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TODAY'S AGENDA

A. Introduction

B. Mindfulness and Behavior

C. Storybook Yoga

D. Got EQ?

Recognizing, Naming, and Regulating Emotions

E. Social Problem Solving/Peer Interactions

F. STOPP!

G. Brain Breaks

H. Breathing Breaks

I. Animal Breathing/Emotion Regulation

J. Imagination Station

K. Get a Handle on Life

L. Laughter is the Best Medicine

M. Summary



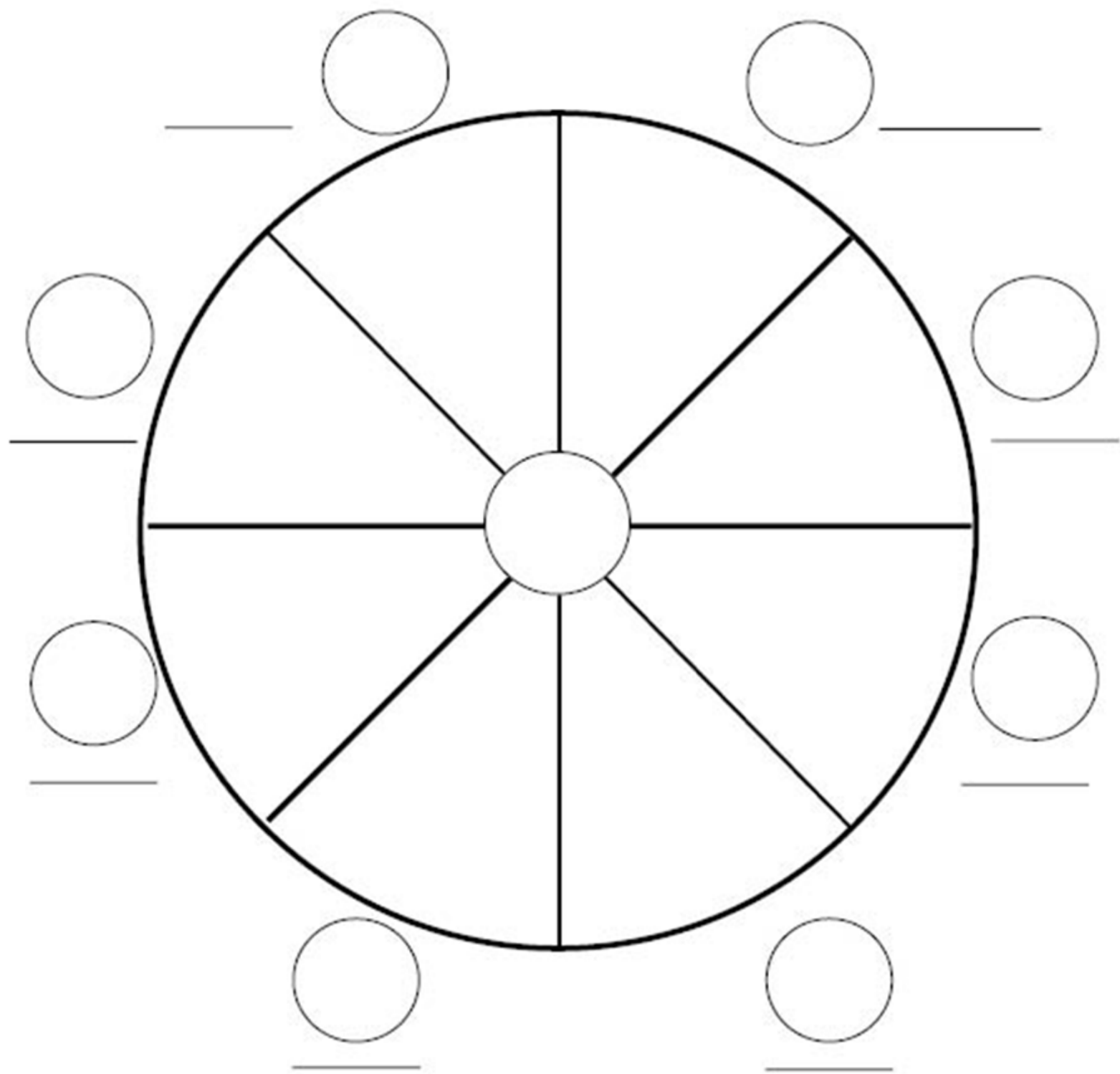
MANY, MANY, FABULOUS, PROVEN RESOURCES related to today's topic here:

dynamic-resources.org. Click on the free resources tab

CHARACTERISTICS OF RESILIENT CHILDREN

	Good Communicators
	Optimistic
	Good Sense of Humor
	Acceptance of Self and Others
	Positive view/Aware of Personal Strengths and Abilities
	Able to Solve Problems/Flexible Thinkers
	Goal Oriented/Persistent
	Understand their own Feelings and those of Others
	Good Emotional Vocabulary
	Capacity to manage Strong Feelings and Impulses

FEELINGS WHEEL



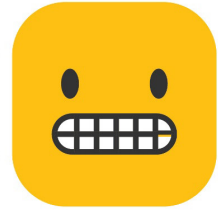


EMOTIONS ICONS







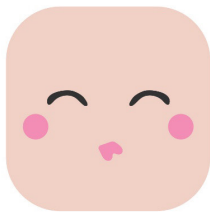


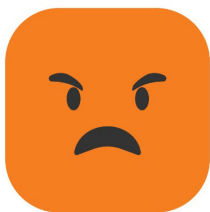




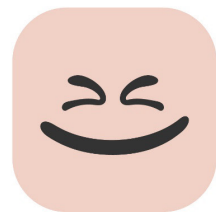


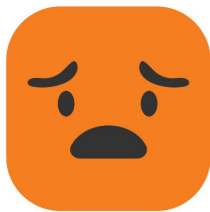


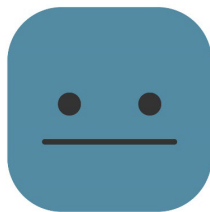


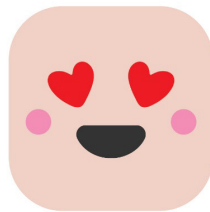








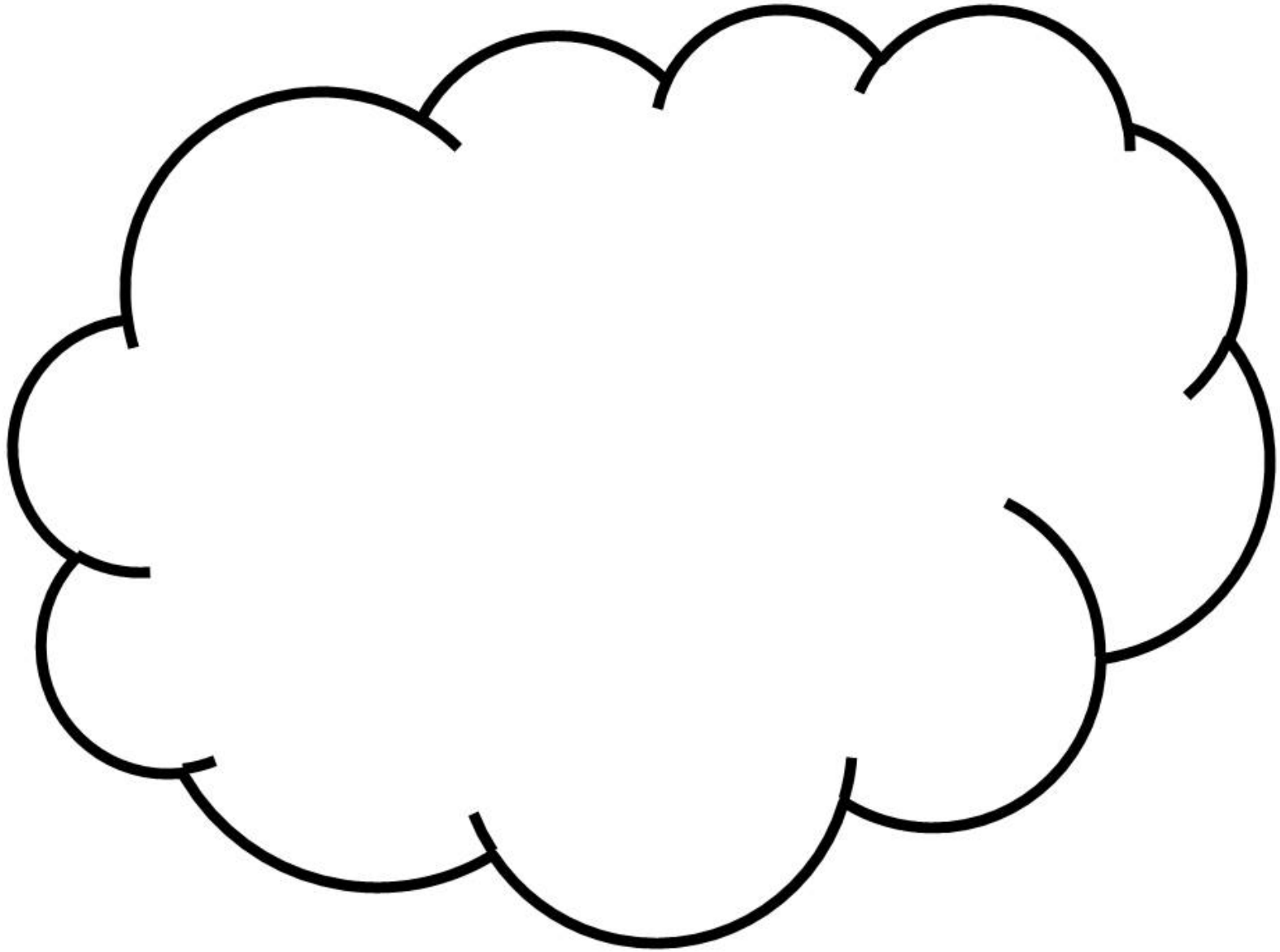






WHAT'S IN YOUR

CLOUD?



Don't get stuck under your cloud! Close your eyes and make it go away!

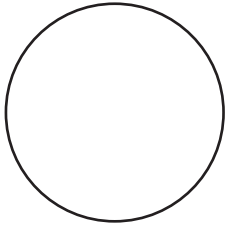
Write or draw what you said, did, or imagined to make your cloud disappear.

A large, empty rectangular box with a thick black border, intended for writing or drawing. The box is centered on the page and occupies most of the lower half of the image.

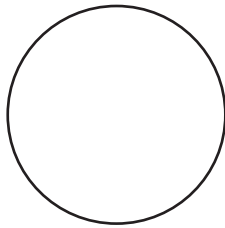
What Color are my Feelings?

- Close your eyes and picture what color each feeling looks like to you.
- Color the circle that color
- Use the colors to help you describe your mood if you have trouble coming up with the words

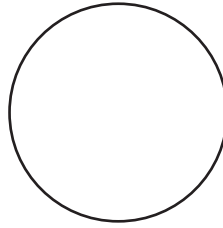
happy



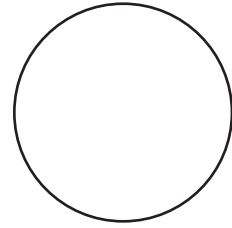
sad



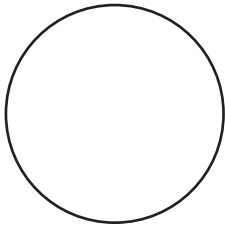
worried



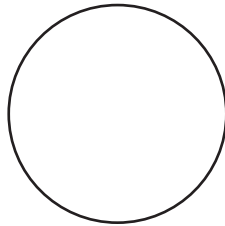
angry



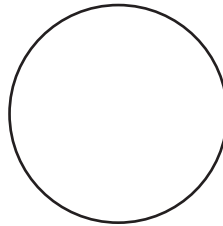
tired



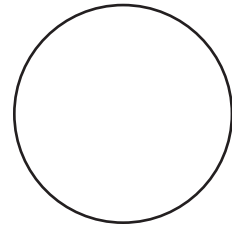
grumpy



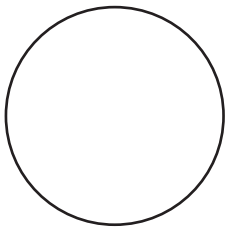
proud



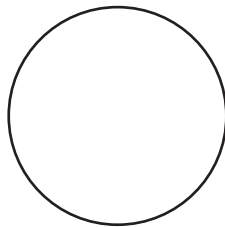
excited



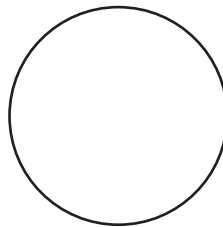
nervous



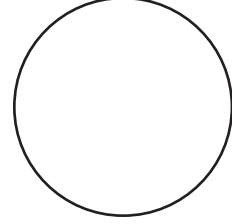
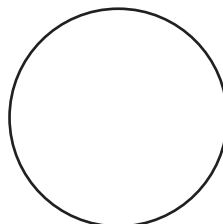
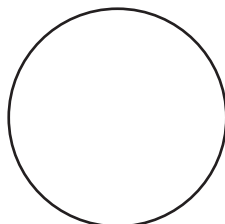
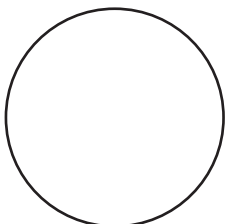
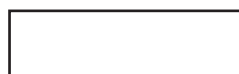
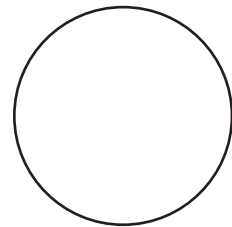
sorry



love



frustrated



You can list other feelings in the box in the last row of circles.

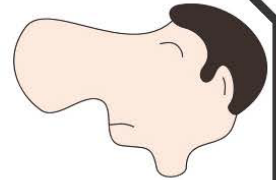
SENSES COUNTDOWN

Look around and name/write

5



2



4



3



1



FOCUS! FOCUS!

Pick an object
Look at it closely!

Does it **FEEL**
differently if you
squeeze it?

Are there different
textures?

Does it **LOOK**
differently if you
hold it up to the
light?

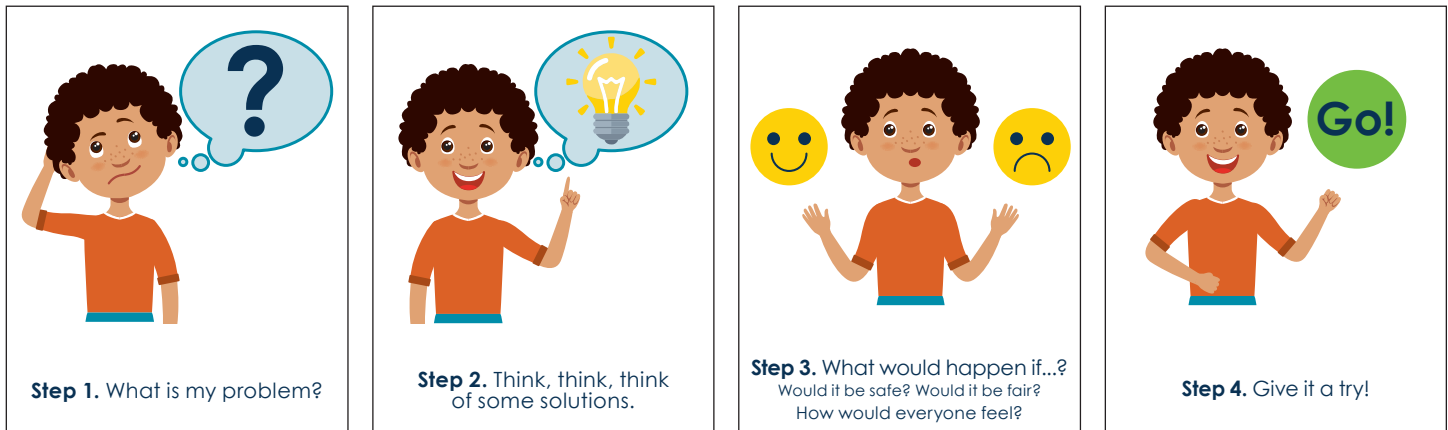
What does it look like?

What color is it?

What shape is it?

**WRITE THREE WORDS YOU
CAN USE TO DESCRIBE IT**

NCPMI Problem Solving Steps



Teaching the Problem Solving Steps

When faced with conflict many young children have difficulty coming up with rational solutions. They act out in anger or with frustration for lack of a more appropriate way to deal with the situation. Children need to be specifically taught the problem solving steps, to be able to think of multiple alternative solutions, and to understand that solutions have consequences. Teachers might use the Problem Solving Boy or Girl and The Solution Kit Cards.

Solution Kit

https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_solution-kit.pdf

Teach steps by:

- ▶ Using role play during Circle Time
- ▶ Using puppets
- ▶ Keeping visuals of problem solving steps posted around the room
- ▶ Providing access to solution kits around the room
- ▶ Intentionally planning “problems” to help children practice solving all kinds of problems



Problem Solving Steps



Step 1. What is my problem?



Step 2. Think, think, think
of some solutions.



Step 3. What would happen if...?
Would it be safe? Would it be fair?
How would everyone feel?



Step 4. Give it a try!

Problem Solving Steps



Step 1. What is my problem?



Step 2. Think, think, think
of some solutions.








Step 3. What would happen if...?
Would it be safe? Would it be fair?
How would everyone feel?



Step 4. Give it a try!

STOPP Worksheet

<p>Notice the intrusive or distressing thought, image, memory, trigger...</p>	<p><i>Write your reactions and alternative, healthier responses in this column. What works for you? What will help? What can you tell yourself? What do you need to remember at those times?</i></p>
<p>STOPP!</p> <div style="text-align: center;">  </div>	
<p>Take a breath</p> <div style="text-align: center;">  </div>	
<p>Observe – describe the feelings, images, thoughts, body sensations, triggers.</p> <div style="text-align: center;">  </div>	
<p>Pull back / Put in some Perspective. What's the bigger picture? Take the helicopter view. Is this fact or opinion? How would someone else see this? Is there another way of looking at this?</p> <div style="text-align: center;">  </div>	
<p>Practice what works. What is the best thing to do right now – for me, for others, for the situation.</p> <div style="text-align: center;">  </div>	

R-A-I-N Medication and Sensory Experience

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*)

R-A-I-N SENSORY EXPERIENCE: LET'S DO IT TOGETHER!!!

- **WIND** (Deep breaths/out through round lips)
- **RAIN** (Pitter patter finger tips/ full hands pound)
- **LIGHTNING** (Clap overhead)
- **THUNDER** (Stomp feet)
- **TWISTER**
- **RAIN SLOWS**
- **PUDDLE JUMPS** (Berkner "boots" song)
- **SUN**
- **RAINBOW**
- **BLUE SKY** (Emotions pass like rain)



Peer Interaction Skills

Peer interaction skills are specific behaviors to teach kindergarten students that lead to friendship, cooperation, and collaborative learning. These skills build upon one another, so make sure students have the prerequisite skills before teaching a new skill.

Skill 1: Greet a friend

Teach this skill if students are having limited interactions when a new student joins a group, such as at the beginning of the day or when going to a different center.

1. Look at your friend.
2. Say, "Hi," and your friend's name.
3. Wave at your friend.

Skill 2: Get a friend's attention

Teach this skill if students are not using their friends' names. It might sound like, "Hey, you."

1. Look at your friend.
2. Say your friend's name or "excuse me."
3. Gently touch your friend on the shoulder or arm if they aren't looking at you.

Skill 3: Give an object or material

Teach this skill if students are reluctant or refuse to give materials to other students or they do so by throwing objects to others. Students not using this skill might also keep all materials to themselves during an activity.

1. Get your friend's attention.
2. Hold out an object or material.
3. Say, "Here" or "Here you go."
4. Put the object in their hand.

Skill 4: Request an object or material

Teach this skill if students do not ask for objects/materials or they take what they want/need from others.

1. Get your friend's attention.
2. Hold out your hand.
3. Say, "Can I have _____?" or "Please pass me the _____."
4. Wait for your friend to give it to you.
5. Say, "Thank you" after you receive the object or material.

Skill 5: Take turns

Teach this skill if students are grabbing objects or materials from other students or if students pass a material once and not back and forth. Think of this skill as combining skills 3 and 4.

1. Get your friend's attention.
2. Say, "Can I have a turn with the _____?"
3. Wait for your friend to give it to you.
4. Take a turn with the object.
5. Say, "Here," and give it back to your friend.
6. Repeat.

Skill 6: Join a group at play or work

Teach this skill if students are taking things from peers, destroying others' work, or not participating in play/work with a group.

1. Get your friend's attention.
2. Say, "Can I play/work with you?"
3. Do what your friends are doing or hold out your hand and say, "Can I have _____?"

Skill 7: Invite someone to play or work

Teach this skill if you notice students are not including others in their play or work.

1. Get your friend's attention.
2. Say, "Would you like to _____ with me?"
3. If you have objects or materials, give your friend some.

Skill 8: Ask for help

Teach this skill if students are not asking for help when they are unable to complete a task or need something.

1. Get your friend or an adult's attention.
2. Say, "Please help me _____." or "Can you please help me?"
3. Wait for your friend or an adult to help.

Skill 9: Offer help

Teach this skill if students are not helping others or ignoring peers that needs help.

1. Get your friend's attention.
2. Say, "Can I help?" or "Do you want help?"
3. If your friend says, "Yes," help them; if your friend says, "No," let them keep trying.
4. If your friend still needs help, ask an adult for help.

Skill 10: Give a play or work idea or suggestion

Teach this skill if students are getting into conflicts while playing or working together.

1. Get your friend's attention.
2. Say, "Let's _____," and give your friend an idea or suggestion about what to do with the materials.
3. If your friend has an idea or suggestion, too, listen to them.
4. Make a plan together and keeping playing/working.

Skill 11: Give a compliment

Teach this skill if students are saying negative things about peers' play/work, or they say nothing at all.

1. Get your friend's attention.
2. Say nice things, such as "I like that you _____," "thank you for _____," "I was so happy when you _____," "you made a really cool _____," etc.
3. Give them a thumbs up or high five.







Skill 12: Respond to a friend's request/words appropriately (including responding to a friend's request to stop a behavior).

Teach this skill if students are not honoring the requests of others.

1. When your friend gets your attention, stop what you are doing.
2. Listen to what your friend has to say.
3. If your friend asks for an object or material, give them some, trade, or tell them you will give it to them when you are done.
4. If your friend asks you to stop doing something, stop what you are doing and make an amend (if this skill has been taught).
5. If your friend gives you an object or material, hold out your hand; say, "Thank you" after you get the object or material.
6. If your friend gives you a compliment, say, "Thank you"; give them a compliment back.

Note: All images used in this document are from Boardmaker 7 (2021).

Directions: Roll one die for each of the columns. Perform the quick brain break that matches the number you rolled on the die. For example, if you roll a 1-2-4-3-6, you would perform the following brain breaks: 10 Jumping Jacks, 5 wall push ups, 10 Twists at the waist, 10 jumps over a pencil on the floor and take 10 deep breaths.

	Column #1	Column #2	Column #3	Column #4	Column #5
<p>1</p> 	<p>10 Jumping Jacks.</p>	<p>Wiggle your whole body for a count of 10.</p>	<p>Bring right elbow to left knee and left elbow to right knee 5 times.</p>	<p>Jump in place 10 times.</p>	<p>RUB YOUR ENTIRE RIGHT ARM WITH YOUR LEFT HAND.</p>
<p>2</p> 	<p>Squeeze your right hand firmly with your left hand.</p>	<p>5 wall push ups</p>	<p>Move the upper half of your body.</p>	<p>Spin in a circle 3 times to the right.</p>	<p>Touch left hand to bottom of right foot. Repeat 5 times.</p>
<p>3</p> 	<p>Move the right side of your body.</p>	<p>Spread legs apart and bend at waist looking in between knees. Repeat 5x.</p>	<p><i>Make 10 small circles with your arms.</i></p>	<p>10 jumps over a pencil on floor.</p>	<p><i>Give yourself a big hug for 10 seconds.</i></p>
<p>4</p> 	<p>Rub your entire left arm with your right hand.</p>	<p>Touch right hand to bottom of left foot. Repeat 5x.</p>	<p>Twist at the waist 10 times with arms out to the side.</p>	<p>Spin in a circle 3 times to the left.</p>	<p>Make 10 large circles with your arms.</p>
<p>5</p> 	<p>Touch right hand to left shoulder. Touch left hand to right shoulder. Repeat 5x.</p>	<p>March in place with knees high for a count of 10.</p>	<p>Squeeze your left hand firmly with your right hand.</p>	<p>Move the left side of your body.</p>	<p>Touch right hand to left foot and then left hand to right foot 5 times.</p>
<p>6</p> 	<p>Run in place for a count of 15.</p>	<p>Move the lower half of your body.</p>	<p>Touch hands overhead and try to balance on one foot for 5 seconds.</p>	<p>Tap your feet on the floor while making small circles with fingers for 10 secs.</p>	<p>Take 10 deep breaths.</p>

BRAIN BREAK IDEAS

1. **5-4-3-2-1.** In this simple game, students stand up and the teacher (or leader) has them do five different movements in descending order. For example the teacher would say: "Do five jumping jacks, spin around four times, hop on one foot three times, walk all the way around the classroom two times, give your neighbor one high-five (pausing in between each task for students to do it).
2. **Trading Places** Have students stand behind their pushed-in chairs. Call out a trait and everyone who has that trait must change places with someone else (students who do not have the trait stay where they are). Examples: "Everyone with curly hair." "Everyone who ate cereal for breakfast." "Everyone who is wearing stripes."
3. **Six Spots** Number six spots around your room from 1-6. Have students each go to a spot of their choice. Choose a student to roll a die (if you can make a big one out of foam, it adds to the fun). All the students at the number rolled must go back to their seats. Students that are left go to a new spot and the die is rolled again. Continue until only a few students are left.
4. **Mingle, Mingle, Group!** In this game students mill about the classroom saying, "mingle, mingle, mingle" in soft voices until the teacher says "Groups of 5," at which point the students must quickly group themselves into groups with the correct number of people. Students who are left over must do three jumping jacks before the next round starts. The teacher can call out any number for the group size. You can also add rules such as: as soon as a group is complete, all members must sit down in a line.
5. **Dance Party!** Put on some rockin' music and dance! If you can make the room semi-dark and have a black light or other special effect, your kids will love it!
6. **Freeze Dance!** Similar to Dance Party except that every so often the music stops and students must freeze and hold the position they are in until the music begins again.
7. **Name Moves** Students stand behind their chairs. In turn, each student says his or her name accompanied by a special movement. For example a student might say, "Kayla!" while dramatically dropping to one knee and doing Jazz Hands. After the student does his or her move, the rest of the class says the student's name in unison and imitates the move. Then it is the next student's turn.
8. **Keep it Up:** Students must keep a beach ball from hitting the ground. Add two or three balls to make it even more fun.
9. **Simon Says** An oldie but a goody!
10. **Movement Songs** Sing a song with whole-body movements such as, Head, Shoulders, Knees, and Toes, Father Abraham, Toe-Knee Chest-Nut, Shake Your Sillies Out (Raffie), Grand Old Duke of York, My Bonnie Lies over the Ocean etc.

11. **Recorded Movement Songs** Older students might enjoy a simple Zumba routine, YMCA, or the Macarena. Littler ones will love [Sesame Street's A Very Simple Dance to Do](#).
12. **Animal Pretend** Younger children will enjoy pretending to be various animals (or even objects such as lawn mowers or airplanes). Call out a few in sequence.
13. **Would You Rather** Ask a would you rather question and have students show their choice by moving to one end of the room or the other. Have a few kids share why. Here are [20 free Would You Rather Questions](#) to get you started.
14. **Find it Fast** Call out a color or other trait (something round, something made of wood), and students must find an object in the room that fits the trait and get to it quickly.
15. **Physical Challenges** Challenge students to do something physically difficult such as standing on one foot with arms extended or this one: grab your nose with left hand and grab your left earlobe with your right hand, then quickly switch so that your right hand is on your nose and your left hand is grabbing your right earlobe. Yoga poses could also be a good variation.
16. **Plates** Give each student a paper plate. Students must walk around the room balancing the plates on their heads. If a student drops his or her plate, the student must freeze until another student picks it up and places it back on the student's head (while keep his or her own plate in place, of course).
17. **Line Up!** Have students line up using a specific criteria such as age (use day and month, not just year), height, alphabetically by middle name, hair length, etc.
18. **Limbo** All you need is a long stick and a pair of kids to hold it. Music is nice too.
19. **Human Knot** Divide students into groups of about eight students. Have students each grab right hands with someone who is not directly next to them. Then do the same with left hands. The challenge is to untangle and become a circle without releasing hands.
20. **Jump Skip Counting** Have students count by twos, fives, tens etc. while jumping with each count. You could also practice spelling words this way.

BELLY BREATHING



PUT ONE HAND ON BELLY AND ONE ON CHEST

FEEL REGULAR BREATHING

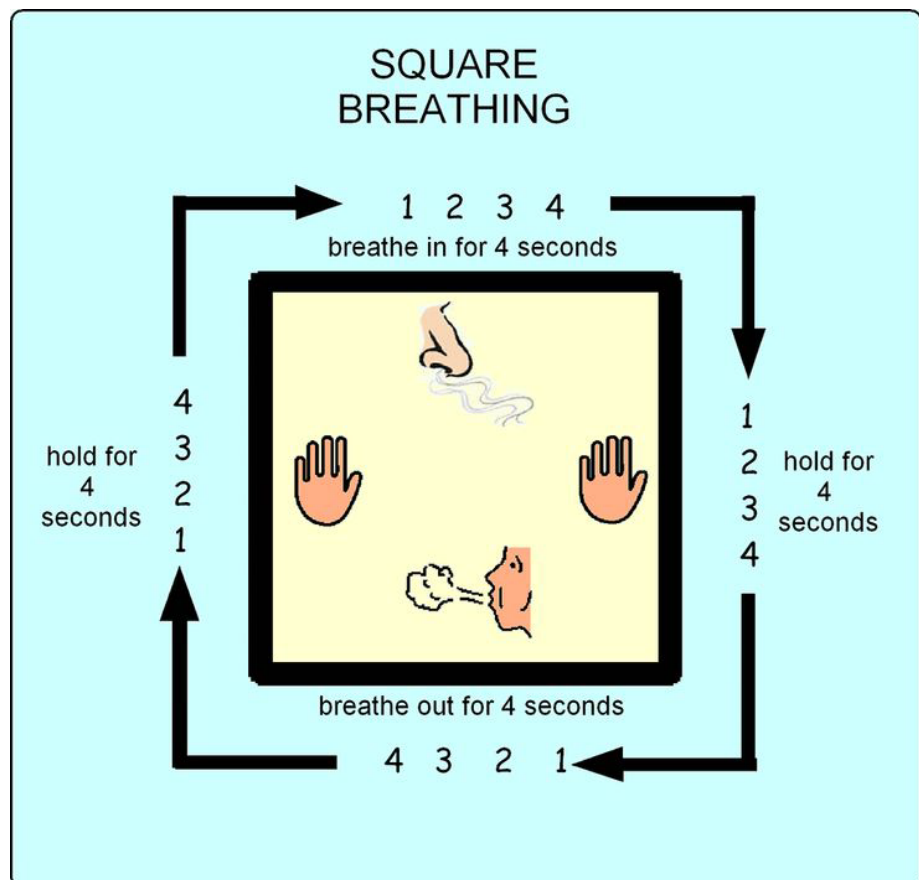
TAKE A DEEP BREATH IN THROUGH YOUR NOSE (COUNT TO THREE)

FEEL YOUR BOTTOM HAND RISE/BELLY EXPAND

BREATHE OUT THROUGH YOUR MOUTH (BE NOISY!) (COUNT TO FOUR)

(CAN HAVE CHILD LAY ON BACK TO HELP BELLY RISE)

BOX BREATHING





DRAGON BREATHING

1. Pretend you are a **GIANT DRAGON** sitting on your enormous, glittering pile of treasure.
2. Take a **BIG DEEP BREATH** in through your nose like you are trying to smell for pesky dwarves (or humans) coming to steal your gold. (You are trying to smell as far as you can so no one can sneak up on you).
3. Now, open your mouth **WIDE** and **BREATHE OUT** as big a blast of fire as you can! Make your breath go as far as you can so no one can approach the glittering mountain of gems and coins underneath you. How long can you breath out that fire???
4. Smell for intruders again! Take a **DEEP BREATH** in through your nose for any scent of treasure hunters. Then, exhale your huge stream of dragon fire (just in case you missed something).
5. Repeat one more time until you are a **CALM, RELAXED** dragon on your shiny gold.



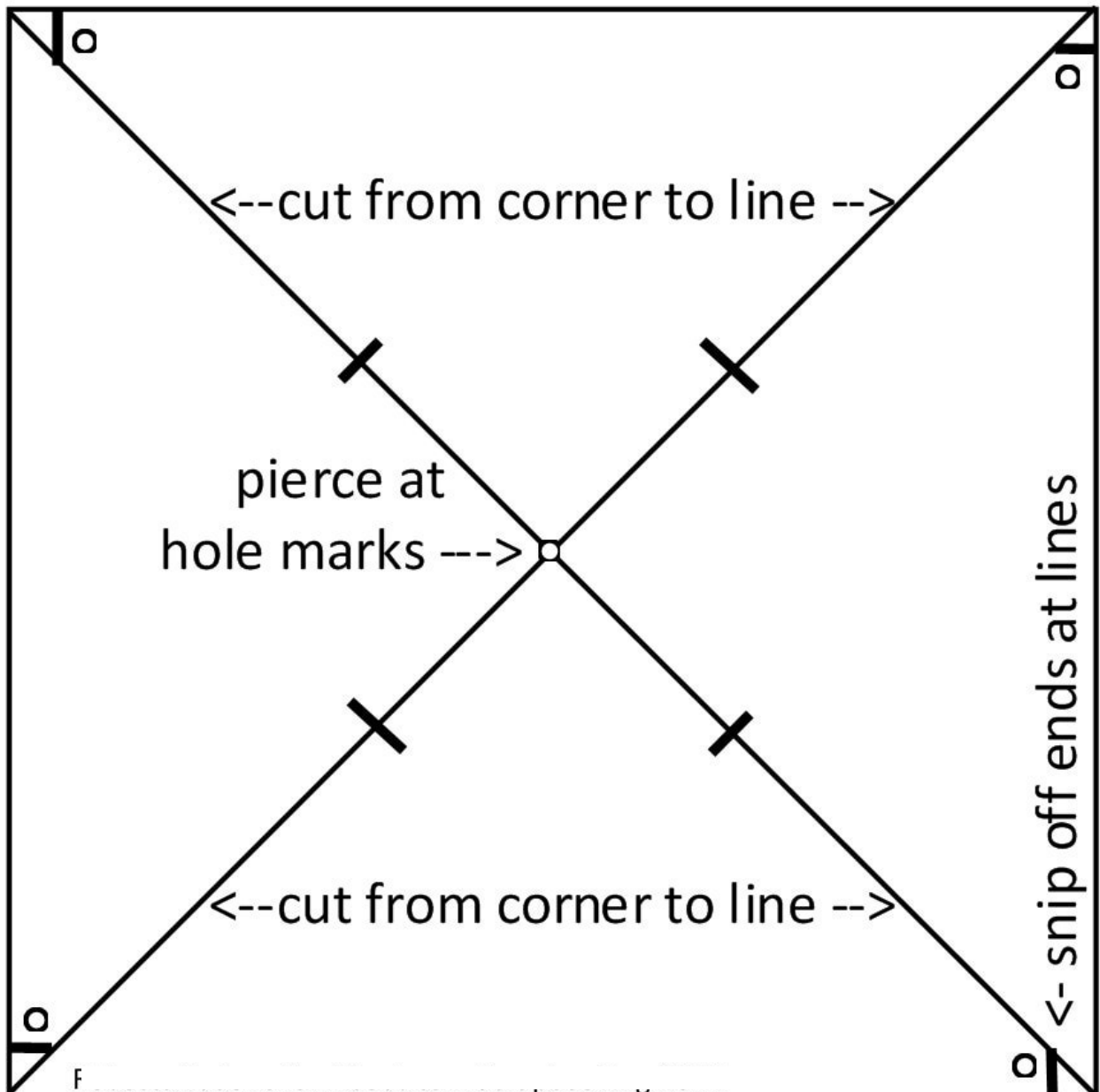
PINWHEEL BREATHING

- 1. Buy or make a pinwheel (see directions)**
- 2. Sit in a chair and relax your body.**
- 3. Blow on the pinwheel using long, deep breaths.**
- 4. Next, use short, quick puffs to spin the pinwheel.
(How does that feel?)**
- 5. Now, inhale deeply, hold for two seconds, and blow
our slowly to see how long you can make the pinwheel
spin.**
- 6. How does each way of breathing make you feel?**



MAKE A PINWHEEL

1. Trace the pinwheel pattern on card stock or heavy-weight paper.
2. Cut along the diagonal lines to the horizontal line.
3. Fold the tips toward the center and attach with a small dot of hot glue
4. Push a thumbtack through the center. Add a small bead on the other side and then push through a wooden skewer (this provides a little room so that the pinwheel can spin)



DOODLE MONSTERS!

My Doodle Monster's NAME is

My monster likes to eat

My monster lives in a

MY monster has lots of different body parts!

A _____ head

A _____ body

Two _____ eyes

Two _____ ears

A _____ mouth

Two _____ wings

A _____ nose

Two _____ horns

And _____

Words that describe how my monster moves

This is what makes
my monster **HAPPY**

This is what makes
my monster **MAD**

This is what makes
my monster **SAD**

This is what makes
my monster **AFRAID**

MY DOODLE MONSTER

YOGAmagination! Journey to the Moon: "Star Awe"

1. STAND TALL LIKE A PROUD ASTRONAUT



Mountain Pose

2. SUIT UP

Standing Knee Hugs to Put on Boots



Put on Helmet and Breathe like Darth Vader

3. GET INTO ROCKET AND BLAST OFF!



Begin in Squat;
Start Countdown 10-5.
Raise Up to Chair



Finish countdown
Jump up to blast off!



In flight:
Airplane pose

4. LANDING



Greet the Moon
Half Moon/
Crescent Moo



Moon Walk
Super Slow Lunges
Warrior pose



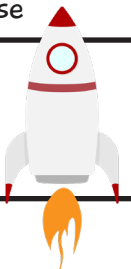
Greet the Stars
Star Poses
Greet Saturn (Twist in Star in
make rings)



Marvel at Meteorite and rest
before return trip
Child's/Rock Pose

5. BACK TO ROCKET

Blast off poses again



6. RETURN TO EARTH

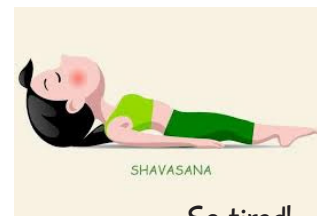
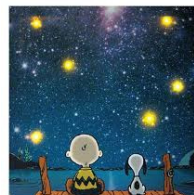


Water Landing
Boat pose



Gratitude for safe landing
Give yourself a hug

Stargaze
Before Bed
(Awe)



SHAVASANA

So tired!
Resting pose

SUPER ME



MY SUPERPOWERS
ARE

MY SUPERHERO
NAME IS

MY ARCHENEMY
IS

MY SIDEKICK IS

TALK! MOVE! IMAGINE! SMILE!

Book List

Storybook Yoga	
The I'm not Scared Book, It's Okay to Make Mistakes	Todd Parr
The Don't Worry Book, The Feelings Book	Todd Parr
My Cow Can Bow	Shari Robertson
EQ	
*Spotless Spot, Firefly Fox	Alexandra Bowser
*A Peanut Sat on a Railroad Track	Elizabeth Kriston
*If You're Peaceful and You Know It: A Little Breathing Book for BIG Feelings	Sucy Lederer
How are you Peeling?	Saxton Freymann
Crying is like the Rain	Heather Hawk Feinberg
Listen to the Rain	Bill Martin, Jr
Rain	Manya Stojic
Imagination	
Imagine	Allison Lester
The Dot	Peter Reynolds
Tomorrow's Alphabet	George Shannon
Harold and the Purple Crayon	Crocket Johnson
Pete the Cat's Groovy Imagination	Kimberly and James Dean
Alphabet City	Stephen Johnson
The Look Book	Tara Hoban
A Kid's Book About Imagination	Levar Burton
The Power of Henry's Imagination	Sky Bryne
Look Alikes	Joan Steiner
Origami for Kids	Charlotte Gibbs

Superheroes and Superpowers

Autism is my Superpower	Cecily Forde
The Big Book of Superpowers	Susanna Isern
What's My Superpower?	Aviaq Johnson
James and the Missing Superpower	Rachel Berringer

Resiliency

Invincible, Not Invisible	Elizabeth Kriston
The Tiny Seed	Eric Carle
A Perfectly Messed Up Story	Patrick McDowell
I am Courage	Susan Verde
Whistle for Willy	Eza Jack Keats
Courage	Bernard Waber
The Little Engine that Could	Watty Piper
Giraffes Can't Dance	Giles Anderson
Pete the Cat (I Love My White Shoes)	Eric Litwin
After Fall	Dan Santat

Web Resources

kidsyogafun.com

<https://preschoolinspirations.com/animal-yoga-poses-for-kids>

[Allthefeelz.app](https://allthefeelz.app)

https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_solution-kit.pdf



MORE RESOURCES!
Free Resources Tab
dynamic-resources.org

NAME THE BEAST TO TAME THE BEAST

Naming your stressors is the first step to taming them! Try to think carefully about what, exactly, is causing you stress. Once you know what to tackle, you can create an action plan to mitigate the effects.

RECORD YOUR PERSONAL STRESSORS HERE. THEN, PICK THE ONE (OR TWO) THAT IS CAUSING YOU THE MOST STRESS RIGHT NOW.

The Burnout Epidemic

- Rising cases of burnout in our profession.
- Link between chronic stress and burnout is undeniable.
- As supervisors, we need to help students learn to take care of the mental, physical, and emotion health by modeling how to manage stress



Stress-Busting Strategies

- Extract Yourself from the Perfect Trap
 - Awesome, Not Perfect
 - FOMO is not your Friend
- Put Yourself First (The problem with putting yourself first is that you've taught others that you come second).
- Indulge in some Chocolate (pamper yourself)
- Engage your Inner Imaginologist – Take Risks, Be Brave, CREATE!
- BREATHE
- Find Glimmers
- Choose Your Attitude
 - Forgive Easily
 - Stop Worrying about who is Right
 - Associate with other Positive People
- DO NOTHING
- Be Kind, Do Good.
- LAUGH!

ACTION PLAN

From the list of strategies, activities, and techniques we explored today, put a check mark next those you think might work best for your students and your professional settings. Commit to trying 2 or 3 in the in the immediate future by circle them. Pick at least one strategy that you will try even though you aren't sure it will work!

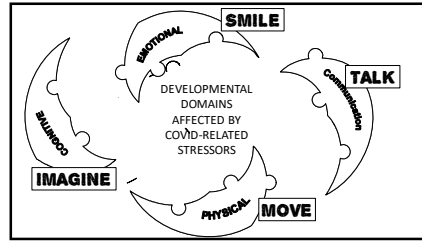
Storybook Yoga	Wordless Books for Emotion Recognition
Worry Cloud	Things that make me feel...
What color are my feelings?	Grounding
Problem Solving (toolkit)	STOPP
RAIN Meditation	Peer Interaction Skills (toolkit)
Brain Breaks	Breathing Breaks
Animal Breathing (Peaceful and You Know It)	Doodles
Monster Doodles (download templates)	Yogimagition
Magic Wand	Visual Imagination (fun books)
What's Your Superpower	Take Care of Yourself (Banish Burnout)

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:
 - Behavior problems
 - Increased levels of anxiety
 - Depression
 - Fear
 - Hopelessness
 - Loss of Control

Meade, 2021; Madigan, 2021

1



4

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.

7

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

2

SLPs are uniquely qualified to help mitigate these threats!

5

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

8

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

3

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.

6

RESILIENCY


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

Gassman-Pines, et al. 2021

9

RESILIENCY

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




Gassman-Pines, et al. 2021

10

RESILIENCY

can be learned – even when children experience substantial challenges – when they are provided with positive experiences to promote key skills



Gassman-Pines, et al. 2021

13

Communication difficulties are strongly associated with behavioral problems

- Problems understanding what others say (receptive)
- Difficulty explaining own actions clearly (Expressive)
- Memory and Concentration (Executive Function)
- Social Interaction (Pragmatics)

Gassman-Pines, et al. 2021


16

CHARACTERISTICS OF RESILIENT CHILDREN

Good Communicators
Optimistic
Good Sense of Humor
Acceptance of Self and Others
Positive view/Aware of Personal Strengths and Abilities
Able to Solve Problems/Flexible Thinkers
Goal Oriented/Persistent
Understand their own Feelings and those of Others
Good Emotional Vocabulary
Capacity to manage Strong Feelings and Impulses

11

Poor Resiliency Often Manifests as Poor Behavior



14

Receptive Delay/Disorder → Behaviors

- ✓ Selective Mutism
- ✓ Explaining Actions
- ✓ Explaining Feelings
- ✓ Social Withdrawal

Communication difficulties are strongly associated with behavioral problems

Gassman-Pines, et al. 2021

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

12

BEHAVIOR

All Behavior is Communication!

Behaviors are attempts to communicate a need or want

15

Expressive Delay/Disorder → Behaviors

- ✓ Uncooperative
- ✓ Disobedient
- ✓ Oppositional
- ✓ Won't follow directions

Communication difficulties are strongly associated with behavioral problems

Gassman-Pines, et al. 2021

18

Difficulties expressive or communicating thoughts and feelings → **Behaviors**

- ✓ Selective Mutism
- ✓ Explaining Actions
- ✓ Explaining Feelings
- ✓ Social Withdrawal

Communication difficulties are strongly associated with behavioral problems

Gassman-Pines, et al, 2021

19

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*

22

TALK!

- 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!)

25

Pragmatic Skills → **Behaviors**

- ✓ Participating in social conversations
- ✓ Repairing misunderstandings
- ✓ Struggles with “unwritten rules”

Communication difficulties are strongly associated with behavioral problems

Gassman-Pines, et al, 2021

20

MOVE

- Engaging in Physical Activities stimulate the brain, making it more resilient to stress.

23

IMAGINE

Children are naturally curious, inquisitive, creative beings.

26

Behaviors Associated with Poor Resiliency

- Emotional Outbursts/Poor Regulation
- Withdrawn
- Depressed
- Defiant
- Angry
- Resentful

21

Physical Exercise


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

Movement promotes calming in the amygdala and alertness in forebrain (rational thought).

24

- 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.





27



SMILE

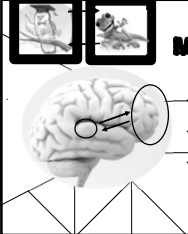
Identifying & Regulating Emotions (EQ) & Cultivating Optimism and Laughter

28

TALK	MOVE	IMAGINE	SMILE
			
Communication	Physical	Cognitive	Emotional/ Psychological

For each activity demonstrated, the domains targeted will be identified with these icons

31



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

34

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!

29

MINDFULNESS

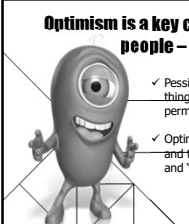
The ability to be aware of where we are, what we are feeling, what we are doing, and what we are thinking without judging or analyzing.

32

MINDFULNESS INTERVENTION (MBI) CAN HELP CHILDREN IMPROVE EXECUTIVE FUNCTION

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


35



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

- Pessimistic people tend to focus on bad things and problems and assume they are permanent.
- Optimistic people focus on positive things and tend to view problems as temporary and "fixable."

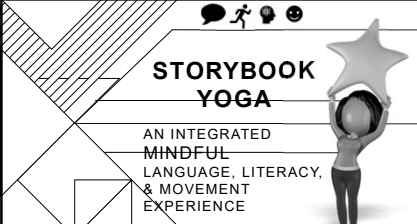
30



MINDFULNESS

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

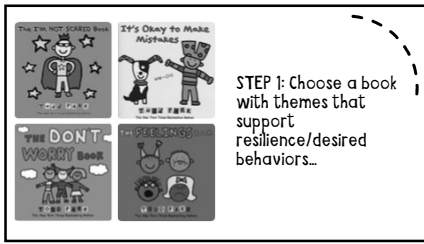
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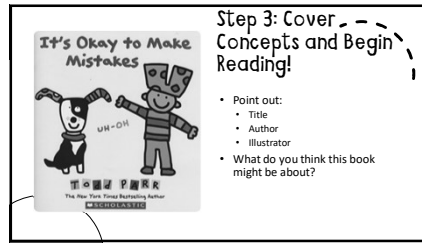
STORYBOOK YOGA

AN INTEGRATED MINDFUL LANGUAGE, LITERACY, & MOVEMENT EXPERIENCE

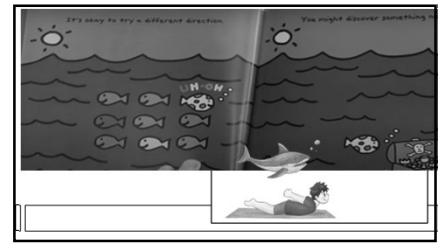
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37



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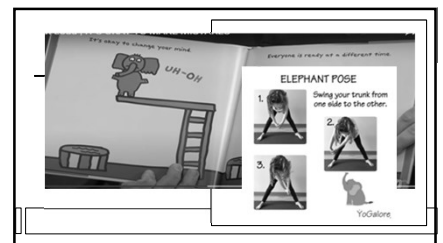
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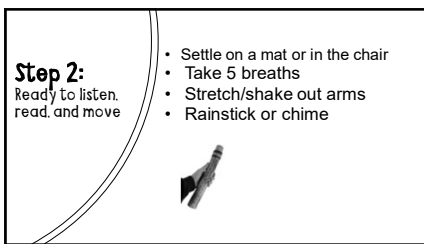
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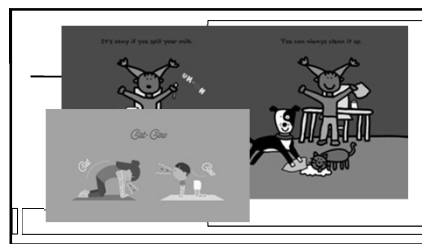
41



44



39



42



45

• Monkey breath:
• Thump chest and repeat oo-oo---ee-ee

46

The End
(Namaste)

49

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

52

STEP 5: Shavasana/
Closing Ceremony

Simple or as complex as you like.

47

Just want someone else to do the prep work???

kidsyogafun.com
Kids Yoga Stories with Yoga Poses, inspired by Children's Books

50

Plus many, many synonyms and shades of meaning

• Joy	• Happiness
• Sadness	• Dejection
• Trust	• Love
• Disgust	• Hate
• Fear	• Timidity
• Anger	• Frustration
• Surprise	• Astonishment
• Anticipation	• Excitement

53

<ul style="list-style-type: none"> • Bell or chime to transition • Lie down to rest <ul style="list-style-type: none"> • Soft music • Songs about relaxing or resilience "Don't worry, be happy" • Guided relaxation (body scan) • Eye pillow (can make them) 	<ul style="list-style-type: none"> • We clap our hands • Thumbs touch our hearts • Everyday's a brand new start • Om ("We are one") • Namaste ("We are all special!") • Put the mats away • "I'm not perfect" (Berkner) • https://www.youtube.com/watch?v=E0z9eDe4G5g
--	---

48

20 Animal Yoga Poses for Kids

<https://preschoolinspirations.com/animal-yoga-poses-for-kids/>

Shari's recommendation for those of us who are not yoga savvy!

51

And infinite combinations.

anticipation + joy = optimism

54

**RECOGNIZING,
CONNECTING, and
NAMING
EMOTIONS**

55

FEELINGS WHEEL

www.dynamic-resources.net FREE Resources Tab

58

FIND THE FACES THAT LOOK WORRIED

61

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

56

A PEANUT SAT ON A RAILROAD TRACK
ELIZABETH REDHEAD KRISTON
ILLUSTRATED BY SIGRUN TUXTON

59

Available www.dynamic-resources.net FREE RESOURCES tab

62

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

SPOTLESS SPOT
ILLUSTRATED BY ALEXANDRA CROISE

57

What does worry look like?

EYEBROWS – raised
EYES – wide open, squeezed shut, tears
MOUTH – open, closed tight, teeth clenched
BODY – shaking, sweating

Strawberries Avocado

60

WHAT'S IN YOUR **WORRY** CLOUD?

63




GROUNDING Strategies for OLDER KIDS

73

Hand Trace

Trace the hand on paper, then create patterns or color the inside of the hand.

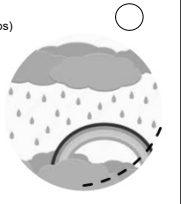
Focus on creating detailed designs



76

R-A-I-N SENSORY EXPERIENCE: LET'S DO IT TOGETHER!!!

- WIND (Deep breaths/out through round lips)
- RAIN (Pitter patter finger tips/ full hands pound)
- LIGHTNING (Clap overhead)
- THUNDER (Stomp feet)
- TWISTER (Twist body)
- RAIN SLOWS
- PUDDLE JUMPS (both hands)
- SUN (Arms up)
- RAINBOW (Form arch)
- BLUE SKY (Emotions pass like rain)




79

Senses Countdown

Look around and name...


- ✓ 5 things you can see
- ✓ 4 things you can touch
- ✓ 3 things you can hear
- ✓ 2 things you can smell
- ✓ 1 thing you can taste



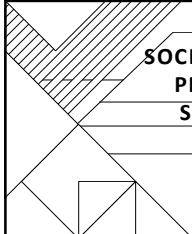
74

Hand Trace


Turn it into your language (or artic/phonology) lesson by having kids describe the designs (vocabulary, shades of meaning, synonyms, antonyms, etc) or touch each finger when producing sounds/contrasts to keep track of productions. (Many other uses!)



77



SOCIAL SKILLS/ PROBLEM SOLVING

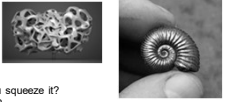


80

Focus, Focus

Keep a stash of items with a variety of colors, textures, details.

- Hold the item
- Notice the details
- What does it feel like?
- What color is it?
- What shape is it?
- Does it feel differently if you squeeze it?
- Are there different textures?
- Does it look differently if you hold it up to the light?
- What 3 words might you use to describe it?




75

R-A-I-N: A mindful, systematic approach to dealing with big feelings

PRINCIPLES

- Big feelings come and go like the rain
- Big feelings can be mild or strong like the rain
- We all have big feelings sometimes like nature has rain sometimes
- After the rain, there is a rainbow

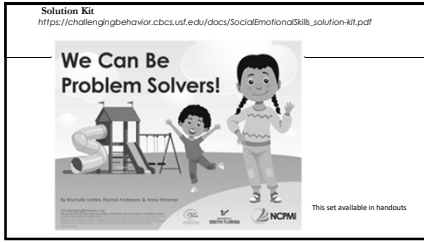


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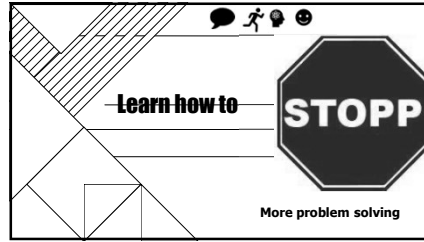
CHARACTERISTICS OF RESILIENT CHILDREN

<input checked="" type="checkbox"/>	Good Communicators
<input checked="" type="checkbox"/>	Optimistic
<input checked="" type="checkbox"/>	Good Sense of Humor
<input checked="" type="checkbox"/>	Acceptance of Self and Others
<input checked="" type="checkbox"/>	Positive view/Aware of Personal Strengths and Abilities
<input checked="" type="checkbox"/>	Ability to Solve Problems/Flexible Thinkers
<input checked="" type="checkbox"/>	Good Grades/Perseverant
<input checked="" type="checkbox"/>	Understand their own Feelings and those of Others
<input checked="" type="checkbox"/>	Good Emotional Vocabulary
<input checked="" type="checkbox"/>	Ability to manage Strong Feelings and impulses

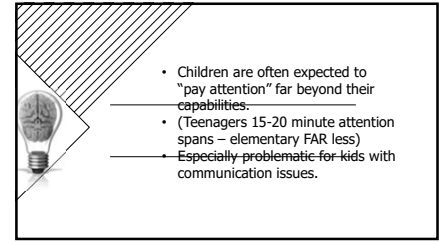
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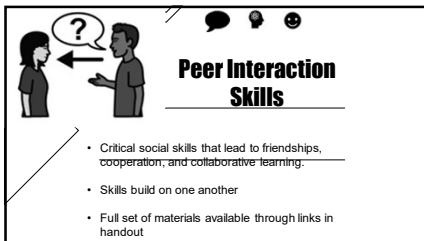
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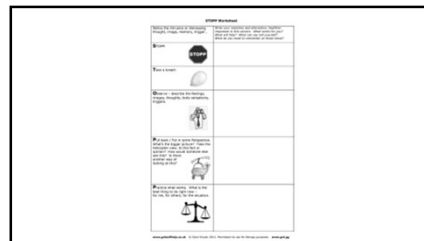
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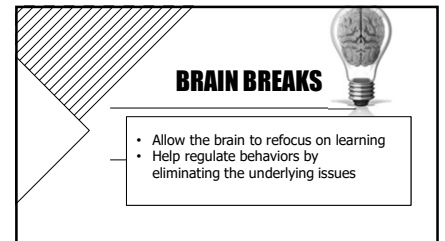
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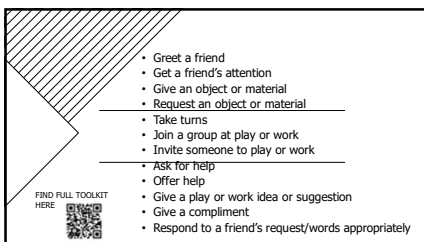
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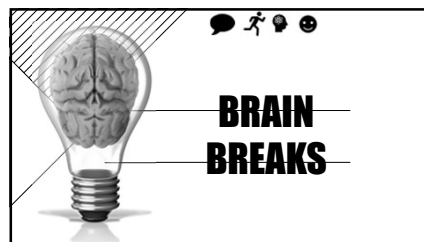
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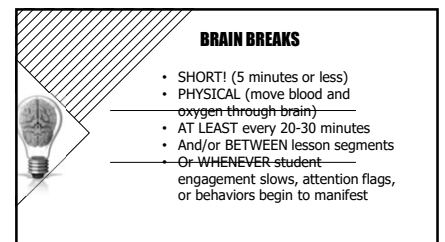
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84



87




90

MORE EXAMPLES

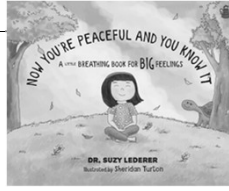
- One Minute Dance Party
- Move like a character in a book
- Plates
- Human Knots
- Animal Walks

See handout AND Resources here



91

- ✓ Notice, understand, and label big feelings
- ✓ Use mindful attention through controlled breathing to help shift them
- ✓ Watch the breath come and go watch our feelings and states come and go
- ✓ Target vocabulary, animal similes, affirmations, pretend play



94

Flights of fancy
Creative problem solving
Daydreaming
Doodling
Drawing
Thinking

- Stretching imagination muscles helps release feel good hormones and decrease stress in anxiety (in both kids and grown-ups)
- This also helps kids learn to use their language to express their ideas, thoughts, aha moments, and silliness.

97


BREATHING BREAKS

activate the parasympathetic nervous system (part of the nervous system that controls reactions to stress), as well as redirect the mind to a simple task, distracting from anxious thoughts.

- Relax the body
- Refocus the mind
- Reduce stress and anxiety
- Lower heart rate
- Increase the body's oxygen levels (calms the amyglia)

92

Imagination Station



95

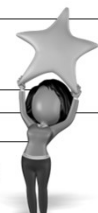
Take chances.
 Make mistakes.
 Get messy.
 Ms. Frizzle

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

98

ANIMAL BREATHING

EMOTION REGULATION



93

CHARACTERISTICS OF RESILIENT CHILDREN

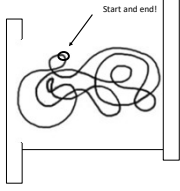
- Good Communicators
- Optimistic
- Good Sense of Humor
- Acceptance of Self and Others
- Positive view (Aware of Personal Strengths and Abilities)
- Able to Solve Problems/Flexible Thinkers
- Good Oriented/Perseverant
- Understand their own Feelings and those of Others
- Good Emotional Vocabulary
- Capacity to manage Strong Feelings and Triggers

96

Create a DOODLE WORK OF ART!

99

- 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.

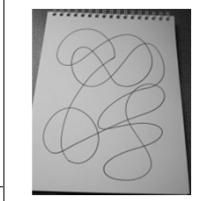


Start and end!

100

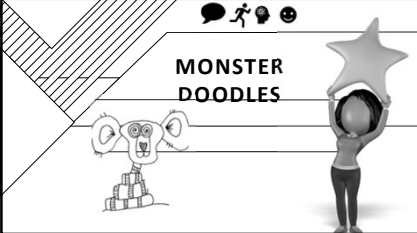
Partner Doodle

- One child closes eyes and makes a doodle (move pencil without picking it up)
- Passes doodle to a partner.



103

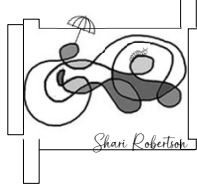
MONSTER DOODLES



106

- If you wish, color in the areas, using whatever colors you like!
- Add embellishments if you feel like it (or not).

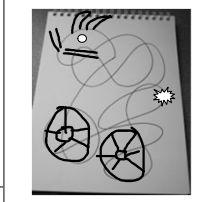
Sign it!



101

Partner Doodle

- Partner finishes the doodle into a drawing of something – real or make believe (or just an interesting doodle).



104

MY DOODLE MONSTER

DOODLE MONSTERS!


My Doodle Monster's name is _____	My Doodle Monster's color is _____
My Doodle Monster's size is _____	My Doodle Monster's shape is _____
My Doodle Monster's eyes are _____	My Doodle Monster's mouth is _____
My Doodle Monster's hair is _____	My Doodle Monster's body is _____
My Doodle Monster's feet are _____	My Doodle Monster's hands are _____

Available in handouts at www.dynamicresources.net
FREE RESOURCES TAB

107

How does your doodle make you feel??

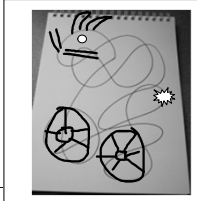
Why?



102

Partner Doodle

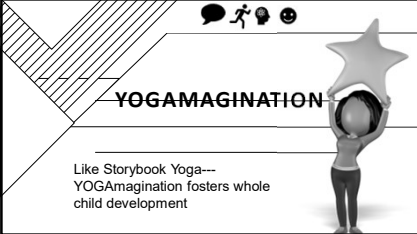
- Talk about what it is, how it's used, why they chose to turn the doodle into that "thing," etc.
- (Both sign it)



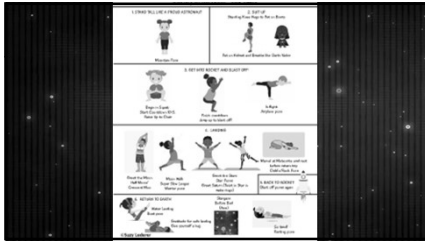
105

YOGAMAGINATION

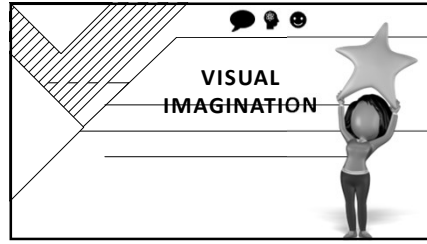
Like Storybook Yoga---
YOGAmagination fosters whole child development



108



109



112

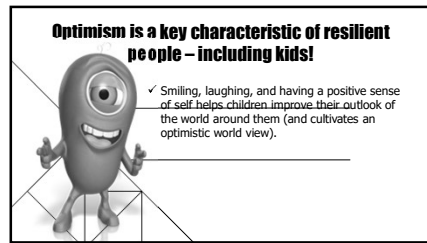
CHARACTERISTICS OF RESILIENT CHILDREN

Good Communicators
Optimistic
Good Sense of Humor
Acceptance of Self and Others
Positive view (Aware of Personal Strengths and Abilities)
✗ Able to Solve Problems/Flexible Thinkers
✗ Goal Oriented/Persistent
Understand their own Feelings and those of Others
Good Emotional Vocabulary
Capacity to manage Strong Feelings and Impulses

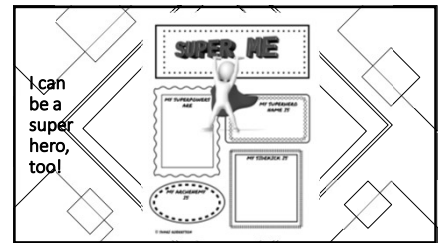
115



110



113



116

MAKE SOME MAGIC!

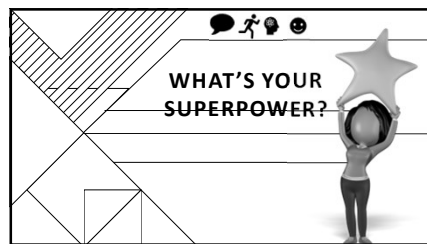
FIRST, MAKE YOUR WAND. You can write a wish or idea on a slip of paper and hold it in your hand as you make your wand.

THEN MAKE YOUR SPELL BODY!

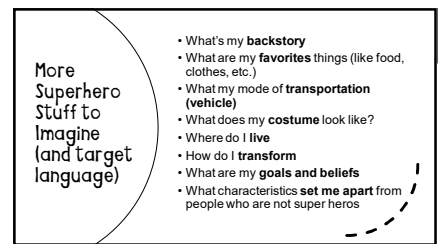
WAND SPELL	WAND IT SPELL	WAND SPELL	WAND SPELL
Wand	Wand	Wand	Wand
Wand	Wand	Wand	Wand
Wand	Wand	Wand	Wand
Wand	Wand	Wand	Wand
Wand	Wand	Wand	Wand
Wand	Wand	Wand	Wand
Wand	Wand	Wand	Wand
Wand	Wand	Wand	Wand
Wand	Wand	Wand	Wand
Wand	Wand	Wand	Wand

1. Choose the magic you want to do and give it a name
 2. Decide what shape your spell will be (the shape you trace in the air to cast your spell) and the magic words
 3. Cast your spell and make the world a better place!

111



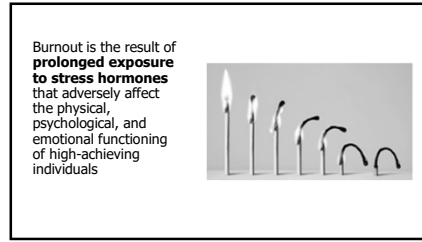
114



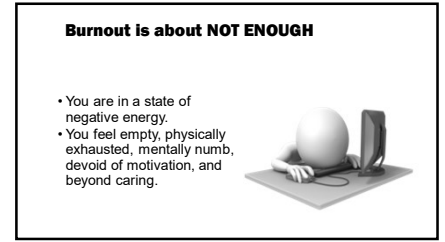
117



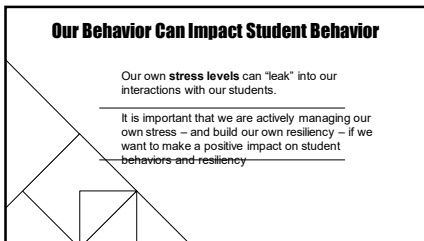
118



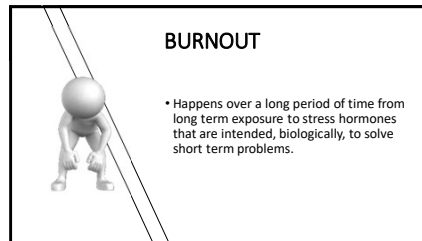
121



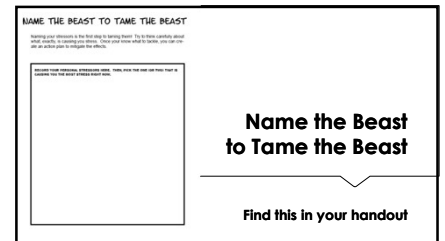
124



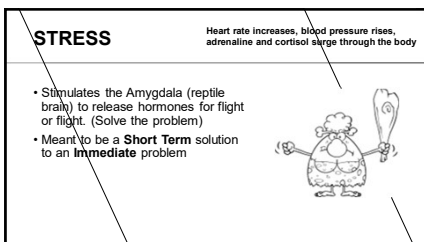
119



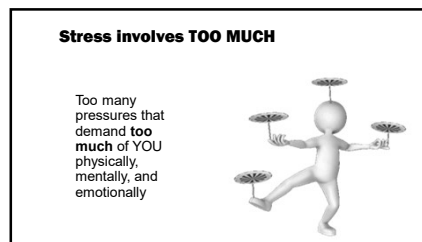
122



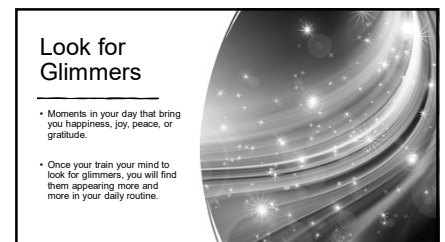
125



120




123



126

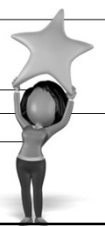
Set Aside Time to DO NOTHING

- Lowers blood pressure
- Relaxes muscles
- Reduces tension (and all of the physical symptoms that come with it)
- Sharpens focus
- Enhances innovation and creativity
- Provides new insights and solutions




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LET'S SUM THINGS UP!



130

SLPs can support the development of resiliency and manage (and diminish) challenging behaviors by incorporating opportunities for young children with language delays or impairment to build resiliency in therapeutic contexts.



133

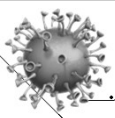
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128


The Challenge

- Studies (and educators) have identified substantial challenges related to learning, attention, behavior, and social skills stemming from the effects of the coronavirus pandemic



131


DON'T NEGLECT NURTURING YOURSELF!



134

Laughter


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



129

Resiliency is the KEY

- Children who have strong resiliency have better outcomes.
- Poor resiliency often manifests as challenging behavior.
- Children with communication challenges are at risk for poor resiliency.




132


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TALK
Communication




MOVE
Physical



IMAGINE
Cognitive



SMILE
Emotional/Psychological



135