

Learning Plan: Session 2

Time Allotment: 3.0 hours (180 minutes)

Time		References	Did It Work?		If no, what needed to be changed?
			Yes	No	
5 mins Objective: Activity:	Session Overview Review Learning Plan	Session 2 Learning Plan			
5 mins Objective: Activity:	The Four Personal Qualities of Mindful, Emotional Self-Regulation - Describe the pyramid illustration and how each layer of the pyramid influences the next - Self-Awareness (which influences) - Self-Understanding (which influences) - Self-Management (which influences) - Self-Expression	CCS Slide Deck Session 2- R. 1 Session 2- Resource 1- Handout (slide 2)			
5 mins Objective: Activity:	Power Struggles Compromise Quality of Support - State that approximately 40 % of incidents are influenced by the supporter's loss of mindful, emotional self-regulation. - Ask the reflective question: - Why might the average good and caring supporter become emotionally hijacked into power struggles that can cause challenging behaviours in the person being supported?	CCS Slide Deck Session 2- R. 1 Session 2- Resource 1- Handout (slide 3) (slide 4)			
10 mins Objective: Activity:	Review The Four-Outs and the Loss of Emotional Self-Regulation Read <i>Diane and Me and My Four Outs</i>	CCS Slide Deck Session 2- R. 1 Session 2- Resource 1- Handout CCS Textbook (pgs.			

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	○ Could it be that the Supporters' 4 Outs to often drive emotionally and biologically vulnerable people into: • Elevated levels of anxiety • Anxious repetitive behaviour • Self-injurious behaviour • Aggression towards peers and supporters • Property destruction?	(slide 9)			
5 mins Objective: Activity:	Understanding the Life's "Set Up" • Review the various definitions to better understand the set-up using terms of consciousness ○ Unconscious ○ Semiconscious ○ Fully Conscious ○ Sub Conscious • State to be more mindfully, emotionally self-regulated and kind, we much strive to be more conscious.	CCS Slide Deck Session 2- R. 1 Session 2- R 1- Handout (slide 10)			
10 mins Objective: Activity:	Understanding the Main Sources of Our Loss of Emotional Self-Regulation • Through evolution, our brain needs simple and quick responses. ○ We have 60 seconds of finite data processing energy. ○ Our brain doesn't like when things take time to organize, process and sort out because it takes up our data processing energy. ○ Our brain is hardwired to save as much energy as possible. • Through evolution, we therefore store data banks/ "files" to which we can semiconsciously access. ○ Have group divide into pairs. ○ One participant asks the other to	CCS Slide Deck Session 2- R. 1 slides 11-20 Session 2- R 1- Handout (slide 11) (slide 12)			

	- count backwards from 100 by 10's. - Repeat the process but by counting backwards from 100 by 7's. - Demonstrates that new information (counting by 7's) doesn't match our pre-existing semiconscious file (counting back by 10's) therefore it doesn't carry as much value - Information that matches our "files" maintains our perceived sense of safety (mainly our ego). - Review our Ego's Primitive and Programmed Needs to be: - Look good and impress - Be in control - Be right - Be treated fairly - Not be criticized - Be judgmental - Be accepted by the 'herd' - State that being mostly semiconscious means that we; - Have insufficient consciousness to consistently bring our "A- Game" - In crisis, we speed dial our "C" survival game as our ancestors have done for years.	(slide 13)			
5 mins Objective: Activity:	What Do We Speed Dial? - Review illustration of PFP Brain - Primitive Predispositions (the "Nature" part of you) - Inherited genetic make-up - Filters (the "Nurture" part of you) - Illogical beliefs from childhood conditioning - Primed Prompts (the "Numbed Out" part of you) - Societal and cultural brain washing	CCS Slide Deck Session 2- R. 1 Session 2- R. 1- Handout (slide 15)			

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	○ On average, it will take you approximately seventy-five draws to determine that the blue deck is most profitable. ○ On average, when asked you would say that at forty-five cards you had a correct hunch about the blue deck. ○ Unknown to you, however, after drawing only ten cards the biofeedback meter read “danger,” signaling an increase in anxiety when you drew a red card. ○ State that this is just another demonstration of our Primitive Predisposition without us even realizing.				
10 mins Objective: Activity:	Understanding Our Filters • State that our filters are illogical beliefs that we created through our childhood conditioning up until the age of 10-12 yrs. of age • Review the filter’s set up • Review “Becoming A Good Mind Reader” Card exercise ○ 1st pair of cards (ace of spades and 7 of hearts) ▪ Ask the group to quietly to themselves guess which card you are thinking of. Afterwards, announce you were thinking of the ace of spades. ○ 2nd pair of cards (3 of diamonds and king of spades) ▪ Repeat question. Announce you were thinking of the king of spades ○ 3rd pair of cards (queen of spades and 6 of diamonds) ▪ Repeat question. Announce you	CCS Slide Deck Session 2- R. 1 Session 2- Resource 1- Handout (slide 18) (slide 19)			

	were thinking of the queen of spades. ○ 4th pair of cards (8 of hearts and jack of spades) ▪ Repeat question. Announce you were thinking of the jack of spades. ○ Review the blue rule line ▪ To help you predict which card was the correct cards, the group began to formulate some rules ▪ Ask the group for some examples of rules in this card scenario: • All same suit • All black cards • Descending order • Zig Zag pattern • Highest card of the pair • State that as a child, we have created these perceived unwritten rules about the world around us hundreds of thousands of times in different situations. They have molded our belief systems including our own understanding of: ▪ What I must be... ▪ What women must be... ▪ What men must be... ▪ What the world must be... • Recognize that birth order also has a huge influence on our illogical beliefs/ rules/ filters along with the likes of parenting style and heredity. (slide 20) • Review statements of illogical beliefs/filters (slide 21) ○ I think that I need to be in control or not out of control of most situations and people in order to feel okay. ○ I think that I need to be right and above criticism in order to feel okay. ○ I think that I need approval from important people in my life in order for me to feel worthwhile and okay. ○ I think that others and life must treat me fairly otherwise, I have a God-given right				
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	to feel awful. ○ I think that I must be included or not be excluded from social situations that I feel are important in order for me to have adequate self-worth. ○ I think that I need to be superior to others in order to feel okay and worthwhile. ○ I think that I need to achieve and be busy in order to feel okay and that boredom is very emotionally painful and anxiety producing. ● Review statements of Programs/ Filters	(slide 22)			
5 mins Objective: Activity:	Exploring Effects of Primed Prompts ● Rabbit or Duck Activity ○ Divide the group into pairs. ○ Have them number themselves as 1 or 2 ○ Have both partners close their eyes ○ Ask for partner 1 to open their eyes and look at the screen with picture of rabbit displayed. ○ Have them close their eyes. ○ Ask for partner 2 to open their eyes and look at the screen with picture of duck displayed. ○ Have them close their eyes. ○ Have both partners open their eyes and look at displayed picture on screen and describe to one another what animal they see. ○ What you were primed to see before (either a rabbit or a duck) would influence what you saw afterwards (either a rabbit or a duck) ● Review Farm Animal Priming Exercise ○ Have group look at slide at count how many farm animals they see ○ Change slide and ask them what animal they see first. ○ What you were primed to see before	CCS Slide Deck Session 2- R 1 slide 23-29. Session 2- Resource 1- Handout (slide 24) (slide 25) (slide 26) (slide 27) (slide 28)			

	(farm animals) would influence what you saw afterwards (a donkey rather than a seal) - Or, perhaps if answering a seal, perhaps you were primed to look for something else than the obvious donkey because of being “tricked” with the previous exercise. - Review Priming of \$90 bottle of wine over \$10 - Under MRI, your brain would light up more in the pleasure regions if you tasted what you believed was a \$90 bottle vs. \$10...and yet both samples were from the \$10 bottle	(slide 29)			
5 mins Objective: Activity:	Primed Prompts and Priming Problems - State that our brain make up much of our reality based on how our senses have been primed - Review Priming Problems - Possibly one of the most serious brain primes that negatively impacts current services is most supporters’ limited beliefs regarding the potential of people who we are supporting. - As we observe the highest level of a person supported experiencing life, know that this is probably representative of the lowest level of their potential. - Review statements of “Fellow Conspiracy Theorists” - Review with group that PFP is our semiconscious selves that drives the show of how we connect with the world around us. - PFP is so deeply rooted and it isn’t until we can identify and recognize its gripping power that we can begin to unpack “the human predicament” to become most conscious therefore providing most optimal supports to others. - Ask the reflective question:	CCS Slide Deck Session 2 R.1 slides 30-32 (slide 30) (slide 31) (slide 32)			

	○ Could our PFP programming be compromising the quality of some of how we offer support or leadership?				
5 mins Objective: Activity:	Do We Have Limited Free Will? • Walk the group through the exercise on slide 34 RE: choosing names of people you know. • Walk the group through the reflection on slide 35. • As a wrap up, the answers would have popped into our minds through our PFP subconscious • Walk through with the group the limitations of thoughts on slide 36. • Ask the reflective question: • Might limited free will be compromising the supports we offer?	CCS Slide Deck Session 2- R.1 slides 33-37 Session 2- Resource 1- Handout (slide 34) (slide 35) (slide 36) (slide 37)			
5 mins Objective: Activity:	We Are Designed to Devalue Others • Review hypodermic needle example ○ If we identify with the hand that is stuck with a hypodermic needle, (e.g. skin colour, religion, gender), the parts of our brain that house empathy would light up far more brightly (as seen under MRI) than if we saw a hand that was stuck with a needle with whom we did not identify. ○ Our brains are programmed to connect with “our herd”/ the “in group” and that different/ “the out group” is dangerous. • Review same principles as stated above for slides 41 RE: homeless people. • Review that our logic is often overtaken by how we feel ○ Our PFP is designed for us to make decisions more on how we feel about something vs. what logically makes sense ○ Refer back to the Train Trolley Exercise completed earlier.	CCS Slide Deck Session 2- R. 1 slides 38-43 Session 2- Resource 1-Handout (slide 38) (slide 39) (slide 40) (slide 41) (slide 42)			

	○ Ask the reflective question: • Might the example of how we supporters get our good feelings by giving unhealthy snacks or avoiding bad feelings by not encouraging more healthy life styles, be an example of feelings overpowering logic?	(slide 43)			
5 mins Objective: Activity:	Managing Inattention Blindness and Focusing and Concentrating • Introduce the concept of Inattention Blindness with The Monkey Business Illusion video. Give instructions to follow along with the video. • State Because of only 60 bits per second of data processing capacity, our brain filters out much information that comes our way. This filtering prioritizing is based on what it remembers is important and meaningful to it at the time, e.g. what it believes and wants to hear. We therefore miss buildings, pain, gorillas and other truths. • Ask the reflective question: ○ Might our brain's limited energy and narrow band width be compromising some of the quality of our support? • Explain to the group that our ability to focus and concentrate has changed over the years. ○ The brain needs to be focused and this makes it feel safe. More and more in great part because of the speed and sensory stimulation of electronic devices, our brain is being trained to lose focus quickly if the communication is not fast and multisensory appealing. ○ This fast form of communication is one of the worst ways to learn and	CCS Slide Deck Session 2 - R 1 slides 44-46. Session 2- Resource 1- Handout (slide 44) The Monkey Business Illusion Video (YouTube) (slide 45)			

	retain new information needed for implementation of new and more complete interventions e.g. CCS Best Practices. ○ Many people supported, process information much slower than neurotypical people – we need to slow down! ● Ask the reflective question: ○ Might Lack of Focus and Concentration be Compromising Some of the Quality of our Support? ■ To learn and retain and feel motivated to want to implement Best Practices thoroughly requires slow systematic repetition and persistence. This process is contrary to how the brain is being trained to learn through devices ‘sound bites’ and social media addictions.	(slide 46)			
5 mins Objective: Activity:	How Our Brain Fills in Information That Isn’t Even There- the Checkerboard Experiment ● Review Checkerboard Experiment as outlined on CCS Textbook pg. 299. ○ Review that your PFP Brain is primed to think that the checkerboard should be complete so it, (not you) replaces the blank space with the pattern. ○ It does this without your knowledge or consent. ○ State that much of how we see the world is filled in for us subjectively and our PFP prevents us from seeing the world objectively.	CCS Slide Deck Session 2- R. 1 slide 47 Session 2- Resource 1- Handout CCS Textbook pg. 299 (slide 47)			

5 mins Objective: Activity:	Summarizing internationally published and peer reviewed neuroscience research - Review that internationally published and peer reviewed neuroscience research indicates that our brain (not the mindful you): • makes things up based on PFP directives; • has a serious ‘thinking’ problem; • is prejudice against one’s out-groups; • is driven by feelings, not logic and doesn’t feel the same empathy for perceived out-groups e.g. hand needle experiment; • is cognitively biased and addicted to opening existing ‘old files’ versus new files (e.g. CCS) and therefore misses 3 storey buildings and others’ support needs etc.; • needs to process things very, very fast and therefore demands simple and easy solutions; • is losing its focusing power due to devices’ screen addiction; • is programmed from childhood with many illogical and outdated programs of “I must, and should”; • gets ‘primed’ and acts as it has been directed e.g. when people supported have challenging behaviour, might they become an out-group for us, who we can then support in less than optimal ways without us feeling guilty? - Ask the reflective question: • Could it be that Mindless PFP Programming, at times is causing or seriously contributing to how we offer significantly less than	CCS Slide Deck Session 2- R. 1 slides 48-51. Session 2- Resource 1- Handout (slide 48) (slide 49) (slide 50)			
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	optimal support? - Encourage the group divide into pairs and reflect on the following directive: - Name what you feel are 2 of the most concerning ways that PFP Programming is unknowingly compromising the quality of our support for others.	(slide 51)			
10 mins Objective:	BREAK				
5 mins Objective:	Developing Emotionally Self-Regulated and Kind Supporters- Breaking Out of PFP Prison - State that now that we've identified the human predicament of PFP, we can break out of it...and the good news is that it is an inside job of becoming more mindful/ conscious. - Explain that the Power/Influence of Negative PFP Programming can be significantly Reduced as a result of becoming more Mindful/Conscious. - Explain that mindfulness actually rewires the Brain's 'Live' Drive Modules like the Medial Prefrontal Cortex to give 5 ways to Prevent and Eliminate Emotional Hijacks and enhance our capacity to make better choices.	CCS Slide Deck Session 2 R 2 slides 1-3 Session 2- Resource 2- Handout (slide 2) (slide 3)			
5 mins Objective:	B-FIT Mindfulness - Show the Happify Video <i>Why Mindfulness Is A Super Power</i> as an introductory to mindfulness - The ability to pay attention to what is going on with your body sensations, thoughts and feelings at the time that it is happening.	CCS Slide Deck Session 2- Resource 2 slides 4-7. (slide 4) Why Mindfulness Is A Super Power- Happify (YouTube)			

	- Review How to Escape The ‘Dog Eat Dog’ World - Review Our Human Predicament and Potential - We have the potential to be conscious, unlike other animals. - This is because we have the potential to be conscious. This is to know that we are here and as a result can make choices that your average dog likely can’t.	(slides 5-6) (slide 7)			
5 mins Objective: Activity:	Mindful Emotional Self-Regulation - Review Mindful Self-Regulation and development of the medial pre-frontal cortex (MPFC) - MPFC is the part of the brain that notices what is going on - MPFC is directly connected to the amygdala - MPFC connected with the vagus nerve and parasympathetic nervous system. - Review the functions correlated to the Medial Pre-Frontal Cortex: Body regulation – the emotional brakes and accelerator functions. Attuned communication involves the coordination of the input from another person with the activity of one’s own (as with mirror neurons). Emotional balance to have enough activation so that life has meaning and vitality but not so much that life becomes chaotic. Response flexibility is the capacity to pause before action. Empathy – knowing what might	CCS Slide Deck Session 2- R 2 slides 8-9 Session 2- Resource 2- Handout (slide 8) (slide 9)			

	be going on inside someone else. ○ Insight or self-knowing awareness to be able to link the past, present and future. ○ Fear modulation that may be carried out by the release of the inhibitory neurotransmitter GABA. ○ Intuition – a neural mechanism by which we process deep ways of knowing via our body i.e. ‘somatic intelligence’. ○ Morality – taking into consideration the larger picture, to image what is best for the whole not just one’s self, even when alone.				
5 mins Objective: Activity:	Write Your Signature Exercise • Firstly, have each person write their signature down how they normally would • Secondly, have them write their signature with their non-dominant hand • Thirdly, have them write their signature with their non-dominant hand and ask them to become aware of what they are doing. • Encourage they say to themselves “I am aware of writing with my non-dominant hand” • Explain that this exercise parallels the action of becoming more mindful/conscious • Semiconscious (the auto pilot experience of writing the signature normally) • Beginner’s mind/ More conscious (writing with your non- dominant hand) • Fully Conscious (writing with non-dominant hand but also being aware that you were doing it)	CCS Slide Deck Session 2- R 2 slide 10 Session 2- R 2- Handout (slide 10)			

5 mins Objective:	B-FIT Mindfulness Is...	CCS Slide Deck Session 2-R. 2 slide 11 Session 2- R. 2- Handout CCS Textbook (pgs. 188) (slide 11)			
Activity:	- Explain that B-FIT is a set of intrapersonal tools to help develop capacity to be conscious (more fully awake) as much as possible - Overview the skill set incorporating different areas of awareness: - Notice <i>What You Are</i> Saying/Doing - Notice <i>That You Are</i> Saying/Doing - Notice B- Body sensations - Notice F- Feelings - Notice I- Image Thoughts - Notice T- Talk Thoughts - Discuss subjective aliveness while we become aware. We still work passionately to change what we can objectively to make life better for ourselves and others. - State that with the microscope of mindfulness, we can see a much more complete and accurate experience of our senses, perceptions and misperceptions.	(slide 12)			
15 mins Objective:	B-FIT Mindfulness Exercise #2	CCS Slide Deck Session 2- R 2 slides 12-13 CCS Textbook (pgs. 266-268) (slide 12)			
Activity:	- Walk group through a 10-minute BFIT Mindfulness exercise - Debrief exercise with group: - What was your Predominant Experience of Thinking - Image or Talk? Conclusion? - You are not your thoughts or feelings. - What happened when you just noticed a thought? - Thoughts have a finite	(slide 13)			

	amount of energy and don't last forever. They will break up or "fizzle out" which means that our thoughts don't last forever. ○ Did you feel relatively calm? • This means Set Point movement of the Parasympathetic Nervous System and Vagus Nerve activation = Unconditional Compassion-after 25 hours some of the PNS stays turned on. ○ Feelings – 'There is' versus 'I am'. • You are not your feelings. You are so much more evolved than that as there was a part of you that was able to notice your feelings, not be driven by them. • State to participants that: ○ It is the mind and only the mind that determines the quality of one's life	(slide 14)			
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10 mins Objective:	Five Ways We Can Accomplish Radical Changes to our PFP	CCS Slide Deck Session 2- R 2 slides 15-23 Session 2- R 2- Handout			
Activity:	- Review the following of what mindfulness/ consciousness offers us: - A reminder of being in PFP prison - Mindfulness reminds us that our Mind has a Mind of its own and that when we are only semiconscious (like how we drive our car), our PFP (not mindful us) is making many poor choices. - Awareness <u>right now</u> of more optimal responses - The ‘mindful me’ has a much greater likelihood of not being as semiconsciously driven to behave in accordance with PFP Programming initial thoughts’ and feelings’ directives. - The more conscious we become in the moment, we immediately ‘rethink’ more optimal responses than initially offered by PFP. - This is called the Catch, Calm and Clarifying process. - Review CCS 5 Step Process - CATCH - Bringing awareness to the moment and of B-FIT sensations - Without catching ourselves in the moment, we cannot move forward to the next step of calming ourselves in	(slide 15) (slide 16) (slide 17)			

	times of increased stress/crisis. • CALM • To be calm is to subjectively (internally) experience body sensations, feelings and thoughts with no/low resistance, as you work mindfully and passionately to solve problems or threats happening in your external world. • You can still advocate for change and experience unpreferred moments in life, but you can do so from a place of internal calm rather than chaos. • CLARIFY AND CHOOSE • Together with catch and calm, remain aware of mine and others' Feelings and Filters that are influencing the situation and then to objectively make informed choices. • Because we are calm, we can keep our front brain online and also respond in ways that align with support strategies rather than reacting to difficult feelings or thoughts. We can choose to make better decisions. • CONSCIOUSLY CONNECT • When we Mindfully				
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		Consciously Connect to another person, we move beyond our separate identity and roles to a place of shared unity and stillness – us-ness. This guides our every action, not against anything but in harmony with it. From this place of balance and no subjective resistance, we know and can therefore positively facilitate what must be done to keep others motivated, safe, respected, and still deeply connected with us. • We can come to a place where you and the person you support are much more similar than you are different in turn, adjusting the power differential that can often happen in roles of “supporter” and “person supported”. • CARING AND COMPETENT SERVICES • When supports are based on high competency and high consciousness of the supporter. ○ Upgrade the Live Drive • As we mature to B-FIT wisdom and kindness and intrapersonal skills, the PFP live-drive seems to be upgraded to a more complete version (i.e. me version 2.0)	(slide 18)			
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	so even the PFP autopilot thoughts, feelings and actions are now more aligned with the more conscious 'ideal self' me. ○ Those Feelings Are Not Me • As we are 'just naturally' more and more mindful, the 'Mindful Me' (witness, noticer, observer), less and less identifies with 'the' thoughts and feelings as 'me'. • This results in consistently manifesting our highest level of Competence, Calm and Care for all others. ○ Wisdom and Authentic Kindness • With sufficient: • Time • Focus • Sensory clarity • Ahh-llowingness B-FIT starts to self-organize into flowing 'emerging' wisdom and 'usness' authentic kindness. • Review Jack Kornfield Quote on slide 21 and review We Must Learn To...on slide 22. • Remind the group that the only way in which we can build our skills of mindful self-regulation is to practice the skill set of mindfulness.	(slide 19) (slide 20) (slide 21-22) (slide 23)			
5 mins Objective: Activity:	Stages of Development of Mindful Emotional Self-Regulation • Review the 5 stages of development ○ If we could bring our development to a level 3-4, we have significantly improved our quality of support that we offer to others and also enhanced our own quality of life.	CCS Slide Deck Session 2- R 2 slide 24 Session 2- Resource 2- Handout (slide 24)			

	○ The more that we practice mindfulness, the more the skill of emotional self-regulation builds.				
5 mins Objective: Activity:	Summing It Up- The Basics • Review Start Your Heart- Money Back Guarantee. State: ○ As a result, happy and fulfilling and compassionate times can be more often, more intense and last longer <i>And</i> Times of suffering such as emotional hijacks and power struggles can be less frequent, less intense and recovery time will be quicker. • State the quote of slide 26 • Review the BASICS illustration which overview the model both the hierarchy of needs and mindful, emotional self-regulation. • Have the group reflect on the following statement and identify what they will continue, stop, and start doing: ○ How I Will Further Develop and Maintain My Emotional Self-Regulation, Maturity and Motivation to Consistently Offer More Optimal Support	CCS Slide Deck Session 2- R 2 slide 25-28 Session 2- R 2- Handout (slide 25) (slide 26) (slide 27) (slide 28)			

5 mins Objective: Activity:	Growing Up With A Disability In closing, especially for any parents in the group, read the poem <i>Growing Up With a Disability</i>	CCS Slide Deck Session 2- R 2 slide 29 CCS Textbook (pgs. 421-423)			
5 mins Objective: Activity:	Session Preparation and Learning Log - Review readings and homework found on Session 2 Learning Plan - Have each participant complete the Session 2 Learning Log	Session 2 Learning Log			