

Session Summaries and Handouts for  
***Mindfulness for Adult ADHD: A Clinician's Guide***

by Lidia Zylowska and John T. Mitchell  
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## Introduction to ADHD and Mindfulness: Reframing of ADHD

### SESSION OUTLINE

- 1) Welcome and introductions
  - General orientation to a group setting and rules of confidentiality
  - “Getting to Know You” activity
  - Short reflection on motivation to be in the class
  - Group structure and format overview
- 2) ADHD introduction
  - Sharing about living with ADHD
  - ADHD psychoeducation and reframing assumptions about ADHD
- 3) Break
- 4) Mindfulness introduction
  - Definition of mindfulness and how it can help manage ADHD
  - Treatment outcome research on ADHD and mindfulness
  - Introduction to attention and the five senses: Playing with Visual Attention and Awareness (*Exercise 1.1*) and Mindful Eating (*Exercise 1.2*)
  - Sitting meditation introduction and Mindfulness of Breath (5 minutes) (*Exercise 1.3*)
- 5) Closing
  - Discussion of Home Practice

### HOME PRACTICE

- 1) Formal mindfulness practice: Mindfulness of Breath (5 minutes per day)
- 2) Informal mindfulness practice:
  - Mindfulness of a routine daily activity, such as eating, showering, or brushing teeth
  - Brief mindful check-ins: “telephone breath” or “red light breath”

## Mindful Awareness of ADHD Patterns: “What Is My ADHD Like?”

### SESSION OUTLINE

- 1) Brief opening meditation exercise: Counting Meditation (*Exercise 2.1*)
- 2) Review
  - Content of previous session
  - At-Home Practice experiences
- 3) Session theme: Common difficulties in practicing mindful awareness
  - Introduce the acceptance–change dialectic
- 4) Brief meditation exercise: Mindfulness of Breath (5 minutes) (*Exercise 2.2*)
- 5) Break
- 6) Mindfulness of movement
  - Mindful Standing and Balancing (*Exercise 2.3*)
  - Mindfulness of Walking (10 minutes) (*Exercise 2.4*)
- 7) Closing
  - Discussion of Home Practice
  - Brief Appreciation Meditation (*Exercise 2.5*)

### HOME PRACTICE

- 1) Formal mindfulness practice: Mindfulness of Breath (5 minutes per day). Use optional Handout 2.1 to record noted difficulties and come up with potential solutions.
- 2) Informal mindfulness practice:
  - Noticing one’s own ADHD symptoms with curiosity

## Mindful Awareness of Sound, Breath, and Body

### SESSION OUTLINE

- 1) Brief opening meditation exercise: Mindfulness of Breath (*Exercise 3.1*)
- 2) Review
  - Content of previous session
  - At-Home Practice experiences
- 3) Session theme: Noticing shifts in attention and body awareness
- 4) Mindful Awareness of Music (*Exercise 3.2*)
- 5) Mindfulness of Sound (*Exercise 3.3*)
- 6) Mindful Standing and Stretching (*Exercise 3.4*)
- 7) Break
- 8) Mindfulness of Sound, Breath, and Body (*Exercise 3.5*)
- 9) S.T.O.P. Introduction and Practice (*Exercise 3.6*)
- 10) Closing
  - Discussion of Home Practice
  - Brief Appreciation Meditation (*Exercise 3.7*)

### HOME PRACTICE

- 1) Formal mindfulness practice: Mindfulness of Sound, Breath, and Body (10 minutes per day)
- 2) Informal mindfulness practice:
  - Sound and walking or S.T.O.P. practice
  - Attention check-in: “Where is my attention right now?,” “What am I doing right now?,” and using visual reminders

SESSION SUMMARY FOR SESSION 4  
**Mindful Awareness of Body Sensations**

**SESSION OUTLINE**

- 1) Brief opening meditation exercise: Sound, Breath, and Body (*Exercise 4.1*)
- 2) Review
  - Content of previous session
  - At-Home Practice experiences
- 3) Session theme: Being in the body
- 4) Body Scan (*Exercise 4.2*)
- 5) Break
- 6) Working with Pain and Discomfort (*Exercise 4.3*)
- 7) Mindfulness in daily life: Shoe Tying (*Exercise 4.4*)
- 8) Closing
  - Discussion of Home Practice
  - Brief Appreciation Meditation (*Exercise 4.5*)

**HOME PRACTICE**

- 1) Formal mindfulness practice: Sound, Breath, and Body (10 minutes per day)
- 2) Informal mindfulness practice:
  - Choosing a problematic ADHD-related activity (e.g., placement of keys)
  - Noticing your own ADHD symptoms with curiosity

## Mindful Awareness of Thoughts

### SESSION OUTLINE

- 1) Brief opening meditation exercise: Body Scan (*Exercise 5.1*)
- 2) Review
  - Content of previous session
  - At-Home Practice experiences
- 3) Session theme: Mindful awareness of thoughts
- 4) Mindfulness of Thoughts (*Exercise 5.2*)
- 5) Break
- 6) Walking with Your Thoughts (*Exercise 5.3*)
- 7) ADHD and judgmental thoughts
- 8) Sharing Experiences with Judgmental Thoughts (*Exercise 5.4*)
- 9) Other out-of-balance thinking
- 10) Self-talk as a guide
- 11) Closing
  - Discussion of Home Practice
  - Brief Appreciation Meditation (*Exercise 5.5*)

### HOME PRACTICE

- 1) Formal mindfulness practice: Mindfulness of Thoughts (10 minutes per day)
- 2) Informal mindfulness practice:
  - Daily tracking of judgmental thoughts
  - Noticing your own ADHD symptoms with curiosity

## Mindful Awareness of Emotions

### SESSION OUTLINE

- 1) Brief opening meditation exercise: Mindfulness of Thoughts (*Exercise 6.1*)
- 2) Review
  - Content of previous session
  - At-Home Practice experiences
- 3) Session theme: Mindful awareness of emotions
- 4) R.A.I.N. Introduction and Practice (*Exercise 6.2*)
- 5) Break
- 6) Walking meditation: Walking with Your Emotions (*Exercise 6.3*)
- 7) Cultivating positive emotions: Loving-Kindness (*Exercise 6.4*)
- 8) Closing
  - Discussion of Home Practice
  - Brief Appreciation Meditation (*Exercise 6.6*)

### HOME PRACTICE

- 1) Formal mindfulness practice: Loving-Kindness or the R.A.I.N. exercise (15-minutes per day). Alternatively, one can also use the Walking with Your Emotions exercise.
- 2) Informal mindfulness practice:
  - Practicing brief informal R.A.I.N., Loving-Kindness, or Walking with Your Emotions exercises in the course of daily life.
  - Seeing how emotions come up in different situations. This can be done using the Pleasant, Unpleasant, or Neutral Events Calendar or when tracking one's ADHD patterns.

## Mindful Awareness of Presence and Interactions

### SESSION OUTLINE

- 1) Brief opening meditation exercise: R.A.I.N. (*Exercise 7.1*)
- 2) Review
  - Content of previous session
  - At-Home Practice experiences
- 3) Session theme: Mindful awareness of presence and interactions
- 4) Mindful Presence Introduction and Practice (*Exercise 7.2*)
- 5) Discussion of different facets of attention and single-focus attention versus receptive attention
- 6) Break
- 7) Short Walking Meditation (*Exercise 7.3*)
- 8) Mindful awareness of interactions
- 9) Mindful Listening and Speaking (*Exercise 7.4*)
- 10) Closing
  - Discussion of Home Practice
  - Brief Appreciation Meditation (*Exercise 7.5*)

### HOME PRACTICE

- 1) Formal mindfulness practice: Daily 15-minute sitting meditation: Mindful Presence
- 2) Informal mindfulness practice:
  - Mindful speaking and listening with a spouse or a friend
  - Listening mindfully during regular conversation in daily life
  - Noticing with curiosity interactions with other people



## Mindful Awareness as a Life Journey

### SESSION OUTLINE

- 1) Brief opening meditation exercise: S.T.O.P. (*Exercise 8.1*)
- 2) Review
  - Content of previous session
  - At-Home Practice experiences
- 3) Session theme: Mindful awareness as a life journey
- 4) Mindful Presence (*Exercise 8.2*) and Walking Meditation (*Exercise 8.3*)
- 5) Break
- 6) Review of covered mindfulness principles
- 7) Beyond MAPs: ADHD and mindfulness resources
- 8) Closing Ceremony (*Exercise 8.4*)

## Group Rules

*Instructions:* Here you may make any notes on the group rules discussed today. Some suggested areas are listed, although a few are completely blank for any rules that are unique for your group.

1. Logistics (group dates, times, and location): \_\_\_\_\_  
\_\_\_\_\_
2. Confidentiality: \_\_\_\_\_  
\_\_\_\_\_
3. Group interactions outside of group: \_\_\_\_\_  
\_\_\_\_\_
4. Disruptive in-session behaviors (e.g., talking too much or lateness): \_\_\_\_\_  
\_\_\_\_\_
5. Sharing in group: \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

HANDOUT 1.2

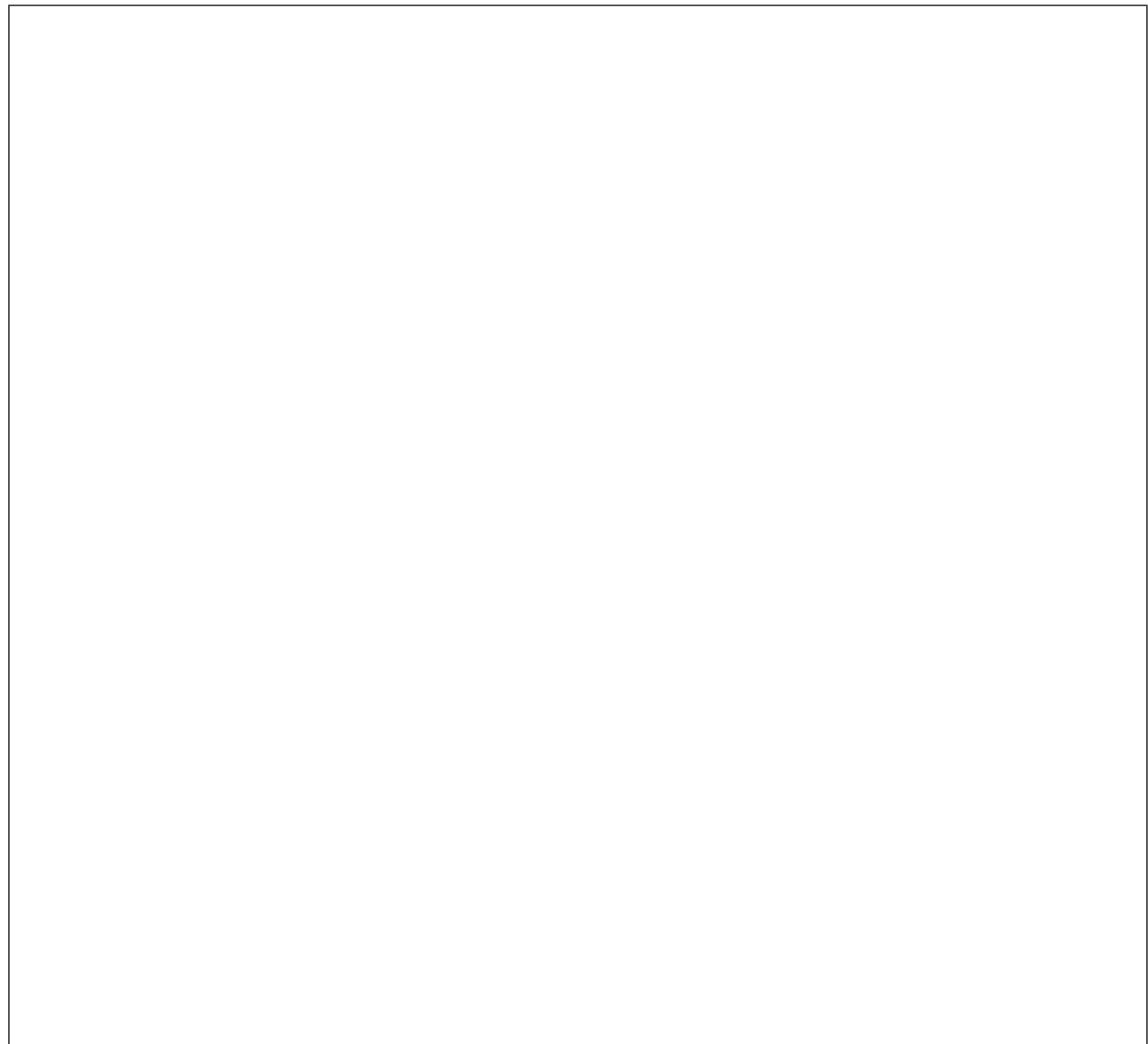
## What Is Mindfulness?

Mindfulness means paying attention in a particular way:  
on purpose, in the present moment, and nonjudgmentally.  
—Jon Kabat-Zinn

Two Steps of Mindfulness Practice:

- 1) ATTENTION
- 2) ATTITUDE

*Instructions:* Jot down some notes or draw in the area below to elaborate on what you think of when you ask yourself, “What is mindfulness?”



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HANDOUT 1.3  
**Automatic Pilot**

When we are in “automatic pilot” mode, we are not stopping to see what’s going on around or inside of us. Instead, we are acting without awareness of what we are doing and what the consequences will be. This is the opposite of being mindfully aware. Being in “automatic pilot” mode often involves acting out of habit.

*Instructions:* Think about a time recently that you acted in “automatic pilot” mode. Use the example below to guide one of your own. If you’re having difficulty coming up with an example, think about your own ADHD behaviors (e.g., times that you made a careless mistake, got lost in a conversation, lost something, procrastinated, got frustrated waiting, interrupted others, or did something impulsive). Decide ahead of time how often you will complete this form over the next week so that you have enough handouts.

Here’s an example of how “automatic pilot” mode may unfold for someone with ADHD:

Situation

At work. You decide to write that email to your coworker you’ve been putting off, but then your phone vibrates to indicate someone just sent you a text message.



“Automatic Pilot” Response

Check the text message and start talking with your friend. After 10 minutes your computer “goes to sleep” and you don’t know where the time has gone.

Now complete an example for yourself:

Situation



“Automatic Pilot” Response

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## Session 1 Home Practice Sheet

Date started: \_\_\_\_\_

*Instructions:* Use this sheet to track your formal and informal practices this week.

**Formal practice:** 5 minutes of the Mindfulness of Breath exercise.

**Informal practice:**

1. Noticing the five senses in daily life. Here are some examples, though feel free to create your own:
  - Eating: Tune into the five senses for a few minutes each day. This is like the raisin exercise.
  - Showering: Notice the warmth or coolness of the water or the smell of the soap. Notice how you start: Shampoo first? Work from the top to bottom? Bottom to top? Be an observer of what you might otherwise do by habit and while on automatic pilot.
  
2. Brief mindful check-ins: Examples might include the “telephone breath” or “red-light breath.”

Day/Date	<u>Formal Practice</u> How many minutes did you practice?	<u>Informal Practice</u> What did you do?	Comments

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## Formal Meditation Difficulties and Solutions

*Instructions:* Use this sheet to help you track difficulties that emerge while engaging in formal meditation and come up with potential solutions.

### STEP 1: IDENTIFY THE DIFFICULTY

It is common to experience challenges during your meditation exercises that can interfere with your regular practice. Some common examples are listed below. Circle the ones that have come up for you during meditation practice.

- Sleepiness or a lack of energy
- Restlessness or worry
- Wanting or grasping to change
- Aversion or pushing away certain experiences
- Doubt or questioning
- Distraction
- Forgetfulness
- Other: \_\_\_\_\_

Now that you've named it, let's move on to the next step.

### STEP 2: APPROACH THE DIFFICULTY

Now that you've identified the difficulties that you're experiencing, let's see if we can approach them in a different way. After all, difficulties are just one kind of experience that you can bring your attention and curiosity toward. Here's how you might accomplish this in the course of meditation practice:

- When you notice a difficulty, can you use words to describe your experience as though you are an observer? We call this a "witness stance," where you may say to yourself, "Oh, there is sleepiness," or "There is doubt."
- Can you investigate the challenge a bit more? What do you notice in your body? For example, how does restlessness feel inside your body? Do you notice any thoughts or judgments about the experience of restlessness? Do you notice any emotions or urges that accompany feeling restless?
- Can you keep noticing and accepting this difficulty as a part of the overall experience of trying something new like meditation? Can you let go of the struggle to rid yourself of this experience and let it be? It may change over time. In other words, can you say to yourself, "It is what it is" and not need to change the unpleasant experience but observe it (this is an acceptance-oriented solution).

*(continued)*

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## Formal Meditation Difficulties and Solutions *(page 2 of 2)*

- As you notice the difficulty, you can also choose a mindful action to help relieve it. For example, if restlessness is significant, you can try breathing more deeply, shifting slowly in your seat and/or inviting your muscles to relax more. Or you can decide that instead of sitting practice you will do a mindful movement practice (this is a change-oriented solution).

Now you're ready to identify solutions more formally in Step 3.

### STEP 3: IDENTIFY SOLUTIONS

*Instructions:* Based on the group discussion and the steps above, list out all difficulties you have experienced during the formal mindfulness meditation exercises this week. In the column next to that, list out some ideas about how you can approach these difficulties in the week ahead—these solutions may be change-oriented or may be acceptance-oriented.

Difficulties	Solution

## Session 2 Home Practice Sheet

Date started: \_\_\_\_\_

*Instructions:* Use this sheet to track your formal and informal practices this week.

**Formal practice:** 5 minutes of the Mindfulness of Breath exercise. Track difficulties that emerge during meditation by writing them down in the Comments column or use Handout 2.1.

**Informal practice:** Observe your own ADHD symptoms with curiosity in daily life (you can also use Handout 2.3).

Day/Date	<u>Formal Practice</u> How many minutes did you practice?	<u>Informal Practice</u> What did you do?	Comments

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HANDOUT 2.3 (OPTIONAL)

## Automatic Pilot

When we are in “automatic pilot” mode, we are not stopping to see what’s going on around us or inside of us. Instead, we are acting without awareness of what we are doing or feeling and what the consequences will be—this is the opposite of being mindfully aware. Being on “automatic pilot” involves acting out of habit.

*Instructions:* Think about a time recently that you acted in “automatic pilot” mode and how this is associated with ADHD for you. If you can recall, also write what body sensations, thoughts, and feelings you noticed around the time of the experience. As the sessions progress, we will elaborate more on each box. This sheet can be used each week of MAPs and we recommend you make extra copies of this handout.

**Day:** \_\_\_\_\_

<u>Situation</u>	<u>“Automatic Pilot” Response</u>	<u>How is this associated with ADHD?</u>
	→	→
<u>What emotions were present?</u>	<u>What thoughts were present?</u>	<u>What did you notice in your body?</u>
	←	←

↓

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## The S.T.O.P. Practice

*Instructions:* Use this sheet as a visual reminder of how to do the S.T.O.P. Practice, which is a brief mindful check-in you can do in the course of your day. Post this in an area that you are likely to see repeatedly, such as on your refrigerator or by your desk.

### THE S.T.O.P. PRACTICE

**S = STOP**

**T = TAKE A BREATH**

**O = OBSERVE**

Mindfully coach yourself to observe in the present moment without being judgmental:

*Where is my Attention right now?*

*Let me bring my attention to the present moment. I start by noticing Sound, Breath, or Body.*

*What Thoughts, Emotions, or Actions do I notice right now?*

**P = PROCEED**

*Do I keep going as before or do I change something?*

## Session 3 Home Practice Sheet

Date started: \_\_\_\_\_

*Instructions:* Use this sheet to track your formal and informal practices this week.

**Formal practice:** 10 minutes of the Mindfulness of Sound, Breath, and Body exercise. Continue to track difficulties that arise during your formal practice.

**Informal practice:**

1. Sound and walking: Identify a time in the day when you walk and for 2–3 minutes practice mindful awareness of walking.
2. Use the Attention Check-In skill daily. With this skill, use visual cues as external reminders to ask the following questions to regulate your attention: “Where is my attention right now?” and “What am I doing right now?”

Day/Date	<u>Formal Practice</u> How many minutes did you practice?	<u>Informal Practice</u> What did you do?	Comments

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## Session 4 Home Practice Sheet

Date started: \_\_\_\_\_

*Instructions:* Use this sheet to track your formal and informal practices this week.

**Formal practice:** 10 minutes of the Mindfulness of Sound, Breath, and Body exercise.

**Informal practice:**

1. Choose a problematic ADHD-related activity involving the body (e.g., placement of keys) and practice it with mindfulness.
2. Notice your own ADHD symptoms with curiosity (you can also use Handout 2.3).

Day/Date	<u>Formal Practice</u> How many minutes did you practice?	<u>Informal Practice</u> What did you do?	Comments

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## Session 5 Home Practice Sheet

Date started: \_\_\_\_\_

*Instructions:* Use this sheet to track your formal and informal practices this week.

**Formal practice:** 10 minutes of the Mind Like a Sky exercise.

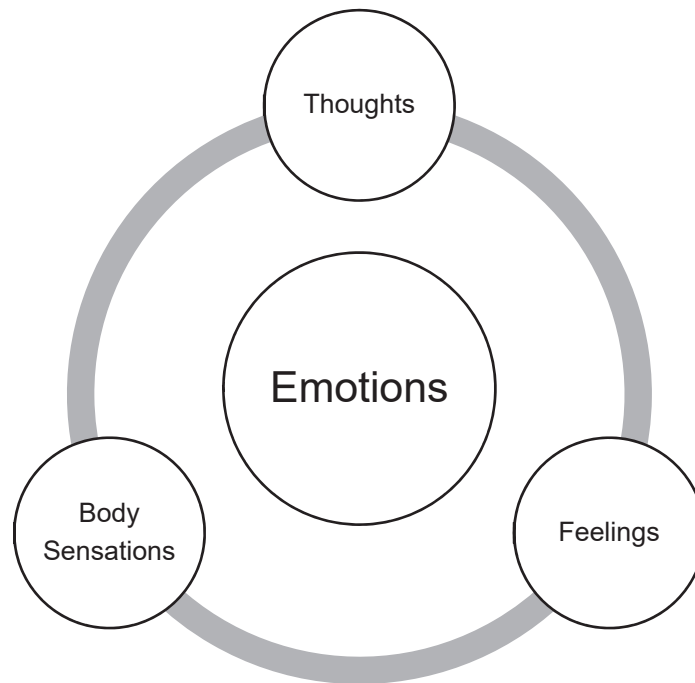
**Informal practice:**

1. Counting the number of judgments that occur daily. An additional option is to write down thoughts that seem typical for you or are recurrent.
2. Notice your own ADHD symptoms with curiosity (you can also use Handout 2.3).

Day/Date	<u>Formal Practice</u> How many minutes did you practice?	<u>Informal Practice</u> What did you do?	Comments

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## Aspects of Emotional Experiences



- Emotions are experiences composed of thoughts (e.g., “What a jerk!” or “I can’t stand this!”), feelings (e.g., a sense of frustration or feeling overwhelmed), and body sensations (e.g., clenched teeth or neck tension).
- Positive and negative emotions are important and provide useful information. Even negative emotions can communicate something that’s helpful to you!
- Emotional states are impermanent and change over time.
- Emotions are an important aspect of ADHD. In addition to feeling low self-esteem, worry, and overwhelmed, other common emotions associated with ADHD include impatience, being touchy or easily annoyed, or getting frustrated easily.
- The way adults with ADHD cope with emotions may appear helpful in the short term but may have a negative impact in the long term.
- Mindfulness can help manage emotions that are impulsive and happen quickly as well as help face emotions that are typically avoided. The intention of having what we call *brave curiosity* and self-compassion helps engage with and self-regulate emotions.

## Session 6 Home Practice Sheet

Date started: \_\_\_\_\_

*Instructions:* Use this sheet to track your formal and informal practices this week.

**Formal practice:** 15 minutes of the Loving-Kindness exercise. You can also practice the R.A.I.N. or the Walking with Your Emotions exercise.

**Informal practice:**

1. Brief R.A.I.N., Loving-Kindness, or Walking with Your Emotions exercise in the course of your day, especially when emotions are stirred up.
2. See how your emotions come up in different situations. Track your reactions using Handout 2.3 or 6.4.

Day/Date	<u>Formal Practice</u> How many minutes did you practice?	<u>Informal Practice</u> What did you do?	Comments

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## Managing Emotions with Mindfulness: The R.A.I.N. Practice

*Instructions:* Use this sheet as a visual reminder of how to do the R.A.I.N. practice. Post this in an area that you are likely to see repeatedly, such as on your refrigerator or by your desk.

**R** = Recognize

**A** = Accept

**I** = Investigate

**N** = Not personalize

Example:

- **R = Recognize:** Note (or label) with curiosity the feeling you are experiencing (e.g., “Oh, there is frustration”).
- **A = Accept:** You don’t have to like the noted feeling, but it is here—see if you can accept that the feeling is here and now.
- **I = Investigate:** To deepen your awareness, notice how the feeling is affecting your body. Notice if there are any areas of tensing muscle or how your breathing changes. As you continue to observe, see if there are any thoughts or additional feelings that may be present. Perhaps you will notice another layer of feelings, such as fear, sadness, anger, or embarrassment. Notice if there are any thoughts that go along with the feelings such as “I hate this” or self-judgments, “What’s wrong with me?”
- **N = Not personalize:** Don’t overly personalize or identify with the thoughts or the feelings. Remember that this is just a reaction. The reaction is like a wave that rises and eventually falls. See if you can “surf the wave” without being drowned by it.



HANDOUT 6.4

Pleasant, Unpleasant, and Neutral Events

*Instructions:* In this table, list one situation from each day and reflect whether the experience was pleasant, unpleasant, or neutral. In addition, write what body sensations, feelings, thoughts, and actions you observed about the experience.

Date	Situation/Experience	Was the experience pleasant, unpleasant, or neutral?	What <b>body sensations</b> did you notice?	What <b>feelings</b> did you notice?	What <b>thoughts</b> did you notice?	What <b>actions</b> did you notice?

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HANDOUT 7.1

## ADHD and Common Communication Pitfalls

*Instructions:* Below is a list of typical communication problems in ADHD that commonly occur, especially when we are in automatic pilot mode. These examples are divided into four different categories: inattention, impulsivity, executive functioning problems, and emotion dysregulation. Review these examples with a nonjudgmental attitude and identify the ones that apply to you. Then have your spouse, a family member, or a friend give you their view.

<b>Inattention Examples</b>	<b>Impulsivity Examples</b>	<b>Executive Functioning or Processing Problem Examples</b>	<b>Emotion Dysregulation Examples</b>
Tuning out during a conversation	Interrupting others	Going off topic or presenting in a disorganized way	Feeling intense emotions and not being able to verbally express them
Not listening or forgetting what was said	Feeling impatient during a conversation	Including too much detail in a conversation	Communicating excessive anger
Not following or feeling lost in the conversation	Talking too much, or jumping from topic to topic	Saying the same but in a different way	Being overly sensitive to criticism or rejection that may lead to quickly being defensive in communication
	Talking quickly and loudly	Extra pauses, using vocal repetitions or word fillers such as “um”	Being a “people pleaser,” having trouble with conflict, difficulty saying “no” or disagreeing
	Blurting out answers or finishing others’ sentences	Not finding the right word to use, using incorrect words or communicating inefficiently	Being oppositional—having trouble saying “yes” or agreeing
	Saying something you later regret (i.e., “putting your foot in your mouth”)		

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## Mindful Listening and Speaking Exercise



*Instructions:* In this exercise, you will practice speaking thoughtfully and listening fully. The exercise is done in pairs: one person is the sole speaker and the other one is the sole listener.

- Find a quiet space and sit across from your partner. Notice your posture and see if you can sit in a relaxed and receptive posture. This typically involves relaxing your face and shoulders, leaning slightly forward, avoiding crossing your arms, relaxing your hands, and keeping frequent, natural eye contact.
- Pick a topic that is meaningful for both of you and perhaps one that you have had difficulty agreeing on in the past—for example, “How can we make our household run more smoothly?”
- Have a clock or timer available so you can keep track of each turn. Take turns being the sole speaker or the sole listener for about 30 seconds before switching. Continue in this way until you exhaust the topic, up to 10 minutes. Alternatively, you can also decide to give each other 5 minutes of uninterrupted talking (or listening) before switching.
- Practice relaxed body and relaxed breathing throughout the conversation.

### *Guidelines for Mindful Listening*

- Bring full attention to your partner and practice consistent listening. For example, if distracted or daydreaming, keep bringing your attention back to your partner as much as possible.
- Practice “receiving the information” nonjudgmentally without having to do anything else.
- Withhold any impulses to interrupt, or give feedback or join the conversation. In this exercise, practice being a quiet listener versus a listener that is offering a lot of verbal encouragement. Even well-intentioned validations, such as “Yes, I feel the same way” or “You are right,” may feel to the speaker like an interruption.
- Practice to embody an open and empathetic presence.

### *Guidelines for Mindfully Speaking*

- Bring the intention to speak a bit more slowly than usual, choosing your words thoughtfully.
- Practice “speaking from the heart,” choosing to be honest, kind, and sharing your feelings. Practice using “I” statements versus describing what you think the other person is doing or should be doing.

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## Session 7 Home Practice Sheet

Date started: \_\_\_\_\_

*Instructions:* Use this sheet to track your formal and informal practices this week.

**Formal practice:** 15 minutes of the Mindful Presence exercise.

**Informal practice:**

1. Ask a friend, family member, or spouse to do a mindfulness exercise with you. Either (1) review the ADHD and Communication Pitfalls Handout with them and get their feedback or (2) find one time to practice mindful listening and speaking with that person. See Handouts 7.1 and 7.2.
2. Listen mindfully when engaged in regular conversations with others in the course of the week. Pay attention to these interactions and consider using Handout 2.3 to reflect on your communication.
3. Pay attention to interactions and consider using optional Handout 2.3 to build on “putting things together” that were also learned in previous sessions.

Day/Date	<u>Formal Practice</u> How many minutes did you practice?	<u>Informal Practice</u> What did you do?	Comments

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## Informal Practice Ideas

**You can bring mindful awareness to anything, anytime!**

*Instructions:* Each week, take a look at this list and pick one or two ways to keep mindfulness in your daily activities.

- Mindful eating (e.g., mindful snack or lunch)
- Mindful movement (e.g., walking, stretching, dancing, yoga)
- Taking three mindful breaths
- Showering
- Washing hands
- Checking the time (watch, clock, or cell phone)
- Browsing the internet
- Email
- Answering the telephone
- Washing dishes
- Chopping vegetables
- Preparing coffee
- Playing with your pet
- Making your bed
- Folding laundry
- Brushing teeth
- Shaving
- Driving
- Walking to the bathroom at work
- Talking with coworkers
- Talking with loved ones
- Playing with kids
- Putting kids to sleep
- Being in nature, listening to nature sounds
- Gardening
- Listening to music
- Making art or doing a creative task
- Organizing your room, desk, office
- Making a to do list or using a calendar
- S.T.O.P. reminders
- R.A.I.N. reminders

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## Strategies for Keeping Mindfulness in Your Life

*Instructions:* This form lists some concrete behavioral strategies and resources you may want to use to keep your daily mindfulness routine going. Check these out and see what works for you.

- Create visual reminders of mindfulness practice (e.g., a picture frame with the word *breathe* or *now*).
- Use daily occurrences or habitual activities as a reminder to be mindful (e.g., red lights remind you to stop your car. Let them remind you to stop and breathe. Or every time you turn your computer on, make a point to do a mindful check-in, noticing sounds, then your breath, body, thoughts, and feelings).
- Set email or calendar reminders for yourself to practice.
- Use electronic organizers or calendars to schedule mindfulness practice.
- Have a friend or a spouse be your mindfulness buddy or coach.
- Attend an ongoing meditation group alone or with a family member.
- Go to a periodic mindfulness workshops or retreat.
- Use *The Mindfulness Prescription for Adult ADHD* self-help book as a course refresher or reference. Using the book, you can start your own mindfulness group ([www.meetup.com](http://www.meetup.com) can be helpful with getting started).
- Continue to engage in learning about ADHD and/or mindfulness via smartphone applications, websites, or books. See selected examples listed in Handouts 8.4 and 8.5.

## Why Use Mindfulness for ADHD?

- *Improve ADHD symptoms and related self-regulation difficulties.* ADHD is associated with difficulties in executive functioning, which can result in difficulty regulating attention, mood, and behavior. Research studies suggest that mindfulness strengthens self-regulation skills.
- *Lower stress.* Living with ADHD often comes with increased stress. Mindfulness has been shown to lower perceived stress. This practice also provides skills to shift from a stressed mind-body state to a more relaxed mind-body state through mindful breathing and other exercises in present-moment awareness.
- *Decrease risk for anxiety, depression, impulse-control problems (substance abuse, eating disorders).* ADHD is known to increase risk for such difficulties, presumably by self-regulation difficulties.
- *Increase self-acceptance and self-advocacy.* The self-compassion training of mindfulness can counteract insecurity or shame, often reported with ADHD.
- *Improve communication, which can enhance relationship with others (e.g., spouses, children, coworkers).* Mindfulness can provide a foundation for being more present to people you interact with on a regular basis. This can allow for better listening and deeper communication.

## Examples of Resources Related to Mindfulness and ADHD

### MINDFULNESS APPS

- Mindfulness Apps—go to App Store or Google Play Store and search “mindfulness” or “meditation.” Some examples include Insight Timer; Stop, Breathe & Think (SBT); Headspace; Calm

### SELECTED WEBSITES

- A link to the meditations for this book can be found on The Guilford Press website (see the box at the end of the table of contents)
- [www.facebook.com/MindfulnessADHD](http://www.facebook.com/MindfulnessADHD)
- <https://mindfullyadd.com>
- <http://www.Mindful.org>—online magazine about “everything mindfulness”
- [www.marc.ucla.edu](http://www.marc.ucla.edu)—classes and mindfulness workshop including online offerings
- [www.umassmed.edu/cfm/index.aspx](http://www.umassmed.edu/cfm/index.aspx)—University of Massachusetts Center for Mindfulness, the home of MBSR
- [www.bemindful.co.uk](http://www.bemindful.co.uk)—a British website highlighting info about mindfulness, MBSR, and MBCT
- <https://goamra.org>—a guide to what’s latest in mindfulness research

### BOOKS

#### ADHD and Mindfulness

- *The Mindfulness Prescription for Adult ADHD* by Lidia Zylowska
- *The Family ADHD Solution: A Scientific Approach to Maximizing Your Child’s Attention and Minimizing Parental Stress* or *Mindful Parenting for ADHD* by Mark Bertin
- *Connected Kids* by Lorraine Murray
- *Mindfulness for Kids with ADHD* and *Mindfulness for Teens with ADHD* by Debra Burdick
- *Living Well with ADHD* by Terry Huff

#### General Books on Mindfulness

- *The Mindful Child* and *Mindful Games* by Susan Kaiser-Greenland
- *Mindfulness Made Easy* by Ed Halliwell
- *Still Quiet Place* by Amy Saltzman
- *Child’s Mind* by Christopher Willard
- *Mindful Movements: Ten Exercises for Well-Being* by Thich Nhat Hanh

(continued)

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## Examples of Resources Related to Mindfulness and ADHD (page 2 of 2)

- *The MBSR Workbook* by Bob Stahl and Elisha Goldstein
- *The Mindful Way Workbook* (the MBCT workbook) by John Teasdale, Mark Williams, and Zindel Segal
- *Full Catastrophe Living* by Jon Kabat-Zinn
- *Fully Present* by Susan Smalley and Diana Winston
- *The Mindful Brain* by Daniel Siegel
- *Self-Compassion* by Kristen Neff

## Additional ADHD Resources

### SELECTED BOOKS

- Barkley, R. A. (2010). *Taking charge of adult ADHD*. New York: Guilford Press.
- Hallowell, E. M., & Ratey, J. J. (2011). *Driven to distraction (revised): Recognizing and coping with attention deficit disorder from childhood through adulthood*. New York: Anchor Books.
- Kelly, K., & Ramundo, P. (2006). *You mean I'm not lazy, stupid or crazy?! The classic self-help book for adults with attention deficit disorder*. New York: Scribner.
- Mate, G. (1999). *How attention deficit disorder originates and what you can do about it*. New York: Penguin.
- Moulton Sarkis, S. (2015). *Natural relief for adult ADHD: Complementary strategies for increasing focus, attention, and motivation with or without medication*. Oakland, CA: New Harbinger.
- Murphy, K. R., & Levert, S. (1995). *Out of the fog: Treatment options and coping strategies for adult attention deficit disorder*. New York: Skylight Press.
- Nadeau, K. G. (1996). *Adventures in fast forward: Life, love, and work for the ADD adult*. New York: Routledge.
- Orlov, M. (2010). *The ADHD effect on marriage: Understand and rebuild your relationship in six steps*. Plantation, FL: Specialty Press.
- Pera, G. (2008). *Is it you, me, or adult A.D.D.? Stopping the roller coaster when someone you love has attention deficit disorder*. San Francisco: 1201 Alarm Press.
- Ramsay, J. R., & Rostain, A. L. (2015). *The adult ADHD tool kit: Using CBT to facilitate coping inside and out*. New York: Routledge.
- Sari, S., & Frank, M. (2019). *A radical guide for women with ADHD: Embrace neurodiversity, love boldly, and break through barriers*. Oakland, CA: New Harbinger.
- Tuckman, A. (2012). *Understand your brain, get more done: The ADHD executive functions workbook*. Plantation, FL: Specialty Press.

### WEBSITES FOR ADULTS WITH ADHD AND THEIR FAMILIES

ADDitude: [www.additudemag.com](http://www.additudemag.com)

Attention Deficit Disorder Association (ADDA): <https://add.org>

Children and Adult with Attention-Deficit/Hyperactivity Disorder (CHADD): <https://chadd.org>

TotallyADD: <https://totallyadd.com>

Attention Talk Radio: [www.blogtalkradio.com/attentiontalkradio](http://www.blogtalkradio.com/attentiontalkradio)

## Setting Intentions for the Next 2 Weeks

*Instructions:* Use this form to set an intention on how you want to keep mindfulness practices in your daily life. Take a few minutes to fill it out and list some concrete plans on what you can do in the next 2 weeks.

Why is it important to me to keep mindfulness in my life?

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Formal practice ideas:

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Informal practice ideas:

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