“THE H.E.R.O. TRAINING PROGRAM” ©: A CONTEMPLATIVE JOURNEY TO SELF

iIMPACT Conference
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Simplified Overview

Conceptual Framework

The Self

Learned Lessons from Personal Journey

“The H.E.R.O. Training Program” ©

Discussion
Embodied Sciences

• Body →

*Tool & Perceptuomotor dimension of being*

Durden-Myers, Meloche, & Dhillon (2020)
Pirkey (2019, 2022)
Uzan (2021)
Embodied Sciences

- **Perceptuomotor dimension of being:** Body/state of being creates
  
  (1) how we experience, and thus engage with and interpret the world, and;
  
  (2) quality of our interactions with oneself, with others, and in the quality of these approaches used in working with clients/patients.

Durden-Myers, Meloche, & Dhillon, (2020)
Embodied Sciences

- Contemplative (Reflective) Practices can support the development of The Self via self-understanding.

Ride the Wave
Embodied Sciences

- Embodied, Contemplative (Reflective) Practices:
- Embodied Literacy
  
  *Change our experiential patterns*

Durden-Myers, Meloche, & Dhillon, (2020)
Pirkey (2022)
Siegel (1999; 2015)
Mindful Journey to Self

- **Movement** serves as the frame of reference…
- The **body** is the **object of discovery**.

Cook-Cottone (2015, 2017)
Pirkey (2019)
Siegel (1999, 2015)
Lessons Learned on My Journey to Self

• Important to approach life from a **balanced, embodied place**.
• Observe your patterns; seasons/ patterns within seasons/patterns
• Effort vs. Ease
• Power of my **choices**!
• Okay to **communicate** your needs...
• Conflict offers opportunities for **innovative solutions**!
• Self-love and generosity = **generosity and love for others**
• Recognize that uncertainty is reality.
• Trust yourself (mistakes = learning lessons)
• The process begins with **ME**, yet social support is crucial...

Cook-Cottone (2015, 2017)
Pirkey (2019)
Zguras (2004)
Program treatment package that supports children in creating and re-creating *themselves* and *their story* in a safe, fun, exploratory, mindful environment.

Transcends Culture by adding personalized narratives to movement patterns that are meaningful and individually negotiated.

Trauma-sensitive program: Trust & transparency; Shared Decision Making; Voice & Choice; Strengths-based approach for Self-empowerment; etc.
“The H.E.R.O. Training Program” ©
“They became more independent, and they showed patience… They had good self-direction… I definitely saw some growth with independence and self-direction.” –Teacher F

“I remember like the first day, someone was very perplexed right, like, ‘Well, how can I be my own hero? I don't understand’. So, I do think that by the end, they were more open to the idea or like could understand the idea of how one could be a hero within themselves, how deep that awareness is.” –Teacher K

“I think a good number of kids did learn to self-regulate and, you know, they really got a lot out of it, and they really enjoyed it.” –Teacher G

“I did hear some second graders during lunch say like things like, ‘Oh you're being a hero’, like recognizing another person being a hero, and I think one of them said something about Dr. Pirkey. I don't know the extent of the conversation, but they were definitely recognizing that outside of yoga class.” –Teacher J

“[T]hey were able to recall what they had either done in that lesson or the previous day… they were able to understand it on a higher level… I think that's a good example and good evidence that what you were doing stuck with them and was meaningful for them.” –Teacher A
“We learned that...it’s okay to feel our feelings.” – 1st grade, boy

“We learned that if our friends are in trouble, we should help them.” – 2nd grade, boy

“Yoga taught me more about myself, about what I think is better than what other people think I should think” – 1st grade girl

“You know, the worry monster, he tried to—whenever he comes into your mind, he tells us we can’t do it, but we can make our own story.” – 2nd grade, boy

“It taught me how to be creative, like trying the yoga thing made me excited, and then, I went back home, and it made me build new crafts.” – 2nd grade, boy.

“Even if you don’t win, we can win the act of kindness.” – Kindergarten, girl.
Collaborative Opportunities /
Future Directions

• Ideas:
• Expand to other systems
• Collaborate (train-the-trainer; providing opportunities for expanding reach, impact, sustainability, & options/choice)
• Trauma-sensitive Culture
• Continuing Funding
Opportunities to Connect

Questions?

Share testimonials?