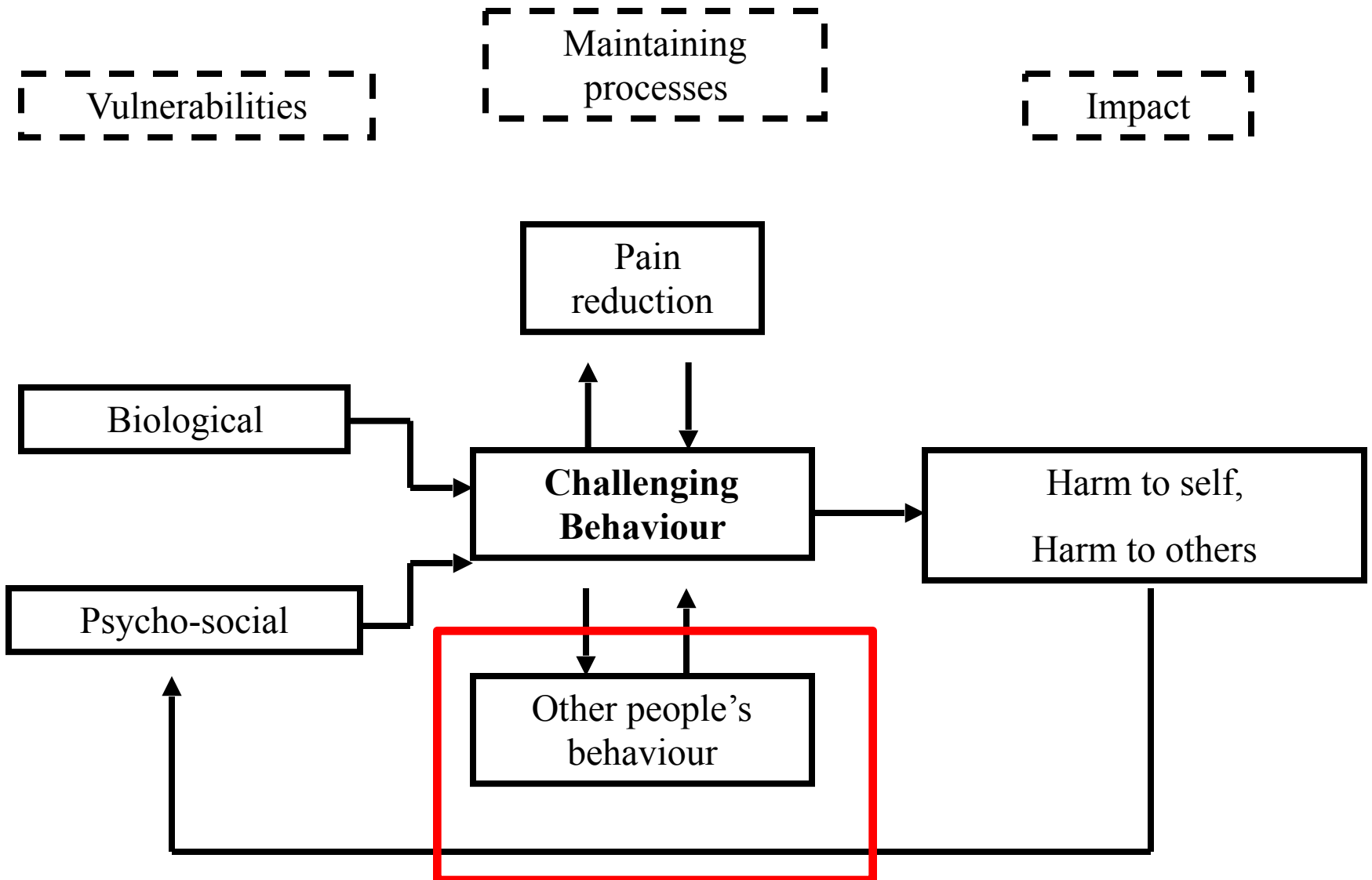


Aims

1. Why might mindfulness be important?
 - a) What is the problem ?
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Wider societal and policy context

Culture of family or working environment

Beliefs &
Attitudes



Other people's
behaviour



Emotions

Common explanations of this relationship



Wider societal and policy context

Culture of family or working environment

**Rule
governance**



Other people's
psychological
inflexible behaviour



**Emotional states
that act as MO's**

**Possible Behaviourial
analytic explanation**



Wider societal and policy context

Culture of family or working environment

**Rule
governance**



Other people's
psychological
inflexible behaviour



**Emotion states that
act as MO's**

**How do we help
carers with these
powerful forces**



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What RFT predicts about care staff and challenging behaviour



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Challenging
behaviour

First exposure for care staff



Physiological Response

Challenging
behaviour



Experience of new care
staff

Increased autonomic
response
heart rate
Blood pressure
Muscle tension



Challenging
behaviour

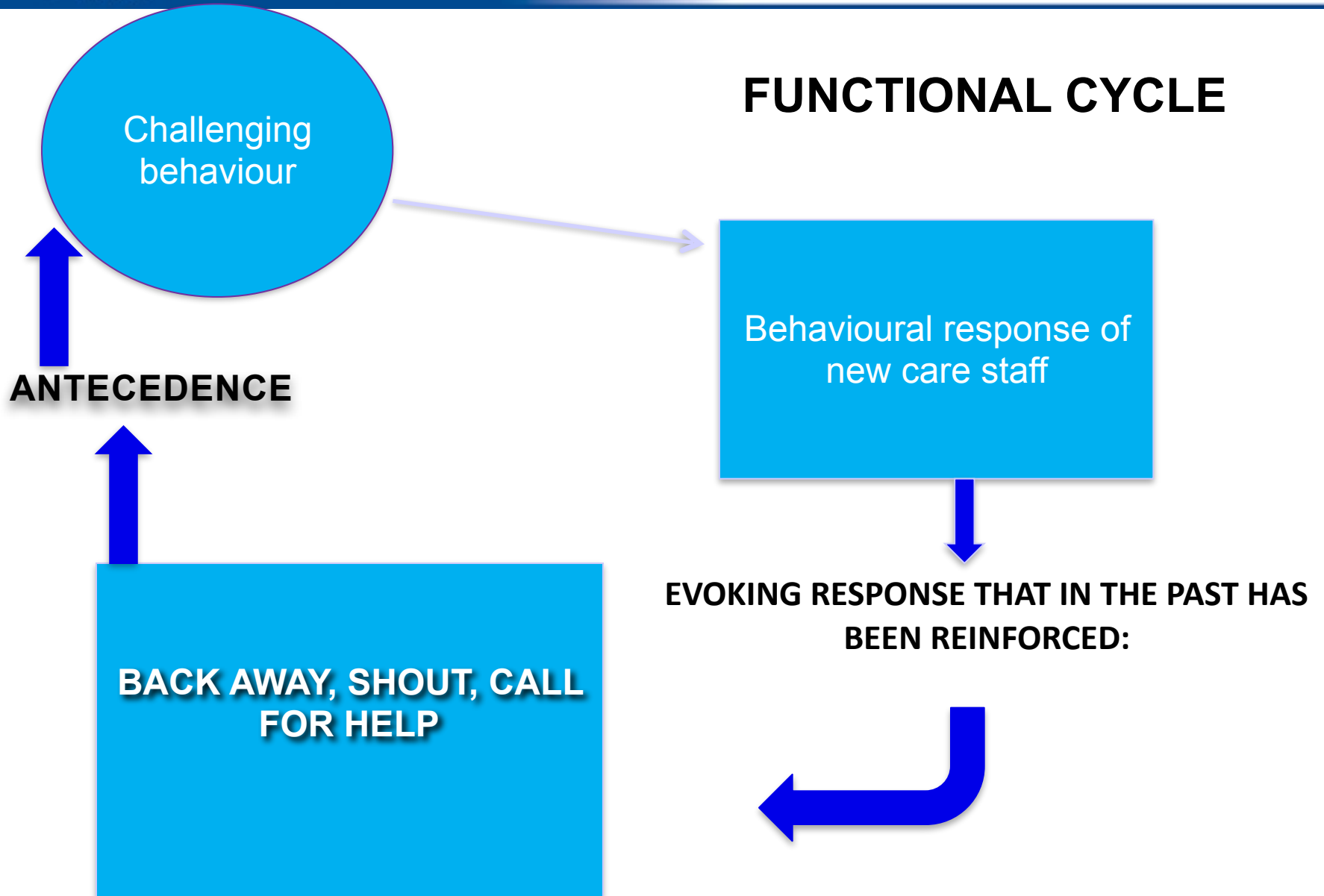
FUNCTIONAL CYCLE

Behavioural response of
new care staff

**EVOKING RESPONSE THAT IN THE PAST HAS
BEEN REINFORCED:**

**BACK AWAY, SHOUT, CALL
FOR HELP**







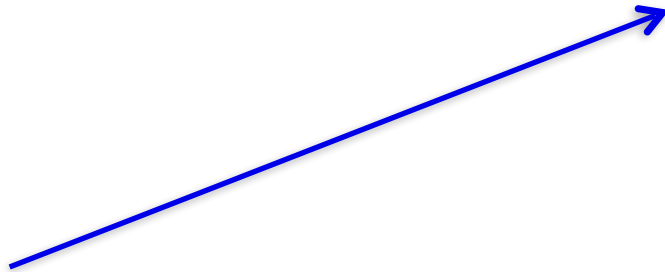
Challenging behaviour

Respondent
Conditioning

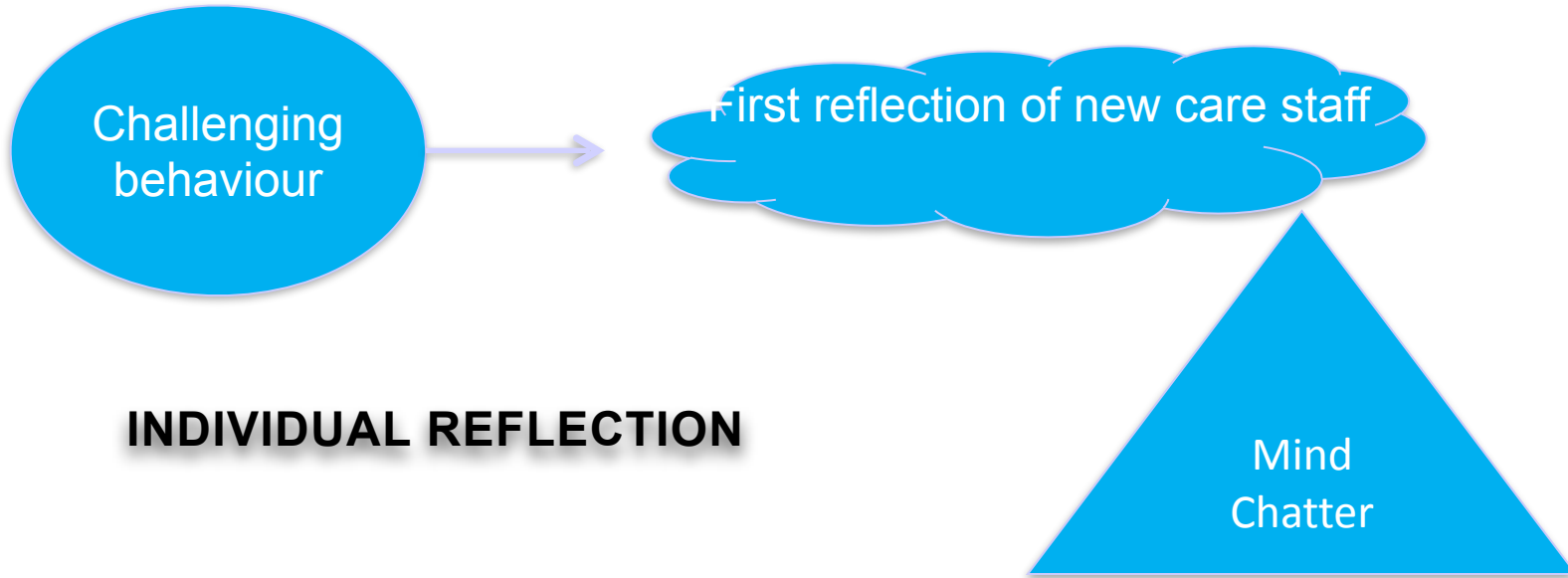


Increased in
autonomic response
heart rate
Blood pressure
Muscle tension

Non-Challenging behaviour



Possible next reaction of
new care staff





Challenging
behaviour



First reaction of new care staff

INDIVIDUAL REFLECTION

Mind
Chatter

ANY WORD(s) THAT RE-
CREATES PART OF
ORIGINAL DISTRESS

TRANSFER OF
STIMULUS
FUNCTION



Challenging
behaviour

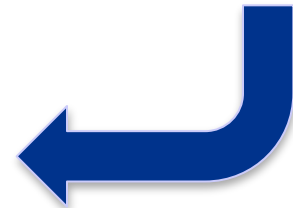


First reaction of new care staff

Mind
Chatter

INDIVIDUAL REFLECTION

RECREATION OF ORIGINAL
DISCOMFORT MAY NOW ACT
TO EVOKE AVOIDANCE



TRANSFER OF
STIMULUS
FUNCTION



Challenging behaviour

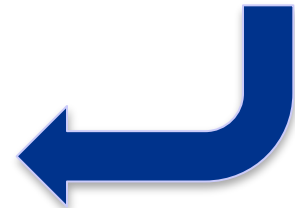


First reaction of new care staff

Mind Chatter

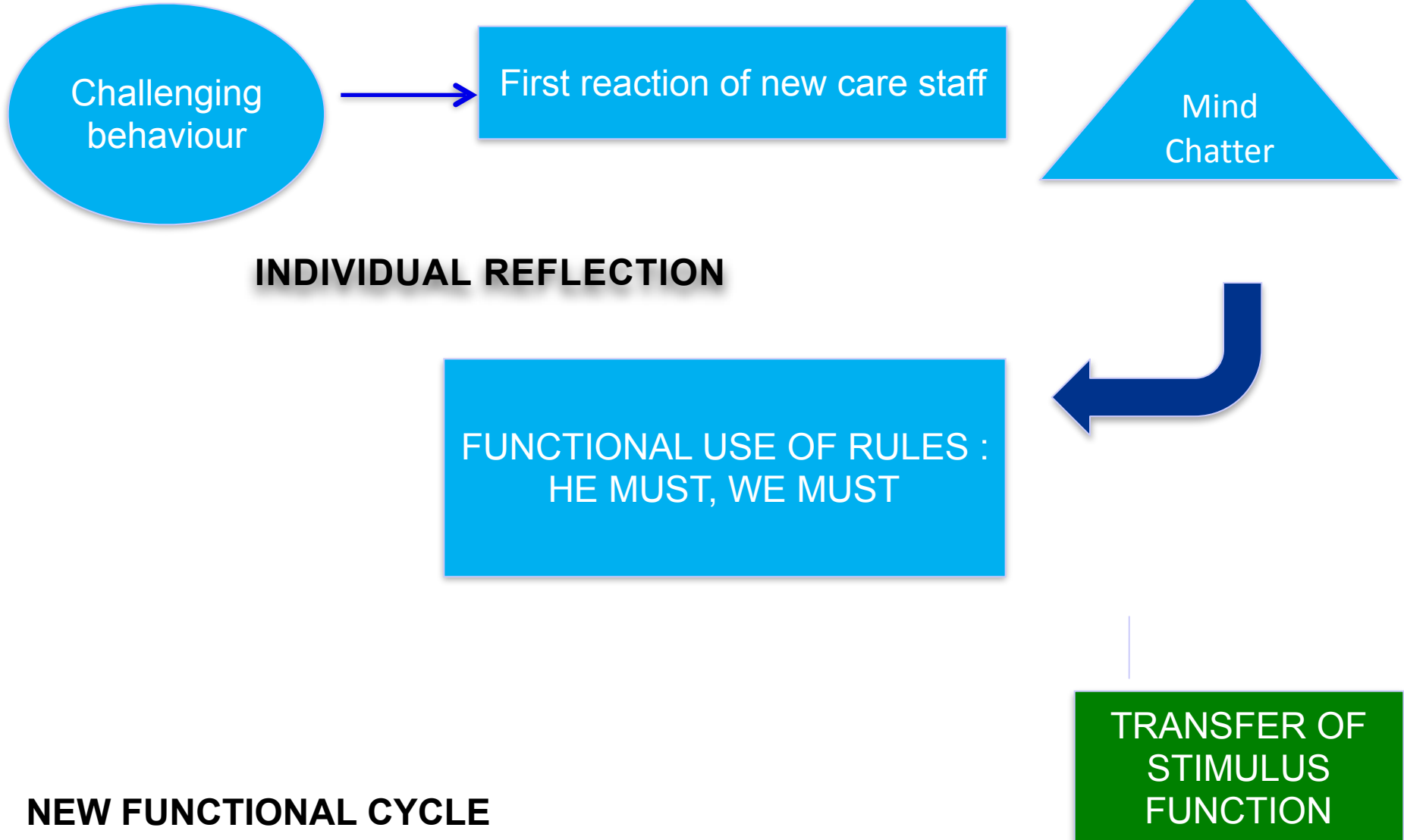
INDIVIDUAL REFLECTION

RECREATION OF ORIGINAL DISCOMFORT MAY NOW ACT TO EVOKE AVOIDANCE



NEW FUNCTIONAL CYCLE

TRANSFER OF STIMULUS FUNCTION





Challenging behaviour



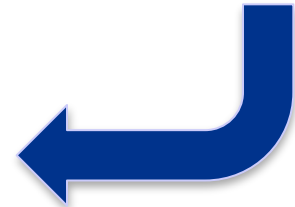
First reaction of new care staff

Mind Chatter

INDIVIDUAL REFLECTION

EXPERIENTIAL AVOIDANCE

FUNCTIONAL USE OF RULES : HE MUST, WE MUST



Fusion

TRANSFER OF STIMULUS FUNCTION



- New staff member may only have encountered C B once
- RFT predicts that thinking can create conditions as if encountering the actual behaviour
- **1 real encounter may equal 10 relational encounters**



Challenging
behaviour



First reaction of new care staff



REFLECTION WITH PEERS



FUNCTIONAL USE OF
DESCRIPTION AND RULES:
'HE WAS TARGETING,' 'HE
MUST..', 'WE MUST..'



Challenging
behaviour



First reaction of new care staff



RESPONSE FROM PEERS

FUNCTIONAL USE OF
DESCRIPTION AND RULES:
'HE WAS TARGETING,' 'HE
MUST..', 'WE MUST..'

YOU WERE
LUCKY YOU
SHOULD HAVE
SEEN....



Challenging
behaviour



First reaction of new care staff



FUNCTIONAL USE OF
DESCRIPTION AND RULES:
'HE WAS TARGETING,' 'HE
MUST..', 'WE MUST..'

REFLECTION WITH PEERS

YOU WERE
LUCKY YOU
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Challenging
behaviour



First reaction of new care staff



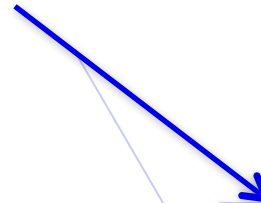
REFLECTION WITH PEERS

FUNCTIONAL USE OF
DESCRIPTION AND RULES:
'HE WAS TARGETING,' 'HE
MUST..', 'WE MUST..'

YOU WERE
LUCKY YOU
SHOULD HAVE
SEEN....

TRANSFORMATION OF
STIMULUS FUNCTION

More FUNCTIONAL USE OF
RULES:
WE MUST





What help is needed?

- Fear
- Exhaustion
- Burn out
- Avoidance based behaviours in carers
- Inaccurate and unhelpful assumptions / beliefs/ rules
- Don't want to be in this moment



Aims

1. Why might mindfulness be important?
 1. What is the problem ?
- 2. Mindfulness in ID**
3. How does this relate to behavioural analysis ?
4. What do we need to do next



Relevant research

- The use of mindfulness with people with ID and carers: systematic reviews
(Chapman, et al; 2013, Hwang et al 2013a 2013b)



Mindfulness interventions for people with ID

- ***Soles of the Feet*** - (Singh et al 2003 - 2013; Idusohan-Moizer et al, 2013)
- ***Mindful Observation of Thoughts*** – visualising and observing thoughts as clouds passing through awareness (Singh et al 2011b)
- ***Mindfulness programmes*** –to promote non-judgemental attitudes and acceptance, awareness of surroundings and thoughts and breathing (Chilvers et al 2011); MBCT programme (Idusohan-Moizer et al, 2013)
- **Mindfulness Based Positive Support** (Singh et al 2015, 2016)



Key findings

All studies found improvements over medium-long term:

- **Physical and verbal aggression** (Singh et al 2003, 2007a, 2008b, 2013, Adkins et al 2010, Chilvers et al 2011, Singh et al 2011c)
- **Increases in self control** (Singh et al 2003, 2008b), compassion towards self and others (Idusohan-Mozer et al 2013)
- **Improvements in psychological wellbeing, anxiety and depression** (Adkins et al 2010; Idusohan-Mozer et al 2013; Miodrag et al 2013)
- **Reductions in inappropriate sexual arousal** (Singh et al 2011b)
- **Physiological changes** – declines in cortisol and sAA levels (Miodrag et al 2013)

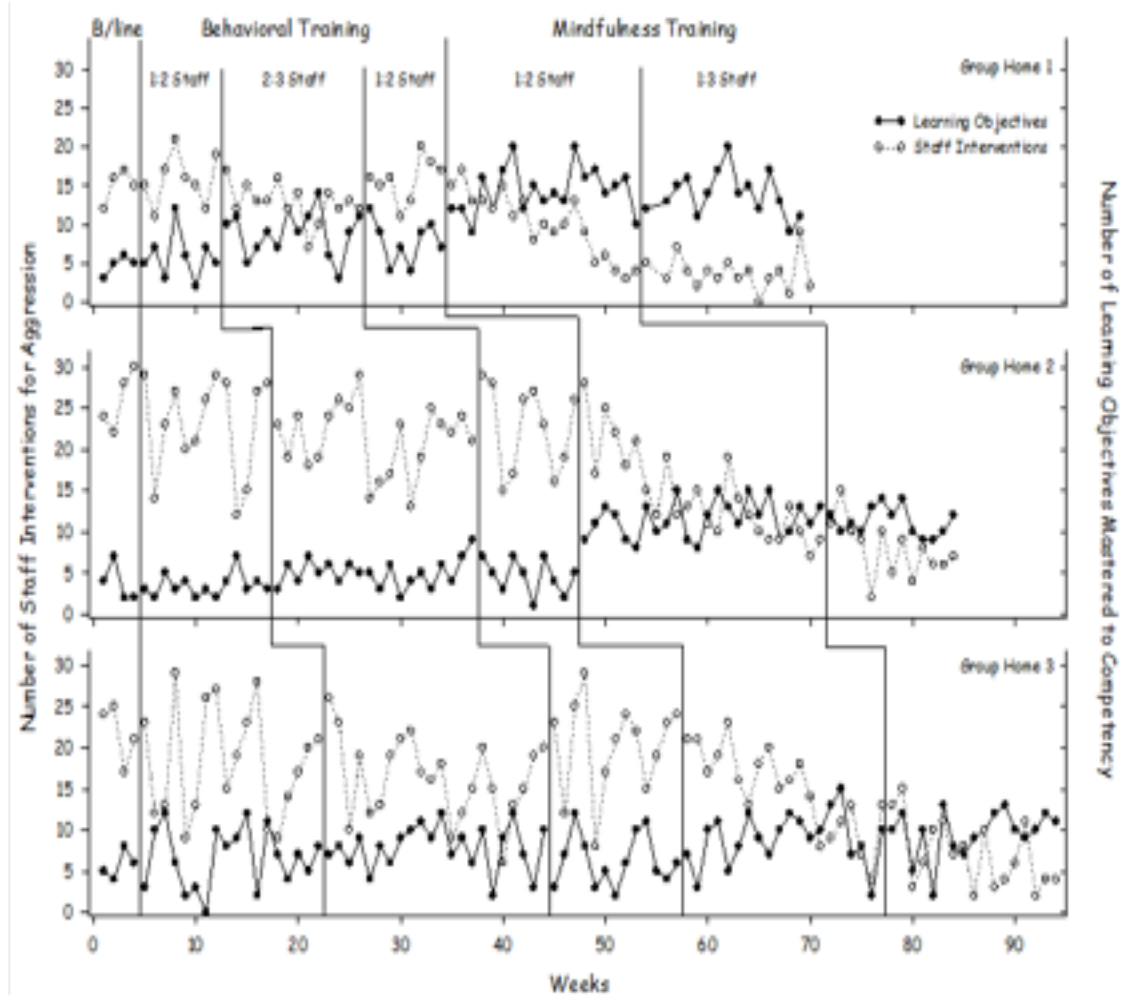


Singh et al. (2006)

Mindful staff increase learning and reduce aggression in adults with intellectual disabilities

Decreased aggression in the individuals (20.9 to 6.2) without directly intervening with the individuals

Increased learning (4.2 to 11.6 objectives learned)



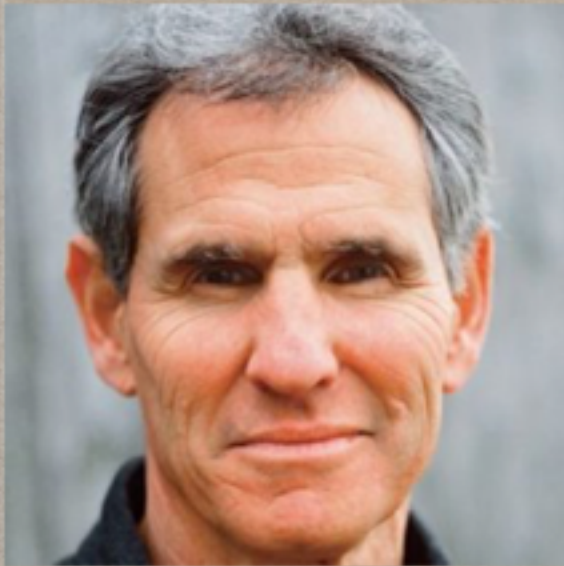


Aims

1. What is the problem ?
2. Mindfulness in ID
- 3. WHAT IS MINDFULNESS ?**
4. How does this relate to behavioural analysis ?
5. What do we need to do next

Jon Kabat-Zinn

***“ Mindfulness means paying attention in a particular way:
on purpose, in the present moment,
and non-judgmentally.”***

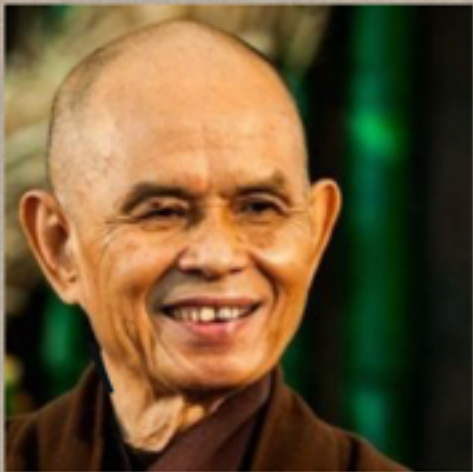




- **The key to mindfulness lies in learning to simply rest in a bare awareness of thoughts, feelings, and perceptions as they occur. This gentle awareness is known as mindfulness . . . Simply resting in the mind's natural clarity**

--Yongey Mingyur Rinpoche





Thich Nhat Hanh

“Mindfulness shows us what is happening in our bodies, our emotions, our minds, and in the world.”

***Through mindfulness,
we avoid harming ourselves and others.”***

Christina Feldman :

***“Danger of “I do mindfulness” I do meditation.
Better to talk about ‘cultivate’...
There is never a time when we are not practicing
something”***





- **Paying attention on purpose Without judgement**
- **Resting in Bare awareness of thoughts feelings and perceptions as they occur**
- **Resting in the minds natural clarity**
- **Shows what's happening in our bodies, In our minds And in the world.
Avoid hurting ourselves and others**
- **We don't do mindfulness we cultivate it - there is never a time when are not practicing**



- Paying attention On purpose Without judgement
- Resting in Bare awareness of thoughts feelings and perceptions as they occur
- Resting in the minds natural clarity
- Shows what's happening in our bodies, In our minds
- And in the world Avoid hurting ourselves and others
- We don't do mindfulness we cultivate it - there is never a time when are not practicing

There is no agreed definition of mindfulness.



- Paying **attention** on purpose Without judgement
- Resting in **Bare awareness** of thoughts feelings and perceptions as they occur
- Resting in the minds natural clarity
- **Shows what's happening** in our bodies, In our minds And in the world.
Avoid hurting ourselves and others
- We don't do mindfulness we cultivate it - there is never a time when are not practicing



- Paying attention on purpose Without judgement
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- Paying attention on purpose **Without judgement**
- Resting in Bare awareness of thoughts feelings and perceptions as they occur
- Resting in the minds natural clarity
- Shows what's happening in our bodies, In our minds And in the world.
Avoid hurting ourselves and others
- We don't do mindfulness **we cultivate it** - there is never a time when are not practicing



1. Learning to direct your attention to the physical sensation(s)
2. Learning to calm
3. Learning to encounter thoughts and sensations without reacting or judging
4. Learning to express care and interest in others
5. Cultivate throughout each day

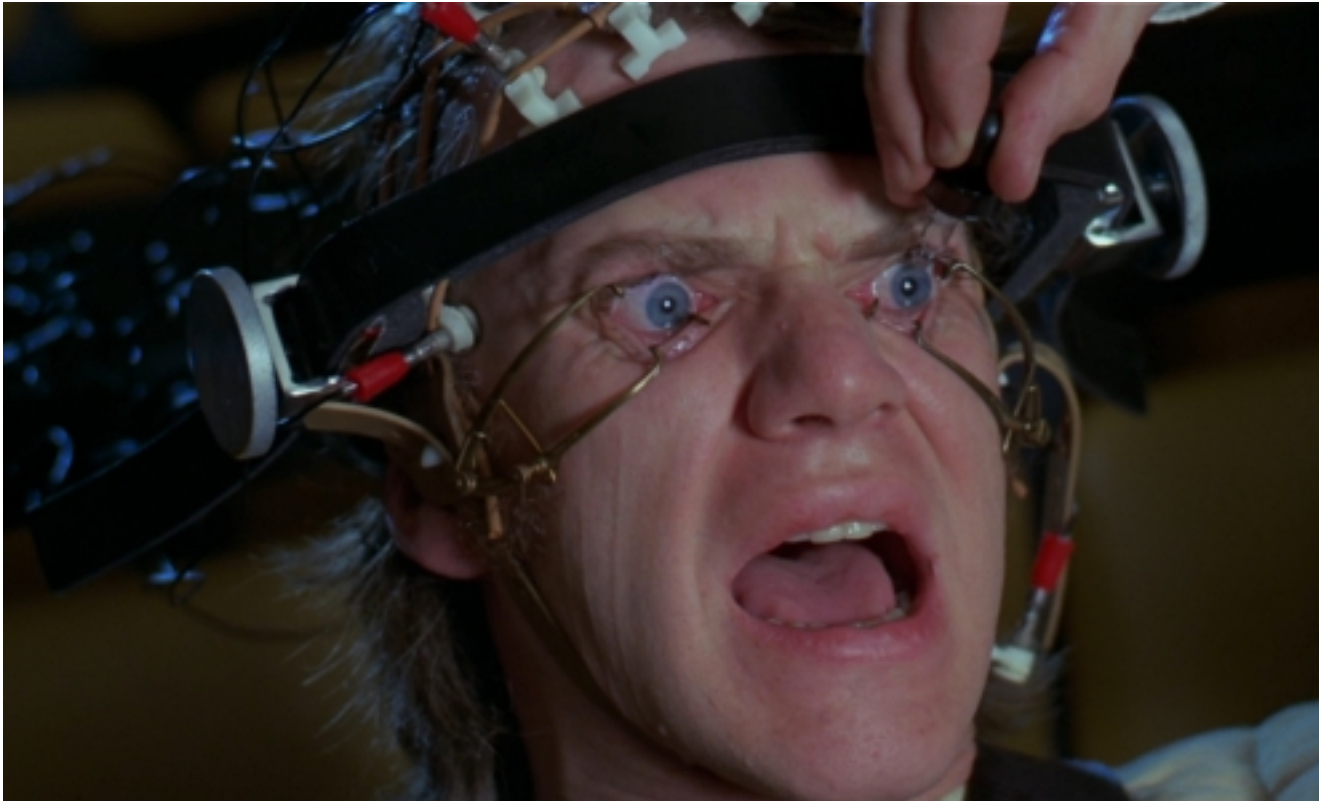


Aims

1. Why might mindfulness be important?
 1. What is the problem ?
2. Mindfulness in ID
- 3. How does this relate to behavioural analysis ?**
4. What do we need to do next



What is attention/ attending ?





“But attention is more than looking at something or looking at a class of things in succession...

Attention is a controlling relation – the relation between a response and a discriminative stimulus.”

Skinner, B. F. (1953). *Science and Human Behavior*, 123.



Samatha Meditation

- **Mindfulness of breathing.** Here are the steps:
- **Sit in your normal meditation posture**
- **Straighten your back as if stacking one vertebrae on top of the other.**
- **Relax your shoulders and keep the head evenly balanced and tuck your chin slightly inwards**
- **Let your tongue touch the palate**
- **Relax your face/ Close your eyes**
- **Focus your attention on the rising and falling of breath**
- **Specifically, bring attention to the small triangular area between your upper lip and the nostrils and feel every in-breath and out-breath**
- **Whenever the mind wanders, gently bring it back to the awareness of the breath flowing in and out**
- **The practice calms the mind and increases concentration dramatically.**



Between stimulus and response there is a space.

In that space is our power to choose our response.

In our response lies our growth and our freedom.

Viktor E. Frankl



Core practice in MBPBS (Singh et al., 2016)

- **Samatha** meditation provides the stability of mind on which to build all other meditation practices.
- **Kinhin** is a walking meditation
- **Vipassana** (Insight) mindfulness of breathing, thoughts, feelings and actions

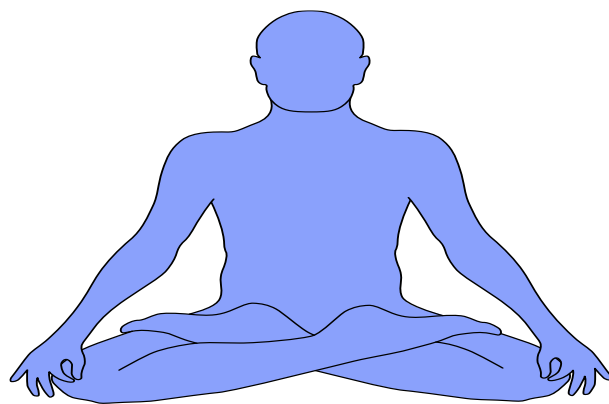


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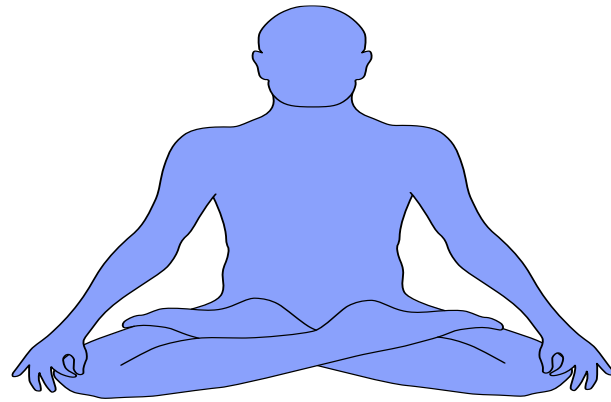


Ooh my legs hurt



I'm no good at this

Ooh my legs hurt



I'm no good at this

Ooh my legs hurt

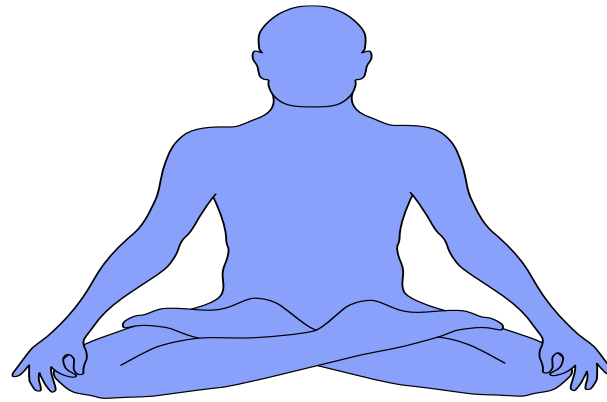
I use to be so flexible



I'm no good at this

Ooh my legs hurt

I use to be so flexible



I feel so old

I'm no good at this

Ooh my legs hurt

I use to be so flexible



I feel so old

I'll be dead soon

I'm no good at this

Ooh my legs hurt

I use to be so flexible



I feel so old

I'll be dead soon

Oh, I feel depressed !!!



Vipassana meditation

Ooh my legs hurt





Vipassana meditation

Ooh my legs hurt

**Becoming curious about
the sensations**





Vipassana meditation

I'm no good at this

Ooh my legs hurt

Becoming curious about
the sensations





Vipassana meditation

Thinking

I'm no good at this

Ooh my legs hurt

Becoming curious about
the sensations





Mindfulness:

- Mindfulness is knowing what you are experiencing **while** you are experiencing it.
Guy Armstrong
- Moment to moment creation of NOVEL ... verbal accounts.. allows us to know what we are experiencing **as** we experience it.

John Teasdale



- Rule governed behaviour allows insensitivity to changes in contingencies

Catania, Shimoff and Matthews (1990)



Does mindfulness lessen motivating variables ?

- **Lessening stimulus control of emotions and internal verbal statements**
- **While increasing access to available appetitives**





Aims

1. What is the problem ?
2. What is mindfulness ?
3. Mindfulness in ID
4. How does this relate to behavioural analysis
- 5. No what do we really mean by mindfulness/ heartfulness ?**
6. What do we need to do next



- We are only just beginning to understand the power of love
- because we are just beginning to understand the weakness of force and aggression

B.F. Skinner.



Without judgment

- Discrepancy monitoring
- Self criticism
- Blame





In times of greatest distress the first capacities and qualities that disappear are kindness, compassion, joy and equanimity. In times of greatest distress the qualities and allies we most need are kindness, compassion, joy and equanimity

Christina Feldman



Metta

- Metta/ befriending
- Loving kindness

- May I/you/them be safe and free from suffering. Find peace and live a life with ease and kindness





Compassion

- The quivering of the heart in the face of suffering
- Turning outwardly to act





Sympathetic Joy

- Appreciation and pleasure in the well-being and success of others
- Celebrating the lovely





With Equanimity

- All moments matter equally
- Responding with the same balanced way to the positives and negatives





Could mindfulness be a form of behavioural cusp(s) ?

- ?
- A behavioral cusp, then, is any behavior change that brings the organism's behavior into contact with new contingencies that have even more far-reaching consequences.

Rossales-Ruiz & Baer (1997)



- What we practice ...
we become





Aims

1. What is the problem ?
2. What is mindfulness ?
3. Mindfulness in ID
4. How does this relate to behavioural analysis
5. What do we need to do next ?



Weave your parachute everyday rather than leaving it...

- State mindfulness – capacity to stay aware during formal practice
- Trait mindfulness – capacity to become aware and remain aware in every day experience



What do we need to do next ?

- How do we help those who care to live/work with the demands of caring?
- How can we protect their capacity to care, love, be compassionate and enjoy ?
- We must be clear what the mindfulness repertoire is and how to teach it.
- Only then can we fully measure its impact.



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Follow the man who seeks the truth;
run from the man who has found it.

— *Vaclav Havel* —

AZ QUOTES



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Thank You!

Steve.Noone@ntw.nhs.uk

