Slide 1

TALK! MOVE! IMAGINE! SMILE!

Mindful Strategies to Promote Resiliency in Children with Language Impairments

XJXXNTS
6:;9Q

IwcXXmfwrWtgjwjxots%-Xzj-XDjijwjw
Um3XHHH2XQU

Slide 2

Inxhqtxzwjx

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Slide 3

6 Describe the characteristics of children with language impairments that predisposes them to decreased resiliency and its negative effects on mental health

7 Discuss the intersection of mindfulness and communication, psychological, physical, and social/emotional development.

8 Integrate strategies/child-friendly activities to promote mindfulness and resiliency into therapy for children with language impairments.

Slide 4

Resiliency, Mindfulness, and Development

Slide 5

ARE THE KIDS OKAY?

- Early studies of the effects of the coronavirus pandemic on children have consistently reported negative effects in the area of mental health:
  - Increased levels of anxiety
  - Depression
  - Fear
  - Hopelessness
  - Loss of Control

Meade, 2021; Madigan, 2021

Slide 6

CHILD STRESSORS ASSOCIATED WITH COVID

- Prolonged social isolation
- Loss of important social relationships (grandparents, friends)
- Uncertainty
- Increased screen time
- Sedentary behaviors

Fitzpatrick, 2020, Gassman-Pines et al., 2021

Slide 7

These stressors represent credible and substantial threats to all areas of development in young children

DEVELOPMENTAL DOMAINS AFFECTED BY COVID-RELATED STRESSORS

Slide 8

XPNOJ
YFQN
PTYJ
NPFJNSJ

EMOTIONAL
COGNITIVE
PHYSICAL

DEVELOPMENTAL DOMAINS AFFECTED BY COVID-RELATED STRESSORS

Slide 9

How can we contribute to mitigating these threats?

DEVELOPMENTAL DOMAINS AFFECTED BY COVID-RELATED STRESSORS

RESILIENCY

The ability to thrive or bounce back after a stressful situation.

Research focusing on resiliency provides a roadmap for improving the long-term mental health outcomes for a generation of youngsters who have experienced this collective trauma.

10

However, even before the onset of the COVID pandemic, the importance of helping children who have risk factors associated with poor developmental outcomes develop resiliency was widely recognized

11

Children who are resilient are braver, more curious, more motivated and engaged, more adaptable, and more able to extend their reach into the world.

Masten and Barnes, 2018

12

RESILIENCY

IS NOT a hard-wired trait bestowed by DNA or genetics.

IS a complex, learned behavior developed primary through positive experiences, relationships, and interactions.

CAN BE promoted by providing children with opportunities to learn key skills to help them weather, and move beyond, traumatic or challenging experiences.

Gassman-Pines, et al. 2021

13

Potential developmental outcomes are strongly affected by early life skills and experiences.

Negative Factors

Positive Outcomes

DEVELOPMENT POTENTIAL

14

Resiliency is evident when children's health and development tilts toward positive outcomes – even when a heavy load of factors is stacked on the negative side.

Negative Factors

Positive Outcomes

RESILIENCY

15

Unfortunately, children with LI are at risk for being less resilient than their more typically developing peers.

16

WHY?

17

Contributors to Poor Resiliency Development for Children with LI

✓ Problems with Executive Function
✓ Lack of Vocabulary to name and manage emotions
✓ Decreased Problem Solving
✓ Poor Pragmatics Skills
✓ Risk of poorer attachment and social bonding due to decreased communication in the dyad

*Not All Inclusive   Griffiths, 2021

18

SUPER SLP

Research shows that resilience can be learned – even when children experience substantial challenges – when they are provided with mindful, positive experiences.

SLPs can support the development of resiliency by incorporating opportunities for young children with language delays or impairment to build resiliency in therapeutic contexts.

Tso, 2022

19

MINDFULNESS

The ability to be aware of where we are, what we are feeling, what we are doing, and what we are thinking without judging or analyzing.

20

MINDFULNESS

Mindfulness creates structural and functional changes in the brain that support a healthy response to stress.

21

MINDFULNESS

✓ Increases activity in the calming, rational prefrontal cortex
✓ Reduces activity in the instinctive, impulsive amygdala
✓ Strengthens the connections between these two areas, calming thoughts and behaviors

22

MINDFULNESS INTERVENTION (MBI) CAN HELP CHILDREN

✓ increase their ability to pay attention
✓ regulate their emotions more effectively
✓ improve social interactions
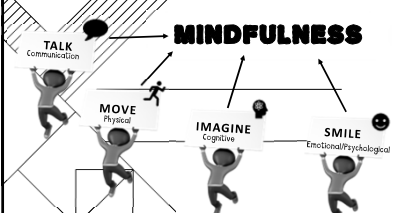✓ and use better problem-solving skills

23

MBI

Given the intersection between these skills and those that are typically problematic for children with language delays and disorders, MBI has the potential to also improve clinical outcomes related to language and communication.
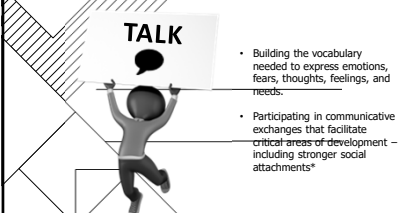
24

MINDFULNESS

TALK Communication

MOVE Physical

IMAGINE Cognitive

SMILE Emotional/Psychological

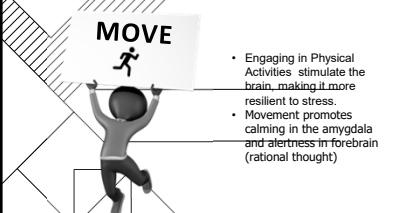25

TALK

• Building the vocabulary needed to express emotions, fears, thoughts, feelings, and needs.

• Participating in communicative exchanges that facilitate critical areas of development – including stronger social attachments*

26

MOVE

• Engaging in Physical Activities stimulate the brain, making it more resilient to stress.
• Movement promotes calming in the amygdala and alertness in forebrain (rational thought)

27

Um~xhnf¢$ J}jwhnxj

- Research suggests that promoting movement and activity in young children can help increase:
  - ✓ memory
  - ✓ perception
  - ✓ language
  - ✓ attention
  - ✓ emotion
  - ✓ decision making

28

But Wait... There's MORE!

29

YFQN&

- When language is combined with movement, learning increases 90 percent.

- (So we need to make sure our students have the WORDS they need while they move and play!)

30

IMAGINE

Jshtzwflnsl% Hwjfyn{j%Uwtgqjr% xtqnsl%fsi%Qjmyx% tk%Kfsh~

31

Children are naturally curious, inquisitive, creative beings.

- When there are too many negative factors/stress impeding development, imagination and creativity are depressed.
- This deprives the brain of the "feel good" hormones that are released when engaging in flights of fancy, creative problem solving, and daydreaming.

32

SMILE
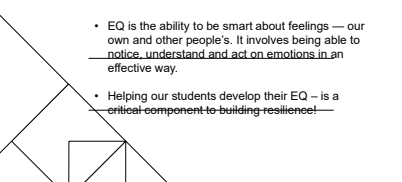
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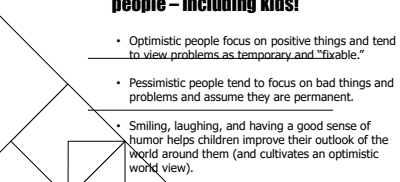
33

Emotional Intelligence

- EQ is the ability to be smart about feelings — our own and other people's. It involves being able to notice, understand and act on emotions in an effective way.

- Helping our students develop their EQ – is a critical component to building resilience!

34

Optimism is a key characteristic of resilient people – including kids!

- Optimistic people focus on positive things and tend to view problems as temporary and "fixable."

- Pessimistic people tend to focus on bad things and problems and assume they are permanent.

- Smiling, laughing, and having a good sense of humor helps children improve their outlook of the world around them (and cultivates an optimistic world view).

35

LET'S TALK, MOVE, IMAGINE, and SMILE!

36

Slide 37

TALK	MOVE	IMAGINE	SMILE
Communication	Physical	Cognitive	Emotional/ Psychological

For each activity we demonstrate, we will identify the domains it targets using these icons
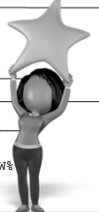
37

Slide 38

Fair Warning

- Both presenters are advocates for, and authors of, children's books.
- So, we use lots of books as a natural way to facilitate both oral and written language while we build resiliency and practice mindfulness!
- Unfortunately, we don't have time to show them all, but have provided examples and book lists in handouts

38

Slide 39

XYTW^GT)K ^TJF

FS%NSYJJWFYJI% QFSJLFJJJ1%QN%JWFH^1% P TYJP JSY1%+ %P LXNH% JOUJWNJSHJ%YT%KTXYJW% WJXNQNJSHJ

39

Slide 40

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40

Slide 41

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|nym%mjr jx%mfy%
xzuutwy%wjxngjshj-

41

Slide 42

FSI%mf{j%tlf%tuutwyzsryjx

- Animals, natural wonders (DON'T HAVE TO HAVE REAL POSES)
- See-saw books, list books, illustrated songs
- Pose opportunities: at least one strength (dog), one flexibility (cat/cow), one balance (TREE)
- Adapt poses to environment (chair vs floor)

42

Slide 43

Xyju%7%
Wjfi~%t%qxyjs
Wjfi~%t%qttp
Wjfi~%t%wjfi

Settle on a mat or in the chair
- Take 5 breathing

Ready to look
- Glitter jar

Ready to listen
- Rainstick or chime

43

Slide 44

- Whole Body Listening with Elmo
  - https://www.youtube.com/watch?v=B0-TWdekQ_M&t=26s
- These are my glasses (Berkner)
  - https://www.youtube.com/watch?v=9dvl1oa5AVc

44

Slide 45

XYJU%8?Ht{jw%htshjuyx%+%gjlns%wjfinsl&

XYJU%9?Ufzxj%tw%-tlf%
tuutwyzsny~-gwjfynj%
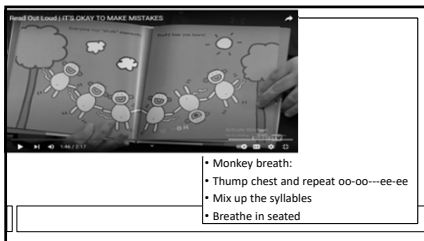htsnszj%wjfinsl

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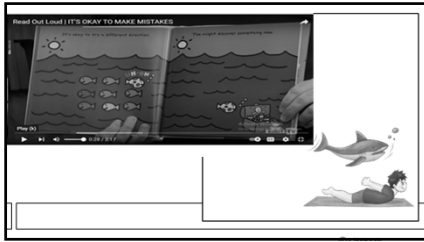
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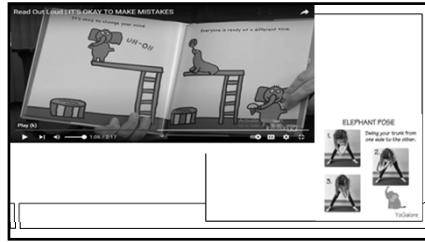
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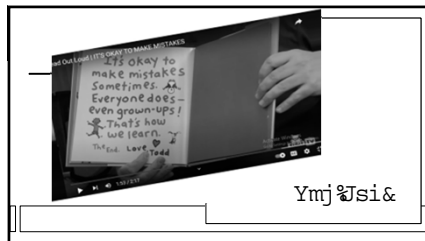

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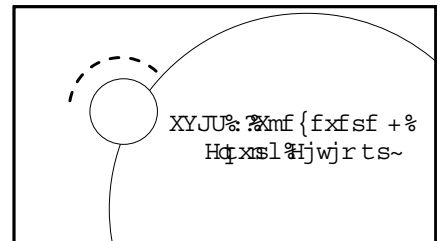

- Monkey breath:
- Thump chest and repeat oo-oo---ee-ee
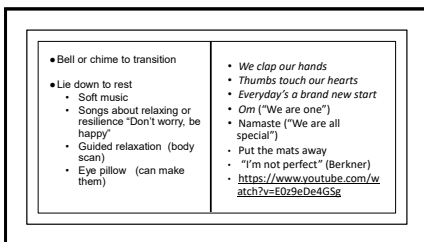- Mix up the syllables
- Breathe in seated

49

50

51

● Bell or chime to transition	• *We clap our hands*
	• *Thumbs touch our hearts*
● Lie down to rest	• *Everyday's a brand new start*
• Soft music	• *Om* ("We are one")
• Songs about relaxing or resilience "Don't worry, be happy"	• Namaste ("We are all special")
• Guided relaxation (body scan)	• Put the mats away
• Eye pillow (can make them)	• "I'm not perfect" (Berkner)
	• https://www.youtube.com/watch?v=E0z9eDe4GSg

52

GOT EQ?

53

We need to help children with LI recognize emotions, connect them with feelings, and learn the words to express them so that they can regulate them appropriately

54

How many basic human emotions are there?

55

4 | 6 | 7 | 8

Depending on the research you cite

56

Can you name them?

57

BASIC EMOTIONS

- Joy
- Sadness
- Trust
- Disgust
- Fear
- Anger
- Surprise
- Anticipation

58

Plus many, many synonyms and shades of meaning

- Joy
- Sadness
- Trust
- Disgust
- Fear
- Anger
- Surprise
- Anticipation

- Happiness
- Dejection
- Love
- Hate
- Timidity
- Frustration
- Astonishment
- Excitement

59

Fsi⅜sknyj%
htrgⅿsfyntsx3

fsyⅿnufynts%0%t~%
B%tuyⅿnxr

60

\TWIQJXX%GTTNX

Because the story in a wordless book is told through pictures, the emotional aspects of the story are typically more obvious

61

- Use the emotion word when telling story together
- Use friendly questions to encourage discussion about emotions throughout story

SPOTLESS SPOT
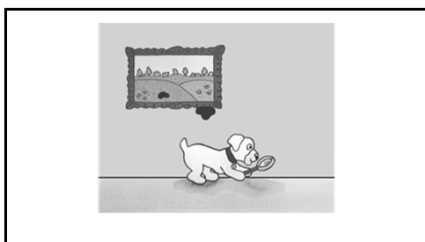
ILLUSTRATED BY ALEXANDRA CROUSE

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63

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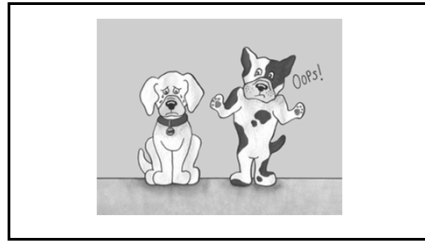
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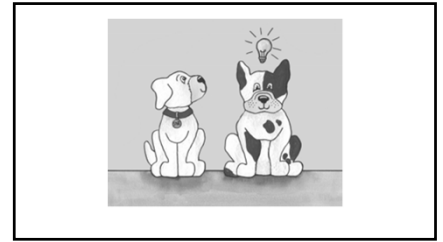
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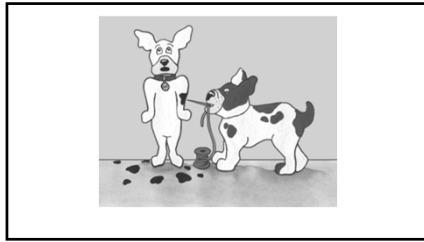

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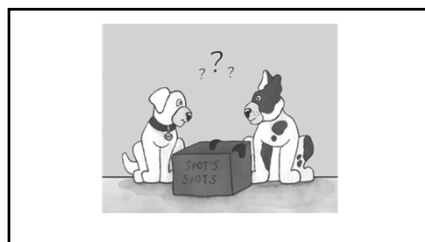
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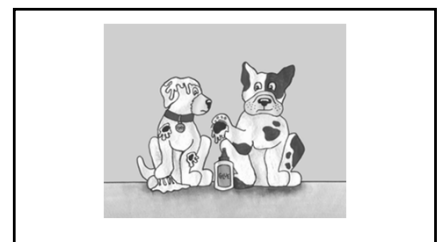
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84

How do you think Spot (and/or his friend) feels?
How can you tell? Why might they feel like that?
How do you look when you are…….?

85

How do you think Spot (and/or his friend) feels?
How can you tell? Why might they feel like that?

86

How do you look when you are…….?

87

88

89

Shades of Meaning

90

91

Jq wf % rqt }

92

Available www.dynamic-resources.net   FREE RESOURCES tab

93

GROUNDING

Naming and Managing Big Feelings

94

GROUNDING

GROUNDING is a technique that helps children learn to MINDFULLY calm themselves down so they can move forward more productively. (Emotion Regulation)

When we pair the NAME of the emotions with the activity or movement, we increase the probability that the child will store the label in LTM along with the feeling associated with the accompanying emotion.

95

I am a Tree!

"Let's Imagine we are Trees!

My feet are firmly planted on the ground. I can feel my feet rooted in the dirt and my roots wriggle down like roots. My back is a strong truck that keep me straight and tall.

My arms reach up into the air. My fingers are leaves rustling in the breeze.

I am a tree and I feel…….

96

Super Hug!

• Hands on opposite shoulders.
• Pair with an affirmation that helps kids learn the words they need to be able to express their emotions/needs/feelings.

• "I was scared! Now, I feel safe."
• "I was mad! Now, I feel calmer."

97

Butterfly!

• Start with a super hug. (You are a caterpillar in your cocoon.)
• Now, imagine you are emerging from your cocoon as a beautiful butterfly! Stretch and spread your wings!
• What do your wings look like?
• Where will you fly?
• How do you feel?

98

Stomp! Stomp! Blow!

• Stomp one foot!
• Stomp the other foot!
• Blow out all your (anger, sadness, craziness….).

• Let's do it again!
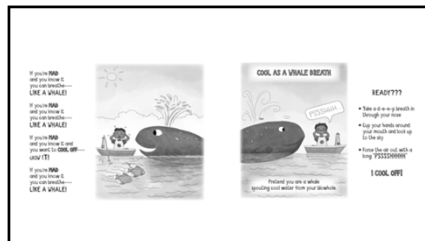
99

ANIMAL BREATHING

100

- LION: scared/brave
- CLAM: sad/happy
- TURTLE: busy/slow
- PEACOCK: shy/proud
- BUNNY: sleepy/energized
- WHALE: mad/cool
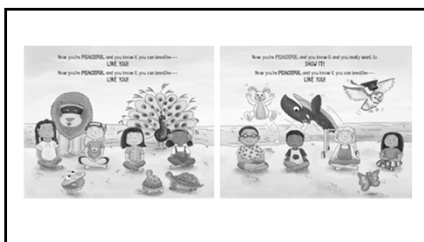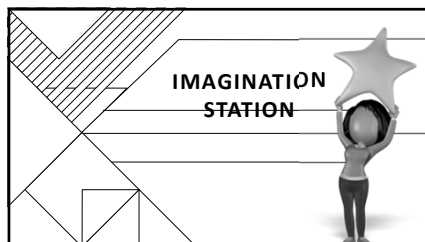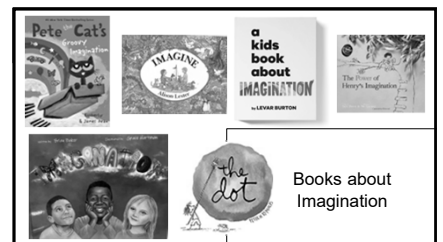- BUTTERFLY: worried/calm
- OWL: confused/wise

101

102

103

104

105

106

IMAGINATION STATION

107

Books about Imagination

108

Take chances.
Make mistakes.
Get messy.
Ms. Frizzle

Imagination-building activities are, by design, unstructured (and sometime chaotic).

109

💬🧠🙂

THE POWER
OF DOODLES!

the dot

PETER H. REYNOLDS

110

Create a
DOODLE
WORK OF ART!

111

• Start with a white sheet of paper.
• Take a black marker (or whatever you want or have in your hand!) and draw a line that curls all around the paper.
• Keep the marker on the paper, making loops and designs.
• When you feel you have finished, connect the line to the start to enclose the loop.

Start and end!

112

• If you wish, color in the areas, using whatever colors you like!

Xrls%y&

Pt%0 fmfil

113

St│ %y%x%f%PFXYJWUNJHJ&

114

Mt│ %itjx%-tzw%
ittiq│%rfpj%-tz%
kjjq??

115

Partner Doodle

• One child closes eyes and makes a doodle (move pencil without picking it up)
• Passes doodle to a partner.
• Partner finishes the doodle into a drawing of something – real or make believe (or just an interesting doodle).
• Talk about what it is, how it's used, why they chose to turn the doodle into that "thing." etc
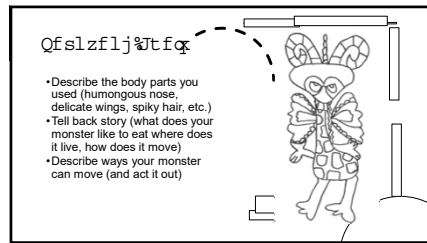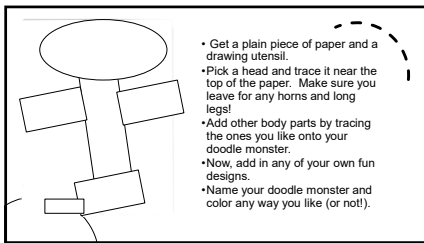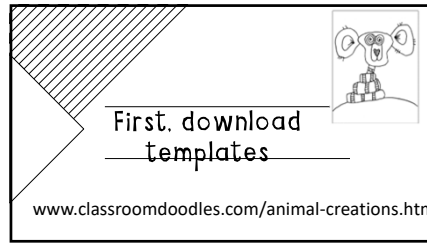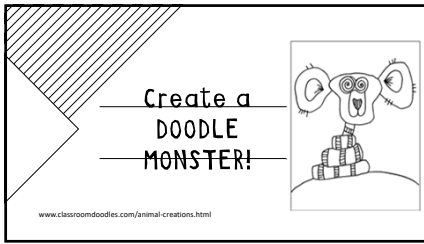
116

Partner Doodle

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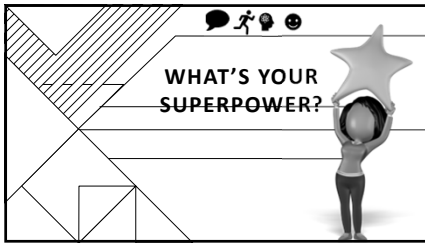• Talk about what it is, how it's used, why they chose to turn the doodle into that "thing." etc
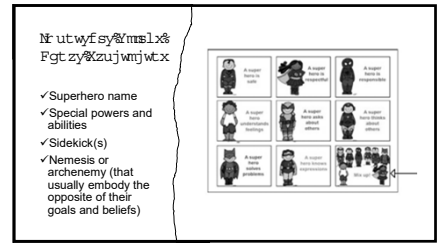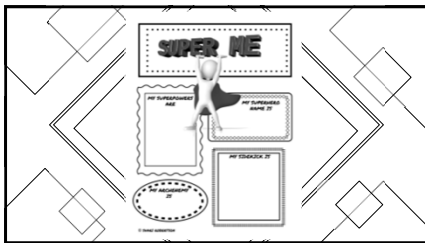
117

13

Create a
DOODLE
MONSTER!

www.classroomdoodles.com/animal-creations.html

118

First, download
templates

www.classroomdoodles.com/animal-creations.htm

119

120

- Get a plain piece of paper and a drawing utensil.
- Pick a head and trace it near the top of the paper. Make sure you leave for any horns and long legs!
- Add other body parts by tracing the ones you like onto your doodle monster.
- Now, add in any of your own fun designs.
- Name your doodle monster and color any way you like (or not!).

121

Qfslzflj%Jtfqx

- Describe the body parts you used (humongous nose, delicate wings, spiky hair, etc.)
- Tell back story (what does your monster like to eat where does it live, how does it move)
- Describe ways your monster can move (and act it out)

122

Kjjqslx4JV

- How is your monster feeling today?
- What makes him mad?
- What makes her happy?
- What makes her sad?
- What makes your monster afraid?

123

124

125

126

127

Favorite Books about Superpowers

128

Nrutwyfsy&Ymnslx& Fgtzy&Xzujwmjwtx

- ✓ Superhero name
- ✓ Special powers and abilities
- ✓ Sidekick(s)
- ✓ Nemesis or archenemy (that usually embody the opposite of their goals and beliefs)

129

130

HWJFYJ%TLW% HTXYLPJ

131

Ptwj% Xzujwmjwt% Xyzkk&yt% Nrflnsj

- Interesting **backstory**
- Specific **favorites** (like food, clothes, etc.)
- Mode of transportation (vehicle)
- Where they live
- How they transform
- Particular **goals and beliefs**
- Other characteristics that **set them apart** from "normal" people

132

^TL&FWJ% XLUUW&

133

R-A-I-N Meditation and Sensory Experience

134

SLSS^&IF¹?

KJJQNSJ%JWUFY&

135

136

137

138

139

R = RECOGNIZE the thought, emotion, or sensation AND label it (*I feel sad; I feel mad*); naming it makes it less scary!

A = ALLOW it to be there (*It's ok to feel way this right now; Everyone feels this way sometimes*); don't try to fix it...it's just an emotion...it will pass just like the rain.

I = be INTERESTED in how your body feels or what your brain is thinking but DON'T get caught up in the story or feel bad about how you feel (*My stomach is jumpy; I don't like this feeling*)

N = be NICE to yourself; tell yourself *It will be ok*; ask yourself what or who do you need right now to help you? (*I need a hug; I need to talk to my teacher*)

140

- (Deep breaths/out through round lips)
- (Pitter patter finger tips/ full hands pound)
- (Clap overhead)
- (Stomp feet)
- (Berkner "boots" song)
- (Emotions pass like rain)

141

142

LAUGHTER YOGA FOR KIDS

143

- Engages Imagination
- Activates memory, decision-making, and emotional processing
- Reduces anxiety, stress, and depression
- Facilitates Resilience
- Releases feel-good hormones that cultivates optimism

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- Based on research that has shown the body cannot differentiate between intentional/voluntary laughter and "real" laughter.
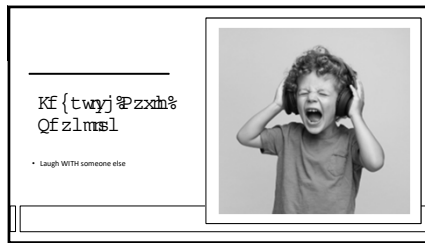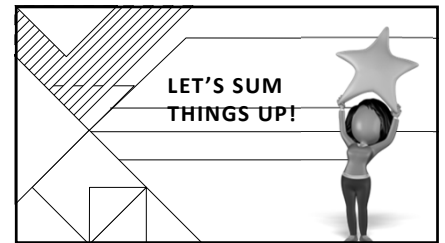- Same psychological and physical benefits!

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