

MEDITATION · WORKSHOP 2 OF 3

Deepening the Practice

Sustained attention, difficult thoughts, and the body as a place to rest

Lex Enrico Santí, LCSW, MFA · A Key Therapy

What this workshop covers

- Workshop 1 gave you the foundation: what meditation is, how to start, and why wandering isn't failure
- Workshop 2 goes deeper: sustained attention, working with difficult thoughts, body-based practices, and breath as a formal tool
- The move from beginner to practitioner is not about longer sits — it's about greater intimacy with what arises
- Six modules, each building on the last — and each usable as a standalone if you're returning to one area
- If you're starting here without Workshop 1: you'll find everything you need, and W1 is there when you want the origin story

Module 1

Sustained attention

The difference between beginning to meditate and actually meditating.

From scattered to sustained

- Workshop 1 introduced attention as a muscle — each return to the breath a single rep
- Sustained attention is what develops when those reps accumulate over weeks and months
- It is not concentration in the gritted-teeth sense — it's a quality of relaxed, alert presence
- The shift: from noticing you've wandered after four minutes, to noticing after thirty seconds, to catching the first flicker of departure
- This is not a competition. It is a calibration — the mind becoming more familiar with its own movements.

Neural weather — the speed of thought

- Thoughts don't ask permission. They simply arrive — like weather moving through.
- The untrained mind has no relationship to its own weather — it is simply inside it, buffeted, unaware there is a sky
- Meditation trains the capacity to observe the weather rather than become it
- This is what Ram Dass meant: we can watch the itch instead of scratching it. The itch is still there. We are no longer enslaved to it.
- Sustained attention is the capacity to remain as the sky while clouds move through

Five-minute sustained sit

- 1 Find your seat. Set a timer for five minutes.
- 2 Choose your anchor — breath, body sensation, or a sound in the room.
- 3 Each time you notice you've wandered: note where you went (planning, remembering, judging) and return.
- 4 Don't count your wanderings as failures. Count your returns as reps.
- 5 When the timer ends: note what you observed. How often did you return? What pulled you most?

Five minutes. This is longer than W1 practices — naming that matters. Encourage learners to actually do it.