**‘Living in the Present’ Mindfulness Intervention for Parents of Children with Skin Conditions: A Single Group Cases Series**

(Supplemental Files)

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**Parental changes**

**Table 5.** Parental change for the n=9 participants who completed a modified version of the Elliott et al. (2001) Client Change Interview.

|  |  |  |
| --- | --- | --- |
| Parent ID | Change noticed | Question |
| How much you expected it vs. were surprised by it? | How likely you think it would have been if you hadn’t been taking part in mindfulness sessions? | How important or significant to you personally do you consider this change to be? |
| 1 | Increased patience and non-reactivity | 2; somewhat expected it | 2; Somewhat unlikely without mindfulness (probably would not have happened) | 4; very important |
| Feeling calmer | 2; somewhat expected it | 2; Somewhat unlikely without mindfulness (probably would not have happened) | 4; very important |
| Greater sense of awareness | 2; somewhat expected it | 2; Somewhat unlikely without mindfulness (probably would not have happened) | 4; very important |
| 3 | Feeling more relaxed | 2; somewhat expected it | 2; Somewhat unlikely without mindfulness (probably would not have happened) | 5; extremely important |
| 4 | More awareness in child | 5; very much surprised by it | 2; Somewhat unlikely without mindfulness (probably would not have happened) | 4; very important |
| More awareness for parent | 5; very much surprised by it | 2; Somewhat unlikely without mindfulness (probably would not have happened) | 3; moderately important |
| 5 | Child is less reactive | 5; very much surprised by it | 2; Somewhat unlikely without mindfulness (probably would not have happened) | 5; extremely important |
| Child is more accepting | 4; somewhat surprised by it | 1; very unlikely without mindfulness (clearly would not have happened) | 5; extremely important |
| Less parental stress | 4; somewhat surprised by it | 2; Somewhat unlikely without mindfulness (probably would not have happened) | 5; extremely important |
| 6 | Greater sense of awareness | 4; somewhat surprised by it | 1; very unlikely without mindfulness (clearly would not have happened) | 4; very important |
| Less parental stress | 2; somewhat expected it | 1; very unlikely without mindfulness (clearly would not have happened) | 5; extremely important |
| 7 | Feeling less reactive | 4; somewhat surprised by it | 1; very unlikely without mindfulness (clearly would not have happened) | 4; very important |
| Feeling more appreciative | 4; somewhat surprised by it | 1; very unlikely without mindfulness (clearly would not have happened) | 4; very important |
| 8 | Slowing down and being more aware | 2; somewhat expected it | 1; very unlikely without mindfulness (clearly would not have happened) | 4; very important |
| Listening more | 5; very much surprised by it | 2; Somewhat unlikely without mindfulness (probably would not have happened) | 5; extremely important |
| Stepping back in parenting style | 4; somewhat surprised by it | 2; Somewhat unlikely without mindfulness (probably would not have happened) | 5; extremely important |
| 9 | Acceptance of difficult thoughts when stressed | 4; somewhat surprised by it | 1; very unlikely without mindfulness (clearly would not have happened) | 4; very important |
| 10 | Handling frustration better | 4; somewhat surprised by it | 2; Somewhat unlikely without mindfulness (probably would not have happened) | 4; very important |
| Percentage of change (%) | 71.11% | 32.22% | 86.67% |

 **LIVING IN**



**Course Summary**

**Session 1**

* Arriving and group forming
* Practice to explore modes of being
* Introducing mindful attitudes
* Mindfulness practice to introduce theme of Here and Now and enquiry
* Introduce how neuroscience offers support for mindfulness practice
* Practice explanation for during the next week
* Poem/story

**Session 2**

* Arriving practice – Here and Now
* Enquiry of this practice
* Enquiry of practice during the week
* Introducing the theme for this week: Focusing
* Focusing practice and enquiry
* Neuroscience of Focusing
* Practice explanation for during the next week
* Poem/story

**Session 3**

* Arriving practice – Focusing
* Enquiry of this practice
* Enquiry of practice during the week
* Introducing the theme for this week: Coming Home to The Human Body
* Human Body practices and enquiry
* Neuroscience of Human Body
* Practice explanation for during the next week
* Poem/story

**Session 4**

* Arriving practice – Human Body
* Enquiry of this practice
* Enquiry of practice during the week
* Introducing the theme for this week: Coming Home to The Human Mind
* Human Mind practices and enquiry
* Neuroscience of Human Mind
* Practice explanation for during the next week
* Poem/story

**Session 5**

* Arriving practice – Human Mind
* Enquiry of this practice
* Enquiry of practice during the week
* Introducing the theme for this week: Connection
* Connection practices and enquiry
* Neuroscience of Connection
* Practice explanation for during the next week
* Poem/story

**Session 6**

* Arriving practice – Connection
* Enquiry of this practice
* Enquiry of practice during the week
* Introducing the theme for this week: Noticing Choice and Change (these themes may be split between session 6 and 7)
* Noticing Choice and Change practices and enquiry
* Neuroscience of Noticing Choice and Change
* Practice explanation for during the next week
* Poem/story

**Session 7**

* Arriving practice (longer practice) – including all the themes
* Enquiry of this practice
* Enquiry of practice during the week
* Mindful listening practice in pairs to explore experience of themes and course and intentions for ongoing practice
* Feedback
* Practice explanation for during the next week
* Poem/story

**Session 8**

* Arriving practice (longer practice or mix of shorter practices)
* Enquiry of this practice
* Enquiry of practice during the week
* Plans for practice beyond the course in pairs/threes. What next? How can your practice support you best? What do you need?
* Practice of the group’s choice
* Closure time together

Sarah Silverton, March 2022

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