Breathing Habit Analysis: Educational Capnography

For whom:

Healthcare practitioners, human service professionals, performance consultants

Presentation description:

Millions of people worldwide suffer with the profound and misunderstood symptoms and deficits of learned dysfunctional breathing habits. Unfortunately, these habits are rarely identified, their effects mistakenly attributed to other causes, and their resolutions prescriptive in nature where focus is on symptoms rather than on causes.

Breathing is about much more than respiration. Conceptualizing breathing as behavior brings our understanding of its importance in health and performance to an entirely new level. We learn breathing habits that serve us in powerful and unconscious ways, but like any kind of habit they may work for us, OR against us. When they work against us, they can cause, trigger, exacerbate, and perpetuate serious changes in physiology, emotion, cognition, personality, and performance. Most dysfunctional breathing is a learning problem, not a clinical one.

How do we identify dysfunctional breathing habits? How do we identify their learned components, effects, triggers, motivations, reinforcements, and learning histories? This presentation will introduce you to the "breathing interview" and how together with our clients we explore their breathing and its effects based on the principles of behavior analysis that includes phenomenological exploration, guided breathing, awareness learning, customized testing, interview forms, and capnography instrumentation.

Educational Capnography:

Educational capnography is the implementation of the principles of behavior analysis and behavior modification for identifying, unlearning, and managing dysfunctional breathing habits that compromise respiration. Dysfunctional breathing habits, where reflex-regulated CO2 has been compromised, may cause, trigger, exacerbate, and perpetuate a wide range of effects (symptoms and deficits) that are typically mistakenly attributed to other causes. In fact, the educational capnography is the only effective technological means to determining if, when, where, and how a learned habit compromises respiration.

Demonstrations:

There will be at least one live demonstration illustrating some of the basic principles of breathing behavior analysis, transactional psychophysiology, phenomenological exploration, guided breathing explorations, and breathing assessment testing.

Questions that will be addressed:

What is learned dysfunctional breathing?

What are they and how do we identify them?

How do you identify triggers that regulate them?

Why are breathing habits such a big problem?

Why are they so common and we don't know it?

How do they affect our health and performance?

Why are their effects so serious and insidious?

Why do we learn dysfunctional breathing habits?

Why don't they just go away if they don't work?

Why are popular prescriptive protocols not a solution?

How do you do transactional respiratory psychophysiology?

How do you do capnography biofeedback?

Why is breathing habit assessment so important in professional practice?

How does understanding breathing as behavior change the way we help our clients?

Why do prescriptive breathing traditions usually fail to effectively address dysfunctional breathing?

What does a client-centered learning solutions paradigm offer you and your clients?

Peter M. Litchfield, Ph.D.

Professor Litchfield is the President (and a faculty member) of the Graduate School of Behavioral Health Sciences, a school that offers degree and certificate programs that integrate physiology with behavioral science for innovative practical applications in healthcare, human service, and education. He is Chairman of the Board of Better Physiology, Ltd., that manufactures the CapnoTrainer used for doing educational capnography, a field that brings together respiratory physiology and behavior therapy. He earned his Ph.D. in experimental psychology from the University of Portland in 1972. His primary area of expertise is behavioral physiology with a specialty in respiratory psychophysiology. During the past 30 years, he has lectured on this subject in Asia, Australia, Europe, North America, and South America. He makes presentations monthly by webinar to audiences from around the world.