(*Inaudible words are indicated by \*\_\_\_\_ followed by a number in brackets. Control F then \* will take you to the next asterisk, and the corresponding place on the recording is shown by the number in the brackets).*

**Interview - 150909.002**

Transcriber : Barbara Hellyer.

**INT:**

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| --- | --- | --- | --- |
|  | **Code** | **Transcipt** | **Explanatory Comments** |
|  |  | **Research Interview conducted on the 9th September 2015, at 2 o’clock.** |  |
|  |  |  |  |
|  |  | **So um … you’re in DBT, yeah?** |  |
|  |  |  |  |
|  |  | REC: I’ve finished it. |  |
|  |  |  |  |
|  |  | **INT: You’ve finished it, OK. And how was it for you? How, how long did you spend doing it? What was it like?** |  |
|  |  |  |  |
|  |  | REC: I spent about 12 – 13 weeks doing it … |  |
|  |  |  |  |
|  |  | **INT: Uh huh.** |  |
|  |  |  |  |
|  |  | REC: … and, like, it was like every week, and I actually found it quite good really. | Positive relationship with DBT |
|  |  |  |  |
|  |  | **INT: Yeah, OK. And what sort of things were you focussing on … so was it a part of a group? Or …** |  |
|  |  |  |  |
|  |  | REC: It was definitely a group, yeah, and there was individual sessions as well. |  |
|  |  |  |  |
|  |  | **INT: Oh OK. So you did two?** |  |
|  |  |  |  |
|  |  | REC: Yes. |  |
|  |  |  |  |
|  |  | **INT: OK. And um, you found it quite useful?** |  |
|  |  |  |  |
|  |  | REC: Yup. |  |
|  |  |  |  |
|  |  | **INT: Were there any parts in particular that stood out that were useful for you?** |  |
|  |  |  |  |
|  | Activity based mindfulness | REC: Like, in like the mindfulness bit, definitely liked the participation bit, like, that, that … | Liked Participation – *activity based* *mindfulness* |
|  |  |  |  |
|  |  | **INT: OK.** |  |
|  |  |  |  |
|  | Focus on the easy exercises | REC: … really stood out for me because, like, it was, I found, I found that one the easiest to use. | Easiest stands out |
|  |  |  |  |
|  |  | **INT: Oh OK, I see. So … tell you what, before we get on to talking more about mindfulness, I’ve got a thing here on this, um, laptop, and all it is is a short snippet of someone using a mindfulness exercise – um, we’re not going to do the mindfulness exercise, we’re just going to um, - can you see that all right?** |  |
|  |  |  |  |
|  |  | ***Video*** |  |
|  |  |  |  |
|  |  | **So is that the sort of things that you ended up doing, kind of mindfulness exercises , yeah?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: Um, which ones kind of stand out for you that you did?** |  |
|  |  |  |  |
|  | Key element of mindfulness: participation | REC: Like, there was this one, um, and like the participation one where we had to, like, do this, like, little kind of dignity game mindfulness thing, called, like, Aunt Sally goes to Shop, … | Playing a game to be mindful  Idea of participation being mindfulness *not necessarily central to most mindfulness teaching –quite particular to DBT* |
|  |  |  |  |
|  |  | **INT: OK.** |  |
|  |  |  |  |
|  |  | REC: … and um, it was like um, they said to us to, like, remember everything, like, from A-Z, my Aunt Sally went to, like the shop and bought an apple, for example; and then the next person has to say that and, like, starting with B, something we had to remember. | *Very different from breath focused mindfulness need the presence of other people*  *Many people would play this at a youth group so what makes this mindful?*  Using memory |
|  |  |  |  |
|  |  | **INT: OK.** |  |
|  |  |  |  |
|  |  | REC: That was, like, really fun to do. | Fun game – *how is it mindfulness?* |
|  |  |  |  |
|  |  | **INT: Yeah. So it was fun.** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: So what was it … how did that affect you, that you were doing this fun mindfulness exercise?** |  |
|  |  |  |  |
|  | Mindfulness is best when having fun | REC: It affected me ‘cos, like, um, I guess ‘cos, like, whilst we was doing it I was, like, really, like, fun to ,like, remember everything, and it was, like, fun to actually think of, like, what, what I’d like on the spot, and, like, when people said, like, really funny words, they were like, it was really funny. | Connecting with other people  Having fun –*when things are fun they make you feel better? Forget problems? Be more yourself?*  Being able to think on the spot |
|  |  |  |  |
|  |  | **INT: OK. So it make you laugh, or …?** |  |
|  |  |  |  |
|  |  | REC: Yes. |  |
|  |  |  |  |
|  |  | **INT: OK. And what, what difference did that make then?** |  |
|  |  |  |  |
|  | Fun makes mindfulness relaxing  More difficult to do if not involved  Need for external input | REC: I guess, like, the difference it made was that, like, that, that one, like we all felt a lot more relaxed during that one, like, and with the other ones, the other ones just like a bit more trickier to do ‘cos, like, we wasn’t really that involved. | Being involved and laughing led to sense of relaxation – *benefitted from the connection to other people?*  Less involved with other people/activity = trickier  *Did she need the external input to keep her on track? Was it too difficult to be on her own withoutinput?* |
|  |  |  |  |
|  |  | **INT: OK.** |  |
|  |  |  |  |
|  | Preference for mindfulness with other people  Need for external input | REC: Like with this one we was, like, really involved and, like, really getting into it. | Getting into it – *getting lost in the activity?*  Being involved  Mindfulness as a group activity not an individual activity |
|  |  |  |  |
|  |  | **INT: OK. Can you think of any of the ones that were quite tricky?** |  |
|  |  |  |  |
|  | Just listening is not enough | REC: Um, like, for example, one of them, like, the observe ones was, like, we had to just listen to the sounds, like, this was like what we did on our first session, and we found that one really hard. | Referring to the whole group finding it hard  When it’s just listening that’s hard – *less distracting, less involved, less together?*  *The use of just as not enough to be mindful* |
|  |  |  |  |
|  |  | **INT: OK.** |  |
|  |  |  |  |
|  | everyone finding the same exercises tricky | REC: Like there was this, also another one where we had to, like, do um, an eating one, where we all found that one tricky as well. | The group finding it tricky  *What part did the group have to play?* |
|  |  |  |  |
|  |  | **INT: OK. And can you remember what it was about, um, lets take the sound one first, do you remember what it was about that that made it feel tricky?** |  |
|  |  |  |  |
|  | First impressions difficult due to other factors i.e. nervous  Mindfulness prohibited by nervousness | REC: Um … I think it’s because, like, because it was like the first session we had, like, doing that one, um, I guess, like basically we just, like, we was, like, so nervous during that first one, like all our thoughts was, like, going crazy that day, that’s where we found it really hard. | Harder at first because lots of other information to process, feeling nervous  Cant do mindfulness when thoughts going crazy |
|  |  |  |  |
|  |  | **INT: OK. So that was your first session that you did that on?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: And there was something about being quite nervous and stuff; and did you do that mindfulness exercise as soon as you came in, or was it …?** |  |
|  |  |  |  |
|  | Timing of introduction to mindfulness  Teachers doing it too soon | REC: Like, we did, we did it like, we got into introduced to DBT and we did it, like, kind of straight away. | Timing of mindfulness after initial introduction |
|  |  |  |  |
|  |  | **INT: OK. And what did you think, like, so you’d just been told about this thing called mindfulness, had you heard about it before?** |  |
|  |  |  |  |
|  |  | REC: No. |  |
|  |  |  |  |
|  |  | **INT: Not at all? So what was your first reaction?** |  |
|  |  |  |  |
|  | Mindfulness weird at first  Just sitting – not enough | REC: Like, it was like really kind of odd really, like, knowing that we had to, like, just be put into a mindfulness activity straight away, ‘cos like we didn’t really understand what we were doing, and, like, it was weird, just like, just sit down in silence and listen to the clock, it was like, it felt very weird. | Odd to be doing mindfulness  Feeling weird  JUST – not enough  First time doing it don’t understand what and why |
|  |  |  |  |
|  |  | **INT: And can you remember anything that went through your mind about that then?** |  |
|  |  |  |  |
|  | Uncertainty of why do mindfulness  Not going to help | REC: Like, it just, like, what went through my mind was, like, I was just thinking, this is, like, really weird, like, why are we doing this? Like, I don’t think this is going to help me in any way. But, like, that, that’s what I kind of thought in the first kind of session. | Initial scepticism  Why are we doing this?  How could this help me?  Weird |
|  |  |  |  |
|  |  | **INT: Yeah. So the, in the first session it was like, What’s this about? How’s it going to help? Can you remember what the feeling was then?** |  |
|  |  |  |  |
|  | Aprrehension | REC: Yeah, I was, like, quite anxious, and, like, quite apprehensive. | Apprehensive in the group at first |
|  |  |  |  |
|  |  | **INT: A bit apprehensive about it, yeah? And then you said there was an eating one that also was quite tricky?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: What made that tricky?** |  |
|  |  |  |  |
|  | Uncertain if doing it right  Mindful exercise right or wrong  Teachers not explaining enough | REC: Um, what made that tricky is because, like, um, we wasn’t, like, really told about how we was meant to do it, and, like, um, when, like um, when our, like, one of our DBT um, members of the team um, like did the gong thing, um, we all started, food in our mouth before, when we was actually not meant to do it yet. So we found that a bit like confusing as well. | Are we doing it the right way? Is it explained right?  Confusing  Not doing it right distracted away from the exercise |
|  |  |  |  |
|  |  | **INT: OK. So you just didn’t quite understand what the instructions were; what, what, what were you supposed to be doing?** |  |
|  |  |  |  |
|  |  | REC: Um, we was meant to, like, listen to what our DBT team member of staff was saying first, and then put the food in our mouth, and then, like, observe it, and everything. | Remembers the activity and uses language of observe |
|  |  |  |  |
|  |  | **INT: Oh OK. OK. So, how often were you doing the mindfulness exercises then?** |  |
|  |  |  |  |
|  |  | REC: Um, every week. |  |
|  |  |  |  |
|  |  | **INT: Every week. And it was a different one each week, or …?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: OK. Are there any others that kind of stand out for you?** |  |
|  |  |  |  |
|  | Mindfulness as relaxation  Use of familiar activity | REC: Um, there was also another one where we had to listen to music, and that one, like, ‘cos I like to listen to music anyway, like, that really relaxes me, um, that one I, it really stood out because, like, that one was, like, so relaxing. | Mindfulness as relaxation  Using familiar activities is relaxing – *less confusing? Less weird?* |
|  |  |  |  |
|  |  | **INT: OK. And what was going on inside you when, when that was going on then?** |  |
|  |  |  |  |
|  |  | REC: I was just like concentrating on the music really, like, I didn’t really have any thoughts ‘cos like, I was just, like, mainly concentrating on the music, like, just focussing on, like, the sounds really. | Not thinking of anything else  Mindfulness as concentration and focus  Just in this case seems to be ok. *I didn’t have to do anything else other than focus on the music, didn’t need to think of anything else* |
|  |  |  |  |
|  |  | **INT: OK. And so you’ve done these mindfulness exercises, um, how did the way you thought about mindfulness, how did change? Did it stay the same? That first kind of what on earth is going on here – did that stay the same, or did anything change?** |  |
|  |  |  |  |
|  | Change of relationship with mindfulness over time  Realisation of purpose  Surprise at usefulness | REC: Like, when my first session started, I like, had thoughts, like, what’s going on; and then, like, actually like, during half, like halfway through DBT um, my thoughts kind of changed, just like thinking, like, this is actually helping me, and, like, there is actually some kind of, like, purpose in doing this, like, really. Yeah. | Some surprise that it was helping  Realisation of purpose – actually some purpose in this |
|  |  |  |  |
|  |  | **INT: And can you remember what it was about it that felt like it was, there was a purpose to it, or felt like it was helping you?** |  |
|  |  |  |  |
|  | Realisation of it helping  Importance of participation | REC: I think it’s because when we did a lot more participation um, um, mindfulness activities, that’s when I actually thought, this is actually helping me. | Participation made a change in her- helping now  This is actually helping |
|  |  |  |  |
|  |  | **INT: OK. What is it about the participation bit … explain to me what you mean by, kind of, participation bit?** |  |
|  |  |  |  |
|  | Importance of getting involved | REC: Like, the, the particip-, participation bit, um, we basically had to, like, um, you know, make … like get involved in the mindfulness, like … | Getting involved |
|  |  |  |  |
|  |  | **INT: OK.** |  |
|  |  |  |  |
|  | Importance of other people  Being involved | REC: … except like, just like listening, we had to, like, kind of, remember things, and like, say it out loud, and, like, that’s what, like, that’s what the participation one was about, and, like, that one, like we all found really good. | We *mindfulness being about connection to others and/or an activity*  Being involved better than just listening |
|  |  |  |  |
|  |  | **INT: OK. So, and you … and it was that that started getting you thinking there’s a point to this?** |  |
|  |  |  |  |
|  |  | REC: Yeah |  |
|  |  |  |  |
|  |  | **INT: It’s not just some random thing I’m being asked to do – can you remember what it was about that process, you’re saying its sort of having to say things out loud, do things with other people – what was it about that process that made a difference?** |  |
|  |  |  |  |
|  | Distraction from thoughts | REC: I guess, ‘cos it … we was … be … we was able to like distract ourself from our thoughts for a bit, and, like, that’s what really, like benefitted us. | Mindfulness as distraction  Benefitted from not thinking – *were they over thinking in the first place or is the message the less you think the better?* |
|  |  |  |  |
|  |  | **INT: So, distracting yourself from thoughts, just general thoughts, or …?** |  |
|  |  |  |  |
|  |  | REC: Like, just like, yeah, like all our thoughts really. | Getting away from all the thoughts |
|  |  |  |  |
|  |  | **INT: OK. OK, so there’s something about it, not thinking in the same way, OK. And is that something that you then used when you weren’t in the group, or …?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: And what did, what sort of things did you use when you weren’t in the group?** |  |
|  |  |  |  |
|  | Usefulness of external input  Distractiom | REC: Um, I use like, things like listen to music; like that’s the one I use on a regular basis. And I also, like, watch a lot of U-tube videos ‘cos, like, that’s, that’s like, a bit like the participation one as well. Like, so that I distract myself by watching a lot of Um-tube videos as well. | Enjoy activities with an input – music, You tube  *Distraction exercises or mindfulness?* |
|  |  |  |  |
|  |  | **INT: OK. What sort of things would you watch?** |  |
|  |  |  |  |
|  |  | REC: Um, like really funny videos. |  |
|  |  |  |  |
|  |  | **INT: OK. So … and what’s the difference between um, kind of watching a U-tube video but, and watching a U-tube video, but it being mindfully – do you know what I mean?** |  |
|  |  |  |  |
|  | Focus on fun  Distract from negative emotions  Focussing makes it different to distraction | REC: Yeah. Like, what … the difference is that, if I’m just watching a U-tube, like, whilst doing other things, like, I’m not really doing it mindfully ‘cos I’m being distracted by other things. But then when I’m actually watching U-tube video mindfully I’m like focussing in on what the ac-, what the video is doing, what the person is doing in the video, like the funny things in it, like what people are saying, like things like that. | Being focussed is the difference between doing something mindfully and non-mindfully  Focus on funny things –*as opposed to the uncomfortable emotions?*  *Using other people in mindfulness even when not with other people* |
|  |  |  |  |
|  |  | **INT: So it’s something about the focus?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: Um, and that focus, what … how does that affect you?** |  |
|  |  |  |  |
|  | Use of external input  Focus helps to relax  Replace thoughts with external input | REC: Like, basically it helps me, like, when, when I’m focussing on U-tube video itself it kind of helps me to, like, kind of distract myself from everything round me, and of course, like, ‘cos I have my earphones in, which is like, like they’re noise cancelling as well, it just like cancels everything out, of like what the surrounding, like, area, so it helps me focus on, like, what I’m actually doing, and actually relaxes me. | Cancels everything out  Focus on what I’m doing – distract from everything around me  Replacing thoughts with external input  Relaxes me by focussing  *Seems to want to avoid going inside herself* |
|  |  |  |  |
|  |  | **INT: OK. And how does that make … um, so the distraction and the cancelling everything out, how does that then make a difference for you?** |  |
|  |  |  |  |
|  | In my own little world  Helpful to relax  Being free | REC: It kind of, like, when I cancel everything out it feels like that, I’m in my own little world, and, like, I’m in, like, my own little world where I can just like relax, and, like, I’m just free really. | Going into my own little world – *away from this world*  Relax and be free  Free from thinking? Free from reality  Escaping reality rather than being in touch with reality |
|  |  |  |  |
|  |  | **INT: OK.** |  |
|  |  |  |  |
|  |  | REC: Like, that’s … yeah. That’s … yeah. |  |
|  |  |  |  |
|  |  | **INT: OK. So um, … you did the mindfulness in the group, was it something that you then spoke about in the individual therapy?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: Yeah? Um, and what sort of conversation did you have in the individual therapy \*[00.10.36]?** |  |
|  |  |  |  |
|  | Unsure when explaining mindfulness  Confusion  Participation easier | REC: Well we basically, like, talked about, like, what we actually learnt in, like, DBT sessions, like with, like mindfulness and everything; and, like, and basically, like, um, we also, like, talked about … well when I … when we first got into mindfulness, um, like basically my um, my individual therapist like wanted me to, like, explain what mindfulness was, um. I didn’t really know what it was um, when it first started, ‘cos, like, it was a bit confusing; and then he got me to do a mindfulness activity which was another participation one, which I found, like, quite good. | Finding the activity quite good. What makes it good?  Process of being asked to explain mindfulness highlights the confusion and that I don’t know |
|  |  |  |  |
|  |  | **INT: OK. What did you do in your individual session then?** |  |
|  |  |  |  |
|  | Observing  Using activity as first aid  Using activity to deal with unwanted emotion | REC: Um, well basically, like, we basically got this kind of, um, like, a toy, um, something like that, and we had to close our eyes and we had to, like, just feel it; like, feel like, um, like the sensation of the toy and all the bits; and then we had to open our eyes and then actually see how its made, like, bit of it, and, like, the colours, and stuff like that. | Still using we in the individual sessions  Using sensation to be mindful  Opening eyes to see how things actually are – *mindfulness as bridge between perception and reality* |
|  |  |  |  |
|  |  | **INT: Um, and you said that was a good one, what made it good?** |  |
|  |  |  |  |
|  | Focus on one thing | REC: And it’s, ‘cos like … ‘cos I was able to, like, just focussing on a toy, and like not anything else really, like, the sensations on my hand, like, that he-, helped me focus a lot more. | Focussing on one thing means not focussing on anything else  Focusing on an external sensation makes it easier to focus |
|  |  |  |  |
|  |  | **INT: Um … can you, can you think of how the individual therapist was then, um, wanting to use that to help you? Get you … What do you … ?** |  |
|  |  |  |  |
|  | Able to act differently after mindfulness exercise  Mindfulness is the activity  Distracting from thoughts | REC: Um, basically, um, like, it was like the mindfulness, same thing; um, like whenever, like … whenever he saw that I was, like, kind of, quite, like, anxious in a therapy sessions, he would, like, use the mindfulness, to try and like calm me down, distract myself from my thoughts, and like, like that’s what he did during like all the therapy sessions, and, like, it did really help me. | Mindfulness as calming  Distracting from thoughts during therapy sessions – in order to focus on something in particular or to decrease arousal?  *Using mindfulness when therapist identified anxiety – as a ‘qcik fix’ to allow the session to progress* |
|  |  |  |  |
|  |  | **INT: So, so it was when you thought that you were anxious, yeah? And what was happening when you were anxious, that the mindfulness made a difference to?** |  |
|  |  |  |  |
|  | Just myself in the moment  Slowing thoughts | REC: I think it’s ‘cos like when I was, like, really anxious my thoughts was, like, kind of going all over the place, and I was like really racing; and then, like, as soon as I got into a mindfulness activity they just kind of … I was able to distract myself for a moment, like, just myself into the moment, and that’s what I was able to do. | Dealing with thoughts going all over the place  Slowing racing  Just myself into the moment – *being with self away from thoughts*  *How does the use in DBT compare to experience in other therapies? i.e. would they use for racing thoughts or would they use for something else?* |
|  |  |  |  |
|  |  | **INT: OK. And then did the therapy session go?** |  |
|  |  |  |  |
|  | Mindfulness as calming  Doing a mindfulness activity | REC: And then, that, that … after I did the mindfulness activity I felt a lot more calmer during the therapy session. | Calmer during the session as a result of mindfulness  Used as emotional first aid |
|  |  |  |  |
|  |  | **INT: OK. Um, was it one of those things that um, like, your therapist was suggesting you use outside of therapy as well?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: What sort of situations were they suggesting that you use it outside of therapy?** |  |
|  |  |  |  |
|  | Use to manage anxiety  Doing activity means calmer after  After mindfulness can deal with difficult task | REC: Like, for example, um, when I’m using the ‘phone – ‘cos I get really anxious using the ‘phone – um, he suggested me, um, use the mindfulness for that, like, before, during and after, so I can, like, focus in on what I’m actually doing. And also, like, whilst I’m doing, like, quite anxious things like talking to someone in person, like, he also said that I should use mindfulness then like before and after. | Anxiety of everyday situations using mindfulness to reduce anxiety and focus on the task.  Using mindfulness as directed – *used as a prescription for dealing with a certain situation rather than a practice that could change way you live/function more generally* |
|  |  |  |  |
|  |  | **INT: OK.** |  |
|  |  |  |  |
|  | Need for practice  Prescribed by someone else | REC: And, like, that … yeah, like, it … and like… when he told me to do that it, I was like practising it, like a lot, and it really helped. | Need to practice a lot  practising |
|  |  |  |  |
|  |  | **INT: And, so there was … but there was a before and an after use of it – what was the difference between using it before and after?** |  |
|  |  |  |  |
|  | Using mindfulness to calm anxiety  Slowing down thoughts  Dealing with crazy thoughts (chaotic?) | REC: Like, when I was before … when I was using it before, like, I know I was, like, really anxious, like, I felt in myself that I was, like, really anxious, and so when I actually used it before, I tried to use it to, like, calm myself down; and then afterwards I used it to just, like, just like bring my thoughts, like, back, like, here, like in the present, ‘cos I only did that that afterwards, my thoughts would have gone like really crazy, and, like, they would have been racing again. So, yeah. | Notice anxiety in self – dealing with the body? Or the mind? Or both?  Using to calm self  Bringing thoughts to the present  Using afterwards to stop thoughts racing again – *dealing with rumination?* |
|  |  |  |  |
|  |  | **INT: OK. And can you remember what exercise you used then? In those times?** |  |
|  |  |  |  |
|  |  | REC: Um, basically we used, like, basically like … you know, like, … I think … I can’t remember [chuckles]. |  |
|  |  |  |  |
|  |  | **INT: That’s all right. That’s OK. Um, and have there been times that you thought to yourself, I’m being Mindful right now?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: And what’s told you that you’re being mindful?** |  |
|  |  |  |  |
|  | Absence of thoguths  Feeling relaxed | REC: It’s like when … I was kind of, like, told that when I’m doing mindfulness, that when I’m actually like, kind of, listening to, like, music, and, like, kind of … and there’s no thoughts in my head at all, and all of a sudden I’m like, thinking I’m being mindful here, like, I, I … like, I’m really relaxed. And that’s when I know I’m being really mindful. | Know I’m mindful when there are no thoughts in my head  Mindfulness as key to relaxation or vice versa? |
|  |  |  |  |
|  |  | **INT: So is it something about being relaxed. And how, how is that for you, to kind of get to this point where you’re … you’re thinking, yeah, I’m being mindful, this is … I’m relaxed – how is that for you?** |  |
|  |  |  |  |
|  |  | REC: It’s actually really good. |  |
|  |  |  |  |
|  |  | **INT: Yeah. And, and … did you have that before? Or had you noticed that before?** |  |
|  |  |  |  |
|  |  | REC: No. |  |
|  |  |  |  |
|  |  | **INT: No. Are there any, like, … so you used the um, mindfulness for the ‘phone, so any other situations where you’d kind of think, like, I need to do a bit of mindfulness?** |  |
|  |  |  |  |
|  |  | REC: Yeah. Like, for example, like, say I used to have an eating disorder, um, like, I used, I used to have to, like, use mindfulness when I was, like, eating as well. | The need to use mindfulness – I used to have to use |
|  |  |  |  |
|  |  | **INT: OK.** |  |
|  |  |  |  |
|  | Distraction from negative thoughts  Need for practice  Avoiding judgements | REC: Like, to kind of distract myself from what I’m actually eating from, like, the calories and fat, and, like, just focussing on, like, what I’m actually eating. Even though, like, we found that one really tricky in mindfulness, I was actually practising it a lot, and um, when I was actually practising it a lot more, it kind of got a bit easier, like … | Practice made it easier  Distracting from specific thoughts although focus on an unwanted thing – *not avoiding thinking about food altogether*. How was it useful? *not allowing thoughts to go off into judgements?*  Selecting the thoughts to have/not dwelling on unhelpful thoughts |
|  |  |  |  |
|  |  | **INT: OK.** |  |
|  |  |  |  |
|  |  | REC: … during the times I was practising it. |  |
|  |  |  |  |
|  |  | **INT: OK. And, and the practising of it, was that something you chose to do? Something …?** |  |
|  |  |  |  |
|  | Doing it voluntarily | REC: It’s actually I voluntarily chose to do. | Choice of doing it – voluntarily not told to |
|  |  |  |  |
|  |  | **INT: OK. How come? How come you kind of …?** |  |
|  |  |  |  |
|  | Breaking free  Need for practice  Searching fro calm | REC: I think it’s because, like, I wanted to, like, kind of, break free from my eating disorder, and, like, I wanted to, like actually have, like, a bit of relaxation from all my thoughts, like, from my eating disorder, I kind of just wanted to, like, practise it, so to try and feel a bit more calm when I’m eating. | Using mindfulness to break free  Doing mindfulness with a purpose in mind – wanted to  Feel calm |
|  |  |  |  |
|  |  | **INT: OK. And so the thing you did when you were eating was something about focussing just on the food …** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: … rather than stuff that was in your head, is that right?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: And, so what … how … take me through how you did that?** |  |
|  |  |  |  |
|  | Dealing with what is there and not the associations | REC: ‘Cos, like, basically, um, when I was actually like making, like, the food, I was actually focussing in on, like, like, not the calories and, like, fat or anything like that, but focussing on, like, the food, and, like, the colour of it, and the smell of it; and then, like, as I was eating it I was just focussing on the taste, and … | Using mindfulness to be *non-judgemental* of the experience. *Just seeing the experience for what it is and not the judgements about it being good/bad due to calories or fat* |
|  |  |  |  |
|  |  | **INT: OK.** |  |
|  |  |  |  |
|  |  | REC: … like, nothing else. |  |
|  |  |  |  |
|  |  | **INT: OK. And did that … was that easy? Or did you …?** |  |
|  |  |  |  |
|  |  | REC: It was, it was, like, hard at first, but, like, as I was practising a lot more it become a lot more easier! | Practice is important |
|  |  |  |  |
|  |  | **INT: So when it was hard, what, what happened?** |  |
|  |  |  |  |
|  | Shifting focus  Staying with the external rather than internal thoughts | REC: Like, I guess what, what happened was that, like, because, like, it was hard at first I was, like, more focussing on, like, my thoughts rather than like the food; like, that’s what was, like, quite hard about it at first. | Mindfulness of the external experience helping with difficult internal experience  Mindfulness being a shifting of focus |
|  |  |  |  |
|  |  | **INT: OK. So the thoughts were there and that was the thing that you were trying to trying to focus away from. OK. But that came … became easier?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: What … how come? What do you think made it easier?** |  |
|  |  |  |  |
|  | Importance of participation  Observing feelings | REC: I think what made it easier was that, like, I used it, like, more like participation um, kind of, like, mindfulness things that we learnt, and it actually, like, really helped. And also I used, like, an observed one where, like, I just observed how I’m feeling, and it really worked. | Participation allowing for the shift to external experience  Actually really helped – surprise again  Just observe – *don’t get caught up in?* |
|  |  |  |  |
|  |  | **INT: OK. And the observing while you’re feeling, what, what’s that like?** |  |
|  |  |  |  |
|  | Uncertainty of concept  Use of mindfulness language | REC: Um, that’s like basically where we have to, like, um, … we ta-, … we basically have to, like, bring ourselves into, like, the present and, like, just observe how we’re feeling. And, like, that, that’s part of mindfulness as well. Like that, that’s what we had … yeah. | *Starting to use mindfulness language but seems unsure of the explanation* |
|  |  |  |  |
|  |  | **INT: OK. So is that feeling in your body or feeling in, like emotion?** |  |
|  |  |  |  |
|  |  | REC: Both. |  |
|  |  |  |  |
|  |  | **INT: OK. You’d have to notice both these things?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: Um … how, how’s that?** |  |
|  |  |  |  |
|  | Weird  Just focusing on feelings feels not enough  Insight into feelings  Mindfulness ac calming | REC: Um, like, at first it was really weird, like, kind of just focussing on how we’re feeling, and, like, it was like really weird to, like, yeah, focus on how we’re feeling, and like, focussing on our physical sensation, what we’re feeling. Like, It was, like kind of really weird at first. But then, like, we was told to practise it, and um, when we was actually practising it a lot more it kind of just felt natural, it’s like focussing on how we’re actually feeling. Like, for example, when we’re having panic attacks, or something like that, we’re able to, like, recognise, like, symptoms, and, like, the physical sensations; so we’re able to, like, calm ourself down and bring us back into the moment. | Feeling weird again to focus in on feelings  Becoming natural  Focussing on **actual** feeling rather than what?  *Is there a sense of mindfulness showing things for what they really are?*  Understanding own experience better leading to better coping |
|  |  |  |  |
|  |  | **INT: OK. So you started to recognise things more that you hadn’t recognised before?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: OK. And, and does it kind of … make sense to you how you did that? How you started noticing things?** |  |
|  |  |  |  |
|  | Experiential made more sense than explanation | REC: I just, like, managed to just focussing on how I was feeling, like, I guess, like, obviously we did learn about, like, how to do it, but, like, I think what, what happened was that um, by the time we was just, like, practising it a long while it just came natural to us, that, like, us focussing on our feelings really. | Just came natural – is the mindful state the natural way of being?  The experiential practice was more important than the explanation |
|  |  |  |  |
|  |  | **INT: And um, … Have there been any kind of times of um, I don't know, crisis that you’ve ended up using mindfulness?** |  |
|  |  |  |  |
|  | Distraction from urge  Emotional first aid – to calm down | REC: Yeah. Like, basically, um, there was one time in \*[00.19.44] when I was, like, in the session and – this going to sound really bad – but I had a huge urge to self-harm, and um, basically what happened was that um, I had a panic attack as well, so I had to leave the session, and when um, members of the team had to come out and, like, try and calm me down, and we used, like, mindfulness for example, like colouring in; like we asked one of our participation ones, and with me and colouring in, that actually did work. And we was like, use bubbles as well, and, like, we had, like the teddy bear which I had to stroke, which, like, really worked like, so obviously, basically use a lot of, like, participation mindfulness with me to try and calm me down, and it did work. | Using an exercise to reduce urge to self harm – *emotional first aid*  *How was this mindfulness and not focussed distraction? Is there a difference or does distraction only work if you do it mindfully?*  *External experiences to cope with internal distress* |
|  |  |  |  |
|  |  | **INT: OK. So it, it helped to reduce the urge to self-harm? Can you … do you understand how that worked? What, why you had less of an urge to self-harm afterwards? What do you think the difference was?** |  |
|  |  |  |  |
|  | Distraction from urge | REC: I fell like the difference was that I was able to, like, kind of distract myself from, like, wanting to hurt myself. And, like, with, like colouring in, I obviously like … she had to kind of take away the red um, pen so I wouldn’t, like, have any more urges. And, like, with, like, colouring in um, it kind of helped me just focussing on, like, what I was actually colouring in; like, not going out the lines, and things like that. And like, yeah, it really like benefitted me. | Type of mindfulness exercise can retrigger – take away the red pen or thoughts of self harm would re-arise  Focus away from urges |
|  |  |  |  |
|  |  | **INT: OK. And is it something that um, you’ve talked to … talked about to other people in your life?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: Who have you spoken to?** |  |
|  |  |  |  |
|  |  | REC: I’ve spoken it, to, like, my Mum and Dad. |  |
|  |  |  |  |
|  |  | **INT: Uh huh, and what, what did you say about it?** |  |
|  |  |  |  |
|  |  | REC: I basically said that, you know, like, mind-, like this, like mindfulness, and like I actually got them to practise it as well, with me … | Able to share her understanding of mindfulness with others |
|  |  |  |  |
|  |  | **INT: Oh! OK.** |  |
|  |  |  |  |
|  |  | REC: … and it actually helped them as well. | Actually helped – surprised about it? |
|  |  |  |  |
|  |  | **INT: OK. What, what did they say about it then?** |  |
|  |  |  |  |
|  |  | REC: Um, they said that I, they felt a lot more relaxed after it. | Focus on relaxation again |
|  |  |  |  |
|  |  | **INT: OK. So they got some sense of relaxation, and …** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: … um, can you remember how you explained it to them?** |  |
|  |  |  |  |
|  | Distract from thoughts  Focus on activity | REC: I just, like, basically like, told them about, like, this is mindfulness, and like, you know, you have to keep focussing on the present, like, and try and distract yourself from all your thoughts, and just, like … and that’s what I basically said. And I basically, like, gave them, like, a bit of like colouring to do, and I said, like, just try and focus in on what you’re actually colouring, and don’t focus in on anything else, like anything else that’s happening in the surroundings – just focus on the present, and like, that’s what I basically explained to them . | Being in the present  Distracting from ALL thoughts  Focusing on the activity  Focus away from other things in the surroundings |
|  |  |  |  |
|  |  | **INT: Have there been any bits of mindfulness that you have stayed from? Any kind of, um, … of the ex-, specific exercises that you’ve stayed away from? Haven’t particularly liked, or um, or any kind of ideas about mindfulness that you’ve stayed away from, or …?** |  |
|  |  |  |  |
|  | External input  Distraction from thoughts | REC: No. Like, for example, when I’m being observed, is where we just have to, like, just, like, listen in to sounds and, like, stay silent. Like, that’s the one I kind of avoided because whenever I do that it just triggers so many thoughts and, like, I just can’t seem to, like, distract myself from all my thoughts when we have to stay silent. | Need the activity to distract from thoughts rather than being able to sit without the external stimulation.  Silence is difficult – can’t stop the thoughts coming |
|  |  |  |  |
|  |  | And, like, yeah, it gets me more anxious when I have to stay silent, ‘cos, like, that, that’s what I’ve kind of been, like, kind of avoiding. | Become more anxious if not distracted by external activity/noise |
|  |  |  |  |
|  |  | **INT: So that’s one that you stay away from. Are there any others …** |  |
|  |  |  |  |
|  |  | REC: That’s it. |  |
|  |  |  |  |
|  |  | **INT: … that you just can’t do it. OK. And, - I’ve forgotten what I was going to say now! – any, any of the kind of, um, ideas about mindfulness, ‘cos not the exercises but maybe some of the ideas that you’ve been taught – are there any of those bits that have either really stuck with you, or that you’ve really stayed away from?** |  |
|  |  |  |  |
|  | Wise mind really reinforced  Wisemind – not like doing an activity | REC: Like, one idea that I’ve really stuck with is, like, wise mind, which, like, is like, obviously like … that’s the one that’s really stuck with me, ‘cos, like, I’ve literally been doing that one every single day, and, like, that’s one idea which, like, they also really reinforce every single week, and um, yeah that … so like that’s one I do that really stuck with me. | Literally doing it every day  Reinforced a lot by those teaching it  Wise mind – not thinking about an activity – thinking about a way of approaching life |
|  |  |  |  |
|  |  | **INT: And can you explain what you do? Do you do it every single day, what is it that you do that …?** |  |
|  |  |  |  |
|  |  | REC: Um, like the wise one is basically about, like, just challenging our thoughts, and like, so like … | Thought challenging – *sounds like CBT* |
|  |  |  |  |
|  |  | **INT: OK.** |  |
|  |  |  |  |
|  |  | REC: … there’s, like, there’s the, like emotional thought there, the rational thought, and like the wise mind thought … |  |
|  |  |  |  |
|  |  | **INT: OK.** |  |
|  |  |  |  |
|  | Insight into feelings  Getting into the middle | REC: … and like we have to basically, like, recognise how we’re feeling, like our emotional, like, mind; that’s like how we’re, like, kind of feeling about a situation; like the rational mind is like, I’ve got to do this; and the wise mind is like, thinking inbetween, so like thinking dialectically about it. | Recognition of own feelings  Mindfulness – think in between  Using term dialectically – what does she understand by this? |
|  |  |  |  |
|  |  | **INT: OK. And how does that help you?** |  |
|  |  |  |  |
|  | Rules – what Im meant to do | REC: Um, it helps me ‘cos, like, I’m … ‘cos I’m challenging my thought and everything, and it kind of, like, helps me because, like, I’m able to, like, … I’m able to, like, kind of think inbetween, like, about, like, my other two thoughts, and, like, I’m able to, like, kind of think about an easier solution to what, like, I’m meant to be doing. | Thought challenging –CBT like  Wise mind gives easier solutions  What im meant to be doing – *mindfulness takes back to the authentic – what is meant to happen*  Seems quite unsure of this |
|  |  |  |  |
|  |  | **INT: And, and so you, you know when you’re doing it?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: How do you know that you’re doing it?** |  |
|  |  |  |  |
|  | Helps to think ahead | REC: ‘Cos, like, when I, when I’m doing it it’s ‘cos I’m actually thinking ahead, like, I … I kind of, like, thinking to myself about, like, the situation, like, the … yeah. | Thinking ahead helps  Not just dealing with things as they come up  Continues to seem unsure |
|  |  |  |  |
|  |  | **INT: So you’re thinking ahead, …** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: … rather than what would be the alternative to thinking ahead? What would …?** |  |
|  |  |  |  |
|  |  | REC: Um, like um, … I, I’m not too sure. [giggles]. |  |
|  |  |  |  |
|  |  | **INT: OK. Um, and any ideas that you’ve kind of stayed away from, or that have kind of just floated past you and you haven’t picked up on?** |  |
|  |  |  |  |
|  |  | REC: Um, I think, like, this is part of mindfulness I think that that’s … it’s like inter-personal um, effectiveness – that’s the one that I’ve kind of stayed away from, ‘cos that’s actually really hard for me to do. | Not taught as part of mindfulness but seems to relate to her need for connectedness through mindfulness |
|  |  |  |  |
|  |  | **INT: Oh, OK. OK, so that’s one that you’ve stayed away from. Um, … some of the um, things that kind of I’ve heard about mindfulness is um, like non-judgemental stuff – how, how’s that been?** |  |
|  |  |  |  |
|  |  | REC: That’s actually been really hard. ‘Cos like … |  |
|  |  |  |  |
|  |  | **INT: Yeah?** |  |
|  |  |  |  |
|  | Rules – meant to  Im not doing it right | REC: … we were meant to, like, not judge when we’re judging other people, like not judging ourselves when we’re judging other people. And, like, that’s actually really hard, because like, obviously, like, everyone judges everyone else, like that’s just, like, a normal society. But, like, it’s so hard to, like, kind of think to myself, Oh no! we’re judging someone; Oh no, we can’t do that, ‘cos then we’re judging ourself for judging other people. It’s just really confusing. | Meant to - doing it because we’re told we’re not supposed to rather than seeing any benefits to being non-judgemental  Oh no! – not natural, takes a shift in thinking that seems very difficult |
|  |  |  |  |
|  |  | **INT: OK. So is that something that you’re trying to get your head round? Or you just think, Oh, I’ll just stay away from that now?** |  |
|  |  |  |  |
|  | Keep away from difficult bits | REC: I’m trying to stay away from it because it is just so confusing. | Stay away from any parts that cause confusion  Rather than tackle them |
|  |  |  |  |
|  |  | **INT: So the confusion makes you want to stay away …** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: … can you see a time that you might not stay away from it, or …? OK.** |  |
|  |  |  |  |
|  |  | **And what did you make of the people that were kind of introducing mindfulness to you?** |  |
|  |  |  |  |
|  | Relationship with teachers  Teachers knowledge | REC: They were actually like, … they kind of like knew their stuff and, like, they was , like, really, really friendly. | Teachers knew their stuff  friendliness |
|  |  |  |  |
|  |  | **INT: OK. And did you kind of, um, … did what you think about them change throughout the process or …?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: What, what do you think changed?** |  |
|  |  |  |  |
|  | Relationship with teachers  Having fun | REC: No, what changed was that, like, at first I felt quite apprehensive about meeting them and everything, and, like, seeing what, like, what they were like; but then, like, at the end I knew they were, like, really relaxed and they were, like, really, really friendly, like, and they knew, like … they, like was able to make us laugh every session, which was, like, really good. And even, like, they was, like, also laughing during the, um, during the mindfulness sometimes, ‘cos, like, we just … none of us could, like, kind of, contain our laughter during the mindfulness sometimes. | Relationship with the teachers seems important  Important to be relaxed with the teachers – laughing  Not taking the mindfulness too seriously |
|  |  |  |  |
|  |  | Um, they was like, able to, like, do, like, the mindfulness quite well as well. | The teachers modelled the mindfulness – they were quite good at it |
|  |  |  |  |
|  |  | **INT: OK. So what sort of things would have made everyone laugh during the mindfulness?** |  |
|  |  |  |  |
|  | Teachers not always mindful | REC: Um, for example, like, when we, kind of like, said something funny, like during one of the participation ones, or like when we absolutely did something wrong in the mindfulness, like we would all just burst out laughing. And, like, when um, when the therapist, like, was trying to not focus on someone like kind of smiling, it was hard for them not to laugh. | Could see that the teachers would struggle with remaining mindful in certain situations |
|  |  |  |  |
|  |  | **INT: Uh huh. And, and how, how did that work then if everyone just started laughing? Did that mean the mind-, … I don't know, what happened in the mindfulness exercise?** |  |
|  |  |  |  |
|  | Exercise based mindfulness | REC: Well, basically, um, if everyone started laughing, then the mindfulness would kind of, like, be gone, and then everyone would be laughing. But then we had to start the mindfulness again, like, to … | Mindfulness can disappear in a moment – due to laughing  Start the mindfulness again – *very much an exercise that I am doing or not doing* |
|  |  |  |  |
|  |  | **INT: OK.** |  |
|  |  |  |  |
|  |  | REC: … try and, like, contain ourself. |  |
|  |  |  |  |
|  |  | **INT: OK. And did the group members ever talk about mindfulness amongst themselves, either in the group, or …?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: What sort of things were said?** |  |
|  |  |  |  |
|  | Mindfulness as problem solving | REC: Like, basically, when … they was like when someone’s like discussing about a problem that they had during the week, um, we was all able to, like, kind of contribute, and like I say, different mindfulness, like activities that they could try. Um, yeah, that’s just what we did. | Others saw mindfulness as a problem solving activity if you are struggling – do a mindfulness exercise…  *Is this the intention of DBT? To use exercises in this way or are the exercises supposed to illustrate how you can observe etc.* |
|  |  |  |  |
|  |  | **INT: OK. So you’d give each other ideas ?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: OK. Can you remember any that you were given?** |  |
|  |  |  |  |
|  | Distraction from unwanted thoughts  Distraction from anxiety | REC: Um, I think it was like when I said I was going to wear my skinny jeans out in public, um, like some people, like, kind of said to me that if I used, like, participation, like mindfulness for example, like listening to my music out and about when I’m walking, and just like kind of using wise mind as well, um, then that would like, kind of help me, and it did. | Participation in an alternative exercise rather than the anxiety provoking situation  Wise mind dealing with the situation  *What do I think mindfulness in this situation would look like? How do my views of mindfulness differ?* |
|  |  |  |  |
|  |  | **INT: OK. Um … And what about kind of after the mindfulness exercises, did people kind of … did you give feedback and stuff after the mindfulness exercises?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: OK. So, … where would you say mindfulness is as part of your life now? You said you’ve finished the kind of …** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: … where would you say you’re at with it now?** |  |
|  |  |  |  |
|  | Relationship to mindfulness changes over time | REC: I'm probably like … it’s probably like quite … like before, like, it wasn’t really a part of my life as much, but now it’s like really part of my life. | Becoming part of life |
|  |  |  |  |
|  |  | **INT: OK. Um … and, and has it … is it um, at the he-, - I’m trying to think what I’m trying to say – is it the most it’s ever been right now, or has it been more of a, you know, sort of, a few weeks’ ago, whatever? What …?** |  |
|  |  |  |  |
|  |  | REC: It’s like, … it’s probably, like, at the most its ever been, but it’s like quite … it’s quite high lately. | How it is part of life can fluctuate |
|  |  |  |  |
|  |  | **INT: And the time when it was the most it’s ever been, what … what made it the most then?** |  |
|  |  |  |  |
|  | Absence of stress | REC: I guess ’cos, like … ‘cos I was, like, feeling really relaxed then, and, like, I had no worries that week, and nothing was stressing me out, and yeah I was … that, that week was, like, really, really relaxing for me. That’s when it was like the most. | Mindfulness = absence of worries and feeling relaxed. *Did the mindfulness cause that? Or did it seem like she was being mindful because she was having a good time*  Mindfulness associated with positive situations  If nothing stressing me out I am being mindful? |
|  |  |  |  |
|  |  | **INT: OK. Um … and do you think it’s going to continue being part of your life? Do you think …** |  |
|  |  |  |  |
|  |  | REC: Yes. [giggles]. |  |
|  |  |  |  |
|  |  | **INT: In what way? How do you see it carrying on?.** |  |
|  |  |  |  |
|  | Problem solving  Insight into feelings  Distraction | REC: Like, I reckon it, it will carry on because, like, when I’m - ‘cos obviously I’m starting university soon - um, it will carry on because, like, when I’m in, like Halls of Residence and I’m feeling, like, quite low, or something, or quite anxious, I can just, like, kind of focus on how I’m feeling, and, like, try and do, like mindfulness \*[00.30.43] to like and distract myself. Yeah. | Pre-emtping situations that might require mindfulness exercises.  *Problem solving rather than changing self/life*  *Some feeling of mindfulness as insight into feelings*  *Some feeling of mindfulness a distraction from thoughts* |
|  |  |  |  |
|  |  | **INT: Mmmm. And in terms of kind of mindfulness, um, … is there any times that you think, I don't know, you’re not doing the mindfulness exercise, but you just kind of catch yourself being mindful somehow?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: When?** |  |
|  |  |  |  |
|  | Told by other people  Uncertainty of mindfulness in negative situation | REC: When I’m, like, … ‘cos, like, I remember, like, I told one of the therapists um, in the DBT group one time that, like, even though I was feeling quite, like, kind of anxious and low, um, during one week, and they said that I was still being mindful ‘cos I was, like, focussing in on my, kind of how I’m feeling, like … | They said -Didn’t identify mindfulness in a difficult situation for self  Still uncertain of how mindfulness could be part of a non-relaxed situation and about being focussed on feelings rather than an activity |
|  |  |  |  |
|  |  | **INT: OK.** |  |
|  |  |  |  |
|  | Confusion | REC: … ‘cos I was feeling anxious and low, and, like, they knew that; so I was like … they said I was being un-mindful … um, yeah, I was being, like, … they knew I was being mindful because I was being un-mindful, like that kind of thing. | Seems confused as to what the therapist meant |
|  |  |  |  |
|  |  | **INT: OK. So, there was something … it wasn’t about the mindfulness was making you feel good, but you were still being mindful somehow?** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: And what difference did that make, even though you weren’t feeling good, that you were still managing to be mindful?** |  |
|  |  |  |  |
|  | Unsure of mindfulness when uncomfortable feelings  Other people told me | REC: I think, like, what kind of … the difference it made is that, like, when I was actually in that moment, um, it didn’t really make a difference; I was like … ‘cos I, I wasn’t really thinking to myself I was being mindful; but, like, once I was actually told I was actually being mindful in that situation, it did kind of put me at ease a bit. | The idea that She was being mindful put her at ease even though in the situation she did not identify the mindfulness  Wasn’t helped by the mindfulness at the time  *When strong feelings aren’t being distracted from this does not appear to be useful to her although another person saw this as her being mindful* |
|  |  |  |  |
|  |  | **INT: OK. So you were told that you were being mindful – could you then think, Yeah! What, what do you think you were doing that was mindful?** |  |
|  |  |  |  |
|  | Focussing on feelings  Confusion | REC: I think that what I was doing was actually I was, like, kind of, focussing in on, like, how I was feeling, really, like … even though \*[00.32.31] like observe mindfulness, like, things, like, that was, like, me being mindful, although I was being unmindful, but that was me being mindful ‘cos I was, like, able to focus in on, like, how I was feeling, like in that way. | Confusion about role of mindfulness and ‘unmindful’  Almost doesn’t seem enough for her to be just observing feelings – she didn’t seem to think this was really being mindful |
|  |  |  |  |
|  |  | **INT: OK. OK. So the … for you is there a connection between how mindful you’re being and how you’re feeling on …? Or can … I don't know, like, um, … you seem to think that you weren’t being mindful ‘cos you weren’t having a good time, um, is that how it feels to you? That if you’re being …** |  |
|  |  |  |  |
|  |  | REC: Yeah. |  |
|  |  |  |  |
|  |  | **INT: Yeah. OK. Is there anything else that, kind of, um, … [pause], has stuck with you from any of the conversations you’ve had about mindfulness, or kind of, um, anything that feels important that we haven’t kind of talked about?** |  |
|  |  |  |  |
|  | Breathing  Being in the moment  Guided by others | REC: I guess, like, there’s like one thing, which is, like, all right, it’s like – it might, like, seem quite bad again – but, like, I remember, like there was this, like, one time, like, during, like, … like before mindfulness, but like before like the DBT group actually started, like, and, like, mindfulness and everything, like I remember I had, like, a bad panic attack and, like, um, \*[00.34.08] like, when the DBT therapist got me in, like, managed to, like, calm me down and stop me hyper-ventilating, by using um, paced breathing, um, and, like, they managed to calm me down by using that, and, like, kind of talking to me, so like distracting me from, like, my thoughts, and trying to, like, bring me back into the moment. Which, like, really worked. | Looking back can see mindfulness being used by therapist  *Important to be brought into the moment through breathing but also through distraction from thoughts.* |
|  |  |  |  |
|  |  | **INT: And that was before you’d even heard about mindfulness?** |  |
|  |  |  |  |
|  |  | REC: Yes. |  |
|  |  |  |  |
|  |  | **INT: But you look back on it and you can see the mindfulness bit? OK. OK. Great.** |  |