

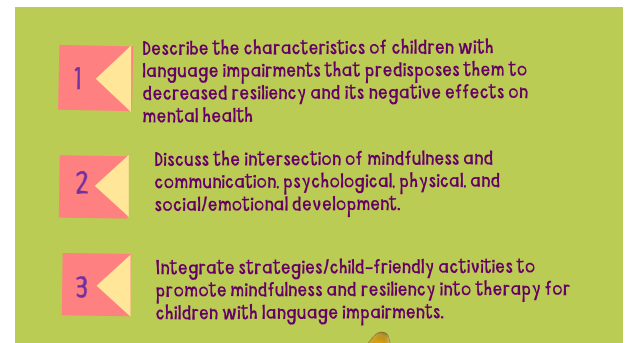
TODAY'S PRESENTATION will literally keep you on your toes! You won't have time to follow along on PP slides. content right up until the last day!). So just enjoy the experience and download full pdf of PP slides after the convention.
Love Shari and Suzy

DOWNLOAD FULL HANDOUTS AT WWW.DYNAMIC-RESOURCES.NET
(Click on Free Resources in Top Right Corner) AFTER THE PRESENTATION!

TODAY'S AGENDA

- A. Resiliency, Mindfulness, and Development
- B. Mindfulness Minute
- C. Storybook Yoga
- D. Got EQ?
- E. Emotion Regulation
- F. R-A-I-N Meditation
- G. IMAGINATION STATION
- F. YOGAMATION
- G. LAUGHTER YOGA
- H. DOOR PRIZES!
- I. Q & A. AND IDEA SWAP

Drs. Shari Robertson & Suzy Lederer,
NJSCHA 2023



TALKI MOVE!
IMAGINE! SMILE!

Mindful Strategies to Promote Resiliency in Children with Language Impairments

Drs. Shari Robertson Ph.D., CCC-SLP

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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.

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Resiliency, Mindfulness, and Development

3

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

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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

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

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DEVELOPMENTAL DOMAINS AFFECTED BY COVID-RELATED STRESSORS

7

How can we contribute to mitigating these threats?

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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.

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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




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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

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RESILIENCY

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


IS a complex, learned behavior developed primarily 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

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



DEVELOPMENT POTENTIAL


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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.




RESILIENCY

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

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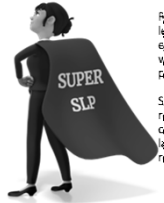


Contributors to Poor Resiliency Development for Children with LI

- ✓ 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

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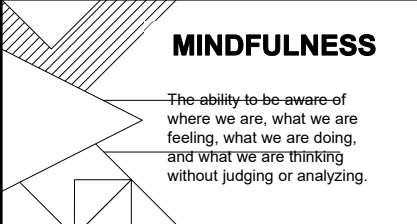


Research shows that resilience can be learned – even when children experience substantial challenges – when they are provided with mindful, positive experiences.

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

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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.

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MINDFULNESS



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

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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

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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

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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.

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MINDFULNESS


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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*

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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)

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Physical Exercise



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

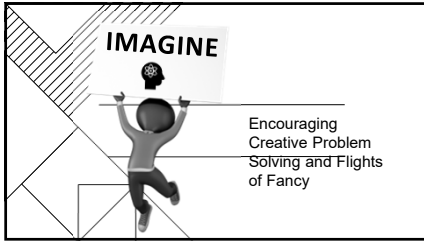
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TALK!

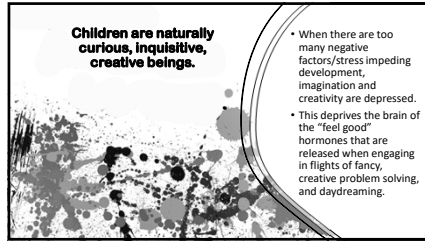


- When language is combined with movement, learning increases 90 percent.
- (So we need to make sure our students have the WORDS they need while they move and play!)

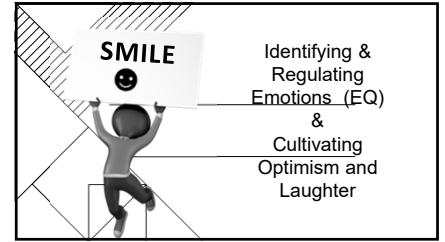
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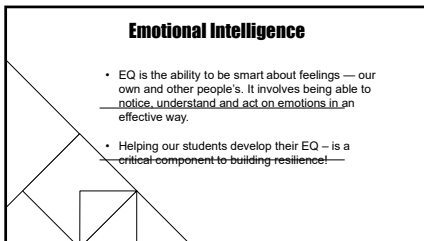
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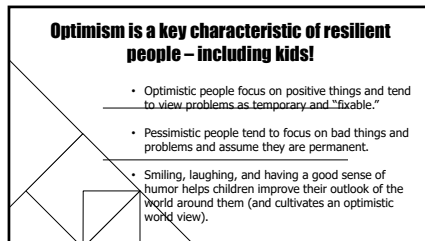
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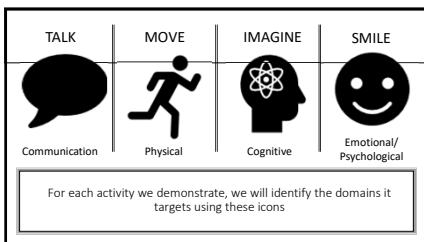
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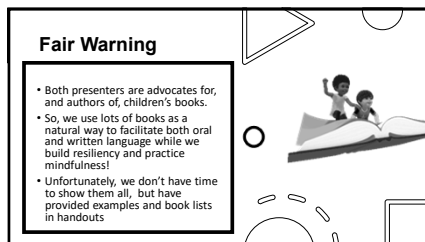
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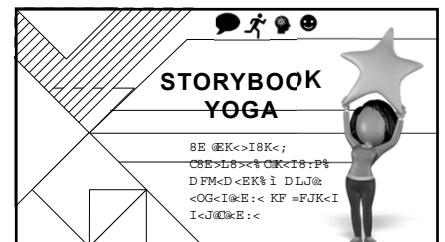
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PLEASE FIND THE REST OF THE PP SLIDES AT [DYNAMIC-RESOURCES.NET](https://dynamic-resources.net) (Click on Free Resources)

R-A-I-N Meditation 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)



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**

SUPER ME



MY SUPERPOWERS
ARE

MY SUPERHERO
NAME IS

MY SIDEKICK IS

MY ARCHENEMY
IS

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 at 5.
Raise Up to Chair



Moon Walk
(Super Slow Lunges)



Finish Countdown
and Blast Off!

4. LANDING



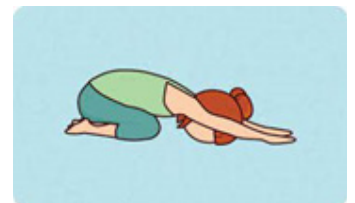
Greet the Moon
(Half Moon/
Crescent Moon)



Moon Walk
Super Slow Lunges



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



Asteroid/Meteorite
Rock+ Child's Pose

5. BACK TO ROCKET Blast off again

6. RETURN TO EARTH

Water Landing
Boat Landing



Gratitude for Safe
Landing
So Tired
Stargaze
Before Bed
(Awe)



SHAVASANA

TALK! MOVE! IMAGE! SMILE!

Book List

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Storybook Yoga (choose books support resilience)	
The I'm not Scared Book	Todd Parr
It's Okay to Make Mistakes	Todd Parr
The Don't Worry Book	Todd Parr
The Feelings Book	Todd Parr
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
Imagination	
Imagine	Allison Lester
The Dot	Peter Reynolds
Tomorrow's Alphabet	George Shannon
Harold and the Purple Crayon	Crocket Johnson
The Journey	Aaron Becker
Alphabet City	
The Look Book	Tara Hoban
Look Alikes	Joan Steiner
Oragami 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: A Book of Resilience	Susan Verde
Dear Zoo	Rod Campbell